

VISION:
Every student will
achieve their highest
educational goals.

MOTTO:
Students First!

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

MISSION:
The Pierce Joint Unified
School District is committed
to provide a highly qualified
staff in a safe and healthy
learning environment.
Parents and community
members are partners in our
education community.

BOARD OF TRUSTEES REGULAR MEETING
PIERCE TECHNOLOGY BUILDING
940A WILDWOOD RD, ARBUCKLE CA 95912

THURSDAY NOVEMBER 19, 2020 5:00 p.m.

AGENDA

Governing Board

George Green, President

Amy Charter, Vice President

Amy Charter, Board Clerk

Abel Gomez, Member

Barbara Bair, 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.

Message from the Board President:

This meeting is being recorded and may capture sounds of those attending the meeting.

**Pierce Joint Unified will hold its regularly scheduled board meeting on
Thursday, November 19, 2020 at 5 p.m.**

This meeting will allow in-person attendance with limited capacity.

Masks and 6 feet of social distancing will be required.

**The health, well-being, and public safety of community members, public officials,
and employees remain a top priority.**

Please know that you may join the meeting by phone and/or video.

Public comment will be included during this regular meeting and will be heard at 6 p.m.

**To join the meeting, dial 1-320-377-9818 and enter PIN 296 623 003#
(be sure to include the # in the PIN)**

Please remember: to mute or unmute your phone, press *6

**The chat box will be monitored during the meeting, if you have a question or would like to speak,
please use the chat box to alert the meeting organizer.**

1. CALL TO ORDER

A. *Pledge of Allegiance*

2. APPROVAL OF AGENDA

ACTION

3. HEARING OF THE PUBLIC – 6:00 p.m.

(Speakers will be given three (3) minutes to speak with a twenty (20) minute limit per topic)

2020/21 Board Goals:

1. Pierce Joint Unified School District students will graduate high school college and career ready.
2. Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, and physically in their schools.
3. Pierce Joint Unified School District will engage families and members of the greater school community as educational partners.



4. 2020 Audit Report:
 - A. District Audit Report Fiscal Year End June 30, 2020**
 - B. Measure B General Obligation Bonds Series 2016 Building Fund**

5. Student Body Representative Report/FFA Representative Report

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

7. REPORTS: INFORMATION/
DISCUSSION
 - A. Math Adoption Committee Report
 - B. Esports Report
 - C. Facilities Report
 - A. Solar Report**
 - D. Transportation Report
 - E. Technology Report
 - F. **2020 Williams Settlement Agreement Compliance Report**
 - G. **2020/21 1st Quarter Discipline Report**
 - H. **Learning Communities for School Success Program Final Progress Report**
 - I. **Summer 2020 Elevate Data Report**

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

9. CSEA (California School Employees Association) Report INFORMATION

10. Consider and approve **Resolution 20/21 – 8: Interfund Transfer to Clear Prior Years Due To/Due From** ACTION

11. Consider and approve **District Audit Report Fiscal Year End June 30, 2020** ACTION

12. Consider and approve **Measure B General Obligation Bonds Series 2016 Building Fund Audit Report** ACTION

13. Consider and approve **December 11, 2020 as the Date for the 2020 Annual Organizational Meeting for Pierce Joint Unified School District** ACTION

14. Consider and approve **Fall Sports Coaching Certification** ACTION

15. Consider and approve **2020/21 Safe School Plans** for: ACTION
 - A. **Arbuckle Elementary School**
 - B. **Grand Island Elementary School**
 - C. **Lloyd G. Johnson Junior High School**
 - D. **Pierce High School/Arbuckle Alternative High School**

16. Consider and approve **Ag Advisory Committee Membership: Scott Sherburne – Agri Business** ACTION

- 17. Consider and approve **Job Description for Technology Support** ACTION
- 18. Consider and approve **2020/21 Classified Salary Schedule** ACTION
- 19. Consider and approve **Esports Program at Pierce High School** ACTION
- 20. Consider and approve **Resolution #20/21 – 7: Intent to Withdraw from Schools Excess Liability Fund JPA** ACTION
- 21. Consider and approve **Resolution #20/21 – 9: Purchase of (2) Electric School Buses** ACTION
- 22. Consider and approve **2020/21 Comprehensive School Safety Plan (Disaster and Emergency)** for: ACTION
 - A. **Arbuckle Elementary School**
 - B. **Grand Island Elementary School**
 - C. **Lloyd G. Johnson Junior High School**
 - D. **Pierce High School/Arbuckle Alternative High School**
- 23. Consider and approve **Board Declaration of Surplus Materials – General Equipment** ACTION
- 24. Consider and approve Consent Agenda: ACTION
 - A. **Minutes of October 15, 2020 Regular Board Meeting**
 - B. **Minutes of September 28, 2020 Special Board Meeting**
 - C. **Minutes of September 30, 2020 Special Board Meeting**
 - D. **Warrant List for October 2020**
 - E. Interdistrict Transfers:
 - 1. Transferring **IN** for 2020/21 School Year:
 - a. Fourteen (14) Students from Williams CA - continuing
 - b. One (1) Student from Willows CA – continuing
 - c. One (1) Student from Colusa CA - continuing
 - 2. Transferring **OUT** for the 2020/21 School Year:
 - a. One (1) Student to Woodland CA – continuing
 - F. Contracts:
 - 1. **Architectural Services Agreement with Synthesis Partners, LLC for Pierce High School CTE Ag Science Learning Center**

BOARD POLICIES:

A. FIRST READING:

1.	E 1113 – District and School Web Sites
2.	BP 3280 – Sale or Lease of District-Owned Real Property
3.	BP/AR 3530 – Risk Management/Insurance
4.	BP/AR 4119.11/4219.11/4319.11 – Sexual Harassment
5.	AR/E 4119.12/4219.12/4319.12 – Title IX Sexual Harassment Complaint Procedures
6.	BP/AR 4157/4257/4357 – Employee Safety
7.	AR 4157.1/4257.1/4357.1 – Work-Related Injuries
8.	BP/AR 5113.1 – Chronic Absence and Truancy

9.	AR 5113.11 – Attendance Supervision
10.	BP/AR 5145.7 – Sexual Harassment
11.	AR/E 5145.7 – Title IX Sexual Harassment Complaint Procedures
12.	BP/AR/E 6161.1 – Selection and Evaluation of Instructional Materials
13.	E(1) 9323.2 – Actions by the Board

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

26. Superintendent’s Report

27. Board President Report

28. CLOSED SESSION:

ACTION

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

Certification	Position	Status
Certificated	1 st Grade Teacher	Hiring
Certificated	Long Term Substitute – 4 th Grade	Hiring
Classified	Campus Supervisor	Resignation
Certificated	PE Teacher	Hiring
Certificated	Long Term Substitute Math (2)	Hiring
Coach	Volleyball Helper (2)	Volunteer
Coach	Football Helper	Volunteer
Coach	Fresh/Soph Football Assistant Coach	Hiring
Coach	Varsity Football Assistant Coach	Resignation
Coach	Varsity Football Assistant Coach	Hiring
Classified	District Mechanic	Hiring
Classified	Health Clerk	Resignation
Classified	Health Clerk	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 LABOR NEGOTIATOR: Pursuant to Government Code sec. 54957.6, the Board will meet in CLOSED SESSION to give direction to Agency Negotiator, Carol Geyer, regarding negotiations with PJUEA (Pierce Joint Unified Educators Association) and CSEA (California School Employees Association)

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

ACTION

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

Certification	Position	Status
Certificated	1 st Grade Teacher	Hiring
Certificated	Long Term Substitute – 4 th Grade	Hiring
Classified	Campus Supervisor	Resignation

Certificated	PE Teacher	Hiring
Certificated	Long Term Substitute Math (2)	Hiring
Coach	Volleyball Helper (2)	Volunteer
Coach	Football Helper	Volunteer
Coach	Fresh/Soph Football Assistant Coach	Hiring
Coach	Varsity Football Assistant Coach	Resignation
Coach	Varsity Football Assistant Coach	Hiring
Classified	District Mechanic	Hiring
Classified	Health Clerk	Resignation
Classified	Health Clerk	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 LABOR NEGOTIATOR: Pursuant to Government Code sec. 54957.6, the Board will meet in CLOSED SESSION to give direction to Agency Negotiator, Carol Geyer, regarding negotiations with PJUEA (Pierce Joint Unified Educators Association) and CSEA (California School Employees Association)

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 x13000. Notification at least 48 hours prior to the meeting will enable the office to make reasonable arrangements to ensure accessibility to the Board meeting. (Government Code § 54954.2)



James Marta & Company LLP

Certified Public Accountants

Accounting, Auditing, Consulting, and Tax

**COMMUNICATION WITH THOSE CHARGED
WITH GOVERNANCE**

October 28, 2020

To the Board of Trustees
Pierce Joint Unified School District
Arbuckle, California

We have audited the basic financial statements of Pierce Joint Unified School District (the "District") as of and for the year ended June 30, 2020, and have issued our report thereon dated October 28, 2020. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated October 1, 2018, our responsibility, as described by professional standards, is to form and express an opinion(s) about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the District solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm, have complied with all relevant ethical requirements regarding independence.

We follow the AICPA Ethics Standard Rule 201C, in conjunction with this, we annually review with all engagement staff potential conflicts and obtain a conflict certification. In addition, we inquire on each engagement about potential conflicts with staff. We have not identified any relationships or other matters that in the auditor's judgment may be reasonably thought to bear on independence.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the District is included in Note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during the fiscal year ended June 30, 2020. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus. However, there are new Governmental Accounting Standards that may affect the District in future years. See Attachment I.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are the collectability of receivables and the District's proportionate share of net pension liability.

Management's estimate of the collectability of receivables is based on past experience with collections from various entities. The estimate for the District's proportionate share of net pension liability is based on an actuarial study. We evaluated key factors and assumptions used to develop the estimates and determined that it is reasonable in relation to the basic financial statements taken as a whole and in relation to the applicable opinion units.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The pension disclosures included in footnote 6, required significant judgement to calculate the District's proportionate share of the net pension liability for CalPERS and CalSTRS.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole and each applicable opinion unit. There were no uncorrected misstatements identified as a result of our audit procedures.

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. There were no audit adjustments identified as a result of our audit procedures.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the District's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management, which are included in the attached letter dated October 28, 2020 (Attachment II).

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with the District, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating and regulatory conditions affecting the entity, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the District's auditors.

Other Services

We have assisted management in preparing the financial statements of the District in conformity with U.S. generally accepted accounting principles based on information provided by management.

Management's responsibilities for other services included designating qualified individuals with the skill, knowledge, and experience to be responsible and accountable for overseeing financial statement preparation and any other nonattest services we performed as part of this engagement. Management has represented that they have evaluated the adequacy and results of those services and is accepting responsibility for them.

James Marta & Company LLP
Certified Public Accountants

This report is intended solely for the information and use of the Board of Trustees and management of Pierce Joint Unified School District and is not intended to be and should not be used by anyone other than these specified parties.

James Marta & Company LLP

James Marta & Company LLP
Certified Public Accountants
Sacramento, California
October 28, 2020

The following pronouncements of the Governmental Accounting Standards Board (GASB) have been released recently and may be applicable to the District in the near future. We encourage management to review the following information and determine which standard(s) may be applicable to the District. For the complete text of these and other GASB standards, visit www.gasb.org and click on the “Standards & Guidance” tab. If you have questions regarding the applicability, timing, or implementation approach for any of these standards, please contact your audit team.

GASB Statement No. 84, Fiduciary Activities
Effective for the fiscal year ending June 30, 2021

This Statement establishes criteria for identifying fiduciary activities of all state and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists. Separate criteria are included to identify fiduciary component units and postemployment benefit arrangements that are fiduciary activities.

An activity meeting the criteria should be reported in a fiduciary fund in the basic financial statements. Governments with activities meeting the criteria should present a statement of fiduciary net position and a statement of changes in fiduciary net position. An exception to that requirement is provided for a business-type activity that normally expects to hold custodial assets for three months or less.

This Statement describes four fiduciary funds that should be reported, if applicable: (1) pension (and other employee benefit) trust funds, (2) investment trust funds, (3) private-purpose trust funds, and (4) custodial funds. Custodial funds generally should report fiduciary activities that are not held in a trust or equivalent arrangement that meets specific criteria. A fiduciary component unit, when reported in the fiduciary fund financial statements of a primary government, should combine its information with its component units that are fiduciary component units and aggregate that combined information with the primary government’s fiduciary funds.

This Statement also provides for recognition of a liability to the beneficiaries in a fiduciary fund when an event has occurred that compels the government to disburse fiduciary resources. Events that compel a government to disburse fiduciary resources occur when a demand for the resources has been made or when no further action, approval, or condition is required to be taken or met by the beneficiary to release the assets.

The District is currently assessing the financial statement impact of GASB 84.

GASB Statement No. 87, Leases

Effective for the fiscal year ending June 30, 2022

The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities.

The District is currently assessing the financial statement impact of GASB 87.

GASB Statement No. 89, Accounting for Interest Cost Incurred Before the End of a Construction Period

Effective for the fiscal year ending June 30, 2022

This Statement establishes accounting requirements for interest cost incurred before the end of a construction period. Such interest cost includes all interest that previously was accounted for in accordance with the requirements of paragraphs 5–22 of Statement No. 62, Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements, which are superseded by this Statement. This Statement requires that interest cost incurred before the end of a construction period be recognized as an expense in the period in which the cost is incurred for financial statements prepared using the economic resources measurement focus. As a result, interest cost incurred before the end of a construction period will not be included in the historical cost of a capital asset reported in a business-type activity or enterprise fund.

This Statement also reiterates that in financial statements prepared using the current financial resources measurement focus, interest cost incurred before the end of a construction period should be recognized as an expenditure on a basis consistent with governmental fund accounting principles.

We do not expect this standard to have any significant impact on the District.

GASB Statement No. 90, Majority Equity Interests – An Amendment of GASB Statements No. 14 and No. 61

Effective for the fiscal year ending June 30, 2021

The primary objectives of this Statement are to improve the consistency and comparability of reporting a government's majority equity interest in a legally separate organization and to improve the relevance of financial statement information for certain component units. It defines a majority equity interest and specifies that a majority equity interest in a legally separate organization should be reported as an investment if a government's holding of the equity interest meets the definition of an investment. A majority equity interest that meets the definition of an investment should be measured using the equity method, unless it is held by a special-purpose government engaged only in fiduciary activities, a fiduciary fund, or an endowment (including permanent and term endowments) or permanent fund. Those governments and funds should measure the majority equity interest at fair value.

For all other holdings of a majority equity interest in a legally separate organization, a government should report the legally separate organization as a component unit, and the government or fund that holds the equity interest should report an asset related to the majority equity interest using the equity method. This Statement establishes that ownership of a majority equity interest in a legally separate organization results in the government being financially accountable for the legally separate organization and, therefore, the government should report that organization as a component unit.

This Statement also requires that a component unit in which a government has a 100 percent equity interest account for its assets, deferred outflows of resources, liabilities, and deferred inflows of resources at acquisition value at the date the government acquired a 100 percent equity interest in the component unit. Transactions presented in flows statements of the component unit in that circumstance should include only transactions that occurred subsequent to the acquisition.

We do not expect this standard to have any significant impact on the District.

GASB Statement No. 91, Conduit Debt Obligations

Effective for the fiscal year ending June 30, 2023

The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. This Statement achieves those objectives by clarifying the existing definition of a conduit debt obligation; establishing that a conduit debt obligation is not a liability of the issuer; establishing standards for accounting and financial reporting of additional commitments and voluntary commitments extended by issuers and arrangements associated with conduit debt obligations; and improving required note disclosures.

We do not expect this standard to have any significant impact on the District.

GASB Statement No. 92, Omnibus 2020

Effective dates vary

The objectives of this Statement are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing practice issues that have been identified during implementation and application of certain GASB Statements. This Statement addresses a variety of topics and includes specific provisions about the following:

- The effective date of Statement No. 87, *Leases*, and Implementation Guide No. 2019-3, *Leases*, for interim financial reports – *Effective for the fiscal year ending June 30, 2022*
- Reporting of intra-entity transfers of assets between a primary government employer and a component unit defined benefit pension plan or defined benefit other postemployment benefit (OPEB) plan – *Effective for the fiscal year ending June 30, 2022*
- The applicability of Statements No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement 68*, and *Amendments to Certain Provisions of GASB Statements 67 and 68*, as amended, and No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*, as amended, to reporting assets accumulated for postemployment benefits – *Effective for the fiscal year ending June 30, 2022*
- The applicability of certain requirements of Statement No. 84, *Fiduciary Activities*, to postemployment benefit arrangements – *Effective for the fiscal year ending June 30, 2022*

- Measurement of liabilities (and assets, if any) related to asset retirement obligations (AROs) in a government acquisition – *Effective for the government acquisitions occurring in reporting periods beginning after June 15, 2021*
- Reporting by public entity risk pools for amounts that are recoverable from reinsurers or excess insurers – *Effective for the fiscal year ending June 30, 2022*
- Reference to nonrecurring fair value measurements of assets or liabilities in authoritative literature – *Effective for the fiscal year ending June 30, 2022*
- Terminology used to refer to derivative instruments. – *Effective for the fiscal year ending June 30, 2022*

The District is currently assessing the financial statement impact of GASB 92.

GASB Statement No. 93, Replacement of Interbank Offered Rates

Effective for the fiscal year ending June 30, 2022

The objective of this Statement is to address those and other accounting and financial reporting implications that result from the replacement of an IBOR. This Statement achieves that objective by:

- Providing exceptions for certain hedging derivative instruments to the hedge accounting termination provisions when an IBOR is replaced as the reference rate of the hedging derivative instrument's variable payment
- Clarifying the hedge accounting termination provisions when a hedged item is amended to replace the reference rate
- Clarifying that the uncertainty related to the continued availability of IBORs does not, by itself, affect the assessment of whether the occurrence of a hedged expected transaction is probable
- Removing LIBOR as an appropriate benchmark interest rate for the qualitative evaluation of the effectiveness of an interest rate swap
- Identifying a Secured Overnight Financing Rate and the Effective Federal Funds Rate as appropriate benchmark interest rates for the qualitative evaluation of the effectiveness of an interest rate swap
- Clarifying the definition of reference rate, as it is used in Statement 53, as amended

Providing an exception to the lease modifications guidance in Statement 87, as amended, for certain lease contracts that are amended solely to replace an IBOR as the rate upon which variable payments depend.

We do not expect this standard to have any significant impact on the District.

GASB Statement No. 94, Public-Private and Public-Public Partnerships and Availability Payment Arrangements

Effective for the fiscal year ending June 30, 2023

The primary objective of this Statement is to improve financial reporting by addressing issues related to public-private and public-public partnership arrangements (PPPs). As used in this Statement, a PPP is an arrangement in which a government (the transferor) contracts with an operator (a governmental or nongovernmental entity) to provide public services by conveying control of the right to operate or use a nonfinancial asset, such as infrastructure or other capital asset (the underlying PPP asset), for a period of time in an exchange or exchange-like transaction. Some PPPs meet the definition of a service concession arrangement (SCA), which the Board defines in this Statement as a PPP in which (1) the operator collects and is compensated by fees from third parties; (2) the transferor determines or has the ability to modify or approve which services the operator is required to provide, to whom the operator is required to provide the services, and the prices or rates that can be charged for the services; and (3) the transferor is entitled to significant residual interest in the service utility of the underlying PPP asset at the end of the arrangement.

This Statement also provides guidance for accounting and financial reporting for availability payment arrangements (APAs). As defined in this Statement, an APA is an arrangement in which a government compensates an operator for services that may include designing, constructing, financing, maintaining, or operating an underlying nonfinancial asset for a period of time in an exchange or exchange-like transaction.

We do not expect this standard to have any significant impact on the District.

GASB Statement No. 95, Postponement of the Effective Dates of Certain Authoritative Guidance

Effective immediately

The primary objective of this Statement is to provide temporary relief to governments and other stakeholders in light of the COVID-19 pandemic. That objective is accomplished by postponing the effective dates of certain provisions in Statements and Implementation Guides that first became effective or are scheduled to become effective for periods beginning after June 15, 2018, and later.

The effective dates of the preceding statements have been updated to reflect the impact of the issuance of GASB 95.

The District is currently assessing the financial statement impact of GASB 95.

GASB Statement No. 96, Subscription-Based Information Technology Arrangements

Effective for the fiscal year ending June 30, 2023

This Statement provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for government end users (governments). This Statement (1) defines a SBITA; (2) establishes that a SBITA results in a right-to-use subscription asset—an intangible asset—and a corresponding subscription liability; (3) provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) requires note disclosures regarding a SBITA. To the extent relevant, the standards for SBITAs are based on the standards established in Statement No. 87, Leases, as amended.

We do not expect this standard to have any significant impact on the District.

GASB Statement No. 97, Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Deferred Compensation Plans

Effective for the fiscal year ending June 30, 2021

The primary objectives of this Statement are to (1) increase consistency and comparability related to the reporting of fiduciary component units in circumstances in which a potential component unit does not have a governing board and the primary government performs the duties that a governing board typically would perform; (2) mitigate costs associated with the reporting of certain defined contribution pension plans, defined contribution other postemployment benefit (OPEB) plans, and employee benefit plans other than pension plans or OPEB plans (other employee benefit plans) as fiduciary component units in fiduciary fund financial statements; and (3) enhance the relevance, consistency, and comparability of the accounting and financial reporting for Internal Revenue Code (IRC) Section 457 deferred compensation plans (Section 457 plans) that meet the definition of a pension plan and for benefits provided through those plans.

We do not expect this standard to have any significant impact on the District.

Pierce Joint
Unified School District

P.O. Box 239 • Arbuttle CA 95912 • (530) 476-2892 • Fax (530) 476-9289

Carol Geyer, Superintendent



MANAGEMENT REPRESENTATION LETTER

October 28, 2020

James Marta & Company, LLP
Certified Public Accountants
Sacramento, California

This representation letter is provided in connection with your audit of the *financial statements* of Pierce Joint Unified School District as of June 30, 2020 and for the year then ended, and the related notes to the financial statements, for the purpose of expressing opinions on whether the basic financial statements present fairly, in all material respects, the financial position, results of operations, and cash flows, where applicable, of the various opinion units of Pierce Joint Unified School District in accordance with accounting principles generally accepted for governments in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in the light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement.

We confirm that, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves as of October 28, 2020:

Financial Statements

- We have fulfilled our responsibilities, as set out in the terms of the audit engagement dated October 1, 2018 for the preparation and fair presentation of the financial statements of the various opinion units referred to above in accordance with U.S. GAAP.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
- We acknowledge our responsibility for compliance with the laws, regulations, and provisions of contracts and grant agreements.
- We acknowledge that we are responsible for distributing the issued report as well as the communication with governance letter and internal control letter to all governing board members.
- We have reviewed, approved, and taken responsibility for the financial statements and related notes.
- We have a process to track the status of audit findings and recommendations.
- We have identified and communicated to you all previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.
- Significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.
- Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
- All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
- The effects of all known actual or possible litigation and claims have been accounted for and disclosed in accordance with U.S. GAAP.
- All component units, as well as joint ventures with an equity interest, are included and other joint ventures and related organizations are properly disclosed.
- All funds and activities are properly classified.

Board of Trustees: George Green • Amy Charter • Abel Gomez • Barbara Bair • Nadine High
President Vice-President Clerk Member Member

- All funds that meet the quantitative criteria in GASB Statement No. 34, *Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments*, GASB Statement No. 37, *Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments: Omnibus* as amended, and GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities*, for presentation as major are identified and presented as such and all other funds that are presented as major are considered important to financial statement users.
- All components of net position, nonspendable fund balance, and restricted, committed, assigned, and unassigned fund balance are properly classified and, if applicable, approved.
- Our policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position/fund balance are available is appropriately disclosed and net position/fund balance is properly recognized under the policy.
- All revenues within the statement of activities have been properly classified as program revenues, general revenues, contributions to term or permanent endowments, or contributions to permanent fund principal.
- All expenses have been properly classified in or allocated to functions and programs in the statement of activities, and allocations, if any, have been made on a reasonable basis.
- All interfund and intra-entity transactions and balances have been properly classified and reported.
- Special items and extraordinary items have been properly classified and reported.
- Deposit and investment risks have been properly and fully disclosed.
- Capital assets, including infrastructure assets, are properly capitalized, reported, and if applicable, depreciated.
- All required supplementary information is measured and presented within the prescribed guidelines.
- With regard to investments and other instruments reported at fair value:
 - The underlying assumptions are reasonable and they appropriately reflect management's intent and ability to carry out its stated courses of action.
 - The measurement methods and related assumptions used in determining fair value are appropriate in the circumstances and have been consistently applied.
 - The disclosures related to fair values are complete, adequate, and in accordance with U.S. GAAP.
 - There are no subsequent events that require adjustments to the fair value measurements and disclosures included in the financial statements.

Information Provided

- We have provided you with:
 - Access to all information, of which we are aware that is relevant to the preparation and fair presentation of the financial statements of the various opinion units referred to above, such as records, documentation, meeting minutes, and other matters;
 - Additional information that you have requested from us for the purpose of the audit; and
 - Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
- All transactions have been recorded in the accounting records and are reflected in the financial statements.
- We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- We have no knowledge of any fraud or suspected fraud that affects the entity and involves:
 - Management;
 - Employees who have significant roles in internal control; or
 - Others where the fraud could have a material effect on the financial statements.
- We have no knowledge of any allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, vendors, regulators, or others.
- We are not aware of any pending or threatened litigation, claims, and assessments whose effects should be considered when preparing the financial statements.
- We have disclosed to you the identity of the entity's related parties and all the related party relationships and transactions of which we are aware.
- There have been no communications from regulatory agencies concerning noncompliance with or deficiencies in accounting, internal control, or financial reporting practices.

- Pierce Joint Unified School District has no plans or intentions that may materially affect the carrying value or classification of assets and liabilities.
- We have disclosed to you all guarantees, whether written or oral, under which Pierce Joint Unified School District is contingently liable.
- We have disclosed to you all significant estimates and material concentrations known to management that are required to be disclosed in accordance with GASB Statement No. 62 (GASB-62), *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*. Significant estimates are estimates at the balance sheet date that could change materially within the next year. Concentrations refer to volumes of business, revenues, available sources of supply, or markets or geographic areas for which events could occur that would significantly disrupt normal finances within the next year.
- We have identified and disclosed to you the laws, regulations, and provisions of contracts and grant agreements that could have a direct and material effect on financial statement amounts, including legal and contractual provisions for reporting specific activities in separate funds.
- There are no:
 - Violations or possible violations of laws or regulations, or provisions of contracts or grant agreements whose effects should be considered for disclosure in the financial statements or as a basis for recording a loss contingency, including applicable budget laws and regulations.
 - Unasserted claims or assessments that our lawyer has advised are probable of assertion and must be disclosed in accordance with GASB-62.
 - Other liabilities or gain or loss contingencies that are required to be accrued or disclosed by GASB-62
- Pierce Joint Unified School District has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset or future revenue been pledged as collateral, except as disclosed to you.
- We have complied with all aspects of grant agreements and other contractual agreements that would have a material effect on the financial statements in the event of noncompliance.

Supplementary Information in Relation to the Financial Statements as a Whole

With respect to the supplementary information accompanying the financial statements:

- a. We acknowledge our responsibility for the presentation of the supplementary information in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP); the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the 2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, prescribed in the California Code of Regulations, Title 5, Section 19810 and following; and the Uniform Guidance.
- b. We believe the supplementary information, including its form and content, is fairly presented in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP); the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the 2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, prescribed in the California Code of Regulations, Title 5, Section 19810 and following; and the Uniform Guidance.
- c. The methods of measurement or presentation have not changed from those used in the prior period
- d. When the supplementary information is not presented with the audited financial statements, management will make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by the entity of the supplementary information and the auditor's report thereon.
- e. We acknowledge our responsibility to include the auditor's report on the supplementary information in any document containing the supplementary information and that indicates the auditor reported on such supplementary information.
- f. We acknowledge our responsibility to present the supplementary information with the audited financial statements or, if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary

information no later than the date of issuance by the entity of the supplementary information and the auditor's report thereon.

Required Supplementary Information

With respect to the required supplementary information accompanying the financial statements:

- a. We acknowledge our responsibility for the presentation of the required supplementary information in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP); and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.
- b. We believe the required supplementary information, including its form and content, is measured and fairly presented in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP); and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.
- c. The methods of measurement or presentation have not changed from those used in the prior period.
- d. We believe the following significant assumptions or interpretations underlying the measurement or presentation of the required supplementary information, and the basis for our assumptions and interpretations, are reasonable and appropriate in the circumstances:

<i>Significant Assumption or Interpretation</i>	<i>Basis for Assumption or Interpretation</i>
Net Pension Liability	Valuation Reports

Use of a Specialist

We agree with the findings of specialists in evaluating the District's proportionate share of net pension liability and have adequately considered the qualifications of the specialist in determining the amounts and disclosures used in the financial statements and underlying accounting records. We did not give or cause any instructions to be given to specialists with respect to the values or amounts derived in an attempt to bias their work, and we are not otherwise aware of any matters that have had an impact on the independence or objectivity of the specialists.

Pension Benefits

We believe that the actuarial assumptions and methods used to measure pension liabilities and costs for financial accounting purposes are appropriate in the circumstances.

Federal Award Programs

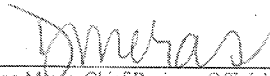
With respect to federal award programs:

- We are responsible for understanding and complying with and have complied with the requirements of Title 2 CFR Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements of Federal Awards* (the Uniform Guidance), including requirements relating to preparation of the schedule of expenditures of federal awards, or we acknowledge our responsibility for presenting the schedule of expenditures of federal awards (SEFA) in accordance with the requirements of the Uniform Guidance and we believe the SEFA, including its form and content, is fairly presented in accordance with the Uniform Guidance. The methods of measurement or presentation of the SEFA have not changed from those used in the prior period and we have disclosed to you any significant assumptions and interpretations underlying the measurement or presentation of the SEFA.
- If the SEFA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA no later than the date we issue the SEFA and the auditor's report thereon.

- We have identified and disclosed to you all of our government programs and related activities subject to the Uniform Guidance and included in the SEFA made during the audit period for all awards provided by federal agencies in the form of grants, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other direct assistance.
- We are responsible for understanding and complying with, and have complied with, the requirements of laws, regulations, and the provisions of contracts and grant agreements related to each of our federal programs and have identified and disclosed to you the requirements of laws, regulations, and the provisions of contracts and grant agreements that are considered to have a direct and material effect on each major program.
- We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance requirements applicable to federal programs that provides reasonable assurance that we are managing our federal awards in compliance with laws, regulations, and the provisions of contracts and grant agreements that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended.
- We have made available to you all contracts and grant agreements (including amendments, if any) and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities.
- We have received no requests from a federal agency to audit one or more specific programs as a major program.
- We have complied with the direct and material compliance requirements (except for noncompliance disclosed to you), including when applicable, those set forth in the *OMB Compliance Supplement*, relating to federal awards and have identified and disclosed to you all amounts questioned and all known noncompliance with the requirements of federal awards.
- We have disclosed any communications from grantors and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.
- We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.
- Amounts claimed or used for matching were determined in accordance with relevant guidelines in the Uniform Guidance.
- We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
- We have made available to you all documentation related to compliance with the direct material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- We have disclosed to you the nature of any subsequent events that provide additional evidence about conditions that existed at the end of the reporting period affecting noncompliance during the reporting period.
- There are no such known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditor's report.
- No changes have been made in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies in internal control over compliance (including material weaknesses in internal control over compliance), subsequent to the date as of which compliance was audited.
- Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the financial statements have been prepared.
- The copies of federal program financial reports provided you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
- We have charged costs to federal awards in accordance with applicable cost principles.
- We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by the Uniform Guidance and we have provided you with all

information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.

- We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by the Uniform Guidance.
- We are responsible for preparing and implementing a corrective action plan for each audit finding.



Daena Meras, Chief Business Official



Carol Geyer, Superintendent

PIERCE JOINT UNIFIED SCHOOL DISTRICT

**COUNTY OF COLUSA
ARBUCKLE, CALIFORNIA**

**FINANCIAL STATEMENTS
WITH
INDEPENDENT AUDITOR'S REPORT**

FOR THE FISCAL YEAR ENDED JUNE 30, 2020

PIERCE JOINT UNIFIED SCHOOL DISTRICT

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PIERCE JOINT UNIFIED SCHOOL DISTRICT

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James Marta & Company LLP

Certified Public Accountants

Accounting, Auditing, Consulting and Tax

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Pierce Joint Unified School District
Arbuckle, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Pierce Joint Unified School District (the "District"), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Pierce Joint Unified School District (the "District"), as of June 30, 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, the Schedule of Revenues, Expenditures and Changes in Fund Balance-Budget (Non-GAAP) and Actual - General Fund, Schedule of Proportionate Share of Net Pension Liability and Schedule of Pension Contributions be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying supplementary information as listed in the table of contents, including the schedule of expenditures of federal awards, as required by the August 2020 Edition of the Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements of Federal Awards (Uniform Guidance), Audits of States, Local Governments, and Non-Profit Organizations, are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The supplementary information as listed in the table of contents is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information as listed in the table of contents is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2020 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering District's internal control over financial reporting and compliance.

James Marta & Company LLP

James Marta & Company LLP
Certified Public Accountants
Sacramento, California
October 28, 2020

MANAGEMENT'S DISCUSSION AND ANALYSIS

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2020

The following discussion and analysis provides an overview of the financial position and activities of the Pierce Joint Unified School District (the "District") for the year ended June 30, 2020. This discussion has been prepared by management and should be read in conjunction with the financial statements and notes thereto which follow this section.

OVERVIEW OF THE FINANCIAL STATEMENTS

The Financial Statements

The financial statements presented herein include all of the activities of the District and its component units using the integrated approach as prescribed by Governmental Accounting Standards Board (GASB) Statement No. 34.

The *Government-Wide Financial Statements* present the financial picture of the District from the economic resources measurement focus using the accrual basis of accounting. These statements include all assets of the District (including capital assets), as well as all liabilities (including long-term obligations). Additionally, certain eliminations have occurred as prescribed by the statement in regards to interfund activity, payables, and receivables.

The *Fund Financial Statements* include statements for each of the two categories of activities: governmental and fiduciary.

The *Governmental Activities* are prepared using the current financial resources measurement focus and modified accrual basis of accounting.

The *Fiduciary Activities* only report a balance sheet and do not have a measurement focus.

Reconciliation of the Fund Financial Statements to the Government-Wide Financial Statements is provided to explain the differences created by the integrated approach.

The Primary unit of the government is the Pierce Joint Unified School District.

DISTRICT-WIDE STATEMENTS

The Statement of Net Position and the Statement of Activities

The *Statement of Net Position* and the *Statement of Activities* report information about the District as a whole and about its activities. These statements include all assets and liabilities of the District using the accrual basis of accounting which is similar to the accounting used by most private-sector companies. All of the current year's revenues and expenses are taken in to account regardless of when cash is received or paid.

These two statements report the District's net position and changes in them. Net position is the difference between assets and liabilities, which is one way to measure the District's financial health, or financial position. Over time, increases or decreases in the District's net position are one indicator of whether its *financial health* is improving or deteriorating. Other factors to consider are changes in the District's property tax base and the condition of the District's facilities.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2020

The relationship between revenues and expenses is the District's *operating results*. Since the governing board's responsibility is to provide services to our students and not to generate profit as commercial entities do, one must consider other factors when evaluating the overall health of the District. The quality of the education and the safety of our schools will likely be an important component in this evaluation.

In the *Statement of Net Position* and the *Statement of Activities*, the District activities are reported as follows:

Governmental Activities - The District reports all of its services in this category. This includes the education of transitional kindergarten through grade twelve students, adult education students, the operation of child development activities, and the on-going effort to improve and maintain buildings and sites. Property taxes, State income taxes, user fees, interest income, Federal, State, and local grants, as well as general obligation bonds, finance these activities.

FUND FINANCIAL STATEMENTS

The fund financial statements provide detailed information about the most significant funds -not the District as a whole. Some funds are required to be established by State law and by bond covenants. However, management establishes many other funds to help it control and manage money for particular purposes or to show that it is meeting legal responsibilities for using certain taxes, grants, and other money that it receives from the U.S. Department of Education.

Governmental Funds

Most of the District's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end that are available for spending. These funds are reported using an accounting method called modified accrual accounting, which measure cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's general government operations and the basic service it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. We describe the relationship (or differences) between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and governmental funds in a reconciliation following each governmental fund financial statement.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2020

FINANCIAL ANALYSIS OF THE DISTRICT AS A WHOLE

Net Position

The District's combined net position, as of June 30, 2020, was \$10,354,137 reflecting an increase of 38.69%.

Table 1 – Net Position

	Governmental Activities		Net Change
	2020	2019	
Assets			
Current and other assets	\$ 14,478,269	\$ 16,421,306	\$ (1,943,037)
Capital assets	25,688,851	22,019,819	3,669,032
Total Assets	40,167,120	38,441,125	1,725,995
Deferred Outflows of Resources			
Deferred loss on refunding of bonds	654	6,566	(5,912)
Deferred outflows on pensions	7,342,586	6,789,696	552,890
Total Deferred Outflows	7,343,240	6,796,262	546,978
Liabilities			
Current liabilities	1,383,921	1,670,091	(286,170)
Long-term obligations	32,588,384	33,135,419	(547,035)
Total Liabilities	33,972,305	34,805,510	(833,205)
Deferred Inflows of Resources			
Deferred bond premium revenue	841,922	873,814	(31,892)
Deferred inflows on pensions	2,341,996	2,092,345	249,651
Total Deferred Inflows	3,183,918	2,966,159	217,759
Net Position			
Net investment in capital assets	45,088,500	45,390,221	(301,721)
Restricted	3,103,593	8,275,300	(5,171,707)
Unrestricted	(37,837,956)	(46,199,803)	8,361,847
Total Net Position	\$ 10,354,137	\$ 7,465,718	\$ 2,888,419

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2020

Change in Net Position

The District's total revenues increased 4.1% to \$21,607,193. The total cost of all programs and services increased by 13.7% to \$18,718,774. The District's expenses are predominantly related to educating and caring for students (64.6%). The purely administrative activities of the District accounted for 7.4% of total costs.

Table 2 – Change in Net Position

	<u>Governmental Activities</u>		<u>Net Change</u>
	<u>2020</u>	<u>2019</u>	
Revenues			
Program revenues:			
Charges for services	\$ 198,347	\$ 271,080	\$ (72,733)
Operating grants and contributions	2,490,785	2,915,765	(424,980)
General revenues:			
Federal and State aid not restricted	11,378,899	11,329,351	49,548
Property taxes	6,018,050	5,639,701	378,349
Other general revenues	1,521,112	600,373	920,739
Total Revenues	<u>21,607,193</u>	<u>20,756,270</u>	<u>850,923</u>
Expenses			
Instruction-related	10,313,501	9,425,009	888,492
Student support services	1,777,793	1,489,866	287,927
Administration	1,378,212	1,286,683	91,529
Maintenance and operations	1,731,249	1,704,606	26,643
Other	3,518,019	2,552,325	965,694
Total Expenses	<u>18,718,774</u>	<u>16,458,489</u>	<u>2,260,285</u>
Change in Net Position	<u>\$ 2,888,419</u>	<u>\$ 4,297,781</u>	<u>\$ (1,409,362)</u>

Governmental Activities

As reported in the Statement of Activities, the cost of all of our governmental activities was \$18,718,774 and \$16,458,489 for June 30, 2020 and 2019, respectively.

The Statement of Activities reflects the net cost of each of the District's largest functions - instruction, student support, administration, maintenance and operations, and other costs. Included in this table are each program's net costs (total cost less revenues generated by the activities). As discussed above, net cost shows the financial burden placed on the District's taxpayers by each of these functions. Providing this information allows our citizens to consider the cost of each function in comparison to the benefits they believe are provided by that function.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2020

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

As the District completed the school year, the governmental funds reported a combined fund balance of \$13,978,279 which is a decrease of \$1,860,888 from last year.

General Fund Budgetary Highlights

The District's budget is prepared in accordance with California law and is based on the modified accrual basis of accounting. Over the course of the year, the District revises its budget based on updated financial information. The original budget, approved at the end of June for July 1, is based on May Revised figures and updated 45 days after the State approves its final budget. In addition, the District revises its budget at First and Second Interim and any other time there are significant changes.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

Capital assets, net of depreciation, increased \$3,669,032 in fiscal year 2019-20, as acquisitions and improvements grew at a higher rate than accumulated depreciation.

Long-Term Liabilities

Total long-term liabilities decreased \$748,890 in fiscal year 2019-20. This was mainly due to the district decrease in Net Pension Liability of \$121,082 and an increase to the Supplemental Employee Retirement Plan of \$176,147. General Obligation Bond Liability decreased by \$806,331.

The notes to the financial statements are an integral part of the financial presentation and contain more detailed information as to interest, principal, retirement amounts, and future debt retirement dates.

ECONOMIC FACTORS BEARING ON THE DISTRICT'S FUTURE

- Student enrollment and attendance are primary factors in the computation of most funding formulas for public schools in the State of California. Enrollment is expected to decrease slightly in fiscal year 2020-21.
- The future predictions require management to plan carefully and prudently to provide the resources to meet student needs over the next several years.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions regarding this report or need additional financial information, contact the: District Office, Pierce Joint Unified School District, 540-A 6th Street, Arbuckle, California 95912.

BASIC FINANCIAL STATEMENTS

PIERCE JOINT UNIFIED SCHOOL DISTRICT

STATEMENT OF NET POSITION

FOR THE FISCAL YEAR ENDED JUNE 30, 2020

	<u>Governmental Activities</u>
ASSETS	
Cash and cash equivalents	\$ 12,820,696
Receivables	1,628,426
Prepaid expenses	29,147
Capital assets, net of accumulated depreciation	25,688,851
Total Assets	<u>40,167,120</u>
DEFERRED OUTFLOWS	
Deferred loss on refunding of bonds	654
Deferred outflows on pensions (note 6)	7,342,586
Total deferred outflows	<u>7,343,240</u>
LIABILITIES	
Accounts payable and other current liabilities	560,420
Unearned revenue	195,413
Long-term liabilities:	
Due within one year	628,088
Due in more than one year	32,588,384
Total Liabilities	<u>33,972,305</u>
DEFERRED INFLOWS OF RESOURCES	
Deferred bond premium revenue	841,922
Deferred inflows on pensions (note 6)	2,341,996
Total deferred inflows	<u>3,183,918</u>
NET POSITION	
Net investment in capital assets	45,088,500
Restricted	3,103,593
Unrestricted	<u>(37,837,956)</u>
Total Net Position	<u>\$ 10,354,137</u>

The accompanying notes are an integral part of these financial statements.

PIERCE JOINT UNIFIED SCHOOL DISTRICT

STATEMENT OF ACTIVITIES

FOR THE FISCAL YEAR ENDED JUNE 30, 2020

	Expenses	Program Revenues			Net (Expense)
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Revenues and Changes in Net Position
					Governmental Activities
Governmental Activities					
Instruction	\$ 9,083,522	\$ 76,774	\$ 1,515,833	\$ -	\$ (7,490,915)
Instructional library, media and technology	62,134	-	21,668	-	(40,466)
School site administration	1,167,845	-	72,638	-	(1,095,207)
Pupil Services:					
Home-to-school transportation	303,224	-	9,984	-	(293,240)
Food services	736,588	67,851	684,706	-	15,969
All other pupil services	737,981	-	98,848	-	(639,133)
General administration:					
Centralized data processing	341,324	-	-	-	(341,324)
All other general administration	1,036,888	-	41,859	-	(995,029)
Plant services	1,731,249	53,722	33,645	-	(1,643,882)
Ancillary services	228,485	-	11,604	-	(216,881)
Community services	13,990	-	-	-	(13,990)
Enterprise activities	4,423	-	-	-	(4,423)
Interest on long-term debt	832,756	-	-	-	(832,756)
Other outgo	1,121,019	-	-	-	(1,121,019)
Depreciation (unallocated)	1,317,346	-	-	-	(1,317,346)
Total governmental activities	\$ 18,718,774	\$ 198,347	\$ 2,490,785	\$ -	(16,029,642)
General Revenues					
Taxes and subventions:					
					4,597,688
					1,420,362
					11,378,899
					425,002
					31,850
					1,066,210
					(1,950)
					<u>18,918,061</u>
					Change in Net Position 2,888,419
					Net Position - July 1, 2019 7,465,718
					<u>Net Position - June 30, 2020 \$ 10,354,137</u>

The accompanying notes are an integral part of these financial statements.

PIERCE JOINT UNIFIED SCHOOL DISTRICT

BALANCE SHEET

GOVERNMENTAL FUNDS

JUNE 30, 2020

	General Fund	Building Fund	Bond Interest and Redemption Fund	All Non-Major Funds	Total
ASSETS					
Cash and cash equivalents	\$ 8,139,340	\$ 1,685,653	\$ 2,220,822	\$ 774,881	\$ 12,820,696
Accounts receivable	1,561,908	18,394	14,498	33,626	1,628,426
Due from other funds	154	-	-	18,427	18,581
Prepaid expenses	29,147	-	-	-	29,147
Total Assets	\$ 9,730,549	\$ 1,704,047	\$ 2,235,320	\$ 826,934	\$ 14,496,850
LIABILITIES AND FUND BALANCES					
Liabilities					
Accounts payable	\$ 227,502	\$ 51,583	\$ -	\$ 25,492	\$ 304,577
Due to other funds	18,427	-	-	154	18,581
Unearned revenue	184,548	-	-	10,865	195,413
Total Liabilities	430,477	\$ 51,583	\$ -	36,511	518,571
Fund balances					
Nonspendable	49,147	-	-	-	49,147
Restricted	661,202	1,652,464	-	789,927	3,103,593
Assigned	1,128	-	2,235,320	496	2,236,944
Unassigned	8,588,595	-	-	-	8,588,595
Total Fund Balances	9,300,072	1,652,464	2,235,320	790,423	13,978,279
Total liabilities and fund balances	\$ 9,730,549	\$ 1,704,047	\$ 2,235,320	\$ 826,934	\$ 14,496,850

PIERCE JOINT UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITION

JUNE 30, 2020

Total fund balances - governmental funds	\$ 13,978,279
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Amounts reported for assets and liabilities for governmental activities in the statement of net position are different from amounts reported in governmental funds because:

Capital assets: In governmental funds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets and accumulated depreciation.

Capital assets at historical cost:	\$ 41,207,871	
Accumulated depreciation:	<u>(15,519,020)</u>	
Net:		25,688,851

Deferred outflows and inflows of resources relating to pensions: In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pension are reported.

Deferred outflows of resources relating to pensions	7,342,586
Deferred inflows of resources relating to pensions	(2,341,996)

Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred.

(255,843)

Unamortized costs: In governmental funds, debt issue costs and premiums are recognized in the period they are incurred. In the government-wide statements, debt issue costs and premiums are amortized over the life of the debt. Unamortized debt issue costs and premiums included in deferred inflows and outflows on the statement of net position are:

Unamortized portion of bond premiums	(841,922)
Unamortized portion of loss on refunding of bonds	654

Long-term liabilities: In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:

General obligation bonds payable:	\$ 17,713,996	
Net pension liability	15,144,728	
Supplemental employee retirement plan	325,740	
Compensated absences payable	<u>32,008</u>	
		<u>(33,216,472)</u>

Total net position, governmental activities:	<u>\$ 10,354,137</u>
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PIERCE JOINT UNIFIED SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE

GOVERNMENTAL FUNDS

JUNE 30, 2020

	General Fund	Building Fund	Bond Interest and Redemption Fund	All Non-Major Funds	Total
REVENUES					
LCFF sources	\$ 15,488,195	\$ -	\$ -	\$ -	\$ 15,488,195
Federal revenue	480,519	-	-	632,304	1,112,823
Other state revenues	1,792,942	-	5,285	48,956	1,847,183
Other local revenues	1,371,076	105,676	1,464,867	219,335	3,160,954
Total revenues	19,132,732	105,676	1,470,152	900,595	21,609,155
EXPENDITURES					
Certificated salaries	6,936,431	-	-	-	6,936,431
Classified salaries	2,014,722	-	-	321,026	2,335,748
Employee benefits	3,882,786	-	-	132,333	4,015,119
Books and supplies	814,727	-	-	282,028	1,096,755
Services and other operating expenditures	1,526,351	-	-	41,069	1,567,420
Capital outlay	1,335,519	3,258,243	-	392,616	4,986,378
Other outgo	1,121,019	-	-	-	1,121,019
Debt service expenditures	-	-	1,409,223	-	1,409,223
Total expenditures	17,631,555	3,258,243	1,409,223	1,169,072	23,468,093
Excess (deficiency) of revenues over expenditures	1,501,177	(3,152,567)	60,929	(268,477)	(1,858,938)
OTHER FINANCING SOURCES (USES)					
Operating transfers in	-	-	10,000	371,747	381,747
Operating transfers out	(371,747)	-	(10,000)	-	(381,747)
Other uses	-	-	(1,950)	-	(1,950)
Total other financing sources (uses)	(371,747)	-	(1,950)	371,747	(1,950)
Net change in fund balances	1,129,430	(3,152,567)	58,979	103,270	(1,860,888)
Fund balances, July 1, 2019	8,170,642	4,805,031	2,176,341	687,153	15,839,167
Fund balances, June 30, 2020	\$ 9,300,072	\$ 1,652,464	\$ 2,235,320	\$ 790,423	\$ 13,978,279

The accompanying notes are an integral part of these financial statements.

PIERCE JOINT UNIFIED SCHOOL DISTRICT

**RECONCILIATION OF THE GOVERNMENTAL STATEMENT OF REVENUES,
EXPENDITURES AND CHANGES IN FUND BALANCES TO THE STATEMENT OF
ACTIVITIES**

JUNE 30, 2020

Total net change in fund balances - governmental funds: \$ (1,860,888)

Amounts reported for governmental activities in the statement of activities are different from amounts reported in governmental funds because:

Capital outlay: In governmental funds, the costs of capital assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets are allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:

Expenditures for capital outlay:	\$ 4,986,378	
Depreciation expense:	<u>(1,317,346)</u>	3,669,032

Debt service: In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt 477,613

Accreted interest on capital appreciation bonds is recognized as an expense in the government-wide statement of activities. 328,718

Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period that it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period was: (14,165)

Supplemental Employee Retirement Plan (SERP): In governmental funds, SERP costs are recognized when employer payments are made. In the statement of activities, SERP costs are recognized on the accrual basis. This year, the difference between SERP costs and actual employer payments was: (159,816)

Pensions: In government funds, pension costs are recognized when employer contributions are made in the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and actual employer contributions 424,321

Compensated absences in governmental funds are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amounts earned. The difference between compensated absences paid and compensated absences (2,376)

Amortization of debt issue premium or discount or deferred gain or loss from refunding: In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an Other Financing Source or an Other Financing Use in the period it is incurred. In the government-wide statements, the premium or discount plus any deferred gain or loss from debt refunding is amortized as interest over the life of the debt. Amortization of premium or discount or deferred gain or loss from debt refunding for the period is: 25,980

Total change in net position - governmental activities \$ 2,888,419

PIERCE JOINT UNIFIED SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET POSITION

JUNE 30, 2020

	<u>Agency Fund</u> <u>Student Body</u>
Assets:	
Cash on hand and in banks	\$ 116,863
Cash in County Treasury	<u>41,180</u>
Total Assets	<u>\$ 158,043</u>
Liabilities:	
Due to student groups	<u>\$ 158,043</u>
Total Liabilities	<u>\$ 158,043</u>

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
JUNE 30, 2020

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. HISTORY OF THE ORGANIZATION

The Pierce Joint Unified School District (the "District") is a public educational agency operating under the applicable laws and regulations of the State of California. It is governed by a five-member Governing Board elected by registered voters of the District, which comprises an area in Colusa County. The District serves students in grades kindergarten through twelfth.

B. REPORTING ENTITY

The District has reviewed criteria to determine whether other entities with activities that benefit the District should be included within its financial reporting entity. The criteria include, but are not limited to, whether the entity exercises oversight responsibility (which includes financial interdependency, selection of governing authority, designation of management, ability to significantly influence operations and accountability for fiscal matters), the scope of public service, and a special financing relationship.

The District has determined that no outside entity meets the above criteria, and therefore, no agency has been included as a component unit in the District's financial statements. In addition, the District is not aware of any entity that would exercise such oversight responsibility that would result in the District being considered a component unit of that entity.

C. ACCOUNTING POLICIES

The District prepares its financial statements in accordance with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA) and complies with the policies and procedures of the Department of Education's *California School Accounting Manual*.

D. BASIS OF PRESENTATION

Government-wide Financial Statements

The statement of net position and the statement of activities report information on all of the non-fiduciary activities of the District and its component units. The effect of interfund activity, within the governmental activities, has been removed from these statements. Governmental activities, which normally are supported by taxes and intergovernmental revenues, are reported separately from business-type activities, which rely to a significant extent on fees and charges for support. Likewise, the primary government is reported separately from certain legally separate component units for which the primary government is financially accountable.

The government-wide statement of activities presents a comparison between direct expenses and program revenues for each function or program of the District's governmental activities. Direct expenses are those that are specifically associated with a service, program, or department and are therefore clearly identifiable to a particular function. The District does not allocate indirect expenses to functions in the statement of activities.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2020

D. BASIS OF PRESENTATION (CONTINUED)

Program revenues include charges paid by the recipients of goods or services offered by a program, as well as grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues which are not classified as program revenues are presented as general revenues of the District, with certain exceptions. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the District.

Fund Financial Statements

Fund financial statements report detailed information about the District. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major governmental fund is presented in a separate column, and all non-major funds are aggregated into one column. Fiduciary funds are reported by fund type.

E. MEASUREMENT FOCUS AND BASIS OF ACCOUNTING

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Government-wide financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting. Fiduciary funds use the accrual basis of accounting.

Government-Wide Financial Statements

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements are met. Expenses are recorded when liabilities are incurred.

Governmental Fund Financial Statements

Governmental fund financial statements (i.e., balance sheet and statement of revenues, expenditures, and changes in fund balances) are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded under the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, "available" means collectible within the current period or within 60 days after year-end.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
JUNE 30, 2020

E. MEASUREMENT FOCUS AND BASIS OF ACCOUNTING (CONTINUED)

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants and entitlements is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are to be used, or the fiscal year when use is first permitted; matching requirements, in which the District must provide local resources to be used for a specified purpose; and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

F. FUND ACCOUNTING

The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity or retained earnings, revenues, and expenditures or expenses, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

Governmental Funds

The **General Fund** is the general operating fund of the District and accounts for all revenues and expenditures of the District, not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to some other fund are accounted for in this fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the General Fund.

The **Special Revenue Funds** are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes.

The **Cafeteria Fund** is used to account separately for federal, state, and local resources to operate the food service program.

The **Debt Service Funds** are used to account for the accumulation of restricted, committed, or assigned resources for the payment of principal and interest on general long-term obligations.

The **Bond Interest and Redemption Fund** is used for the repayment of bonds issued for a district (Education Code Sections 15125-15262).

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2020

F. FUND ACCOUNTING (CONTINUED)

The **Capital Projects Funds** are used to account for resources used for the acquisition or construction of major capital facilities and equipment. This classification includes the Capital Facilities Fund.

The **Building Fund** is used primarily to account separately for proceeds from the sale of bonds (Education Code Section 15146) and may not be used for any purposes other than those for which the bonds were issued.

The **Special Reserve Fund for Capital Outlay Projects** is used primarily to provide for the accumulation of General Fund moneys for capital outlay purposes (Education Code section 42840).

The **Capital Facilities Fund** is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development (Education Code sections 17620–17626).

Fiduciary Funds

Fiduciary funds are used to account for resources held for the benefit of other parties in a trustee or agent capacity. Fiduciary funds are not reflected in the government-wide financial statements because the resources of those funds are not available to support the District's own programs. Fiduciary funds are presented on an economic resources measurement focus and the accrual basis of accounting, similar to the government-wide financial statements. The key distinction between trust and agency funds is that trust funds are subject to a trust agreement that affects the degree of management involvement and the length of time that the resources are held.

The **Agency Funds** are used to account for assets of others for which the District acts as an agent. The District maintains accounts for student body activities at each school site.

G. BUDGETS AND BUDGETARY ACCOUNTING

Annual budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America for all governmental funds. By State law, the District's Governing Board must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's Governing Board satisfied these requirements.

These budgets are revised by the District's Governing Board and Superintendent during the year to give consideration to unanticipated income and expenditures.

Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2020

H. ENCUMBRANCES

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated at June 30.

I. DEPOSITS AND INVESTMENTS

The District is authorized to maintain cash in banks and revolving funds that are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC).

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (Education Code Section 41001). The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq.

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies; certificates of participation; obligations with first priority security; and collateralized mortgage obligations.

Investments with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost.

J. PREPAID EXPENSES/EXPENDITURES

The District has the option of reporting expenditures in governmental funds for prepaid items either when purchased or during the benefiting period. The District has chosen to recognize expenditures when incurred. Reported expenses are equally offset by a net position reserve, which indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of current assets.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2020

K. INVENTORY

Inventory in the Cafeteria Fund consists mainly of consumable supplies held for future use and are valued at average cost. Inventories are recorded as expenditures at the time individual inventory items are transferred from the warehouse to schools. Maintenance and other supplies held for physical plant repair, transportation supplies, and operating supplies are not included in inventories; rather, these amounts are recorded as expenditures when purchased.

The Cafeteria Fund records supplies expense which includes a handling charge for the delivery of government surplus food commodities. The state does not require the Cafeteria Fund to record the fair market value of these commodities. The supplies expenditures would have been greater had the District paid fair market value for the government surplus commodities.

L. CAPITAL ASSETS

Capital assets purchased or acquired with an original cost of \$5,000 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the value of the assets or materially extend the asset's lives are not capitalized, but are expensed as incurred. Depreciation on all capital assets is computed using a straight-line basis over the following estimated useful lives as follows: buildings and improvements, 5 to 50 years; furniture and equipment, 2 to 15 years; and vehicles, 8 years.

M. UNEARNED REVENUE

Cash received for federal and state special projects and programs is recognized as revenue to the extent that qualified expenditures have been incurred. Unearned revenue is recorded to the extent that cash received on specific projects and programs exceeds qualified expenditures.

N. COMPENSATED ABSENCES

All vacation pay is accrued when incurred in the government-wide financial statements. Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken, since such benefits do not vest, nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2020

O. LONG-TERM OBLIGATIONS

All payables, accrued liabilities, and long-term obligations are reported in the government-wide financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the governmental funds.

However, claims and judgments, compensated absences, special termination benefits, and contractually required pension contributions that will be paid from governmental funds are reported as a liability in the governmental fund financial statements only to the extent that they are due for payment during the current year. Bonds, capital leases, and other long-term obligations are recognized as liabilities in the governmental fund financial statements when due.

P. DEFERRED INFLOWS AND OUTFLOWS OF RESOURCES

In addition to assets, the statement of net position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s), and as such will not be recognized as an outflow of resources (expense/expenditures) until then.

In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and as such, will not be recognized as an inflow of resources (revenue) until that time.

Q. RESTRICTED NET POSITION

Restrictions of the ending net position indicate the portions of net position not appropriate for expenditure or amounts legally segregated for specific future use. These amounts are not available for appropriation and expenditure at the balance sheet date.

When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then, unrestricted resources as they are needed.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
JUNE 30, 2020

R. FUND BALANCE

In accordance with Governmental Accounting Standards Board (GASB) Statement No. 54, "*Fund Balance Reporting and Governmental Fund Type Definitions*", the District is required to report fund balances in the following categories: Nonspendable, Restricted, Committed, Assigned and/or Unassigned.

Nonspendable Fund Balance reflects assets not in spendable form, either because they will never convert to cash (e.g. prepaid expense) or must remain intact pursuant to legal or contractual requirements.

Restricted Fund Balance reflects amounts that can be spent only for the *specific purposes* stipulated by constitution, external resource providers, or through enabling legislation.

Committed Fund Balance reflects amounts that can be used only for the *specific purposes* determined by a formal action of the government's highest level of decision-making authority: the Board of Trustees. Commitments may be established, modified, or rescinded only through resolutions approved by the Board of Trustees.

Assigned Fund Balance reflects amounts intended to be used by the government for *specific purposes* but do not meet the criteria to be classified as restricted or committed. Under the District's adopted policy, only the Board of Trustees is authorized to assign amounts for specific purposes.

Unassigned Fund Balance represents the residual classification for the government's general fund and includes all spendable amounts not contained in the other classifications.

When expenditures are incurred for purposes of which restricted, committed, assigned and unassigned fund balances are available, the District considers restricted funds to have been spent first, followed by committed, assigned and unassigned, respectively.

S. LOCAL CONTROL FUNDING FORMULA/PROPERTY TAX

The District's local control funding formula is received from a combination of local property taxes, state apportionments, and other local sources.

The County of Colusa is responsible for assessing, collecting and apportioning property taxes. Taxes are levied for each fiscal year on taxable real and personal property in the county. Taxes are levied for each fiscal year on taxable real and personal property in the county. Secured property taxes attach as an enforceable lien on property as of March 1. Property taxes become delinquent after December 10 and April 10, respectively.

Secured property taxes are recorded as revenue when apportioned, in the fiscal year of the levy. The county apportions secured property tax revenue in accordance with the alternative method of distribution prescribed by Section 4705 of the California Revenue and Taxation Code. This alternate method provides for crediting each applicable fund with its total secured taxes upon completion of the secured tax roll, approximately October 1 of each year.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
JUNE 30, 2020

S. LOCAL CONTROL FUNDING FORMULA/PROPERTY TAX (CONTINUED)

The County Auditor reports the amount of the District's allocated property tax revenue to the California Department of Education. Property taxes are recorded as local control funding formula (LCFF) sources by the District.

The California Department of Education reduces the District's entitlement by the District's local property tax revenue. The balance is paid from the State General Fund, and is known as the state apportionment.

T. USE OF ESTIMATES

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

U. PENSIONS

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Pierce Joint Unified School District's California Public Employees' Retirement System (CalPERS) and California State Teachers Retirement System (CalSTRS) plans (Plans) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalPERS and CalSTRS, respectively. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2020

2. CASH AND CASH EQUIVALENTS

Cash and cash equivalents as of June 30, 2020 consist of the following:

	Governmental Activities	Fiduciary Activities	Total
Cash in County Treasury	\$ 12,767,002	\$ 41,180	\$ 12,808,182
Cash on hand and in banks	33,694	116,863	150,557
Cash in revolving fund	20,000	-	20,000
	\$ 12,820,696	\$ 158,043	\$ 12,978,739

A. Cash on Hand and in Banks

Cash on hand and in banks consists of all cash held by the District and all cash maintained in commercial bank accounts owned by the District. Cash balances held in banks are insured up to \$250,000 by the Federal Depository Insurance Corporation.

B. Cash in Revolving Funds

Cash in revolving fund consists of all cash maintained in commercial bank accounts that are used as revolving funds.

C. Cash in County Treasury

County pool investments consist of District cash held by the Colusa County Treasury that is invested in the county investment pool. The fair value of the District's investment in the pool is reported in the financial statements at amounts that are based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The weighted average maturity of the pool is 1,492 days. The pool is rated AAA by Standard and Poor's.

Interest Rate Risk. California Government Code Section 53601 limits the District's investments to maturities of five years. The District does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Credit Risk. Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. Presented in the next page is the actual rating as of the year-end for each investment type.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2020

3. INTERFUND TRANSACTIONS

Interfund transactions are reported as either loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables, as appropriate, and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as are imbursement. All other interfund transactions are treated as transfers.

As of June 30, 2020, the interfund balances were as follows:

	Due From	Due To
General Fund	\$ 154	\$ 18,427
Cafeteria Fund	3,235	154
Special Reserve Fund for Capital Outlay Projects	15,192	-
Total	\$ 18,581	\$ 18,581

Interfund Transfers

Interfund transfers consist of operating transfers from funds receiving resources to funds through which the resources are to be expended. Interfund transfers during the fiscal year ended June 30, 2020 are as follows:

Transfer from General Fund to Cafeteria Fund for breakfast program funding	\$ 26,555
Transfer from General Fund to Special Reserve Fund for Capital Outlay Projects to cover for capital outlay expenditures	345,192
Total Transfers	\$ 371,747

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
JUNE 30, 2020

4. CAPITAL ASSETS

Capital asset activity for the fiscal year ended June 30, 2020, was as follows:

	Balance July 1, 2019	Additions and Transfers	Deductions and Transfers	Balance June 30, 2020
Non-depreciable assets:				
Land	\$ 89,042	\$ -	\$ -	\$ 89,042
Work in progress	5,663,950	2,306,472	5,396,940	2,573,482
	<u>5,752,992</u>	<u>2,306,472</u>	<u>5,396,940</u>	<u>2,662,524</u>
Depreciable assets:				
Sites and improvements	801,766	383,595	-	1,185,361
Building and improvements	27,028,030	6,690,695	-	33,718,725
Furniture and equipment	2,638,705	1,002,556	-	3,641,261
	<u>30,468,501</u>	<u>8,076,846</u>	<u>-</u>	<u>38,545,347</u>
Totals, at cost	<u>36,221,493</u>	<u>10,383,318</u>	<u>5,396,940</u>	<u>41,207,871</u>
Accumulated depreciation:				
Sites and improvements	(590,886)	(47,110)	-	(637,996)
Building and improvements	(11,810,830)	(992,113)	-	(12,802,943)
Furniture and equipment	(1,799,958)	(278,123)	-	(2,078,081)
	<u>(14,201,674)</u>	<u>(1,317,346)</u>	<u>-</u>	<u>(15,519,020)</u>
Depreciable assets, net	<u>16,266,827</u>	<u>6,759,500</u>	<u>-</u>	<u>23,026,327</u>
Capital assets, net	<u>\$ 22,019,819</u>	<u>\$ 9,065,972</u>	<u>\$ 5,396,940</u>	<u>\$ 25,688,851</u>

The entire amount of depreciation expense was unallocated.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2020

5. LONG-TERM LIABILITIES

Schedule of Changes in Long-Term Liabilities

A schedule of changes in long-term liabilities for the year ended June 30, 2020, is shown below:

	Balance			Balance	Due
	July 1, 2019	Additions	Deductions	June 30, 2020	Within
					One Year
General Obligation Bonds	\$ 16,311,041	\$ -	\$ 477,613	\$ 15,833,428	\$ 210,590
Accreted Interest	2,209,286	-	328,718	1,880,568	339,410
Compensated Absences	29,632	2,376	-	32,008	-
Supplemental Employee Retirement Plan	149,593	200,000	23,853	325,740	78,088
Net Pension Liability	15,265,810	-	121,082	15,144,728	-
	<u>\$ 33,965,362</u>	<u>\$ 202,376</u>	<u>\$ 951,266</u>	<u>\$ 33,216,472</u>	<u>\$ 628,088</u>
Deferred Inflows:					
Unamortized portion of bond premiums	\$ 873,814	\$ -	\$ 31,892	\$ 841,922	
Deferred Outflows:					
Unamortized portion of loss on refunding of bonds	\$ 6,566	\$ -	\$ 5,912	\$ 654	

The Bond Interest and Redemption Fund makes payments for the general obligation bonds. The accrued vacation (compensated absences) and the Supplemental Early Retirement Plan (SERP) will be paid by the fund for which the employee works.

General Obligation Bonds

In 2002, the District issued \$1,736,041 of capital appreciation bonds with interest rates between 5.30% and 5.64% that mature in 2028. In September 2011, the District issued \$2,850,000 of refunding bonds to retire 2002 current interest bonds originally issued in the amount of \$4,260,000. The refunding bonds bear interest between 0.65% and 3.00% and are due in annual installments ranging from \$360,000 to \$470,000 through August 2018.

In 2017, the District issued \$7,000,000 of General Obligation bonds with interest rates between 2.0% and 5.0% that mature in 2046. In 2018, the District issued \$8,000,000 of General Obligation bonds with interest rates between 2.0% and 5.0% that mature in 2044.

Description	Date		Maturity Date	Amount of		Issued in Current Year	Accreted Interest Current Year	Redeemed Current Year	Outstanding June 30, 2020
	Of Issue	Interest Rates		Original Issue	Outstanding July 1, 2019				
Capital Appreciation	2002	5.30 - 5.64%	8/1/2027	\$ 1,736,041	\$ 1,736,041	\$ -	\$ -	\$ 217,613	\$ 1,518,428
Accreted Interest	2002	5.30 - 5.64%	8/1/2027	-	2,209,286	-	-	328,718	1,880,568
2016, Series A	2017	2.00 - 5.00%	8/1/2046	7,000,000	6,575,000	-	-	260,000	6,315,000
2016, Series B	2018	2.00 - 5.00%	8/1/2044	8,000,000	8,000,000	-	-	-	8,000,000
				<u>\$ 16,736,041</u>	<u>\$ 18,520,327</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 806,331</u>	<u>\$ 17,713,996</u>

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
JUNE 30, 2020

5. LONG-TERM LIABILITIES (CONTINUED)

General Obligation Bonds

The annual requirements to pay off the general obligation bonds are as follows:

Year Ended June 30,	Principal	Interest	Total
2021	\$ 210,590	\$ 953,433	\$ 1,164,023
2022	201,343	977,680	1,179,023
2023	215,548	1,002,975	1,218,523
2024	234,897	1,027,001	1,261,898
2025	256,738	1,053,247	1,309,985
2026-2030	1,269,312	4,496,607	5,765,919
2031-2035	1,620,000	2,820,838	4,440,838
2036-2040	2,945,000	2,352,575	5,297,575
2041-2045	4,805,000	1,524,766	6,329,766
2046-2050	4,075,000	305,393	4,380,393
Totals	<u>\$ 15,833,428</u>	<u>\$ 16,514,515</u>	<u>\$ 32,347,943</u>

Supplemental Employee Retirement Program

During fiscal year 2011-12 the District adopted an additional early retirement incentive program. Beginning September 1, 2012 and subject to a lifetime cap of \$40,440, the District will pay up to \$8,088 annually toward a District provided health and welfare benefit plan on behalf of retirees who meet certain criteria. The retiree must be at least 55 years of age and have 5 years of consecutive service within the District immediately preceding his/her retirement. Payment towards the District provided health and welfare benefit package selected by the retiree shall continue until the retiree's death or until the District has paid the total capped amount of \$40,440, whichever comes first. In 2013-14, two new retirees elected to participate in the retirement incentive program. In 2019-20, four new retirees elected to participate in the retirement incentive program. Future estimated payments at June 30, 2020 are as follows:

Year Ended June 30,	Principal
2021	\$ 78,088
2022	78,088
2023	75,937
2024	50,000
2025	43,627
Totals	<u>\$ 325,740</u>

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2020

6. EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS).

Plan Description

California Public Employees' Retirement System (CalPERS)

The District contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Headquarters, 400 Q Street, Sacramento, California 95811.

State Teachers' Retirement System (STRS)

The District contributes to the State Teachers' Retirement System (STRS), a cost-sharing, multiple-employer, public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement and disability benefits and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from the STRS Headquarters, 100 Waterfront Place, West Sacramento, California 95605.

The Plans' provisions and benefits in effect at June 30, 2020, are summarized as follows:

	CalPERS		CalSTRS	
	Prior to January 1, 2013	On or after January 1, 2013	Prior to January 1, 2013	On or after January 1, 2013
Hire date				
Benefit formula	2% @ 55	2% @ 62	2% @ 60	2% @ 62
Benefit vesting schedule	5 years service	5 years service	5 years service	5 years service
Benefit payments	monthly for life	monthly for life	monthly for life	monthly for life
Retirement age	55	62	60	62
Monthly benefits, as a % of eligible compensation	2.0%	2.0%	2.0%	2.0%
Required employee contribution rates	7%	7%	10.25%	10.205%
Required employer contribution rates	19.721%	19.721%	17.10%	17.10%

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
JUNE 30, 2020

6. EMPLOYEE RETIREMENT SYSTEMS (CONTINUED)

Contributions

CalPERS

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Funding contributions for the Plan are determined annually on an actuarial basis as of June 30 by CalPERS. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The District is required to contribute the difference between the actuarially determined rate and the contribution rate of employees.

STRS

Required member, employer and state contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial cost method.

For the year ended June 30, 2020, the contributions reported as deferred outflows of resources related to pensions recognized as part of pension expense for each Plan were as follows:

	<u>CalPERS</u>	<u>STRS</u>	<u>Total</u>
Contributions - employer	\$ 415,574	\$ 1,180,212	\$ 1,595,786
On behalf contributions - state	-	822,209	822,209
Total	<u>\$ 415,574</u>	<u>\$ 2,002,421</u>	<u>\$ 2,417,995</u>

Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to Pensions

As of June 30, 2020, the District's reported net pension liabilities for its proportionate share of the net pension liability of the Plans' of:

	<u>Proportionate Share of Net Pension Liability</u>
CalPERS	\$ 4,340,679
STRS	10,804,049
Total Net Pension Liability	<u>\$ 15,144,728</u>

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2020

6. EMPLOYEE RETIREMENT SYSTEMS (CONTINUED)

The District's net pension liability for each Plan is measured as the proportionate share of the net pension liability. The net pension liability of each of the Plans is measured as of June 30, 2019, and the total pension liability for each Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2018 rolled forward to June 30, 2019 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined.

The District's proportionate share of the net pension liability for the Plan as of June 30, 2018 and 2019 was as follows:

Measurement			
Dates	Fiscal Year	CalPERS	STRS
June 30, 2018	2018-19	0.01557%	0.01209%
June 30, 2019	2019-20	0.01489%	0.01196%
Change - Increase (Decrease)		<u>-0.00068%</u>	<u>-0.00013%</u>

For the year ended June 30, 2020, the District recognized pension expense of \$424,321. At June 30, 2020, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	CalPERS		STRS		Total	
	Deferred Outflows of Resources	Deferred Inflows of Resources	Deferred Outflows of Resources	Deferred Inflows of Resources	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 415,574	\$ -	\$ 2,002,421	\$ -	\$ 2,417,995	\$ -
Difference between proportionate share of aggregate employer contributions and actual contributions for 2018-19	-	76,092	-	426,959	-	503,051
Changes of Assumptions	492,990	10,437	3,565,640	-	4,058,630	10,437
Differences between Expected and Actual Experience	406,253	-	71,173	621,731	477,426	621,731
Change in employer's proportion and differences between the employer's contributions and the employer's proportionate share of contributions	161,981	79,088	94,452	572,363	256,433	651,451
Net differences between projected and actual investment earnings on pension plan investments	132,102	-	-	555,326	132,102	555,326
Total	<u>\$ 1,608,900</u>	<u>\$ 165,617</u>	<u>\$ 5,733,686</u>	<u>\$ 2,176,379</u>	<u>\$ 7,342,586</u>	<u>\$ 2,341,996</u>

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2020

6. EMPLOYEE RETIREMENT SYSTEMS (CONTINUED)

The amounts reported as deferred outflows of resources related to contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2021. Other amounts reported as deferred outflows/(inflows) of resources related to pensions will be recognized as pension expense as follows:

Year Ended June 30	CalPERS	STRS	Total Deferred Outflows/ (Inflows) of Resources
2021	\$ 560,792	\$ 91,888	\$ 652,680
2022	300,593	182,319	482,912
2023	158,410	307,630	466,040
2024	7,914	486,889	494,803
2025	-	333,865	333,865
Thereafter	-	152,295	152,295
Total	\$ 1,027,709	\$ 1,554,886	\$ 2,582,595

Actuarial Assumptions

The total pension liabilities in the June 30, 2018 actuarial valuations were determined using the following actuarial assumptions:

	CalPERS	STRS
Valuation Date	June 30, 2018	June 30, 2018
Measurement Date	June 30, 2019	June 30, 2019
Actuarial Cost Method	Entry-Age Normal Cost	Entry-Age Normal Cost
Actuarial Assumptions		
Discount Rate	7.15%	7.10%
Inflation	2.50%	2.75%
Payroll Growth Rate	2.75%	3.50%
Projected Salary Increase	Varies by Entry Age and Service	Varies by Entry Age and Service
Investment Rate of Return ⁽¹⁾	7.15%	7.10%
Mortality	Derived using CalPERS' Membership Data for all Funds	Derived using STRS' Membership Data for all Funds

⁽¹⁾ Net of pension plan investment expenses, including inflation

The mortality table used was developed based on CalPERS-specific data. The table includes 15 years of mortality improvements using the Society of Actuaries Scale 90% of scale MP 2016. For more details on this table, please refer to the December 2017 experience study report (based on CalPERS demographic data from 1997 to 2015) that can be found on the CalPERS website.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2020

6. EMPLOYEE RETIREMENT SYSTEMS (CONTINUED)

CalSTRS changed the mortality assumptions based on the July 1, 2010, through June 30, 2015, experience study adopted by the board in February 2017. CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among our members. The projection scale was set equal to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP2016) table issued by the Society of Actuaries.

Discount Rate

CalPERS

The discount rate used to measure the total pension liability for Plan was 7.15%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members will be made at the current member contribution rates and that contributions from employers will be made at statutorily required rates, actuarially determined. Based on those assumptions, the Plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all of the funds' asset classes, expected compound (geometric) returns were calculated over the short-term (first 10 years) and the long-term (11+ years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the rounded single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equal to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses.

The table on the following page reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
JUNE 30, 2020

6. EMPLOYEE RETIREMENT SYSTEMS (CONTINUED)

<u>Asset Class</u>	<u>CalPERS</u>		
	<u>Assumed Asset Allocation</u>	<u>Real Return Years 1 - 10 ^(a)</u>	<u>Real Return Years 11+ ^(b)</u>
Global Equity	50.0%	4.80%	5.98%
Fixed Income	28.0%	1.00%	2.62%
Inflation Assets	0.0%	0.77%	1.81%
Private Equity	8.0%	6.30%	7.23%
Real Estate	13.0%	3.75%	4.93%
Liquidity	1.0%	0.00%	-0.92%
	<u>100.0%</u>		

^(a) An expected inflation of 2.00% used for this period

^(b) An expected inflation of 2.92% used for this period

STRS

The discount rate used to measure the total pension liability was 7.10%. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers are made at statutory contribution rates in accordance with the rate increases, actuarially determined. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10%) and assuming that contributions, benefit payments and administrative expenses occur midyear. Based on those assumptions, the Plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term investment rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best-estimate ranges were developed using capital market assumptions from CalSTRS' general investment consultant (Pension Consulting Alliance) as inputs to the process. The actuarial investment rate of return assumption was adopted by the board in February 2017 in conjunction with the most recent experience study. For each future valuation, CalSTRS' independent consulting actuary (Milliman) reviews the return assumptions for reasonableness based on the most current capital market assumptions. Best estimates of 20-year geometrically linked real rates of return and the assumed asset allocation for each major asset class, are summarized in the following table.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
JUNE 30, 2020

6. EMPLOYEE RETIREMENT SYSTEMS (CONTINUED)

Asset Class	STRS	
	Assumed Asset Allocation	Long-Term Expected Real Rate of Return ^(a)
Global Equity	47.0%	4.80%
Fixed Income	12.0%	1.30%
Real Estate	13.0%	3.60%
Private Equity	13.0%	6.30%
Risk Mitigating Strategies	9.0%	1.80%
Inflation Sensitive	4.0%	3.30%
Cash/Liquidity	2.0%	-0.40%
Total	100%	

^(a) 20-year average

Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the District's proportionate share of the net pension liability for each Plan, calculated using the discount rate for each Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower or 1-percentage point higher than the current rate:

	CalPERS		
	Discount Rate - 1% (6.15%)	Current Discount Rate (7.15%)	Discount Rate + 1% (8.15%)
Plan's Net Pension Liability/(Asset)	\$ 6,256,803	\$ 4,340,679	\$ 2,751,121

	STRS		
	Discount Rate - 1% (6.10%)	Current Discount Rate (7.10%)	Discount Rate + 1% (8.10%)
Plan's Net Pension Liability/(Asset)	\$ 16,088,123	\$ 10,804,049	\$ 6,422,545

Pension Plan Fiduciary Net Position

Detailed information about each pension plan's fiduciary net position is available in the separately issued CalPERS and STRS comprehensive annual financial reports.

Payable to the Pension Plan

As of June 30, 2020, the District had no outstanding required contributions to the pension plans.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2020

7. FUND BALANCES

The District reports fund balances in accordance with Governmental Accounting Standards Board Statement No. 54. All fund balance categories are reported in the aggregate on the face of the balance sheet. All components of those fund balances and specific purposes are identified as follows:

	General Fund	Building Fund	Bond Interest and Redemption Fund	Non-Major Funds	Total
Nonspendable:					
Prepaid Expenses	\$ 29,147	\$ -	\$ -	\$ -	\$ 29,147
Revolving Cash	20,000	-	-	-	20,000
Total Nonspendable	<u>49,147</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>49,147</u>
Restricted:					
Classified: School Employee Professional					
Development Block Grant	7,641	-	-	-	7,641
Ongoing & Major Maintenance Account	396,818	-	-	-	396,818
College Readiness Block Grant	15,549	-	-	-	15,549
Low-Performing Students Block Grant	7,090	-	-	-	7,090
Child Nutrition: School Programs	-	-	-	159,006	159,006
Lottery: Instructional Materials	174,445	-	-	-	174,445
Other Restricted Local	59,659	-	-	630,921	690,580
Bond fund balance	-	1,652,464	-	-	1,652,464
Total Restricted	<u>661,202</u>	<u>1,652,464</u>	<u>-</u>	<u>789,927</u>	<u>3,103,593</u>
Assigned:					
Bus Replacement Reserve	1,128	-	-	-	1,128
Capital Projects Reserve	-	-	-	496	496
Building/Bond Fund Reserve	-	-	2,235,320	-	2,235,320
Total Assigned	<u>1,128</u>	<u>-</u>	<u>2,235,320</u>	<u>496</u>	<u>2,236,944</u>
Unassigned:					
Reserve for Economic Uncertainties	8,634,722	-	-	-	8,634,722
Undesignated	(46,127)	-	-	-	(46,127)
Total Unassigned	<u>8,588,595</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>8,588,595</u>
Total Fund Balances	<u>\$ 9,300,072</u>	<u>\$ 1,652,464</u>	<u>\$ 2,235,320</u>	<u>\$ 790,423</u>	<u>\$13,978,279</u>

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2020

8. JOINT VENTURES

The District is a member of three joint powers authorities (JPAs). The District pays an annual premium to the entities for their coverage. The relationship between the District, the pools, and the JPAs is such that the JPAs are not component units of the District for financial reporting purposes.

These entities have budgeting and financial reporting requirements independent of member units and their financial statements are not presented in these financial statements; however, fund transactions between the entities and the District are included in these statements. Audited financial statements are available from the respective entities.

The District is a member of the following joint powers authorities (JPAs):

	Tri-Counties SIG June 30, 2019*	NVSIG June 30, 2019*	SELF June 30, 2019*
Total Assets	\$ 27,218,314	\$ 3,371,324	\$ 121,323,694
Deferred Outflows of Resources	195,350	-	423,181
Total Liabilities	8,123,306	1,639,652	101,851,136
Deferred Inflows of Resources	70,938	-	31,467
Net Position	<u>\$ 19,219,420</u>	<u>\$ 1,731,672</u>	<u>\$ 19,864,272</u>
Revenues	\$ 44,200,830	\$ 15,010,503	\$ 25,735,366
Expenditures	38,071,785	14,848,552	23,968,407
Change in Net Position	<u>\$ 6,129,045</u>	<u>\$ 161,951</u>	<u>\$ 1,766,959</u>

* Latest available audited financial reports.

9. COMMITMENTS AND CONTINGENCIES

The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. If the review or audit discloses exceptions, the District may incur a liability to grantor agencies.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
JUNE 30, 2020

10. SUBSEQUENT EVENTS

In March 2020, the World Health Organization declared the novel coronavirus (“COVID-19”) a global pandemic and recommended containment and mitigation measures worldwide. This contagious disease outbreak, which has continued to spread, and any related adverse public health developments, has adversely affected public education, workforces, economies, and financial markets globally, potentially leading to an economic downturn. It has also disrupted the normal operations of many businesses and organizations. It is not possible for management to predict the duration or magnitude of the adverse results of the outbreak and its disruptive effects on the District’s operations and financial results at this time.

The District’s management has reviewed its financial statements and evaluated subsequent events for the period of time from its year ended June 30, 2020 through October 28, 2020, the date the financial statements were issued. Management is not aware of any subsequent events, other than those described above, that would require recognition or disclosure in the accompanying financial statements.

REQUIRED SUPPLEMENTARY INFORMATION

PIERCE JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE – BUDGET (NON-GAAP) AND ACTUAL

GENERAL FUND

FOR THE FISCAL YEAR ENDED JUNE 30, 2020

	Budget		Actual	Variance with
	Original	Final		Final Budget
				Favorable
				(Unfavorable)
REVENUES				
LCFF sources	\$ 15,540,644	\$ 15,506,273	\$ 15,488,195	\$ (18,078)
Federal revenue	398,541	528,587	480,519	(48,068)
Other state revenues	1,355,030	1,971,499	1,792,942	(178,557)
Other local revenues	291,198	1,284,858	1,371,076	86,218
Total revenues	<u>17,585,413</u>	<u>19,291,217</u>	<u>19,132,732</u>	<u>(158,485)</u>
EXPENDITURES				
Certificated salaries	7,009,812	7,231,393	6,936,431	294,962
Classified salaries	1,942,818	2,053,026	2,014,722	38,304
Employee benefits	3,444,963	4,005,723	3,882,786	122,937
Books and supplies	1,373,557	2,160,535	814,727	1,345,808
Services and other operating expenditures	1,954,081	2,454,146	1,526,351	927,795
Capital outlay	546,718	1,644,628	1,335,519	309,109
Other outgo	1,172,363	1,160,437	1,121,019	39,418
Total expenditures	<u>17,444,312</u>	<u>20,709,888</u>	<u>17,631,555</u>	<u>3,078,333</u>
Excess (deficiency) of revenues over expenditures	141,101	(1,418,671)	1,501,177	2,919,848
OTHER FINANCING SOURCES (USES)				
Operating transfers out	(28,448)	(358,448)	(371,747)	(13,299)
Total other financing sources (uses)	<u>(28,448)</u>	<u>(358,448)</u>	<u>(371,747)</u>	<u>(13,299)</u>
Net change in fund balances	112,653	(1,777,119)	1,129,430	2,906,549
Fund balances, July 1, 2019	<u>8,170,642</u>	<u>8,170,642</u>	<u>8,170,642</u>	-
Fund balances, June 30, 2020	<u>\$ 8,283,295</u>	<u>\$ 6,393,523</u>	<u>\$ 9,300,072</u>	<u>\$ 2,906,549</u>

PIERCE JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

CalPERS	June 30, 2014 ⁽¹⁾	June 30, 2015 ⁽¹⁾	June 30, 2016 ⁽¹⁾	June 30, 2017 ⁽¹⁾	June 30, 2018 ⁽¹⁾	June 30, 2019 ⁽¹⁾
Proportion of the net pension liability (asset)	0.01459%	0.01492%	0.01547%	0.01485%	0.01557%	0.01489%
Proportionate share of the net pension liability (asset)	\$ 1,656,641	\$ 2,199,655	\$ 3,055,149	\$ 3,545,955	\$ 4,151,852	\$ 4,340,679
Covered payroll ⁽²⁾	\$ 1,489,066	\$ 1,641,513	\$ 1,583,093	\$ 1,693,754	\$ 1,766,067	\$ 1,889,397
Proportionate Share of the net pension liability (asset) as a percentage of covered payroll	111.25%	134.00%	192.99%	209.35%	235.09%	229.74%
Plan fiduciary net position as a percentage of the total pension liability (asset)	83.38%	79.43%	73.90%	71.87%	70.85%	70.05%
Proportionate share of aggregate employer contributions ⁽³⁾	\$ 175,278	\$ 194,470	\$ 219,860	\$ 263,057	\$ 318,987	\$ 372,608
STRS	June 30, 2014 ⁽¹⁾	June 30, 2015 ⁽¹⁾	June 30, 2016 ⁽¹⁾	June 30, 2017 ⁽¹⁾	June 30, 2018 ⁽¹⁾	June 30, 2019 ⁽¹⁾
Proportion of the net pension liability (asset)	0.01119%	0.01142%	0.01176%	0.01186%	0.01209%	0.01196%
Proportionate share of the net pension liability (asset)	\$ 6,536,592	\$ 7,690,109	\$ 9,511,447	\$ 10,967,879	\$ 11,113,958	\$ 10,804,049
Covered payroll ⁽²⁾	\$ 4,628,682	\$ 4,387,642	\$ 4,998,879	\$ 5,479,737	\$ 5,705,584	\$ 6,121,585
Proportionate Share of the net pension liability (asset) as a percentage of covered payroll	141.22%	175.27%	190.27%	200.15%	194.79%	176.49%
Plan fiduciary net position as a percentage of the total pension liability (asset)	76.52%	74.02%	70.04%	69.46%	70.99%	72.56%
Proportionate share of aggregate employer contributions ⁽³⁾	\$ 411,027	\$ 470,794	\$ 628,859	\$ 790,726	\$ 928,869	\$ 1,046,791

(1) Historical information is required only for measurement periods for which GASB 68 is applicable.

(2) Covered payroll is the payroll on which contributions to a pension plan are based.

(3) The Plan's proportionate share of aggregate contributions may not match the actual contributions made by the employer during the measurement period. The Plan's proportionate share of aggregate contributions is based on the Plan's proportion of fiduciary net position as well as any additional side fund (or unfunded liability) contributions made by the employer during the measurement period.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF PENSION CONTRIBUTIONS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

CalPERS	Fiscal Year 2014-15 ⁽¹⁾	Fiscal Year 2015-16 ⁽¹⁾	Fiscal Year 2016-17 ⁽¹⁾	Fiscal Year 2017-18 ⁽¹⁾	Fiscal Year 2018-19 ⁽¹⁾	Fiscal Year 2019-20 ⁽¹⁾
Contractually required contribution ⁽²⁾	\$ 175,278	\$ 194,470	\$ 219,860	\$ 263,057	\$ 318,987	\$ 372,608
Contributions in relation to the contractually required contribution ⁽²⁾	(192,649)	(220,106)	(262,927)	(321,583)	(376,936)	(415,574)
Contribution deficiency (excess)	<u>\$ (17,371)</u>	<u>\$ (25,636)</u>	<u>\$ (43,067)</u>	<u>\$ (58,526)</u>	<u>\$ (57,949)</u>	<u>\$ (42,966)</u>
Covered payroll ⁽³⁾	\$ 1,489,066	\$ 1,641,513	\$ 1,583,093	\$ 1,693,754	\$ 1,766,067	\$ 1,889,397
Contributions as a percentage of covered payroll ⁽³⁾	11.771%	11.847%	13.888%	15.531%	18.062%	19.721%
STRS	Fiscal Year 2014-15 ⁽¹⁾	Fiscal Year 2015-16 ⁽¹⁾	Fiscal Year 2016-17 ⁽¹⁾	Fiscal Year 2017-18 ⁽¹⁾	Fiscal Year 2018-19 ⁽¹⁾	Fiscal Year 2019-20 ⁽¹⁾
Contractually required contribution ⁽²⁾	\$ 411,027	\$ 470,794	\$ 628,859	\$ 790,726	\$ 928,869	\$ 1,046,791
Contributions in relation to the contractually required contribution ⁽²⁾	(493,039)	(635,416)	(794,756)	(939,083)	(1,066,031)	(1,180,212)
Contribution deficiency (excess)	<u>\$ (82,012)</u>	<u>\$ (164,622)</u>	<u>\$ (165,897)</u>	<u>\$ (148,357)</u>	<u>\$ (137,162)</u>	<u>\$ (133,421)</u>
Covered payroll ⁽³⁾	\$ 4,628,682	\$ 4,387,642	\$ 4,998,879	\$ 5,479,737	\$ 5,705,584	\$ 6,121,585
Contributions as a percentage of covered payroll ⁽³⁾	8.880%	10.730%	12.580%	14.430%	16.280%	17.100%

(1) Historical information is required only for measurement periods for which GASB 68 is applicable.

(2) Employers are assumed to make contributions equal to the contractually required contributions. However, some employers may choose to make additional contributions towards their side fund or their unfunded liability. Employer contributions for such plans exceed the contractually required contributions. CalPERS has determined that employer obligations referred to as "side funds" do not conform to the circumstances described in paragraph 120 of GASB 68, therefore are not considered separately financed specific liabilities.

(3) Covered payroll is the payroll on which contributions to a pension plan are based.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

1. PURPOSE OF SCHEDULES

A - Schedule of Revenues, Expenditures and Changes in Fund Balance-Budget (Non-GAAP) and Actual - General Fund

The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The budgets are revised during the year by the Board of Trustees to provide for revised priorities. Expenditures cannot legally exceed appropriations by major object code. The originally adopted and final revised budgets for the General Fund are presented as Required Supplementary Information. The basis of budgeting is the same as GAAP.

B - Schedule of Proportionate Share of the Net Pension Liability

This schedule presents information on the District's proportionate share of the net pension liability (NPL), the Plans' fiduciary net position and, when applicable, the State's proportionate share of the NPL associated with the District. In the future, as data becomes available, ten years of information will be presented.

Changes in Assumptions

There were no changes in the assumptions used in the calculation of both the PERS and STRS collective net pension liabilities.

Changes in Benefit Terms

There were no changes in benefit terms since the previous valuations for both CalPERS and CalSTRS.

Fiscal year 2015 was the first year of implementation, therefore only six years are shown.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

C - Schedule of Pension Contributions

If an employer's contributions to the plans are actuarially determined or based on statutory or contractual requirements, the employer's actuarially determined contribution to the pension plans (or, if applicable, its statutorily or contractually required contribution), the employer's actual contributions, the difference between the actual and actuarially determined contributions (or statutorily or contractually required), and a ratio of the actual contributions divided by covered-employee payroll. In the future, as data becomes available, ten years of information will be presented.

Fiscal year 2015 was the first year of implementation, therefore only six years are shown.

	<u>CalPERS</u>	<u>STRS</u>
Valuation Date	June 30, 2018	June 30, 2018
Measurement Date	June 30, 2019	June 30, 2019
Actuarial Cost Method	Entry-Age Normal Cost	Entry-Age Normal Cost
Actuarial Assumptions		
Discount Rate	7.15%	7.10%
Inflation	2.50%	2.75%
Payroll Growth Rate	2.75%	3.50%
Projected Salary Increase	Varies by Entry Age and Service	Varies by Entry Age and Service
Investment Rate of Return ⁽¹⁾	7.15%	7.10%
Mortality	Derived using CalPERS' Membership Data for all Funds	Derived using STRS' Membership Data for all Funds

⁽¹⁾ Net of pension plan investment expenses, including inflation

SUPPLEMENTARY INFORMATION

PIERCE JOINT UNIFIED SCHOOL DISTRICT

COMBINING BALANCE SHEET

NON-MAJOR GOVERNMENTAL FUNDS

JUNE 30, 2020

	Cafeteria Fund	Capital Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Total
ASSETS				
Cash and cash equivalents	\$ 162,097	\$ 627,976	\$ (15,192)	\$ 774,881
Accounts receivable	28,452	4,678	496	33,626
Due from other funds	3,235	-	15,192	18,427
Total Assets	<u>\$ 193,784</u>	<u>\$ 632,654</u>	<u>\$ 496</u>	<u>\$ 826,934</u>
LIABILITIES AND FUND BALANCES				
Liabilities				
Accounts payable	\$ 23,759	\$ 1,733	\$ -	\$ 25,492
Due to other funds	154	-	-	154
Unearned revenue	10,865	-	-	10,865
Total Liabilities	<u>34,778</u>	<u>1,733</u>	<u>-</u>	<u>36,511</u>
Fund balances				
Restricted	159,006	630,921	-	789,927
Assigned	-	-	496	496
Total Fund Balances	<u>159,006</u>	<u>630,921</u>	<u>496</u>	<u>790,423</u>
Total liabilities and fund balances	<u>\$ 193,784</u>	<u>\$ 632,654</u>	<u>\$ 496</u>	<u>\$ 826,934</u>

PIERCE JOINT UNIFIED SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES

NON-MAJOR GOVERNMENTAL FUNDS

JUNE 30, 2020

	Cafeteria Fund	Capital Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Total
REVENUES				
Federal revenue	\$ 632,304	\$ -	\$ -	\$ 632,304
Other state revenues	48,956	-	-	48,956
Other local revenues	71,295	146,042	1,998	219,335
Total revenues	<u>752,555</u>	<u>146,042</u>	<u>1,998</u>	<u>900,595</u>
EXPENDITURES				
Classified salaries	321,026	-	-	321,026
Employee benefits	132,333	-	-	132,333
Books and supplies	282,028	-	-	282,028
Services and other operating expenditures	13,860	27,209	-	41,069
Capital outlay	16,398	4,821	371,397	392,616
Total expenditures	<u>765,645</u>	<u>32,030</u>	<u>371,397</u>	<u>1,169,072</u>
Excess (deficiency) of revenues over expenditures	(13,090)	114,012	(369,399)	(268,477)
OTHER FINANCING SOURCES (USES)				
Operating transfers in	26,555	-	345,192	371,747
Total other financing sources (uses)	<u>26,555</u>	<u>-</u>	<u>345,192</u>	<u>371,747</u>
Net change in fund balances	13,465	114,012	(24,207)	103,270
Fund balances, July 1, 2019	145,541	516,909	24,703	687,153
Fund balances, June 30, 2020	<u>\$ 159,006</u>	<u>\$ 630,921</u>	<u>\$ 496</u>	<u>\$ 790,423</u>

PIERCE JOINT UNIFIED SCHOOL DISTRICT
COMBINING STATEMENT OF CHANGES IN ASSETS AND LIABILITIES
AGENCY FUNDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

	Balance July 1, 2019	Additions	Deductions	Balance June 30, 2020
Student Body Funds				
Assets:				
Cash on hand and in banks				
Pierce High	\$ 89,211	\$ 250,942	\$ 223,290	\$ 116,863
Cash in County Treasury				
Arbuckle Elementary	7,757	9,161	6,228	10,690
Grand Island Elementary	763	-	85	678
Lloyd G Johnson Junior High	19,617	17,049	6,854	29,812
Total Assets	<u>\$ 117,348</u>	<u>\$ 277,152</u>	<u>\$ 236,457</u>	<u>\$ 158,043</u>
Liabilities:				
Due to student groups	\$ 117,348	\$ 277,152	\$ 236,457	\$ 158,043
Total Liabilities	<u>\$ 117,348</u>	<u>\$ 277,152</u>	<u>\$ 236,457</u>	<u>\$ 158,043</u>

PIERCE JOINT UNIFIED SCHOOL DISTRICT

ORGANIZATION

JUNE 30, 2020

The Pierce Joint Unified School District (the District) is located in Arbuckle, California. The District was organized as a unified school district of the State of California and provides public education for grades kindergarten through twelve within Colusa County. There were no changes to the District boundaries in the current year. The District currently operates two elementary schools, one junior high school, one high school, and a continuation high school.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires December</u>
George Green	President	2020
Amy Charter	Vice-President	2022
Abel Gomez	Clerk	2020
Barbara Bair	Member	2022
Nadine High	Member	2020

ADMINISTRATION

Carol Geyer
Superintendent

Daena Meras
Chief Business Official

PIERCE JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

	Second Period Report	Annual Report
Elementary		
TK through Third	411.13	411.13
Fourth through Sixth	312.64	312.64
Seventh through Eighth	252.45	252.45
Total Elementary	976.22	976.22
Secondary		
Regular classes	417.18	417.18
Continuation education	7.08	7.08
Total Secondary	424.26	424.26
Total	1,400.48	1,400.48
County Supplement		
County Community Schools	0.14	0.14
Special Education - Special Day Class	4.50	4.50
Total County Supplement	4.64	4.64

PIERCE JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

<u>Grade Level</u>	<u>Standard Minutes Requirement</u>	<u>2019-20 Actual Minutes</u>	<u>Instructional Days</u>	<u>Status</u>
Kindergarten	36,000	52,645	180	In compliance
Grade 1	50,400	52,840	180	In compliance
Grade 2	50,400	54,025	180	In compliance
Grade 3	50,400	54,025	180	In compliance
Grade 4	54,000	55,645	180	In compliance
Grade 5	54,000	55,645	180	In compliance
Grade 6	54,000	59,703	180	In compliance
Grade 7	54,000	64,734	180	In compliance
Grade 8	54,000	64,734	180	In compliance
Grade 9	64,800	65,784	180	In compliance
Grade 10	64,800	65,784	180	In compliance
Grade 11	64,800	65,784	180	In compliance
Grade 12	64,800	65,784	180	In compliance

PIERCE JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF CHARTER SCHOOLS
FOR FISCAL YEAR ENDED JUNE 30, 2020

Charter School ID Number	Charter Schools Chartered by the District	Included in the District Financial Statements, or Separate Report
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There are currently no charter schools within the District.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT
WITH AUDITED FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

There were no adjustments made to any funds of the District.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

Federal Catalog Number	Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Pass- Through Entity Identifying Number	Federal Expenditures
<u>U.S. Department of Education</u>			
<i>Passed through California Department of Education</i>			
84.365	ESEA (ESSA): Title III, English Learner Student Program	14346	\$ 54,706
84.010	ESEA (ESSA): Title I, Part A, Basic Grants Low-Income and Neglected	14329	277,417
84.367	ESEA (ESSA): Title II, Part A, Supporting Effective Instruction Local Grants	14341	43,389
84.048	Carl D. Perkins Career and Technical Education: Secondary,	14894	10,665
84.424	ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants	15396	<u>20,695</u>
	Total U.S. Department of Education		<u>406,872</u>
<u>U.S. Department of Agriculture</u>			
<i>Passed through California Department of Education</i>			
10.555	Child Nutrition: School Programs (NSL Sec 4)	13391	* 609,476
10.579	Child Nutrition: NSLP Equipment Assistance Grants	14906	<u>22,828</u>
	Total U.S. Department of Agriculture		<u>632,304</u>
<u>U.S. Department of Health and Human Services</u>			
<i>Passed through California Department of Education</i>			
93.778	Unrestricted: Medi-Cal Administrative Activities (MAA)	10060	<u>73,647</u>
	Total U.S. Department of Health and Human Services		<u>73,647</u>
	Total Federal Programs		<u>\$ 1,112,823</u>

* Tested as a major program

PIERCE JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

	Adopted Budget 2020/2021	Actuals 2019/2020	Actuals 2018/2019	Actuals 2017/2018
<u>General Fund and Special Reserve Fund for Other Than Capital Outlay</u>				
Revenues and Other Financial Sources	\$ 15,772,855	\$ 19,132,732	\$ 18,182,395	\$ 16,128,665
Expenditures	17,208,673	17,631,555	16,961,026	16,267,945
Other Uses and Transfers Out	128,448	371,747	29,592	775,040
Total Outgo	17,337,121	18,003,302	16,990,618	17,042,985
Change in Fund Balance	(1,564,266)	1,129,430	1,191,777	(914,320)
Ending Fund Balance	\$ 6,606,376	\$ 9,300,072	\$ 8,170,642	\$ 6,978,865
Available Reserves	\$ 7,057,478	\$ 8,588,595	\$ 7,479,557	\$ 6,467,006
Designated for Economic Uncertainties	\$ 7,103,605	\$ 8,634,722	\$ 7,479,557	\$ 6,467,006
Undesignated Fund Balance	\$ (46,127)	\$ (46,127)	\$ -	\$ -
Available Reserves as a Percentage of Total Outgo	40.7%	47.7%	44.0%	37.9%
Total Long-Term Debt	\$ 32,588,384	\$ 33,216,472	\$ 33,965,362	\$ 34,339,123
Average Daily Attendance at P-2	1,373	1,400	1,413	1,414

The general fund and special reserve fund for other than capital outlay fund balance has increased by \$1,406,887 over the past three years. The fiscal year 2020-21 budget projects a decrease of \$1,564,266. For a District this size, the State of California recommends available reserves of at least 3 percent of total general fund expenditures, transfers out, and other uses (total outgo). The District met this requirement.

The District has incurred an operating surplus in two of the past three fiscal years.

Total long-term liabilities have decreased by \$1,122,651 over the past two years due to the payments on the general obligation bonds.

Average Daily Attendance (ADA) has decreased by 14 over the past two years and attendance is budgeted to decrease for the fiscal year 2020-21.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
NOTES TO SUPPLEMENTARY INFORMATION
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

1. Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes in the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

2. Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of Education Code Sections 46201 through 46206. Districts must maintain their instructional minutes at the State's standard requirements as required by Education Code Section 46201(b).

3. Schedule of Charter Schools

This schedule provides information for the California Department of Education to monitor financial reporting by Charter Schools.

4. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides information necessary to reconcile the Annual Financial and Budget Report with the audited financial statements.

5. Schedule of Expenditures of Federal Awards

The accompanying schedule of expenditures of federal awards includes federal grant activity of the County Office and is presented under the modified accrual basis of accounting. The August 2020 Edition of the Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements of Federal Awards (Uniform Guidance) requires a disclosure of the financial activities of all federally funded programs. This schedule was prepared to comply with the Uniform Guidance and state requirements. Therefore, some amounts presented in this schedule may differ from amounts used in the preparation of the general purpose financial statements. The District did not elect to use the 10% de minimis cost rate.

6. Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

OTHER INDEPENDENT AUDITOR'S REPORTS



James Marta & Company LLP
Certified Public Accountants
Accounting, Auditing, Consulting and Tax

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
 WITH STATE LAWS AND REGULATIONS**

Board of Trustees
 Pierce Joint Unified School District
 Arbuckle, California

We have audited the compliance of Pierce Joint Unified School District (the "District") with the types of compliance requirements described in the State of California's 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting (the "Audit Guide") to the state laws and regulations listed below for the year ended June 30, 2020.

Management's Responsibility

Compliance with the requirements of state laws and regulations is the responsibility of District's management.

Auditor's Responsibility

Our responsibility is to express an opinion on the District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the state laws and regulations listed below occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

Local Education Agencies Other Than Charter Schools

Description	Procedures Performed
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time for School Districts	Yes
Instructional Materials	
General Requirements	Yes
Ratio of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes

Local Education Agencies Other Than Charter Schools

Description	Procedures Performed
Early Retirement Incentive Program	No, see below
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	Yes
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	Yes
District of Choice	No, see below

School Districts, County Offices of Education and Charter Schools

Description	Procedures Performed
California Clean Energy Jobs Act	Yes
After/Before Schools Education and Safety Program	
General Requirements	Yes
After School	Yes
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	No, see below

Charter Schools

Description	Procedures Performed
Attendance	No, see below
Mode of Instruction	No, see below
Nonclassroom-Based Instruction/Independent Study	No, see below
Determination of Funding for Nonclassroom-Based Instruction	No, see below
Annual Instructional Minutes - Classroom Based	No, see below
Charter School Facility Grant Program	No, see below

We did not perform any procedures related to Independent Study and Continuation Education because these programs were below the materiality threshold for testing.

We did not perform any procedures related to Early Retirement Incentive Program, Juvenile Court Schools, Middle and Early College High Schools, Apprenticeship: Related and Supplemental Instruction, District of Choice, Independent Study-Course Based and Before School requirements for the After/Before School Education and Safety because the District did not participate in these programs.

We did not perform any procedures related to Contemporaneous Records of Attendance, Mode of Instruction for Charter Schools, Nonclassroom-Based Instruction/Independent Study for Charter Schools, Determination of Funding for Nonclassroom-Based Instruction for Charter Schools, Annual Instructional Minutes - Classroom-Based for Charter Schools, and Charter School Facility Grant Program because the District did not have any charter schools.

Opinion on Compliance with State Laws and Regulations

In our opinion, Pierce Joint Unified School District complied, in all material respects, with the state laws and regulations referred to above for the year ended June 30, 2020.

James Marta & Company LLP

James Marta & Company LLP
Certified Public Accountants
Sacramento, California
October 28, 2020



James Marta & Company LLP

Certified Public Accountants

Accounting, Auditing, Consulting and Tax

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Pierce Joint Unified School District
Arbuckle, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Pierce Joint Unified School District (the "District"), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated October 28, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency* in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

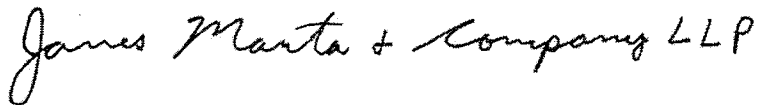
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the district's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the district's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "James Marta & Company LLP".

James Marta & Company LLP
Certified Public Accountants
Sacramento, California
October 28, 2020



James Marta & Company LLP
Certified Public Accountants

Accounting, Auditing, Consulting and Tax

**REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM
AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE
REQUIRED BY THE UNIFORM GUIDANCE**

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Pierce Joint Unified School District
Arbuckle, California

Compliance

We have audited Pierce Joint Unified School District's (the "District") compliance with the types of compliance requirements described in the August 2020 Edition of the *OMB Compliance Supplement* that could have a direct and material effect on each of District's major federal programs for the year ended June 30, 2020. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of the August 2020 Edition of the Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements of Federal Awards (Uniform Guidance), *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the District's compliance.

Opinion on Each Major Federal Program

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

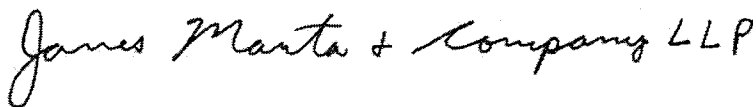
Internal Control Over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



James Marta & Company LLP
Certified Public Accountants
Sacramento, California
October 28, 2020

FINDINGS AND RECOMMENDATION

PIERCE JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

Section I – Summary of Audit Results

Financial Statements

Type of auditor’s report issued: Unmodified

Internal control over financial reporting:
Material weakness(es) identified? _____ Yes X No
Significant deficiency(ies) identified? _____ Yes X None reported

Noncompliance material to financial statements noted? _____ Yes X No

Federal Awards

Internal control over major programs:
Material weakness(es) identified? _____ Yes X No
Significant deficiency(ies) identified? _____ Yes X None reported

Type of auditor’s report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance Section 200.516(a)? _____ Yes X No

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
10.555	Child Nutrition Cluster

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee? X Yes _____ No

State Awards

Internal control over state programs:
Material weakness(es) identified? _____ Yes X No
Significant deficiency(ies) identified? _____ Yes X None reported

Type of auditor’s report issued on compliance for state programs: Unmodified

PIERCE JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

Section II – Financial Statement Findings

No matters were reported.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

Section III – Federal Award Findings and Questioned Costs

No matters were reported.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

Section IV – State Award Findings and Questioned Costs

No matters were reported.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
STATUS OF PRIOR YEAR RECOMMENDATIONS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

No matters were reported.



James Marta & Company LLP
Certified Public Accountants

Accounting, Auditing, Consulting, and Tax

**COMMUNICATION WITH THOSE CHARGED
WITH GOVERNANCE**

Citizen's Oversight Committee
and Governing Board Measure B
General Obligation Bonds Series
2016 Building Fund
Pierce Joint Unified School District
Arbuckle, California

We have audited the financial statements of the Pierce Joint Unified School District Measure B General Obligation Bonds Series 2016 Building Fund as of and for the year ended June 30, 2020, and have issued our report thereon dated October 28, 2020. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated April 12, 2019, our responsibility, as described by professional standards, is to form and express an opinion(s) about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the Pierce Joint Unified School District Measure B General Obligation Bonds Series 2016 Building Fund solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm, have complied with all relevant ethical requirements regarding independence.

We follow the AICPA Ethics Standard Rule 201C, in conjunction with this, we annually review with all engagement staff potential conflicts and obtain a conflict certification. In addition, we inquire on each engagement about potential conflicts with staff. We have not identified any relationships or other matters that in the auditor's judgment may be reasonably thought to bear on independence.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by of Pierce Joint Unified School District Measure B General Obligation Bonds Series 2016 Building Fund is included in Note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during the 2019-20 fiscal year. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments. There were no significant estimates affecting the financial statements.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. We did not identify any disclosures that involve significant sensitive discretion.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. We did not identify any uncorrected misstatements in the course of our audit.

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. We did not identify any corrected misstatements in the course of our audit.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to Pierce Joint Unified School District Measure B General Obligation Bonds Series 2016 Building Fund's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management, which are included in the attached letter dated October 28, 2020 (Attachment I).

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with Pierce Joint Unified School District Measure B General Obligation Bonds Series 2016 Building Fund, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating and regulatory conditions affecting the entity, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Pierce Joint Unified School District Measure B General Obligation Bonds Series 2016 Building Fund's auditors.

Other Information in Documents Containing Audited Financial Statements

Pursuant to professional standards, our responsibility as auditors for other information in documents containing Pierce Joint Unified School District Measure B General Obligation Bonds Series 2016 Building Fund's audited financial statements does not extend beyond the financial information identified in the audit report, and we are not required to perform any procedures to corroborate such other information.

However, in accordance with such standards, we have:

Reviewed the Measure B text and related budget versus actual for the projects and considered whether such information and requirements, or the manner of its presentation, was materially inconsistent with its presentation in the financial statements.

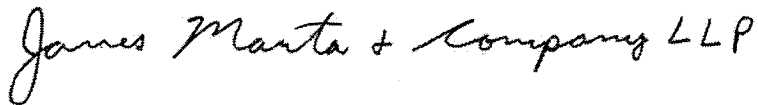
Our responsibility also includes communicating to you any information which we believe is a material misstatement of fact. Nothing came to our attention that caused us to believe that such information, or its manner of presentation, is materially inconsistent with the information, or manner of its presentation, appearing in the financial statements.

Other Services

We have assisted management in preparing the financial statements of the Pierce Joint Unified School District Measure B General Obligation Bonds Series 2016 Building Fund in conformity with U.S. generally accepted accounting principles based on information provided by management.

Management's responsibilities for other services included designating qualified individuals with the skill, knowledge, and experience to be responsible and accountable for overseeing financial statement preparation and any other nonattest services we performed as part of this engagement. Management has represented that they have evaluated the adequacy and results of those services and is accepting responsibility for them.

This report is intended solely for the information and use of the Citizen's Oversight Committee and Governing Board and members of management of the Pierce Joint Unified School District and is not intended to be and should not be used by anyone other than these specified parties.



James Marta & Company LLP
Certified Public Accountants
Sacramento, California
October 28, 2020

Pierce Joint
Unified School District

P.O. Box 239 • Arbutle CA 95912 • (530) 476-2892 • Fax (530) 476-2289

Carol Geyer, Superintendent



MANAGEMENT REPRESENTATION LETTER

October 28, 2020

James Marta & Company, LLP
Certified Public Accountants
Sacramento, California

This representation letter is provided in connection with your audit of the Balance Sheet and Statement of Revenues, Expenditures, and Changes in Fund Balance of the Measure B General Obligation Bonds Series 2016 Building Fund (the "Fund") of Pierce Joint Unified School District (the "District") as of June 30, 2020 and for the fiscal year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion on whether the fund financial statements present fairly, in all material respects, the financial position, results of operations, and cash flows, where applicable, of the various opinion units of the Fund in conformity with accounting principles generally accepted for governments in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in the light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement.

We confirm that, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves as of October 28, 2020:

Financial Statements

- We have fulfilled our responsibilities, as set out in the terms of the audit engagement dated April 12, 2019 for the preparation and fair presentation of the financial statements of the various opinion units referred to above in accordance with U.S. GAAP.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
- We acknowledge our responsibility for compliance with the laws, regulations, and provisions of contracts and grant agreements.
- We acknowledge that we are responsible for distributing the issued report as well as the communication with governance letter and internal control letter to all governing board members.
- We have reviewed, approved, and taken responsibility for the financial statements and related notes and acknowledge the auditor's role in the preparation of this information.
- We have a process to track the status of audit findings and recommendations.
- We have identified and communicated to you all previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.
- Significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.
- Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
- All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.

Board of Trustees: George Green • Amy Charter • Abel Gomez • Barbara Bair • Nadine High
President Vice-President Clerk Member Member

- The effects of all known actual or possible litigation and claims have been accounted for and disclosed in accordance with U.S. GAAP.
- All component units, as well as joint ventures with an equity interest, are included and other joint ventures and related organizations are properly disclosed.
- All funds and activities are properly classified.
- All funds that meet the quantitative criteria in GASB Statement No. 34, *Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments*, GASB Statement No. 37, *Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments: Omnibus* as amended, and GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities*, for presentation as major are identified and presented as such and all other funds that are presented as major are considered important to financial statement users.
- All components of net position, nonspendable fund balance, and restricted, committed, assigned, and unassigned fund balance are properly classified and, if applicable, approved.
- Our policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position/fund balance are available is appropriately disclosed and net position/fund balance is properly recognized under the policy.
- All revenues within the statement of activities have been properly classified as program revenues, general revenues, contributions to term or permanent endowments, or contributions to permanent fund principal.
- All expenses have been properly classified in or allocated to functions and programs in the statement of activities, and allocations, if any, have been made on a reasonable basis.
- All interfund and intra-entity transactions and balances have been properly classified and reported.
- Special items and extraordinary items have been properly classified and reported.
- Deposit and investment risks have been properly and fully disclosed.
- Capital assets, including infrastructure assets, are properly capitalized, reported, and if applicable, depreciated.
- All required supplementary information is measured and presented within the prescribed guidelines.
- With regard to investments and other instruments reported at fair value:
 - The underlying assumptions are reasonable and they appropriately reflect management's intent and ability to carry out its stated courses of action.
 - The measurement methods and related assumptions used in determining fair value are appropriate in the circumstances and have been consistently applied.
 - The disclosures related to fair values are complete, adequate, and in conformity with U.S. GAAP.
 - There are no subsequent events that require adjustments to the fair value measurements and disclosures included in the financial statements.

Supplementary Information in Relation to the Financial Statements as a Whole

With respect to the supplementary information accompanying the financial statements:

- a. We acknowledge our responsibility for the presentation of the supplementary information in accordance with accounting principles generally accepted in the United States of America, GASB 34 fund statement reporting.
- b. We believe the supplementary information, including its form and content, is fairly presented in accordance with GASB 34 fund statement reporting.
- c. The methods of measurement or presentation have not changed from those used in the prior period.
- d. When the supplementary information is not presented with the audited financial statements, management will make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by the entity of the supplementary information and the auditor's report thereon.
- e. We acknowledge our responsibility to include the auditor's report on the supplementary information in any document containing the supplementary information and that indicates the auditor reported on such supplementary information.
- f. We acknowledge our responsibility to present the supplementary information with the audited financial statements or, if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary

information no later than the date of issuance by the entity of the supplementary information and the auditor's report thereon.

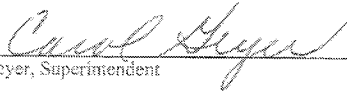
Information Provided

- We have provided you with:
 - Access to all information, of which we are aware that is relevant to the preparation and fair presentation of the financial statements of the various opinion units referred to above, such as records, documentation, meeting minutes, and other matters;
 - Additional information that you have requested from us for the purpose of the audit; and
 - Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
- All transactions have been recorded in the accounting records and are reflected in the financial statements.
- We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- We have no knowledge of any fraud or suspected fraud that affects the entity and involves:
 - Management;
 - Employees who have significant roles in internal control; or
 - Others where the fraud could have a material effect on the financial statements.
- We have no knowledge of any allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, vendors, regulators, or others.
- We are not aware of any pending or threatened litigation and claims whose effects should be considered when preparing the financial statements and we have not consulted legal counsel concerning litigation or claims.
- We have disclosed to you the identity of the entity's related parties and all the related party relationships and transactions of which we are aware.
- There have been *no* communications from regulatory agencies concerning noncompliance with or deficiencies in accounting, internal control, or financial reporting practices.
- The Measure B General Obligation Bonds Series 2016 Building Fund of the Pierce Joint Unified School District has no plans or intentions that may materially affect the carrying value or classification of assets and liabilities.
- We have disclosed to you all guarantees, whether written or oral, under which Measure B General Obligation Bonds Series 2016 Building Fund of the Pierce Joint Unified School District is contingently liable.
- We have disclosed to you all significant estimates and material concentrations known to management that are required to be disclosed in accordance with GASB Statement No. 62 (GASB-62), *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*. Significant estimates are estimates at the balance sheet date that could change materially within the next year. Concentrations refer to volumes of business, revenues, available sources of supply, or markets or geographic areas for which events could occur that would significantly disrupt normal finances within the next year.
- We have identified and disclosed to you the laws, regulations, and provisions of contracts and grant agreements that could have a direct and material effect on financial statement amounts, including legal and contractual provisions for reporting specific activities in separate funds.
- There are no:
 - Violations or possible violations of laws or regulations, or provisions of contracts or grant agreements whose effects should be considered for disclosure in the financial statements or as a basis for recording a loss contingency, including applicable budget laws and regulations.
 - Unasserted claims or assessments that our lawyer has advised are probable of assertion and must be disclosed in accordance with GASB-62.
 - Other liabilities or gain or loss contingencies that are required to be accrued or disclosed by GASB-62.
- The Measure B General Obligation Bonds Series 2016 Building Fund of the Pierce Joint Unified School District has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset or future revenue been pledged as collateral, except as disclosed to you.

- We have complied with all aspects of grant agreements and other contractual agreements that would have a material effect on the financial statements in the event of noncompliance.



Daena Meras, Chief Business Official



Carol Geyer, Superintendent



PIERCE JOINT UNIFIED SCHOOL DISTRICT

**MEASURE B
GENERAL OBLIGATION BONDS
SERIES 2016
BUILDING FUND**

**COUNTY OF COLUSA
ARBUCKLE, CALIFORNIA**

FINANCIAL AND PERFORMANCE AUDIT

**FOR THE FISCAL YEAR ENDED
JUNE 30, 2020**

**JAMES MARTA & COMPANY LLP
CERTIFIED PUBLIC ACCOUNTANTS**

**701 HOWE AVENUE, E3
SACRAMENTO, CA**

**(916) 993-9494
(916) 993-9489 FAX
WWW.JPMCPA.COM**

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MEASURE B GENERAL OBLIGATION BONDS SERIES 2016
BUILDING FUND
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James Marta & Company LLP
Certified Public Accountants
Accounting, Auditing, Consulting, and Tax

INDEPENDENT AUDITOR'S REPORT

Citizen's Oversight Committee
and Governing Board
Pierce Joint Unified School District
Arbuckle, California

Report on the Financial Statements

We have audited the accompanying Balance Sheet of Pierce Joint Unified School District (the District), Measure B General Obligation Bonds Series 2016 Building Fund (the Fund), and the related statement of revenues, expenditures, and changes in fund balance as of and for the fiscal year ended June 30, 2020, and the related notes to the financial statements.

Managements Responsibility for the Financial Statements

Management is responsible for the preparation and presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

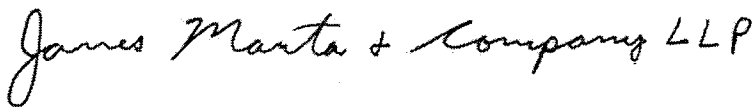
In our opinion, the fund financial statements referred to above present fairly, in all material respects, the financial position of the Pierce Joint Unified School District Measure B General Obligation Bonds Series 2016 Building Fund as of June 30, 2020 and the results of its operations the year then ended in conformity with accounting principles generally accepted in the United States of America.

Other Matters

As discussed in Note 1, the financial statements referred to above present only the individual Measure B General Obligation Bonds Series 2016 Building Fund and are not intended to present fairly the financial position and results of operations of the District in conformity with generally accepted accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 28, 2020 on our consideration of the fund's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the District's internal control over financial reporting and compliance.



James Marta & Company LLP
Certified Public Accountants
Sacramento, California
October 28, 2020

BASIC FINANCIAL STATEMENTS

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MEASURE B GENERAL OBLIGATION BONDS SERIES 2016
BUILDING FUND
BALANCE SHEET
JUNE 30, 2020

ASSETS

Cash and cash equivalents	\$ 1,685,653
Accounts receivable	18,394
Total Assets	<u>\$ 1,704,047</u>

LIABILITIES AND FUND BALANCES

Liabilities	
Accounts payable	\$ 51,583
Total Liabilities	<u>51,583</u>
Fund balances	
Restricted for Measure B projects	1,652,464
Total Fund Balances	<u>1,652,464</u>
Total liabilities and fund balances	<u>\$ 1,704,047</u>

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MEASURE B GENERAL OBLIGATION BONDS SERIES 2016
BUILDING FUND
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

REVENUES	
Other local revenues	\$ 105,676
Total Revenues	<u>105,676</u>
EXPENDITURES	
Capital Outlay	<u>3,258,243</u>
Total Expenditures	<u>3,258,243</u>
Net change in fund balances	(3,152,567)
Fund balances, July 1, 2019	<u>4,805,031</u>
Fund balances, June 30, 2020	<u><u>\$ 1,652,464</u></u>

The accompanying notes are an integral part of these financial statements.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MEASURE B GENERAL OBLIGATION BONDS SERIES 2016
BUILDING FUND

NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. REPORTING ENTITY

The accounting policies of the Measure B General Obligation Bonds Series 2016 Building Fund (the Fund) of Pierce Joint Unified School District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants. The fund accounts for financial transactions in accordance with the policies and procedures of the California School Accounting Manual.

Pierce Joint Unified School District (the "District") is a public educational agency operating under the applicable laws and regulations of the State of California. It is governed by a five member Governing Board elected by registered voters of the District, which comprises an area in Colusa County. The District serves students in grades kindergarten through twelfth.

The Bonds were authorized at an election within the District held on November 8, 2016 (the "Election") at which at least fifty-five percent of the registered voters voting on the proposition voted to authorize the issuance and sale of \$15,000,000 aggregate principal amount of general obligation bonds of the District (the "Authorization"). Because the Bond required only 55% of the vote in accordance with Proposition 39 (Article XIII of the California State Constitution), the District was required to establish a citizen's bond oversight committee and to conduct a financial and performance audit.

On May 4, 2017, the District issued Measure B Series A General Obligation Bonds (the "Bonds") in the aggregate principal amount of \$7,000,000 for the purpose of financing the renovation, construction and improvement of school facilities and to pay certain costs of issuance associated therewith. The Series A bonds were the first series of bonds issued under the Authorization and are issued on a parity basis with all outstanding general obligation bonds of the District.

On March 14, 2018, the District issued Measure B Series B General Obligation Bonds (the "Bonds") in the aggregate principal amount of \$8,000,000 for the purpose of financing the renovation, construction and improvement of school facilities and to pay certain costs of issuance associated therewith. The Series B bonds were the second and last of series of bonds issued under the Authorization and are issued on a parity basis with all outstanding general obligation bonds of the District.

The Committee's oversight goals include ensuring expenditures are within the language of the ballot measure and advising the District's Governing Board on various projects. The citizens' oversight committee must include, among others, representation of a bona fide taxpayers association, a business organization and a senior citizens organization. No district employees or vendors are allowed to serve on the citizens' oversight committee.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MEASURE B GENERAL OBLIGATION BONDS SERIES 2016
BUILDING FUND

NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

A. REPORTING ENTITY (CONTINUED)

The fund financial statements presented are for the Measure B General Obligation Bonds Series 2016 Building Fund. Since this is just one component of the District these financial statements are not intended to be a complete presentation of the District's financial position or results of operations. Accordingly, these fund statements do not include a government wide financial statement, management discussion and analysis or related organizational disclosures. The audited financial statements of Pierce Joint Unified School District include the Measure B General Obligation Bond Building Fund activities, related debt and disclosures as well as the management discussion and analysis.

B. FUND ACCOUNTING

The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity or retained earnings, revenues, and expenditures or expenses, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

The proceeds from the sale of general obligation bonds and the subsequent expenditure of the bond funds are accounted for in the Building fund of the District. Any premium received from the sale of the bonds is deposited in the Bond Interest and Redemption Fund of the District.

C. ACCOUNTING POLICIES

The District prepares its financial statements in accordance with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA) and complies with the policies and procedures of the Department of Education's *California School Accounting Manual*.

D. MEASUREMENT FOCUS AND BASIS OF ACCOUNTING

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied.

The financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, "available" means collectible within the current period or within 60 days after year-end.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MEASURE B GENERAL OBLIGATION BONDS SERIES 2016
BUILDING FUND

NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

D. MEASUREMENT FOCUS AND BASIS OF ACCOUNTING (CONTINUED)

Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

E. BUDGETS AND BUDGETARY ACCOUNTING

Annual budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America for all governmental funds. By state law, the District's governing board must adopt a final budget no later than July 1 in accordance with State law. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements.

F. ENCUMBRANCES

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated at June 30.

G. DEPOSITS AND INVESTMENTS

The District is authorized to maintain cash in banks and revolving funds that are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC).

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (Education Code Section 41001). The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq.

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies; certificates of participation; obligations with first priority security; and collateralized mortgage obligations.

Investments with original maturities greater than one year are stated at fair value. Fair value is estimated based on quoted market prices at year-end. All investments not required to be reported at fair value are stated at cost or amortized cost.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MEASURE B GENERAL OBLIGATION BONDS SERIES 2016
BUILDING FUND
NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

H. CAPITAL AND LONG-TERM DEBT

The accounting and reporting treatment applied to the capital assets and long-term liabilities associated with the General Obligation Bond Building Fund is accounted for on a spending or “financial flow” measurement focus. This means that only current assets and liabilities are generally included on the balance sheet.

The reported fund balance is considered a measure of “available spendable resources”. Thus, the capital assets and long-term liabilities associated with the Measure B General Obligation Bond Building Fund are accounted for in the basic financial statements of the District.

I. FUND BALANCE – GOVERNMENTAL FUNDS

As of June 30, 2020, fund balances of the Measure B General Obligation Bond Building Fund are classified as restricted. Restricted funds can only be spent for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

J. USE OF ESTIMATES

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures/expenses during the reporting period. Actual results could differ from those estimates.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MEASURE B GENERAL OBLIGATION BONDS SERIES 2016
BUILDING FUND

NOTES TO THE FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2020

2. CASH AND INVESTMENTS

Cash and investments as of June 30, 2020 consist of \$1,685,653 cash in the county treasury.

A. Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State: U.S. Treasury instrument; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreement; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security, and collateralized mortgage obligations.

B. Cash in County Treasury

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (*Education Code* Section 41001). The fair value of the District's investment in the pool is reported in the accounting financial statement at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Cash in County Treasury consists of District cash held by the Colusa County Treasury that is invested in the county investment pool. The Treasury permits negative cash balances so long as the District's total cash in county treasury has a positive balance.

The fair value of the District's investment in the pool is reported in the financial statements at amounts that are based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The weighted average maturity of the pool is 1,492 days. The pool is rated AAA by Standard and Poor's.

C. Investment Risks

Interest Rate Risk. Interest rate risk is the risk that changes in market interest rate will adversely affect the fair value of an investment. Generally, as the length of the maturity of an investment increases, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury that purchases a combination of shorter term and longer term investments and by timing cash flows from maturities so that a portion of the portfolio is maturing or coming close to maturity evenly over time as necessary to provide the cash flow and liquidity needed for operations.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MEASURE B GENERAL OBLIGATION BONDS SERIES 2016
BUILDING FUND

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2020

3. MEASURE B GENERAL OBLIGATION BONDS SERIES 2016

Series A

On May 4, 2017, the District issued Measure B Series A General Obligation Bonds (the “Bonds”) in the aggregate principal amount of \$7,000,000 for the purpose of financing the renovation, construction and improvement of school facilities and to pay certain costs of issuance associated therewith. See table below of how the proceeds of the bond were applied.

Sources of Funds

Principal Amount of Bonds	\$ 7,000,000
Net Original Issue Premium	<u>559,431</u>
Total Sources	<u><u>\$ 7,559,431</u></u>

Uses of Funds

Deposited to Building Fund	\$ 6,850,000
Deposited to Debt Service Fund	480,618
Cost of Issuance	<u>228,813</u>
Total Uses	<u><u>\$ 7,559,431</u></u>

Series B

On March 14, 2018, the District issued Measure B Series B General Obligation Bonds (the “Bonds”) in the aggregate principal amount of \$8,000,000. The Series B are the second and final series of bonds issued under the Authorization and are issued on a parity basis with all outstanding general obligation bonds of the District. See table below of how the proceeds of the bond were applied.

Sources of Funds

Principal Amount of Bonds	\$ 8,000,000
Net Original Issue Premium	<u>372,891</u>
Total Sources	<u><u>\$ 8,372,891</u></u>

Uses of Funds

Deposited to Building Fund	\$ 7,855,000
Deposited to Debt Service Fund	316,891
Cost of Issuance	<u>201,000</u>
Total Uses	<u><u>\$ 8,372,891</u></u>

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MEASURE B GENERAL OBLIGATION BONDS SERIES 2016
BUILDING FUND

NOTES TO THE FINANCIAL STATEMENTS

FOR THE FISCAL YEAR ENDED JUNE 30, 2020

3. MEASURE B GENERAL OBLIGATION BONDS SERIES 2016 (CONTINUED)

The Bonds are payable from the proceeds of *ad valorem* property taxes which the Board of Supervisors of the Colusa County are obligated to levy and collect on all taxable property in the District for the payment of principal and interest on the Bonds when due.

The Series A bonds consist of serial bonds bearing various fixed interest rates from 2% to 5% and mature in staggered amounts each year starting in August 1, 2017 up through August 1, 2046.

The Series B bonds consist of serial bonds bearing various fixed interest rates from 2% to 5% and mature in staggered amounts each year starting in August 1, 2017 up through August 1, 2047.

4. COMMITMENTS AND CONTINGENCIES

As of June 30, 2020, the Building Fund had the following commitments with respect to unfinished capital projects:

Project Name	Initial Committed Balance	Expenditures to Date	Committed Balance at June 30, 2020
Arbuckle Elementary Classroom Building	\$ 4,367,075	\$ 4,367,075	\$ -
Arbuckle Elementary School - Site Work	972,230	972,230	-
Pierce High School - Bleachers FH	986,546	986,546	-
Pierce High School - Modernization Locker Room	2,820,477	1,877,316	943,161
Pierce High School - Modernization Main Building	399,631	335,325	64,306
Pierce High School - Modernization Classroom Main	30,524	30,524	-
	<u>\$ 9,576,483</u>	<u>\$ 8,569,016</u>	<u>\$ 1,007,467</u>

5. SUBSEQUENT EVENTS

District management evaluated its June 30, 2020 financial statements for subsequent events through October 28, 2020, the date these financial statements were available to be issued. Management is not aware of any subsequent events that would require recognition or disclosure in the financial statements.

SUPPLEMENTARY INFORMATION

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MEASURE B GENERAL OBLIGATION BONDS SERIES 2016
BUILDING FUND
FULL TEXT OF BOND MEASURE

Upon the passage of Measure B, the Pierce Joint Unified School District (the "District") shall be authorized to issue bonds in the aggregate amount of \$15,000,000, bearing interest at rates not exceeding the statutory limit, for the purpose of funding the school facilities projects listed below under the heading "Bond Project List".

Bond Project List

The Bond Project List below describes the specific projects the Pierce Joint Unified School District proposes to finance with proceeds of the bonds. Listed projects will be completed as needed at a particular school site according to Board-established priorities, and the order in which such projects appear on the Bond Project List is not an indication of priority for funding or completion. The final cost of each project will be determined as plans are finalized, construction bids are awarded, and projects are completed. Certain construction funds expected from non-bond sources, including State grant funds for eligible projects, have not yet been secured. Until all project costs and funding sources are known, the Board of Trustees cannot determine the amount of bond proceeds available to be not spent on each project, nor guarantee that the bonds will provide sufficient funds to allow completion of all listed projects. Completion of some projects may be subject to further government approvals or appropriation by State officials and boards, to local environmental review, and to input from the public. For these reasons, inclusion of a project on the Bond Project List is not a guarantee that the project will be funded or completed.

Unless otherwise noted, the projects in the Bond Project List are authorized to be completed at each or any of the District's sites, as shall be approved by the Board of Trustees:

- Replace outdated heating, ventilation and air-conditioning systems
- Make health, safety and handicapped accessibility improvements
- Modernize, construct, and or renovate classrooms, restrooms, and school facilities
- Repair or replace leaky roofs
- Replace deteriorating plumbing and sewer systems
- Upgrade inadequate electrical systems
- Improve student access to computers and modern technology
- Construct a new Agriculture and Education Center
- Upgrade playgrounds, play structures and P.E./athletic fields and facilities for school and community use
- Make energy efficiency improvements to reduce utility costs, including windows and lighting
- Replace existing wiring systems to meet current electrical and accessibility codes and increased capacity
- Replace temporary portables with permanent classrooms
- Upgrade, construct and or equip labs, multipurpose rooms, food service facilities, cafeterias and other school facilities

PIERCE JOINT UNIFIED SCHOOL DISTRICT

MEASURE B GENERAL OBLIGATION BONDS SERIES 2016

BUILDING FUND

FULL TEXT OF BOND MEASURE

- Federal and State-mandated Occupational Safety & Health Administration (OSHA) Safety upgrades including playground equipment replacement
- All Federal and State-mandated Americans with Disabilities Act (ADA) accessibility upgrades including site access, parking, staff and student restrooms, relocation of some existing electrical devices, drinking fountains, playground equipment, etc.
- Upgrade school site parking, roadways, utilities and grounds
- Improve student safety at drop-off and pick-up areas
- Abate and remove hazardous materials identified prior or during construction
- Repair, replace and/or upgrade paved surfaces, turf, and other grounds to eliminate safety hazards

The listed projects will be completed as needed. Each project is assumed to include its share of furniture, equipment, architectural, engineering, and similar planning costs, program/project management, staff training expenses and a customary contingency for unforeseen design and construction costs. In addition to the listed projects stated above, the list also includes the acquisition of a variety of instructional, maintenance and operational equipment, including the reduction or retirement of outstanding lease obligations and interim funding incurred to advance fund projects from the list; installation of signage and fencing; payment of the costs of preparation of all facility planning, facility studies, assessment reviews, facility master plan preparation and updates, environmental studies (including environmental investigation, remediation and monitoring), design and construction documentation, and temporary housing of dislocated District activities caused by construction projects. In addition to the projects listed above, the repair and renovation of each of the existing school facilities may include, but not be limited to, some or all of the following: renovation of student and staff restrooms; repair and replacement of heating and ventilation systems; upgrade of facilities for energy efficiencies; repair and replacement of worn-out and leaky roofs, windows, walls, doors and drinking fountains; installation wiring and electrical systems to safely accommodate computers, technology and other electrical devices and needs; upgrades or construction of support facilities, including administrative, physical education/athletic facilities and performing arts buildings and maintenance yards; repair and replacement of fire alarms, emergency communications and security systems; resurfacing or replacing of hard courts, pools, turf and irrigation systems and campus landscaping and play fields; expand parking; install interior and exterior painting and floor covering; demolition; and construction of various forms of storage and support spaces, upgrade classrooms, bleachers, kitchens, repair, upgrade and install interior and exterior lighting systems; replace outdated security fences and security systems. The upgrading of technology infrastructure includes, but is not limited to, computers, LCD projectors, portable interface devices, servers, switches, routers, modules, sound projection systems, laser printers, digital white boards, document projectors, upgrade voice-over-IP, call manager and network security/firewall, wireless technology systems and other miscellaneous equipment and software. The allocation of bond proceeds will be affected by the District's receipt of State matching funds and the final costs of each project. In the absence of State matching funds, which the District will aggressively pursue to reduce the District's share of the costs of the projects, the District will not be able to complete some of the projects listed above. The budget for each project is an estimate and may be affected by factors beyond the District's control. Some projects throughout the District, such as gyms, fields and performing arts facilities, may be undertaken as joint use projects in cooperation with other local public or non-profit agencies. The final cost of each project will be determined as plans and construction documents are finalized, construction bids are received, construction contracts are awarded and projects are completed. Based on the final costs of each project, certain of the projects described

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MEASURE B GENERAL OBLIGATION BONDS SERIES 2016
BUILDING FUND
FULL TEXT OF BOND MEASURE

above may be delayed or may not be completed. Demolition of existing facilities and reconstruction of facilities scheduled for repair and upgrade may occur, if the Board determines that such an approach would be more cost-effective in creating more enhanced and operationally efficient campuses. Necessary site preparation/restoration may occur in connection with new construction, renovation or remodeling, or installation or removal of relocatable classrooms, including ingress and egress, removing, replacing, or installing irrigation, utility lines, trees and landscaping, relocating fire access roads, and acquiring any necessary easements, licenses, or rights of way to the property. Proceeds of the bonds may be used to pay or reimburse the District for the cost of District staff when performing work on or necessary and incidental to bond projects and the costs of issuing the bonds. Bond proceeds shall only be expended for the specific purposes identified herein. The District shall create an account into which proceeds of the bonds shall be deposited and comply with the reporting requirements of Government Code § 53410.

Accountability Safeguards

The provisions in this section are specifically included in this proposition in order that the District's voters and taxpayers may be assured that their money will be spent wisely to address specific facilities needs of the District, all in compliance with the requirements of Article XIII A, Section 1(b)(3) of the State Constitution, and the Strict Accountability in Local School Construction Bonds Act of 2000 (codified at Education Code Sections 15264 and following).

Evaluation of Needs. The Board of Trustees hereby certifies that it has evaluated safety, class size reduction and information technology needs in developing the Bond Project List.

Limitation on Use of Bond Proceeds. The State of California does not have the power to take locally approved school district bond funds for any State purposes. The Constitution allows proceeds from the sale of bonds authorized by this proposition to be used only for the construction, reconstruction, rehabilitation, or replacement of school facilities listed in this proposition, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities, and not for any other purpose, including teacher and administrator salaries and other school operating expenses. Proceeds of the bonds may be used to pay or reimburse the District for the cost of District staff only when performing work on or necessary and incidental to the bond projects.

Independent Citizens' Oversight Committee. The Board of Trustees shall establish an independent Citizens' Oversight Committee (pursuant to Education Code Section 15278 and following), to ensure bond proceeds are spent only for the school facilities projects listed in the Bond Project List. The committee shall be established within 60 days of the date on which the Board of Trustees enters the election results on its minutes.

Annual Performance Audits. The Board of Trustees shall conduct an annual, independent performance audit to ensure that the bond proceeds have been expended only on the school facilities projects listed in the Bond Project List.

PIERCE JOINT UNIFIED SCHOOL DISTRICT
MEASURE B GENERAL OBLIGATION BONDS SERIES 2016
BUILDING FUND
FULL TEXT OF BOND MEASURE

Annual Financial Audits. The Board of Trustees shall conduct an annual, independent financial audit of the bond proceeds (which shall be separate from the District's regular annual financial audit) until all of those proceeds have been spent for the school facilities projects listed in the Bond Project List.

Special Bond Proceeds Account: Annual Report to Board. Upon approval of this proposition and the sale of any bonds approved, the Board of Trustees shall take actions necessary pursuant to Government Code Section 53410 and following to establish an account in which proceeds of the sale of bonds will be deposited. As long as any proceeds of the bonds remain unexpended, the Superintendent or the Chief Business Official of the District (or such other employee as may perform substantially similar duties) shall cause a report to be filed with the Board no later than December 31 of each year, commencing December 31 of the year in which bonds are first issued, stating (1) the amount of bond proceeds received and expended in that year, and (2) the status of any project funded or to be funded from bond proceeds. The report may relate to the calendar year, fiscal year, or other appropriate annual period as such officer shall determine, and may be incorporated into the annual budget, audit, or other appropriate routine report to the Board.

Further Specifications

Specific Purposes. All of the purposes enumerated in this proposition shall be united and voted upon as one single proposition, pursuant to Education Code Section 15100, and shall constitute the specific purposes of the bonds, and proceeds of the bonds shall be spent only for such purposes, pursuant to Government Code Section 53410.

Joint Use. The District may enter into agreements with the County of Colusa, County of Yolo, or other public agencies or nonprofit organizations for joint use of school facilities financed with the proceeds of the bonds in accordance with Education Code Section 17077.42 (or any successor provision). The District may seek State grant funds for eligible joint-use projects as permitted by law, and this proposition hereby specifies and acknowledges that bond funds will or may be used to fund all or a portion of the local share for any eligible joint-use projects identified in the Bond Project List or as otherwise permitted by California State regulations, as the Board of Trustees shall determine.

Rate of Interest. The bonds shall bear interest at a rate per annum not exceeding the statutory maximum, payable at the time or times permitted by law.

Term of Bonds. The number of years the whole or any part of the bonds are to run shall not exceed the legal limit, though this shall not preclude bonds from being sold which mature prior to the legal limit.

OTHER INDEPENDENT AUDITOR'S REPORTS



James Marta & Company LLP
Certified Public Accountants

Accounting, Auditing, Consulting, and Tax

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

INDEPENDENT AUDITOR'S REPORT

Citizen's Oversight Committee
and Governing Board
Pierce Joint Unified School District
Arbuckle, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the fund financial statements of the Measure B General Obligation Bonds Series 2016 Building Fund of Pierce Joint Unified School District (the "District"), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the Measure B General Obligation Bonds Series 2016 Building Fund financial statements, and have issued our report thereon dated October 28, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Measure B General Obligation Bond Series 2016 Building Fund's internal control. Accordingly, we do not express an opinion on the effectiveness of Measure B General Obligation Bond Series 2016 Building Fund internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

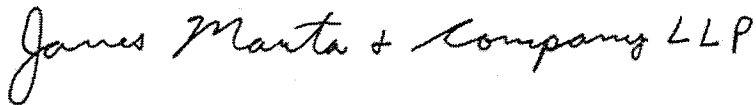
Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Measure B General Obligation Bond Series 2016 Building Fund financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "James Marta & Company LLP".

James Marta & Company LLP
Certified Public Accountants
Sacramento, California
October 28, 2020



James Marta & Company LLP
Certified Public Accountants

Accounting, Auditing, Consulting, and Tax

**INDEPENDENT AUDITOR'S REPORT
ON MEASURE B BOND PERFORMANCE**

Citizen's Oversight Committee
and Governing Board Measure B
General Obligation Bonds Building Fund
Pierce Joint Unified School District
Arbuckle, California

Report on Performance

We have completed a performance audit of Measure B General Obligation Bonds of Pierce Joint Unified School District (the "District"), for the year ended June 30, 2020 and have issued our report thereon dated October 28, 2020.

Management's Responsibility

The design, implementation, and maintenance of internal controls relevant to the financial process and compliance with the requirements of state laws and regulations is the responsibility of District's management.

Auditor's Responsibility

Our responsibility is to determine that the District complied with the Measure B General Obligation Bonds in accordance with Appendix A of the 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and Appendix A of the 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objects. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

The results of the procedures performed indicate that the District complied with the requirements identified in Appendix A of the K-12 Local Education Agencies and State Compliance Reporting for the Measure B General Obligation Bond funds for the year ended June 30, 2020.

Objectives

The objectives of our performance audit was to determine that the Pierce Joint Unified School District expended Measure B General Obligation Bond funds for the year ended June 30, 2020 only for purposes approved by voters and only for specific projects adopted by the District's Board of Trustees, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)C.

Scope of the Audit

The scope of our performance audit covered the fiscal year ended June 30, 2020. The expenditures included all account and project codes associated with the bond projects. Expenditures before July 1, 2019 and after June 30, 2020 were not reviewed as they were not within the scope of our audit.

Methodology

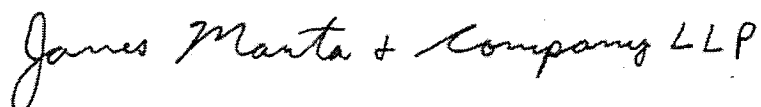
1. We obtained the general ledger for the fiscal year ended June 30, 2020.
2. We selected expenditures to ensure compliance with Proposition 39 and Measure B General Obligation Bond Funding.
3. We verified the mathematical accuracy of the expenditures included in the Measure B Building Fund detailed general ledger for the fiscal year ended June 30, 2020.
4. We verified that the funds were generally expended for the modernization, renovation, and construction of school facilities constituting authorized bond projects.
5. Solely to assist us in planning and completing our performance audit, we obtained an understanding of the internal controls of the District.
6. We selected a sample of bond expenditures and performed the following:
 - a. Reviewed the invoices, contracts, warrant copies and other supporting documents to verify the funds were spent in accordance with list of projects defined in the full Measure B bond text.
 - b. For any expenditures that were subject to the bid process, we reviewed supporting documentation to verify that all applicable bid process requirements were satisfied.
 - c. We verified that any change orders for the selected projects were approved by the Board of Trustees.
7. We verified that funds used to pay the salaries of district employees were allowable per opinion 04-110 issued November 9, 2004 by the State of California Attorney General.

Conclusion

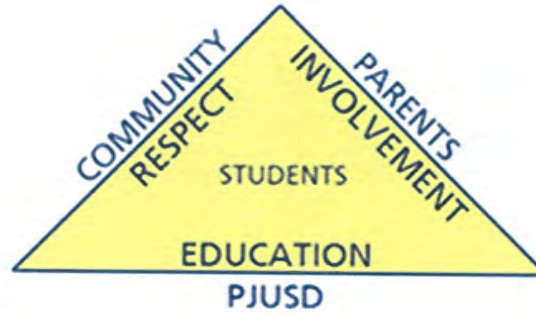
Based on the procedures performed, we found that the Pierce Joint Unified School District has properly accounted for the expenditures of Measure B General Obligation Bonds. Further, it was noted that the funds were not used for salaries of school administrators or other operating expenditures. Our audit does not provide a legal determination on the District's compliance with specific requirements.

Purpose of this Report

The purpose of this report is solely to describe the scope of our performance audit and the results of that testing. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's compliance. This report is intended solely for the information and use of management and Governing Board of Pierce Joint Unified School District, others within the entity, and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in cursive script that reads "James Marta & Company LLP".

James Marta & Company LLP
Certified Public Accountants
Sacramento, California
October 28, 2020



*Pierce USD
High School Solar Carport Project*

CALIFORNIA ENERGY COMMISSION

K12 0% ENERGY LOAN

- Pierce won the 0% Energy Loan Award for the N2 Region in the full amount of \$1,974,850 with an 83% Score
- 83% was the 4th Highest (Top Score was 89%)
- \$2M was available for the Region, 98% was awarded to Pierce USD
- (22) Districts applied
- (17) Districts won awards
- (5) Districts did not pass the Technical or Administrative Review
- \$17.8M out of the \$38M was awarded

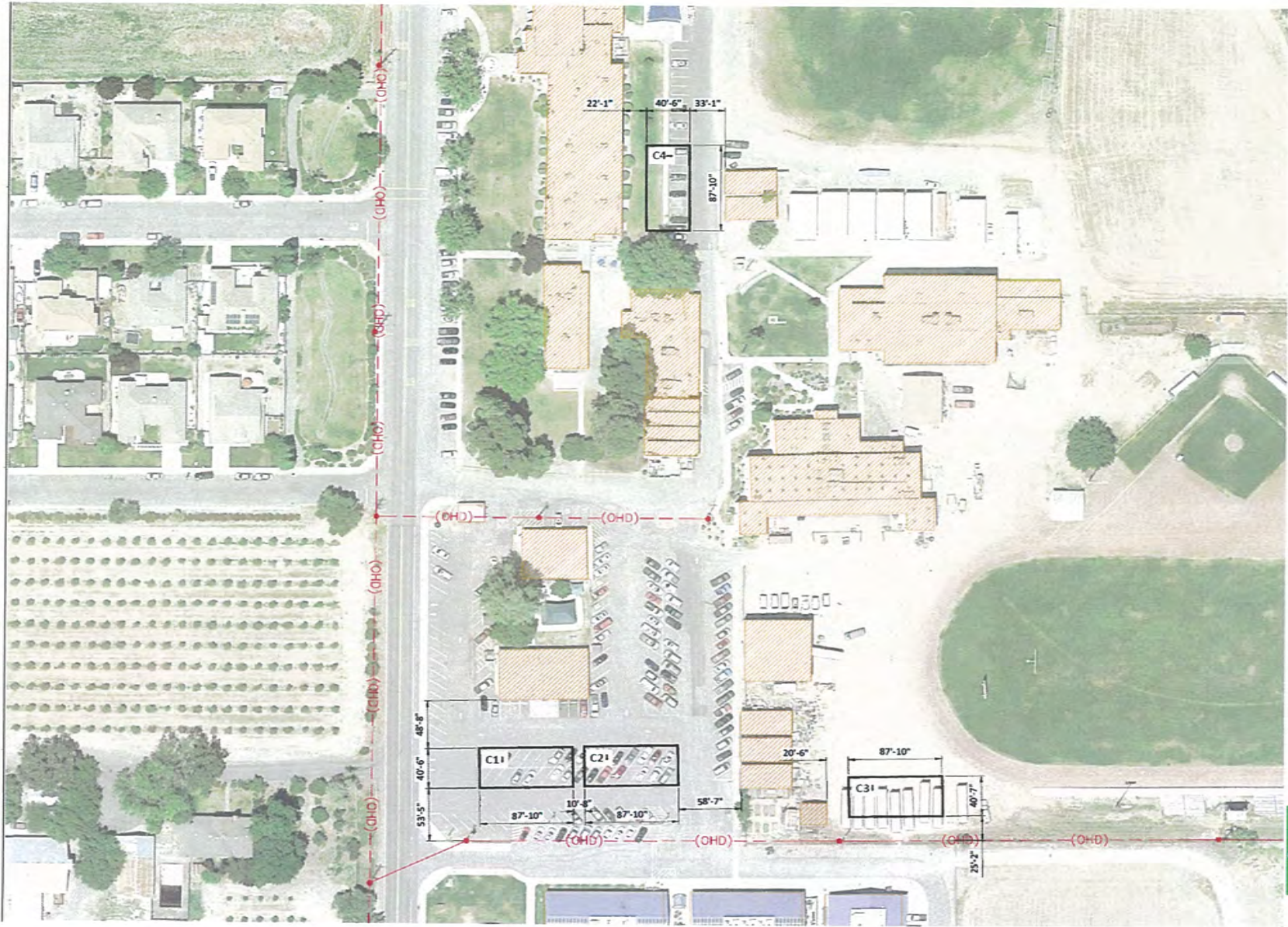




California Energy Commission
PON-19-101
Energy Conservation Assistance Act - Education Subaccount (ECAA-Ed) Competitive Loan Program
Notice of Proposed Award
October 16, 2020

Region	Size	Rank Number	Project Applicant	Project Title	Energy Commission Funds Requested	Energy Commission Funds Recommended	Score	Award Status
Proposed Awards								
North	1	1	South Bay Union Elementary	Exterior LED Lighting and Roof-Mounted 70 kW PV System	\$ 257,600	\$ 257,600	72.17%	Awardee
North	1	2	Redwood Coast Montessori	Heat Pump and a 10 kW PV System	\$ 125,600	\$ 125,600	66.85%	Awardee
North	1	3	Pacific Union School District	125 kW PV System	\$ 437,343	\$ 437,343	58.41%	Awardee
North	2	1	Pierce Joint Union School District	256.6 kW PV System	\$ 1,974,850	\$ 1,974,850	82.86%	Awardee
Central	1	1	Provisional Accelerated Learning Academy	51.7 kW PV System	\$ 238,028	\$ 238,028	92.24%	Awardee
Central	1	2	Chualar Unified School District	98.3 kW PV System	\$ 600,000	\$ 600,000	86.66%	Awardee
Central	1	3	Buttonwillow Union Elementary School District	132 kW PV System	\$ 792,352	\$ 792,352	86.02%	Awardee
Central	1	4	Monson-Sultana Joint Union Elementary	150 kW PV System	\$ 690,508	\$ 690,508	80.94%	Awardee
Central	2	1	Pixley Union Elementary School District	396 kW PV System	\$ 1,465,747	\$ 1,465,747	89.61%	Awardee
Central	2	2	Golden Plains Elementary School District	LED lighting retrofit	\$ 534,990	\$ 534,990	51.97%	Awardee
Central	3	1	Hanford Elementary School District	522 kW PV Systems	\$ 2,473,151	\$ 2,473,151	83.83%	Awardee
Central	3	2	Golden Valley Unified School District	LED Lighting, Plug Loads, and Building Control	\$ 1,712,180	\$ 1,712,180	66.47%	Awardee
Central	4	1	Upland Unified School District	891.9 kW PV System	\$ 2,987,865	\$ 2,987,865	71.17%	Awardee
Los Angeles	1	1	School of Arts and Enterprise	161.4 kW PV System	\$ 610,822	\$ 610,822	80.31%	Awardee
South	3	1	Palo Verde Unified School District	877 kW PV System	\$ 2,981,800	\$ 2,981,800	79.98%	Awardee
Total Funding Recommended					\$17,882,836	\$17,882,836		
Did Not Pass								
North	1	N/A	Mountain Union Elementary School District	54.6 kW PV System	\$ 211,600	\$0	N/A	Did Not Pass
Central	3	N/A	Ravenswood City Elementary School District	LED Lighting and 503 kW PV System	\$ 3,000,000	\$0	N/A	Did Not Pass
Total					\$3,211,600	\$0		
Disqualified								
North	1	N/A	Southern Humboldt Unified School District	Lighting and 179 kW PV System	\$ 668,700	\$0	N/A	Disqualified
Central	3	N/A	Orcutt Union Elementary School District	Lighting and PV System	\$ 2,501,795	\$0	N/A	Disqualified
South	4	N/A	Escondido Union School District	904 kW PV System	\$ 3,000,000	\$0	N/A	Disqualified
Total					\$6,170,495	\$0		
Grand Total					\$27,264,931	\$17,882,836		

SOLAR CARPORT LAYOUT



SOLAR CARPORT COST/SAVINGS ANALYSIS

<i>Project Cost</i>	<i>\$1,974,850</i>
<i>Est. First Year Savings (Cost Avoidance)</i>	<i>\$115,260</i>
<i>Est. Life Cycle Savings (Cost Avoidance)</i>	<i>\$4.8M</i>
<i>Est. 1st Year kWh</i>	<i>428,912</i>
<i>13.5 Year Payback</i>	
<i>Net Positive Cash Flow Day 1</i>	

- *High School current Annual Electric Bill is \$111,215 (2019)*
- *PG&E New Rate Increase 13% or \$125,672 (Nov 2020)*
<https://www.energytoolbase.com/newsroom/blog/pges-new-b-rates>
- *Additional increase in cost and consumption with Electric Bus Meter*
- *Solar Carports will produce an Est. 428,912 kWh annually or 90%+ of the 5 High Schools overall Consumption*

SOLAR CARPORT ESTIMATED CASH FLOW

4% PG&E ESCALATOR

Year	Estimated Annual Energy Cost With Out Solar PV	Estimated Annual Energy Cost With Solar PV	Estimated Annual Energy Savings	Annual Debt Service (18 Years)	Estimated Annual Cash Flow
1	125,672	10,412	115,260	(105,000)	10,260
2	130,699	10,828	119,870	(105,000)	14,870
3	135,927	11,262	124,665	(105,000)	19,665
4	141,364	11,712	129,652	(105,000)	24,652
5	147,018	12,181	134,838	(105,000)	29,838
6	152,899	12,668	140,231	(105,000)	35,231
7	159,015	13,175	145,841	(105,000)	40,841
8	165,376	13,701	151,674	(105,000)	46,674
9	171,991	14,250	157,741	(105,000)	52,741
10	178,870	14,820	164,051	(105,000)	59,051
11	186,025	15,412	170,613	(105,000)	65,613
12	193,466	16,029	177,437	(105,000)	72,437
13	201,205	16,670	184,535	(105,000)	79,535
14	209,253	17,337	191,916	(105,000)	86,916
15	217,623	18,030	199,593	(105,000)	94,593
16	226,328	18,751	207,577	(105,000)	102,577
17	235,381	19,501	215,880	(105,000)	110,880
18	244,797	20,282	224,515	(105,000)	119,515
19	254,588	21,093	233,496	(84,260)	149,236
20	264,772	21,937	242,835		242,835
21	275,363	22,814	252,549		252,549
22	286,377	23,727	262,651		262,651
23	297,832	24,676	273,157		273,157
24	309,746	25,663	284,083		284,083
25	322,136	26,689	295,446		295,446
Total:	5,233,725	433,617	4,800,107	(1,974,260)	2,825,847

NEXT STEPS

- Compass Energy Services Agreement at Dec 10 Board Meeting
- CEC will confirm all 0% Loans at the Dec 9 Business Meeting
- Begin Pierce HS Solar Carport Project 1st Qtr 2021
- Complete by 2nd Qtr 2021
- CEC pays percent complete within 30 days
- Pierce will not have to make a CEC Loan payment until Nov 2021



**REPORT TO THE
Pierce Joint Unified School District Board of Education
November 19, 2020
Williams Settlement Agreement Compliance
And
State of Education and CCOE's Current Role in Colusa County**

Lawsuit Background

The Williams vs. State of California lawsuit, settled in 2004 by special agreement, as well as the California Education Code Section 1240 and Assembly Bill 1761, requires that all public school students are provided equally with appropriate instructional materials, safe and adequate school facilities, and qualified teachers. The settlement also requires that parents be notified of the Uniform Complaint Procedure (UCP) process for reporting deficiencies, and it requires districts to complete annual physical inspections of each school site to report the conditions of the schools using a Facilities Inspection Tool (FIT).

County Superintendent Oversight and Compliance Responsibilities

The County Superintendent in each county is responsible for visiting district sites whose pupils scored in the lowest three deciles on the Academic Performance Index (API) to verify that provision of textbooks, materials, and teachers meets the requirements established in the Williams Settlement Agreement; to observe that the UCP is posted; and to complete a non-partisan FIT. These features must also be compared to the School Accountability Report Card (SARC) to confirm that parents and community members are receiving accurate information when they access the SARC on the district website.

Results of Williams Settlement Agreement Site Reviews

During these unprecedented times of the Corona Virus, it has not been business as usual. By this time, as Colusa County Superintendent of Schools, I would have visited all school sites, regardless of whether they were designated by the State for review under the Williams Settlement Agreement or not. However, this process has been segmented and revised and will take place over several months and eventually into the New Year as conditions of the virus subside. My review of all schools of Colusa County has been coordinated with all local Superintendents. This inspection will be performed for school sites that are under the direct supervision of the Colusa County Office of Education. The CCOE visits will include the S. William Abel Academy, Coastal Buttes Academy, and all Head Start and State Pre-school operations through the County.

CCOE will continue to monitor all the required areas of:

- Teacher quality,
- Sufficient instructional materials, and

- Safe facilities.

In all areas, CCOE continues to verify that each school meet the requirements of the law:

- Teachers met all the requirements of the California Commission on Teacher Credentialing (CTC).
- All students have adequate books or digital curriculum and instructional materials for use in school and at home, and the adopted texts meet State standards.
- Facilities are well maintained and present no emergency or urgent threat to the safety of students and staff.

Visitations of School Sites will continue throughout the school year as prescribed by this variation of the law permits.

Uniform Complaint Procedure (UCP)

The State of California requirement that each Local Education Agency (LEA) establish a Uniform Complaint Procedure was expanded as part of the Williams Settlement Agreement. The new UCP must be, and is posted in every classroom and provide specific information on teacher quality, instructional materials, and safe facilities issues that were addressed by the Williams settlement. Districts are required to complete summaries of the complaints received quarterly, and to submit those reports to the County Superintendent.

For the 2019/2020 school year, no complaints were filed in any of the four districts or for the Colusa County Office of Education.

Facilities Inspection Tool (FIT)

The Facilities Inspection Tool is used by the County Superintendent to assess the safety and health status of school sites. The tool includes verification in each of 15 areas; such as, gas leaks, hazardous materials, fire safety, drinking fountains, and restrooms. All items are evaluated during the site visit to confirm the condition of the school.

Districts are required to complete the FIT and to report the conditions in the SARC. The County Superintendent is mandated to compare the district's site inspection results with the report posted in the district's SARC.

For the 2020 inspections, facilities were reported by the districts with results displayed on their SARCs and will be compared for consistency with the findings of the County Superintendent.

These comparisons by my office will be an ongoing effort throughout the school year and will be effected by the overall impact of the China Virus. Visitations to each of the school district sites will be made sporadically through the beginning of 2021 and will be completed by the end of the 2020-2021 school year.

General Information

In the 2019/20 school year, districts were given direction to develop a Learning Continuity and Attendance Plan (LCP) along with the LCAP Federal Addendum plan, the Consolidated Application or Con App, all designed to follow the guidelines set out within the Local Control Funding Formula (LCFF), which all serves to meet the Federal requirement of the Every Student Succeeds Act.

The LCFF requires a review component of the LCAP via a template and rubric to utilize as a measure of conforming to each District's plan, which is the responsibility of each County Superintendent of Schools. This process has been amended for one year only due to the effects of the pandemic.

The school districts will resume their LCAP activities for the 2021-2022 school year this spring. All requirements of the LCAP within the framework of the Local Control Funding Formula, will be reviewed and approved in June 2021. These revisions and reviews are essential for using this document as a dynamic planning tool for districts; an assessment tool for schools and staff; and a working document that allows ample opportunities for input by any and all stakeholders.

The LCAP process requires the district to hold public stakeholder meetings for the community to provide input regarding plan priorities; and to address the sub-groups of students in the district, including low socio-economic groups, English Language Learners, students with specific needs and Homeless & Foster Youth. The established priorities must be included in an implementation plan, with corresponding funding included in the district budget. The final plan must be presented at a public hearing, and the district board must approve the plan and the budget, including the LCAP priority budget.

Since the passage of AB 1200 on October 14, 1991, the County Superintendent was given the responsibility of reviewing district budgets to ensure fiscal solvency for the current budget year and for two subsequent years. This requirement was passed into law after the State took over the operation of a few school districts that were bankrupt.

As was previously stated, the Colusa County Office of Education is mandated to assist all Districts', LCAP, as well as our own. Our job is to provide guidance and to review the material that is entered into the template. More specifically, to determine how the rubric is used to evaluate the LCAP as well as its effectiveness to fulfill requirements of the State Department of Education. The Superintendent of

Schools has the fiduciary responsibility to monitor and approve all LCAP and budget submissions to ensure District solvency for each three-year period of review.

California School Dashboard, Dashboard Alternative School Status & Statewide System of Support

The dashboard will be an ineffective tool for all of us to utilize during the pandemic. The data collected will be incomplete and therefore provide an inaccurate picture of how a district is performing. This dashboard process will be resurrected beginning the 2021-2022 school year.

Assembly Bill 1840 – Education Finance

Additional Oversight Issues have been placed into a Bill that will greatly enhance the fiscal oversight and maintenance of districts that fall into fiscal distress and may be in danger of failing financially. This duty of the County Superintendent of Schools will be a very important area of focus during this pandemic as the gubernatorial threat of deferrals will definitely impact the cash flow of all districts and the County Office of Education. The State legislature has plans to create a statewide fund for districts to draw down money until the deferrals are paid into the New Year. As a review of the assigned duties of the Superintendent of the Colusa County Office of Education, please consider the following:

- Through existing law of AB 1200, the COE superintendent is required by law to take certain actions if, at any time during the fiscal year, he or she determines that a school district may be unable to meet its financial obligations for the current or two subsequent fiscal years.
 - Existing law requires the Superintendent of Public Instruction (SSPI) to monitor the efforts of a COE in exercising its authority under these provisions.
- AB 1840 would require the county superintendent of schools to additionally notify, and report to, the president of the State Board of Education or the president's designee concerning matters noticed and reported to the Superintendent pursuant to these provisions.
 - The bill, if the county superintendent of schools is relieved of certain powers assumed by the Superintendent pursuant to those provisions, would require the county superintendent to provide support and assistance to the Superintendent in the exercise of those powers.
 - The bill would require the Superintendent to also request that the County Office Fiscal Crisis and Management Assistance Team identify the circumstances that led to the ineffectiveness of the county superintendent of schools in resolving the financial problems of the school district, and to require the county office of education to demonstrate, in a manner determined by the Superintendent, remediation of those deficiencies.

In essence, this bill takes the oversight of failed school districts out of the hands of the State Superintendent of Public Instruction and places that authority onto the County Office of Education.

Current School District Opening Re-Plans due to COVID Restrictions

Currently, all school districts are in the process of reopening schools. Some districts are already open with forms of face-to-face learning, while others are staggering their approach to the process.

All school districts are following the guidance set up by your Colusa County Department of Health as well as Federal CDC and California Department of Public Health along with all protocols of a safe and secure campus for all students, and staff.

These are current plans and dates for school re-openings with attendance breakdowns of in person vs. distance learning and corresponding percentages. All schools are participating in forms of blended/face to face learning as well as incorporating synchronous and asynchronous delivery of instruction.

- Maxwell Unified School District October 27
 - Open for face to face instruction
 - Maxwell Elementary School - 138/152 = 91%
 - Maxwell Middle School - 89/93 = 96%
 - Maxwell High School - 80/90 = 89%
- Princeton Joint Unified School District November 2
 - Open for face to face instruction
 - Princeton Elementary School - 46/60 = 77%
 - Princeton High School - 54/79 = 68%
- Pierce Joint Unified School District
 - Open for face to face instruction November 2
 - Arbuckle Elementary School - 416/567 = 73.7%
 - Grand Island Elementary - 25/52 = 48.0%
 - Johnson Junior High School - 243/343 = 70.8%
 - Pierce High School - 317/473 = 42.8%
 - Arbuckle Alternative High - 3/7 = 42.8%
- Colusa Unified School District
 - Open November 5 – TK – 8th Grade
 - Open November 19 – 9-12
 - Hybrid Blended Burchfield - 316/102 = 75.6%
 - Egling Middle School - 457/105 = 81.3%
 - Colusa High School - 269/130 = 67.4%
 - Colusa Home School - 33

- Williams Unified School District
 - Williams Elementary School will open for face to face/hybrid instruction on November 16, 2020
 - Williams Jr./Sr. High School will open for face to face/hybrid instruction on January 12, 2021

Colusa County Office of Education

The focus of the Colusa County Office of Education, continues to grow and develop. Monitoring of existing programs and visions of new programs include:

- Adult Transition Students, ages 18 to 23, at the Education Village to prepare them for independent living
- To keep open communication and collaboration with all the districts of Colusa County to continue to build trust and confidence
- At the S. William Abel Community School, with accreditation from the Western Association of Schools and Colleges, was renamed to the S. William Abel Academy as of July 1, 2019. We continue to serve students from the districts and the county in a variety of areas, including
 - Independent Study
 - Blended Learning programs and online support programs
 - Resulting in four high school graduates from our program last year
- The Adult Education Program at the Education Village through
 - ESL & Citizenship classes for adults
 - Microsoft Office Suite and Office Clerical Skills training
 - Medical Assistant Training
 - Medical Records Training
 - Beginning Court Reporter Training
 - Continuity to promote and provide Professional Development collaborating with all districts on a regular basis
 - We will achieve WASC accreditation for the Adult program in the Summer of 2021
 - At the end of the 2019-2020 school year, CCOE graduated 15 adults who were unable to achieve their high school diploma
 - EMT course on slate for January 2021
 - CNA Colusa Medical Center – awaiting approval from CDPH
 - Culinary Program at WUSD via K-12 Strong work force partnering with Sutter COE
 - WCC
 - Precision Agricultural Management with SCOE beginning 2021
- Continued Pursuit of the Colusa County Ed-u-Net
 - Visualizing ISP Education Services for Rural Families
 - Students of Colusa County are continually challenged by their lack of internet access
 - National averages state that 50% of students do not have access to internet at home

- Our program will allow near free access to the Educational Broadband system
- Sprint has changed their position and we have begun to actively partake in Wi-Fi access on the Educational Spectrum
- CCOE is currently working in collaboration with the:
 - County of Colusa
 - Maxwell
 - City of Colusa
 - City of Williams
 - Arbuckle
- We believe that this pursuit will lead us to point to point access and blossoming into full Wi-Fi access within 2 years
- CCOE is continuing its relationship with Butte COE and the Migrant Education Program and its implementation
- CCOE continues to enjoy support from all Colusa County Departments . . . all we need to do is to ask
 - CC Dept. of Health & Human Services
 - CAL Works
 - Behavioral Health
 - Colusa County Sheriff's Office
 - Colusa County Probation
 - Judicial System of Colusa County
 - Colusa County Administrative Personnel
 - & of course all of the elected officials and their departments
- Wildland Fire Academy
 - To begin again with our 6th Class in January 2021
 - Last year saw 20 students with two alternates
 - 19 graduated with many receiving assignments through Cal Fire
 - Cadet enrollment has been completed with 24 cadets signed up for the 2021 class
- Colusa One Stop is a continuing partner with their support of
 - Wildland Fire Academy tuition & Equipment
 - Adult Ed Clerical
- Through our Educational Services Department, we continuing our grant aimed at stopping the sale and marketing of tobacco products to minors
 - \$427,000 awarded to assist in this effort
 - Placed a County School Resource Officer officers at campuses throughout the County to assist current efforts to reduce access and use of tobacco to underage youth
- "And Literacy For All," CCOE Literacy Outreach through a Footsteps2Brilliance grant has qualified and transitioned to a perpetual lifelong license accessibility to the F2B and Clever Kids University programs
 - Bilingual reading platform utilizing electronic media
 - \$600 K Grant
 - FREE for ALL Colusa County Residents ages 0 to 120

- CCOE has developed a literacy certification program to certify Licensed Child Care Providers
- China Virus has crippled our Literacy outreach via internet as we continue to struggle to get our students back into the educational mode.
- Clever Kids University is now available for free to all residents of Colusa County and gives parents an opportunity to read with their children utilizing a prepackaged program of only 15 minutes a day
- Innovative Approaches to Literacy (IAL) Grant - \$2.25 million
 - CCOE has just completed year one of a three year Federal Grant to improve the literacy outreach in Colusa County for all youth birth to 3rd grade
 - This grant has impacted all libraries in the county
 - All County of Colusa Libraries
 - All District Elementary Libraries
 - First Five
 - Colusa Indian Community through Hand in Hand
 - State Preschool
 - Early Head Start and Head Start
 - Will provide \$500,000 toward the purchase of books in both English and Spanish
 - After School access to the AWE Early Literacy Stations for all sites
 - iPad access for all 3 year old within the CCOE reach
 - 200 iPads purchased & delivered with an additional 500 scheduled to distribute for use
 - Books:
 - 7,715 given away via outreach
 - 32,225 purchased for the schools
 - 396 donated to County Library for Raising A Reader book sharing program
 - \$1,000 additional funds granted to County Library for purchase of manipulatives for children's area
 - Other items:
 - 66 out of 73 educators received 50+ hours of professional development from IAL team
 - Digital Literacy Specialist provided 28 hours of professional development for Literacy Liaison and 18.5 hours of professional development for Project Director
 - 152 out of 159 preschool students doubled their time on Footsteps2Brilliance from beginning of school year to end of school year
 - Two 30-minute interactive virtual parent trainings conducted in May, and three 30-minute virtual parent trainings conducted in the September
 - Sixteen Cuddle Up Colusa Story Times via Facebook

- Twenty Reading With Pinky Story Times via Facebook
- Consummated a perpetual license to allow access to
 - Footsteps2Brilliance
 - Clever Kids University pre-readers
 - Clever Kids University readers
- All total \$750,000 per year for three years
- *Farm to School Planning Grant & County wide Partnership*

CCOE was granted a planning grant for the USDA Farm to School Grant Program to start the Farm to School (F2S) Program and now is working with Sutter County Supt of Schools/Tri County ROP to fund further F2S efforts
- CCOE is working with county businesses and experts to develop a plan for guidance to grow and harvest certain crops to be utilized by the students of Colusa County in the local school district's lunch programs
 - Vegetables were harvested last year and used in student meals at the S. William Abel Academy and CBA.
 - Efforts were guided by partnerships established with the Colusa County Resource Conservation District.
 - Plans to increase supply to share with other school district's lunch programs are being considered.
 - Fall vegetables have been planted just recently by SWAA students.
 - Plans for this harvest are to provide the school cafeteria and students with fresh, healthy vegetables.
- Greenhouse use and development continues with plans to grow Plant starts in the greenhouse for Spring Plant sales in 2021
 - The 2021 (this coming year) plant sale will be changed to include customer's request to have certain vegetables grown according to their order.
- Plant Sale Order Requests will soon be made available and shared on our social media and website.
- Woodland Community College allows use of land between the Education Village and the Colusa County Campus (WCC)
 - CCOE brought on board a project manager, Craig Richards, long time Colusa High School Biology teacher, and Laboratory Supervisor, Nancy Cutter, who are currently in the process of hiring a Student Helper to assist in planting and maintenance while earning money and gaining Plant Science experience.
 - Craig and Nancy work with the S. William Abel Academy students in all stages of planting, weeding, irrigation, etc. to maintain the F2S areas.
 - In addition, another round of gathering, germinating and planting acorns from Valley Oaks is scheduled for this fall.
 - These seedlings will be made available to the public like the previous starts and will also be planted in additional areas at the Education Village.

- This includes Phase 4 which will start this year with the planting of natives to establish the walking trail around the retention pond and area between the Ed. Village and CHP. Sitting benches will also be installed for those utilizing the walking path to have a place to rest.
 - While the Raised Bed plantings along with the necessary irrigation infrastructure is already in place and in use, changes to other phases have occurred since the last update.
 - The Native Plant area has been planted and a Monarch Butterfly way-station has been established in the area.
 - The Butterfly station was a recent Colusa HS Student Senior Project. Plans for the native garden this current year include establishing a more defined pathway, providing educational information and signage for native species and installing benches for visitors to enjoy the native area.
 - The area that originally was proposed to be the Mini Orchard was used this past year as a community garden area for families or organizations to apply to utilize the space.
 - One space has been dedicated to the Colusa County Master Gardeners for use as a demonstration area for their events. One area was used this past year by a local school to provide gardening opportunities and experiences for its students.
 - Applications for these areas will be made available again next year for others wishing to have a space for growing.
 - Irrigation access is provided for each of the growing areas.
 - The Colusa Environmental Academy recently assisted in the planting of native California grasses and shrubs in the area to the north of the MPR building and hopes that future collaborative efforts will resume. This is all contingent upon the pandemic situation.
 - All irrigation plans and raised beds are in operation.
 - Plans to coordinate F2S growing efforts with the recently established Culinary Program at Williams Unified are in the making, more details to follow.
 - CCOE's recent purchase of a Mahindra Tractor is making F2S efforts easier. The use of the tractor and its many implements will allow the F2S Program to make faster strides in implementing the next F2S Phases.
- *Expansion of Children's Services Programs*
- 8 sites, 17 classrooms continuing to serve 300+ children with a waiting listing of over 150
 - Received funding for continued expansion of Head Start Programs
 - Continued expansion to full day Head Start

- Concern about limitation of income being so low which limits people who need the program but do not qualify
- Continue to ask the Federal Head Start Department for a waiver for such a low ceiling of wages
- State Preschool Program Expansion to Increase Access for children with Exceptional Needs Grant
- Coastal Buttes Academy Addition
 - In operation since 2018
 - To Serve the needs of Emotionally Disturbed Students
 - Students were being shipped to Sacramento daily at a cost of over \$50K per year
 - Now housed at the Village and attend class daily and have a greater focus on student achievement
 - 6 total students at CBA

My continued vision for Colusa County Office of Education is echoed within the Mission Statement of the CCOE to **C**ommunicate, **C**ollaborate, **O**perate and **E**ducate all who would seek a path to better themselves through the education process.

Thank you for allowing me the time to address and apprise you of the current activities and roles of the Colusa County Office of Education. I encourage you to call, email, or stop by if you have any questions or concerns about the CCOE.

Regards,

Michael P. West

Superintendent of Schools

Colusa County Office of Education

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Colusa County Education Village

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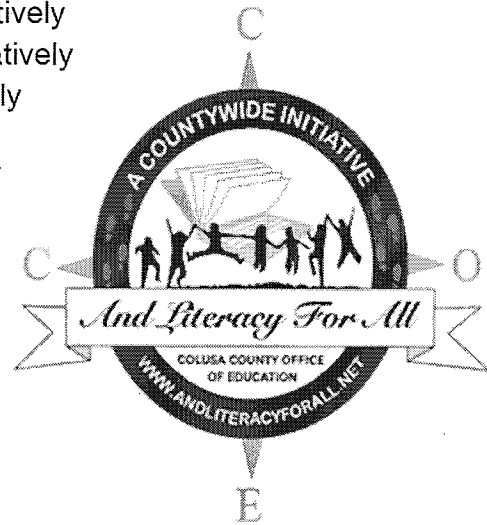
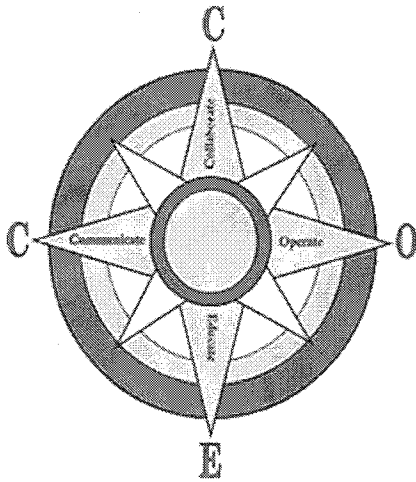
Williams, CA 95987

(530) 473-1350

MISSION STATEMENT

As an advocate for educated, socially responsible citizens,
Colusa County Office of Education will

- C**ommunicate Effectively
- C**ollaborate Cooperatively
- O**perate Efficiently
- And
- E**ducate Totally



**PIERCE JOINT UNIFIED SCHOOL DISTRICT
SUSPENSION/DISCIPLINE REPORT
1st Quarter- 2019/20 School Year**

PJUSD Code	Education Code 48900	First Quarter										Year to Date										
		AES ISS	AES SUS	GI ISS	GI SUS	JJH ISS	JJH SUS	PHS ISS	PHS SUS	ALT ISS	ALT SUS	AES ISS	AES SUS	GI ISS	GI SUS	JJH ISS	JJH SUS	PHS ISS	PHS SUS	ALT ISS	ALT SUS	
	Education Code 48900																					
01	Mutual Combat (a1)																					
02	Battery/Assault (a2)																					
03	Possession of Weapon (b)																					
04	Alcohol/Intoxicant/Controlled Substance (c)																					
05	Sale of a Controlled Substance (d)																					
06	Robbery/Extortion (e)																					
07	Damage to School/Private Property (f)																					
08	Stealing School/Private Property (g)																					
09	Tobacco (h)																					
10	Obscenity or Habitual Profanity (i)																					
11	Unlawful Drug Paraphernalia (j)																					
12	Disruption/Insubordination (k)																					
13	Received Stolen Property (l)																					
14	Imitation Firearms (m)																					
15	Sexual Assault/Battery (n)																					
16	Harrased Witness (o)																					
17	Sexual Harassment (0.2)																					
18	Attempted Threatened Hate Violence (0.3)																					
19	Created Intimidating or Hostile Environment (0.4)																					
20	Possession/Use of any Electronic Signaling Device (0.5)																					
21	Made a Terrorist Threat (0.7)																					
24	Offering, Arranging or Negotiating Sale of Soma (p)																					
25	Hazing (q)																					
26	Bullying (r)																					
27	Aided or Abetted Physical Injury (t)																					
	Education Code 48915																					
28	Caused Physical Injury (a)(1)																					
29	Possession of a Knife or Dangerous Object (a)(2)																					
30	Possession of a Controlled Substance (a)(3)																					
31	Committed Assault or Battery on a School Employee (a)(5)																					
32	Possession, Sale, Furnishing a Firearm (c)(1)																					
33	Brandishing a Knife (c)(2)																					
34	Sale of a Controlled Substance (c)(3)																					
35	Sexual Battery (c)(4)																					
36	Possession of an Explosive (c)(5)																					

**PIERCE JOINT UNIFIED SCHOOL DISTRICT
SUSPENSION/DISCIPLINE REPORT
1st Quarter - 2020/21 School Year**

		YTD	YDT	Last Yr	Last Yr
		TOTALS ISS	TOTALS SUS	TOTALS ISS	TOTALS
PJUSD Code	Education Code 48900				
01	Mutual Combat (a1)			0	2
02	Battery/Assault (a2)			0	2
03	Possession of Weapon (b)			0	2
04	Alcohol/Intoxicant/Controlled Substance (c)			0	3
05	Sale of a Controlled Substance (d)			0	0
06	Robbery/Extortion (e)			0	0
07	Damage to School/Private Property (f)			0	0
08	Stealing School/Private Property (g)			0	1
09	Tobacco (h)			0	0
10	Obscenity or Habitual Profanity (i)			0	4
11	Unlawful Drug Paraphernalia (j)			0	1
12	Disruption/Insubordination (k)			1	0
13	Received Stolen Property (l)			0	0
14	Imitation Firearms (m)			0	0
15	Sexual Assault/Battery (n)			0	0
16	Harrassed Witness (o)			0	0
17	Sexual Harassment (0.2)			0	0
18	Attempted Threatened Hate Violence (0.3)			0	0
19	Created Intimidating or Hostile Environment (0.4)			0	1
20	Possession/Use of any Electronic Signaling Device (0.5)			0	0
21	Made a Terrorist Threat (0.7)			0	0
24	Offering, Arranging or Negotiating Sale of Soma (p)			0	0
25	Hazing (q)			0	0
26	Bullying (r)			0	0
27	Aided or Abetted Physical Injury (t)			0	0
	Education Code 48915				
28	Caused Physical Injury (a)(1)			0	0
29	Possession of a Knife or Dangerous Object (a)(2)			0	0
30	Possession of a Controlled Substance (a)(3)			0	0
31	Committed Assault or Battery on a School Employee (a)(5)			0	0
32	Possession, Sale, Furnishing a Firearm (c)(1)			0	0
33	Brandishing a Knife (c)(2)			0	0
34	Sale of a Controlled Substance (c)(3)			0	0
35	Sexual Battery (c)(4)			0	0
36	Possession of an Explosive (c)(5)			0	0

LCSSP Grant Final Progress Report

October 28, 2020

Upon being awarded the LCSSP grant in 2017, Pierce Joint Unified School District (PJUSD) chose to allocate the total amount of funds provided to hire a full time district wide counselor. The sole purpose of this initiative was to serve the population of students identified within the three categories outlined by the grant itself. This position was given the title of Intervention/Prevention Counselor and required a number of duties to be performed at any given grade level. The grant funded counselor worked as one of two district counselors and was responsible for providing counseling services directly to students meeting one or a combination of the following descriptions: truant or at-risk of chronic absenteeism, at-risk for in or out of school suspension, and incoming freshman with a non-passing grade on the final report card in eighth grade or freshman who receive one or more F's within the first four weeks of their first semester.

Prior to receiving LCSSP grant funds, PJUSD was equipped with only one counselor who was, and continues to be, responsible for providing social-emotional focused counseling to students district wide. The district sites include two elementary schools, one middle school, one high school, and an alternative high school serving over 1400 students total. Once the additional counselor position was established thanks to LCSSP grant funding, the counselor to student ratio caseload became more reasonable. As this program developed, the newly hired counselor gained a caseload based on the criteria highlighted in the LCSSP grant objectives. Data collected from a number of resources including attendance, suspension, and end of year grading reports allowed for the counselor to easily identify students who warranted intervention.

Interventions

A number of interventions were implemented and built upon over the three year grant period. The counselor put forth a significant amount of effort in developing and implementing appropriate interventions district wide. Such interventions were adapted to fit the developmental level of students. Some interventions were used district wide, while others were strictly seen at one specific school level alone. The following gives an overview of the interventions used in an effort to improve school attendance, reduce suspension rates, and enhance the academic achievement and wellbeing of students at-promise for improvement.

At Risk of Chronic Absenteeism

Promoting healthy attendance for all students was done by way of Tier I interventions including but not limited to: school wide attendance campaigns, competitions, and incentive programs, use of individual social media school sites to communicate importance of attendance and provide credible information about the negative impact of absences, and automated message notifications to parents and caregivers regarding student absences, tardies, and trancies. The campaign and incentive programs looked different depending on grade level. For instance, at the elementary level during September, which is nationally recognized as “attendance awareness month”, a school wide contest took place in which school attendance was promoted in the form of a coloring contest and assembly. All students were invited to participate and provided the appropriate materials to do so. Winners were selected at random and awarded school spirit memorabilia. In addition to this event, attendance data was reviewed at the beginning of each month from which attendance percentages were calculated. The class with the highest attendance

rate was presented with a trophy to display in their classroom and each was given a ticket they could use at the student store.

The approach for attendance promotion looked different at the middle school level. For example, rather than doing an overall calculation of attendance rate per class, the counselor reviewed daily attendance weekly, and randomly selected five students who either showed improvement in timeliness or received zero tardies. These students were recognized for their efforts by having their name shared during morning announcement and receiving a pass that allowed them to skip to the front of the lunch line on the day of their choosing. Much like the incentive program at the middle school, the counselor implemented a similar intervention at the high school level in which five students with perfect attendance for the week were awarded a free entrance pass to a school sporting event of their choice. Furthermore, they too were acknowledged during the Friday morning announcement. These interventions allowed the counselor to connect with students who were showing improvement and leadership in the district community and show appreciation for their responsible actions.

In terms of Tier II and Tier III interventions, the counselor was able to meet many students on either a one on one or group basis. At the elementary school, a lunch group intervention was held in an effort to connect students with one another. The students who participated in these groups were strategically chosen from the category of students identified as either at-risk of being, or who had already been identified as chronically absent or suspended. The lunch group, known as “lunch bunch” throughout the school, consisted of 3-6 students ranging from kindergarten through 5th grade. Students were invited to the counseling center during their lunch time where they could explore conversation and engage with one another in a setting unlike their routine classroom. It offered a unique opportunity for students to interact with

one another in an alternative setting as well as with individuals they may not typically see or talk to. The idea behind lunch bunch was to foster a sense of connection and enhance student desire to be at school.

One on one counseling and family consultation was the approach used for Tier III interventions at all school levels. Parents of elementary students who were identified as chronically absent or truant were contacted by the counselor to discuss and identify barriers to school attendance as well as provide helpful information and/or resources in an effort to help improve the parent's/caregiver's ability to ensure their student attended school regularly. Many times, the counselor would find that barriers to healthy school attendance were related to challenges in the home. As this became highlighted, the counselor began providing social-emotional counseling services to specific students individually. These services varied based on the presenting problem and the area of need for each student. Some of the challenges faced by students who were chronically absent that added to the risk of missing school were: bullying, self-esteem, anxiety, divorce, and trauma. Social-emotionally focused counseling allowed for these students to identify and process their feelings while developing a positive trusting relationship with a caring adult on campus. Students with low self-esteem were empowered through positive self-talk activities, those with anxiety were taught mindfulness and other healthy coping skills, and those dealing with conflict at home had a space to share their feelings, fears, and worries.

With the addition of small adjustments, the same approach was taken at the middle and high school levels as was at the elementary level. The counselor collaborated with the attendance clerk to monitor frequently absent students. When a student had reached three or more unexcused absences, the counselor would consult with the student, their families, and their

teachers to identify barriers and develop action plans. A major component of the action plans was individual counseling. Within the counseling meetings, students and the counselor reviewed barriers, generated goals towards improvement, and discussed personal topics and struggles faced by the student.

At Risk of In School and Out of School Suspension

A number of elementary level students who had been suspended continued to demonstrate similar behavior despite suspension consequences, thus indicating that suspension was not improving the experience for these students or the student population. Instead of using the approach of suspension when these behaviors resurfaced, the counselor was called upon to intervene in a restorative manner. Restorative conversations were facilitated between the counselor and students and at times, other students and/or staff involved in the incident were invited to join the conversation in an effort to provide space for all voices to be heard and elicit resolution. These moments were used as learning tools to foster the development of social-emotional skills such as empathy, compassion, forgiveness, personal responsible, and respect.

Among middle school and high school students, the use of tobacco and marijuana products were chief causes for a large number of suspensions. To this, the district responded by mandating drug and tobacco “cessation” groups facilitated by the SRO twice a week for a six week period. These groups allowed students to come together and discuss their offense, learn about the negative effect of drugs, alcohol, and tobacco, as well as gain insight into how their actions impact not only their lives, but the school community as a whole. In addition, students who were at risk of being suspended for aggressive behavior were given the opportunity to discuss their decisions and actions with either the counselor, principal, or vice principal in which a sincere attempt at resolve without suspension was explored.

Failing Incoming Freshman and Freshman Receiving F's Within First Quarter

At the beginning of each school year the counselor generated a report of incoming ninth grade students who had failed one or more classes during the final semester of eighth grade. Within the first two weeks of school, each of these students met with the counselor to address their barriers and challenges faced in eighth grade and determine goals for the upcoming school year. By the first quarter of the year, a second report was generated to evaluate additional freshman who were failing classes and appropriate for counselor aid. The counselor met with each student regularly to monitor progress and assess needs for change. The two worked together and developed individualized plans in an effort to improve academic achievement. Some of the additional resources provided to students were: tutoring information, organizational assistance, social-emotional support, and self advocacy.

LCSSP Grant Impact

The funding of the LCSSP grant allowed for PJUSD to attend to the equity of our students and provide much needed resources to some of our most vulnerable populations. The impact of these interventions has been validated through both qualitative and quantitative data. The opportunity that PJUSD received as a result of grant funding initiated a shift in our schools' culture and climate.

Improved Attendance Rates, Sense of School Connectedness, and Increased Accountability

Attendance has improved across the board. Although there have been other contributing factors that aided in attendance improvement, it is considerably likely that counseling as well as individualized monitoring of attendance conducted by the counselor influenced this shift. Furthermore, qualitative data gathered from students and families shows that a majority of the students across all grade levels experienced more school connectedness and established a greater

sense of personal accountability as a result of the consistency of counselor-student interaction and attendance and/or academic evaluation.

Personal Reflection, Changes in Maladaptive Behavior, and Skill Development

There were clear impacts on students at-risk of suspension as a result of the grant funding. As evidenced by the alternative skills learned and demonstrated to deal with conflict, anger, and demotivation in a constructive manner, counseling services provided to this student population, in conjunction with the use of restorative justice practices, had significant value. In addition to developing new coping skills, these students were introduced to skills such as goal setting approaches, assessing personal values, better understanding themselves and the purpose they want to serve, and adapting to change in a constructive manner. Through application of a number of therapeutic methods and interventions, the counselor was able to caringly challenge maladaptive thought patterns which allowed for these students to reflect on their past behavior and choose new positive behaviors.

Access to Tutoring Opportunities and Concentrated Academic Monitoring

With the added resource of the counselor, students entering high school with failing grades from eighth grade were given the opportunity for academic guidance to reduce the likelihood of failing again. Early identification of these students allowed the counselor to advocate for them in their classes, teach them self-advocacy skills to better communicate their needs, and provide tips on helpful study habits. Furthermore, tutoring programs and hours were offered early on so that they could utilize these resources in a timely manner. Students working with the counselor also had a concentrated level of academic monitoring which allowed them to be informed about due dates, assignments, and upcoming exams.

Measurement Outcomes

	Baseline 2015/16	2017/18 Target	2017/18 Actual	2018/19 Target	2018/19 Actual	2019/20 Actual
Chronic Absenteeism Rates:						
All	6%	5%	5.4%	4%	5%	6%
EL	7.1%	6%	4.4%	5%	3%	6%
Special Education	10.1%	8%	9.7%	6%	8%	9%
Economically Disadvantaged	6.4%	5%	4.7%	4%	5%	7%
Hispanic	5.3%	4%	4.4%	4%	4%	6%
White	7.9%	7%	8.1%	5%	8%	7%
Foster Youth	0%	Maintain	0%	Maintain	9%	0%
Homeless	20.8%	17%	14.3%	14%	9%	9%
	Baseline 2015/16	2017/18 Target	2017/18 Actual	2018/19 Target	2018/19 Actual	2019/20 Actual
Middle School Dropout Rate:						
All	0%	Maintain at 0%	0%	Maintain at 0%	0%	0%
	Baseline 2015/16	2017/18 Target	2017/18 Actual	2018/19 Target	2018/19 Actual	2019/20 Actual
High School Dropout Rate:						
All	0%	Maintain at less than 1%	0%	Maintain at less than 1%	1%	3%
	Baseline 2015/16	2017/18 Target	2017/18 Actual	2018/19 Target	2018/19 Actual	2019/20 Actual
High School Graduation Rates:						
All	100%	Maintain at 95% or higher	100%	Maintain at 95% or higher	99%	97%

EL	100%	Maintain at 95% or higher	100%	Maintain at 95% or higher	100%	100%
Special Education	100%	Maintain at 95% or higher	100%	Maintain at 95% or higher	100%	100%
Economically Disadvantaged	97%	Maintain at 95% or higher	100%	Maintain at 95% or higher	100%	100%
Hispanic	100%	Maintain at 95% or higher	100%	Maintain at 95% or higher	100%	99%
White	97%	Maintain at 95% or higher	100%	Maintain at 95% or higher	99%	98%
Foster Youth	Not significant subgroup	Maintain at 95% or higher	100%	Maintain at 95% or higher	Not significant subgroup	Not significant subgroup
Homeless	Not significant subgroup	Maintain at 95% or higher	100%	Maintain at 95% or higher	Not significant subgroup	Not significant subgroup
	Baseline 2015/16	2017/18 Target	2017/18 Actual	2018/19 Target	2018/19 Actual	2019/20 Actual
Pupil Expulsion Rate:						
All	0%	Maintain at less than 1%	0%	Maintain at less than 1%	0%	0%
	Baseline 2015/16	2017/18 Target	2017/18 Actual	2018/19 Target	2018/19 Actual	2019/20 Actual
Pupil Suspension Rate:						
All	6%	5%	10%	4%	6%	5%
EL	3%	2.5%	3%	2.5%	2%	1%
Special Education	8%	6%	3%	4%	1%	0%
Economically Disadvantaged	5%	4%	10%	3%	5%	3%
Hispanic	6%	5%	7%	4%	4%	4%
White	6%	5%	2%	4%	2%	1%

Foster Youth	0%	Maintain at less than 1%	0%	Maintain at less than 1%	0%	0%
Homeless	2%	Maintain at 2% or less	1%	Maintain at 2% or less	1%	0%
	Baseline 2015/16	2017/18 Target	2017/18 Actual	2018/19 Target	2018/19 Actual	2019/20 Actual
Climate:						
% of 5 th Graders "Feel a Part of School" (School Connectedness)	21%	30%	78%	N/A	N/A	74%
% of 7 th Graders "Feel a Part of School" (School Connectedness)	81%	85%	75%	N/A	N/A	68%
% of 9 th Graders "Feel a Part of School" (School Connectedness)	62%	67%	No data – students were not assessed	N/A	N/A	66%
% of 11 th Graders "Feel a Part of School" (School Connectedness)	48%	53%	45%	N/A	N/A	53%
% of 5 th Graders "Feel Safe at School"	81%	84%	79%	N/A	N/A	75%
% of 7 th Graders "Feel Safe at School"	82%	85%	70%	N/A	N/A	65%
% of 9 th Graders "Feel Safe at School"	77%	79%	No data – students were not assessed	N/A	N/A	77%
% of 11 th Graders "Feel Safe at School"	74%	79%	71%	N/A	N/A	73%

	Baseline 2015/16	2017/18 Target	2017/18 Actual	2018/19 Target	2018/19 Actual	2019/20 Actual
Students with an F at the End of 9th Grade:						
All	28	14	26	10	20	27
	Baseline 2015/16	2017/18 Target	2017/18 Actual	2018/19 Target	2018/19 Actual	2019/20 Actual
Attendance Rate:						
All	97%	Maintain	96.4%	Maintain	94%	94%
	Baseline 2015/16	2017/18 Target	2017/18 Actual	2018/19 Target	2018/19 Actual	2019/20 Actual
Truancy Rate:						
All	17%	15%	20%	12%	15%	10%

Evaluation of Data

Significant progress was seen on the Truancy Rate indicator between the baseline year and the final year of the grant with a decrease of 7% overall. Pupil Suspension Rate for all students decreased by 1% between the baseline year and 2019/20. In the Pupil Suspension Rate indicator there were significant decreases for special populations including English Learner, Special Education, Economically Disadvantaged, Hispanic and White Students, 2%, 8%, 2%, 2% and 5% respectively. Other metrics remained relatively flat between the base year and the final year of the grant. This could be attributed to the fact that numbers were already in a positive range such as a 100% graduation rate, 0% dropout rate, 97% attendance rate, etc.



Elevate [Math]
2020 Summer Program Results
Pierce Joint Unified School District

District Enr
All



Elevate [Math] 2020 Summer Program All Districts

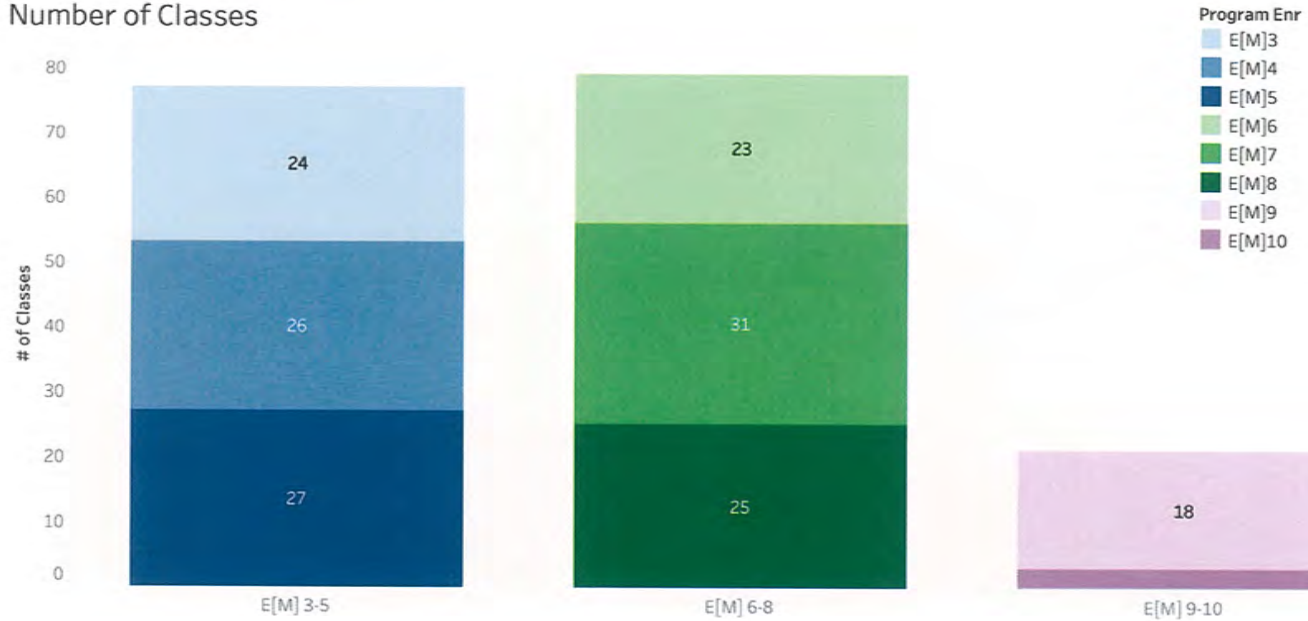
What Is Elevate [Math]?

Elevate [Math] is a 19-day summer intervention program designed to elevate student achievement in math.

The goal of Elevate [Math] is to increase the number of students passing and meeting Common Core math standards in their next-level math class, to get them on a path for college and career success. SVEF also incorporates growth mindset activities, college awareness lessons, mentorship by college students and hands-on STEM Inspiration Workshops presented by local industry experts into the rigorous math program.

SVEF hosted 177 virtual classes in 2020.

Number of Classes



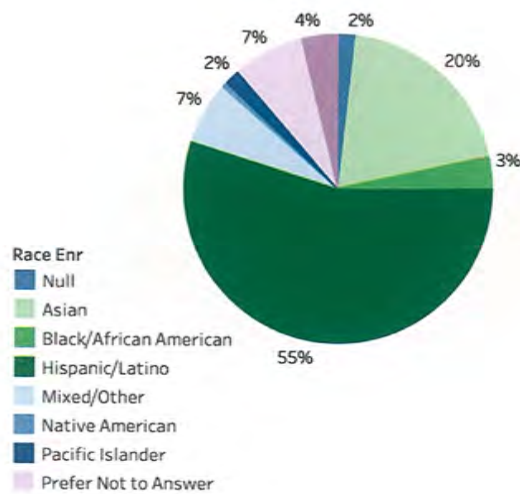


Elevate [Math] 2020 Summer Program
All Districts

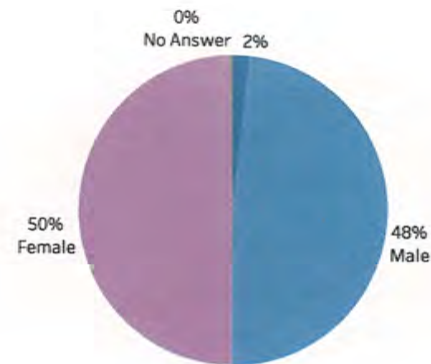
Who Does Elevate [Math] Serve?

Elevate [Math] is designed for incoming 3rd -10th grade students who are identified as “nearly meeting standards” based on their prior year’s Smarter Balanced Assessment Consortium (SBAC) or similar benchmark assessment. Those students who have previously attended Elevate [Math] for one or more summers are also invited to participate in the summer program (regardless of SBAC score). Students may also be eligible for the program based on other benchmark assessments, grades, and teacher recommendations.

Race/Ethnicity



Gender



Elevate [Math] 2020 Summer Program
All Districts

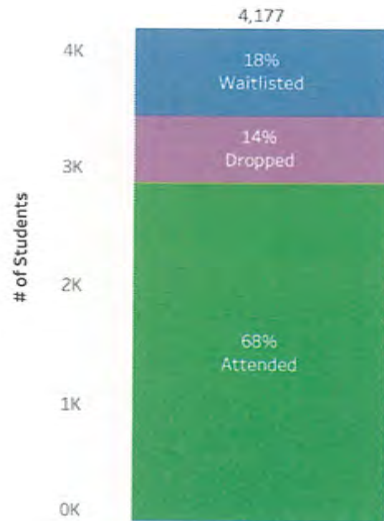
Student Enrollment

Students enroll online to participate in Elevate [Math].

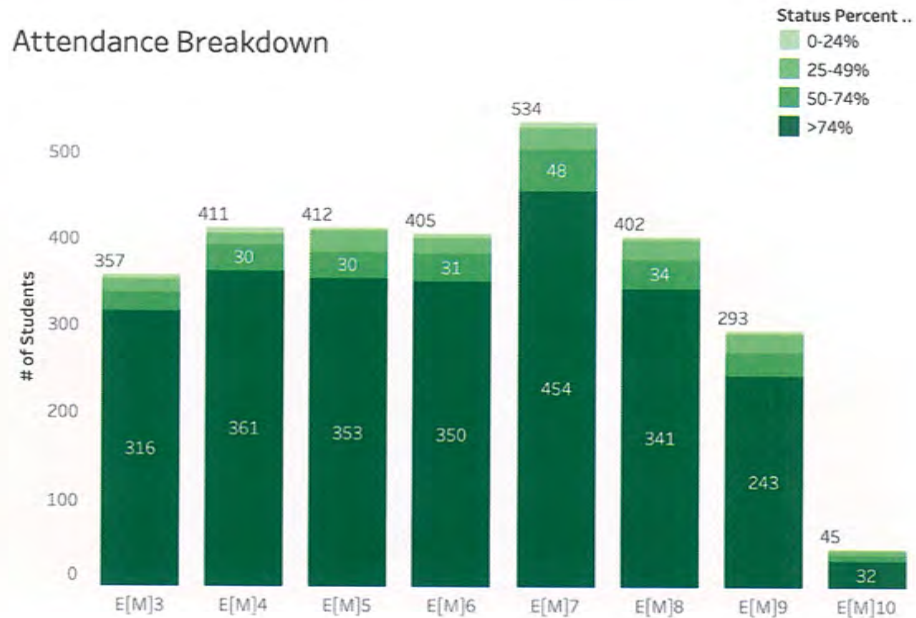
The graph on the left shows the total number of students who enrolled, how many actually attended at least 3 days of the program, how many dropped, and how many were put on a waitlist.

Of all 177 classes in all districts, 30% of the waitlisted students were able to enroll and attend the program. Thank you to the college mentors who called home to ensure students attended class each day and helped facilitate enrolling students off of the waitlist.

Enrollment Breakdown



Attendance Breakdown



Elevate [Math] 2020 Summer Program Pierce Joint Unified School District

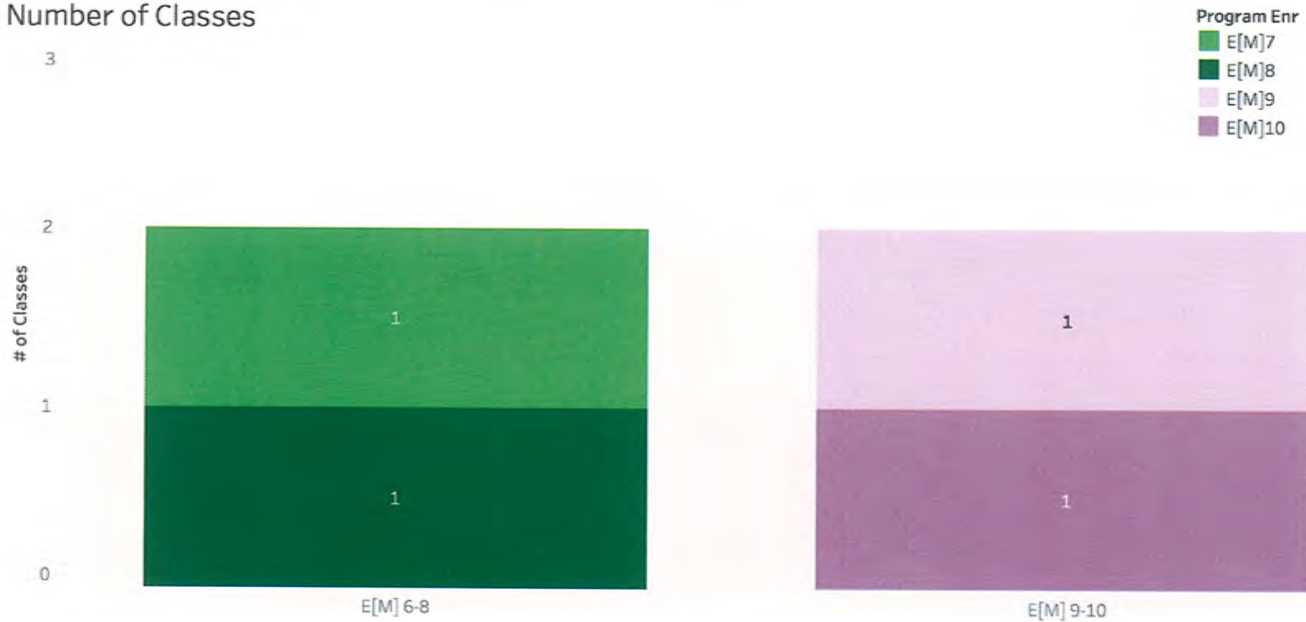
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Pierce Joint Unified School District hosted 4 virtual Elevate [Math] classes in 2020.

Number of Classes

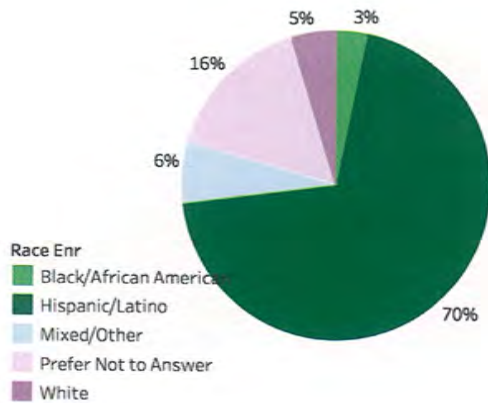


Elevate [Math] 2020 Summer Program
Pierce Joint Unified School District

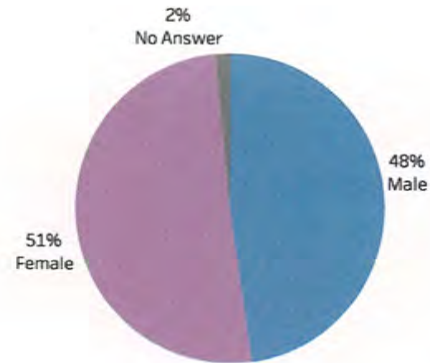
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Race/Ethnicity



Gender





Elevate [Math] 2020 Summer Program
 Pierce Joint Unified School District

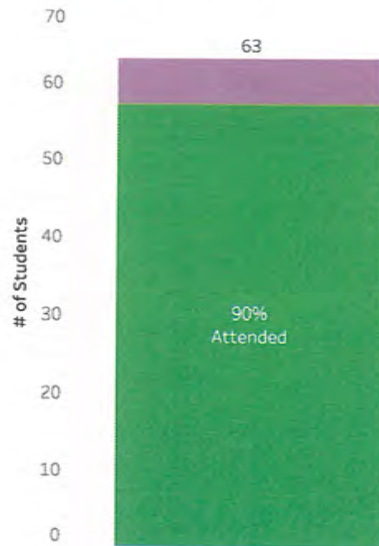
Student Enrollment

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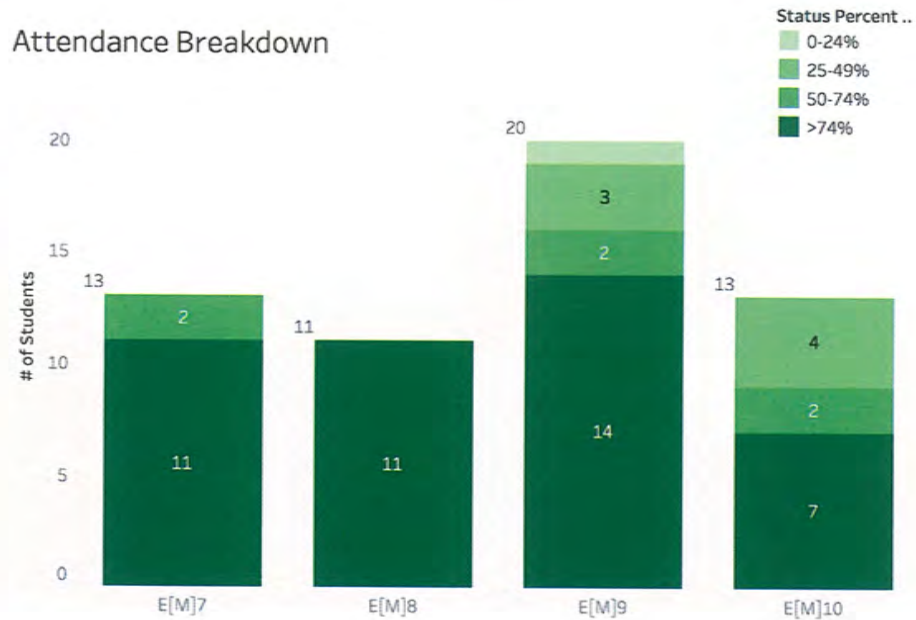
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Enrollment Breakdown



Attendance Breakdown





Elevate [Math] 2020 Summer Program
Pierce Joint Unified School District

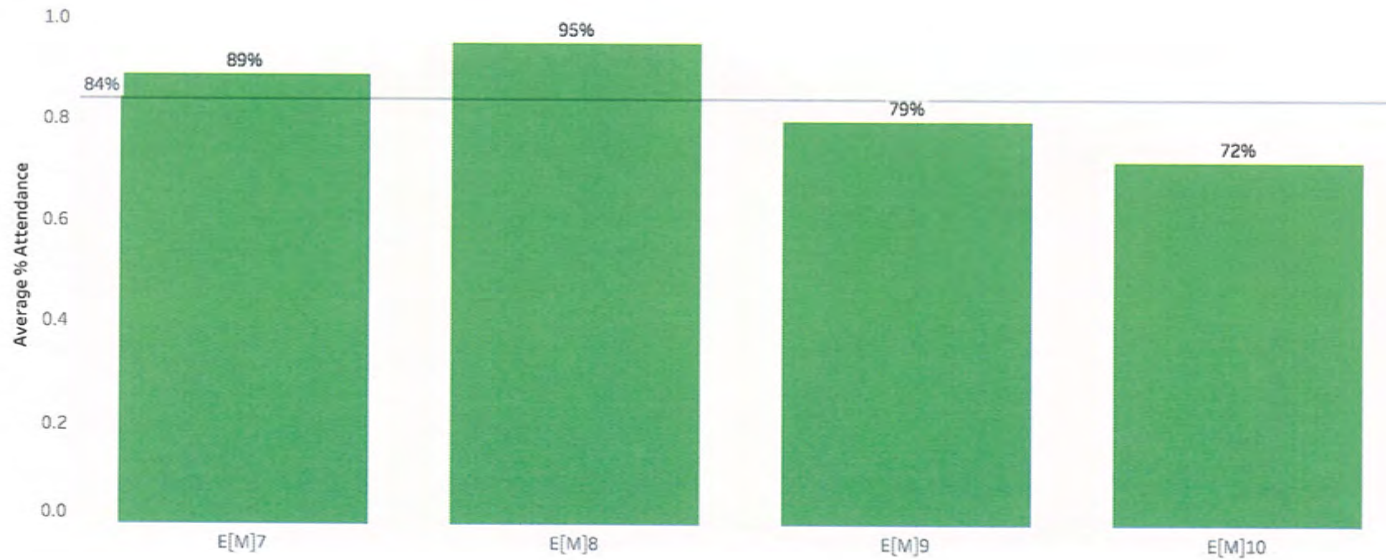
Student Attendance

Each student's attendance percent was averaged to calculate the average rate of each program level within the district.

The district average of all grade levels is shown on the line below.

The average % attendance for all 177 classes in the 25 participating school districts was 88%. The average attendance in 2020's virtual program was better than average attendance in 2019's in-person program.

Average % Attendance





Elevate [Math] 2020 Summer Program
Pierce Joint Unified School District

Student Assessment

Each student is given a pre-assessments on one of the first days of the program, and a post-assessment on one of the last days of the program. They are designed to assess students' level of mastery of next grade level content after completing the summer intervention program.

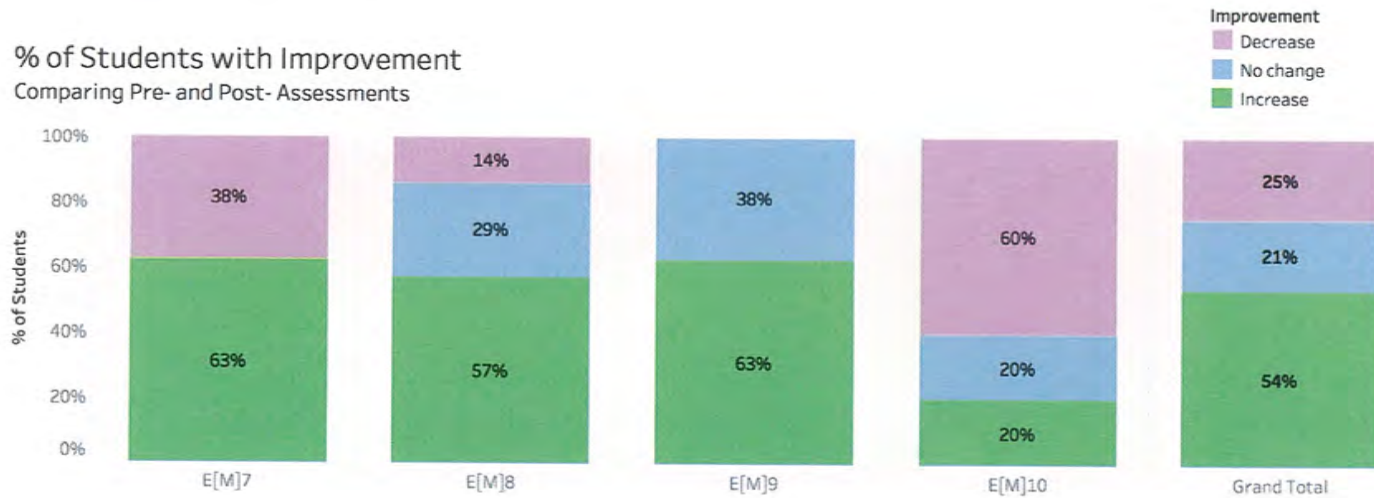
E[M] 3-5 Assessment

Elevate [Math] developed a pre/post assessment for E[M] 3-5 that assesses each curriculum's 2 domains.

E[M] 6-10 Assessment

In partnership with the Silicon Valley Math Initiative (SVMi), Elevate [Math] offered MAC/MARS performance tasks to E[M] 6-10 students that assesses each curriculum's 2 domains.

% of Students with Improvement
Comparing Pre- and Post- Assessments





Elevate [Math] 2020 Summer Program
Pierce Joint Unified School District

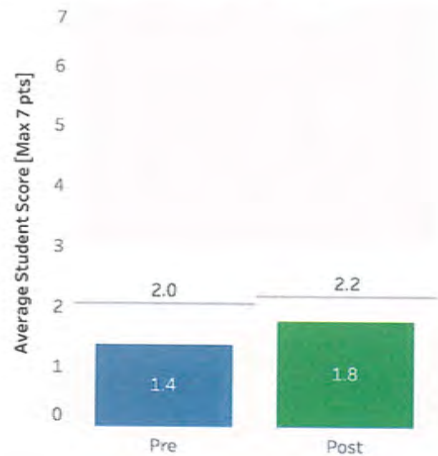
E[M] 7 Assessments

The graphs below represent the average points that students earned for each domain of the assessment.

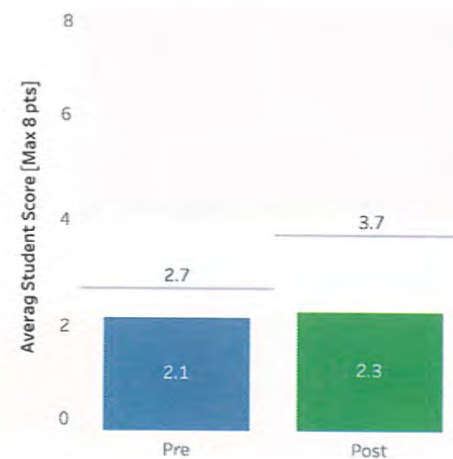
The graph on the right shows the number of students who met standard (or the designated cut score) for 1 or 2 of the tasks at the beginning and end of the program

The values within the bar indicate your **district average**. The solid line above/below indicates the **average of all participating districts/classes**. The greyed out area indicates the **scores needed to meet standard** for each domain.

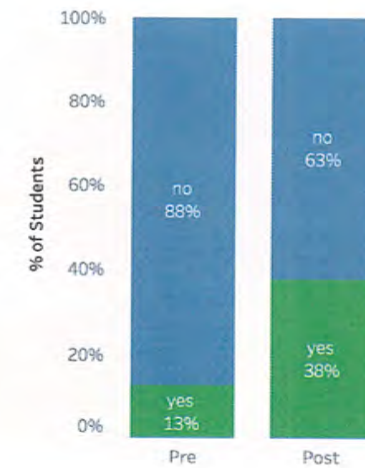
Domain 1
Classifying Proportions &
Non-Proportional Situations



Domain 2
Using Positive & Negative Numbers in
Context



% of Students Meeting Standard
Meeting Standard on at least 1 of the
Domains





Elevate [Math] 2020 Summer Program
Pierce Joint Unified School District

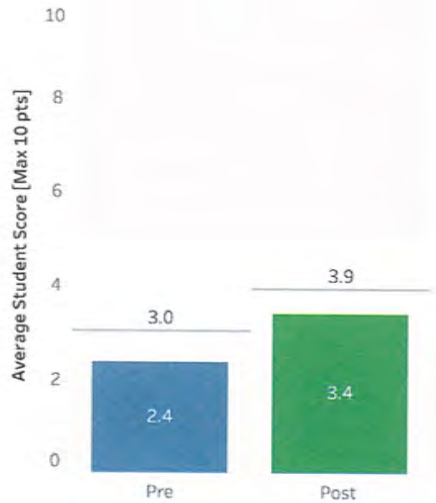
E[M] 8 Assessments

The graphs below represent the average points that students earned for each domain of the assessment.

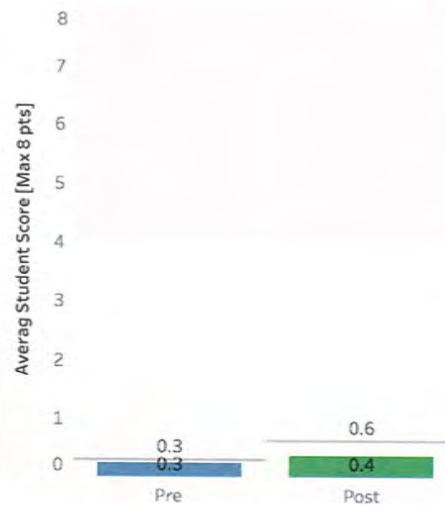
The graph on the right shows the number of students who met standard (or the designated cut score) for 1 or 2 of the tasks at the beginning and end of the program.

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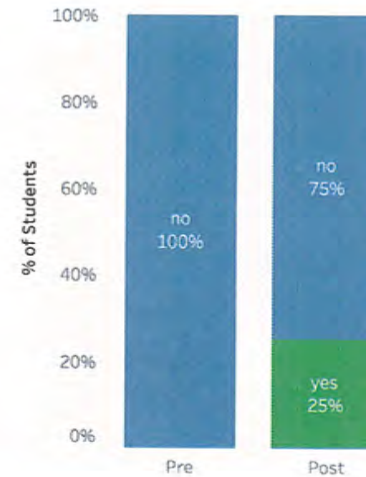
Domain 1
Expressions & Equations in 1 Variable



Domain 2
Representing & Combining Transformations



% of Students Meeting Standard
Meeting Standard on at least 1 of the Domains



Elevate [Math] 2020 Summer Program
Pierce Joint Unified School District

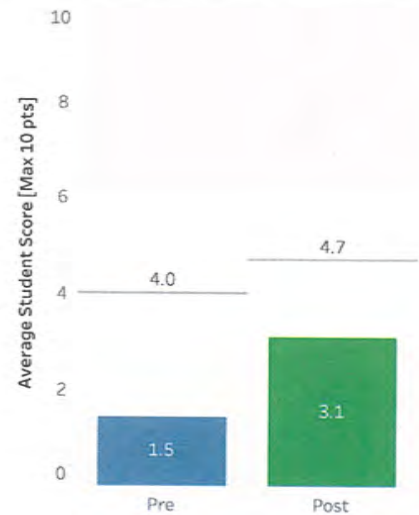
E[M] 9 Assessments

The graphs below represent the average points that students earned for each domain of the assessment.

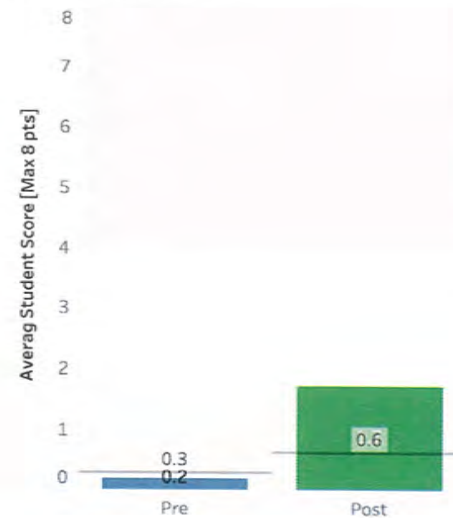
The graph on the right shows the number of students who met standard (or the designated cut score) for 1 or 2 of the tasks at the beginning and end of the program.

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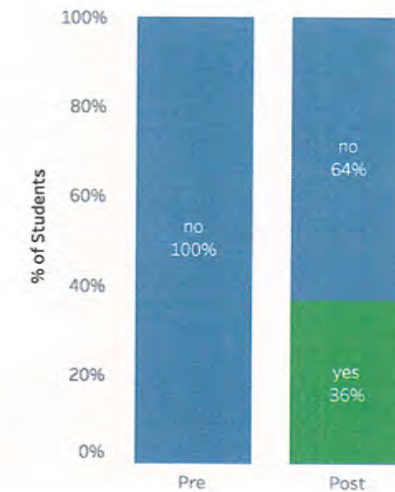
Domain 1
Interpreting Algebraic Expressions



Domain 2
Generalizing Patterns



% of Students Meeting Standard
Meeting Standard on at least 1 of the Domains





Elevate [Math] 2020 Summer Program
Pierce Joint Unified School District

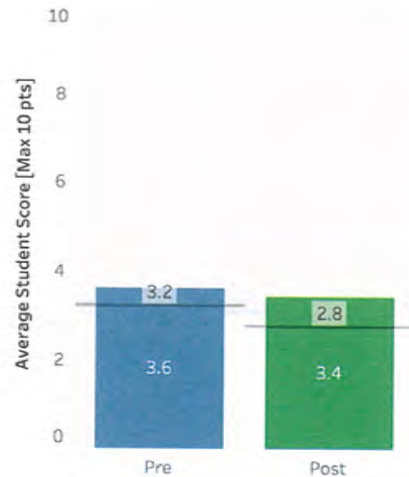
E[M] 10 Assessments

The graphs below represent the average points that students earned for each domain of the assessment.

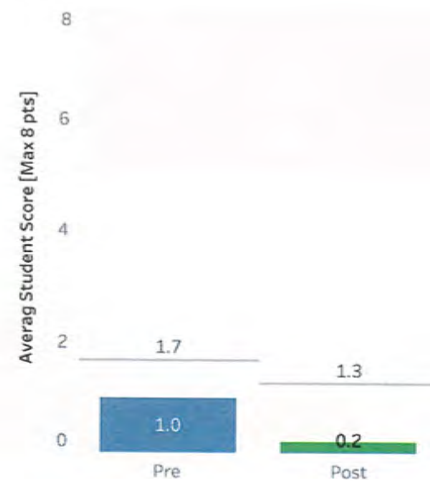
The graph on the right shows the number of students who met standard (or the designated cut score) for 1 or 2 of the tasks at the beginning and end of the program.

The values within the bar indicate your **district average**. The solid line above/below indicates the **average of all participating districts/classes**. The greyed out area indicates the **scores needed to meet standard**.

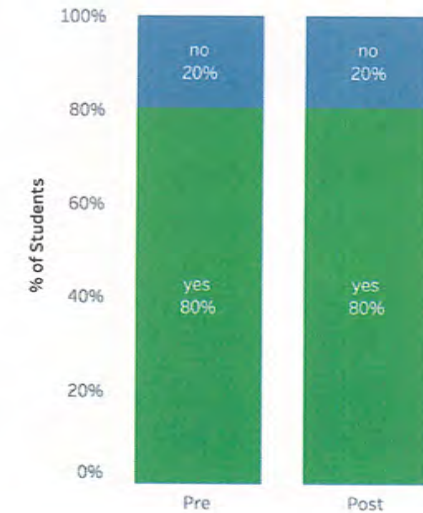
Domain 1
Generating Polynomials from Patterns



Domain 2
Representing Linear & Exponential Growth



% of Students Meeting Standard
Meeting Standard on at least 1 of the Domains

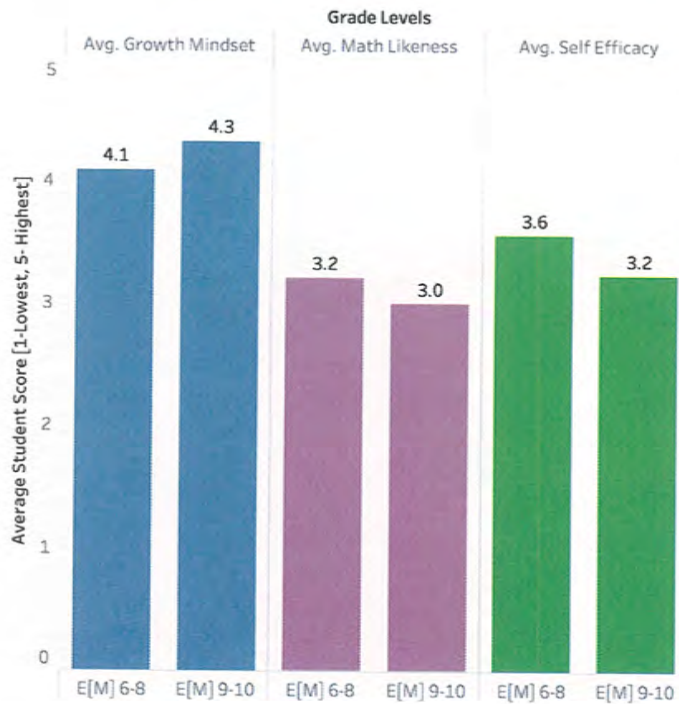


Elevate [Math] 2020 Summer Program
Pierce Joint Unified School District

Student Survey

Student attitudinal surveys were given at the start and end of the program. As shown in the post results below, students leave our program with greater mindset, attitudes towards math, and self efficacy.

Student Survey



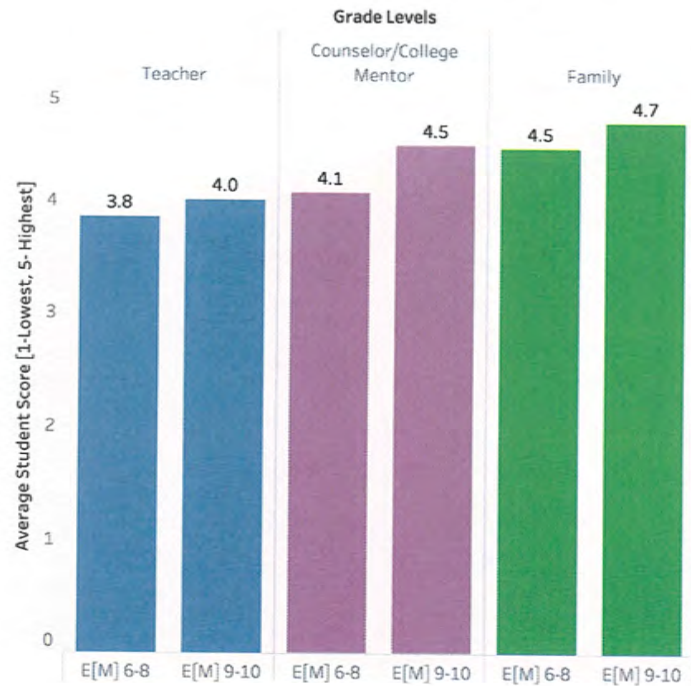
Elevate [Math] 2020 Summer Program
Pierce Joint Unified School District

Student Survey- College Readiness

A college level mentor was assigned to each class. These mentors helped to deliver the grade level specific college curriculum.

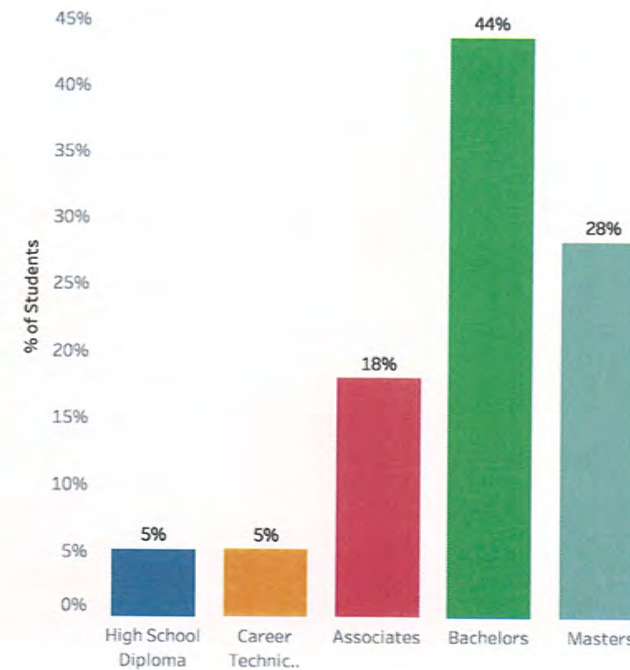
Student Survey

"Do the following people expect you to go to college..."



Student College Aspirations

Post-Program Results

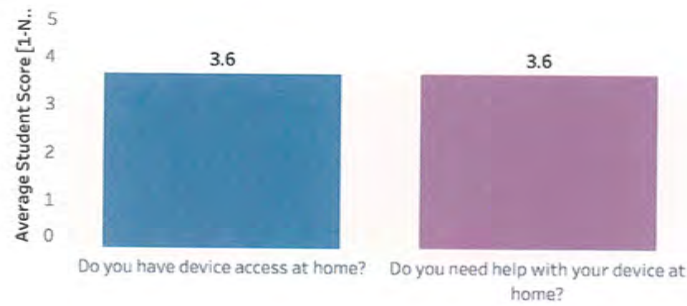


Elevate [Math] 2020 Summer Program
Pierce Joint Unified School District

Student Technology

Pivoting to provide Elevate [Math] virtually required all students to have a **device and reliable internet access** at home. Below shows student responses to technology use and accessibility.

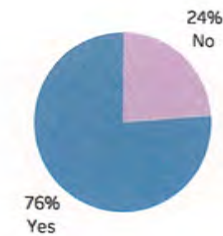
Technology Access and Help



Internet Speed at Home



% Borrowing School Device



EMLogin PostSu

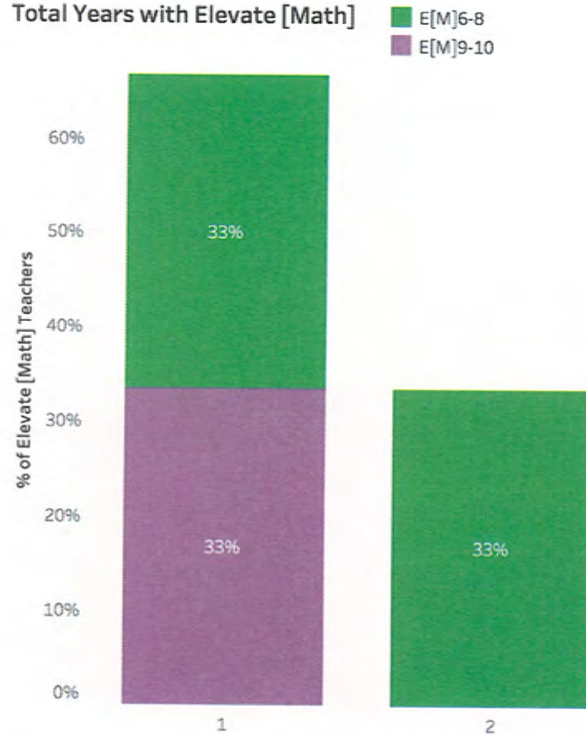


Elevate [Math] 2020
Teacher Report

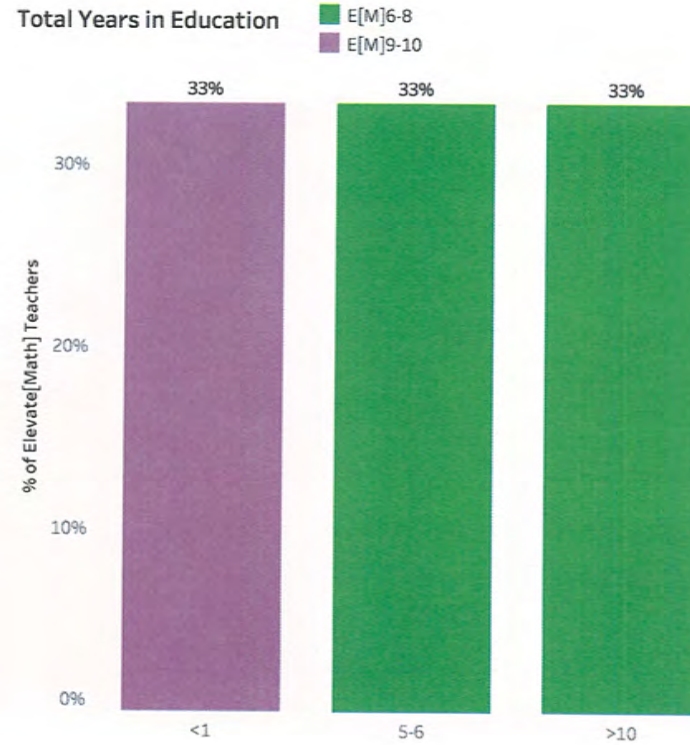
Elevate [Math] 2020
Pierce Joint Unified School Distict

Teachers were surveyed at the start and the end of the program to assess the impact of Elevate [Math] Professional Development, to analyze growth of all educators in the program, and to use teacher feedback as a means of implementing programmatic improvements. Data collected from your teachers that completed pre- and/or post-surveys is below.

Total Years with Elevate [Math]



Total Years in Education



Growth Mindset

Growth Mindset of teachers was assessed at the beginning and end of the program. Teachers entered the classroom with high mindset (4.8/5), which was maintained throughout the program. There was a positive correlation between teacher Growth Mindset and the Math Interest and Growth Mindset of the students in their class.

[1 - low Mindset or Math Likeness; 5 - high Mindset or Math Likeness]

Impact of Teacher Mindset on Student Math Interest

(each point represents one class)



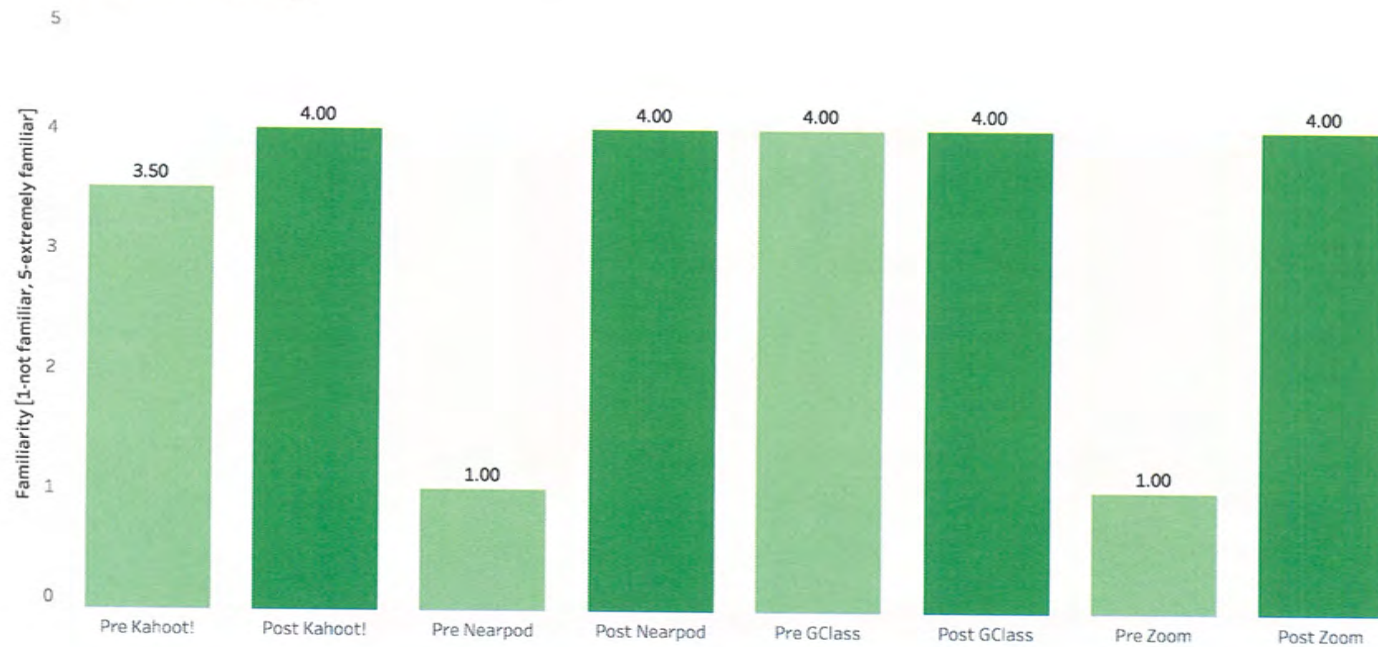
Impact of Teacher Mindset on Student Mindset

(each point represents one class)



In moving to a virtual platform, Professional Development (PD) for Elevate [Math] focused on technology tools. Elevate [Math] put emphasis on learning and using technology tools, such as Nearpod, that help to guide student engagement & formative assessments. Below represents teachers familiarity with various digital platforms before and after the completion of Elevate [Math].

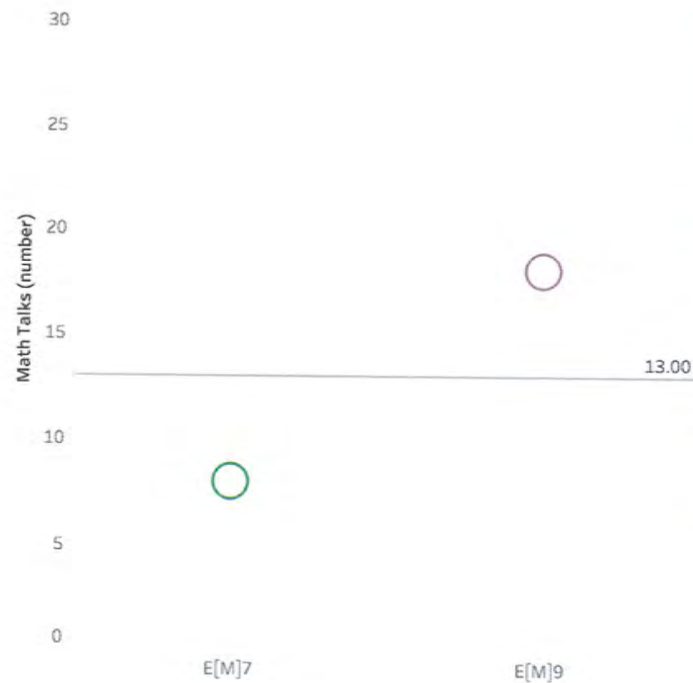
Familiarity with Technology Platforms (Results from Pre- and Post-Surveys)



Teachers used a combination of **tech platforms** and **activities** to keep students engaged throughout Elevate [Math]. **Math talks**, which are a staple of Elevate[Math], were used to encourage student discussion & discussion (**Program Average = 20.18 total Math Talks over 19 days**). Nearpod, Zoom and Google were utilized for their abilities to not only prompt **teacher and student engagement**, but also allow teachers to track **student participation**. The following was collected from teachers who completed the post-survey.

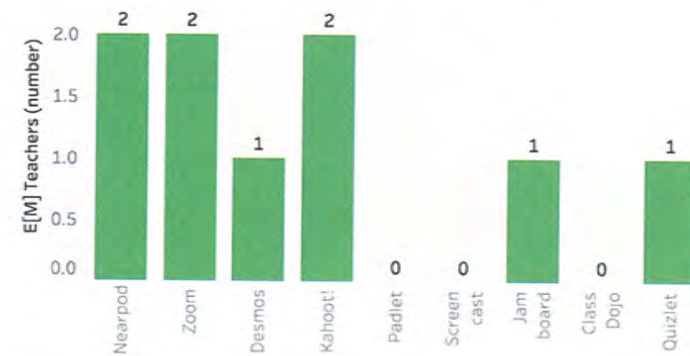
Math Talks

Total Number of Math Talks During E[M]

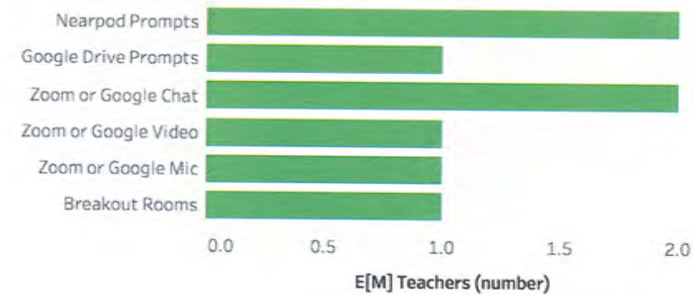


Tech Platforms Used

(Representative of teachers that completed the post-survey)



Measuring Student Engagement



PIERCE JOINT UNIFIED SCHOOL DISTRICT
Arbuckle, California

RESOLUTION #20/21-8

**INTERFUND TRANSFERS TO CLEAR
PRIOR YEARS DUE TO/DUE FROM**

WHEREAS, the Pierce Joint Unified School District wishes to transfer funds to clear prior year due to/due from.

NOW THEREFORE, BE IT RESOLVED that the Pierce Joint Unified School District Board of Trustees approves the following transfers:

Budget Codes	Fund	Debit	Credit
01-0000-0-9310-0000-0000-000-0000-0000	01-General		\$154.18
13-5310-0-9310-0000-0000-000-0000-0000	13-Cafeteria Fund		\$3,234.62
41-0000-0-9310-0000-0000-000-0000-0000	41-Capital Projects		\$15,192.40
01-0000-0-9610-0000-0000-000-0000-0000	01-General Fund	\$18,427.02	
13-5310-0-9610-0000-0000-000-0000-0000		\$154.18	
Total		\$18,581.20	\$18,581.20

AND BE IT FURTHER RESOLVED that the Pierce Joint Unified School District Board of Trustees passed and adopted this resolution on the 19th day of November 2020 by the following vote:

Ayes:

Noes:

Absent:

President of the Governing Board

Secretary to the Governing Board

Arbuckle Elementary Safe School Plan 2020-2021

Mrs. Laura Hansen, Principal

Vision/Mission: Our school offers a supportive and caring staff and provides a safe learning environment where students are encouraged to achieve at their highest academic level and be productive citizens in society.

Component 1: The School Climate

Goal: Our school is a place where each student, staff member and parent is given the skills, support and opportunity necessary to make a contribution to a smooth functioning school.

Areas of Pride and Strength: The School Site Council and District Health & Safety Committee note the following conditions and programs at Arbuckle Elementary School which positively affect the physical and/or psychological well-being of all persons on campus as it relates to the people and programs.

- The district counselors are available to meet with students and families.
- Colusa County Department of Behavioral Health provides counseling services on site through Medi-Cal and Healthy Families.
- The Pierce Joint Unified School District funds a .40 school nurse which spends the majority of their time at AES. A health aide is provided 15 hours a week as well.
- The Family Action Center, located on our campus, supports families with children 0-5.
- *Four students from each class are selected each year to be members of the Welcome Wagon. They welcome new students to Arbuckle Elementary School, receive training on ways to handle anger, their own or others.
- Before school starts, all students receive a personal letter from their new teacher, welcoming them to their class.
- The district received the after school program grant (ASES) and is funded to serve about 84 students on site. (Feb. '07)
- The district has a dress code policy in place. It is regularly reviewed by School Site Council and the District Health & Safety Committee.
- Teachers discuss bullying and show videos to educate students on the issue of bullying and how to prevent it.
- Cyber bullying lessons are taught to students at each grade level including cell phone texts.
- School web page is continuously updated and lists days and times of special events.
- The district App is available for parents, students, and community members to download. The App will push out notices, reminders and updates to parents and will also be utilized in the event of an emergency.
- Suite 360 intervention program is a restorative justice program for students who need additional support with conduct and behavior. Students have access to a variety of content including: cyberbullying, anger management,

substance abuse, respect, social awareness, goal setting, and stress management.

- All staff wear name badges with their pictures.
- Parent's Club raises funds to support the Rojelio dance academy, to pay for field trip transportation costs, to support teachers with extra classroom resources, and to provide school-wide assemblies.
- All discipline referrals are entered in Aeries and filed in alphabetized binders. They are available for reference by staff and support staff.
- Suspension reports are entered into the Aeries data base and are also filed in the student's cumulative file folder.
- Quarterly referral and suspension reports are maintained. They are reviewed and a composite is in the Single Plan for Student Achievement.
- The Sexual Harassment Policy is included in all registration materials. It is also reviewed with all staff and posted in public and staff work areas.
- Mandated child abuse reporting procedures are reviewed by all staff members each year. The Colusa County or Yolo County Child Protective Service Agencies are called and reports are filed as necessary.
- *Conflict facilitators are interviewed and chosen each year from the fourth and fifth grades to serve in that role.
- Board adopted discipline matrix and it has been in effect since August 1, 2017. It is reviewed and updated regularly by the District Health & Safety Committee.
- The Student Council participates in service activities and projects that show civic virtue and citizenship. Projects include a canned food drive, and penny drives to support victims of tsunamis, hurricanes, and cancer.
- All students are recognized formally during one of the monthly award assemblies during the school year for positive or improved behavior or academic growth or excellence.
- First through fifth grades participate in a weekly Character Matters Assembly on Friday mornings.
- The Pierce District recognizes employees' years of service at the beginning of the year breakfast each year.
- Staff members are supported through flowers from the site's flower fund when ill, when a loss of a family member has been suffered or when a new baby is born.
- *The staff joins together 4-5 times a year to celebrate each other's birthdays.
- *Parent's Club sponsors a Meet and Greet the first month of school for parents.
- Volunteers are recognized at the end of the year at an assembly.
- A yard supervision rubric was developed for staff to reflect on their supervision performance.
- *Grades TK-5 make yearly visits to the fire department to learn fire safety rules.
- *Each grade level presents a family night event during the school year.
- Yard duty supervisors and ASES staff receive CPR and first aid training on a yearly basis.
- All visitors and volunteers are required to check in at the office. After showing ID they will be given a badge that will allow them to be on campus.

COVID – parents/guardians will not be allowed to enter the campus to enter the campus to drop-off or pick-up their student.

- All parent volunteers are required to be fingerprinted through the Sheriff's Department.
- Parents' Club sponsors bullying prevention assemblies for students.
- Employees are required to view video clips on ways to prevent injury/illness on a yearly basis.
- A yearly SWAT training (Students Working Against Tobacco) for fifth graders is presented by Colusa County Behavioral Health.
- Students in grades four and five receive lessons from the TNT (Towards No Tobacco) Curriculum.
- Playground rules are updated annually. Staff reviews with students and has them sign in agreement to them each trimester.
- Safety reviews for students are offered by a Colusa County Sheriff's Deputy. Presentations include walking, biking, stranger and Halloween safety.
- The school nurse annually reviews hand washing techniques with all classes.
- D.A.R.E is provided through the Sheriff's Department to fifth graders.
- G.R.E.A.T (Gang Resistance Education and Training) is provided to 4th graders through the Sheriff's Department
- When available volunteers from the Sheriff's Department do fingerprinting for the kindergarteners each year.
- Formal monthly meetings are held with campus supervisors and the principal/vice principal to discuss playground concerns and their roles and responsibilities.
- All staff were trained and certified in Crisis Prevention Intervention on August 6, 2018.
- If distance learning is required all students will have immediate access to a take-home computer device. Google Suite applications will be utilized. Other applications available will be SeeSaw, ClassTag, Lexia, Pathblazer (Compass Learning), Nearpod, and Flocabulary.
- Families having no wi-fi access will be given a hotspot.
- Students will have daily interaction teacher and peers.
- Academic and other supports will be available to address the needs of students.
- Subject matter grade level content lessons will be taught and progress monitoring will take place.

•

Desired changes:

Objective 1: As a result of class meetings, the use of the 5 finger rule, the use of conflict facilitation, lessons on bullying, including cyber bullying, internet safety and cell phone texting, students will feel safer, more connected at school, and have less conflict.

Related Activities:

- A. Each teacher will write a stull goal on improving the school climate and student connectedness.
- B. Class meetings will be held at least one time per week.

- C. Videos will be used during class meetings to bully proof students.
- D. Conflict facilitators will be trained in the fall.
- E. Students will be taught and know the 5 finger rule.
- F. Character education will be incorporated into class meetings -including character words in 4th /5th grade planners.
- G. Curriculum on cyberbullying, internet safety and cell phone texting is taught by the classroom teacher –including activities in 4th/5th grade planners.
- H. Campus supervisors will rate themselves monthly based on the “active supervision” rubric.
- I. P.E. teacher will continue Healthy Play techniques in grades TK-5 during P.E.
- J. The school participates in the Kindness Challenge and focuses on a character education word once a week at the Character Matters Assembly.
- K. Positive Reinforcement will be supported by all staff with the implementation of the Bulldog Store and Bulldog Bucks.
- L. The kindness challenge that includes bullying prevention will be implemented.
- M. Mrs. Lopez will be posting a monthly video of her reading a book that is connected to the Kindness challenge

Resources: Local Control Funding Formula funds will be used.

Evaluation: Increase sense of belonging and feeling safe at school by 5% in category of agree and strongly agree as measured by questions 1 and 2 of the 4th/5th grade student survey:

Belong at school:

09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
72%	80%	82%	77%	75%	72%	78%	86%	85%	85%	*

*19/20 data not available due to COVID-19 school closure

Safe at school:

09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
79%	85%	87%	82%	82%	82%	80%	89.5%	90%	90%	*

*19/20 data not available due to COVID-19 school closure

Objective 2: A school wide emphasis will be put on attendance. Participants will have increased attendance and decreased behavioral referrals if appropriate.

Related Activities;

- A. Letter to parents on importance of attendance and participation with distance learning.
- B. Attendance clerk reports names of students with unexcused absences/not engaged in distance learning each week to counselor and parent contact is made each week to principal, vice principal and/or counselor and parent contact is made.
- C. Principal or designee will meet personally with any parent wanting to place their child on short-term independent study to review the contract expectations.
- D. *Students with 100% attendance will be recognized monthly and receive a pencil as an incentive.

- E. *Students with perfect attendance for the entire year will be recognized at an end-of-year assembly and receive a certificate and lapel pin.
- F. *Distance learning will be an available option for families that may not be able to return to the physical classroom environment due to reasons regarding COVID-19.
- G. Students that fail to participate or engage for 60% of the school week will be redirected through the District’s Re-engagement Strategies.
- H. Consequences of not engaging could result in removal from Distance Learning and a return to “in-person” instruction.
- I. Students with excessive absences will be referred to the District Attendance Review Team (DART)
- J. *Student body is participating in school wide activities to promote student attendance/Participation. We have class competitions and posters made by the student body.

Resources: Local Control Funding Formula funds, Lottery funds and Title I funds will be used to purchase rewards for attendance. E.g. pencils, pins, certificates

Evaluation: Attendance data on the participants will be used for evaluation. Attendance rates for AES will increase by 1 %.

09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
96 %	97.3%	97%	97.1%	98%	96%	97%	96.7%	96.2%	97.5%	*96.9%

*Data from 8/19 to 3/20

Objective 3: By the end of the first trimester, all fourth and fifth grade students will utilize their individual agenda/planner to record assignments, homework, and weekly goals. This agenda will be signed by the parents and checked by the teacher on a daily basis.

Related Activities;

- A. The principal will meet with the fourth and fifth grade teachers to discuss the importance of building responsibility with their students, and the importance of the connection and communication with parents at the beginning of the school year.
- B. Teachers will develop a routine system to make daily checks of the agenda/planner for each student.
- C. Parents will have the use and importance of the agenda/planner and their role in terms of checking it daily explained to them during each grade level’s Back-to-School Night.
- D. Students will utilize agenda in ASES program.

Resources: Local Control Funding Formula funds will be utilized to pay for the agendas.

Evaluation: Checking of the students’ agenda for assignment and homework listings along with the parent signature. Eighty percent of students checked will have the agenda completed appropriately.

Objective 4: Strict adherence to dress code to be enforced.

Related Activities:

- A. At the beginning of the school year, the dress code requirements and means of enforcement will be reviewed with staff and students by principal.

- B. Teachers will develop a routine of making daily checks of students regarding dress code adherence; violations will be written and sent to office to be mailed home.
- C. Principal will meet individually with students dressing with gang attire. Parents will be notified.
- D. Principal will meet individually with students and parents, if necessary, when dress code violations occur on a continuous basis.

Resources: None are needed

Evaluation: Observation of student dress in the classroom, on the playground and at assemblies.

Objective 5: Suite 360 and ISS 360 will be utilized as part of our restorative justice program.

Evaluation: Suite 360 and ISS 360 will be utilized

	18/19 (1 st Year)	20/21
Suite 360 Lessons Taught	24 Lessons per class	*
ISS360 Modules Assigned	44	129

*19/20 data not available due to COVID-19 school closure

Resources: LCFF

Component 2: Physical Environment

Goal: Our school is a place where students, staff and parents are protected from harm.

Areas of Pride and Strength:

- Exterior lighting surrounds the campus.
- Signs are posted on east side of campus along Seventh Street stating “not to block entrance” for emergency vehicles to be able to access school yard.
- A campus supervisor is assigned to do weekly safety checks of the playground equipment structure.
- Hand sanitizer gel dispensers are in the cafeteria for student use prior to eating lunch.
- Soccer field was leveled, new irrigation system was installed and sod was laid.
- Window blinds are installed in rooms to allow for windows to be covered in the event of an intruder.
- Red rock is placed around the outside track to allow for use year-round to promote physical activity in students.
- A district Health & Safety meeting is held monthly to review any safety/health issues in the district. The committee has health, law enforcement, school staff and parents as members.
- Minutes from the Health & Safety meeting are shared at School Site Council and any concerns from the site council are taken to the committee.
- Locked gates secure corridor areas between class rooms after school hours.

- All graffiti on campus is immediately removed and reported as necessary to the Sheriff's department when gang related.
- Both the exterior and interior of the building is kept painted.
- Flowers are continually planted each season so that there is continual color.
- All playground equipment is updated. Proper fall zones exist around the structure and swings.
- Facilities are kept clean on a daily basis.
- A four by six foot marquee in the front of the school displays the weekly Character word along with school announcements.
- The staff parking lot where buses load is fenced.
- A fence exists around the parking lot where students are picked up.
- Seventh Street between Hall and Amanda, is closed from 7:30 a.m. to 3:30 p.m. on school days in order to insure the safety of students crossing the street to the designated pick up area.
- A teacher greets all buses and welcomes students to ensure safe entry.
- Teachers are assigned to the 6 bus lines to ensure that students line up safely before exiting the playground to the bus loading areas.
- The school motto is displayed in the multi-room. It represents our vision that all staff and students are to be safe and proud at Arbuckle Elementary.
- The emergency plan is annually reviewed with staff and a class list is included with current enrollment list. It is kept near the door of the classroom for easy access when evacuating.
- Exterior lighting is installed on the playground.
- Continual updates of the staff telephone tree, ensures communication in the event of an emergency or disaster.
- Fire drills are conducted each month and timed. Teachers show a red card if they are missing students, or to indicate emergency medical help is needed. A green card indicates all is okay.
- Classroom earthquake drills are conducted at the end of each quarter.
- Intruder drills are practiced 2 times per year.
- A choice of healthy fruits and vegetables is offered as part of the school lunch to promote nutrition.
- A weekly check of the wheel chair lift is conducted by staff.
- Classroom doors will remain locked during the day so teachers do not have to go outside to lock their doors in the event of a lock-down situation. Lock-Blocks will allow students to come and go without having to knock on doors.
- A yard supervisor is assigned the job of checking to ensure exit signs are lit in the multi-purpose room.
- Staff has a communication system to deliver a message in case of loss of power or phones.
- Black bags for emergency situations are in each classroom and include: band aids, handi-wipes, cold packs, a blanket, and surgical masks. The bags are carried out during each drill.
- Signs are posted to indicate entries and exits into parking areas.
- "School zone" signs are installed around the campus by the road department.
- Surveillance cameras are installed on the exterior of the campus.
- A procedure checklist is in place on steps to take in the case of an intruder or possible intruder sitting on campus.

- The SEMS (Standardized Emergency Management System) folders are carried from the classroom during drills for teacher reference.
- Signs showing directions to the office are posted.
- Signs welcome parents in both English and Spanish.
- Different groups, including parks and recreation, 4-H, YMCA, Scouts and Little League utilize the school facilities for their club purposes.
- A crossing guard crosses students at the corner of Hall and 9th streets before and after school each day.
- An auto dialer is in place to be able to instantly notify all parents by phone in the case of a school emergency.
- Tobacco-free signs are posted at all entrances of the school, including the field area.
- School is entirely fenced and gates will be locked from 8:35-2:35 each day. All visitors must enter the campus through the main office.
- Site principals will support contact tracing and be the contact person for Colusa County Public Health regarding COVID-19.
- Communication with affected staff, students, and parents will be through the school notification system or means of rapid communication when a COVID-19 case has been confirmed and possible exposure has occurred.
-

Desired Changes:

Objective 1: As a result of hiring a crossing guard and reviewing supervision responsibilities with staff, and clearly marking east parking lot, student safety violations while entering and leaving campus and during recess will decrease.

Related Activities:

- A crossing guard will be in place on 9th and Hall Streets.
- In August, staff will receive training from the principal/vice principal on proper supervision strategies and legal responsibilities.
- Yard duty supervisors will meet monthly or more if needed with the principal or designee to communicate issues or problems.
- A Sheriff's Deputy and CHP will patrol the roads around the school grounds regularly at the end of the school day.
- "No parking" signs for bike rack and red zones are clearly marked.
- Gates along the perimeter of the school will be locked during school hours.
- Principal, office, custodian and a campus supervisor have radios for fast and quick communication.

Resources: Local Control Funding Formula funds will be used to hire the crossing guard

Evaluation: The percentage of responses in the "disagree" column to the below questions will decrease.

The playground is well supervised and safe for students (parent survey)
When I am at school, I feel I am safe (student survey)

The playground is well supervised and safe for students

09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
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17/135	7/131	12/135	15/139	14/190	10/142	11/95	19/168	17/167	11/189	*
13%	5%	9%	11%	7.4%	7%	11%	11%	10%	6%	*

*19/20 data not available due to COVID-19 school closure

The number of responses in the “disagree” column to question #2, on the fourth and fifth grade’s student survey will decrease.

When I am at school, I feel I am safe

09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
0	6	6	16	9	11	15	35	*	47	*

*17/18 data not available

*19/20 data not available due to COVID-19 school closure

Objective 2: We will reduce the amount of litter on the school campus.

Related Activities:

- A. Teachers will assign a classroom job where students pick up the trash around the school grounds and their classroom entrance.
- B. Teachers will build pride within their classroom and of their school by conveying the message of caring for their school environment by taking care of it.
- C. *Bulldog Bucks will be randomly distributed to students caught keeping up campus as a positive reinforcement.
- D. The kindness challenge that includes responsibilities will be implemented.
- E. Mrs. Lopez will be posting a monthly video of her reading a book that is connected to the Kindness challenge.

Resources: Site funds to cover the cost of garbage bags if needed.

Evaluation: Litter will not be on campus. Students will be observed picking up litter without being prompted to do so. Classroom job charts will have “litter critter” listed.

Objective 3: Work together as a team to help custodians keep our classrooms and work areas clean.

- A. Follow the teacher/custodian responsibility guidelines given to staff at beginning of year.
- B. Partake in open communication with one another about needs/wants.
- C. Clean up after yourself so that others don’t have to.
- D. Have classroom conversations about bathroom etiquette (flushing, picking up toilet paper, paper towels and leaving sink clean) with students during your monthly class meetings.

Resources: No additional resources needed.

Evaluation: No complaints regarding cleanliness of classrooms or other buildings on campus from either custodians, staff members, students, or parents.

Objective 4: Minimize the outbreak of influenza/COVID-19

Related Activities:

- A. Students will have their temperature taken when getting on the bus and at the classroom door at the beginning of each day by the teacher.
- B. Masks must be worn upon arrival and dismissal.
- C. Masks will be made available at central location outside of the school for those students arriving on campus without one.
- D. Multiple points of entry will be available for staff and students to enter and exit the campus at the beginning and end of the school day in order to maintain physical distancing.
- E. Student desk/tables will be arranged to allow for maximum student-to-student distancing.
- F. Students will use hand sanitizer as then enter and exit buildings or classrooms.
- G. Disinfecting wipes will be in each of the classrooms
- H. Teachers will receive the one-hour annual training necessary to use disinfecting wipes and sprays.
- I. Signs will be posted to remind about physical distancing, masks, hygiene and general safety related to the pandemic.
- J. Teacher or staff will notify the front office that a student is on their way to the established isolation room so that the student can be met by assigned staff.
- K. Computers will be individually assigned to students to avoid sharing.
- L. Continuous cleaning during the school day of high touch surface areas by custodial staff with be ongoing.
- M. Students will use hand sanitizer before lunch.
- N. Students will be taught and reminded to cover a sneeze or cough appropriately.
- O. Posters will be hung around the campus showing how to correctly cover a cough or sneeze and how to wash hands correctly.
- P. Students will be reminded to wash their hands after using the bathroom.
- Q. Students will not be allowed to share food.
- R. Custodians will sanitize door handles on a daily basis.
- S. School nurse will work collaboratively with the County Health Department regarding influenza.
- T. Sick students will be sent home.
- U. Cafeteria tables will be sanitized on a daily basis.
- V. Attendance clerk will track Influenza-Like Illness (ILI) on a tracking form if applicable.
- W. Teachers will ask parents to donate disinfectant wipes for students to use to clean their desks.
- X. Masks may be used by students who are sick and waiting to be picked up from school.
- Y. School nurse will send out a notification to parents regarding the importance of the flu shot.

Resources: Site funds

Evaluation: Attendance will remain at 90% on any given day.

Objective 5: Train After School Program staff on emergency procedures.

Related Activities:

- A. Each classroom has updated Emergency binder.
- B. Each classroom has an emergency bag with supplies
- C. Principal trains staff on procedures
- D. Each classroom has list of students in program with phone numbers.
- E. Fire drill is conducted one time per year.
- F. Intruder drill is conducted one time per year.
- G. Cohort groupings of students that will remain the same everyday.
- H. All safety protocols that are established during the regular school day
- I. Pick up protocols established

Resources: ASES Funds

Evaluation: Record of training date with list of those who attended. Dates of fire drill and intruder drill recorded.

Objective 6: Increase bus driver satisfaction and reduce the number of bus referrals and incidences between students on the bus.

Related Activities:

- A. Teachers assist drivers at the beginning of the year on correct procedures for loading bus.
- B. Teacher on bus duty stay present at bus line until bus closes doors.
- C. Students have assigned seats on the bus and adhere to those assignments.
- D. Bus drivers write bus referrals for safety violations and inappropriate behavior.
- E. Drivers choose 2 “safe rider” awards per month. Students receive award at monthly school assembly.
- F. Meet with drivers to determine their needs.
- G. Bus drivers will receive bus driver training focused on management.
- H. All bus drivers are equipped with a radio so they can quickly reach office staff or administration.

Resources: Safety Prevention Funds

Evaluation: Bus driver interviews regarding the behavior of their riders and the number of bus referrals.

Data from the following sources was used to identify areas in need of improvement: Student Surveys, Parent Surveys, Staff Surveys, Discipline Referral Data, Healthy Kids, Survey, Attendance Data, School Climate Survey, Bus Referral Data

Number of bus referrals

12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
72	32	33	29	29	45	18	*18

*Data from 8/19 to 3/20

Objective 7: Educate students on the need to eat properly and exercise.

Related Activities:

- A. News article will be sent to parents educating them on the availability of fresh fruits and vegetables offered through the school lunch program.
- B. Cafeteria offerings will provide more meals being made from scratch versus packaged meals.
- C. Homemade fruit smoothies will be introduced in the cafeteria during breakfast.
- D. P.E. teacher will provide monthly nutrition lessons and offer tasting samples to students to introduce them to new healthy foods. He will use the Cooperative Extension as a resource.
- E. P.E. teacher will provide cardio fitness as part of their regular physical education time.
- F. *P.E. teacher has access to 30 pedometers with data ports to monitor student running distance on certain days of P.E.

Resources: Farmer donations of food, UC Cooperative Extension

Evaluation: Increase the percentage of 5th grade students in the Healthy Fitness Zone for Body Composition by 5% on California Fitness Test.

12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
64%	77%	62%	63%	63.7%	59.5%	*	*

*18/19 data not available through CDE
 *19/20 data not available

Objective 8: Visitors will be monitored and cleared before entering campus.

Evaluation: Raptor visitor management system will be utilized.

	18/19 (First Year)	19/20
Number of Raptor Check-ins	1,513	985

*Data from 8/19 to 3/20

*COVID-19 school year unable to do because of distance learning and social distancing

Data from the following sources was used to identify areas in need of improvement:

- Student Surveys
- Parent Surveys
- Staff Surveys
- Discipline Referral Data
- Attendance Data
- Bus Referral Data
- Healthy Kids Surveys

Grand Island Elementary

Safe School Plan

2020-2021

Mrs. Laura Hansen, Principal

Vision: Our school is a safe place where our support and caring leads to the highest academic levels for all students.

Mission: Our school is a place where students feel safe and where they develop into responsible youth through meaningful participation in their school.

Component 1: The School Climate

Goal: Our school is a place where each student, staff member and parent is given the skills, support and opportunity necessary to make a contribution to a smooth functioning school.

Areas of Pride and Strength: The School Site Council and District Health & Safety Committee note the following conditions and programs at Grand Island Elementary School which positively affect the physical and/or psychological well-being of all persons on campus as it relates to the people and programs.

- Counseling services are available for students through the district counselor.
- *Little Bears Academy” at Grand Island Elementary for children ages 0-5. Little Bears meet twice a month to help prepare children for school.
- Colusa County Department of Behavioral Health is able to provide counseling services on site through Medi-Cal and Healthy Families.
- The Pierce Joint Unified School District funds a nurse two days a week to do vision, immunization and hearing screenings. A health aide is provided 15 hours a week as well.
- Before school starts, all students receive a personal letter from their new teacher, welcoming them to their class.
- The district received the after school program grant (ASES) and is funded to serve 40 students on site. (Aug. 15’) Students in TK-5 are eligible. (Aug. 17’)
- The district has a uniform and dress code policy in place. It is regularly reviewed by School Site Council and the District Health & Safety Committee.
- Teachers discuss bullying and show videos to educate students on the issue of bullying and how to prevent it.
- Cyber bullying lessons are taught to students at each grade level including cell phone texts.
- School web page is continuously updated and lists days and times of special events.
- Suite 360 intervention program is a restorative justice program for students who need additional support with conduct and behavior. Students have access to a variety of content including: cyberbullying, anger management, substance abuse, respect, social awareness, goal setting, and stress management. Teachers teach 30 lessons a year.
- All staff wear name badges with their pictures.
- Parent’s Club raises funds to pay for field trip transportation costs, to support teachers with extra classroom resources, and to provide school-wide assemblies.
- All discipline referrals are entered in Aeries and filed in alphabetized binders. They are available for reference by staff and support staff.

- Suspension reports are entered into the Aeries data base and are also filed in the student's cumulative file folder.
- Quarterly referral and suspension reports are maintained. They are reviewed and a composite is in the Single Plan for Student Achievement.
- The Sexual Harassment Policy is included in all registration materials. It is also reviewed with all staff and posted in public and staff work areas.
- Mandated child abuse reporting procedures are reviewed by all staff members each year. The Colusa County or Yolo County Child Protective Service Agencies are called and reports are filed as necessary.
- *Conflict facilitators are interviewed and chosen each year from the fourth and fifth grades to serve in that role.
- Parents and staff developed a district wide discipline matrix in the 1995-96 school year. It is reviewed and updated regularly by the District Health & Safety Committee. The PJUSD Board adopted a discipline matrix that will go in affect since August 1, 2017.
- The Student Council participates in service activities and projects that show civic virtue and citizenship.
- All students are recognized formally during one of the monthly award assemblies during the school year for positive or improved behavior or academic growth or excellence.
- The Pierce District recognizes employees' years of service at the beginning of the year breakfast each year.
- Staff members support each other by pooling together to purchase flowers, or gifts when ill, loss of family member, or when a new baby is born.
- *The staff joins together 4-5 times a year to celebrate each other's birthdays.
- School volunteers are recognized at the end of the year.
- A yard supervision rubric was developed for staff to reflect on their supervision performance.
- *The fire department makes yearly visits to Grades TK-5 at school to learn fire safety rules.
- *The school presents four family events during the year.
- Yard duty supervisors and ASES staff receive CPR and first aide training on a yearly basis.
- *All visitors and volunteers are required to check in to the office and show ID. Once ID has been provided visitors will be given a badge through Raptor. COVID – parents/guardians will not be allowed to enter the campus to enter the campus to drop-off or pick-up their student.
- All parent volunteers, responsible for students on field trips, are required to be fingerprinted through the Sheriff's Department.
- *Parents' Club sponsored bullying prevention assemblies for students.
- Employees are required to view video clips on ways to prevent injury/illness on a yearly basis.
- Students in fourth and fifth grade receive lessons from the TNT (Towards No Tobacco) Curriculum.
- Playground rules are updated annually. Staff reviews with students and has them sign in agreement to them each trimester.
- D.A.R.E is provided through the Sheriff's Department to fourth and fifth graders every other year.
- G.R.E.A.T (Gang Resistance Education and Training) is provided to 4th and 5th graders through the Sheriff's Department
- A yearly SWAT training (Students Working Against Tobacco) for fifth graders is presented by Colusa County Behavioral Health.
- *Student's in 5th and 6th grade attend Shady Creek every other year.
- *Volunteers from the Sheriff's Department do fingerprinting for the kindergarteners each year.

- If distance learning is required all students will have immediate access to a take-home computer device. Google Suite applications will be utilized. Other applications available will be SeeSaw, ClassTag, Lexia, Pathblazer (Compass Learning), Nearpod, and Flocabulary.
- Families having no wi-fi access will be given a hotspot.
- Students will have daily interaction teacher and peers.
- Academic and other supports will be available to address the needs of students.
- Subject matter grade level content lessons will be taught and progress monitoring will take place.

Desired changes

Objective 1: As a result of class meetings, the use of the 5 finger rule, the use of conflict facilitation, lessons on bullying, including cyber bullying, internet safety and cell phone texting, students will feel safer, more connected at school, and have less conflict.

Related Activities:

- A. Each teacher will write a stull goal on improving the school climate and student connectedness.
- B. Class meetings will be held at least one time per week.
- C. Videos will be used during class meetings to bully proof students.
- D. *Conflict facilitators will be trained in the fall.
- E. Students will be taught and know the 5 finger rule.
- F. Character education will be incorporated into class meetings -including character words in 4th /5th grade planners.
- G. Curriculum on cyberbullying, internet safety and cell phone texting will be taught by the classroom teacher –including activities in 4th/5th grade planners.
- H. Campus supervisors will rate themselves monthly based on the “active supervision” rubric monthly.
- I. *Positive reinforcement will be supported by all staff with the implementation of the Bear Bucks.
- J. The kindness challenge that includes bullying prevention will be implemented.
- K. Mrs. Lopez will be posting a monthly video of her reading a book that is connected to the Kindness challenge

Resources: Local Control Funding Formula funds will be used.

Evaluation: Suspensions for fighting or physical contact will decrease.

09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
6	6	6	2	4	0	0	0	0	1	*0

*Data from 8/19 to 3/20

Evaluation: Suite 360 and ISS 360 will be utilized

	18/19 (1 st Year)	19/20
Suite 360 Lessons Taught	*	Data not available due to COVID-19 school closure
ISS360 Modules Assigned	*	*

*Data not yet available

*Data from 8/19 to 3/20

Objective 2: A school wide emphasis will be put on attendance. Participants will have increased attendance and decreased behavioral referrals if appropriate.

Related Activities:

- A. Letter to parents on importance of attendance and participation with distance learning.

- B. Attendance clerk reports names of students with unexcused absences/not engaged in distance learning each week to counselor and parent contact is made.
- C. Principal or designee will meet personally with any parent wanting to place their child on short-term independent study to review the contract expectations.
- D. *Students with 100% attendance will be recognized monthly and receive a pencil as an incentive.
- E. *Students with perfect attendance for the entire year will be recognized at an end-of-year assembly and receive a certificate and perfect attendance pencil.
- F. Students with excessive absences will be referred to the District Attendance Review Team (DART).
- G. *Distance learning will be an available option for families that may not be able to return to the physical classroom environment due to reasons regarding COVID-19.
- H. Students that fail to participate or engage for 60% of the school week will be redirected through the District's Re-engagement Strategies.
- I. Consequences of not engaging could result in removal from Distance Learning and a return to "in-person" instruction.
- J. Student body is participating in school wide activities to promote student attendance/participation. We have class competitions and posters made by the student body.

Resources: Local Control Funding Formula funds, lottery funds and Title I funds will be used to purchase rewards for attendance. E.g. pencils, pins, certificates

Evaluation: Attendance data on the participants will be used for evaluation. Attendance rates for GI will increase by 1%.

09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
96.6 %	97.3%	97%	98%	97%	97%	98%	97%	97%	96.7%	*97.4%

*Data from 8/19 to 3/20

Objective 3: By the end of the first trimester fifth grade students will utilize their individual agenda/planner to record assignments, homework, and weekly goals. This agenda will be signed by the parents and checked by the teacher on a daily basis.

Related Activities:

- A. The assistant principal will meet with the teachers to discuss the importance of building responsibility with their students, and the importance of the connection and communication with parents at the beginning of the school year.
- B. Teachers will develop a routine system to make daily checks of the agenda/planner for each student.
- C. Parents will have the use and importance of the agenda/planner and their role in terms of checking it daily explained to them during each grade level's Back-to-School Night.
- D. Students will utilize agenda in ASES program.
- E. Assistant Principal will do random agenda checks of classes.

Resources: Local Control Funding Formula funds will be utilized to pay for the agendas.

Evaluation: Checking of the students' agenda for assignment and homework listings along with the parent signature. Eighty percent of students checked will have the agenda completed appropriately.

Objective 4: Strict adherence to dress code to be enforced.

Related Activities;

- A. At the beginning of the school year, the dress code requirements and means of enforcement will be reviewed with staff and students by principal or designee.
- B. Teachers will develop a routine of making daily checks of students regarding dress code adherence; violations will be written and sent to office to be mailed home.
- C. Administration will meet individually with students dressing with gang attire. Parents will be notified.
- D. Administration will meet individually with students and parents, if necessary, when dress code violations occur on a continuous basis.

Resources: None are needed

Evaluation: Observation of student dress in the classroom, on the playground and at assemblies.

Component 2: Physical Environment

Goal: Our school is a place where students, staff and parents are protected from harm.

Areas of Pride and Strength:

- Exterior lighting surrounds the campus.
- A campus supervisor is assigned to do weekly safety checks of the playground equipment structure.
- Hand sanitizer gel is in each classroom and used daily by students to prevent the spread of germs.
- Window blinds are installed in rooms to allow for windows to be covered in the event of an intruder.
- A district Health & Safety meeting is held monthly to review any safety/health issues in the district. The committee has health, law enforcement, school staff and parents as members.
- Minutes from the Health & Safety meeting are shared at School Site Council and any concerns from the site council are taken to the committee.
- All graffiti on campus is immediately removed and reported as necessary to the Sheriff's department when gang related.
- Both the exterior and interior of the building is kept painted.
- Flowers are continually planted each season so that there is continual color.
- All playground equipment is updated. Proper fall zones exist around the structure and swings.
- Facilities are kept clean on a daily basis.
- A staff member greets all buses and welcomes students to ensure safe entry.
- A staff member ensures all students load on bus safely.
- Students recite the school motto, "Believe, Achieve, Succeed" on a daily basis.
- The emergency plan is annually reviewed with staff and a class list is included with current enrollment list. It is kept near the door of the classroom for easy access when evacuating.
- Continual updates of the staff telephone tree, ensures communication in the event of an emergency or disaster.
- Fire drills are conducted each month and timed. Teachers show a red card if they are missing students, or to indicate emergency medical help is needed. A green card indicates all is okay.
- Classroom earthquake drills are conducted at the end of each quarter.

- Intruder drills are practiced 2 times per year.
- A choice of healthy fruits and vegetables is offered as part of the school lunch to promote nutrition.
- A weekly check of the wheel chair lift is conducted by staff.
- An employee is assigned the job of checking to ensure exit signs are lit in the multi-purpose room.
- Staff has a communication system to deliver a message in case of loss of power or phones.
- Black bags for emergency situations are in each classroom and include: band aids, handi-wipes, cold packs, a blanket, and surgical masks. The bags are carried out during each drill.
- A procedure checklist is in place on steps to take in the case of an intruder or possible intruder sitting on campus.
- The SEMS (Standardized Emergency Management System) folders are carried from the classroom during drills for teacher reference.
- Different groups, including parks and recreation, 4-H, YMCA, Scouts and Little League utilize the school facilities for their club purposes.
- An auto dialer is in place to be able to instantly notify all parents by phone in the case of a school emergency.
- Tobacco-free signs are posted at all entrances of the school, including the field area.
- Door blocks are placed on all interior doors to allow for quick locking in the event of an emergency.
- Camera systems are installed on all bus routes and administrators at each site have access to the software.
- Cameras are installed on campus to ensure safety.
- Site principals will support contact tracing and be the contact person for Colusa County Public Health regarding COVID-19.
- Communication with affected staff, students, and parents will be through the school notification system or means of rapid communication when a COVID-19 case has been confirmed and possible exposure has occurred.

Desired Changes

Objective 1: As a result of reviewing supervision responsibilities with staff, student safety violations while entering and leaving campus and during recess will decrease.

Related activities:

- In August, staff will receive training from the principal or assistant principal on proper supervision strategies and legal responsibilities.
- Yard duty supervisors will meet monthly or as needed with the principal or assistant principal to communicate issues or problems. Yard duty supervisors will learn to give consequences that are related, reliable, respectable and responsible.

Resources needed:

Assistant Principal and Principal to be available as support and for monitoring.

Evaluation: There will be a decrease a number of behavioral referrals.

10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
89	65	48	23	15	34	38	43	32	*11

Revised 10/06/20

Objective 2: We will reduce the amount of litter on the school campus.

Related Activities:

- A. Classrooms are assigned a week where they pick up the trash around the school grounds and their classroom entrance.
- B. Teachers will build pride within their classroom and of their school by conveying the message of caring for their school environment by taking care of it.
- C. Recycle cans are placed throughout the school to promote cleanliness.
- D. The kindness challenge that includes responsibilities will be implemented.
- E. Mrs. Lopez will be posting a monthly video of her reading a book that is connected to the Kindness challenge.

Resources: Site funds to cover the cost of garbage bags if needed.

Evaluation: Litter will not be on campus. Students will be observed picking up litter without being prompted to do so.

Objective 3: Work together as a team to help custodians keep our classrooms and work areas clean.

- A. Follow the teacher/custodian responsibility guidelines given to staff at beginning of year.
- B. Partake in open communication with one another about needs/wants.
- C. Clean up after yourself so that others don't have to.
- D. Have classroom conversations about bathroom etiquette (flushing, picking up toilet paper, paper towels and leaving sink clean) with students during your monthly class meetings.

Resources: No additional resources needed.

Evaluation: No complaints regarding cleanliness of classrooms or other buildings on campus from either custodians, staff members, students, or parents.

Objective 4: Minimize the outbreak of influenza/COVID-19

Related Activities:

- A. Students will have their temperature taken when getting on the bus and at the classroom door at the beginning of each day by the teacher.
- B. Masks must be worn upon arrival and dismissal.
- C. Masks will be made available at central location outside of the school for those students arriving on campus without one.
- D. Multiple points of entry will be available for staff and students to enter and exit the campus at the beginning and end of the school day in order to maintain physical distancing.
- E. Student desk/tables will be arranged to allow for maximum student-to-student distancing.
- F. Students will use hand sanitizer as they enter and exit buildings or classrooms.
- G. Disinfecting wipes will be in each of the classrooms.
- H. Teachers will receive the one-hour annual training necessary to use disinfecting wipes and sprays.
- I. Signs will be posted to remind about physical distancing, masks, hygiene and general safety related to the pandemic.

- J. Teacher or staff will notify the front office that a student is on their way to the established isolation room so that the student can be met by assigned staff.
- K. Computers will be individually assigned to students to avoid sharing.
- L. Continuous cleaning during the school day of high touch surface areas by custodial staff will be ongoing.
- M. Students will be taught and reminded to cover a sneeze or cough appropriately.
- N. Posters will be hung around the campus showing how to correctly cover a cough or sneeze and how to wash hands correctly.
- O. Students will be reminded to wash their hands after using the bathroom.
- P. Students will not be allowed to share food.
- Q. Custodians will sanitize door handles on a daily basis.
- R. School nurse will work collaboratively with the County Health Department regarding influenza.
- S. Sick students will be sent home.
- T. Cafeteria tables will be sanitized on a daily basis.
- U. The influenza-like Illness Symptom Screening Tool for Parents and Caregivers will be sent home in English and Spanish.
- V. Attendance clerk will track Influenza-Like Illness (ILI) on a tracking form.
- W. Classrooms will be provided with disinfectant spray bottles in order for students to clean their desks.
- X. Masks may be used by students who are sick and waiting to be picked up from school.
- Y. The district nurse will send out a letter to parents to encouraging them to take their student to get a flu shot.

Resources: Site funds.

Evaluation: Attendance will remain at 90% on any given day.

09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
96.6 %	97.3%	97%	98%	97%	97%	98%	97%	97%	96.7%	*97.4%

*Data from 8/19 to 3/20

Objective 5: Train After School Program staff on Emergency procedures.

Related Activities:

- A. Each classroom has updated Emergency binder.
- B. Each classroom has an emergency bag with supplies
- C. Principal trains staff on procedures
- D. Each classroom has list of students in program with phone numbers.
- E. Cohort groupings of students that will remain the same everyday.
- F. All safety protocols that are established during the regular school day
- G. Pick up protocols established
- H. Fire drill is conducted one time per year.
- I. Intruder drill is conducted one time per year.

Resources: ASES Funds

Evaluation: Record of training date with list of those who attended. Dates of fire drill and intruder drill recorded.

Revised 10/06/20

Objective 6: Visitors will be monitored and cleared before entering campus.

Evaluation: Raptor visitor management system will be utilized.

	18/19 (First Year)	19/20
Number of Raptor Check-ins	60	5

*Data from 8/19 to 3/20

*COVID-19 school year unable to do because of distance learning and social distancing

Data from the following sources was used to identify areas in need of improvement:

- Student Surveys
- Parent Surveys
- Staff Surveys
- Discipline Referral Data
- Attendance Data
- Bus Referral Data
- Healthy Kids Surveys

Lloyd G. Johnson Junior High School

Safe School Plan

2020/2021

Jessica Geierman, Principal

Component 1: School Climate

The traits that students, teachers, administrators, and other personnel bring to the campus (ethnic/cultural diversity, experiences)

Our Goal is: To maintain and develop effective methods of communication that will give all stakeholders a working knowledge of the school.

Areas of Pride: The District's Health/Safety Committee and School Site Committee note that the following programs and conditions at Lloyd G. Johnson Junior High which positively affect the physical and/or psychological well-being of all persons on campus as it relates to the personal characteristics of students and staff:

- Push in services for English Language Development are provided to non-English speaking students as well as a specialized newcomer's ELD class.
- District counselors provide counseling services, four days per week.
- Colusa County Office of Education provides Special Education teachers and paraeducators as needed by the disabilities and numbers of students.
- The Colusa County Office of Education and the Pierce Joint Unified School District funds a nurse to be available to provide vision testing, immunization (i.e. flu shot), and hearing testing.
- The District's Health and Safety Committee members represent the ethnic diversity of the community and include parents, teachers and law enforcement officers.
- Dress code was adopted for grades K-12 in 1996 and newly updated in 2018 by the School Board. Teachers and staff monitor the dress code on a daily basis.
- All 6th graders participate in a week long science camp, with the entire portion of the cost paid through community donations and student fundraisers.
- Sports programs are offered to 7th and 8th grade students as an extracurricular activity.
- ASB offers a chance for students to be part of the leadership of the school.
- The PJUSD District Discipline Guidelines guides discipline, and discipline referrals are kept in a file in the office available for staff to reference.
- We have a District DART Committee that works with the site to stop truancy and deal with any behavioral referrals.
- The Sexual Harassment policy is included in all registration materials.
- Collaborative Wednesdays are used by staff for academic and school cultural concerns as well as professional development.
- Healthy Kids Survey has been taken every other year and data from the survey has been used to ascertain problem areas.
- A breakfast program is in place and parents may apply for free or reduced meals.
- Free breakfast and lunch is provided to all students until December of 2020.
- Two duty supervisors are posted in assigned areas of campus during lunch recess times.

- Girls Circle and Boys Club Live Program is available for qualifying 7th/8th grade students put on by the Colusa County Probation Department.
- Teachers are available during office hours, and after school for students needing a reteach or test make-up
- ~~After School Clubs are available for all students on Monday, Tuesday, and Thursday from 3:10 to 4:10 PM. Bus service is provided for students.~~

Objective 1: Lloyd G. Johnson Junior High School will continue to implement opportunities for parents, community members, and staff to communicate with one another and will encourage all stakeholders to find solutions to problems throughout the 2020/2021 school year.

Related Activities: To continue working towards better communication between staff, parents, community and other school sites.

- All school-to-home communications are translated into Spanish.
- Use of staff group meetings; two groups to be established: one a subject area group and the other a grade level group to be used to study student work and progress, and site needs.
- Collaboration Wednesday began in 1999 and includes an early release of students at 2:11 p.m. in order that grade levels and subject matters may meet for a meaningful amount of time.
- During Distance Learning, students are released at 1:30 on Wednesday, in order for professional development to begin at 2:00 p.m.
- Areas to be concentrated on are Academics, Environment, Character, and Pride.
- Meetings with JJH Parents Club to work on fundraising for Shady Creek Science Camp and other grade level field trips.
- Parent information is given to parents when they register their child for school to ensure they have knowledge of policies such as discipline and dress code.
- Parents are invited to the Health and Safety Meetings if they feel changes in policy are needed; the changes are discussed and voted on by the committee.
- Parents are welcomed at JJH and encouraged to visit classrooms and work closely with the teachers of their children. All visitors must sign in at the office through our Raptor Program and receive a visitor's pass print out.

People responsible:

Principal, staff, and other stakeholders.

Resources: Site will fund appropriate workshops for staff. Staff will use collaboration time to work on specific concerns and solutions throughout the year.

Timeline: Ongoing

Evaluation: Attendance tracked by sign in sheets at meetings.

Objective 2: To continue educating the student population on bullying behavior (both at school and on social media) and to provide acceptable methods for settling student conflicts.

Related Activities:

- Provide materials for staff to review with students. Suite360 educational videos/programs along with assemblies and presentations.
- Use of Associated Student Body (ASB) to help set standards of behavior.
- Courageous Cougars Implementation and the training of Peer Conflict Facilitators.
- Hold monthly meetings with noon duty supervisors to discuss progress in maintaining a safe campus.
- Hold Student Study Team meetings to discuss students who are having either social or academic issues and are of concern to staff.
- Students will follow the PJUSD dress code.
- School counselors provide services for students who are involved with bullying issues.

People responsible:

Principal, teachers, yard personnel, and Student Body.

Resources: Staff will continue to look for materials to use within classes; the Student Body will discuss issues and determine policy.

Timeline: Ongoing.

Evaluation: The number of students suspended for bullying type behavior compared to previous years.

School Year	# of suspensions
2016/2017	1 suspensions
2017/2018	9 suspensions
2018/2019	6 suspensions
2019/2020	1 suspensions

Component 2: The School’s Physical Environment (The physical setting and conditions of the school).

Our Goal Is: To annually analyze and eliminate any physical hazard that may reduce the safety of staff, parents, students, and visitors to Johnson Junior High.

Areas of Pride: The District Safety Committee and School Site Committee commend the students, staff, district maintenance, and parents for the following condition and programs at Lloyd G. Johnson Junior High which positively affect the safety of all stakeholders on campus:

- A district safety meeting is held monthly to review and monitor safety and health issues within the district. The committee has health professionals, law enforcement officers, school staff, and parents as members. Each school has a school site member as a voting member.

- The Safety meeting minutes are shared at the School Site Council meetings and concerns are taken to the Safety meeting.
- Visitors are required to check in at the office before going anywhere on the campus with Raptor.
- Visitors are required to wear a badge.
- There is an ongoing policy to remove any evidence of vandalism as soon as possible.
- Landscaping is designed with flowers, trees, and grass to provide a pleasant environment.
- Facilities are cleaned daily and receive heavy cleaning during vacation periods.
- A bulletin board marquee posts announcements near the street so the community is aware of upcoming events.
- A colorful and creative bulletin board in the school office posts important student information.
- The emergency plan is reviewed each semester with staff to ensure current class enrollment lists are included in folders located by the exit of each classroom door.
- The Staff continually updates the telephone tree to ensure communications in times of emergency or disaster.
- Black bags for an emergency situation include Band-Aids, handy-wipes, cold packs, etc for each classroom. The bags are carried with the class during each drill, along with emergency binders.
- The SEMS Standardized Emergency Management System, (folders for emergency) is in a carrying case and taken outside during each emergency drill.
- Teachers are on duty as students board buses and walk home from school.
- Breakfast is served in the cafeteria before school.
- Both the exterior and interior of the building are kept painted.
- A liaison from the Colusa County Sheriff's Department conducts safety checks, helps patrol campus, and investigates all criminal events on campus.
- Fire drills are conducted each quarter.
- Student discipline is determined using the District Discipline Guidelines to ensure fairness to all students.
- Special Education students are assigned classes under a watch-and-consult program and where possible an aide is provided by the Colusa County Special Education Services.
- Weekly teachers' meetings are held to facilitate communication among staff members.
- We have a closed campus; students must be checked out by an adult on file in their registration form before leaving school grounds during school hours.
- A Crisis Response Box is located in the JJH office containing plans, forms, and any equipment necessary.
- All classrooms have phones for communication with the office, parents, and other school officials.
- Drills for fire, intruder on campus lockdown, natural and other emergency disasters, and earthquakes are reviewed by staff and practiced on a regular basis.
- School Resource Officer assigned to JJH for the 2020/2021 school year.

Objective 1: The Johnson Junior High campus will be maintained in all areas.

Related Activities:

- Emphasize to students and staff the importance of a clean and well maintained campus
- Student restrooms will be monitored multiple times daily for cleanliness and damage.
- Students will take responsibility for keeping restrooms clean and to clean up trash on campus.

Resources:

- Johnson Jr. High maintenance budget fund

People responsible:

- Principal, Staff, students and Safety Committee.

Timeline: Ongoing.

Evaluation:

- Evidence will be provided by a clean campus and restrooms.

Objective 2: Evaluate the physical security at the site

Related Activities:

- To conduct an annual security survey and to have the Sheriff's Department review the campus security and recommend changes.
- Hire and train new yard supervisors to mediate student problems and identify potential conflicts.
- The Sheriff's Office is asked to dispatch an officer if and when possible for the intruder drills.
- Security camera system was updated during the summer of 2018. Major maintenance was performed during the fall of 2020.
- The District Maintenance Administrator performs a yearly assessment of our school facility.

Resources:

District Monies

People responsible:

Principal

Timeline:

Ongoing

Evaluation:

Parent feedback given through our yearly Johnson Jr. High Parent Survey on physical security of our school site

Pierce High School & Arbuckle Alternative High School

Safe School Plan 2020-2021

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

School Culture and Support for Student Personal and Academic Growth

Component 1: The School Climate

Goal: At Pierce High School and Arbuckle Alternative High School, we strive to create a climate where all stakeholders are given the skills, support, and opportunity necessary to make a contribution to a smooth functioning school.

Measure 1: Increase parent communication through advisement class to 100%.

Advisement documentation & SST referrals	19/20	20/21
	No Data Given	

Measure 2: Increase Fair, Respectful, and Orderly Environment-Adults at PHS treat students with respect by 5%.

Fair, Respectful, and Orderly Environment	17/18 (19/20 no data given)	20/21
Adults at PHS treat students with respect.	55%	

Measure 3: Increase a-g Completion Rate by 10%.

18/19	19/20	20/21
26.7%	36%	

Measure 4: Maintain D Rate not to exceed 9% and Maintain F Rate not to exceed 4%.

D's and F's	19/20 (Semester 1)	19/20 (Semester 2)	20/21 (Semester 1)	20/21 (Semester 2)
D's	7.6%	5.7%		
F's	5.5%	3.2%		

Indicators for School Climate

(1) Parent and Community Engagement: The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Methods for Goal Implementation/Parent and Community Engagement:

1. Regular Parent Involvement & Use of Community Resources

- Pierce High School and Arbuckle Alternative High School implement strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs, independent study and alternative education students.
- We strive to provide different opportunities for families, businesses, and community involvement both at Pierce High School and Arbuckle Alternative High School. Through the Aeries Parent Portal, parents and students can review students' assignments, grades, and attendance. We also employ school wide auto dialers to inform and invite parents of upcoming events such as Back to School Night, School Site Council meetings, English Language Advisory Council meetings (ELAC), Drama productions and parent workshops by grade level. In addition, we keep parents inform about what is happening at PHS through our school Facebook page, website, school messenger, and daily bulletin. A part-time Migrant Education Coordinator is on-site and supports both students and parents.
- We make an effort to involve local businesses and community members in the learning process of our students by inviting them to be part of our school wide College/Career Day which occurs every other year (not scheduled due to Covid 19, will resume when it's safe to do so) . During our College/Career Day, members from the community are guest speakers. In spring 2017, we had over 45 speakers discussing different careers with our students, including universities, community colleges, vocational schools and different military branches available to our students and parents to teach them about admission requirements, financial aid, and a-g courses.
- During parent presentations, parents have the opportunity to learn about a-g courses, graduation requirements, college admission requirements for University of California (UC), California State University (CSU), community colleges, vocational schools, and financial aid.

- In our yearly financial aid workshop (FAFSA), bilingual financial aid officers from Woodland Community College work in collaboration with the academic counselor and the college and career technician to assist parents and students to complete their financial aid application. Before the line-by-line workshop, parents are invited to an informational session is held so that parents can learn about the financial aid process, student loads, work study and the different types of grants available to students. Both the workshop and information session are conducted in Spanish and English.
- Pierce High School/Arbuckle Alternative High School use business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.
- During our yearly schoolwide Future Farmers of America (FFA) Field Day, parents and community members are invited to judge, cook and organize. This year the event brought in over 1,200 students statewide to complete in agricultural based contests ranging from floriculture and small engines to veterinary science and public speaking.
- The district App is available for parents, students, and community members to download. The App will push out notices, reminders and updates to parents and will also be utilized in the event of an emergency.

2. High Expectations/Concern for Students:

- PHS and AAHS demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.
- Based on the California Healthy Kids Survey, 68% (not updated because of Covid 19) of 11th grade students reported that they feel close to people at school. Advisory class allows students an opportunity to build a relationship with a teacher on campus who they will see every Gold Day of the month for all four years of high school. During Advisement, teachers monitor grades, graduation status, and a-g course completion. Advisement teachers will refer students who are struggling to the weekly Staffing meetings for intervention. Advisement is not at AAHS. Students meet regularly with the Counselor and College and Career Technician outlining their postsecondary plans.
- Support classes have been implemented and any student who is struggling academically (multiple F's) is placed in a Support class to give them the opportunity to improve skills. In Support class students check their grades, complete missing assignments and have the opportunity to improve on specific skills using Edmentum courseware. Students with D's are also on a list to monitor their progress. These students are identified through the weekly Staff meetings and teacher referrals.
- Girls Circle and Boys Council Groups (Programs to provide students with the opportunity to others about any problems they are having) who have met every Wednesday during lunch (due to the Covid 19 outbreak groups are temporally not being held).
- An area of improvement to increase our a-g completion rate. Starting the 2015-2016 school year, a full time College/Career Technician was hired to assist with this goal. In addition, we have made an effort to expose our students to several colleges/universities. College/University tours will be scheduled throughout the year as they are allowed.

- In August 2016, PHS and AAHS launched the Get Focused, Stay Focused (GFSF) course. GFSF allows freshman to complete a year-long freshman, comprehensive guidance course that helps freshman 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. The course culminates with the development of an online, skills-based, 10-year career and education plan that is updated annually throughout high school and used by advisors for counseling and instructors for academic coaching. All 9th graders are enrolled in the Get Focused, Stay Focused course which will be a dual enrollment class through Woodland Community College. If students successfully complete this class, they will earn college credit.
- In the summer of 2017, 67 Pierce students had the opportunity to attend the Sacramento State University Summer Academies. All costs including transportation, materials and lunch were covered by district for all students who attended. Students attended a week long course at Sacramento State to learn about different majors and careers. Students have the opportunity to collaborate with other students on real-world projects and become immersed in the college campus experience. In the summer of 2020 the academies were cancelled due to the Covid 19 outbreak. The academies will take place again this summer and any student who wants to participate will again have the opportunity to attend the academies. The Superintendent will be tracking the students by their post-secondary plans.

3. Atmosphere of Trust, Respect, and Professionalism:

- Pierce High School and Arbuckle Alternative High School has an atmosphere of trust, respect, and professionalism.
- Girls Circle/Boys Council provides students with the opportunity to join this support group and talk to other students about any problems they may be having.
- Advisory class allows students an opportunity to build a relationship with a teacher on campus who they will see every Gold day of the month for all four years of high school. During Advisement, teachers monitor grades, graduation status, a-g course completion, and students 10 year plan. Advisement teachers will refer students who are struggling to the weekly Staffing meetings for intervention. Advisement is not at AAHS. Students meet regularly with the Counselor and College and Career Technician outlining their postsecondary plans.

(2) Personal and Academic Support: All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Methods for Goal Implementation/Adequate Personalized Support:

1. Adequate Personalized Support:

- Pierce High School and Arbuckle Alternative High School have available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.
- During the 2015-2016 school year, Pierce High School began using Edmentum as a credit recovery and intervention program at both PHS and AAHS. Through Edmentum students are able to recover credits by completing online courses. It also provides students with opportunities to prepare for the ASVAB, ACT, and SAT through online courses. In addition, students can use Edmentum as a tutorial tool after school or on their own time at home using a smart device.
- Support classes have been implemented and any student who is struggling academically (multiple F's) is placed in a Support class to give them the opportunity to improve skills. In support students check their grades, missing assignments and have the opportunity to improve on specific skills using Edmentum course ware. Students with D's are also on a list to monitor their progress. These students are identified through the weekly Staffing meetings, teacher referrals and their NWEA scores.
- PHS has support classes for English Language Development for any student that is designated ELD. Students that are in need of Language support are enrolled in an English course that is the equivalent of English 9-12.
- Girls Circle/Boys Council provides students with the opportunity to join this support group and talk to other students about any problems they may be having.
- PHS and AAHS have a full time counselor and a full time Career/College Technician who support the social/emotional as well as academic and careers needs of students. With the addition of the Career/College technician, PHS has implemented the California College and Career Zone, a career readiness online program in conjunction with Get Focused Stay Focused (GFSF). This program will allow students to take career assessments, research universities programs, and scholarships. Our students will also participate in the Get Focused Stay Focused curriculum to develop their 10 year plan in the Life Choices (GFSF) course.
- For classes that we are not able to offer due to conflict or low interest we have tried to accommodate students that want to take the class by enrolling them in online classes through UC Scout. Online courses are selected carefully with the help of counseling department in order to adhere to CSU/UC a-g requirements. Students must seek out guidance from the counselors and get approval from their counselor as well as administration before enrolling in courses. The progress of the students is monitored by the Counseling Department.
- PHS and AAHS also has a district Intervention counselor who on campus once a week. Teachers, and parents can refer students to the counselor throughout the school year.
- Students with an IEP have access to Workability to get job skills and work experience. The special education teachers, administration, and counseling department work in collaboration to meet the needs of these students.
- Our School Resource Officer (SRO) works with PHS/AAHS administration, counselors, parents and staff to create a strong cooperative relationship to assist with student success.

2. Direct Connections:

- PHS and AAHS have a full time counselor and a full time Career/College Technician who support the social/emotional as well as academic and careers needs of students. With the addition of the Career/College technician, PHS will be able start implementing California College and Career Zone, a career readiness online program. This program will allow students to take career assessments, research universities programs, and scholarships. Our students will also participate in the Get Focused Stay Focused curriculum to develop their 10 year plan in the Life Choices (GFSF) course.
- TRIO Program
- Individual counseling (9-12)
- Girls Circle/Boys Council (when operating) provides a safe haven for students to get social and emotional support. The Department of Behavioral Health provides counseling services on-campus to support students and families.
- Starting with the 2017/2018 school year PHS/AAHS hired a counselor who will focus on grades, attendance and personal counseling. The goal is to decrease failing grades, decrease chronic absenteeism, and increase student connectedness to school.
- Google meet and Zoom are virtual platforms that our staff uses to connect with our distant learning students.

3. Support and Intervention Strategies Used for Student Growth/Development:

- Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.
- One area of concern would be regarding the academies success and the achievement gap our English Learners. CELDT data indicates that a significant percentage of our EL students plateau at the “early intermediate” or “intermediate” level and continue to struggle academically. Additional interventions, including intervention and support courses have all been implemented as a result of the data. Additional staff development regarding EDI Strategies are being implemented.
- Support classes have been implemented and any student who is struggling academically (multiple F’s) is placed in a Support class to give them the opportunity to improve skills. In support students check their grades, missing assignments and have the opportunity to improve on specific skills using Edmentum course ware. Students with D’s are also on list to monitor their progress through Pierce High School’s SST team. These students are identified through the weekly Staff meetings and teacher referrals.
- Pierce High teachers implement various instructional strategies for the purpose of providing personalized approaches to learning and alternative instructional options and meeting the needs of all students. Instructional strategies include class discussions, group presentations, speeches, small group discussions, etc. Also, Google’s educational tools

(Google Classroom/Google Applications for Education) are widely used for a variety of purpose including presentations, peer editing, collaboration, and to support project based learning.

- ISS 360 intervention program is a restorative justice program for students who need additional support with conduct and behavior. Students have access to a variety of content including: cyberbullying, bullying, respect, anger management, substance abuse, smoking/vaping, social awareness, goal setting and stress management.
- Starting in the fall of 2019, Pierce High School/Arbuckle Alternative High School implemented Alternative to Suspension Classes for first time offenders.

4. Support Services and Learning:

- The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.
- All students who earn multiple F's during the year are placed in a Support class to receive additional help. In addition, at risk students are identified upon enrollment and scheduled in to a Support class. The progress of students is monitored during Staffing meetings which are held weekly. Students who continue to struggle are referred to a Student Support Team (SST) meeting and possible referral for testing for special education qualifications.
- Pierce High School/Arbuckle Alternative High School will be holding parent conferences by appointment throughout the school year (arranged by advisement teacher or by the office) to monitor grades, graduation status, a-g completion, etc.

5. Equitable Support to Enable All Students Access to a Rigorous Curriculum:

- Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum. PHS/AAHS regularly examine the demographics and distribution of students throughout the class offerings and the availability of additional support such as extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes.
- PHS monitors courses in the Career and Technical Education area to ensure that the goals are being met.
- Open access to Advanced Placement (AP) courses supports student achieving college readiness. PHS offered 4 AP classes (AP English Lit. and Composition), AP Spanish and AP Calculus) until the 2016-17 school year. PHS expanded the AP program to include AP Statistics, AP Government, AP Psychology, and AP US History.
- Dual Enrollment Courses are offered at PHS
 - Life Choices—Get Focused, Stay Focused (6 Sections)
 - Plant Science (1 Section)
 - Business Computer Technology (2 Sections)
- Pierce High School offers 70 different courses. Of the 70 courses, 61 have been a-g approval for the 2019-2020 school year. In 2015-2016, only 41 courses were received a-g approval.

- Started in the 2015-2016 school year, students who need to repeat courses are offered courses online through the program Edmentum. Edmentum also offers ACT, SAT, and ASVAB course for those students who wish to get additional support for those tests.
- Students who wish to accelerate are allowed to attend the local community college.
- Students are made aware of programs available to them through classroom visits, freshman orientation, parent meetings, and the school website, and Facebook.

6. Co-Curricular Activities:

- School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.
- Pierce's Future Farmers of America (FFA) has a school wide field day in which over a 1400 students from Northern California attended in the spring of 2019. This is the largest student run FFA Field Day in the State of California.
- Several college/university tours are scheduled throughout the school year to motivate and inspire PHS students to pursue a higher education.
- FBLA is another co-curricular club that we offer at PHS. The mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs. There are 20 active members starting the 2018/2019 school year, with more applications being turned in daily.

Component 2: The School's Physical Environment

Goal: At Pierce High School and Arbuckle Alternative High School students are educated in a school that is safe, clean, and orderly, an environment that nurtures learning, and has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Measure 1: Increase students feeling that they strongly feel Safe at School from year to year by 5%.

School Safety	17/18 (19/20 no data given)	20/21
This school is a safe place for students.	71%	

Measure 2: Decrease the feeling of harassment or bullying among students by 10%.

School Safety	17/18 (19/20 no data given)	20/21
Harassment or bullying among students is a problem.	11.4% believe it is a mild-moderate problem	
Harassment or bullying of students by staff members	19/20 No data given	20/21

Measure 3: Decrease number of suspensions by 5%.

19/20	20/21
4 suspensions 4 In school suspensions 20 Alternatives to suspensions	

Measure 4: Maintain daily cleaning of classrooms and bathrooms at 100%.

19/20	20/21
Maintained at 100% till March shut down due to Covid 19	

Indicators for a Safe, Clean, and Orderly Environment

1. Pierce High School and Arbuckle Alternative High School have existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.
2. The PHS campus and AAHS campus are well maintained by onsite custodians and district ground crews as well as district maintenance personnel. Our staff & students do their part by picking up trash/litter when needed, leaving the classrooms furniture aligned for cleaning, and flush toilets after use. Custodians and grounds crew report possible unsafe situations to the site administrator as well as superintendent and a work order is completed to correct the issue.
3. Schools are safe and welcoming to all students. Each site has a Safe Schools Plan that is updated annually and is approved by the school site council. The plan is designed to address a variety safety issues if they come up and impede the opportunities for others to arise. According to the California Healthy Kids Survey, 70% of 9th grade students reported that they feel safe in school, and 72% of 11th grade students during the 2017/2018 school year.
4. School sites are inspected annually by the Fire Department and Health Department to ensure that the facilities are safe.
5. Teachers and students required to sign Internet safety forms at the beginning of each year. Teachers have access to broader use of the Internet for educational purposes. Both teachers and students are provided their own login/password for computer access.
6. PJUSD subscribes to an online service called Securly. Securly provides a safe online learning solution for our students that focuses on student safety so educators can have the confidence to allow learners to take advantage of current technology for communication, collaboration and learning.
7. PJUSD subscribes to Impero. At the high school, we use it as a classroom management solution. It has been very useful now that each student at Pierce High School is assigned his or her own chromebook for the school year. This solution helps our teachers with classroom management, computer usage monitoring, remote control, power management, print management, and Internet restriction.
8. Internet safety is a topic that is covered in all of Computer Application courses at PHS as well as Life Choices (GFSF). It is also covered in the classes at AAHS. Administrators and teachers have an “open door” policy for parents and students which is shared at the time of enrollment and reiterated regularly. The principal publishes his cellphone number so that parents can contact him through voice or text when they have questions or need to discuss topics related to their student.
9. Starting in August of 2019/2020 school year PHS/AAHS will offer alternatives to suspension classes with the help of our Colusa County Sheriffs School Resource Officer and Colusa County Office of Education TUPE Coordinator.

10. In August of 2019, Pierce High School updated the bell system that included an intercom/paging system to where now we are able to give announcements/instructions to all staff and students at once.
11. Our attendance/vice principal's office has the Raptor visitor check in where they will get their I.D. scanned and then they will receive a printed name tag complete with their photo.
12. PHS teaching staff aid in the cleaning and sanitizing of their classrooms in-between class periods in response to the Covid 19 breakout.
13. PHS teaching staff take temperature checks of each student as they are entering their first class period of the day.

**Pierce Joint Unified School District
Job Description**

JOB TITLE: TECHNOLOGY ASSISTANT

SALARY SCHEDULE:	Classified	SALARY LEVEL:	6
DEPARTMENT:	District Office	LOCATION:	All District Sites
REPORTS TO:	Director of Technology	BOARD APPROVED:	Pending

SUMMARY:

Under the direction of the Director of Technology or designee, perform a variety of professional duties that involve first point of contact for student device related support; repair student devices and other computers; order and inventory replacements parts; document repairs and perform on site technology support where needed.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Be the first point of contact for student device related support; assist students and parents with creating repair forms, assign loaner devices, initial troubleshooting, and coordinate pickup of repairs and returns.
- Maintain inventory of Chromebook repairs.
- Coordinate ordering of HP warranty parts for repairs.
- Assist with and perform repair of Chromebooks and other computer devices, inventory parts used for repairs, and document repairs performed; notify Director of Technology of problems that require higher level of maintenance or repair.
- Assist with the installation of computer devices and related peripheral equipment including printers and scanners; connect computers to local area networks; access the Internet via the local area network.
- Assist with troubleshooting and maintaining computer equipment; perform diagnostics on computer devices to determine problem correction procedure.
- Attend and participate in staff meetings and in-service activities; attend workshops, conferences, and classes to increase professional knowledge; stay abreast of new technologies and software.
- Provide phone and virtual support and availability as needed.
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Uses and operation of computer devices and peripherals equipment.

ABILITY TO:

- Be service oriented.
- Learn the functions of assigned duties.
- Learn new software products with or without formal training and adapt to changes in technology.
- Deal effectively with demands of itinerant position.
- Resolve computer systems and software malfunctions and procedural problems
- Understand the organization and operation of the assigned site in order to assume assigned responsibilities.
- Work with confidentiality and discretion.
- Deal tactfully and courteously with computer system users.

- Establish and maintain cooperative working relationships with individuals and vendors.
- Type accurately for successful job performance.
- Write and speak clearly and effectively.
- Bilingual English/Spanish preferred.

EDUCATION AND EXPERIENCE:

Any combination of education, experience, and training which would indicate possession of the knowledge, skills, and abilities. Minimum requirement: High School diploma and two years of related and practical experience in a computer or service oriented environment.

LICENCES AND OTHER REQUIREMENTS:

Valid California Driver's License

WORKING CONDITIONS:

ENVIRONMENT:

- Working inside classrooms and offices with constant interruptions.
- Continually moving between school sites either by foot or by personal auto.
- Working in a room with electronics running at a high decibel level.
- Occasionally work outside.

PHYSICAL ABILITIES:

- Sufficient vision to read printed materials and video display screens.
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, classroom environment, and on the telephone.
- Sufficient hearing to conduct in-person, classroom, and telephone conversations.
- Ability to sit or stand for extended periods of time.
- Sufficient mobility to move about, stoop, and reach.
- Lift, push, pull, and carry object weighing up to 50 pounds.
- Dexterity of hands and fingers to operate computer terminal and standard office equipment.
- Dexterity of hands and fingers to remove, repair and replace computer equipment and peripherals.
- Drive vehicle to conduct work.

Pierce Joint Unified School District
2020/21
Classified Salary Schedule

STEP	1	2	3	4	5-10	11-15	16-20	21-25	26-30	31
CLASS										
1	15.17 2,643	15.67 2,729	16.12 2,808	16.70 2,909	17.27 3,007	17.77 3,096	18.37 3,199	18.96 3,303	19.60 3,413	20.31 3,537
2	15.67 2,729	16.12 2,808	16.70 2,909	17.27 3,007	17.77 3,096	18.37 3,199	18.96 3,303	19.60 3,413	20.31 3,537	21.01 3,660
3	16.12 2,808	16.70 2,909	17.27 3,007	17.77 3,096	18.37 3,199	18.96 3,303	19.60 3,413	20.31 3,537	21.01 3,660	21.76 3,790
4	16.70 2,909	17.27 3,007	17.77 3,096	18.37 3,199	18.96 3,303	19.60 3,413	20.31 3,537	21.01 3,660	21.76 3,790	22.62 3,941
5	17.27 3,007	17.77 3,096	18.37 3,199	18.96 3,303	19.60 3,413	20.31 3,537	21.01 3,660	21.76 3,790	22.62 3,941	23.37 4,071
6	17.77 3,096	18.37 3,199	18.96 3,303	19.60 3,413	20.31 3,537	21.01 3,660	21.76 3,790	22.62 3,941	23.37 4,071	24.31 4,234
7	18.37 3,199	18.96 3,303	19.60 3,413	20.31 3,537	21.01 3,660	21.76 3,790	22.62 3,941	23.37 4,071	24.31 4,234	25.26 4,399
8	18.96 3,303	19.60 3,413	20.31 3,537	21.01 3,660	21.76 3,790	22.62 3,941	23.37 4,071	24.31 4,234	25.26 4,399	26.16 4,556
9	19.60 3,413	20.31 3,537	21.01 3,660	21.76 3,790	22.62 3,941	23.37 4,071	24.31 4,234	25.26 4,399	26.16 4,556	27.08 4,716
10	20.31 3,537	21.01 3,660	21.76 3,790	22.62 3,941	23.37 4,071	24.31 4,234	25.26 4,399	26.16 4,556	27.08 4,716	28.44 4,953
11	21.00 3,657	22.05 3,840	23.15 4,032	24.32 4,236	25.52 4,445	28.15 4,903	29.55 5,147	31.02 5,403	32.58 5,674	34.21 5,958

- * Step 11-15 is a longevity step granted after ten years experience credit.
- ** Step 16-20 is a longevity step granted after fifteen years experience credit.
- *** Step 21-25 is a longevity step granted after twenty years experience credit.
- **** Step 26-30 is a longevity step granted after twenty-five years experience credit.
- ***** Step 31 is a longevity step granted after thirty years experience credit.

3% increase to salary for passing the District adopted Bilingual Test (both written & oral)
(positions qualified to take the Bilingual Test will be at the discretion of the Superintendent)

DRAFT
CLASSIFICATIONS
1 - Cashier Cafeteria Helper Campus Supervisor
4 - Library Clerk Paraeducator Health Clerk Assistant Cook
Office Assistant I K-12 Clerical Aide
5 - After School Program-Site Leader
6 - Custodian College and Career Center Technician Office Assistant II Cook Car/Van Driver
Technology Assistant
7 - Custodian/Bus Driver Administrative Assistant Part-time Driver Groundswoker Bus Driver/Groundswoker Custodian/Groundswoker/Bus Driver
8 -Utility Technician/Bus Driver
9 -
10 - Technology Support Technician Transportation Tech/Utility Tech/Bus Driver
11 - Accounting Technician Maintenance Tech District Mechanic/Maintenance

The monthly salary on the classified employee salary schedule based on 12 months' full time employment. Full time employee salary is based on 2090 hours per yr. Part time employee salary is based on number of days worked + annual leave & classified holidays occurring within the year.

PIERCE JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD
STAFF REPORT

TO: PIERCE JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD

FROM: Carol Geyer, Superintendent

SUBJECT: Discussion and consideration to notify SELF of intent to withdrawal.

PURPOSE:

The Governing Board consider adopting Resolution #20/21 – 7: Intent to Withdraw from Schools Excess Liability Fund JPA authorizing Pierce Joint Unified School District to notify SELF of intent to withdraw.

BACKGROUND:

Historically, Pierce Joint Unified School District has been a party to the Schools Excess Liability Fund JPA coverage through Tri-County Schools Insurance Group.

Tri-County Schools Insurance Group (TCSIG) has concerns regarding a potential change of the Memorandum of Coverage for SELF. It is TCSIG's understanding that SELF has set forth an Ad hoc committee which has been pursuing the subject of moving SELF on SAM claims from an occurrence-based policy to a claims-made policy.

The proposal being made to withdraw is being made contingent on SELF's decision to modify the Memorandum of Coverage during the 2020/2021 plan year. TCSIG will suspend their withdraw if SELF agrees to either postpone any action on modifying the Memorandum of Coverage until the 2021/2022 plan year or in the alternative offer a reduced policy limit of \$35MIL that provides occurrence coverage. SELF controls the issue at this point and will make a determination at their December 6 board meeting at which time TCSIG will know whether to withdraw or not.

SELF requires each member of TCSIG to withdraw individually. TCSIG's board has elected to withdraw vesting the discretion in TCSIG's administration to make the final determination based on how the contingencies unfold. Each member of TCSIG is required to provide a separate resolution that we request be sent to the TCISG administration in order to protect all of our members by ensuring a timely withdraw.

It is TCISG's recommendation that member districts not enter a year with a plan that is based on claims-made coverage since it creates a number of significant problems in the future. A few examples are outlined in the letter that was sent to SELF by the CFO of TCSIG enclosed for your review. It is requested that all members provide their resolutions to the TCSIG office no later than 12/15/2020.

RECOMMENDATION:

Pierce Joint Unified School District recommends approval of Resolution 20/21 – 7 to withdrawal from SELF effective July 1, 2021; and serve the Tri-County Schools Insurance Group Chief Financial Officer a copy of the resolution on or before December 15, 2020 and designates TCSIG's CFO to retain said resolution and further grants total discretion to Tri-County Schools Insurance Group's CFO to serve said resolution on SELF no later than December 30, 2020.

ATTACHMENTS:

Resolution #20/21 - 7

RESOLUTION NO. 20/21 – 7:
Before the Executive Committee of the Board of Directors of
Pierce Joint Unified School District

RESOLUTION APPROVING
WITHDRAWAL FROM MEMBERSHIP IN
SCHOOLS EXCESS LIABILITY FUND
JOINT POWERS AUTHORITY (JPA)

RECITALS:

1. Pierce Joint Unified School District is a party to the Schools Excess Liability Fund Joint Powers Authority (SELF).
2. The Joint Powers Agreement of SELF provide that a party may terminate participation in a program under the SELF by notifying the Board of SELF in writing by the close of business on December 31, of its intention to do so effective upon the conclusion of the current fiscal year on June 30.
3. The District desires to terminate its participation in the SELF JPA.

NOW, THEREFORE, BE IT RESOLVED:

1. Pierce Joint Unified School District intends to withdraw from SELF effective July 1, 2021.
2. Pierce Joint Unified School District shall serve the Tri-County Schools Insurance Group Chief Financial Officer a copy of this resolution on or before December 15, 2020 and designates TCSIG CFO to retain said resolution and further grants total discretion to Tri-County Schools Insurance Group CFO to serve said resolution on SELF no later than December 30, 2020.

THIS RESOLUTION was duly passed and adopted at a meeting of the Executive Board of Pierce Joint Unified School District on this 19th day of November, by the following roll call vote:

AYES: _____
NOES: _____
ABSTAIN _____
ABSENT: _____

President

ATTEST:

Secretary

PIERCE JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION #20/21 – 9:

Purchase of (2) Electric School Buses

WHEREAS, the Governing Board (the “Board”) of the Pierce Joint Unified School District (the “District”) has determined that a true and very real need exists for the acquisition of one (2) Zero Emissions Blue Bird Electric School Buses; and

WHEREAS, the governing board of a school district may under Section 20118 of the California Public Contract Code, without advertising for bids, if the board has determined it to be in the best interest of the district, authorize by contract, lease, requisition or purchase order, any public corporation or agency to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, services and other personal property for the district in the manner in which the public corporation is authorized by law to lease or purchase; and

WHEREAS, the Board of the District has determined that it is in the best interest of the District to purchase two Blue Bird T3RE3904S 315 HP, 78 passenger electric school buses from A to Z Bus Sales, Inc. through a bid procured by Waterford Unified School District Board Action on November 10, 2016 with two additional one-year contract extensions effective until December 31, 2020 (“Purchase Contract”); and

WHEREAS, the Board of the District has been awarded a bus replacement grant from North Coast Air Quality District in sufficient amount to fund the proposed Electric School Bus purchases; and

WHEREAS, the Board of the District has determined that this Purchase Contract is the most economical means for providing the Property to the District.

NOW, THEREFORE, the District Board hereby finds, determines, declares, and resolved as follows:

- Section 1: All of the recitals set forth above are true and correct and the Board so finds and determines.
- Section 2: The Board hereby finds and determines the acquisition of the Property pursuant to Public Contract Code section 20118 to be in the best interest of the District.
- Section 3: The Board hereby finds and determines the Purchase Contract provides the most economical means for providing the Property to the District.
- Section 4: The Superintendent or Superintendent’s designee is hereby authorized and directed to do any and all things and to execute and deliver any and all documents which they may, in consultation with legal counsel, deem

necessary or advisable in order to consummate this transaction and otherwise carry out, give effect to and comply with the terms and intent of this Resolution.

Section 5: this Resolution shall be effective as of the date of its adoption.

APPROVED, PASSED, AND ADOPTED by the Governing Board of the Pierce Joint Unified School District, Colusa County, State of California, this 19th day of November, 2020 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

President of the Governing Board of
Pierce Joint Unified School District

Arbuckle Elementary School

Disaster and Emergency Plan

ARBUCKLE ELEMENTARY SCHOOL
PLAN FOR DISASTER AND EMERGENCY SITUATIONS

STUDENT CARE: TEACHER RESPONSIBILITIES 1

INCIDENT COMMAND SYSTEM FUNCTIONS 2-3

POSSIBLE INTRUDER AND/OR ABDUCTION 4

INTRUDER AND/OR HOSTAGE SITUATION 5

LOCK DOWN DRILL CALL LIST 6

FIRE 7-8

BOMB THREAT 9

BOMB THREAT INFORMATION SHEET 10

EARTHQUAKE 11-12

CAMPUS DISTURBANCES 13

GENERAL INSTRUCTIONS 14

CHEMICAL ACCIDENT 15

STORMS, FLOOD AND WINDS 16

HURRICANE OR TORNADO WINDS 16

STUDENT RELEASE FORM 17

EMERGENCY PHONE NUMBERS 18

KITCHEN EMERGENCY PLAN 19

BUDDY LIST 20

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EMERGENCY PHONE SCRIPT 24

PROCEDURE – DISMISSING STUDENTS IN EVENT OF EMERGENCY 25

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RECESS/ LUNCH SCHEDULES

EXTENSION LIST

PHONE TREE

ARBUCKLE ELEMENTARY SCHOOL

Student Care: Teacher Responsibilities

Personnel: All teachers and substitute teachers

Responsibilities:

- Assess situation and remain calm.
- If ground is shaking, lead Duck, Cover, and Hold.
- Calm, direct, and give aid to students. Assist seriously injured students if possible.

Lockdown:

- If gunfire or explosions are heard, get everyone to lie flat on the floor away from windows, doors locked, lights off and blinds pulled.
- Lockdown- message given by phone or messenger, get everyone to lie flat on the floor away from windows, door locked, lights off, blinds pulled. Account for yourself and students in Google Sheets.

Evacuation:

- Check with buddy teacher and assist as necessary. List is on page 19.
- Take classroom emergency bag, emergency cards and red emergency binder.
- Evacuate to emergency assembly area on football field unless told to assemble elsewhere:
 - Check with buddy teacher and assist as necessary or evacuate both classes together.
 - Use safest route, alert for hazards; quickly and quietly.
 - Door closed but locked.

Assembly Area:

- Instruct students to sit on grass or blacktop.
- Hold up red or green.
- Search and Rescue will check for attendance and record names of those unaccounted for.
- Supervise and reassure students.
- Administer first aid as necessary.
- Be alert for latent signs of injury/shock in *all* students.

Student Release:

- If parent demands child, breaking release procedure, make appropriate notation, describing incident, on emergency card/roll. Avoid confrontations.
- Be sure to check for the responsible persons given permission to pick up students on the emergency lists. Get driver's license number, etc

INCIDENT COMMAND SYSTEM FUNCTIONS

MANAGEMENT (overall policy direction)

- School Principal/Administrator (Mrs. Hansen or Mrs. Jansen): The critical incident and/or disaster determine who will be in Incident Command Officer. Until the arrival of the Incident Command Officer, the site administrator is in charge. The site administrator is most often the principal unless circumstances dictate differently.
- Public Information Officer (Mrs. Geyer): **NO ONE ELSE TALKS TO THE MEDIA** The administrator may authorize and designate a trusted well-trained individual to coordinate information being released to the press and make public announcements.
- Safety Officer (Mrs. Hansen or Mrs. Jansen): This person serves as a liaison officer. He/she is the point of contact for assisting and cooperating with agency representatives (fire, law enforcement, Red Cross).

PLANNING/INTELLIGENCE (gather and assess information)

- Instructional Staff: Teachers, librarians, computer center managers and teachers' aides can perform this function. These individuals must be able to use communication equipment, gather information in a timely manner and weigh it for significance.

OPERATIONS (implement priorities established by the Incident Command Officer)

- First Aid Coordinator (School nurse or Xochi Dudley):
Knows where all supplies are located, oversees first aid prior to paramedics' arrival, coordinates with paramedic. This person is usually the head school nurse.
- Search and Accountability Coordinator (Anne Felix and Melissa Cano):
Accounts for everyone on site as quickly as possible. This person must have access to attendance records, visitor sign-in sheets, emergency data cards of students and any other information that will assist in accounting for the school population. This person works closely with the Student Assembly, Shelter and Release Coordinator.
- Student Assembly, Shelter and Release Coordinator (Mrs. Hansen or Mrs. Jansen):
Oversees location where students assemble, attends to their needs when providing shelter, and oversees how parents receive students and the process for releasing students. This person works closely with the Search and Release Coordinator.
 - Grounds and Maintenance Coordinator (Custodial Staff):
Knows layout of building and grounds, location of shut-off valves and utility lines and is familiar with blueprints. Once job is completed, go to Incident Command Center (Mrs. Hansen).
- Incident Log Scribe (Secretary Veronica Dorantes)
Write down all information, records times, directives, and summaries of incoming and outgoing communications. Stays with the Incident Command Officer (Mrs. Hansen).

LOGISTICS

Logistics is responsible for “getting” or obtaining anything that the Incident Management Team needs.

- Food, Water and Supplies Coordinator:
Oversee distribution of food, water and essential supplies throughout critical incident.
- Bi-lingual Translator:
Assists in communication in schools that have a significant number of students and parents who speak English as a second language.
- Traffic Safety Coordinator:
Oversee transportation system.

AFTERMATH

- Return to “normal”
- It is okay to talk about it. Remember what is developmentally appropriate
- Parent/community meetings. Parallel law enforcement, administration, parent, etc.
- Don't forget staff
- Anniversaries
- Anticipate future problems

Procedures of Possible Intruder/Abduction

- Lock-down if necessary (Follow steps on page 6)
- Call Sheriff's Department
- Use lock-down drill call list to notify appropriate parties
- Explain situation to staff & students
- Send note to parents via students
- Do auto dialer message to homes

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

INTRUDER AND/OR HOSTAGE SITUATION:

Overview: This may be the most difficult emergency anyone ever faces. Because it may take many different forms, providing specific directions or guidelines is extremely difficult.

Intruder: This will be our code term for alerting staff that there is or may be one or more armed and dangerous individuals on campus.

Reporting a Situation to the Office: Should a staff member need to report an occurrence, let the main office know in any way possible (e.g. a written note, verbally through a student, etc.) that Intruder is present. How you phrase the statement can provide valuable information to us. "Intruder is in my class with two friends," would be a way of telling the office that the intruder has two individuals with her. "I think intruder is in a white pickup out by the kindergarten room," would alert us that you have observed someone in a pickup by the Kindergarten room.

Alerting Staff to a Dangerous Situation: The main office will use the phrase, "Just wanted to let you know that intruder is on campus," and you are to be in lockdown or words to that effect to notify staff of a dangerous situation.

Procedures to Follow: When you receive such a message, all staff is to lock their doors, close their blinds. Account for students in Google Sheets. Students are to remain in the class even if the bells ring. This may require you to sit tight for several hours or more. Working with the students to communicate why they must remain without causing panic will require extreme skill. Protect your students as your situation allows. In the multi-room, this could mean taking the class into the stage rooms. In regular classrooms, this would mean absolutely not allowing students near the door or windows.

Being Held Hostage: Try to remain calm and deal with the individual(s) in as normal a manner as possible. Do not become agitated or angry. Treat them with respect and dignity. Do not try anything rash such as attempting to overwhelm and disarm them. You are going to be the center of attention and your students will key in on your demeanor and behavior. How you react will in part determine how they react.

Drills: Intruder drills will be held at least 2 times per year. A notification will be sent using All call and/or School Messenger. Teachers will be given an intercom message to go into lockdown. A follow-up call to each classroom to ensure they are in lockdown will be made as indicated by the Lock Down Drill Call List. Account for students in Google Sheets.

Lock Down Drill Call List

Laura Hansen

Junior Guzman	902-7496	
Fabiola Ayala	713-7652	Blanca Olmedo 908-7240
District Office	476-2892	
Sheriff's Depart.	458-0200	
Susie Stassi	ext. 13327	Rm. 18
Katie Moresco	ext. 13329	Rm. 19
Kelli Garcia	ext. 13319	Rm. 12
Shelly Langlois	ext. 13321	Rm. 14
ASES Office	ext. 13347	Rm. 38
ASES	ext. 13357	Rm. 37
ASES	ext. 13358	Rm. 36
Room 1	ext. 13330	Rm. 1

Allison Jansen

Notify staff in multi-room		
Kitchen staff	ext. 13306	
Melissa Cano	ext. 13305	Rm. 33
Lupe Corona	ext. 13308	Rm. 8
Jodi Arens	ext. 13309	Rm. 2
Jill Pedrozo	ext. 13310	Rm. 3
Marlene Cline	ext. 13311	Rm. 6
Michelle Cherry	ext. 13313	Rm. 22
Melissa Mingarelli	ext. 13312	Rm. 5
Danielle Alvernaz	ext. 13314	Rm. 7
Keri Lovelady	ext. 13315	Rm. 17
Family Action Ctr.	476-0822	

Xochi Dudley

Erica Ambriz	ext. 13348	Rm. 29
Danielle Pfyl	ext. 13331	Rm. 23
Steve Saunders	ext. 13332	Rm. 4
Jennifer Barham	ext. 13334	Rm. 21
Alena Anberg	ext. 13346	Rm. 20
Haley Leué	ext. 13345	Rm. 24
Shirley Gale	ext. 13335	Rm. 31
LuAnne Lambertson	ext. 13328	Rm. TK
George Griffin	ext. 13325	Rm. 27
Library	ext. 13339	Rm. 34
Staff Room	ext. 13338	
Work Room	ext. 13342	Rm. 30

Veronica Dorantes

Kay Peck- Yard duty	844-2595	ext. 13351 or 13352
Beatriz Tapia	650-9756	
Anne Felix	ext. 13304	Rm. 32
Martha Martinez	ext. 13316	Rm. 9
Molly Conrado	ext. 13317	Rm. 10
Jody Ehrke	ext. 13318	Rm. 11
Arminda Corona	ext. 13322	Rm. 15
Samantha Vann	ext. 13320	Rm. 13
Brittanee Garcia	ext. 13323	Rm. 16
Rakae Harris	ext. 13336	Rm. 35
Ron Rector	ext. 13326	Rm. 28
Regan Talerico	ext. 13343	Rm. 26

Script: Are you on lockdown?

Page 13 wait- long pause dial tone, press 1

ARBUCKLE ELEMENTARY SCHOOL
PLAN FOR DISASTER AND EMERGENCY SITUATIONS

FIRE:

If a drill:

1. You will get email notification of drill at least one day ahead.
2. All call on loud speaker.
3. Grab your black bag, your phone, and lock the door behind you.
4. Check partner to see if out of room.
5. Hold Red, Green tab. Green tab if all students are present. Red tab not.

If not a drill (you don't get a notification over loud speaker right away)

1. Shelter in place (unless you smell/see smoke)
2. Wait for notification through All call/School Messenger telling you next step
3. Follow procedures above once notification is initiated

Each teacher must post and read the fire drill instructions to each of his/her classes and make certain that every class understands where it is to go when the fire alarm sounds. You will be given copies of the rules and directions for posting:

The following items are mandatory procedures for fire drills:

1. All schools personnel and visitors must leave the building regardless of their activities.
2. There shall be no talking during the drill.
3. There shall be no running or pushing during the drill.
4. All students shall stop working immediately and prepare to leave the room at the order of the teacher, leaving behind their personal possessions.
5. The teachers should supervise the exit of the group, making certain that it is done in an orderly manner and in line.
6. The teacher is required to pick up their class lists, then proceed with the group to the designated area.

7. The teacher should be sure that all students present that day have left the building and has locked the door.
8. Students shall remain silent and in line at their area until all-clear bell rings.
9. If the students are in another class, they shall follow the procedures for that class. **Students in Intervention, music, P.E. or Library will be taken to their classroom teacher once outside the building. Support team help supervise.**
10. If the class is outside, they shall proceed to the area in which they normally line up and stay there until the teacher arrives.
11. Designated staff will make sure by way of a check-off sheet that all rooms have evacuated.

Assignment

- Laura runs drill from inside
- Veronica check doors/teachers exiting
- Xochi runs times check doors teachers exiting. Call Laura when clear.
- Anne/Melissa check green/red cards
- Allison supervise students on field. Assist as needed

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

BOMB THREAT

Fire drill alarm will be sounded. Students will evacuate and procedures for fire drill will be followed

The person who receives the phone call should try to obtain the following information:

1. Exact location of the bomb.
2. Time set for denotation.
3. Description of the explosive or container.
4. Reason for the call, i.e. bomb threat.

The person who receives the phone call should make note of the following details:

1. Date and time of the call.
2. Exact language used.
3. Gender of the caller
4. Estimated age of the caller.
5. Any identifiable background noise, such as music, trucks, cars, etc.

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

BOMB THREAT INFORMATION SHEET

This form is to be completed by the person receiving the bomb threat.

DATE OF CALL: _____ TIME OF CALL: _____ A.M. OR P.M.

EXACT LOCATION OF BOMB: _____

TIME SET FOR DENOTATION: _____

DESCRIPTION OF EXPLOSIVE OR CONTAINER: _____

REASON FOR THE BOMB: _____

EXACT LANGUAGE USED: _____

THE INFORMATION WAS GIVEN FREELY BY THE CALLER: _____

THE INFORMATION WAS COAXED FROM THE CALLER: _____

SEX OF CALLER: _____ ESTIMATED AGE: _____

IDENTIFIABLE ACCENT: _____

IDENTIFIABLE BACKGROUND NOISES: _____

NAME OF PERSON RECEIVING THE CALL:

NAME ADDRESS PHONE NUMBER

UPON RECEIPT OF BOMB THREAT, DIAL THE FOLLOWING NUMBER IMMEDIATELY AND REPORT THE CALL:

EMERGENCY 911

COLUSA COUNTY SHERIFF'S OFFICE 458-0200
CONTACT ADMINISTRATOR IN CHARGE
CONTACT DISTRICT OFFICE 476-2892

DO NOT DISCUSS THIS CALL WITH ANYONE!

EARTHQUAKE:

Civil defense skills will be held at least twice a year. Each teacher will review the procedures below with their students during the first week of school and at the beginning of each attendance quarter. Teachers will be required to turn in certificates indicating that they have practiced the drill.

1. **DON'T PANIC.** The motion is frightening, but unless it shakes something down on top of you, it is harmless. Keep calm and ride it out.
2. If an earthquake catches you indoors, stay indoors. **Duck, Cover, and Hold!** Take cover under a desk, table, bench, or in doorways, halls, and against inside walls. Stay away from glass (i.e. window, mirrors, etc.).
3. Don't use candles, matches, or other open flames either during or after the tremor. Douse all fires.
4. Render first aid if necessary.
5. Take roll.
6. If the earthquake catches you outside, move away from buildings and utility wires. The safest place to be is in the open. Once in the open remain there until the shaking stops. **DO NOT RUN AROUND.**
7. Don't run through or near buildings. The greatest danger from falling debris is just outside doorways and close to the outer walls.
8. Request assistance as needed, through the Principal or the County Sheriff's Department.
9. The Principal will determine the advisability of closing the school. She/he will try to procure the advice of competent authority, District Office, and/or Colusa county Officials, about the safety of the building.
10. Instruct children concerning safety precautions during an earthquake in the event an adult is not present:
 - A. The safest place to be is in the open; stay there.
 - B. Move away from buildings, trees and exposed wires. **DON'T RUN!**
 - C. After the earthquake, if you are on your way to school, continue to school.
 - D. After the earthquake, if you are on your way home, continue to home.

EARTHQUAKE PROCEDURES CHECK LIST

WHAT

When an earthquake occurs, persons in authority instruct students to duck, cover and hold.

Once buildings are evacuated, guards are posted a safe distance from the buildings to prevent re-entry.

After evacuating from the school building, roll is taken.

Assistance is requested as needed through the Custodians, Principal's office.

Check building and grounds for water, gas leaks, and downed wires.

WHO

Teachers and/or paraprofessionals.

Custodians, Principal, Secretary.

Teachers and/or Paraprofessionals.

Teachers, Paraprofessionals.

Custodians.

Utility companies are notified by the Principal or Secretary of any or suspected break in lines that may present by additional hazard.

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

CAMPUS DISTURBANCES:

1. **Disturbing the Peace:**

It is a misdemeanor to intentionally cause or attempt to cause a riot by engaging in conduct which urges a riot or urges others to act forcefully or violently, or to burn or destroy property under circumstances which produce a clear, present, and immediate danger of such acts occurring. (Penal 404.6)

Anyone who, in a public place, fights, challenges another to fight, or uses offensive words likely to provoke a fight is guilty of a misdemeanor. (Penal 415)

2. **Disruption of School Operations:**

Students shall be subject to disciplinary action for any exercise of free expression that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school, such as may occur when students:

A. Organize or participate in unauthorized assemblies on school premises.

B. Participate in sit-ins or stand-ins, which deny students or employees normal access to school premises.

3. **Refusal to Disperse:**

Persons who assemble for the purpose of disturbing the public peace or committing any unlawful act are severely guilty of a misdemeanor if they do not disperse when desired or commanded to do so by a public officer. (Penal Code 416)

4. **Boycotts:**

Students participating in any protest that involves non-attendance at school or at a school activity where attendance is required shall be identified as truant.

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

GENERAL INSTRUCTIONS:

1. The Principal or designee shall determine when and if the emergency plan should be initiated.
2. A signal to alert all staff is the same as described in previous sections.
3. The following agencies shall be alerted:
 - A. Superintendent's Office (Governing Board members will be notified by the Superintendent's Office).
 - B. Sheriff's Department.
 - C. Neighboring schools (if appropriate).
 - D. Fire Department.
4. Only the Principal or designee shall communicate with law enforcement, news media, or the District Office.
5. All teachers shall lock their classroom doors, pull drapes or close blinds, and keep students inside the rooms until further instructions are given.
6. All buildings should be secured.
7. All restrooms and refuse containers should be locked.
8. Definite emergency procedures for all personnel shall be established.
9. All parents should be encouraged, with the utmost caution, from contacting and/or coming to the school during an emergency situation.

It is important that emotions be controlled as much as possible in dealing with emergency situations.

The primary objective is to offer the optimum protection to students and staff. Apprehension and arrests of individuals, when necessary, must be done at the proper time and with tact and dispatch.

PLAN AND DISASTER AND EMERGENCY SITUATIONS

CHEMICAL ACCIDENT:

Warning of a chemical accident is usually received from the Fire Department or Sheriff's Office, or from Emergency Services officials when such an accident occurs near a school and may be a threat to the safety of the school.

Chemical accidents, which might necessitate evacuation, will most likely involve the release of toxic fumes or the threat of an explosion from a tank truck or rail car accident occurring in the vicinity of a school.

PROCEDURES:

1. Determine the action to implement.

ACTION: LEAVE BUILDING

This directive means to effect the orderly movement of students and staff inside the school building to an outside area of safety and will be implemented when anything occurs which might make the school uninhabitable.

2. Determine whether the students and staff should leave the school grounds.
3. If appropriate, take action to evacuate the buildings, and if necessary, the area.

ACTION: DIRECTED TRANSPORTATION

This directive means loading students and staff onto school buses, private cars, and other means of transportation and taking them from an area of danger to an area of safety. This action should be taken under the direction of competent civil defense authorities. Instructions from authorities, directing such evacuation, could come to the school via any means of communication.

4. Move crosswind never up or downwind to avoid fumes.
5. With the school staff, maintain control of the students at a safe distance.
6. Render first aid as necessary.
7. Teachers will take roll. If any students are missing, report this information to the principal and responding emergency officials immediately.
8. Notify the District Office and maintain communication coordination.
9. The Principal or designee will direct other action as required.
10. Follow the directions of the on-scene commander.
11. Students and staff should not return to the school until Emergency Services officials declare the area safe.

STORMS, FLOODS AND WINDS:

When a major storm threatens, the radio, television, smart phones or the internet should be turned on to hear weather reports and forecasts, as well as other information and advice that may be broadcast by the local government.

HURRICANE OR TORNADO WINDS:

In the event of a storm generating hurricane-force or tornado-force winds, the following procedures should be observed:

SIGNAL: The signal for imminent danger due shall be the **sounding of repeated whistle when outside**, verbal or written announcement.

The internal signal for classroom notification when inside will be by intercom or individual classroom calls.

On Campus Procedures:

- All students should be in the buildings.
- Duck, cover and hold under desks, tables or anything sturdy with backs toward windows.
- Radios, computers and/or smart phones should be tuned for updated information and advice.
- Students shall be directed to stay away from doors and windows.

Off Campus Procedures:

- If in open country, students and staff should drive away at right angles from a tornado's path, if known at the time.
- If unknown or insufficient time is available, cover should be taken and people should lie flat in the nearest depression, such as a ditch, culvert, excavation, or ravine away from power lines and trees.

PLAN FOR DISASTER AND EMERGENCY SITUATIONS
ARBUCKLE ELEMENTARY SCHOOL
STUDENT RELEASE FORM

DATE: _____ TIME: _____

I, _____, HAVE RECEIVED
PERMISSION FROM _____ TO PICK UP THEIR
CHILDREN THUS RELEASING THEM FROM THE LEGAL CUSTODY OF PIERCE JOINT
UNIFIED SCHOOL DISTRICT.

STUDENTS PICKED UP: _____

INDIVIDUAL'S SIGNATURE DATE

INDIVIDUAL'S NAME (PRINT): _____

DRIVER'S LICENSE NUMBER (OR OTHER PICTURE ID): _____

HOME ADDRESS: _____

HOME PHONE #: _____ WORK PHONE #: _____

CELL PHONE#: _____

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

ARBUCKLE ELEMENTARY SCHOOL EMERGENCY PHONE NUMBERS

Arbuckle Public Utility District (Water):	476-2054
Arbuckle Fire Department (Non-Emergency Calls):	476-2231
(Emergency Calls):	476-2424
Colusa County Sheriff Department:	458-0200
Enloe Hospital: W. Fifth Ave. and Esplanade, Chico	891-7300
Fremont Hospital: 970 Plumas, Yuba City	671-2220
Rideout Hospital: 726 4 th Street, Marysville	749-4300
Woodland Memorial Hospital: 1325 Cottonwood Street, Woodland	662-3961
Pierce Joint Unified School District	476-2892 ext. 13000
Grand Island Elementary School:	437-2416 ext. 13400
Lloyd Johnson Jr. High School:	476-3261 ext. 13200
Pacific Gas and Electric Company:	1-800-743-5000
Paramedics:	911
Pierce High School:	476-2277 ext. 13100
Sacramento Poison Center:	734-3692 1-800-222-1222

Please have the following information ready when you call:

- ♦ What was taken (have container available if possible) and how much
- ♦ The age, weight, sex of victim
- ♦ Your name, phone number, relationship to victim
- ♦ The County you are calling from

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

KITCHEN EMERGENCY PLAN:

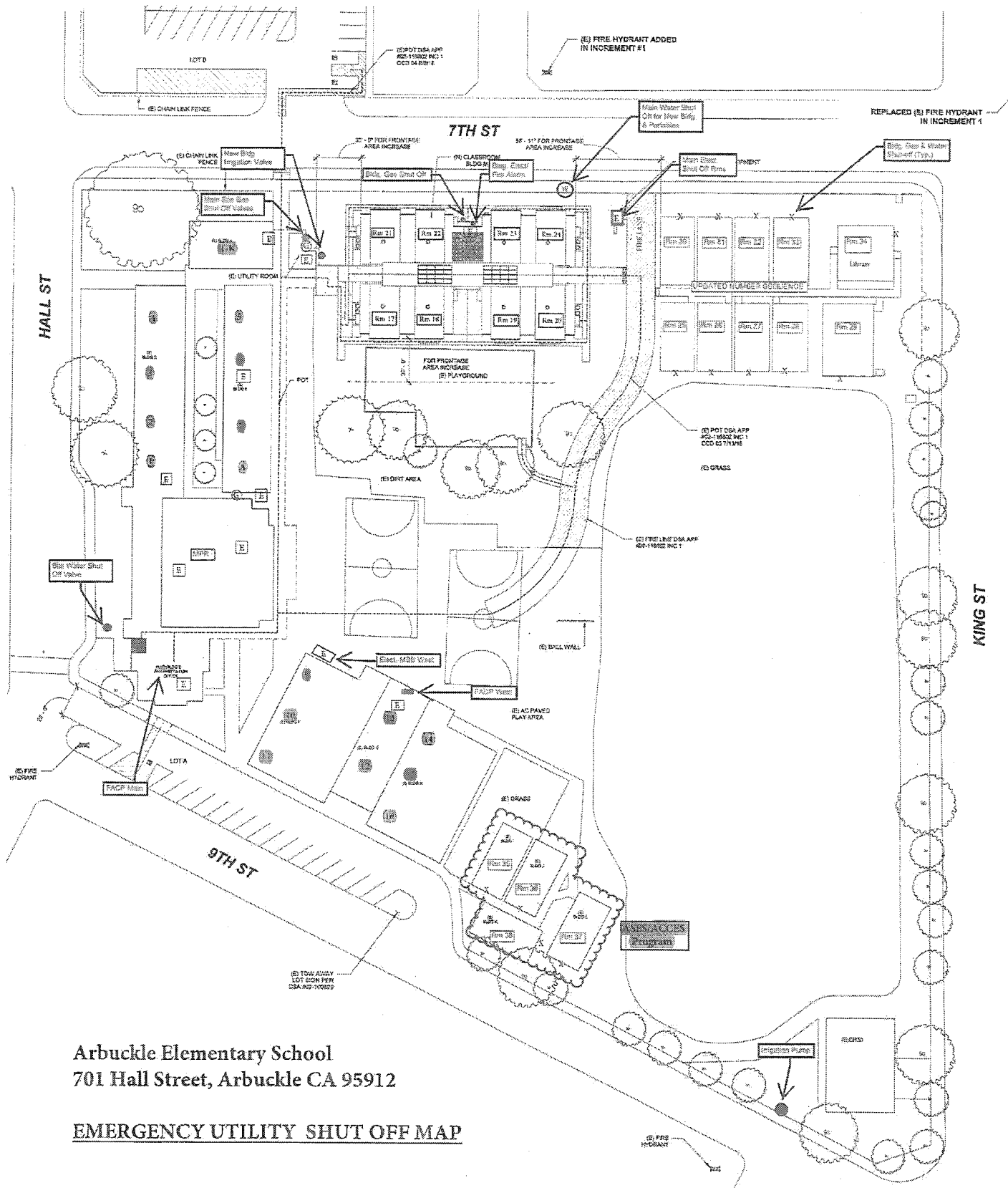
In case of any natural disaster please activate the following emergency kitchen shut down routine:

1. Remain calm.
2. Disengage all ovens and burners.
3. Unplug all electrical appliances
4. Make a quick assessment of condition of kitchen.
5. Follow the fire drill escape route.*
6. Take a quick head count to assure everyone is out.
7. Report condition of kitchen to custodial or office personnel.
8. Follow any further instructions given by Principal or staff.

***This is important to assure staff is all present.**

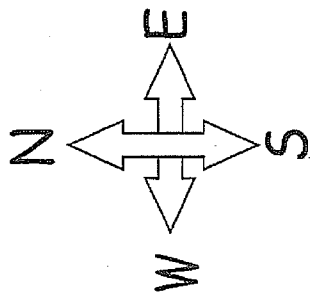
Buddy List

Anne Felix-Melissa Cano	Reading/ELD	Room 32 & 33
Jodi Arens & Jill Pedrozo	K	Room 2 & 3
Steve Saunders- LuAnne Lambertson	K	Room 4 & K
Melissa Mingarelli – Marlene Cline	1	Room 5 & 6
Danielle Alvernaz- Lupe Corona	1	Room 7 & 8
Martha Martinez- Kelli Garcia	4	Room 9 & 12
Molly Conrado – Jody Ehrke	4	Room 10 & 11
Samantha Vann- Brittane Garcia	5	Room 13 & 16
Shelly Langlois- Arminda Corona- Rakae Harris	5	Room 14, 15 & 17
George Griffin, Erica Ambriz, Ron Rector & Library	ELD, PE, Music	Room 27, 28, 29 & 34
Katie Moresco- Danielle Pfyl	2/3	Room 19 & 23
Keri Lovelady- Jennifer Barham	2/3	Room 17 & 21
Susie Stassi - Michelle Cherry	2	Room 18 & 22
Shirley Gale. – Regan Talerico	Spec. Ed. & Speech	Room 28 & 37
Alena Anberg – Haley Leué	3	Room 20 & 24
Kitchen/Counselors		Stage- East/West Rooms

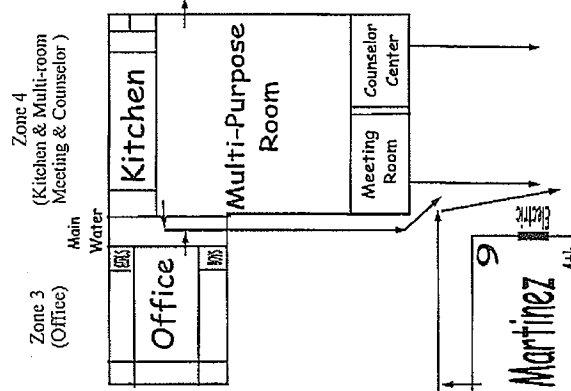
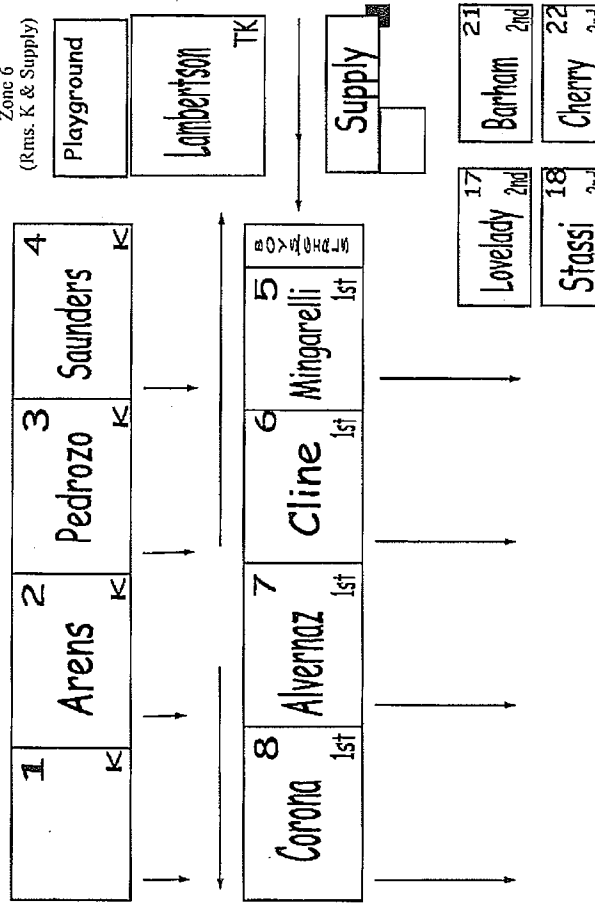


Arbuckle Elementary School
701 Hall Street, Arbuckle CA 95912

EMERGENCY UTILITY SHUT OFF MAP



Zone 5
(Rms. #1, 2, 3, 4, 5, 6, 7 & 8)



- 17 Lovelady 2nd
- 18 Stassi 2nd
- 19 Moresco 3rd
- 20 Amberg 3rd
- 21 Barham 2nd
- 22 Cherry 2nd
- 23 Pfyf 3rd
- 24 Leue 3rd

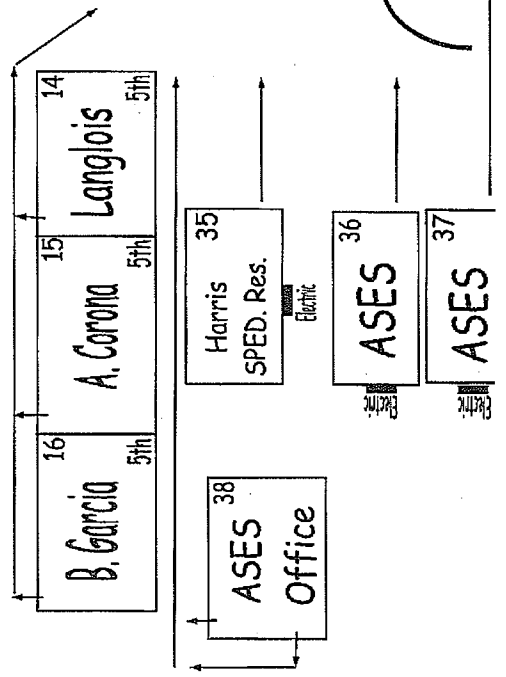
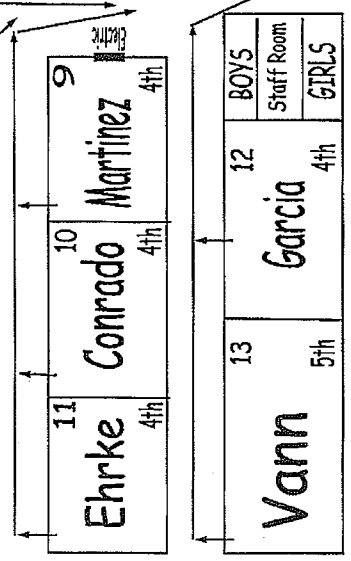
Boys/ Girls RR

In the event of the phone system being down

Laura takes note to Kitchen and Rm. »1 »2 »3 »4
 »8 »7 »6 »5 »TK
 Allison takes note to Rm. »17 »18 »19 »20 »26 »27 »28 »29 »34
 »21 »22 »23 »24 »30 »31 »32 »33

Veronica takes note to Counselor Center and Rm. »9 »10 »11
 »12 »13

Xochi takes note to Rm. »14 »15 »16 »38
 »35 »36 »37



- 25 Work Rm.
- 26 Talerico Speech
- 27 Griffin E.L.D.
- 28 Rector Music
- 29 Ambriz P.E.
- 30 Work Rm.
- 31 Gale Sp. Ed
- 32 Felix R.I.
- 33 Cano E.L.D.
- 34

Pierce Joint Unified School District
Emergency Plan- Staging Areas

Arbuckle Elementary:

Parent Staging Area- Arbuckle Elementary Library
Secondary Parent Staging Area- Pierce High School South Gymnasium
Law Enforcement Staging Area- Mobile Command Center
Media Staging Area- District Office

Grand Island Elementary:

Parent Staging Area- Grimes County Library
Secondary Parent Staging Area- Grimes Scout Cabin
Law Enforcement Staging Area- Mobile Command Center
Media Staging Area- Grimes Fire House/Scout Cabin
(In case of flooding, students will be taken on bus to either Colusa Fairgrounds or to Arbuckle.)

Johnson Junior High:

Parent Staging Area- Child Care Center
Secondary Parent Staging Area- Alternative High School Office
Law Enforcement Staging Area- Mobile Command Center
Media Staging Area- District Office

Pierce High School:

Parent Staging Area- Child Care Center
Secondary Parent Staging Area- Alternative High School Office
Law Enforcement Staging Area- Mobile Command Center
Media Staging Area- District Office

EMERGENCY PHONE SCRIPT

This is _____ calling for Arbuckle Elementary School to inform you that due to _____ school is being dismissed early. Buses will leave at _____. Students may be picked up from their classrooms after you sign them out in the classrooms.

For further information call the district office at 476-2892 regarding school closures or watch TV channels 3, 12, 13 and Spanish channel 19. Radio stations 107.5 FM, 1530 AM, KUBA 1600 AM and Spanish station 99.9 will also carry information.

I need to record with whom I am speaking. _____

Thank you.

PROCEDURE TO FOLLOW IN DISMISSING STUDENTS IN THE EVENT OF AN EMERGENCY

1. Make class lists with home phone and emergency numbers.
2. Name of person assigned to each parent call list.
3. Notify Family Action Center
4. Staff personal cell phones may be used if necessary to make calls.
5. Teachers verify that their students' parents/guardians have been contacted.
6. Teachers have class list and have person sign out student, being picked up.
7. Lists are to be returned to the office.
8. Dismiss bus students first (about 15 minutes sooner than town).

SUGGESTIONS:

1. Utilize auto dialer system through district office to get message to parents quickly in Spanish and English.
2. We need more than an hour notice to call over 600 students.
3. Xochi free of telephone so that she can get numbers from the computer.
4. Veronica free of telephone to help Laura or Allison.
5. Location of all phones:
 1. All classrooms
 2. Personal cell phones
6. Need to use all bilingual staff and teachers:
 1. Maria Silva
 2. Antonia Quezada
 3. Melissa Cano
 4. Lupe Corona
 5. Jodi Arens
 6. Martha Martinez
 7. Lorena Tejeda
 8. Isabel Hernandez
 9. Ana Leal
 10. George Griffin
 11. Erica Ambriz
 12. Kerri Lovelady
7. At Veronica and Xochi's phone put a Spanish speaker and English speaker that way they can switch lists.

At Laura's and portable phone put Spanish speaker and English speaker that way they can switch lists.
8. Answering machine messages in regards to school closure in English and Spanish.
9. Post notice of school closure on outside marquee.

Section: Operations Operations Chief

- Responsibilities:** The Operations Chief manages the direct response to the disaster, which can include the following:
- Site Facility Check /Security
 - Search and Rescue
 - Medical
 - Student Care
 - Student Release
- Start-Up Actions:**
- Check in with Incident Commander for situation briefing.
 - Obtain necessary equipment and supplies from Logistics.
 - Put on position identifier, such as a vest, if available.
- Operational Duties:**
- Assume the duties of all operations positions until staff is available and assigned.
 - As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
 - If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
 - Coordinate Search and Rescue operations. Appoint Search and Rescue Team Leader to direct their operations if necessary.
 - As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
 - Inform the Plans Chief of Operations tasks and priorities.
 - Make sure that Operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities.
 - Schedule breaks and reassign Operations staff within the section as needed.
- Closing Down:**
- At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
 - Return equipment and reusable supplies to Logistics.
 - When authorized by Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- Equipment/Supplies:**
- Vest or position identifier, if available;
Search and Rescue equipment –two-way radio,
Job description clipboard-paper, pens
Forms: Search and Rescue maps, large campus map

Section: Operations
Site Facility Check/Security

- Personnel: Staff as assigned. Work in pairs.
- Responsibilities: Take no action that will endanger you.
- Start-Up Actions: Wear hard hat and orange identification vest if available.
 Take appropriate tools, job description clipboard and radio.
 Put batteries in flashlight if necessary
- Operational Duties: As you do the following, observe the campus and report any damage by radio to the Command Post.* (Mrs. Hansen or Mrs. Jansen)
 Lock gates and major external doors.
 Locate/control/extinguish small fires as necessary.
 Check gas meter and, *if gas is leaking*, shut down gas supply.
 Shut down electricity only if building has clear structural damage or advised to do so by Command Post (Mrs. Hansen or Mrs. Jansen)
 Post yellow caution tape around damaged or hazardous areas.
 Verify that campus is "locked down" and report same to Command Post.
 Advise Command Post of all actions taken for information and proper logging.
 Be sure that the entire campus has been checked for safety hazards and damage.
 No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life safety.
 Route fire, rescue, police, etc. as appropriate.
 Direct all requests for information to the Public Information Office. (Mrs. Geyer)
- Closing Down: Return equipment and reusable supplies to Logistics
 When authorized by Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- Equipment/Supplies: Wear vest, hard hat, work gloves, and whistle.
Carry campus two-way radio, master keys and clipboard with job description.
Carry duffel bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools for gas and water (crescent wrench).

* Remember: If you are not acknowledged you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

GRAND ISLAND
ELEMENTARY SCHOOL

DISASTER AND EMERGENCY PLAN

GRAND ISLAND ELEMENTARY SCHOOL
PLAN FOR DISASTER AND EMERGENCY SITUATIONS

STUDENT CARE: TEACHER RESPONSIBILITIES	1
INCIDENT COMMAND SYSTEM FUNCTIONS	2-3
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GRAND ISLAND ELEMENTARY SCHOOL

Student Care: Teacher Responsibilities

Personnel: All teachers and substitute teachers

Responsibilities:

- Assess situation and remain calm.
- If ground is shaking, lead **Duck, Cover, and Hold**.
- Calm, direct, and give aid to students. Assist seriously injured students if possible.

Lockdown:

- If gunfire or explosions are heard, get everyone to lie flat on the floor away from windows, doors locked, lights off and blinds pulled. Put green card in the window if everyone is ok. Put red card if there is a problem.
- Lockdown- message given by phone or messenger, get everyone to lie flat on the floor away from windows, door locked, lights off, blinds pulled. Account for yourself and students in Google Sheets.

Evacuation:

- Check with buddy teacher and assist as necessary.
- Take classroom emergency bag, emergency cards and red emergency binder.
- Evacuate to emergency assembly area on football field unless told to assemble elsewhere:
 - Check with buddy teacher and assist as necessary or evacuate both classes together.
 - Use safest route, alert for hazards; quickly and quietly.
 - Door closed and locked.

Assembly Area:

- Instruct students to sit on grass or blacktop.
- Take attendance if all accounted for hold up **GREEN** card. If student is missing hold up the **RED** card. Take attendance for aides and volunteers.
- Search and Rescue will check for attendance and record names of those unaccounted for.
- Supervise and reassure students.
- Administer first aid as necessary.
- Be alert for latent signs of injury/shock in *all* students.

Student Release:

- If parent demands child, breaking release procedure, make appropriate notation, describing incident, on emergency card/roll. Avoid confrontations.
- Be sure to check for the responsible persons given permission to pick up students on the emergency lists. Get driver's license number, etc.

INCIDENT COMMAND SYSTEM FUNCTIONS

MANAGEMENT (*overall policy direction*)

- **School Principal/Administrator (Mrs. Hansen or Mrs. Jansen)** The critical incident and/or disaster determine who will be in Incident Command Officer. Until the arrival of the Incident Command Officer, the site administrator is in charge. The site administrator is most often the principal unless circumstances dictate differently.
- **Public Information Officer (Mrs. Geyer): NO ONE ELSE TALKS TO THE MEDIA**
The administrator may authorize and designate a trusted well-trained individual to coordinate information being released to the press and make public announcements.
- **Safety Officer (Mrs. Hansen or Mrs. Jansen):** This person serves as a liaison officer. He/she is the point of contact for assisting and cooperating with agency representatives (fire, law enforcement, Red Cross).

PLANNING/INTELLIGENCE (*gather and assess information*)

- **Instructional Staff:** Teachers, and teachers' aides can perform this function. These individuals must be able to use communication equipment, gather information in a timely manner and weigh it for significance.

OPERATIONS (*implement priorities established by the Incident Command Officer*)

- **First Aid Coordinator (School nurse or Jane Hardy):**
Knows where all supplies are located, oversees first aid prior to paramedics' arrival, coordinates with paramedic. This person is usually the head school nurse.
- **Search and Accountability Coordinator (Mrs. Hansen or Mrs. Jansen):**
Accounts for everyone on site as quickly as possible. This person must have access to attendance records, visitor sign-in sheets, emergency data cards of students and any other information that will assist in accounting for the school population. This person works closely with the Student Assembly, Shelter and Release Coordinator.
- **Student Assembly, Shelter and Release Coordinator (Mrs. Hansen or Mrs. Jansen):**
Oversees location where students assemble, attends to their needs when providing shelter, and oversees how parents receive students and the process for releasing students. This person works closely with the Search and Release Coordinator.
- **Grounds and Maintenance Coordinator (Custodial Staff):**
Knows layout of building and grounds, location of shut-off valves and utility lines and is familiar with blueprints. Once job is completed go to Incident Command Center (Mrs. Geyer).
- **Incident Log Scribe (Secretary Jane Hardy)**
Write down all information, records times, directives, and summaries of incoming and outgoing communications. Stays with the Incident Command Officer (Mrs. Hansen).

LOGISTICS

Logistics is responsible for “getting” or obtaining anything that the Incident Management Team needs.

- **Food, Water and Supplies Coordinator:**
Oversee distribution of food, water and essential supplies throughout critical incident.
- **Bi-lingual Translator:**
Assists in communication in schools which have a significant number of students and parents who speak English as a second language.
- **Traffic Safety Coordinator:**
Oversee transportation system.

AFTERMATH

- Return to “normal”
- It is okay to talk about it. Remember what is developmentally appropriate
- Parent/community meetings. Parallel law enforcement, administration, parent, etc.
- Don't forget staff
- Anniversaries
- Anticipate future problems

Procedures of Possible Intruder/Abduction

- Lock-down if necessary (Follow steps on page 5)
- Call Sheriff's Dept.
- Use lock-down drill call list to notify appropriate parties.
- Explain situation to staff & students.
- Send note to parents via students.
- Do auto dialer message to homes.

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

INTRUDER AND/OR HOSTAGE SITUATION:

Overview: This may be the most difficult emergency anyone ever faces. Because it may take many different forms, providing specific directions or guidelines is extremely difficult.

“Lockdown”: This will be our code term for alerting staff that there is or may be one or more armed and dangerous individuals on campus.

Reporting a Situation to the Office: Should a staff member need to report an occurrence, let the main office know in any way possible (e.g. a written note, verbally through a student, etc.) that Intruder is present. How you phrase the statement can provide valuable information to us. “Intruder is in my class with two friends,” would be a way of telling the office that the intruder has two individuals with her. “I think intruder is in a white pickup out by the kindergarten room,” would alert us that you have observed someone in a pickup by the Kindergarten room.

Alerting Staff to a Dangerous Situation: The main office will use the phrase, “Just wanted to let you know that we need to secure our campus,” and you are to be in lockdown or words to that effect to notify staff of a dangerous situation. An alert through Raptor will be sent out to email and text messages.

Procedures to Follow: When you receive such a message, all staff is to lock their doors, close their blinds and have students sit in the most secure location in the room. Account for students in Google Sheets. Students are to remain in the class even if the bells ring. This may require you to sit tight for several hours or more. Working with the students to communicate why they must remain without causing panic will require extreme skill. Protect your students as your situation allows. In the multi-room, this could mean taking the class onto the stage. In regular classrooms, this would mean absolutely not allowing students near the door or windows.

Being Held Hostage: Try to remain calm and deal with the individual(s) in as normal a manner as possible. Do not become agitated or angry. Treat them with respect and dignity. Do not try anything rash such as attempting to overwhelm and disarm them. You are going to be the center of attention and your students will key in on your demeanor and behavior. How you react will in part determine how they react.

Drills: Intruder drills will be held at least 2 times per year. Teachers will be given an intercom message and an alert through Raptor that will indicate they need to go into lockdown. A follow-up call to each classroom to ensure they are in lockdown will be made as indicated by the Lock Down Drill Call List. Account for students in Google Sheets.

Lock Down Drill Call List

Cindy Tellez

Laura Hansen ext. 13301
Allison Jansen ext. 13333
Ana Garcia
Manuel Moore
Erica Ambriz
Ron Rector



Jane Hardy

Cindy Tellez ext. 13401
Jennifer Bauman ext. 13403
Clara Luster ext. 13404
George Griffin ext. 13405
Jasmin Duarte ext. 13406
Staff Room ext. 13402
Kitchen ext. 13407
Erin Kalfsbeek ext. 13408

Laura Hansen

District Office 476-3643
Sheriff's Department 458-0200

Script: Are you on lockdown? Please login to Google and take attendance!

GRAND ISLAND ELEMENTARY SCHOOL
PLAN FOR DISASTER AND EMERGENCY SITUATIONS

FIRE:

If a drill:

1. You will get email notification of drill at least one day ahead.
2. You will get email notification of drill at least one day ahead.
3. All call on loud speaker.
4. Grab your black bag, your phone, and lock the door behind you.
5. Check partner to see if out of room.
6. Hold Red, Green tab. Green tab if all students are present. Red tab not.

If not a drill (you don't get a notification over loud speaker right away)

1. Shelter in place (unless you smell/see smoke)
2. Wait for notification through All call/School Messenger telling you next step
3. Follow procedures above once notification is initiated

Each teacher must post and read the fire drill instructions to each of his/her classes and make certain that every class understands where it is to go when the fire alarm sounds. You will be given copies of the rules and directions for posting:

The following items are mandatory procedures for fire drills:

1. All schools personnel and visitors must leave the building regardless of their activities.
2. There shall be no talking during the drill.
3. There shall be no running or pushing during the drill.
4. All students shall stop working immediately and prepare to leave the room at the order of the teacher, leaving behind their personal possessions.
5. The teachers should supervise the exit of the group, making certain that it is done in an orderly manner and in line.

6. The teacher is required to pick up their class lists, then proceed with the group to the designated area.
7. The teacher should be sure that all students present that day have left the building and has locked the door.
8. Students shall remain silent and in line at their area until all-clear bell rings.
9. If the students are in another class, they shall follow the procedure for the class. **Students in Intervention or Library will be taken to their classroom teacher once outside the building.**
10. If the class is outside, they shall proceed to the area in which they normally line up and stay there until the teacher arrives.
11. All staff will account for themselves and their students.
12. Designated staff will make sure by way of a check-off sheet that all rooms have evacuated.

Assignment:

- Jane, Laura, or Allison run drill from inside
- Laura/Allison check green/red cards
- Teachers supervise students on field. Assist as needed.

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

BOMB THREAT

Fire drill alarm will be sounded. Students will evacuate and procedures from fire drill will be followed

The person who receives the phone call should try to obtain the following information:

1. Exact location of the bomb.
2. Time set for denotation.
3. Description of the explosive or container.
4. Reason for the call, i.e. bomb threat.

The person who receives the phone call should make note of the following details:

1. Date and time of the call.
2. Exact language used.
3. Gender of the caller
4. Estimated age of the caller.
5. Any identifiable background noise, such as jukebox music, trucks cars, etc.

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

BOMB THREAT INFORMATION SHEET

This form is to be completed by the person receiving the bomb threat.

DATE OF CALL: _____ TIME OF CALL: _____ A.M. OR P.M.

EXACT LOCATION OF BOMB: _____

TIME SET FOR DENOTATION: _____

DESCRIPTION OF EXPLOSIVE OR CONTAINER: _____

REASON FOR THE BOMB: _____

EXACT LANGUAGE USED: _____

THE INFORMATION WAS GIVEN FREELY BY THE CALLER: _____

THE INFORMATION WAS COAXED FROM THE CALLER: _____

SEX OF CALLER: _____ ESTIMATED AGE: _____

IDENTIFIABLE ACCENT: _____

IDENTIFIABLE BACKGROUND NOISES: _____

NAME OF PERSON RECEIVING THE CALL:

NAME ADDRESS PHONE NUMBER

UPON RECEIPT OF BOMB THREAT, DIAL THE FOLLOWING NUMBER IMMEDIATELY AND REPORT THE CALL:

EMERGENCY 911

COLUSA COUNTY SHERIFF'S OFFICE 458-0200
CONTACT ADMINISTRATOR IN CHARGE
CONTACT DISTRICT OFFICE 476-2892

DO NOT DISCUSS THIS CALL WITH ANYONE!

EARTHQUAKE:

Civil defense skills will be held at least twice a year. Each teacher will review the procedures below with their students during the first week of school and at the beginning of each attendance quarter. Teachers will be required to turn in certificate indicating that they have practiced the drill.

1. **DON'T PANIC.** The motion is frightening, but unless it shakes something down on top of you, it is harmless. Keep calm and ride it out.
2. If an earthquake catches you indoors, stay indoors. **Drop, Duck and Cover!** Take cover under a desk, table, bench, or in doorways, halls, and against inside walls. Stay away from glass (i.e. window, mirrors or chandelier).
3. Don't use candles, matches, or other open flames either during or after the tremor. Douse all fires.
4. Render first aid if necessary.
5. Take roll.
6. If the earthquake catches you outside, move away from buildings and utility wires. The safest place to be is in the open. Once in the open remain there until the shaking stops. **DO NOT RUN AROUND.**
7. Don't run through or near buildings. The greatest danger from falling debris is just outside doorways and close to the outer walls.
8. Request assistance as needed, through the Principal or the County Sheriff's Department.
9. The Principal will determine the advisability of closing the school. She/he will try to procure the advice of competent authority, District Office, and/or Colusa County Officials, about the safety of the building.
10. Instruct children concerning safety precautions during an earthquake in the event an adult is not present:
 - A. The safest place to be is in the open; stay there.
 - B. Move away from buildings, trees and exposed wires. **DON'T RUN!**
 - C. After the earthquake, if you are on your way to school, continue to school.
 - D. After the earthquake, if you are on your way home, continue to home.

EARTHQUAKE PROCEDURES CHECK LIST

WHAT

When an earthquake occurs, person in authority instructs students to drop.

Once buildings are evacuated, guards are posted a safe distance from the buildings to prevent re-entry.

After evacuating from the school building, roll is taken.

Assistance is requested as needed through the Custodians, Principal's office.

Check building and grounds for water, gas leaks, and downed wires.

WHO

Teachers and/or paraprofessionals.

Custodians, Principal, Secretary.

Teachers and/or Paraprofessionals.

Teachers, Paraprofessionals.

Custodians.

Utility companies are notified by the Principal or Secretary of any or suspected break in lines that may present by additional hazard.

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

CAMPUS DISTURBANCES:

1. **Disturbing the Peace:**

It is a misdemeanor to intentionally cause or attempt to cause a riot by engaging in conduct which urges a riot or urges others to act forcefully or violently, or to burn or destroy property under circumstances which produce a clear, present, and immediate danger of such acts occurring. (Penal 404.6)

Anyone who, in a public place, fights, challenges another to fight, or uses offensive words likely to provoke a fight is guilty of a misdemeanor. (Penal 415)

2. **Disruption of School Operations:**

Students shall be subject to disciplinary action for any exercise of free expression that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school, such as may occur when students:

- A. Organize or participate in unauthorized assemblies on school premises.
- B. Participate in sit-ins or stand-ins, which deny students or employees normal access to school premises.

3. **Refusal to Disperse:**

Persons who assemble for the purpose of disturbing the public peace or committing any unlawful act are severely guilty of a misdemeanor if they do not disperse when desired or commanded to do so by a public officer. (Penal Code 416)

4. **Boycotts:**

Students participating in any protest that involves non-attendance at school or at a school activity where attendance is required shall be identified as truant.

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

GENERAL INSTRUCTIONS:

1. The Principal or designee shall determine when and if the emergency plan should be initiated.
2. A signal to alert all staff is the same as described in previous sections.
3. The following agencies shall be alerted:
 - A. Superintendent's Office (Governing Board members will be notified by the Superintendent's Office).
 - B. Sheriff's Department.
 - C. Neighboring schools (if appropriate).
 - D. Fire Department.
4. Only the Principal or designee shall communicate with law enforcement, news media, or the District Office.
5. All teachers shall lock their classroom doors, pull drapes, and keep students inside the rooms until further instructions.
6. All buildings should be secured.
7. All restrooms and refuse containers should be locked.
8. Definite emergency procedures for all personnel shall be established.
9. All parents should be encouraged, with the utmost caution, from contacting and/or coming to the school during an emergency situation.

It is important that emotions be controlled as much as possible in dealing with emergency situations. The primary objective is to offer the optimum protection to students and teachers. Apprehension and arrests of individuals, when necessary, must be done at the proper time and with tact and dispatch.

PLAN AND DISASTER AND EMERGENCY SITUATIONS

CHEMICAL ACCIDENT:

Warning of a chemical accident is usually received from the Fire Department or Sheriff's Office, or from Emergency Services officials when such an accident occurs near a school and may be a threat to the safety of the school.

Chemical accidents, which might necessitate evacuation, will most likely involve the release of toxic fumes or the threat of an explosion from a tank truck or rail car accident occurring in the vicinity of a school.

PROCEDURES:

1. Determine the need to implement acting LEAVE BUILDING.

ACTION: LEAVE BUILDING

This directive means to effect the orderly movement of students and staff inside the school building to an outside area of safety and will be implemented when anything occurs which might make the school uninhabitable.

2. Determine whether the students and staff should leave the school grounds.
3. If appropriate, take action to evacuate the buildings, and if necessary, the area.

ACTION: DIRECTED TRANSPORTATION

This directive means loading students and staff into school buses, private cars, and other means of transportation and taking them from an area of danger to an area of safety. This action should be taken under the direction of competent civil defense authorities. Instructions from authorities, directing such evacuation, could come to the school via any means of communication.

4. Move crosswind never up or downwind to avoid fumes.
5. With the school staff, maintain control of the students at a safe distance.
6. Render first aid as necessary.
7. Teachers will take roll. If any students are missing, report this information to the principal and responding emergency officials immediately.
8. Notify the District Office and maintain communication coordination.
9. The Principal or designee will direct other action as required.
10. Follow the directions of the on scene commander.
11. Students and staff should not return to the school until Emergency Services officials declare the area safe.

STORMS, FLOODS AND WINDS:

When a major storm threatens, the radio or television should be turned on to hear weather reports and forecasts, as well as other information and advice that may be broadcast by the local government.

HURRICANE OR TORNADO WINDS:

In the event of a storm generating hurricane-force or tornado-force winds, the following procedures should be observed:

SIGNAL: The signal for imminent danger due shall be the **sounding of repeated whistle when outside**, verbal or written announcement.

The internal signal for classroom notification when inside will be by intercom or individual classroom calls.

On Campus Procedures:

- All students should be in the buildings.
- Duck and cover under desks, tables or anything sturdy with backs toward windows.
- Radios should be tuned for updated information and advice.
- Students shall be directed to stay away from doors and windows.

Off Campus Procedures:

- If in open country students and staff should drive away at right angles from a tornado's path, if known at the time.
- If unknown or insufficient time is available, cover should be taken and people should lie flat in the nearest depression, such as a ditch, culvert, excavation, or ravine away from power lines and trees.

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

**GRAND ISLAND ELEMENTARY SCHOOL
STUDENT RELEASE FORM**

DATE: _____ TIME: _____

I, _____, HAVE RECEIVED
PERMISSION FROM _____ TO PICK UP THEIR
CHILDREN THUS RELEASING THEM FROM THE LEGAL CUSTODY OF PIERCE JOINT
UNIFIED SCHOOL DISTRICT.

STUDENTS PICKED UP: _____

INDIVIDUAL'S SIGNATURE DATE

INDIVIDUAL'S NAME (PRINT): _____

DRIVER'S LICENSE NUMBER (OR OTHER PICTURE ID): _____

HOME ADDRESS: _____

HOME PHONE #: _____ WORK PHONE #: _____

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

GRAND ISLAND ELEMENTARY SCHOOL EMERGENCY PHONE NUMBERS

Grimes Water District:		437-2231
Sacramento River Fire District	(Non-Emergency Calls):	437-2502
	(Emergency Calls):	458-0200
Colusa Fire Department:		458-0239
Colusa Community Hospital: 199 East Webster Street Colusa, CA		458-5821
Colusa County Sheriff Department:		458-0200
Enloe Hospital: W. Fifth Ave. and Esplanade, Chico		891-7300
Fremont Hospital: 970 Plumas, Yuba City		671-2220
Rideout Hospital: 726 4 th Street, Marysville		749-4300
Woodland Memorial Hospital: 1325 Cottonwood Street, Woodland		662-3961
Pierce Joint Unified School District		476-2892
Arbuckle Elementary School:		476-2522
Lloyd Johnson Jr. High School:		476-3261
Pacific Gas and Electric Company:		1-800-743-5000
Paramedics:		911
Pierce High School:		476-2277
Sacramento Poison Center:		734-3692 1-800-222-1222

Please have the following information ready when you call:

- ♦ What was taken (have container available if possible) and how much
- ♦ The age, weight, sex of victim
- ♦ Your name, phone number, relationship to victim
- ♦ The County you are calling from

PLAN FOR DISASTER AND EMERGENCY SITUATIONS

KITCHEN EMERGENCY PLAN:

In case of any natural disaster please activate the following emergency kitchen shut down routine:

1. Remain calm.
2. Disengage all ovens and burners.
3. Unplug all electrical appliances
4. Make a quick assessment of condition of kitchen.
5. Follow the fire drill escape route.*
6. Take a quick head count to assure everyone is out.
7. Report condition of kitchen to custodial or office personnel.
8. Follow any further instructions given by Principal or staff.

***This is important to assure staff is all present.**

Buddy List

Jane Hardy & Cindy Tellez & George Griffin

Office/ TK/K/1 & ELD

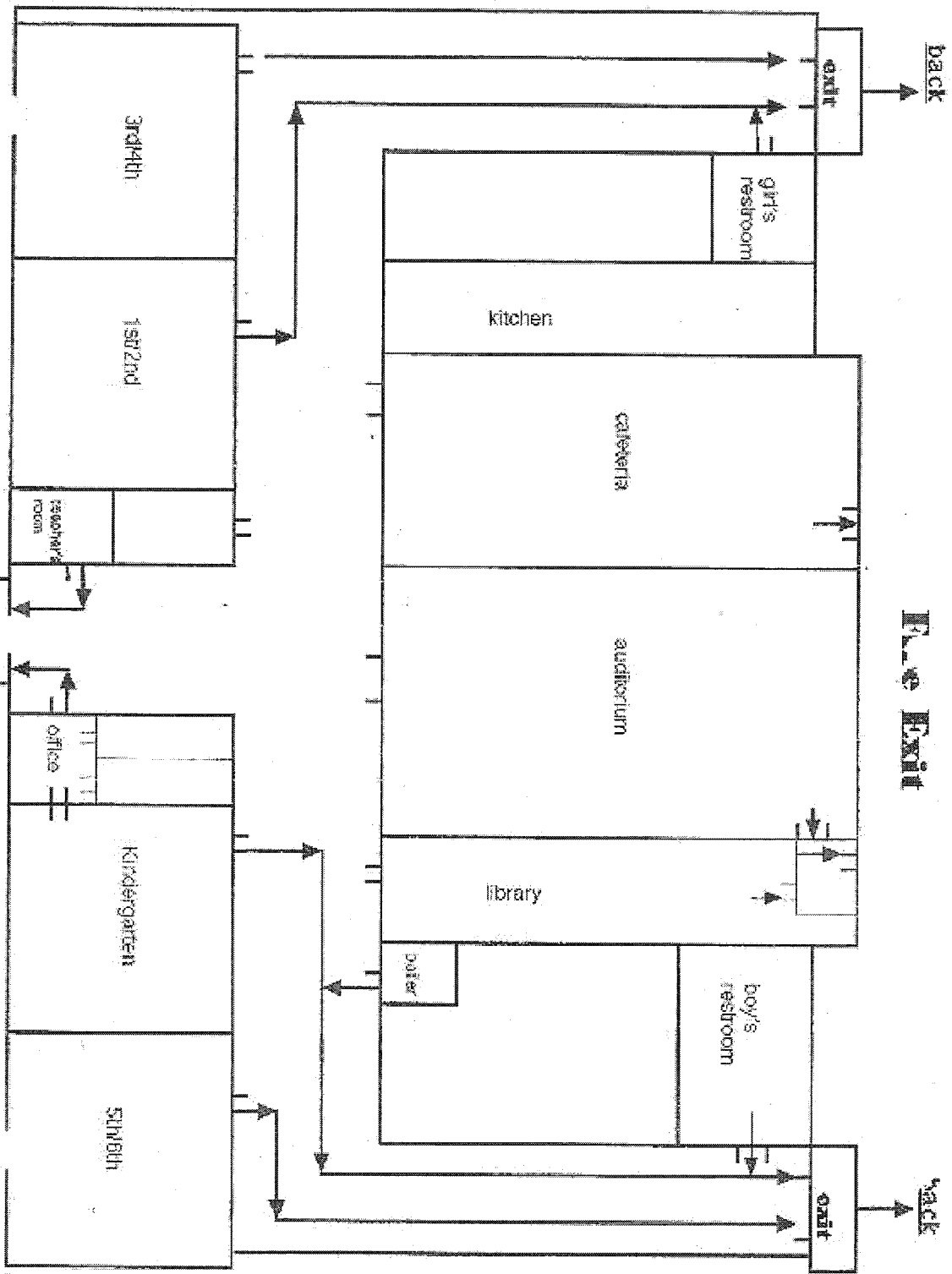
Jennifer Bauman & Clara Luster

2/3 & 4/5/6

Sujej Torres & Ana Garcia

Jasmin Duarte/Juanita Topete

ASES Program



Floor Exit

PERCE JOINT UNIFIED SCHOOL DISTRICT
 ARBUCKLE, COLUSA COUNTY, CALIFORNIA

LANDMARK, U.M.

BUILDING AREA

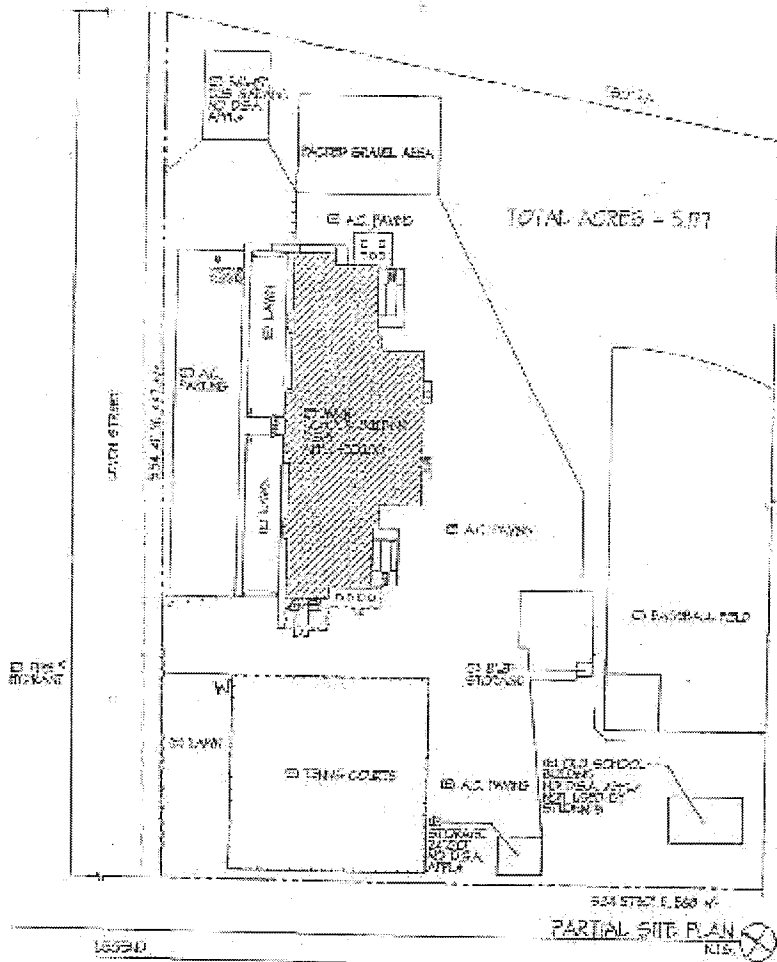
BASIC PLANS (2-A)

FINAL PLANS (3-A)

MODERNIZATION / RECONSTRUCTION

NEW CONSTRUCTION

RELOCATABLE BUILDINGS



- LEGEND
- TO BE MODERNIZED
 - BOUNDARIES
 - PROPERTY LINE
 - TERRACE

PARTIAL SITE PLAN
 N.T.S.

11/12/08 DEC 10 10:00 AM

REVISED BY: J.S. DATE REVISED: 08-DEC-08

THOMSON & HENDRICKS, ARCHITECTS & PLANNERS, INC.

THE ABOVE IS MEASURED IN ACCORDANCE WITH
 LAWS AND REGULATIONS GOVERNING THE
 SITE SCHOOL BUILDING LEASE-PURCHASE
 PROGRAM.

DATE: 12-7-08

SHEET 1 OF 3

ARCHITECT: *[Signature]*

Pierce Joint Unified School District
Emergency Plan- Staging Areas

Arbuckle Elementary:

Parent Staging Area- Arbuckle Elementary Library
Secondary Parent Staging Area- Pierce High School South Gymnasium
Law Enforcement Staging Area- Mobile Command Center
Media Staging Area- District Office

Grand Island Elementary:

Parent Staging Area- Grimes County Library
Secondary Parent Staging Area- Grimes Scout Cabin
Law Enforcement Staging Area- Mobile Command Center
Media Staging Area- Grimes Fire House/Scout Cabin
(In case of flooding, students will be taken on bus to either Colusa Fairgrounds or to Arbuckle.)

Johnson Junior High:

Parent Staging Area- Daycare Center
Secondary Parent Staging Area- Alternative High School Office
Law Enforcement Staging Area- Mobile Command Center
Media Staging Area- District Office

Pierce High School:

Parent Staging Area- Daycare Center
Secondary Parent Staging Area- Alternative High School Office
Law Enforcement Staging Area- Mobile Command Center
Media Staging Area- District Office

EMERGENCY PHONE SCRIPT

This is _____ calling for Grand Island Elementary School to inform you that due to _____ school is being dismissed early. Buses will leave at _____. Students may be picked up from their classrooms after you sign them out in the classrooms.

For further information call the district office at 476-2892 regarding school closures or watch TV channels 3, 12, 13 and Spanish channel 19. Radio stations 107.5 FM, 1530 AM, KUBA 1600 AM and Spanish station 99.9 will also carry information.

I need to record with whom I am speaking.

Thank you.

PROCEDURE TO FOLLOW IN DISMISSING STUDENTS IN THE EVENT OF AN EMERGENCY

1. Make class lists with home phone and emergency numbers.
2. Name of person calling what class or page number.
3. Teachers sharing phone lines. Just one phone to be used.
4. Teachers sign out to make sure their students' parents/guardians have been contacted.
5. Teachers have class list and have person sign out student.
6. Lists are to be returned to the office.
7. Dismiss bus students first (about 15 minutes sooner than town).

SUGGESTIONS:

1. Utilize auto dialer system through district office to get message to parents quickly in Spanish and English.
2. Jane free of telephone so that she can get numbers from the computer.
3. Location of all phones:
 1. All classrooms.
 2. Personal cell phones
4. Need to use all bilingual staff and teachers:
 1. Ana Garcia
 2. Sujey Torres
 3. Jasmine Duarte
 4. Juanita Topete
 5. George Griffin
 6. Xochi Dudley
 7. Veronica Dorantes
 8. Erica Ambriz
5. Answering machine messages in regards to school closure in English and Spanish.
6. Post notice of school closure on doors.

Section: Operations

Operations Chief

Responsibilities: The Operations Chief manages the direct response to the disaster, which can include the following:

- Site Facility Check /Security
- Search and Rescue
- Medical
- Student Care
- Student Release

Start-Up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as a vest, if available.

Operational Duties:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search and Rescue operations. Appoint Search and Rescue Team Leader to direct their operations if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Plans Chief or Operations tasks and priorities.
- Make sure that Operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Closing Down:

- At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment/Supplies:

- Vest or position identifier, if available;
Search and Rescue equipment –two-way radio,
Job description clipboard-paper, pens
Forms: Search and Rescue maps, large campus map

Section: Operations
Site Facility Check/Security

Personnel: Staff as assigned. Work in pairs.

Responsibilities: Take no action that will endanger you.

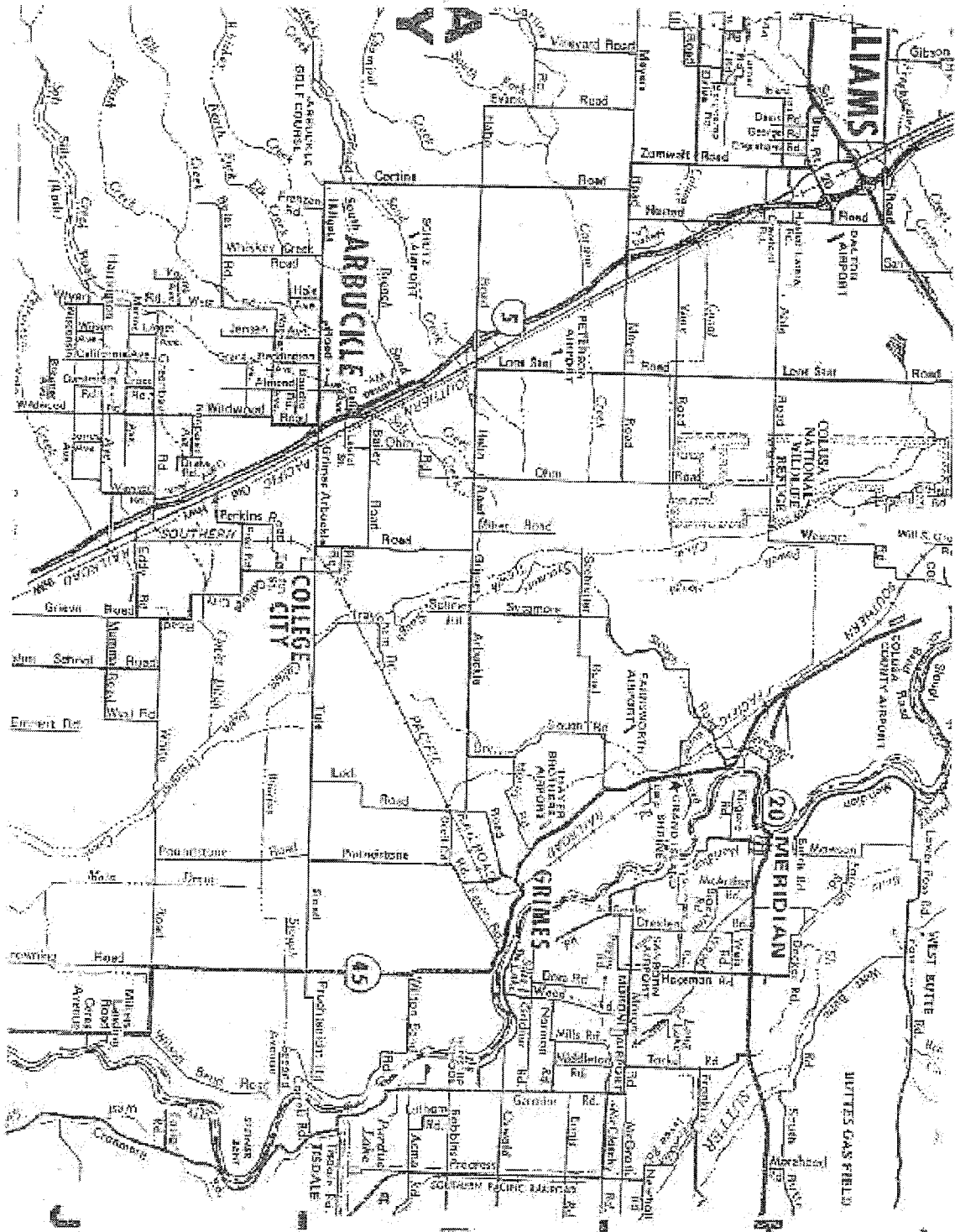
Start-Up Actions: Wear hard hat and orange identification vest if available.
 Take appropriate tools, job description clipboard and radio.
 Put batteries in flashlight if necessary

Operational Duties: As you do the following, observe the campus and report any damage by radio to the Command Post.* (Mrs. Hansen)
 Lock gates and major external doors.
 Locate/control/extinguish small fires as necessary.
 Check gas meter and, *if gas is leaking*, shut down gas supply.
 Shut down electricity only if building has clear structural damage or advised to do so by Command Post (Mrs. Hansen)
 Post yellow caution tape around damaged or hazardous areas.
 Verify that campus is "locked down" and report same to Command Post.
 Advise Command Post of all actions taken for information and proper logging.
 Be sure that the entire campus has been checked for safety hazards and damage.
 No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life safety.
 Route fire, rescue, police, etc. as appropriate.
 Direct all requests for information to the Public Information Office. (Mrs. Geyer)

Closing Down: Return equipment and reusable supplies to Logistics
 When authorized by Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment/Supplies: Wear vest, hard hat, work gloves, and whistle.
Carry campus two-way radio, master keys and clipboard with job description.
Carry duffle bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools for gas and water (crescent wrench).

* Remember: If you are not acknowledged you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.



Grand Island Elementary Recess/Lunch Schedules

8:25-9:45	First Period
9:55-10:10	Recess (All Grades)
10:10-11:45	Second Period
11:45-12:05	Lunch
12:05-12:25	Recess (All Grades)
12:25-1:30	Third Period
1:30	Dismissal
1:30-3:45	ASES Program

Lunch Schedule

11:45-12:05	Lunch (All Grades)
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Grand Island Elementary Extension List

Bauman, Jennifer	13403	Grades2 & 3
Duarte, Jasmine	13406	ASES
Hansen, Laura	13301	Principal
Griffin, George	13405	ELD Teacher
Hardy, Jane	13400	Secretary
Jansen, Allison	13333	Vice Principal
Kalfsbeek, Erin	13408	Special Education
Luster, Clara	13404	Grades 4, 5 & 6
Tellez, Cindy	13401	Grades TK-1 st
Kitchen	13407	
Library	13406	
Staff Room	13402	

Lloyd G. Johnson Junior High School

Disaster and Emergency Plan

LLOYD G. JOHNSON JUNIOR HIGH SCHOOL
PLAN FOR DISASTER AND EMERGENCY SITUATIONS

UPDATED 11/3/2020

INCIDENT COMMAND SYSTEM FUNCTIONS
GENERAL INSTRUCTIONS
STUDENT CARE: TEACHER RESPONSIBILITIES
INTRUDER AND/OR HOSTAGE/ABDUCTION SITUATION
LOCK DOWN DRILL CALL LIST
FIRE
BOMB THREAT
EARTHQUAKE
ROLLING BLACK-OUTS
CAMPUS DISTURBANCES
ROLLING BLACK OUTS
CHEMICAL ACCIDENT
STORMS, FLOOD AND WINDS (HURRICANE OR TORNADO WINDS)
STUDENT RELEASE FORM
BOMB THREAT INFORMATION SHEET
EMERGENCY PHONE NUMBERS
KITCHEN EMERGENCY PLAN
SCHOOL MAP/ZONE MAP
EMERGENCY PLAN/STAGING AREAS
EMERGENCY PHONE SCRIPT
PROCEDURE/DISMISSING STUDENTS IN EVENT OF EMERGENCY
AREA MAP
PHONE TREE
EXTENSION LIST
BELL SCHEDULES

UPDATED 11/3/2020

INCIDENT COMMAND SYSTEM FUNCTIONS

MANAGEMENT (OVERALL POLICY DIRECTION)

- **School Principal/Administrator (Mrs. Geierman):** The critical incident and/or disaster determines who will be Incident Command Officer. Until the arrival of the **Incident Command Officer**, the site administrator is in charge. The site administrator is most often the principal unless circumstances dictate differently.
- **Public Information Officer (Mrs. Geyer)**
NO ONE ELSE TALKS TO THE MEDIA
The administrator may authorize and designate a trusted well-trained individual to coordinate information being released to the press and make public announcements.
- **Safety Officer (Mrs. Geierman):** this person serves as a liaison officer. She/he is the point of contact for assisting and cooperating with agency representatives (fire, law enforcement, Red Cross).

PLANNING/INTELLIGENCE (gather and assess information)

- Instructional Staff: Teachers, librarians, para educators can perform this function. These individuals must be able to use communication equipment, gather information in a timely manner and weigh it for significance.

OPERATIONS (implement priorities established by the Incident Command Officer)

- **First Aid coordinator (school nurse or Maryann Diaz):** Knows where all supplies are located, oversees first aid prior to paramedic's arrival, coordinates with paramedics. The person is usually the head school nurse.
- **Search and Accountability Coordinator (Mrs. Geierman):** Accounts for everyone on site as quickly as possible. This person must have access to attendance records, visitor sign-in sheets, emergency data cards of students and any other information that will assist in accounting for the school population. This person works closely with the Student Assembly, Shelter and Release Coordinator.
- **Student Assembly, Shelter and Release Coordinator (Ms. Thomas):** Oversees location where students assemble, attends to their needs when providing shelter, and oversees how parents receive students and the process for releasing students. This person works closely with the Search and Accountability Coordinator.
- **Grounds and Maintenance Coordinator (custodial person):** Knows layout of building and grounds, location of shut-off valves and utility lines and is familiar with blueprints. Once the job is completed go to Incident Command Center (**Mrs. Geierman**).
- **Incident Log Scribe (Site-secretary, Maryann Diaz):** Write down all information, records times, directives, and summaries of incoming and outgoing communications. Stays with the Incident Command Officer (**Mrs. Geierman**).

LOGISTICS (Site Custodian)

Logistics is responsible for "getting" or obtaining anything that the Incident Management Team needs.

- **Food, Water and Supplies Coordinator:** Oversee distribution of food, water and essential supplies throughout critical incident.
- **Bi-lingual translator:** Assists in communication with schools which have a significant number of students and parents who speak English as a second language.
- **Traffic Safety Coordinator:** Oversee transportation system.

LLOYD G. JOHNSON JUNIOR HIGH SCHOOL PLAN FOR DISASTER AND EMERGENCY SITUATIONS

GENERAL INSTRUCTIONS:

- The principal or designee shall determine when and if the emergency plan should be initiated.
- A signal to alert all staff is the same as described in the following sections.
- The following agencies shall be alerted:
 - Superintendent's Office (Governing Board members will be notified by the Superintendent's Office).
 - Sheriff's Department
 - Neighboring Schools (If appropriate).
 - Fire Department
- Only the Principal or designee shall communicate with law enforcement, news media or the District Office.
- All teachers shall lock their classroom doors, cover windows, and keep students inside the rooms until further instructions.
- All buildings should be secured.
- All restrooms and refuse containers should be locked.
- Definite emergency procedures for all personnel shall be established.
- All parents should be encouraged, with the utmost caution, from contacting and/or coming to the school during an emergency situation.

It is important that emotions be controlled as much as possible in dealing with emergency situations. The primary objective is to offer the optimum protection to students and teachers. Apprehension and arrests of individuals, when necessary, must be done at the proper time and with tact and dispatch.

Student Care: Teacher Responsibilities

Personnel: All teachers and substitute teachers

Responsibilities:

Assess the situation and remain calm.

If the ground is shaking, lead **Duck, Cover, and Hold**.

Calm, direct, and give aid to students. Assist seriously injured students if possible.

Lockdown:

If gunfire or explosions are heard, get everyone to lie flat on the floor away from windows, doors locked, lights off and blinds pulled. Put the green card in the window if everyone is ok. Put the red card if there is a problem.

Lockdown- message given by phone or messenger, get everyone to lie flat on the floor away from windows, door locked, lights off, blinds pulled.

Evacuation:

Check with a buddy teacher and assist as necessary.

Take the classroom emergency bag, emergency cards and red emergency binder.

Evacuate to emergency assembly area on football field unless told to assemble elsewhere:

Check with a buddy teacher and assist as necessary or evacuate both classes together.

Use the safest route, alert for hazards; quickly and quietly.

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Door closed and locked.

Assembly Area:

Instruct students to sit on grass.

Take attendance, **if all accounted** for hold up the **GREEN** card. If a student **is missing** hold up the **RED** card. Take attendance for aides and volunteers.

Search and Rescue will check for attendance and record names of those unaccounted for.

Supervise and reassure students.

Administer first aid as necessary.

Be alert for latent signs of injury/shock in *all* students.

Student Release:

If a parent demands their child, breaking release procedure, make appropriate notation, describing the incident, on emergency card/roll. Avoid confrontations.

Be sure to check for the responsible persons given permission to pick up students on the emergency lists. **Get driver's license number, etc...**

LOCKDOWN/INTRUDER

LOCKDOWN/INTRUDER CHECKLIST

- The front office will make an all call using the bell system, the all call will be "**Lockdown Drill**". (If practice drill, all call will be "**Lockdown Drill Practice**")
- The instructions for all call are located on the secretary's desk "Emergency Map".
- Front office will contact Room 901, 902, and 903.
- Front office will turn all the lights out in the office.
- Front office will lock and secure three doors that enter into the front office.
- Sheriff's office will be called 911 (if practice drill, call 458-0200).
- Front office will call the daycare 476-2115, located across the parking lot to make them aware of the situation.
- Front office will call PHS 476-2277 or dial secretary's direct extension Mary Ornbaun #13100 or Maria Gonzalez #13136.
- All classrooms are to remain in lockdown mode until an all call has been sounded and released. The release code will be "**ALL CLEAR**".
- Each classroom must leave lights off, lock door, and cover any windows so that no one may be able to see inside the classroom
- Each classroom is to display green/red cards in a visible window. Green card = all students are here and safe/Red card = some students are missing
- If lockdown continues over the hours of regular business day, the auto dialer will be used to notify parents(if front office is able to do this in a safe manner)
- When the lockdown intruder situation has ended, the front office will make an all call that they may return to normal. The code will be "**ALL CLEAR**"
- Front office will notify Room 901, 902, and 903.

Being Held Hostage: Try to remain calm and deal with the individual(s) in as normal a manner as possible. Do not become agitated or angry. Treat them with respect and dignity. Do not try anything rash such as attempting to

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overwhelm and disarm them. You are going to be the center of attention and your emergency situations will key in on your demeanor and behavior. How you react will in part determine how they react.

FIRE:

Each teacher must post and read the fire drill instructions to each of his/her classes and make certain that every class understands where to go when the fire alarm sounds. You will be given copies of the rules and directions for posting.

Signal

Fire Bell, verbal or written announcement.

Custodian Procedure

The custodian(s) on duty shall assist in the evacuation of the buildings and in securing the safety of all students and personnel as their first priority.

The custodian in charge is responsible for accounting for all of his personnel and notifying an administrator of anyone missing.

The custodian shall, if possible without personally endangering himself, shut off the gas main valve.

Office Procedure

At the moment that the office receives notice of a fire the office personnel shall:

- Sound the fire alarm
- Notify the administrator in charge
- Call 911
- Call the District Office
- Evacuate the office in that order.
- The office emergency folder and portable first aid kit shall be carried out by an administrator or by the last person to leave the office if an administrator is not present. Administrator will take a mobile cell phone with them.

In Class Procedure

- When the fire alarm sounds, students are to line up quickly and quietly.
- The teacher takes the Emergency Binder/Emergency Bag as the class leaves the room. The Emergency book must contain a current class roster, a copy of the evacuation plan and the disaster plan
- Each class is to follow the fire escape route designated for the classroom they are in at the time and should move to their assigned area without delay closing the door behind them.
- It is the teacher's responsibility to review the fire escape routes for the classroom they occupy and know the route for other rooms their class may use from time to time.
- After the classes have reached their assigned area, teachers are to take roll and immediately report any missing students to the Principal/designee.
- Classes are to stay at their assigned area until the "all clear" signal is sounded or until the Principal verbally gives an "all clear" announcement.
- Should the assigned route or holding are judged unsafe by the teacher due to the fire, the teacher shall choose an alternative route or area.

Yard/Lunch Procedure

- Teachers shall immediately report to the grass area (soccer field) to rejoin their 4th period classes or assist in supervision there.

- Students on the yard at recess or in the lunchroom shall respond to the fire alarm by following instructions of teachers or supervisors.
- Yard supervisors are to direct all students to the back grass area (soccer field) and maintain order until the regular classroom teachers can arrive.
- An administrator shall distribute roll sheets from the office emergency binder so teachers can take roll.
- Teachers shall notify an administrator immediately if any students are missing. Red/Green cards

Cafeteria

- Students who are in the cafeteria shall quickly and quietly line up by table and be led by the adult supervisor to the yard to wait for their teacher.

BOMB THREAT

A bomb threat may be received by a school at any time either by phone or by mail. Most bomb threats are brief, with the caller stating the threat in a few words, then hanging up. Every effort should be made to obtain as much detailed information from the caller as possible.

The person taking the call should immediately take out the bomb threat information sheet and ask the following questions:

- When will the bomb go off?
- Where is the bomb located?
- What kind of bomb is it?
- Who placed the bomb?
- How do you know about the bomb?
- What is your address?

The person taking the call should also note the following details:

- Date and exact time of the call
- Exact language used
- Sex of caller
- Estimated age of the caller
- Any identifiable accent
- Any identifiable background noise, such as music, trucks, cars, etc..
- Whether the caller volunteered any specific information regarding the location, type, detonation time, or reason that the information was coaxed from the caller.

The principal or designee is to be notified.

THE CALL IS DISCUSSED WITH NO ONE.

The principal may choose to evacuate the building according to the regular fire evacuation routes or using alternative routes if there is a suspected location.

- Notify city emergency officials, immediately call 911.
- No one should be using walkie-talkies.
- Direct all media inquiries to the District Office.

Within 24 hours the principal or designee shall send a complete report of the incident to the Superintendent or designee. The report shall identify the person who received the threat and the grounds for believing the danger was real.

Busing student's home before scheduled time.

If there is a situation where students need to leave campuses early, every attempt will be made to notify parents by site personnel. However, for safe-reasoning busses may need to leave before everyone has been notified. Staff will remain on campus until all students are off campus. Parents may call the District Office for information, as all phones at the site will be busy. This is most common when the flooding of roads will prevent busses from getting students to their residence.

Teachers and staff will remain with students until released by administration. All staff needs to discuss with their families what actions to take if the staff member cannot get home or will be leaving late due to any emergency.

EARTHQUAKE

Signal: No signal shall be given to duck and cover, there shall be a signal to evacuate the building and the signal shall be the same as for the fire evacuation, bell tones, and written or verbal announcement.

Office Procedure:

- Duck cover.
- After the initial shock, sound the fire alarm, phone emergency service to request help if needed, take the emergency binder and emergency bag and evacuate the building.
- Move away from all buildings and into an open area.
- An Administrator or the last person to leave the office shall take the emergency folder and first aid kit which is located in the office. The Administrator will also take a mobile phone.

Custodian Procedure:

- Duck Cover.
- After the initial shock, turn off the gas main valve and then assist in the evacuation of the building. The gas should automatically turn off during an emergency.
- The custodian shall account for his own personnel and notify an administrator if anyone can't be located.
- Open all gates and assist the emergency crews as they arrive.

In Class Procedure:

- Duck Cover.
 - All students and adults shall get under a desk or table or next to an inside wall or under an inside doorway away from glass.
 - Drop to knees with back to windows and knees together. Clasp both hand firmly behind the head, covering the neck. Bury face in arms, protecting the head. Close eyes tightly.
 - After the initial shock ends, all students shall be directed to line up and evacuate according to the assigned route. Students should be directed away from the building, overhead wires, etc..
 - The teacher shall take the Emergency Binder and Emergency Bag as the class leaves the building.
 - Teachers shall lead their class to a safe, open area.
 - Remind students to walk and stay away from debris or downed wires.
- e Staff shall take roll and report any missing students to the principal/designee.
- Teachers shall render first aid if necessary.

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Outdoor Procedure:

- The teachers or supervisors shall instruct the students to walk away from buildings, trees, poles or exposed wires.
- Once away from potential hazards, the teachers shall implement the (DROP) action. Teachers and students shall cover as much skin as possible, close eyes, and cover ears.
- Students and teachers shall stay in the open area until the earthquake is over, or until further directions are given.
- Teachers shall take roll and report any missing students to the administrator/designee.

Subsequent Earthquake Procedure:

- Teachers shall see that students avoid touching wires that may have fallen.
 - Teachers or students shall not light fires after the earthquake until the area is declared safe.
 - Teachers shall render first aid if necessary.
 - The principal shall post guards at a safe distance from all building entrances to see that no one reenters for any reasons until the buildings are declared safe. Guards may be custodians, teachers or other adults.
 - The principal shall notify utility companies of a break or suspected break in the lines which may present an additional hazard.
 - The principal shall contact the District Office for further instructions.
 - The principal shall determine the advisability of closing the school, with the advice of the County Building Inspector if possible.
 - Following the quake, the custodian and principal shall inspect the building for safety, looking for:
 - Large cracks in buildings
 - Earth slippage-affecting buildings
 - Water leaks
 - Gas leaks
 - Electrical breakage
- If the building is safe for use, the principal/designee shall clear debris in order to resume educational activities as soon as possible.

Earthquake While On the Bus

When students are on the bus and an earthquake occurs, the following actions shall be taken:

- The bus driver shall pull to the side of the road away from buildings and poles, wires, overhead structures and bridges, if possible, and issue the DROP order.
- The driver shall set the brakes and turn off ignition.
- The driver shall wait until the earthquake is over before proceeding on his route.
- The bus driver shall contact the director of transportation for instruction from nearest available location.

CAMPUS DISTURBANCES

Mass confusion can be one of the greatest dangers to the students when conditions of uncertainty prevail, and such conditions can rapidly generate into a state of panic. Staff members should be alert to the fact that in times of uncertainty or stress, students will look for leadership to those who are normally in an authoritative position. A prepared

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plan for prompt positive action, based on possible leadership through normal channels, will minimize confusion and disorder resulting from uncertainty, rumors, and fear. The purpose of any plan is to maintain normal or near normal routines and conditions during times of student disorder or unrest through increased precautions, supervision, and readiness to meet emergency conditions. All school staff shall respond to campus disturbance in accordance with the school's response plan.

Signal:

Repeated bell tones, sounded from the bell system bell. "Lockdown" will be used to notify teachers there is a problem and students need to remain in class.

Teacher Procedure:

- The teacher shall keep their students inside the classroom until notified the emergency has been resolved.
- If a class is on the yard, the teacher shall escort the class to their room.
- In the event that the disturbance would not permit the class returning to their own room, the teachers shall escort them to the nearest available classroom. The office shall be notified by the teacher of their alternative location.
- The teacher shall lock their door and cover all windows. Placing a red/green card in a visible window.

Custodian Procedure:

- Custodian with the help of the Principal shall secure all buildings including restrooms, if able to do so safely.

Office Procedure:

- The office shall sound the signal or make a verbal announcement "Lockdown" of the need to lock down the campus.
- The office shall verify the location and security of all classes.
- The office shall notify the appropriate authorities of the emergency.
- The office shall discourage parents, with utmost caution, from contacting and/or coming to the school during an emergency situation. The place for parents to go is established by the District Office.

ROLLING BLACK-OUTS

The result of a "Rolling Black-Out" will be that the children will remain in school and follow their normal routine and activities. Obviously, lessons that require electricity will be postponed until the power is turned back on, approximately an hour to an hour and one half later. All schools in the district are equipped with back-up systems for the water. However, the telephones are not. In the event of a power outage, the schools are only capable of receiving one call at a time. Should many parents call for information at the same time, the telephone system, as is all current systems, will not be able to respond. This of course will only add to your and our frustration with the "Rolling Black-Outs". The more calls we receive concerning school dismissal, the more rapidly the batteries will be diminished.

Please be advised that your child will be safe, remain at school, and the Blackout will end in a relatively short period of time.

CHEMICAL ACCIDENT

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Warning of a chemical accident is usually received from the fire or police departments, Sheriff's office, or from the Office of Emergency services when such an accident occurs near a school and may be a threat to the safety of the school.

Chemical accidents, which might necessitate evacuation, will most likely involve the release of toxic fumes or the threat of an explosion from a tank truck or rail car accident occurring in the vicinity of a school.

School Procedure:

- The principal or designee will direct other action as required.
- Follow the direction of the on-scene commander.
- Students and staff shall not return to the site until Emergency Services officials declare the area safe.

Office Procedure:

- Notify the District Office and maintain communication.
- Determine the need to leave the building.
- Determine whether the students should leave the school grounds.
- If appropriate, take action to evacuate the building, and if necessary, the area.
- With the school staff, maintain control of the students at a safe distance from the hazard.
- Provide for injuries/damages assessments to the District Office.

Teachers:

- If any student/s are missing, report this information to the principal and responding emergency personnel immediately.
- Move crosswind, never upwind or downwind, to avoid fumes.
- Render first aid as necessary.

Custodians:

- Assist the principal/designee to ensure the safety of the students.

STORMS, FLOODS, WINDS

When a major storm threatens, the radio or television should be turned on to hear weather reports and forecasts, as well as other information and advice that may be broadcast by the local government.

Hurricane or Tornado Winds:

In the event of a storm generating hurricane-force winds, the following procedures should be observed:

Signal:

- The signal for imminent danger shall be sounded of repeated bell tones, verbal or written announcement.

On Campus Procedure:

- All students should be in the building.
- Duck and Cover under desks, tables, or anything sturdy with backs toward windows.
- Students shall be directed to stay away from doors and windows.
- Radios should be turned for updated information and advice.

Off Campus Procedures:

- If enough lead-time is available, a bona fide civil defense shelter should be found.
- If in open country, students and staff should drive away at right angles from a tornado’s path, if known at the time.
- If unknown or insufficient time is available, cover should be taken and people should lie flat in the nearest depression, such as a ditch, culvert or ravine away from power lines and trees.

Flood:

- In the event of a flood, the civil defense coordinator and the District administration will cooperate and coordinate the evacuation of the area.
- If the evacuation of the area is not possible, staff and students will climb to the roof level of buildings.

KITCHEN EMERGENCY PLAN

In case of any natural disaster please activate the following emergency kitchen shut down routine:

- Remain calm.
- Disengage all ovens and burners.
- Unplug all electrical appliances.
- Make a quick assessment of the condition of the kitchen.
- Follow the fire drill escape route.
- Take a quick head count to assure everyone is out.
- Report condition of kitchen to custodial or office personnel.
- Follow any further instructions given by the Principal or staff.

EMERGENCY PHONE SCRIPT

This is _____ calling for Johnson Jr. High School to inform you that due to _____ school is being dismissed early. Buses will leave at _____. Students may be picked up from their classrooms after you sign them out in the classrooms.

For further information call the district office at 476-2892 regarding school closures or watch TV channels 3, 10, 13 and Spanish Channel 19. Radio stations will also carry information.

I need to record with whom I am speaking: _____

Thank you

PROCEDURE TO FOLLOW IN DISMISSING STUDENTS IN THE EVENT OF AN EMERGENCY

- Make class lists with home phone and emergency numbers.(Located in Emergency binder)
- Name of person calling what class or page number
- Just one phone to be used
- Teachers sign out to make sure their students' parents/guardians have been contacted
- Teachers have class list and have person sign out student
- Lists are to be returned to the office
- Dismiss bus students first (about 15 minutes sooner than town)

SUGGESTIONS:

- Utilize the auto dialer system through the district office to get messages to parents quickly in Spanish and English.
- Maryann Diaz free of telephone so that she can get numbers from the computers.
- Location of all phones:
 - All classrooms
- Need to use all bilingual staff and teachers:
 - Jessica Geierman
 - Maryann Diaz
 - Carlos Corona
 - Alexandra Rudorff
 - Raquel Mendoza
- Answering machine messages in regards to school closure in English and Spanish.
- Post notice of school closure on outside marquees.

2020/2021 JJH Extensions

OFFICE:		
Geierman, Jessica (Principal)	Office	13201
Diaz, Maryann (Secretary)	Office	13200
Cafeteria/Kitchen	Kitchen	13208
Library/Grimmer, Mary	Library	13207
Staff Room JJH	Office/Staff Room	13206
Nurse Office	Office	13205
Counselor: Lopez, Cathy	Office	13203 JJH
		13337 AES
		13116 PHS
Counselor, Voorhees, Ellen	Office	13202
PASES/ Miller, Meghan	Library	13209
CERTICATED STAFF:	Room #	Ext.#
Anderson, Sarah	203	13217
Bonino, Lauren	406	13222
Braud, Brigitte	603	13221
Burnum, Lisa	GYM	13210
Castro, Kimberly	901	13215
Cervantes, Jessica	301	13223
Chambers, Justin	GYM	13228
Corona, Carlos	401	13211
Dillard, Julie	602	13225
Gill, Manny	202	13214
Korynta, Amy	800	13219
McInnis, Jonah	601	13227
Mendiola, Maria	501	13230
Rector, Ron	902	13224
Rudorff, Alexandra	604	13213
Taylor, Emily	201	13212
Thomas, Andrea	402	13220
Thomas, Jacqueline (Schlosser)	405	13226
Ulloa-Mendoza, Raquel	204	13216
Vandrey, Valerie	903	13229

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11/2/202-12/18/2020 On Site COVID-19 Bell Schedule

Bell Schedule 7/8				Bell Schedule 6			
8:10	1st Bell			8:10	1st Bell		
8:20-9:45	Period 1/4	85		8:20-9:35	History/Science	75	Track 1: History
9:45-9:55	Break	10		9:35-9:45	break	10	ELA
9:55-11:20	Period 2/5	85		9:45-11:05	ELA/Math	80	Enrichment Robotics
11:20-11:30	Break	10		11:05-11:15	break	10	
11:30-12:55	Period 3/6	85		11:15-12:05	Enrichment	50	
12:55-1:05	Lunch Pick Up Group 1	10		12:05-12:50	Robotics/Creative Writing	45	
1:05-1:15	Lunch Pick Up Group 2	10		12:50-1:00	Lunch Pick Up Group 1		Track 2: Science Math
1:15	Students Board Busses			1:00-1:10	Lunch Pick Up Group 2		Enrichment Creat. Writing
1:20	Busses leave for PHS			1:15	Students Board Busses		
				1:20	Busses leave for PHS		*still keeping students with original teachers
							*students switch tracks after thanksgiving break

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2020-2021 Bell Schedule

7th and 8th Grade

Regular Day Schedule

Breakfast	8:00	8:15
1 st Period	8:20	9:10
Passing	9:10	9:14
2 nd Period	9:14	10:04
Passing	10:04	10:08
3 rd Period	10:08	10:58
Passing	10:58	11:02
4 th Period/ Homeroom	11:02	11:52
LUNCH	11:52	12:30
Passing	12:30	12:34
5 th Period	12:34	1:24
Passing	1:24	1:28
6 th Period	1:28	2:18
Passing	2:18	2:22
7 th Period	2:22	3:12

Minimum Day Schedule

Breakfast	8:00	8:15
1 st Period	8:19	8:57
Passing	8:57	9:01
2 nd Period	9:01	9:39
Passing	9:39	9:43
3 rd Period	9:43	10:21
Passing	10:21	10:25
4 th Period/ Homeroom	10:25	11:03
LUNCH	11:03	11:34
Passing	11:34	11:38
5 th Period	11:38	12:16
Passing	12:16	12:20
6 th Period	12:20	12:58
Passing	12:58	1:02
7 th Period	1:02	1:40

Wednesday Schedule

Breakfast	8:00	8:15
1 st Period	8:20	9:01
Passing	9:01	9:05
2 nd Period	9:05	9:46
Passing	9:46	9:50
3 rd Period	9:50	10:31
Passing	10:31	10:35
4 th Period/ Homeroom	10:35	11:16
LUNCH	11:16	11:56
Passing	11:56	12:00
5 th Period	12:00	12:41
Passing	12:41	12:45
6 th Period	12:45	1:26
Passing	1:26	1:30
7 th Period	1:30	2:11

UPDATED 11/3/2020

6th Grade

Regular Day Schedule

Breakfast	8:00	8:15
Period 1	8:20	9:14
Period 2	9:14	10:08
BREAK/RECESS	10:08	10:20
Period 3	10:20	11:14
Period 4/Enrichment	11:14	11:54
LUNCH	11:54	12:30
Passing	12:30	12:34
Period 5	12:34	1:24
Passing	1:24	1:28
Period 6	1:28	2:18
Passing	2:18	2:22
Period 7	2:22	3:12

Wednesday Schedule

Breakfast	8:00	8:15
Period 1	8:20	9:01
Period 2	9:01	9:42
BREAK/Recess	9:42	9:54
Period 3	9:54	10:35
Period 4/Enrichment	10:35	11:15
LUNCH	11:15	11:56
Passing	11:56	12:00
Period 5	12:00	12:41
Passing	12:41	12:45
Period 6	12:45	1:26
Passing	1:26	1:30
Period 7	1:30	2:11

UPDATED 11/3/2020

Minimum Day Schedule

Breakfast	8:00	8:15
Class	8:19	10:05
BREAK	10:05	10:20
Class	10:20	11:08
LUNCH	11:08	11:40
Passing	11:40	11:43
PE/Intervention	11:43	12:15
Passing	12:15	12:18
Intervention/PE	12:18	12:50
Passing	12:50	12:53
Class	12:53	1:40

UPDATED 11/3/2020

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Alphabetical Listing of Staff Assignments

<u>Name</u>	<u>Assignment</u>
Allen, John	Rescue Team
Barber, Michael	Rescue Team Co-Lead
Burnum, Lisa	First Aid Team
Burnum, Scott	Student Supervision Lead
Cabrera, Nancy	Student Supervision
Castaneda, Juan	Student Supervision
Castro, Kimberly	Student Supervision
Day, Nicole	Student Supervision
Duarte, Perla	Administrative Table-Co Lead/Disaster Coordinator
Franklin, Charles	First Aid Team-Lead
Friel, Don	Rescue Team Co-Lead
Garcia, Estela	Cafeteria Team
Garcia, Felicia	Administrative Team
Garcia, Josefina	Cafeteria Team
Gonzalez, Maria	First Aid Team
Gonzalez, Patty	Administrative Table
Green, Nick	Rescue Team
Grote, Katherine	Student Supervision
Hofhenke, Merry	Student Supervision
Howard, Lynn	Student Supervision
LeClaire, Paul	Student Supervision
Lederer, Gary	First Aid Team
McCullough, Natalie	Student Supervision
Mendez, Jaime	Transportation
Mendoza, Francisco	Emergency Shutoff (Co-Lead)
Munson, Keryn	Student Supervision
Ornbaun, Mary	Administrative Table Co-Lead
Paul, Calley	Student Supervision
Platt, Trevor	Rescue Team
Prado, Rosa	First Aid Team
Randall, Kate	Student Supervision
Richins, Mike	Student Supervision
Riley, Heather	Student Supervision
Rohde, Cindy	First Aid Team
Schaap, Jeanine	Alt. student supervision
Sweet, Erin	Student Supervision, Emergency Shutoff (Co-Lead)
Tapia, Anthony	Student Supervision
Van Laningham, Luke	Rescue Team
Velazquez, Stacie	Cafeteria Team-Lead
Vujovich, David	Disaster Coordinator

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Listing of All Teams

- Administrative Table:** Perla Duarte (Co-Lead), Mary Ormbaun (Co-Lead), Felicia Garcia, Patty Gonzalez.
- Cafeteria Team:** Stacie Velazquez, Josefina Garcia, Estela Garcia.
- Disaster Coordinator:** David Vujovich, Don Friel if Mr. Vujovich is not available. Once the coordinator is assigned, they will remain in this position until the emergency has been ended.
- First Aid Team:** Chaz Franklin (Lead), Dusty Dyer, Gary Lederer, Maria Gonzalez, Rosa Prado.
- Rescue Team:** Michael Barber (Co-Lead), Don Friel (Co-Lead), John Allen, Luke Van Laningham, Trevor Platt, Nick Green.
- Transportation:** Jaime Mendez
- Emergency Shutoff:** Jaime Mendez (Co-Lead), Francisco Mendoza (Co-Lead).
- Student Supervision:** Scott Burnum (Lead), Merry Hofhenke, Lynn Howard, Keryn Munson, Erin Sweet, Natalie McCullough, Juan Castaneda, Nancy Cabrera, Lisa Burnum, Nicole Day, Kate Randall, Katherine Grote, Anthony Tapia, Calley Paul, Heather Riley, Kimberly Castro, Mike Richins.
- Public Information Officer:** Carol Geyer, no one else talks to the media.

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Utility Emergency Shut-Off Locations

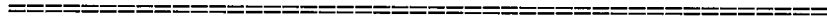
GAS SHUT OFF: Located on the back (east) side of the main building behind the Migrant Ed. Office.

WRENCH: Located at the Main Supply Shut Off

WATER SHUT OFF: The water shutoff valve is located in the front of the school.

WRENCH: Bus Shed

ELECTRICITY: Gray Vault by sidewalk to South Gym.



Utility Company Phone #'s

Arbuckle Fire Department (non-emergency: 476-2231):	476-2424
Arbuckle Public Utility District (water):	476-2054
Colusa County Sheriff Department	458-0200
Emergency :	911
P.G.& E. (gas & electricity)	1-800-743-5000

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Phone Numbers

Arbuckle Elementary:	476-2522
Arbuckle Fire Dept.	476-2424 (Non Emergency) Call 476-2231
Arbuckle Public Utility Water Dist.	476-2054
Colusa County Sheriff:	458-0200
Enloe Hospital-Chico:	1-800-822-8102
Fremont Hospital-Yuba City:	751-4000
Grand Island Elementary:	473-2461
Johnson Jr. High:	476-3261
National Poison Control*	1-800-222-1222
Pacific Gas & Electricity (PG&E)	1-800-743-5000
Paramedics	911
Pierce District Office:	476-2892
Rideout Memorial Hospital:	749-4300
Toxic Chemicals and Oil Spills:	800-424-8802
Woodland Memorial Hospital:	662-3961

*The following information should be ready when you call: What was taken (have container available if possible) and how much?
The age/weight/sex of victim and the county you are calling from. Your name, the name of your location, phone # and relationship to the victim.

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I. Overview/General Guidelines

- A. **Background:** A disaster plan should be detailed yet flexible. While certain things can be counted on (e.g. the need to provide first aid in the event of a major earthquake); other things are difficult to determine (e.g. how long will we be on our own in the event of a major disaster). A disaster can come in many forms. Some we are aware of (e.g., a major earthquake), while others are less obvious (e.g. a toxic chemical spill).
- B. **Purpose:** While this guide is designed to deal with particular threats, it is hoped that the procedures outlined here could be quickly adapted to meet any disaster situation.
- C. **Staff Responsibilities:** The safety and welfare of our students during and following a major disaster is the responsibility of the school's total staff. Under current law, the site principal has the authority to do what is necessary to protect the safety of students and staff. This includes the right to assign certificated and classified staff to perform duties in support of this mandate. This extends to emergencies which may go beyond the normal school day; Staff members who have families or who are responsible for other individuals should have contingency plans for the care of these individuals should they be called on to remain at school for an extended period.
- D. **Procedure for Individual Offices:** While this guide is written from the point of view of the teacher, it also applies to all offices and other workspaces on campus. This would include the Main Office, Counseling and Attendance Office as well as the cafeteria. Individuals working in these offices should review the various procedures and decide how they would modify them to fit their particular circumstances. For example, each office should review the posted evacuation routes and discuss what alternative routes are available should the primary route be blocked. Those offices with student aides need to establish who will be responsible for ensuring their assigned students are safely evacuated and, once evacuated, that an accurate roll is submitted to the administrative table. Students in offices who run errands on campus must clearly understand that in the event of an evacuation, they must proceed to the assembly area (practice football field) and immediately locate the adult from the office they work in who is responsible for taking roll. **Please take a few minutes each period on the day of a drill to review these emergency procedures with your students.**

II. Fire

- A. Teachers are to evacuate their classrooms using the route posted in their room if:
 - 1. The school fire alarm sounds
 - 2. The alarm is issued through an alternate means (e.g., bullhorn, runner); or
 - 3. You observe smoke or fire. In this situation, be sure to activate the school alarm, notify adjacent classrooms, and send a runner to the main office to give the location of the fire.
- B. Teachers should consider what alternative routes are available to them should their normal evacuation route be blocked.
- C. Teachers must bring their attendance and emergency cards with them. Staff are to take attendance and hold up either a green card if they have all their students or a red

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card meaning they are missing students. If available, also consider the following items: car keys, portable radio, first-aid kit, and any other items that may be useful.

- D. For fires occurring when students are out of class, have them proceed to the assembly area and report to their Advisement teachers.

III. Earthquake Emergency Procedures

- A. **Overview:** An earthquake may occur without warning and teachers should be prepared to give the DROP signal at the first sign of a quake. Also, the posted evacuation routes may be blocked, forcing you to use an alternate route.
- B. **Staff Responsibilities:** Our plan is based on the premise that the safest place for students in the event of an earthquake is the school. As previously indicated, the principal or site administrator in charge has the necessary authority to provide for the safety of students and staff.
- C. **Emergency Procedures for a Quake Occurring During Class:**
1. At the first indication of ground movement
 - a) Teachers are to give the DROP command. Do not wait for a signal!
 - b) Students are to get under a desk or table or against an inside wall. If the shelter moves, hold on and stay under the desk or table.
 - c) Have student's turn away from any windows, shelves that may fall, and/or any outside doors.
 2. **Upon cessation of ground movement:**
 - a) If the order to evacuate is not received within 45 seconds of the cessation of ground movement, initiate evacuation on your own and proceed to the assembly area. When leaving the building, do not run.
 - b) **Maintain control:** Continue talking to students to help them remain calm.
 - c) **Assess conditions:** Does anyone need emergency first aid? What is the safest evacuation route? Decide upon a plan and proceed.
 - d) **Dealing with injuries:** If possible, remove all injured persons from the room. Remember, however, your first priority is to get the class to the assembly area to prevent further injury and/or loss of life. If an injured student cannot be moved, your partner teacher will exit with the two classes while one teacher will stay with the injured until a rescue team can come to their aide.
 - e) **Immobilized Injured:** If there is a life threatening situation and you must leave injured in the room, make a large "I" on the door along with the number injured and time. For example, if you had to leave three students behind, you would mark "3 I 10:30" on the door. Communicate their names and the room number to the rescue team as soon as possible. Once you have reached the assembly area, immediately submit the same information in writing to the disaster coordinator or administrative table along with your roll.
 - f) **What to Bring:** Teachers must bring their attendance, this emergency plan and their first aid kits (if you have one) with them. Also consider the following items: clipboard, pens/pencils, car keys, portable radio, and any other items that may be useful.
- D. **If a Quake Occurs When Students Are Out of Class:**
1. Stay in an open area, away from buildings, wires, and trees

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2. Give DROP command to students around you. Do not wait for signal
3. Take cover under lunch tables, benches, or in doorways. If in an open area, sit down
4. Remain in DROP position until ground movement ends
5. Take control of the students in your class immediately and evacuate to the assembly area
6. Students are to report to their Advisement teachers. Teachers with other duties will give their attendance to a Pre-Arranged teacher that has Student Supervision.

IV. Bomb Threat Procedures

- A. **Overview:** Bomb threats present a difficult situation for any school. Often they are prank calls intended to disrupt school; however, it is the policy of the District to treat every call as a threat and evacuate the school.
- B. **Taking a Bomb Threat Call:** When taking a bomb threat, elicit as much information as possible from the caller. Ask the exact whereabouts of the bomb and what time it is set to go off. Ask for a detailed description including the size, type of explosive material, nature of timing device, type of container, color, etc. As you are listening to the individual, note anything about the individual's speech that may help identify him/her. Is he/she speaking with an accent? What is the estimated age of the caller? Is the caller using any unique speech pattern? Is there anything in the background that might help identify the origin of the call? Note the exact time of the call.
- C. **Procedures:**
 1. If the call was not taken in the main office, report the call immediately to the main office.
 2. Initiate a fire drill
 3. Keep all phone lines open
 4. Call the District Office. Give the exact time of the call and the line it came in on. Ask them to report the threat to the Sheriff's Office and to notify the other campuses.
- D. **Reporting Threats Not Received By Phone:** Any threat received by a staff member should be reported immediately to the main office.
- E. **Suspicious Items:** Staff members, who note anything suspicious in their area, should evacuate the building and immediately send a runner to the main office to report that an unknown hazard exists in their room.
- F. **Surveying Room During Evacuation:** While evacuating under these conditions is stressful, please take the time to note any suspicious packages or other items in your room, which should be investigated. Also, note anything else out of the ordinary (e.g., an access panel removed or ceiling tile out of place). Immediately report your observations to the main office or the principal.
- G. **Explosion with NO WARNING:** The procedures will be the same as that for an earthquake. The teacher should give the DROP command and follow the earthquake procedures.

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V. Intruder and/or Hostage Situation

- A. **Overview:** This may be the most difficult emergency anyone ever faces. Because it may take many different forms, providing specific directions or guidelines is extremely difficult.
- B. ***A stranger or a gunman:*** We will use these terms for alerting staff that one or more armed and dangerous individuals are on campus.
- C. **Reporting a Situation to the Office:** Should a staff member need to report an occurrence, let the main office know in any way possible (e.g., a written note, verbally through a student, etc.) that a stranger is present. How you phrase the statement can provide valuable information to us. ***“I have a female stranger in my class with two friends,”*** would be a way of telling the office that the intruder is female and has two individuals with her. ***“I think that there is a stranger that has weapons in a white pickup out by the weight room.”*** would alert us that you have observed someone with weapons in a pickup by the weight room.
- D. **Alerting Staff to a Dangerous Situation:** The main office will use the phrase, ***“Just wanted to let you know that we have situation or a stranger is on campus,”*** or words to that affect to notify staff thru our Valcom intercom system that there is a dangerous situation.
- E. **Procedures to Follow:** When you receive such a message, all staff must lock their doors and hold their classes until notified to do otherwise. Students are to remain in class even if the bells ring. This may require you to sit tight for several hours or more. Working with the students to communicate why they must remain without causing panic will require extreme skill. Protect your students as your situation allows. If evacuation is possible, use the windows to exit. In the Quad C, this might mean taking them into the counselor’s room. In the auditorium, it could mean taking the class into the basement. In regular classrooms, this would mean absolutely not allowing students near the door or windows.
- F. **Being Held Hostage:** Try to remain calm and deal with the individuals in a calm manner. Do not become agitated or angry. Treat them with respect and dignity. Do not try anything rash such as attempting to overwhelm and disarm them. You are going to be the center of attention and your students will key on your demeanor and behavior. How you react will in part determine how they react.

VI. Air Disaster

- A. **Overview:** While the chances of this occurring at Pierce are remote, it is still a possibility.
- B. **DROP command:** Should a classroom be hit, there will probably be little warning. The teacher should give the DROP command and follow the earthquake procedures. The teacher may be called on to decide whether it is safer to remain in the building or evacuate.

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VII. Toxic Spill

- A. **Overview:** The problem with toxic spills is that it may be difficult to escape the fumes. If possible, move cross wind to the fumes to reduce exposure.
- B. **Evacuation:** It will need to be determined whether it is safer to evacuate or remain inside. If told to evacuate, follow the fire drill evacuation procedures.
- C. **Severity:** Depending on the severity of the spill, disaster teams (e.g. first aid) may be formed to help those overcome by fumes.

VIII. High Winds and/or Thunderstorms

- A. **Overview:** If time and conditions permit, the school will send students home prior to the onset of a severe storm.
- B. **Sudden Onset of High Winds:**
 - 1. **During Class:** Keep students inside and away from windows. Close windows and doors. Close drapes if available.
 - 2. **When students are not in class:** Before school, during break, lunch or after school, students should report to first period. Teachers should open rooms immediately.
 - 3. Do not release students until instructed to do so.
 - 4. Report any injuries or unsafe conditions to the main office as soon as possible.
- C. **Thunder and Lightning Occurring in Close Proximity to School**
 - 1. Follow the same procedures as those for high winds.
 - 2. Be attentive to the possibility of electrical shock. Avoid making contact with anything that may conduct lightning.

IX. Flooding

- A. **Advanced Warning:** Directions will be given for evacuating the school.
- B. **No Warning:** The chance of sudden flooding of the school is extremely remote. In the event this occurs, teachers will have to decide whether their students are safer remaining in the class or evacuating the building. The main building will probably be safer than the other buildings on campus. Every effort will be made to provide guidance.

X. Student Unrest

- A. **Overview:** In the event of a problem, the staff must work together to minimize disruption to the school. This can be a very exciting event to students who may want to blow any confrontation out of proportion. Every effort must be made to counter statements or rumors feeding the unrest.
- B. **Continue Teaching:** Upon being notified that a problem exists, teachers are to lock their doors and continue with their lesson. If the situation warrants, it may be necessary to extend class. While every effort should be made to keep students in class DO NOT attempt to forcibly retain any student who tries to leave.
- C. **Teachers on Conference Period:** Report to the main office for assignment

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- D. **Report Disruptive Behavior:** Note and report any disruptive or destructive acts. Staff members who witness such acts should report them to the principal. Whenever possible, include the names of the individuals involved.
- E. **Other notification:** The principal will be responsible for notifying the superintendent's office and, if necessary, requesting assistance from outside agencies.

XI. Evacuation and Disaster Response Procedures

- A. **Overview:** In the event of a severe earthquake or other major disaster, the school may be forced to react without external assistance. The procedures outlined here are based on that possibility.
- B. **Student Supervision:**
 - 1. Each room and office should have an evacuation route posted. Teachers should be familiar with this route as well as possible alternatives.
 - 2. Teachers should assign a reliable student in each class to take charge of evacuation in the event he/she is out or is injured during the disaster.
 - 3. Unless otherwise instructed, evacuation will always be to the assembly area, which is the practice football field located directly behind the school (East Side by freeway).
 - 4. The alternate evacuation site will be the gym at Lloyd Johnson Jr. High.
 - 5. You may have another assignment or duties. You are responsible for the supervision of your class until your students are released to another teacher.
 - 6. Normally, the fire alarm will be used to initiate an evacuation. If this system fails, the order to evacuate may be communicated by bullhorn or runner. In extreme instances, teachers are to initiate evacuation if they feel the situation warrants it.
 - 7. Rooms are to be left UNLOCKED in the event of an emergency. This is to allow the rescue team to check each room.
 - 8. Teachers must bring their attendance, emergency plan and first aid kit (if available) with them. If available, also consider the following items: clipboard, pens/pencils, car keys, portable radio, and any other items that may be useful.
 - 9. Teachers on conference and other staff members with no assigned duties will help clear campus and then report to the administrative table in the assembly area to assist as needed.
 - 10. Students who are separated from their teacher or office at the time of evacuation need to be reunited with their class or office immediately to ensure an accurate roll.
- C. **Disaster Coordinator:**
 - 1. The disaster coordinator will normally be the Principal. In their absence, the Vice-Principal or Counselor will act as the disaster coordinator. Should all of these individuals be gone, the teachers should immediately select someone to act as disaster coordinator upon reaching the Assembly

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Area. Once the Disaster Coordinator has been established, that person will continue in that position throughout the emergency.

2. **Responsibilities:**
 - a) Overall responsibility for all staff and students during the emergency.
 - b) Sets priorities for emergency teams
 - c) Requests emergency services as needed
 - d) Account for the presence of all students and staff
 - e) Control and coordinate all internal and external communication. All requests by the news media will be referred to the Superintendent
 - f) Maintain communication with the Superintendent's office to report status of staff, students, and facilities

D. Administrative Table:

1. A table/facility will need to be set up to coordinate the miscellaneous administrative functions required. This will be especially true should the evacuation last over an extended period of time.
2. Tables and Chairs. One of the first priorities of the classified staff will be to bring several tables and chairs to the assembly area.
3. Manning. The Principal's Secretary plus other personnel as assigned by the Disaster Coordinator will man table.
4. Materials. The following materials should be at the table: pencils, pens, paper, student emergency cards, and such other office supplies as are available.
5. **Responsibilities.**
 - a) **Roll:** The Emergency Attendance Reports will all come to the administrative table, along with the staff using the Raptor app to communicate who is accounted for and who is not. One of the first tasks will be to determine who is and who is not accounted for.
 - b) **Recorder:** Determine from the first aid team who has been assigned as the recorder. This individual will be responsible for keeping a detailed list of all injured individuals.
 - c) **Communication:** All communication will be routed through the administrative table. The disaster coordinator and other team leaders should keep the administrative table apprised of their current location and status. Should a cellular phone or walkie-talkie become available, it will be kept at the administrative table.
 - d) **Injured:** The administrative table will maintain a list of injured students. This will be supplied/updated by the Recorder.
 - e) **Sign In/Out:** Anyone leaving or entering the campus will sign in and out at the administrative table. Having an accurate list of who is on campus is very important in coordinating rescue efforts. Individuals who refuse to sign in or out will also be recorded.
 - f) **Releasing Students:** In the event of a prolonged evacuation, we can expect parents to come to school to pick up their children. Technically, we can only release a student to his/her parent or legal guardian. In a small community like Arbuckle, we can expect

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individuals will send friends and other family members. We will have to make special provision for this. All students (and other individuals) leaving campus will be signed out at the administrative table. If a student leaves without permission or refuses to sign out, he/she is not to be restrained. The time and date he/she left should be noted.

E. Student Supervisor-Lead:

1. **Assignment:** One of the first tasks after evacuation will be to select an individual to coordinate the teachers and their classes in the assembly area.

2. Responsibilities

- a) **Roll:** The most important first step is to collect the Emergency Attendance Reports and get them to the administrative table so it can be determined who is missing and who needs to be looked for.
- b) **Injured Students:** The names and locations of students trapped on campus should be communicated both to the administrative table and to the first aid team. Students who are in the assembly area and need treatment should be taken to the first aid station. If the first aid team is overloaded, some thought should be given to handling minor cases.
- c) **Crowd Control:** Over an extended period of time, this is going to be the central focus of the student supervisor. Be prepared to work with teachers to reassure students and provided emotional comfort to students showing signs of stress. If we are forced to remain outside, students are going to become restless. Some advance thought should be given to what group activities would help engage those present. These could involve organizing games and/or putting together groups to perform assigned tasks. The longer we have to stay, the more it will become like a bivouac. Be thinking how you would build a latrine, feed everyone, and/or set up to stay overnight.
- d) **Releasing Team Members:** Even if teachers are on the rescue team or the first aid team, they are to remain with their class until someone else is assigned to supervise their students. The Lead Student Supervisor will get roll sheets from these teachers first and make necessary assignments to supervise their classes.
- e) **Substitute Teachers:** Buddy-up any substitutes with a veteran.

F. Rescue Team

1. **Location.** Assemble at Administrative Table

2. Responsibilities:

- a) Organize into pairs and establish a search pattern ensuring that all parts of campus are covered.
- b) Physically check ALL rooms. This includes not only a visual check but also exploring rubble and calling out for possible victims. In the event of a severe earthquake, the auditorium and its basement will be one of the most critical areas.

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- c) After a room has been cleared a large “C” should be marked on the door along with the time. If a room cannot initially be cleared, a large question mark “?” along with the time should be marked on the door.
- d) Secure rooms after search
- e) Report all fires or other unsafe conditions immediately to the administrative table.
- f) Assess damage to structures to determine what facilities/supplies may be usable.
- g) When the initial sweep of the campus is completed, report back to the administrative table.

G. First Aid Team

1. Responsibilities:

- a) Select a location for a First Aid Station. The location should be a safe, sheltered area.
- b) **Equipment/Supplies.** Obtain necessary supplies including first-aid report forms.
- c) **Provide First Aid.** Work with the rescue team to provide first aid to individuals found on campus. Whenever possible, these individuals will be moved to the first-aid station.
- d) **Recorder.** One of the first priorities of the first aid team will be to assign a single individual as the Recorder and report his/her name to the administrative table. This individual will be responsible for keeping a detailed list of all injured persons, the treatment they received (d) and their location. To avoid the confusion and miscommunication inherent in a disaster situation, the Recorder must be the single source of information concerning all injured individuals. When time permits the Recorder will provide the administrative table with a list of the injured individuals including the extent of their injuries.
- e) **Immobilized Injured.** The recorder, along with the administrative table, should have the names and location of individuals who are too severely injured to be moved.
- f) **Vital Statistics Card.** An attempt should be made to attach a card to each injured person which contains the following information: full name, date of birth, parent’s name and address, extent of injuries, and any special medical information.
- g) **Record Keeping.** If any of the injured are picked up or transported from the campus, the Recorder will complete the bottom portion of the First Aid Report and turn it over to the Administrative Table.
- h) **Morgue.** If necessary, a temporary morgue will be set up. The individual in charge will be responsible for notifying the recorder of the names of any fatalities. The recorder will also give a general description of any unidentified bodies. A first aid report should be completed for each fatality.

**PIERCE HIGH SCHOOL/
ARBUCKLE ALTERNATIVE HIGH SCHOOL
2020/2021 EMERGENCY PLAN**

2. Location of First Aid Kits. Members of the first aid team should know the location of the first aid kits on campus.

H. Cafeteria Team

1. Location. Kitchen. If the kitchen has been damaged, report to the administrative table.
2. Responsibilities.
 - a) **During Jr. High Lunch.** Help evacuate cafeteria and see that students get back to junior high if no one is available to escort them.
 - b) **High School Lunch.** Help evacuate cafeteria.
 - c) Secure the gas lines as necessary.
 - d) Inventory supplies and prepare report for disaster coordinator. The report should address the cafeteria's ability to feed students and staff if necessary.
 - e) Coordinate with the first aid station to provide food and/or drinks for injured.
 - f) If requested, organize to feed students and staff
3. The supervisor for the kitchen should discuss each of the above with those who work in the cafeteria so each individual has a clear sense of their responsibilities in the event of an emergency.

I. Emergency Shutoff Team

1. Location. Assemble at Administrative Table.
2. Close emergency shutoff gas valve(s) as necessary.
3. Secure or repair any water leaks. Advise Administrative Table if it is believed that the water supply is contaminated.
4. Shutoff electricity if necessary. Mark any electrical hazards or downed wires.
5. Close the emergency shutoff for the chlorine in the pool. Immediately notify the Administrative Table and the Disaster Coordinator if there is a chlorine leak.
6. Attempt to fight any fires should outside help not be available.

When no other tasks remain, report to Administrative Table to be assigned as needed.

**PIERCE HIGH SCHOOL/
ARBUCKLE ALTERNATIVE HIGH SCHOOL
2020/2021 EMERGENCY PLAN**

Staging Areas

Arbuckle Elementary:

Parent Staging Area- Arbuckle Elementary Library
Secondary Parent Staging Area- Pierce High School South Gym
Law Enforcement Staging Area- Mobile Command Center
Media Staging Area- District Office

Grand Island Elementary:

Parent Staging Area- Grimes County Library
Secondary Parent Staging Area- Grimes Scout Cabin
Law Enforcement Staging Area- Mobile Command Center
Media Staging Area- Grimes Fire House/Scout Cabin
(In case of flooding, students will be taken on bus to either Colusa Fairgrounds or to Arbuckle)

Johnson Junior High:

Parent Staging Area- Daycare center
Secondary Parent Staging Area- Alternative High School Office
Law Enforcement Staging Area- Mobile Command Center
Media Staging Area- District Office

Pierce High School:

Parent Staging Area- Daycare Center
Secondary Parent Staging Area- Alternative High School Office
Law Enforcement Staging Area- Mobile Command Center
Media Staging Area- District Office

**PIERCE HIGH SCHOOL/
ARBUCKLE ALTERNATIVE HIGH SCHOOL
2020/2021 EMERGENCY PLAN**

Student Release Form

Date: _____

Time: _____

I, _____, have received permission from
_____ as parent or legal guardian to pick up their
children, thus releasing them from the legal custody of the Pierce Joint Unified School
District; I have been authorized to pick up the following minors:

Individual's Signature

Date

Individual's Name (print): _____

Driver's License Number (or other picture ID): _____

Home Address: _____

Home Phone: _____ Work Phone: _____

**PIERCE HIGH SCHOOL/
ARBUCKLE ALTERNATIVE HIGH SCHOOL
2020/2021 EMERGENCY PLAN**

Vital Statistics Card

Send this completed form with anyone released for
medical reasons.

Date: _____

Student's Name: _____

Age: _____ Birth Date: _____

Parent's Name: _____

Home Phone: _____ Work Phone: _____

Comments:

**PIERCE HIGH SCHOOL/
ARBUCKLE ALTERNATIVE HIGH SCHOOL
2020/2021 EMERGENCY PLAN**

First Aid Report

This completed form should be sent to Administrative Table when a student is released to a parent, medical personnel, or leaves campus.

Date: _____ Time: _____

Name: _____ Birth Date: _____
 Last First MI

+++++
Conditions of Injured Person: (start entry date & time)

First Aid Administered: (start entry with date & time)

Name of Person Contacted: _____
Phone: _____ Date Contacted: _____
Time Contacted: _____

Comments:

Released to: _____ on _____ at _____

**PIERCE HIGH SCHOOL/
ARBUCKLE ALTERNATIVE HIGH SCHOOL
2020/2021 EMERGENCY PLAN**

Emergency Attendance Report

Complete and return this to the Administrative Table (or principal for a regular fire drill) as soon as possible after exiting the building. The purpose of this roll is to identify students present when you took roll in class but who are now missing. If you had not taken roll prior to evacuating, list all students not present.

Date: _____

Time: _____

Teacher: _____

Room: _____

_____ : Everyone is accounted for. NO one is missing who was present in class

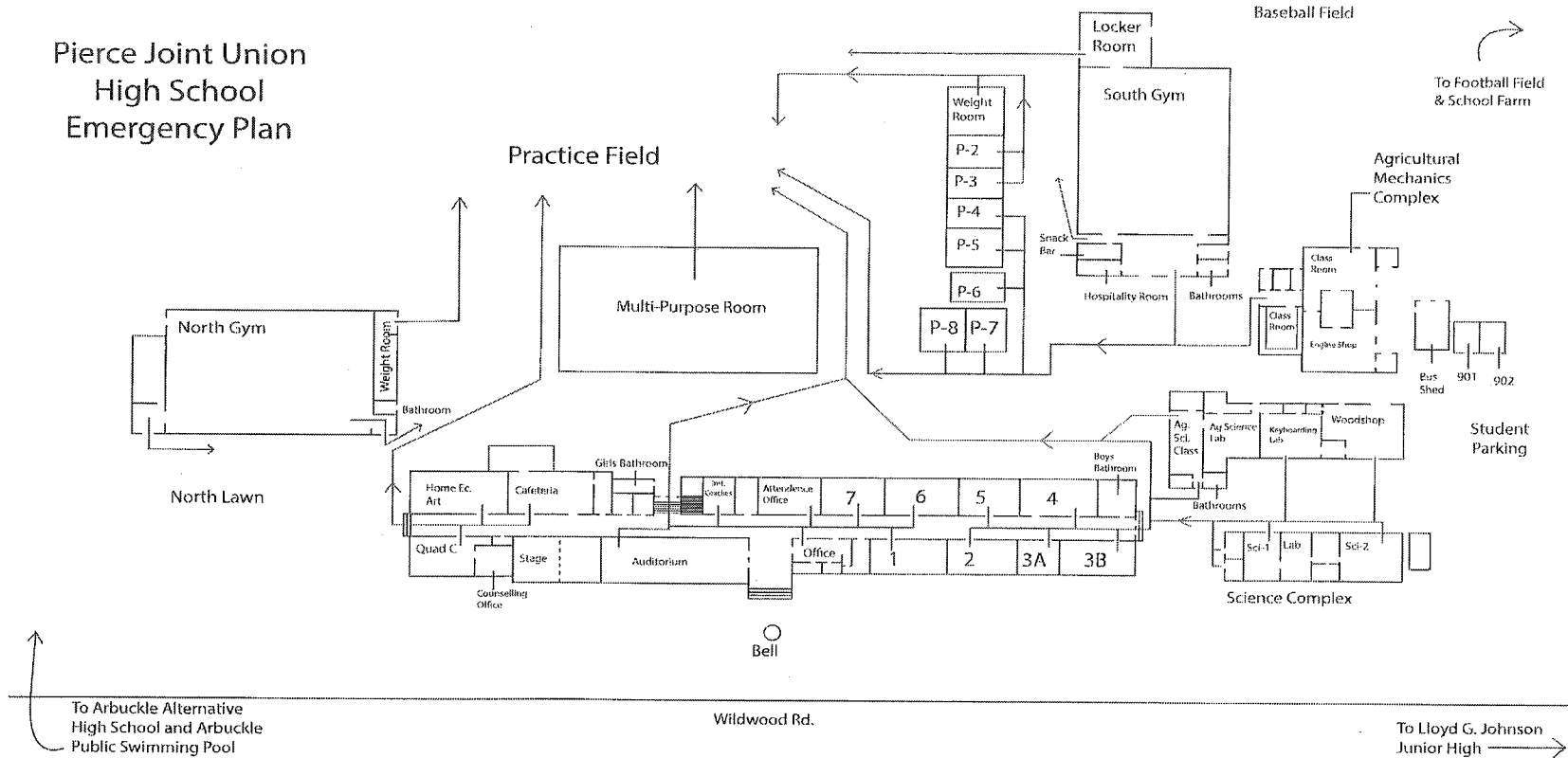
The following students are unaccounted for:

Please list by last name then first name:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PIERCE HIGH SCHOOL/ ARBUCKLE ALTERNATIVE HIGH SCHOOL 2020/2021 EMERGENCY PLAN

Pierce Joint Union
High School
Emergency Plan



**Pierce Joint Unified School District
Equipment & Supplies**

**Board Declaration
Surplus Equipment**

Date: November 12, 2020

Subject: Declaration of Surplus and Obsolete Equipment: General Equipment

Comments: The district has concluded these items to be obsolete due to their age, their condition, the new standard to replace them, or changes in equipment uses. (See Attached Surplus Item Listing)

Information: The Board of Trustees has the authority under Sections 17545-17555 of the Education Code to sell, auction, donate, or otherwise dispose of District equipment or materials that are unusable, obsolete, or no longer needed for District use.

Educational Impact: None

Financial Impact: Projected Revenue \$ 500.00

Recommendations: It is recommended that the Board of Trustees declare and approve the sale, donation, and/or disposal of this equipment.

Submitted by: George Parker

Pierce Joint Unified School District
540-A 6th Street Arbuckle, CA 95912
(530) 476-2892 * FAX (530) 476-2289
Thursday October 15 2020 5:00 pm
Pierce Joint Unified School District
Technology Building
940A Wildwood Road, Arbuckle CA 95912
Regular Board Meeting Minutes

Governing Board:

George Green, President

Amy Charter, Vice President

Abel Gomez, Clerk

Barbara Bair, Member

Nadine High, Member

1. CALL TO ORDER

President George Green called the meeting to order at 5:00 p.m.

Members Present: Nadine High, George Green, Abel Gomez,
Amy Charter, and Barbara Bair

Absent: None.

Others Present: Carol Geyer, Daena Meras, Melanie Brackett.
Laura Hansen, Jessica Geierman, Dave Vujovich, Several
participants via telephone and/or video.

A. Pledge of Allegiance

Abel Gomez led the *Pledge of Allegiance*

2. APPROVAL OF AGENDA

A motion was made by Mrs. Charter and seconded by Mrs. High
to approve the agenda. Voting Aye: Mr. Gomez, Mr. Green, Mrs.
High, Mrs. Charter, and Mrs. Bair. Voting No: None. Absent:
None.

3. HEARING OF THE PUBLIC – Hearing of the
Public will begin at 6:00 p.m.

(Speakers will be given three (3) minutes to speak with a twenty
(20) minute limit per topic)

The fact that Colusa County moved from the purple tier to the red
tier was reported and schools reopening was a focus of the public
comments. Opening the schools as soon as possible was
mentioned. Mr. Green noted that the schools are eager to open and
the district is having discussions regarding opening the schools.
Safety for staff and students was also a focus of the public
comments by several participants. Being prepared for students to
arrive with new desks, new filtration systems, and discipline issues
when students do not follow safety protocols was also a topic of
discussion. There was further discussion regarding internet
reliability once students are both in class and distance learning.
The process for temperature checks and entering school was also
discussed as well as the grade of masks that will be utilized by staff
and students. Regular COVID testing was also discussed. The
inequity between elementary teachers being allowed to teach from
home with a doctor's note, and the junior high and high school
teachers not being allowed the same was brought up. Mrs. Geyer
reported that there are no staff members at the elementary school

teaching from home due to a doctor's note. She outlined the teachers who are distance learning vs. in person due to the number of students who chose to continue distance learning. There was further discussion regarding teaching from home when a doctor's note is provided and what kind of leave would need to be used. Support was given by parents to return to in person attendance. It was reported that students with F's would not be allowed to continue on distance learning and would be forced to return to in person learning. Mrs. Geyer clarified that if distance learning is failing a student, and they are unable to participate fully, distance learning could be taken away and they would need to attend in person for more support. She reported that in the case of medical necessity, a student would be placed on home hospital to accommodate their medical needs.

4. Student Body Representative/FFA Representative Report

Katie Williams introduced herself to the Board as the 2020/21 FFA Arbuckle Chapter President and the 2020/21 ASB Vice-President. She stated that she is reporting tonight in the absence of the 2020/21 ASB President, Betsy Myers. She reported that FFA has had two successful monthly meetings via Zoom. Attendance has been comparable to last year's meeting attendance while learning to adjust to a new meeting platform. The October meeting showcased members and projects virtually and the officers would like to see this continue after returning to in-person meetings. There would normally have been 40+ freshman sent to the green hand leadership conference in Colusa at the end of September. Like many things in 2020, it has shifted to a virtual platform and will be pushed out in November. Butter Braid sales began on Tuesday and will continue through October 30 with delivery set for the Friday before Thanksgiving. She reported that TK-2nd grade students will be receiving pumpkins from the school farm. The pumpkins have been picked and will be delivered to the elementary school on Friday for TK-1st grade students, and on Monday for 2nd grade students. FFA is participating in Chapter Highlight which consists of a short video outlining why the Arbuckle FFA chapter is so special. The National Convention has been switched to a virtual platform. The entire chapter has been signed up for the virtual experience. She reported that while it is unfortunate that the conference cannot be attended in person, this platform gives more members a chance to experience the convention. The Pierce Ag Boosters is hosting the 2nd Annual Pig Roast COVID style. It will be a drive through dinner on Tuesday, November 3rd. Tickets will be \$45 and available to purchase online. The student body has painted pumpkins and provided hay bales for spirit week that ACE hardware is sponsoring. A scarecrow is being decorated and will be on display downtown the

week of October 26th. The painting of senior parking spots went well. All spots were sold for \$20 each. All proceeds went to the senior class. Both FFA and ASB are excited about moving up a tier and are looking forward to going back to school.

Laura Hansen reported that tomorrow is the first day of school, again, at Arbuckle Elementary and Grand Island Elementary. The staff is excited and nervous about returning to in-person teaching. She reported that the choice form went out last week to parents and she has been sending reminders daily to ensure participation from all parents/guardians. She reported on the reopening plan that includes arrival and dismissal procedures, recess and lunch procedures, and supplies that students will need to bring back and forth every day. She stated that the choice form included a link to the reopening plan and distance learning information. Parents were asked to choose either in-person instruction, or to continue with distance learning. She outlined the number of students who would be returning and the number of students who would remain on distance learning by grade and site. She explained how the grades would be broken up to accommodate all students both in-person and distance learning. She outlined the teachers who will be teaching the in-person instruction and who will be teaching distance learning. She reported on the need for some teachers to teach concurrently due to a large number of students on distance learning. She reported on which teachers will be teaching concurrently and outlined the tools that will be used to successfully accomplish teaching in-person and distance learning concurrently. She then outlined how the ELD teachers will be supporting their students. She reported that Jeff has ordered headphones with microphones for students who will be receiving in-person instruction in the concurrently taught classes so they are able to hear the students who are distance learning. She reported that zones for recess have been set and that teachers will walk students to their zones and pick them up when recess is over. She outlined how recess will look and how the P.E. teacher, Mrs. Pina, will be assisting at recess with games for students since the playground equipment cannot be used yet. There is a TK, K, 1st grade “sneak peek” tomorrow where the students will attend school to get familiar with the site. They will also receive their pumpkins from the PHS farm. 2nd through 5th grade will have a transitional day on Friday. Since the schedules will need to change some students will have a different teacher starting Monday. Friday will

5. 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

be an opportunity for teachers to say goodbye to some students and introduce themselves to any new students and to let them know about expectations. The after school program will start on Monday from 1:30 – 3:45 and will be separated by grades at both elementary schools. Temperatures will be checked on all students before entering the after school program classrooms. She reported that the Kindness Challenge that was started two years ago will continue with a bonus this year. Mrs. Lopez has been reading books to students and sharing self-regulation strategies at both schools. She outlined the great things that Mrs. Lopez is doing with students and reported that this week's book is called When I Wear My Mask. It helps children understand the importance of wearing a mask and that wearing one shouldn't have to stop anyone from being themselves. She reported that the staff is excited and can't wait to hear student's laughter at the schools again. Mrs. Charter asked if the classroom enrollment numbers would hold this way until December. Mrs. Hansen responded that when the junior high and high school open, parents will have the opportunity to change their minds and send their student to in-person instruction at that time.

Jessica Geierman reported that the first quarter is finishing up at Lloyd G. Johnson Junior High and teachers are entering grades into Aeries. She reported on the extra work that teachers are doing to support kids during the 1st quarter while they are still adjusting to distance learning. She reported that yesterday she met with the staff regarding reopening now that the county has moved from purple to red and what will that look like at the junior high. She reported on the thought process that has gone into looking at the reopening plan for JJH and how it takes several people to think about all aspects of the reopening process. She reported that it will be exciting to see students on campus. She was able to do walk throughs of all of the virtual classes this week. She reported that it was amazing to see the high quality lessons that teachers are producing and how students are adjusting to using technology to communicate. She has completed three formal observations on new teachers and reported that they are doing fantastic. She reported that professional development is focusing on ELD and stated that a shift will take place now that reopening is being discussed. She stated that the professional development should meet the teacher's needs and reported on how those needs will change as the situation changes and students return to the classroom. One cohort is still being hosted on campus as well as one special education class with one more special education class to begin soon. She thanked the cohort supervisors for supporting the students who are on campus. She also gave a huge thank you

to the custodial staff for all they have done to keep the campus clean. She appreciates their support.

Dave Vujovich reported that it's been a busy week at Pierce High School with the end of the first quarter and grades being due on Monday. Last Tuesday the first school site council meeting was held virtually. He outlined the schedule of future meetings. He reported there are seven candidates for the empty seat on the school site council. Tuesday night was the ag advisory meeting where there was great discussion regarding committee activities. Mr. Vujovich gave a brief CTIEG update at the meeting. Wednesday was the weekly counseling cohort meeting. This is a time then the district counselors come together to discuss any problems that they are seeing with students not engaging, or not completing assignments. How to resolve the problems and give support to those students discussed in the weekly meeting. He reported that this meeting has been taking place for the past few weeks. Wednesday's staff meeting focused on reopening with very good discussion and ideas. Next Tuesday is the Freshman parent night. All parents have been sent emails and school messenger notification will be sent. A senior night was held a couple of days ago. Fall sports practices can start on Monday, December 14th. Schedules are set. The first volleyball game is December 28th. The first football game is January 8th at home. The gym lobby floor is complete. He reported on the status of the locker room project and the layout of the offices. He thanked the custodial staff at PHS for all that they have done to keep the campus clean and for all that they have done to ensure that the campus will be able to open. Mrs. Bair asked if PSAT's would be rescheduled. There was discussion regarding the schedule of PSAT's and that the new dates have not been announced but he believes it will be late January or early February. Mr. Vujovich reported that there will be one non-league football game and unfortunately there will be no Rice Bowl this year. He reported on sports schedules and outlined how playoffs will work. Mrs. Bair asked if conditioning could start before the 14th of December when official practice starts. There was brief discussion regarding how conditioning would be run and the safety protocols that will be put in place. There was discussion regarding the timeline of practices for football and volleyball. There was also discussion regarding cross country practice. It was asked if the high school anticipates having a soccer season. Mr. Barber reported on the shift in sport seasons for the 2020/21 school year. He reported that football and volleyball will be played in January and February, soccer and basketball will be played in the next two months, and baseball, softball, track, and golf will be played in the following two months. All seasons will be shortened and happening fast.

6. REPORTS:

A. Special Education CAC (Community Advisory Committee) Member Annual Report

Griselda Jauregui reported on being a member of the Special Education Community Advisory Committee of which she is the chair. She reported on the topics that are covered in the meetings and outlined how the committee helps parents understand the processes of the special education department. She stated that the committee is a great source of support for parents. She reported on the schedule of meetings and how the committee has been a great resource for her and her special education student. Mrs. Geyer thanked her for representing Pierce district on this committee.

B. Math Adoption Committee Report

David Chun gave an update on the progress of the math adoption committee. He gave a recap of the process and reported that the committee is nearly done with step one of the materials review looking at math content and practice standards. He anticipates that the committee will have filtered to four publishers by the next meeting. The next step will be to start looking at the program components and what types of supports are built in for students and teachers. This will bring the committee to two publishers to pilot and he believes the process is on track to begin the pilot in the spring. He hopes to bring more information on the four programs that are being looked at now and potentially bring the two programs chosen to pilot to the next board meeting. He commended the teachers who are involved in this process. Mrs. Bair asked about board and parent review of the materials that are being looked at by the committee. Mr. Chun responded that all of the programs being reviewed could be looked at by going to the publisher's website, but once the committee narrows the programs down to two there will be a public release for feedback.

C. Intervention and Prevention Counselor Report

Cathy Lopez and Ellen Voorhees reported on the work they have been doing with students during distance learning. Mrs. Lopez reported that they have done 157 home visits to students who have either had attendance problems or those whose teachers have had some concerns about grades or students not engaging. Mrs. Voorhees added that home visits are also triggered by Securely. She outlined the Securely program and explained that the program monitors students activity on their Chromebooks and allows administrators to see what websites students are going to and emails they are sending. This helps staff in checking for mental health issues and students needing support. They outlined some of the services that have been provided to students and families. Mrs. Lopez added that most of the students that they have visited want

to come back to school and can't wait until the schools are back open. They reported on how all sites are working together and sharing information to ensure that all students that need support are being visited. Mrs. Voorhees reported there is a high number of high school students who are helping younger siblings while parents are at work. She and Mrs. Lopez believe that with the elementary schools opening under the waiver, it will relieve some of the pressure for the students who have been focusing on helping younger siblings. Mrs. Voorhees also reported on weekly meetings held with administrators. Mrs. Lopez then described the outreach that they have done and she feels blessed to work for this district. She reported that the entire district staff have come together to do what is best for students. She gave examples of support from all employees from the custodians to the food service employees and bus drivers. She reported on the buddy benches at the elementary school and thanked Mr. Burnum for his help. She stated that the Parent Cafes will continue this year virtually. She added that there will be a parent information night held with the Colusa County Sheriff's Department regarding students visiting inappropriate websites and how parents can monitor student use of the internet. Mrs. Voorhees added that the resource officer has been a great asset in helping with attendance problems. She continued to outline different outreach strategies that they are using and resources that are available for parents and students. She reported on the Counseling Corner on the district website where students and parents can access a form to contact the counseling department if they need support of any kind. There is also a Virtual Calming Room that has different videos for meditation, mindfulness, and even live zoo cameras. Something to take minds off of the current situation and relieve stress. Mrs. Geyer commended Mrs. Lopez and Mrs. Voorhees for the great work they are doing and stated that they are a great team who care for our students.

Michael Barber reported that the district is exploring Esports at the high school. He introduced Nick Green as the proposed coach for Esports. He outlined Esports and explained it has been promoted by CIF for the past few years. He outlined the video games that are a part of Esports and explained that it appeals to a large group of students at the high school and with distance learning he thought this would be a good time to look into the program. It is competitive and is governed by CIF so all athletic rules would apply. Mr. N. Green explained some of the Esports games and outlined the skills that students need to be successful at Esports. He also gave examples of opportunities for students in technology. With streaming and video production being more popular industries, Esports would give student a chance to see if this is something that interests them. It also provides scholarship

D. Esports Report

opportunities. Mr. Barber added that this would also give students who may not be athletic a chance to be involved in a sport and be a part of a Pierce team. Mr. G. Green asked what the games would look like. Mr. N. Green responded that the first game played would be Rocket League which is basically soccer with cars. The second one is League of Legends where teams compete in a battle arena. Technology requirements and support were discussed. Practices and tournaments were also discussed and it was reported that they would take place in the computer lab at the high school. Mr. N. Green reported that there are several students who are interested in the program and he believes that there will be more once it is put in place. Mr. Barber outlined the cost of the program. Mrs. Geyer added that this program could attract students who may not be playing other athletic sports, or who are on teams but don't get much playing time. There was brief discussion regarding the games and that they could not include violence or shooting games. There was also discussion regarding the number of students who could participate in the Esports program. Mr. Gomez added that he thinks it is a good idea for Pierce and would like more information on the program. He would like to make sure that the games are appropriate. Mrs. Bair asked about the timeline of the program and when it could start. Mr. N. Green responded that it could start as soon as next week. Mr. Barber added that it would probably start in the spring season. There was further discussion regarding recruitment for Esports and ways Mr. N. Green would get the word out about the new program. It was advertised once in the daily bulletin and once approved will be placed back in the bulletin. There was brief discussion regarding the daily bulletin at the high school and it was suggested that it be emailed to students and parents each morning.

George Parker thanked the principals for acknowledging the custodial staff and the hard work they have been doing. The past few weeks have been spent preparing for the opening of the elementary schools. He reported on the activities that have been taking place and that the staff is optimistically hopeful that all will go well. All buses are road ready through CHP and have been cleaned and sanitized. Staff has also been trained on how to clean their buses. He reported on new cleaning items that are being used. He gave an update on the progress of items on the projects list. He reported that the locker room project should be done in a couple of weeks. He outlined the progress of the floor project in the gym and reported on the input received by staff on the logo in the floor. He also gave an update on the timeline of the paving work at JJH with the potential opening of school. He reported that the north gym upgrade project is in its final design and documents will be submitted to DSA next week. He reported on the timeline of the

E. Facilities Report

gym upgrade project. He reported that he is going forward with the shade structure projects at AES and JJH and outlined the schedule. He reported on a meeting that was held with the Ag Advisory Committee to begin planning what is needed at the school farm. He suggested the formation of a committee to oversee the project from design to completion and reported that meetings will be held in November for planning. He gave an update on the electrical project in the ag welding building and reported that the project will be put out to bid next week. He outlined the timeline of the project. He has confirmed with the State Office of Public School Construction that the state is going out for a round of bonds to help fund some of the unfunded projects on their list. This will release the matching funds for the multipurpose room at the high school. He reported on the timeline of the application process to receive the funds. Mr. Gomez added that the facilities and grounds look excellent and thanked the staff. Mr. Parker thanked him and reported that everyone is pitching in to ensure that grounds are not only safe for students and staff, but continue to be maintained. Mrs. Bair asked about the placement of the shade structure at AES. Mr. Parker explained where the shade structure would be placed just outside of rooms 5 and 6. There was discussion regarding the placement of the shade structure. Mr. Parker reported it is the best placement to not have to alter the building, and still adhere to the rules that must be followed when installing this sort of structure. There was further discussion regarding the activities that can be done under the structure during bad weather. There was discussion regarding the shade structures and that they are all weather, metal structures and are more substantial than the shade structure currently behind Pierce High School. Mrs. Geyer commended Mr. Parker for all the work that he does for the district. She stated that she appreciated him and his staff.

Mrs. Geyer reported that District Mechanic, Bill Taylor is retiring with Friday being his last day. Applications are being accepted for this position. All of the buses have passed CHP inspections and are ready for school to begin. The drivers are working hard to get their routes figured out by tomorrow so they can be sent to parents and posted on the website. She explained the consolidation that will happen with just the elementary students riding at this time and outlined the safety protocols that will be put in place for students as they enter the buses. The transportation safety information was included in the reopening plan that parents received, but they will be reminded about safety protocols. She reported that on Monday there will be an additional adult rider on the buses to help go over safety protocols with students. They will also help students understand what social distancing looks like at the bus stop while they are waiting for the bus, and how the

F. Transportation Report

temperature checks will take place as they enter the bus. Mr. Gomez asked about the third electric bus and if the district has received it. Mrs. Geyer reported that the district will have three electric buses and two diesel buses on the road starting Monday.

Mrs. Geyer reported that hot spots continue to be picked up by students. There are a little over 100 hot spots left to be distributed on a first come first served basis to students who reported intermittent internet service on the survey that was sent home. She reported that a technology meeting was held and the Edunet project continues to move forward. The district is looking at adding an additional person to the technology team to help parents with technology issues in a sort of help desk position. She outlined the process to bring the job description to the Board. Mrs. Bair asked about the current hours that the technology department is open for troubleshooting issues. Mrs. Geyer reported that the current hours are Monday-Wednesday-Friday 1 – 4 pm. She would like to see the hours expand to everyday.

The report was submitted to the Board. There were no complaints and no question.

The minutes from the September 14, 2020 Citizens' Bond Oversight Committee meeting were submitted to the board. Mrs. Geyer reported that the committee member the Board approved was seated at the meeting.

The 2019/20 Safe School Plan evaluations were submitted to the Board. Mrs. Geyer reported on the incomplete data for the 2019/20 school year due to COVID-19.

Mrs. Geyer stated that Mrs. Hansen covered this report in her principal's report. She added that bus routes are being worked on and staffing is being planned for the opening of the elementary schools. There are current cohorts at the elementary schools that need to be re-evaluated now that students will be on the campus. Everyone is working hard and working together to make it work. She is confident that the teachers and staff are ready for students to return on Monday.

Mrs. Geyer reported that Colusa County is in the red tier and must remain on that tier for two weeks in order to be eligible to reopen. She reported that October 27th would be the end of the two weeks and that the district has been planning for the reopening. Mrs. Geyer and Ms. Meras have been attending staff meetings at JJH

G. Technology Report

H. Williams Complaint Procedure Report – 2020/21 1st Quarter

I. Citizens' Bond Oversight Committee Meeting Report

J. Evaluation of 2019/20 Safe School Plans

K. Elementary Schools Waiver Report

L. District Reopening Status Report

and PHS listening to concerns and ideas. JJH and PHS principals each gave a report on the status of their reopening plans. Jessica Geierman presented the different components that have gone into creating the reopening plan. She reported on the staff meeting that was held yesterday with all JJH staff. The staff talked about reopening ideas, schedules, fears, concerns, what they thought would work well, and resources for help when needed. She outlined the parameters when planning the reopening and stressed that the plan is continuously being worked on as new information is learned or different ideas are considered. She reported on the health and safety protocols that are being put in place. She talked about how to make it easy for students to transition between in-person and distance learning and the estimated percentage of students who will return to in-person attendance. She then reported on addressing learning gaps and how to identify them. She reported that she has learned of students suffering from sleep disorders and talked about the mental health of students whose sleeping habits are disrupted because of staying home due to the pandemic. She outlined different road blocks students are experiencing during distance learning. She outlined proposed adjusted class schedules which will keep students in cohorts. She outlined the modified block schedule that will allow longer class time in order for teachers to better assess student learning loss. The schedule will be looked at further and discussed by staff. Mrs. Geyer outlined the block schedule further. There was brief discussion regarding the block schedule and how it will reduce student stress levels with less subjects to organize in one day. Terms and grading periods for the block schedule were discussed. Jessica reported on how the daily schedule would look and outlined how lunch time would work. Mrs. Geyer added that the free meal program for all students will continue until the end of the school year. This will allow the district to offer each student a grab and go breakfast to eat while on breaks and in between classes to get them through to lunch. The daily schedule was further discussed. Mrs. Geierman reported that this schedule is a temporary elimination of the 7th period elective. She stressed that this would be temporary and the 7th period elective would only be eliminated for the remainder of this year. She reported on ways to continue the Spanish I class and stated that the teacher is willing to do what he can to keep the class going so the students can earn their credits. She reported that the schedule is subject to change as new information is learned and that what is best for students is the number one thing. She reported on what distance learning will look like once some students return to in-person attendance. Mrs. Geyer gave an outline of P.E. classes and how an intern will be used to help with teachers who teach at both JJH and PHS. Mrs. Geierman added that there is a lot to look at and plan for and she truly believes that the ideas presented will be

what is best for junior high students and their families. Mrs. Geyer asked what the next step is for the junior high. Mrs. Geierman stated that she will be talking with the 6th grade teacher next to see how they envision their schedules. The second thing would be to look at the idea of having two tracks in 7th and 8th grade and see if it works. A parent spoke in opposition to the block schedule and was also concerned that the planning process for reopening has just started. The parent asked what about the date the district is planning to open schools. Mrs. Geyer reported that the district's plan is to reopen schools on November 2nd. The tier system was discussed and how if the county slides back to purple after schools have opened they do not have to close again. Student cohorts and quarantine in the event of a positive case of COVID was discussed. There was brief discussion regarding moving to a full day of school. There was further discussion regarding the timeline of the block schedule and if it will continue throughout the school year. Mrs. Geierman reported on the many resources that struggling students have access to after the school day ends. Concerns about the block schedule were raised and how the educational deliveries will be different between the junior high and the high school. It was asked how the 8th graders will be prepared to transition to the high school where they will not be focusing on only three subjects for a long period of time. Mrs. Geierman responded that it could be looked at but there are a lot of junior highs with block schedules that feed into a high school with a regular schedule and how it is not an unusual thing. She feels that with the change of COVID that the students will need extra support regardless of the change in schedule. How the block schedule will affect special education students was brought up and Mrs. Geyer stated that special education services are being discussed in meetings.

Mr. Vujovich reported on the status of reopening Pierce High School. He reported that high school needs to keep to a more traditional schedule than the junior high due to different requirements that high schools have. He reported that the staff unanimously voted to teach their classes concurrently to students who are distance learning and to students who return to in-person attendance. He reported that he has been in contact with other schools that have already opened to see what has been working for them. He reported on a staff meeting and stated that there are so many questions that there are no answers for yet. He stated that he believes students are so excited and eager to return to school that there will not be any problems with students refusing to wear their mask or not following the safely protocols. He reported that the schedule will basically stay the same when students return to in-person attendance. He outlined the small changes in the schedule to accommodate cleaning between classes. He reported that a

parent survey will go out asking if they will be sending their students to school in person, or remain on distance learning. He then outlined the safety protocols that have been put in place and ones that are still being finalized. He continued to outline the schedule and reported on the changes to Wednesday's schedule. He gave examples of classes that could be offered for students who are struggling or are in need of intervention classes. He then reported on teachers who are shared with other sites and how they will fit into the schedules. Mrs. Geyer responded to questions regarding educational minutes and reported that 240 minutes a day is the minimum requirement. That was counting synchronous and asynchronous time together and the district decided to do those minutes live in distance learning, and also when students return to in-person. The extra time is needed to satisfy cleaning needs and gives planning time to the teachers. She reported that this will continue until the end of the school year as the distance learning option is mandated by the state. The PHS plan is in writing and will be sent to parents with the registration survey. The junior high and high school will send out their surveys at the same time. It was asked if there would be opportunity for parent input on the changes to the schedule and there was concern for special education students and consistency for all students. There was brief discussion on what will happen during the 15 minute breaks between classes. Mrs. Bair asked about band for the junior high students and if the program could continue. Mrs. Geierman stated that she would speak with Mr. Rector about what the program would look like. Mrs. Hansen reported that she has spoken with Mr. Rector about the continuing the music/band classes at the elementary schools. Mr. Castaneda added that the state just release guidelines that allow for outdoor singing and band practice as long as masks are worn and social distancing is adhered to.

The Advanced Placement test results were submitted to the Board. Mrs. Bair stated that she feels the rigor needs to be increased along the way and feels that the AP test scores could be higher. Ms. Paul added that she took over the AP Literature classes last year and that it usually takes two or three cycles before there is any rise in scores. She reported that the students did significantly better under the current AP teachers and that their scores and their writing skills are rising. She thinks it's less about if they can pass a test that tends to be convoluted and specific and more that they are developing skills that will help them in college. She suggested to start thinking about changing the AP courses to dual enrollment where students will get credit for taking the course, not just for passing a test.

M. AP Assessment Results

7. PJUEA (Pierce Joint Unified Educators Association Report

Kimberly Castro reported that the association would like to see the schools open in a well-planned out manner - safely and where everyone knows what is happening. She reported there has been no chance for input on the reopening plans as an entire staff together. Individuals were asked to give input, but not the entire staff. She appreciates the presentation that was given on reopening plans, but it was not available for staff input before being presented. She stated that the plan from the high school has not been received in writing and the association would like to have answers before the schools are allowed to open. She stated that everyone wants the schools to be successful. She is hearing people speak up in favor of opening schools, because that is what is best for students, but if we come back without thinking it through or having a plan it will not be a successful transition. They would like to hear what the mask policy is, and stated that it needs to be more than masks will be worn. It needs to be spelled out what the consequences are for being defiant and refusing to wear a mask or follow protocols. She reported that when the question of will there be enough desks for all of the students was asked the answer was desks have been ordered, not if there were enough. Mrs. Geyer responded that enough desks have been ordered for each student to have one. Mrs. Castro also stated that she was told teachers would not be given time to set up their classrooms and would need to work it out amongst themselves. She was told that classified staff would be responsible for marking the rooms and setting up the desks 6 feet apart. She stated that it will be hard to set up classrooms when the number of students is not known. She stated that the master schedule is changing and reported on the effects the changes have on the teachers who teach at both the junior high and the high school and how prep periods may shift. She stated that this needs to be worked out so teachers, as well as students, know what they are doing. She reported on class sizes where there is not enough equipment to accommodate all students and that there has been no schedules set up for cleaning computers in the labs and keyboards in the music room. She reported that the isolation room has not been distinguished as publicized in the opening plan. She advocated for the parents to have a transition period where students could try out in-person attendance to see if it is the right fit for the student. She outlined her vision for this idea. She reported on the use of the cafeteria for large classes and the need for it to be cleaned between classes if used. She reported on a proposed change to 7th period and that teachers need to know what they will be teaching. She reported that screens for portables have been requested so that the windows can be opened. She reported on leave request deadlines and that the deadlines come before teachers know if leave is needed. She stated that she appreciates the committees that were formed to give input for the reopening plans and suggests

that time be scheduled for staff to meet and share ideas. Mrs. Geyer has agreed to schedule time for this sort of input session. Mrs. Castro applauded the classified staff for all of their hard work; however, she is concerned that the number of classified staff has not been increased to accommodate the cleaning needs and asks the Board to consider hiring new classified staff to work on sanitizing the sites. She stated that the unanswered questions need to have answers before the hard opening date in order for it to be successful. She stated that she would like to see the collaboration in the district and community grow.

No report was given.

Ms. Meras outlined the budget revision. A motion was made by Mr. Gomez and seconded by Ms. High to approve Resolution 20/21 – 7: Budget Revision. Voting Aye: Mr. Gomez, Mr. Green, Mrs. High, Mrs. Charter, and Mrs. Bair. Voting No: None. Absent: None.

8. CSEA (California School Employees Association) Report

9. Consider and approve **Resolution 20/21 – 7: Budget Revision**

10. Consider and approve **Consent Agenda:**
- A. Minutes of September 10, 2020 Regular Board Meeting
 - B. Warrant List for September 2020
 - C. Interdistrict Transfers:
 - 1. Transferring **OUT** for the **2020/21 School Year:**
 - a. One student to Sutter CA – new
 - b. One student to Yuba City CA - new
 - D. Contracts:
 - 1. Agreement with Eagle Architects for Pierce High North Gym Alterations Project
 - 2. Proposal from ESS Environmental for Pierce High North Gym Hazmat Sampling/Analysis
 - 3. Agreement with Sierra Asphalt, Inc. for Johnson Junior High School Blacktop Repaving
 - 4. Agreement with C&R Concrete for Arbuckle Elementary Concrete Pad for Outdoor Freezer
 - 5. Proposal from Polar King Int. for Arbuckle Elementary Outdoor Freezer Installation
 - 6. Architect Agreement with Synthesis Partners for Shad Structures at Arbuckle

- Elementary (1) and Johnson Junior High (1)
- 7. Quote from Park Planet for (2) 40x60 Shade Structures at Arbuckle Elementary (1) and Johnson Junior High (1)
- 8. Agreement with Integrated Inspections for Special Inspection of Shade Structures
- 9. Agreement with C&R Concrete for new PCC Parking and ADA Rams at Pierce High

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

Esports Report/Action
Audit Report
Williams Settlement County Report
Safe School Plans
Math Adoption Report
Coaching Certification

11. Items to be agendized for next regular meeting

Mrs. Geyer shared a PowerPoint presentation for The Week of the School Administrators titled “17 Hard Things You Have To Do To Be A Great Leader”. She recognized the principals and vice principals for all of the hard work and for the planning they are doing to reopen the schools. She reported that a letter was received from Colusa County Office of Education regarding the district’s Learning Continuity and Attendance Plan. They are not the approver of the plan, but make recommendations. They submitted no recommendations. She reported on the student teachers who have been hired as interns for the larger classes at the junior high and elementary schools. She is excited to bring back the TK – 1st grade students tomorrow. She thanked Mrs. Hansen for the little details that she did not overlook and for being the lead in the district on opening up her campus.

12. Superintendent’s Report

Mr. Green apologized for his confusion on the question regarding leaves.

13. Board President’s Report

14. 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
Coach	Varsity Basketball Head Coach	Hiring
Coach	Fresh/Soph Volleyball Head Coach	Hiring
Classified	District Mechanic	Resignation

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

The Board went into CLOSED SESSION at 8:27 p.m.

The Board reconvened at 9:15 p.m. and reported action taken on the following:

- A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:
A motion was made by Mrs. Bair and seconded by Mrs. Charter to approve the PUBLIC EMPLOYMENT. Voting Aye: Mr. Gomez, Mr. Green, Mrs. High, Mrs. Charter, and Mrs. Bair. Voting No: None. Absent: None

15. OPEN SESSION - Report Action Taken in CLOSED SESSION

Certification	Position	Status
Coach	Varsity Basketball Head Coach	Hiring
Coach	Fresh/Soph Volleyball Head Coach	Hiring
Classified	District Mechanic	Resignation

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

The Board adjourned at 9:16 p.m.

16. ADJOURN

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
Monday, September 28, 2020 6:00 pm
Pierce Joint Unified School District
Technology Building
940A Wildwood Road, Arbuckle CA 95912
Special Board Meeting Minutes

Governing Board:

George Green, President

Amy Charter, Vice President

Abel Gomez, Clerk

Barbara Bair, Member

Nadine High, Member

1. CALL TO ORDER

President George Green called the meeting to order at 6:00 p.m.

Members Present: Nadine High, George Green, Abel Gomez,
Amy Charter, and Barbara Bair

Absent: None.

Others Present: Carol Geyer, Laura Hansen, Melanie Brackett,
Daena Meras, and remote participants by telephone and/or video
conferencing

Barbara Bair led the *Pledge of Allegiance*

A. *Pledge of Allegiance*

2. APPROVAL OF AGENDA

A motion was made by Mrs. Charter and seconded by Mrs. Bair to
approve the agenda. Voting Aye: Mr. Gomez, Mr. Green, Mrs.
High, Mrs. Charter, and Mrs. Bair. Voting No: None. Absent:
None.

3. HEARING OF THE PUBLIC:

A. Pierce JUSD Learning Continuity and
Attendance Plan – The Plan can be viewed on
the District website at www.pierce.k12.ca.us
(Speakers will be given three (3) minutes to speak with a twenty
(20) minute limit per topic)

Mr. Green opened the public hearing and asked if there were any
comments or questions regarding the Pierce JUSD Learning
Continuity and Attendance Plan. Mr. Green stated that the plan is
available on the district website. Kimberly Castro asked for an
explanation of the shade structures and classroom portion of the
plan and asked at what site the shade structures would be placed.
Mrs. Geyer responded that Mr. Parker would be reporting on the
shade structures during the facilities report and that the structures
would be placed at JJH and AES. There were no further comments
on the Learning Continuity and Attendance Plan. Mr. Green
opened the public hearing for any other issues. Melissa
VanLaningham reported that the probability of Shady Creek
happening was low and fund raising would be difficult at this point.
The hope is that funding can be set aside for Shady Creek in the
event that it can be scheduled. She also stated that it is probably
unlikely that an audience will be allowed at sports events and asks

that cameras be installed to live stream sporting events so parents can participate in their student's sports.

George Parker reported on the shade structures that will be installed at Arbuckle Elementary and Johnson Junior High. He outlined the structures and reported that they are a metal shade structure that measure 40 X 60 feet and can accommodate up to 100 students. He reported on the location of the structures at each site. There was discussion regarding the price of the structures and the timeline of the project. He gave a report on the asphalt project at JJH which is on the deferred maintenance list.

Jeff Stuivenberg reported that the hotspots have all been programmed and charged and are ready for students to pick up. Students were contacted through school messenger and a total of 72 have been picked up so far. He reported on the process for deploying the remaining hotspots and on the filtering that has been placed on them. He reported on the continued issues that the district is having with Frontier internet service and the outages that have been happening. The technology department has completed approximately 330 work order requests since the beginning of the school year. There are 76 open work orders and support continues for staff, students, and parents. He reported on outages in the fiber connections between the ag metal shop and the main building at PHS and stated that the cables are being destroyed by rodents. He is working with the maintenance department to rectify the problem and reported on the temporary fix that he has put in place. He reported that Google Enterprise licensing has been added to all staff and student accounts which will provide additional and new features to Google tools. Bids for student Chromebooks that are up for replacement next year are being prepared and options to replace laptops for teachers at both elementary schools are being researched. He reported on the Edunet meeting that was held last week. Licensing, cost, and availability of internet services was discussed at the meeting. Mrs. Geyer added that the district is looking at Edunet as a solution for reliable internet service for students. She reported on the parameters of Edunet and stated that it is a student only network. She reported on the range of Edunet and the number of student who would benefit from the service. She stated that this would allow hotspots to be freed up for students who live outside the Edunet range. Mrs. Bair added that this issue needs to be conquered in order for students to have reliable internet. There was brief discussion regarding internet service options within the district. There was further discussion regarding the range of service with Edunet and that another solution for Dunnigan is still being discussed. Mrs. Geyer added that this

4. REPORTS:

A. Facilities

B. Technology Report

project is in the Learning Continuity and Attendance Plan and outlined the funds that will be used. There was further discussion regarding the equipment that would be purchased and if the equipment could be used by different providers. Alena Anberg reported that she is actively working on securing information on alternate providers for the district. Mrs. Bair added that she feels that Digital Advisors is not adding much to the project. Mrs. Geyer stated that they have helped with knowing what questions to ask and what information is needed to make the right decisions. Mrs. Bair asked about expanding the hours that the technology department is open for issues. She has heard from people who have been down with technology issues for a couple of days. She asked about the student workers that were previously working for the district and if they were still available. Mrs. Geyer stated that one student helper is working for the district around her college classes that are all online. She reported that the district is looking into hiring an additional person within the technology department in order to extend the hours that the technology center is open. She stated that if an issue arises while the technology center is not open, the district office is open 8 – 4:30 and a parent can call with any issue. The lunch delivery happens every day and replacement Chromebooks and hotspots can be delivered to most locations. She gave a brief explanation of the Chromebook checkout system and stated that they needed to be checked out at the technology building as the sites do not have the capability to check them out or check to see if insurance was purchased. Mrs. Bair asked if the cohorts at each site were at capacity because there are still students who are struggling to get reliable internet. Mrs. Geyer reported that the cohorts are all full and there are not enough classified staff to supervise additional cohorts at this time. There was discussion regarding students who have failing grades and what will be done to help them get caught up. There was further discussion regarding the process of determining a student's need of a hotspot. Mrs. Bair would like to see a list of students who are in danger of failing or dropping out because of lack of internet service. She stated that there are still students who do not have internet connections, do not have a hot spot, and are failing all classes. There was further discussion regarding service areas and what brand of hotspot is needed in certain areas. Mrs. Geyer reported that 20% of the grades at the high school are F's right now. Mrs. Hansen added that the students don't know how to organize their day and they need to be trained on how to keep a calendar and organize their classes. Mrs. Charter suggested parent meetings to find out exactly what students are struggling with. There was discussion regarding the home visits that the Prevention and Intervention Counselors are making and the different obstacles students and their families are facing during distance learning.

C. Pierce JUSD Reopening Plan Update

Mrs. Geyer shared that the reopening plan approved by the Board at the September 10, 2020 Regular Board meeting has been updated at the request of PJUEA. She reported that the changes are highlighted in yellow on the submitted plan. She added that Friday evening additional changes were made and have been highlighted blue. She outlined the changes to the plan. Drop off locations at the elementary school were discussed. She reported on additions that were requested, but did not get put into the plan, but are being implemented as protocol. Mrs. Hanson reported on where students will go when they arrive on campus at both elementary schools and that parents will drop students at the gate and not come onto the campus. She reported on arrival times and times that the classrooms will open for students. She then outlined the process that students will follow when leaving the campus in the afternoon. Mrs. Geyer reported on the cleaning processes and stated that if someone sees that an area is not being cleaned properly it needs to be reported to the site administrator so it can be rectified. She reported that letters will go home outlining the bus stop protocols of maintaining social distancing, wearing a mask, and getting on the bus for temperature check. Mr. Green asked about the cost of the temperature check stations on the buses. Mr. Parker responded that the temperature devices are \$85 and have been installed in each bus. He outlined the ways the device can be used to read a temperature. Mrs. Geyer reported on the protocols for afterschool program pick up. Mr. Gomez asked about the number of students in each class. Mrs. Geyer responded that there are about 65% of students want to come back to school and the maximum number of students in a classroom would be about 23.

D. Elementary Waiver Reopening Report

Mrs. Geyer reported that Laura Hansen and Allison Jansen have been working diligently on the elementary waiver reopening. The elementary waiver has not been submitted to the County Health Department as the district is waiting on support letters from PJUEA after the changes to the reopening plan were made and from CSEA. Megan Miller reported that she has been reaching out to members and about half of the members have responded to the survey she sent out regarding the reopening plan and the waiver application. She reported on the results of the surveys that she did receive. She stated that one of the biggest concerns was returning before the county came off of the watch list. Proper cleaning was also a concern as well as students and/or adults not wanting to wear masks. She reported that until she hears from the entire association she cannot submit a letter of support for the waiver. Mr. Green asked what is being done to get a response from the remaining members. Megan responded that she has been making phone calls,

sending emails, texting, and trying every avenue she can think of to get more responses. Mrs. Charter asked if members are choosing not to answer survey, at what point will their input not be counted. Megan responded that if she does not get any more responses by Wednesday she will feel that she did her best to contact everyone and will be able to submit the letter. Mr. Green asked if there was any indication of when PJUEA would be submitting their letter. Mrs. Geyer stated that she would expect to hear from them tomorrow. Kimberly Castro reported that the process would have been finished sooner but they learned about the staffing pattern change at the elementary school on Wednesday. She stated that changes were requested in the reopening plan as well an agreement on scheduling, including staffing patterns on what the teachers would be doing, and what hours the students would be there. A special meeting was held with the district to discuss the possible staff changes. She reported that the association wants an entire plan, and when they are pushing protocols it's because they don't want to come back to school and be guessing what the protocols are. They have so many other things to focus on to make it a smooth transition for the students. The teachers need to understand what is happening in order to make it a smooth process. She reported that she will meet with the bargaining team to make sure the answers received from the district were ok with the entire team. She stated that is ok with the answers received and believes that they will be able to submit a letter by tomorrow or the day after. Mrs. Geyer reported on the work done to get the final number of students who would be returning to school so decisions on class sizes could be made. She outlined the discussions that were held regarding balanced class lists and having the right number of teachers for in-person and distance learning. She reported that Laura and Allison researched concurrent teaching where the teachers would teach distance learning while teaching the kids in class. She outlined the process of concurrent teaching and how it was presented to the teachers. Teachers reported that they thought concurrent teaching would be too hard to manage. Numbers were looked at again to confirm class sizes. Mrs. Geyer outlined the classes and how the teachers will be split between distance learning and in-person teaching. Allison has been working on an enrollment letter outlining the entire school day for parents to make an informed decision of whether to send their child to school or have them remain on distance learning. The letter will go out as soon as an opening date has been set. Mrs. Geyer reported that Grand Island Elementary will be doing concurrent teaching because of the small number of students in each grade. The paraeducators at that site will be able to support the teachers. Mrs. VanLaningham stated that as a teacher she is concerned that it has taken this long to get even a

partial reply from the group to submit a letter. As a parent she believes that the kids need to have the opportunity to go back to school as soon as possible. She reported on a letter that was sent to the teacher's association two weeks ago from 135 parents in the district expressing their concerns. Tomorrow they will readdress the letter to the classified association so they will hear what the parent's side is and what should be considered when looking at reopening. She also stated that it should not take two weeks to get a response. This needs to move quickly. It needs to get done. Susie Stassi added that as a teacher at Arbuckle Elementary she knows that site will be opening first with the waiver. She is frustrated that the schools have not opened sooner and agrees that it needs to be safe and the wording needs to be correct in the plan. She asked why the wording of the plan needs to be taken back one more time to the negotiation team. She reported that the bargaining team does not speak for the majority of the teaching staff at Arbuckle Elementary, who also wrote a letter in favor of opening the doors and moving forward. She reported on the stress she is seeing in students doing distance learning and gave an example of a Kinder student who is struggling. She does not feel that teachers are being told what is going on by the union and believed that the waiver was moving forward only to find out that things were not signed off. Alena Anberg supported Susie's comments and agrees that the teaching staff at Arbuckle Elementary is ready to return with safety measures. She would also like to see the letter of support submitted as quickly as possible in order to get the waiver in. Mrs. Charter asked if the letters were the only thing holding up the submission of the waiver. Mrs. Geyer replied that the waiver is ready to submit pending the receipt of the letters. Mr. Green announced that the letters are needed and that it is not good for kids not to be in school.

The minutes from the September 21, 2020 DELAC Meeting were submitted to the Board. Mrs. Geyer reported that the Learning Continuity and Attendance Plan was reviewed at the meeting. She stated that Melissa Cano did a wonderful job translating the meeting. Mrs. Bair added that getting the proper services to our EL and special education students are just another reason to reopen the schools.

The minutes from the September 22, 2020 PAC Meeting were submitted to the Board. Mr. Green stated that he appreciated the questions and answers being called out in the minutes. Mrs. Geyer reported that part of the Learning Continuity and Attendance Plan is to respond in writing to questions posed regarding the plan. She

E. DELAC (District English Learning
Advisory Committee) Meeting Report

F. PAC (Parent Advisory Committee) Meeting
Report

was able to fulfill that requirement by adding them to the minutes. She outlined the student sub-groups that make up the members of this committee. Mr. Green added that it would be great to have a place for parents to come together to talk about issues with distance learning and what may or may not be working for them. Mrs. Geyer added that the Parent Cafes will continue this year. Mrs. Bair added that she thinks this is a great idea.

Mrs. Geyer asked the Board to consider and approve the plan submitted with the blue highlights. A motion was made by Mrs. Charter and seconded by Mrs. Bair to approve the agenda. Voting Aye: Mr. Gomez, Mr. Green, Mrs. High, Mrs. Charter, and Mrs. Bair. Voting No: None. Absent: None.

The Board went into CLOSED SESSION at 7:31 p.m.

The Board reconvened at 8:04 p.m. and reported action taken on the following:

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

No ACTION was taken.

The Board adjourned at 8:05 p.m.

5. Consider and approve **Pierce JUSD Reopening Plan**

6. CLOSED SESSION:

A. CONFERENCE WITH LABOR

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

7. OPEN SESSION:

A. CONFERENCE WITH LABOR

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

8. ADJOURN

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, September 30, 2020 6:00 pm
Pierce Joint Unified School District
Technology Building
940A Wildwood Road, Arbuckle CA 95912
Special Board Meeting Minutes

Governing Board:

George Green, President

Amy Charter, Vice President

Abel Gomez, Clerk

Barbara Bair, Member

Nadine High, Member

1. CALL TO ORDER

President George Green called the meeting to order at 6:00 p.m.

Members Present: Nadine High, George Green, Abel Gomez,
Amy Charter, and Barbara Bair

Absent: None.

Others Present: Carol Geyer, Melanie Brackett, Daena Meras, and
remote participants by telephone and/or video conferencing

A. *Pledge of Allegiance*

Abel Gomez led the *Pledge of Allegiance*

2. APPROVAL OF AGENDA

A motion was made by Mrs. High and seconded by Mrs. Bair to
approve the agenda. Voting Aye: Mr. Gomez, Mr. Green, Mrs.
High, Mrs. Charter, and Mrs. Bair. Voting No: None. Absent:
None.

3. HEARING OF THE PUBLIC:

(Speakers will be given three (3) minutes to speak with a twenty
(20) minute limit per topic)

No one spoke at this time.

4. Consider and approve **Pierce JUSD Learning
Continuity and Attendance Plan**

Mrs. Bair asked if the budget in the plan can be revised as things
change. Daena Meras stated that it is a fluid document and can be
changed as situations change. Mrs. Geyer stated that at the last
meeting a parent asked about live streaming sports events. She
reported that the district is looking into building a system into the
gym and will be looking into a system for outside sports as well.
She also reported on another comment from the last meeting about
Shady Creek. The issue is being discussed and if students are able
to attend Shady Creek the district would need to figure out how to
make it happen. There was discussion regarding Shady Creek and
how to accommodate the students who did not get to attend last
year. The cost of Shady Creek was also discussed. Mrs. Geyer
reported that these items did not get put into the plan, but are still
being discussed and planned. Mrs. Bair added that an additional
technology support person will be hired and was also not in the
plan. A motion was made by Mr. Gomez and seconded by Mrs.
Charter to approve the Pierce JUSD Learning Continuity and

Attendance Plan. Voting Aye: Mr. Gomez, Mr. Green, Mrs. High, Mrs. Charter, and Mrs. Bair. Voting No: None. Absent: None.

Mrs. Geyer reported that the district submitted the elementary waiver to the health department today. She anticipates hearing from them in the next couple of days. Once the plan is approved the choice form will go out from the elementary schools. She sent a letter to staff thanking them for all of their feedback on the reopening plan. Mr. Green thanked the two organizations that submitted their letters so the waiver could be submitted.

The Board adjourned at 6:09 p.m.

5. Superintendent's Report

6. ADJOURN

Carol Geyer, Secretary to the Board
of Trustees

Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00416160	10/02/2020	CAPITOL ADVISORS GROUP, LLC	01-5800	Tech Consulting Services		3,000.00
00416161	10/02/2020	CHROMALABEL -AR	01-4300	Labels for books		227.48
00416162	10/02/2020	Corona, Maria	01-4300	TCHR SUPL		172.14
00416163	10/02/2020	DANIELSEN CO.	13-4300	CAFE SUPL	162.67	
			13-4700	CAFE SUPL	2,126.27	2,288.94
00416164	10/02/2020	EAGLE ARCHITECTS	25-6200	Design Services Girls Locker Room		16,492.00
				Alterations PHS		
00416165	10/02/2020	FRONTIER	01-5900	PHONE SVC		9,590.75
00416166	10/02/2020	HARRIS SCHOOL SOLUTIONS	13-5800	EZSCHLPAY JAN	48.75	
				EZSCHLPAY JUNE	1.25	50.00
00416167	10/02/2020	INLAND BUSINESS SYSTEMS	01-5650	COPIER MAINT	244.53	
			01-5800	COPIER MAINT	677.61	922.14
00416168	10/02/2020	LISTEN INNOVATION	01-5800	Listening Skills Platform Subscription		4,500.00
00416169	10/02/2020	Lopez, Catherine	01-5200	HOME VISIT MILEAGE		11.50
00416170	10/02/2020	MCF CONSTRUCTION SERVICES	21-6200	DSA Inspection Services - PHS Locker Rm		12,000.00
00416171	10/02/2020	SCHOOL SPECIALTY	01-4300	20/21 Supplies	2.77	
				Jennifer's Supplies	26.64	
				Office supplies	95.07	124.48
00416172	10/02/2020	STAPLES ADVANTAGE	01-4300	Copy Paper and Chair	.01-	
				Office supplies	36.92	
				Office Supply	454.87	
			01-4320	Office supplies	754.02	
				Printer Toner/Ink	1,412.01	2,657.81
00416173	10/02/2020	SYNCB/AMAZON	01-4200	English Dept Book Club Rudorff/Thomas	3,003.53	
			01-4300	Chromebook mice- testing	64.30	
				English Dept Book Club Rudorff/Thomas	13.89	
				Office supplies	207.47	
				school supplies to start the school year	1,830.36	
			01-4320	Office supplies	219.81	5,339.36
00416174	10/02/2020	TOP TIER DATACOM INC	01-5800	REPAIR SVC		157.50
00416310	10/09/2020	ALSCO GEYER ACE HARDWARE	01-4300	PARTS SUPL		1,014.47
00416311	10/09/2020	ALSCO GEYER IRRIGATION INC	01-4300	PARTS SUPL		416.27
00416312	10/09/2020	APPEAL-DEMOCRAT COLUSA SUN HERALD	01-4300	ANNUAL RENEWAL		67.79
00416313	10/09/2020	ARBUCKLE PUBLIC UTILITY DIST	01-5510	RENTALS-WATER SEWER	48.00	
				WATER SEWER	7,522.30	7,570.30
00416314	10/09/2020	BIMBO BAKERIES USA	13-4700	BREAD SUPL		314.20
00416315	10/09/2020	CLOSE LUMBER INC	01-4300	MO PARTS		3,798.81
00416316	10/09/2020	COOPER OATES AIR CONDITIONING	01-6200	Replace (3) HVAC Units PHS Science		55,909.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00416317	10/09/2020	DANIELSEN CO.	13-4300	CAFE SUPL	737.31	
			13-4700	CAFE SUPL	2,440.68	3,177.99
00416318	10/09/2020	FOLLETT SCHOOL SOLUTIONS INC	01-5800	Follett annual renewal resource manager PHS		275.63
00416319	10/09/2020	GENERAL PRODUCE COMPANY, LTD	13-4700	CAFE SUPL		3,764.20
00416320	10/09/2020	GOLD STAR FOODS	13-4700	CAFE SUPL		6,339.65
00416321	10/09/2020	Griffin, George	01-5200	MILEAGE TO GIE		29.90
00416322	10/09/2020	HD SUPPLY FACILITIES MAINT	01-4300	GLOVE SUPL	523.06	
				HVAC PARTS	283.62	
				MASK SUPL	643.18	
				MO SUPL	354.71	
				PROMPT PAY DISC	13.72-	1,790.85
00416323	10/09/2020	HUST BROTHERS INC	01-4300	RENTAL CHARGE		15.98
00416324	10/09/2020	HYLEN DISTRIBUTING	13-4700	CAFE SUPL		8,306.00
00416325	10/09/2020	KING CONSULTING INC	25-5800	Professional Services for OPSC Applications		948.75
00416326	10/09/2020	Leue, Haley	01-4300	TCHR SUPL		112.65
00416327	10/09/2020	MAKE MUSIC	01-4400	band/rector		400.00
00416328	10/09/2020	ORLAND AUTO PARTS	01-4300	PARTS SUPL		422.81
00416329	10/09/2020	PACIFIC GAS & ELECTRIC	01-5530	GAS ELECTRIC		3,110.02
00416330	10/09/2020	Pfyl, Danielle	01-4300	TCHR SUPL		164.69
00416331	10/09/2020	PIONEER ATHLETICS	01-4300	Field Stencils		4,236.38
00416332	10/09/2020	POWER DISTRIBUTORS	01-4300	PO20-00200		389.48
00416333	10/09/2020	PRECISION LADDERS, LLC	01-5800	New S1144-06B-30A Super Simplex Ladder GIES		3,338.69
00416334	10/09/2020	RECOLOGY BUTTE COLUSA COUNTIES	01-5520	DISPOSAL SVC		3,991.95
00416335	10/09/2020	SAC VALLEY ELECTRIC INC	01-6200	Provide Labor/Materials for New 2000AMP MSB at PHS		24,500.00
00416336	10/09/2020	SCHOOL SAFETY SOLUTIONS	01-5800	2020-2021 HazMat. Inventroy & Training		2,310.95
00416337	10/09/2020	SCHOOL SPECIALTY	01-4300	Jennifer's Supplies		59.03
00416338	10/09/2020	STEVENSON PEST CONTROL	01-5800	20/21 Pest Control Fees		370.00
00416339	10/09/2020	STRICTLY TECHNOLOGY LLC	01-4300	Quote 81622	2,859.13	
				Quote 82893 Adobe Pro	2,014.53	
				Unpaid Sales Tax	33.43-	4,840.23
00416340	10/09/2020	T-MOBILE	01-5900	200 T-Mobile Hotspots Monthly Billing		2,196.40
00416341	10/09/2020	TIAA BANK	01-5650	COPIER LEASE		246.10
00416342	10/09/2020	TRI-COUNTY SCHOOLS INS GROUP	01-3402	OCT HLTH	9,733.00	
			01-9514	OCT HLTH	19,127.00	28,860.00

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ESCAPE ONLINE

Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00416343	10/09/2020	WAXIE SANITARY SUPPLY	01-4300	DISINFECTANT	562.16	
				FACE MASK SUPL	167.57	
				MO SUPL	994.49	
				PURELL SUPL	477.82	2,202.04
00416344	10/09/2020	XENITH LLC	01-4300	Football Helmets		2,552.58
00416484	10/16/2020	ALMOND DIESEL REPAIR INC	01-4300	TIRE DISPOSAL/USED TIRE	60.00	
			01-5600	TIRE REPAIR	20.00	80.00
00416485	10/16/2020	C&R CONCRETE CONSTRUCTION, INC	01-5800	Install 12' x 15' Concrete Pad for New Freezer		5,690.00
00416486	10/16/2020	CARVALHO'S HEATING & AIR	01-5800	REPAIRS		150.00
00416487	10/16/2020	CEV MULTIMEDIA LTD	01-5800	COVID Distance Learning Needs		1,850.00
00416488	10/16/2020	CINTAS	01-5800	LINEN SUPL	127.65	
			13-5800	LINEN SUPL	888.41	1,016.06
00416489	10/16/2020	COLUSA CO WATER WORKS DIST #1	01-5510	RENTAL/WATER SVC		120.00
00416490	10/16/2020	COLUSA FLOOR COVERING	01-6200	Misc. Floor Covering Replacement PHS/JJH		10,558.00
00416491	10/16/2020	DIVISION OF STATE ARCHITECT SACRAMENTO REGION	01-6200	JJH SHADE STRUCTURE FILING FEE		2,145.00
00416492	10/16/2020	DIVISION OF STATE ARCHITECT SACRAMENTO REGION	01-6200	AES SHADE STRUCTURE FILING FEE		2,145.00
00416493	10/16/2020	Dorantes, Angela	01-5200	MILEAGE REIMB		21.85
00416494	10/16/2020	FLYERS ENERGY LLC DEPT #34516	01-4325	FUEL SUPL		737.61
00416495	10/16/2020	GOLD STAR FOODS	13-4700	STORAGE SUPL		71.25
00416496	10/16/2020	HD SUPPLY FACILITIES MAINT	01-4300	PARTS SUPL		349.86
00416497	10/16/2020	JOSTENS	01-4300	GRADUATION GOWNS		978.12
00416498	10/16/2020	PACIFIC GAS & ELECTRIC	01-5530	BUS CHARGING STATION	139.45	
				GAS ELECTRIC	17,903.25	18,042.70
00416499	10/16/2020	PIERCE JOINT UNIFIED SCHOOL REVOLVING ACCT	01-9536	EDD/SDI	1,491.22	
				EDD/SDI PMT	1,517.94	
				SDI/UI PMT	793.01	3,802.17
00416500	10/16/2020	RECOLOGY BUTTE COLUSA	01-5520	40YD DEBRIS BOX		904.34
00416501	10/16/2020	REM CONSTRUCTION INC	21-6200	LLB PHS Locker Rm Mod & Addition		370,918.11
00416502	10/16/2020	SCHOOL NURSE SUPPLY	01-4300	Nurse supplies		128.52
00416503	10/16/2020	TRI-COUNTY SCHOOLS INS GROUP	01-5822	TB ASSESSMENTS		60.00
00416504	10/16/2020	VERIZON WIRELESS	01-4300	PHONE SVC/CHARGING CABLE	43.76	
			01-5900	PHONE SVC/CHARGING CABLE	735.95	779.71
00416505	10/16/2020	White, Michele A	01-4300	TECH SUPL	97.19	
			01-5200	MILEAGE/GOOGLE CERT EXAM	59.80	
			01-5800	MILEAGE/GOOGLE CERT EXAM	10.00	166.99
00416506	10/16/2020	YUBA SUTTER CHIROPRACTIC	01-5800	DOT PHYSICALS		65.00

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ESCAPE ONLINE

Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00416641	10/23/2020	ACCESS INFORMATION MANAGEMENT	01-5800	SHRED SVC-SEPT		56.89
00416642	10/23/2020	BIMBO BAKERIES USA	13-4700	BREAD SUPL		12.78
00416643	10/23/2020	CA DEPT OF TAX AND FEE ADMIN MOTOR CARRIER OFFICE	01-4325	JULY-SEPT EXEMPT BUS DSL FUEL RTRN		2.00
00416644	10/23/2020	CALIFORNIA'S VALUED TRUST	01-3401	NOV HLTH	9,488.14	
			01-9514	NOV HLTH	131,408.48	140,896.62
00416645	10/23/2020	CALTRONICS BUSINESS SYSTEMS	01-5650	COPIER MAINT		47.05
00416646	10/23/2020	DANIELSEN CO.	13-4300	CAFE SUPL	221.85	
			13-4700	CAFE SUPL	1,694.70	1,916.55
00416647	10/23/2020	DEPARTMENT OF EDUCATION	13-8291	NSLP EQUIP GRANT		667.22
00416648	10/23/2020	DEPARTMENT OF JUSTICE ACCOUNTING OFC	01-5821	FINGERPIRNT APPS		64.00
00416649	10/23/2020	DINN BROS	01-4300	Reading Counts Ribbons	535.18	
				Unpaid Sales Tax	36.18-	499.00
00416650	10/23/2020	Franklin, Charles	01-5800	KAHOOT 1YR SUBSCRIPTION		72.36
00416651	10/23/2020	FRONTIER	01-5900	PHONE SVC		105.72
00416652	10/23/2020	GENERAL PRODUCE COMPANY, LTD	13-4700	CAFE SUPL		5,257.70
00416653	10/23/2020	GOLD STAR FOODS	13-4700	CAFE SUPL	8,350.65	
				CREDIT/REBILLS GRAND TOTALS	205.73-	8,144.92
00416654	10/23/2020	HARRIS SCHOOL SOLUTIONS	13-5800	ETRITION POS SITE LICENSE		6,329.24
00416655	10/23/2020	HEINEMANN WORKSHOPS	01-4300	language Arts/Schlosser		291.27
00416656	10/23/2020	INLAND BUSINESS SYSTEMS	01-5650	COPIER MAINT		107.67
00416657	10/23/2020	Lanfranchi, Rachel	01-5821	FINGERPRINT REIMB		35.00
00416658	10/23/2020	LOZANO SMITH LLP	01-5870	SEPT SVC		4,720.00
00416659	10/23/2020	LRT GRAPHICS	01-5800	Floor Graphics So. Gym Lobby PHS		1,961.88
00416660	10/23/2020	PIONEER REVIEW	01-5820	VACANCY NOTICE		120.00
00416661	10/23/2020	PLEASANT AIR COMPANY	01-4300	FILTER SUPL		1,322.14
00416662	10/23/2020	SCHOOL SPECIALTY	01-4300	Office bins for student work		55.26
00416663	10/23/2020	Stassi, Susan	01-4300	TCHR SUPL		123.94
00416664	10/23/2020	STRICTLY TECHNOLOGY LLC	01-4300	Quote 81672 Storage bins chrome book repairs		557.38
00416665	10/23/2020	SYNCB/AMAZON	01-4200	English Books	497.68	
			01-4300	CABINET/KEYBOARD	216.80	
				COVID Distance Learning Supplies	99.02-	
				Misc. Supplies(3 codes pymt)	74.95	
				Office/Class Supplies	26.75	
				Supplies	278.57	
			01-4320	Misc. Supplies(3 codes pymt)	206.29	1,202.02
00416666	10/23/2020	U.S. BANK CORP PAYMENT SYS	01-4300	AMAZON-BATTERIES	28.95	

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ESCAPE ONLINE

Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00416666	10/23/2020	U.S. BANK CORP PAYMENT SYS	01-4300	AMAZON-FOGGER MACHINE	579.06	
				AMAZON-PHS FREEZER SWITCH PART	50.50	
				AMAZON-SPEAKER	42.88	
				AMAZON-STICKER SUPL FOR SD	205.97	
				AMAZON-UV BLACKLIGHT	19.28	
				AMAZON-WALL THERMOMETER	965.00	
				Batteries	81.57	
				CSBA-BROWN ACT BOOK	35.34	
				EWING-PHS LOCKER RM SUPL	1,239.69	
				HOME DEPOT-AES FREEZER BOX	232.15	
				HOME DEPOT-TOOL BAG	1,070.36	
				Reading Counts Oscars	4.77	
			01-4325	ARB SINCLAIR-FORKLIFT PROPANE	21.68	
			01-4400	Band Instruments	2,234.16	
			01-5200	2020 LEADERSHIP SUMMIT	229.00	
				SCHL SERVICES-WORKHSOP REG	275.00	
				SCHL SERVICES-WORKSHOP REG	275.00	
			01-5800	AMAZON-PRIME MBRSHF FEE	267.05	
				MICROSOFT-MONTHLY PMT	354.00	
				QUIZLET-ANNUAL SUBSCRPTN-M PETERSON	35.99	8,247.40
00416667	10/23/2020	UC DAVIS	01-5800	CSTEM TRAININGS AES		12,400.00
00416668	10/23/2020	UMPQUA BANK CORPORATE REAL ESTATE CA0011	01-5600	NOV RENT-3901FAC1		550.00
00416669	10/23/2020	Velazquez, Stacie	13-5200	MILEAGE REIMB		78.78
00416670	10/23/2020	WAXIE SANITARY SUPPLY	01-4300	COVID SUPL		572.30
00416671	10/23/2020	WOODWIND BRASSWIND	01-4300	Rector/band supplies	45.05	
			01-4400	Band Supplies	7,693.79	7,738.84
00416672	10/23/2020	WORTH AVE GROUP	01-5800	CHROMEBOOK INSURANCE		229.15
00416673	10/23/2020	YUBA SUTTER CHIROPRACTIC	01-5800	DOT PHYSICAL-S DAVIS	65.00	
				DOT PHYSICALS-F GARCIA	65.00	130.00
00416793	10/30/2020	CDW-G	01-4300	renewal licensing VMWare		1,940.00
00416794	10/30/2020	CLEARLAKE LAVA, INC	01-4300	PHS GATE-ROCK/GRAVEL		492.28
00416795	10/30/2020	COLUSA CO WATER DIST	01-4300	APRIL-SEPT		2,295.00
00416796	10/30/2020	CREATIVE BUS SALES	01-4300	MICROPHONE PA		68.39
00416797	10/30/2020	EDMENTUM	01-5800	COVID/Reg Course Subscription		20,028.45
00416798	10/30/2020	FLYERS ENERGY LLC DEPT #34516	01-4325	FUEL SUPL		574.61
00416799	10/30/2020	FRONTIER	01-5900	PHONE SVC		9,513.11
00416800	10/30/2020	HD SUPPLY FACILITIES MAINT	01-4300	HVAC CLEANER/FLAG	229.77	

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ESCAPE ONLINE

Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00416800	10/30/2020	HD SUPPLY FACILITIES MAINT	01-4300	PROMPT PAY DISC	32.62-	197.15
00416801	10/30/2020	HEINEMANN WORKSHOPS	01-5200	worskhop ELA Geierman		418.00
00416802	10/30/2020	HORIZON BROTHERS RESTORATION	01-6200	Exterior Painting GI		39,500.00
00416803	10/30/2020	HUST BROTHERS INC	01-4300	CYLINDER RENTAL		15.98
00416804	10/30/2020	INFOBASE LEARNING	01-4200	World Almanac for Kids		756.66
00416805	10/30/2020	IXL LEARNING	01-4400	IXL quote 17744242-0920-2 JJH		650.00
00416806	10/30/2020	MCF CONSTRUCTION SERVICES	21-6200	DSA Inspection Services - PHS Locker Rm		12,000.00
00416807	10/30/2020	PITNEY BOWES	01-4300	POSTAGE INK SUPL		104.97
00416808	10/30/2020	PLEASANT AIR COMPANY	01-4300	COVID-FILTER SUPL	4,610.16	
				FILTER SUPL	746.72	5,356.88
00416809	10/30/2020	POLAR KING INTERNATIONAL INC	01-6200	New 10' x 12' Outdoor Freezer Box AES		31,313.83
00416810	10/30/2020	RAINFORTH GRAU ARCHITECTS	21-6200	Architect Services - PHS Locker Room		5,020.00
00416811	10/30/2020	Rudorff, Alexandra	01-5200	HEINEMANN WORKSHOP		209.00
00416812	10/30/2020	SCHOOL SPECIALTY	01-4300	C. Tellez Supply Order		247.03
00416813	10/30/2020	SCREENCASTIFY	01-5800	Districtwide license screencastify		5,250.00
00416814	10/30/2020	SHIFFLER	01-4300	LCN DOOR CLOSER		412.89
00416815	10/30/2020	STRICTLY TECHNOLOGY LLC	01-4300	Quote 83313-COVID	797.94	
				Quote 84030 Staff Headsets GIE	141.51	
				Quote 84220	3,747.66	
				Quote 84224	91.16	
				Strictly Tech quote 82835	997.43	
			01-4400	Quote 83897 laptops	78,980.55	84,756.25
00416816	10/30/2020	WAXIE SANITARY SUPPLY	01-4300	DISINFECTANT	843.24	
				MO SUPL	276.73	
				PURELL	895.91	2,015.88
Total Number of Checks					130	1,084,009.62

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund/county Sch.srv.fc	109	619,092.54
13	Cafeteria Fund	16	47,607.83
21	Building Fund	4	399,938.11
25	Capital Facilities Fund	2	17,440.75

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ESCAPE ONLINE

Checks Dated 10/01/2020 through 10/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
		Total Number of Checks	130		1,084,079.23	
		Less Unpaid Sales Tax Liability			69.61	
		Net (Check Amount)			1,084,009.62	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

ATTACHMENT 1

ARCHITECTURAL SERVICES AGREEMENT

This AGREEMENT is made and entered into this 16th day of October in the year 2020 by and between the PIERCE JOINT UNIFIED SCHOOL DISTRICT, hereinafter referred to as "DISTRICT," and Synthesis Partners, LLC, hereinafter referred to as "ARCHITECT." This AGREEMENT shall include all terms and conditions set forth herein. The DISTRICT and the ARCHITECT are sometimes referred to herein individually as a "PARTY" and collectively as the "PARTIES." This AGREEMENT is made with reference to the following facts:

WHEREAS, DISTRICT desires to obtain architectural services for the Pierce HS CTE Ag Science Learning Center Bldg., hereinafter referred to as the "PROJECT"; and

WHEREAS, ARCHITECT understands that state funding for this PROJECT is a condition precedent to the effectiveness of this AGREEMENT. If state funding is not received for the PROJECT, this AGREEMENT may be voided by the DISTRICT except to the extent services have been rendered pursuant to the approval of the DISTRICT's Board; and

WHEREAS, ARCHITECT is fully licensed to provide architectural services in conformity with the laws of the State of California;

NOW, THEREFORE, the PARTIES hereto agree as follows:

ARTICLE I - ARCHITECT'S SERVICES AND RESPONSIBILITIES

1. The ARCHITECT's services shall consist of those services performed by the ARCHITECT, ARCHITECT's employees and ARCHITECT's consultants, as enumerated in Articles II and III of this AGREEMENT.

2. The ARCHITECT's services shall be performed in a manner which is consistent with professional skill and care and the orderly progress of the work. The ARCHITECT represents that it will follow the standards of its profession in performing all services under this AGREEMENT. The ARCHITECT shall submit for the DISTRICT's approval a schedule for the performance of the ARCHITECT's services. The schedule may be adjusted as the PROJECT proceeds by mutual written agreement of the PARTIES and shall include allowances for time required for the DISTRICT's review and for approval by authorities having jurisdiction over the PROJECT. The time limits established by this schedule shall not, except for reasonable cause, be exceeded by the ARCHITECT.

3. The schematic design, design development and construction document services covered by this AGREEMENT shall be completed and submitted to the DISTRICT on or before a date to be agreed upon in writing by the DISTRICT. The construction document services covered by this AGREEMENT shall be completed and submitted to the Division of the State Architect ("DSA") for review and approval on or before a date to be agreed upon in writing by the DISTRICT.

4. If the PROJECT includes the replacement or repair of more than 25% of a roof or the replacement or repair of a roof that has a total cost of more than \$21,000, the ARCHITECT shall comply

with the requirements set forth in Public Contract Code section 3000, et seq., including signing the required certification.

5. The ARCHITECT has been selected based on ARCHITECT's knowledge of California public schools and ARCHITECT's knowledge of the educational system for funding and construction and is thoroughly familiar with the requirements of the OPSC for state funding, DSA for approvals of plans and specifications, and of the CDE for site approvals and educational requirements that are applicable to a public school project.

6. The ARCHITECT shall coordinate its services with the Contractor, Project Inspector, its consultants and other parties to ensure that all requirements under DSA's Inspection Card (Form 152) and any subsequent revisions, supplements or updates thereto issued or required by DSA, or any other/alternate processes are being met in compliance with DSA requirements and in compliance with the PROJECT schedule. The ARCHITECT and its consultants shall take all action necessary as to not delay progress in meeting any DSA requirements. The ARCHITECT shall meet all requirements set forth in DSA's Construction Oversight Process Procedure (PR 13-01) and any subsequent revisions, supplements or updates thereto issued or required by DSA. Any references to the DSA requirements, DSA forms, documents, manuals applicable to the PROJECT shall be deemed to include and incorporate any revisions or updates thereto.

ARTICLE II - SCOPE OF ARCHITECT'S SERVICES

1. The ARCHITECT shall provide to the DISTRICT, on the terms herein set forth, all of the architectural, design and/or engineering services necessary to complete the PROJECT. The ARCHITECT's services shall include those described in this AGREEMENT, and include all structural, civil, mechanical and electrical engineering and landscape architecture services and any other services necessary to produce a reasonably complete and accurate set of "Construction Documents" defined as including, but not limited to, the following: The contract between the DISTRICT and the "Contractor" awarded the PROJECT (the "Contract"), general and supplementary conditions of the Contract between the DISTRICT and Contractor, drawings, specifications, Addenda, Revisions and other documents listed in the Contract, and modifications issued after execution of the Contract between the DISTRICT and Contractor.

2. The ARCHITECT shall assist the DISTRICT in obtaining required approvals from governmental agencies (for both on and off-site approvals) and any other entities including, but not limited to, those responsible for electrical, gas, water, sanitary or storm sewer, telephone, cable/TV, antenna-based services (e.g., Dish Network), internet providers, public utilities, the fire department, as well as the County Health Department, California Department of Education ("CDE"), the Office of Public School Construction ("OPSC"), State Water Resources Control Board (SWRCB), and DSA. If necessary, the ARCHITECT shall secure preliminary agency approvals and notify the DISTRICT in writing as to the actions the DISTRICT must take to secure formal approvals.

3. The ARCHITECT shall be responsible for determining the capacity of existing utilities, and/or for any design or documentation required to make points of connection to existing utility services that may be located on or off the PROJECT site and which are required for the PROJECT.

4. The ARCHITECT shall provide a PROJECT description which includes the DISTRICT's needs, Program, and the requirements of the PROJECT prior to preparing preliminary designs for the PROJECT.

5. The ARCHITECT shall assist the DISTRICT in determining the phasing of the PROJECT that will most efficiently and timely complete the PROJECT. This includes phasing the PROJECT's construction and the inspection approval process so Incremental Approvals as required under DSA's Construction Oversight Process Procedure can be obtained during the completion of the PROJECT.

6. The ARCHITECT shall provide a written preliminary evaluation of the DISTRICT's PROJECT, schedule, and construction budget requirements. Such evaluation shall include alternative approaches to design and construction of the PROJECT, evaluation and application of educational specification requirements under Education Code section 17251 and under Title 5 California Code of Regulations, Section 14000, et seq.

7. The ARCHITECT shall provide planning surveys, site evaluations and comparative studies of prospective sites, buildings, or locations.

8. The ARCHITECT shall attend regular PROJECT coordination meetings between the ARCHITECT, its consultants, the DISTRICT's representative(s), and other consultants of the DISTRICT during PROJECT development.

9. The ARCHITECT shall make revisions in Drawings, Specifications, the Project Manual, or other documents when such revisions are necessary due to the ARCHITECT's failure to comply with approvals or instructions previously given by the DISTRICT, including revisions made necessary by adjustments in the DISTRICT's Program or Budget as defined in Article IV.

10. The ARCHITECT shall provide services required due to programmatic changes in the PROJECT including, but not limited to, size, quality, complexity, method of bidding or negotiating the contract for construction. The ARCHITECT shall be prepared to prioritize and prepare a priority list to address critical Program and PROJECT needs as opposed to optional items that may be dropped if there is inadequate Budget for the PROJECT. In the case where there are Budget constraints, the ARCHITECT, shall prepare a priority list of critical programmatic needs and items that may be of lesser priority and review the Program with the DISTRICT.

11. The ARCHITECT shall provide services in connection with the work of a Construction Manager or separate consultants retained by DISTRICT.

12. The ARCHITECT shall provide detailed estimates of the PROJECT's Construction Costs at no additional cost to DISTRICT as further described in Articles V and VI.

13. The ARCHITECT shall provide detailed quantity surveys which provide inventories of material, equipment, and labor consistent with OPSC requirements for such surveys or estimates.

~~14. The ARCHITECT shall provide analyses of DISTRICT ownership and operating costs for the PROJECT.~~

15. The ARCHITECT shall provide interior design and other services required for, or in connection with, graphics and signage. All other interior design services are addressed under Article III as an Additional Service.

16. To the extent the ARCHITECT is not familiar or does not have experience with any materials or systems designed for the PROJECT, the ARCHITECT shall visit suppliers, fabricators, and manufacturers' facilities, such as for carpet, stone, wood veneers, standard or custom furniture, to review the quality or status of items being produced for the PROJECT.

17. The ARCHITECT shall cooperate and consult with DISTRICT in use and selection of manufactured items on the PROJECT, including, but not limited to, paint, hardware, plumbing, mechanical and electrical equipment, fixtures, roofing materials, and floor coverings. All such manufactured items shall be standardized to the DISTRICT's criteria to the extent such criteria do not interfere with PROJECT design and are in compliance with the requirements of Public Contract Code §3400.

18. The ARCHITECT shall certify to the best of its information, pursuant to 40 Code of Federal Regulations §763.99(a)(7), that no asbestos-containing material was specified as a building material in any Construction Document for the PROJECT and will ensure that contractors provide the DISTRICT with a certification that all materials used in the construction of any school building are free from any asbestos-containing building materials ("ACBM's"). ARCHITECT shall include statements in the PROJECT's specifications that materials containing ACBM's shall not to be included or incorporated into the PROJECT. The ARCHITECT shall incorporate requirements into the PROJECT's specifications that indicate the above certification shall be part of the Contractor's final PROJECT submittal to the DISTRICT.

19. The ARCHITECT shall consider operating or maintenance costs when selecting systems for the DISTRICT. The ARCHITECT shall utilize grants and outside funding sources and work with the DISTRICT to utilize and consider funding from grants and alternative funding sources.

20. The ARCHITECT shall prepare for and make formal presentations to the Governing Board of the DISTRICT, attend public hearings and other public meetings. The ARCHITECT shall be prepared to address concept and programmatic requirements for the PROJECT in such presentations, public hearings and public meetings. In addition, the ARCHITECT shall attend and assist in legal proceedings that arise from the errors or omissions of the ARCHITECT.

21. The duties, responsibilities and limitations of authority of the ARCHITECT shall not be restricted, modified, or extended without written agreement between the DISTRICT and ARCHITECT.

22. The ARCHITECT shall comply with all federal, state, and local laws, rules, regulations and ordinances that are applicable to the PROJECT.

23. The ARCHITECT shall have access to the work at all times.

24. The ARCHITECT shall commit the same PROJECT representatives from the commencement of services under this AGREEMENT through the completion of the Project Close-Out Phase. Any change in staff will require the written approval of the DISTRICT.

25. Schematic Design Phase

a. The ARCHITECT shall meet with the DISTRICT to understand and verify the DISTRICT's requirements for its Program. In the cases where a Program is furnished to the

ARCHITECT by the DISTRICT, the ARCHITECT shall review the DISTRICT's Program and address if the Program, in the ARCHITECT's professional opinion, is realistic. If there are issues with the Program that has been provided, as part of the Schematic Design Services, ARCHITECT shall rework the Program with the DISTRICT representative and the DISTRICT to establish a priority list of programmatic needs and items that may be within and outside of the DISTRICT's Budget. Once the Schematic Design, Program and Budget are reconciled with the DISTRICT representative, and the DISTRICT approves the Schematic Design, Program and Budget, the ARCHITECT may then move on to the Design Development Phase.

b. In the cases where the DISTRICT has not established a Program, the ARCHITECT shall work with the DISTRICT to help establish a Program and Budget based on available state funding, available grants, or available funds (in the cases where no funding or grants are available). The ARCHITECT's familiarity with how projects are funded by the state or through grants shall be part of the expertise the DISTRICT is relying upon in conjunction with the ARCHITECT's experiences with similar projects and programs for the establishment of the DISTRICT's Program and PROJECT under this AGREEMENT. The ARCHITECT shall not design for a Program or PROJECT that exceeds the DISTRICT's Budget unless the ARCHITECT obtains the written consent of the DISTRICT and an agreement that the ARCHITECT is permitted to exceed the available Budget.

c. The ARCHITECT shall prepare, for approval by the DISTRICT, Schematic Design Documents consisting of drawings, renderings, programmatic outlines, and other documents illustrating the scale and relationship of the PROJECT's components. These documents shall be prepared with the understanding that Design Development and Construction Documents Phases of this AGREEMENT shall be completed in accordance with the realistic understanding of and adherence to the Schematic Design. The Schematic Design Documents shall comply with all applicable laws, statutes, ordinances, codes, rules, and regulations of the State and local governmental agencies and/or authorities having jurisdiction over the PROJECT, including, but not limited to, the OPSC, the CDE, DSA, the County Health Department and the local fire marshal/department, which are required for the final approval of the PROJECT's completed Construction Documents.

d. The ARCHITECT shall prepare schematic design studies and site utilization plans leading to a recommended solution together with a general description of the PROJECT and PROJECT's priorities for approval by the DISTRICT.

e. If directed by the DISTRICT at the time of approval of the Schematic Design Documents, the Construction Documents shall be prepared so that portions of the work of the PROJECT may be performed under separate construction contracts, phased construction contracts, or so that the construction of certain buildings, facilities, or other portions of the PROJECT may be deferred. Careful attention is directed to DSA requirements for phasing of projects and the likelihood that DSA or other agency approvals may expire during the phases. If there is an expiration and need to obtain additional DSA approvals for future phases, the ARCHITECT shall provide the DISTRICT with a written notification of the PROJECT approvals that may expire due to phasing. Alternate construction schemes made by the DISTRICT subsequent to the Design Development Phase shall be provided as an Additional Service pursuant to Article III unless the alternate construction scheme arises out of the PROJECT exceeding the estimated Budget constraint as a result of the ARCHITECT's services under this AGREEMENT.

f. The ARCHITECT shall submit a list of qualified engineers for the PROJECT for the DISTRICT's approval in conformance with Article XII. ARCHITECT shall ensure that each engineer places his or her name, seal, and signature on all drawings and specifications prepared by said engineer.

g. The ARCHITECT shall investigate existing conditions or facilities and verify drawings of such conditions or facilities.

h. The ARCHITECT shall perform Schematic Design services to keep the PROJECT within all Budget and scope constraints set by the DISTRICT, unless otherwise modified by written authorization by the DISTRICT.

i. The ARCHITECT shall prepare and submit to the DISTRICT a written estimate of the Construction Cost in conformance with Articles V and VI and shall advise the DISTRICT, in writing, of any adjustments to the estimate of Construction Cost.

26. Design Development Phase (Preliminary Plans)

a. Upon approval by the DISTRICT of the Schematic Design services set forth above, the ARCHITECT shall prepare Design Development Documents based on the Schematic Design and based on the Program that has been approved by the DISTRICT. Such documents shall consist of site and floor plans, elevations, cross-sections, and other documents necessary to depict the design of the PROJECT, and shall outline specifications to fix and illustrate the size, character, and quality of the entire PROJECT as to the Program requirements, landscapes, architecture, civil, structural, mechanical, and electrical systems, materials, and such other essentials as may be appropriate. The ARCHITECT shall prepare the Design Development Documents to comply with the requirements of all governmental agencies having jurisdiction over the PROJECT including, but not limited to, the OPSC, the CDE, DSA, the County Health Department and the local fire marshal/department.

b. The ARCHITECT shall prepare and submit to the DISTRICT a written estimate of the Construction Cost in conformance with Articles V and VI and shall advise the DISTRICT, in writing, of any adjustments to the estimate of Construction Cost.

c. The ARCHITECT shall perform all Design Development Services to keep the PROJECT within all Budget and scope constraints set by the DISTRICT, unless otherwise modified by written authorization by the DISTRICT.

27. Construction Document Phase (Final Plans)

a. The ARCHITECT shall prepare, from the Design Development Documents approved by the DISTRICT, Construction Documents (in an acceptable Building Informational Modeling format, such as ~~Autodesk® Revit® and AutoCAD® Civil 3D®~~) including, but not limited to, all drawings and specifications for the PROJECT setting forth, in detail, the requirements for the construction of the entire PROJECT in conformity with all applicable (on and off site) governmental and code requirements including, but not limited to, the requirements of the OPSC, DSA, the local fire marshal/department, the County Health Department and any other

governmental agency having jurisdiction over the PROJECT. The Construction Documents shall show all the work to be done, including the materials, workmanship, finishes, and equipment required for the completion of the PROJECT. All Construction Documents prepared by the ARCHITECT shall be properly coordinated including, but not limited to, the various disciplines, dimensions, terminology, details, etc.

b. The ARCHITECT shall prepare and file all documents required for, and obtain the required approvals of, all governmental agencies having jurisdiction over the PROJECT including, but not limited to, the OPSC, CDE, DSA, local fire marshal/department, City Design Review, County Health Department, Department of Public Works, and any other governmental agencies or authorities which have jurisdiction over the PROJECT. The DISTRICT shall pay all fees required by such governmental agencies and/or authorities. ARCHITECT shall, whenever feasible, establish beforehand the exact costs due any governmental agencies and/or authorities in order to submit such cost information to the DISTRICT so payments can be prepared by the DISTRICT.

c. The ARCHITECT shall identify all tests and special inspections on the Statement of Structural Tests and Special Inspections (Form DSA 103) that are required for the completion of the PROJECT as designed and submit such DSA 103 to DSA for approval along with all other Construction Documents. Upon DSA's approval of the Construction Documents, including the approved DSA 103 for the PROJECT, the ARCHITECT shall ensure that a copy of the approved DSA 103 for the PROJECT is provided to the DISTRICT, the Laboratory of Record, each Special Inspector working on the PROJECT, the Project Inspector and the Contractor.

d. When the ARCHITECT is preparing the Construction Documents, the ARCHITECT shall include provisions that require the Contractor to:

(1) Provide the DISTRICT with five (5) complete sets of operation manuals;

(2) Provide adequate training and consultation to DISTRICT personnel in the operation, testing, start-up, adjusting and balancing of mechanical, electrical, heating, air conditioning, and other systems installed by Contractor or its subcontractors; and

(3) Prepare a marked set of prints which indicate the dimensioned location of buried utility lines and which show changes in the work made during construction ("as-built documents"). All as-built documents shall be provided to the DISTRICT in a format approved by the DISTRICT.

e. The ARCHITECT shall immediately notify the DISTRICT of adjustments in previous estimates of the Construction Cost arising from market fluctuations or approved changes in scope or requirements.

f. The ARCHITECT shall perform Construction Document Services to keep the PROJECT within all Program scope constraints set by the DISTRICT, as well as approved Budget, unless otherwise modified by written authorization by the DISTRICT.

g. As part of the ARCHITECT's professional services, ARCHITECT has coordinated the drawings on the PROJECT. It is suggested, but not mandatory, that ARCHITECT perform a clash detection review of the final Construction Documents prior to submission to DSA. However,

if the Construction Manager, or Design Build entity performs a clash check, ARCHITECT shall work with the Construction Manager or Design Build entity to perform reasonable clash check resolution meetings and make revisions as necessary prior to DSA submission, during DSA review, and after DSA review (followed by CCD submission or Addenda submission to document any necessary changes).

h. If the estimated PROJECT Construction Cost exceeds the Budget, the ARCHITECT shall make all necessary design revisions at no cost to the DISTRICT to comply with the Budget and scope set by the DISTRICT in conformance with Articles V and VI, unless otherwise modified by written authorization of the DISTRICT.

28. Bidding & Award Phase

a. The ARCHITECT, following the DISTRICT's approval of the Construction Documents and of the latest estimate of Construction Cost, shall assist the DISTRICT in obtaining bids and awarding the Contract for the construction of the PROJECT.

b. The ARCHITECT shall prepare all the necessary bidding information and bidding forms required to bid the PROJECT. The ARCHITECT shall also assist the DISTRICT with the preparation of the Contractor's Contract form, the general conditions, the supplementary conditions, and all other contract documents necessary to bid the PROJECT and award a complete Contract to the lowest responsible responsive bidder. The DISTRICT will provide the standard general conditions and supplementary conditions that must be incorporated into the Contract with the Contractor. The ARCHITECT shall review the general conditions, supplementary conditions, and all other contract documents provided by the DISTRICT for incorporation into the Contract with the Contractor and shall coordinate such documents with all other Construction Documents that are prepared by the ARCHITECT pursuant to this AGREEMENT. The ARCHITECT's coordination obligations under this Section include, but are not limited to, verifying that any and all bid instructions and requirements set forth in the specifications prepared by the ARCHITECT are also set forth in the Instructions to Bidders and the Bid Form that are distributed to the bidders in connection with the PROJECT. The ARCHITECT shall prepare and sign all written Addendums that are necessary to incorporate changes into the DSA approved Construction Documents prior to the award of the PROJECT. The ARCHITECT shall assist the DISTRICT in distributing all Addendums to each bidder that has obtained a set of the DSA approved Construction Documents. The ARCHITECT shall ensure that all Addendums are submitted to and approved by DSA prior to certification of the PROJECT.

c. The ARCHITECT shall deposit a reproducible set of Construction Documents including, but not limited to, all drawings and specifications for the PROJECT at a reprographics company specified by the DISTRICT (Signature Reprographics) for the bid and for printing of additional sets of the DSA approved Construction Documents during the PROJECT. In accordance with the requirements of this Section, the ARCHITECT shall forward all plans, drawings, specifications, record drawings, models, mock-ups, renderings and other documents (including all computer files and/or BIM files) prepared by the ARCHITECT or the ARCHITECT's consultants during the course of the PROJECT to the reprographics company specified by the DISTRICT at no additional cost to the DISTRICT. The DISTRICT may request that such documents be delivered to the reprographics company selected by the DISTRICT in CADD, PLOT, TIFF or other format approved by the DISTRICT. In addition, the ARCHITECT shall provide the DISTRICT with a BIM format diskette file with all layers unprotected so the DISTRICT may utilize with a

Construction Manager or Design Build entity. It is expressly understood that the release of the underlying BIM documents is for the limited use only for the PROJECT (unless otherwise agreed to in writing) and that changes that are made to the underlying BIM documents are not the responsibility of ARCHITECT. For documentation purposes, one record set of the transmitted documents shall be placed on a CD (or other acceptable electronic media) properly labeled as the record set of documents transmitted to the DISTRICT. Reasonable costs for producing this record document shall be reimbursed to the ARCHITECT and ARCHITECT's consultants. ARCHITECT is also advised to make a record set of clash detection checks to record the clashes that are encountered on the set of documents distributed for future record purposes and this clash detection shall also be placed on the CD. This clash detection document is not a requirement but simply recommended.

d. Upon the DISTRICT's request, the ARCHITECT shall recommend an acceptable plan room, or blueprinting shop, or, in the alternative, ARCHITECT shall print the necessary bidding information, Contract forms, general conditions, supplementary general conditions and all other Construction Documents necessary to bid the PROJECT and award a complete Contract to a successful bidder and shall deliver/distribute such printed copies to all interested bidders.

e. The ARCHITECT shall make subsequent revisions to drawings, specifications, and other DSA approved Construction Documents that result from the approval of any substitution request, RFI, or submittal. All Revisions shall be prepared in writing and signed by the ARCHITECT. The ARCHITECT shall ensure that all Revisions are submitted to and approved by DSA prior to certification of the PROJECT.

f. If the lowest bid exceeds the Budget (by 10%) (or if a complete detailed estimate is prepared by a certified professional cost estimator from Construction Documents that are at least 90% completed) for the PROJECT, the ARCHITECT, in consultation with, and at the direction of, the DISTRICT, shall provide such modifications in the Construction Documents as necessary to bring the cost of the PROJECT within its Budget as set forth in Articles V and VI.

29. Construction Phase

a. Prior to the start of construction, the ARCHITECT shall certify that the following documents have been submitted to DSA:

(1) Contract Information Form DSA-102.

(2) Inspector Qualification Record Form DSA-5 should be submitted 10 days prior to the time of starting construction.

b. The Construction Phase will commence with the award of the Construction Contract to Contractor.

c. The ARCHITECT shall reproduce five (5) sets of Construction Documents and all progress prints for the DISTRICT's and the DISTRICT's consultant's use at the ARCHITECT's expense.

d. The ARCHITECT shall provide technical direction to a full-time Project Inspector employed by, and responsible to, the DISTRICT, as required by applicable law. The ARCHITECT shall direct and monitor the work of the Laboratory of Record as required by applicable law and

provide code required supervision of Special Inspectors not provided by the Laboratory of Record. Upon the DISTRICT's award of a Construction Contract to the Contractor, the ARCHITECT shall obtain the necessary Project Inspection Cards ("PIC") (Form DSA 152) from the DSA that are needed for the Project Inspector's use in approving and signing off work on the PROJECT as it is completed by the Contractor. The ARCHITECT shall verify that the Project Inspector has the appropriate amount of PIC's that are needed for the inspection and completion of the entire PROJECT prior to the commencement of any work by the Contractor on the PROJECT. The ARCHITECT shall provide the Project Inspector, Laboratory of Record and each Special Inspector with a copy of the DSA approved Construction Documents including, but not limited to, the approved Statement of Structural Tests and Special Inspections (Form DSA 103) prior to the commencement of any work on the PROJECT at the ARCHITECT's expense.

e. The ARCHITECT shall meet with the Project Inspector, DISTRICT, Contractor, Laboratory of Record and Special Inspectors as needed throughout the completion of the PROJECT to verify, acknowledge and coordinate the testing and special inspection program required by the DSA approved Construction Documents.

f. The ARCHITECT shall prepare Interim Verified Reports (Form DSA 6-AE) and submit such Interim Verified Reports to DSA, the Project Inspector and the DISTRICT prior to the Project Inspector's approval and sign off of any of the following sections of the PROJECT's PIC's as applicable:

- (1) Initial Site Work;
- (2) Foundation;
- (3) Vertical Framing;
- (4) Horizontal Framing;
- (5) Appurtenances;
- (6) Non-Building Site Structures;
- (7) Finish Site Work;
- (8) Other Work; or
- (9) Final.

If the ARCHITECT has delegated responsibility for any portion of the PROJECT's design to other engineers, the ARCHITECT shall ensure that such engineers submit the necessary Interim Verified Reports (Form DSA 6-AE) to DSA, the Project Inspector and the DISTRICT during the course of construction and prior to the Project Inspector's approval and sign off of the above sections of the PIC's as they relate to the portions of the PROJECT that were delegated to such engineers.

g. The ARCHITECT shall be responsible for reviewing and ensuring, on a monthly basis, that the Contractor is maintaining an up-to-date set of as-built documents which will be furnished to the DISTRICT upon completion. The ARCHITECT shall review the as-built documents prepared by the Contractor on a monthly basis and report whether they appear to be up to date, based upon the ARCHITECT's observations of the PROJECT. If it appears the as-built documents are not being kept up to date by the Contractor, the ARCHITECT shall recommend to the DISTRICT, in writing, an appropriate withholding from the Contractor's monthly payment application to account for the Contractor's failure to maintain such as-built documents.

- h. The ARCHITECT will endeavor to secure compliance by Contractor with the Contract requirements, but does not guarantee the performance of the Contractor's Contract.
- i. The ARCHITECT shall provide general administration of the Construction Documents including, but not limited to, the following:
- (1) Visiting the PROJECT site to maintain such personal contact with the PROJECT as is necessary to assure the ARCHITECT that the Contractor's work is being completed, in every material respect, in compliance with the DSA approved Construction Documents (in no case shall the number of visits be less than once every week or as necessary to observe work being completed in connection with each block/section of a PIC so the ARCHITECT can verify that the work does or does not comply with the DSA approved Construction Documents, whichever is greater) in order to:
 - i. Become familiar with, and to keep the DISTRICT informed about, the progress and quality of the portion of the work completed and for the preparation of the weekly written reports the ARCHITECT will prepare and submit to the DISTRICT for its review;
 - ii. Become familiar with, and to keep DSA and Project Inspector informed about, the progress and quality of the portion of the work completed and for the preparation of the necessary Interim Verified Reports the ARCHITECT will prepare and submit to DSA and Project Inspector as necessary for the timely inspection of the PROJECT and for the approval and sign off of each block/section of the PIC's during the course of the PROJECT's construction;
 - iii. Endeavor to guard against nonconforming work and deficiencies in the work;
 - iv. Determine if the work is being performed in a manner indicating that the work, when fully completed, will be in accordance with the approved DSA Construction Documents;
 - v. Attend weekly on-site construction meetings, and being otherwise available to the DISTRICT and the Project Inspector for site meetings on an "as-needed" basis;
 - vi. Examine Contractor applications for payment and to issue certificates for payment in amounts approved by the necessary parties; and
 - vii. Verify, at least monthly, in coordination with the Project Inspector, that all as-built documents are being updated pursuant to the Contract between the DISTRICT and the Contractor.
 - (2) Making regular reports as may be required by all governmental agencies or authorities having jurisdiction over the PROJECT;
 - (3) Reviewing schedules and shop drawings for compliance with design;

- (4) Approving substitution of materials, equipment, and the laboratory reports thereof for conformance to the DISTRICT's standards subject to DISTRICT knowledge and approval;
- (5) Responding to DSA field trip notes;
- (6) Preparing Construction Change Documents for approval by DSA;
- (7) Preparing Immediate Change Directives as directed by the DISTRICT;
- (8) Preparing change orders for written approval by the DISTRICT;
- (9) Making Punch List observations when the PROJECT reaches Substantial Completion; (maximum 3 visits)
- (10) Determining date of Substantial Completion and the date of final completion of the PROJECT;
- (11) Providing a color schedule of all materials for the PROJECT for the DISTRICT's review and approval;
- (12) Assembling and delivering to the DISTRICT written guarantees, instruction books, diagrams, charts, and as-built documents that will be provided by the Contractor pursuant to the Contract between the DISTRICT and the Contractor;
- (13) Issuing the ARCHITECT's Certificate of Substantial Completion, Certificate of Completion and final certificate for payment; and
- (14) Providing any other architectural services to fulfill the requirements of the Construction Documents and this AGREEMENT.

j. ARCHITECT shall provide the DISTRICT with written reports, as necessary, to inform the DISTRICT of any problems arising during construction, changes contemplated as a result of each problem, and the progress of work.

k. The ARCHITECT, as part of the ARCHITECT's Basic Services, shall advise the DISTRICT of any deficiencies in construction following the acceptance of the work and prior to the expiration of the guarantee period of the PROJECT.

l. The ARCHITECT shall be the interpreter of the requirements of the Construction Documents and advise the DISTRICT as to the performance by the Contractor thereunder.

m. The ARCHITECT shall make recommendations to the DISTRICT on claims relating to the execution and progress of the work and all matters and questions relating thereto. The ARCHITECT's recommendations in matters relating to artistic effect shall be consistent with the intent of the Construction Documents.

n. The ARCHITECT shall advise the DISTRICT to reject work which does not conform to the Construction Documents. The ARCHITECT shall promptly inform the DISTRICT whenever, in the ARCHITECT's opinion, it may be necessary to stop the work to avoid the improper performance of the AGREEMENT. The ARCHITECT has authority to require

additional inspection or testing of the work in accordance with the provisions of the Construction Documents, whether work is fabricated, installed, or completed.

o. The ARCHITECT shall not issue orders to the Contractor that might commit the DISTRICT to extra expenses, or otherwise amend the Construction Documents, without first obtaining the written approval of the DISTRICT.

p. The ARCHITECT shall be the DISTRICT's representative during construction and shall advise and consult with the DISTRICT. The ARCHITECT shall have authority to act on behalf of the DISTRICT only to the extent provided in this AGREEMENT, unless otherwise modified in writing.

q. The ARCHITECT shall prepare all documents and/or drawings made necessary by errors and omissions in the originally approved drawings or specifications, and such modifications therein as may be necessary to meet unanticipated conditions encountered during construction, at no additional cost or expense to the DISTRICT. In addition, the ARCHITECT shall, at no additional cost, provide services made necessary by defect or deficiencies in the work of the Contractor which, through reasonable care, should have been discovered by the ARCHITECT and promptly reported to the DISTRICT and Contractor, but which ARCHITECT failed to do.

r. The ARCHITECT shall examine, verify, and approve the Contractor's applications for payment and issue certificates for payment for the work and materials provided by the Contractor which also reflect the ARCHITECT's recommendation as to any amount which should be retained or deducted from those payments under the terms of the Construction Documents or for any other reason. The ARCHITECT's certification for payment shall constitute a representation to the DISTRICT, based on the ARCHITECT's observations and inspections at the site, that the work has progressed to the level certified, that quality of the work is in accordance with the DSA approved Construction Documents, that the as-built documents are up to date, and that the Contractor is entitled to payment in the amount certified.

s. The ARCHITECT shall review and approve, or take other appropriate action, upon the Contractor's submittals of shop drawings, product data, and samples for the purpose of checking for conformance with the Construction Documents. The ARCHITECT's actions shall not delay the work, but should allow for sufficient time, in the ARCHITECT's professional judgment, to permit adequate review. The ARCHITECT shall ensure that all deferred approval submittals are resolved and approved by DSA prior to certification of the PROJECT.

t. After the PROJECT has been let, all changes to the DSA approved Construction Documents shall be made by means of a Construction Change Document ("CCD") unless otherwise approved by the DISTRICT in writing. The ARCHITECT shall be responsible for preparing each CCD related to the PROJECT and shall determine which changes affect the Structural, Access or Fire & Life Safety (collectively "SAFLS") portions of the PROJECT and ensure that such changes are documented and implemented through a written CCD-Category A (Form DSA 140). All CCD-Category A's must be submitted to DSA by the ARCHITECT with all supporting documentation and data and must be approved by DSA before such work can commence on the PROJECT. The ARCHITECT shall obtain the DISTRICT's approval of all CCD-Category A's before they are submitted to DSA for review and approval. All other changes

to the DSA approved Construction Documents not involving SAFLS portions of the PROJECT are not required to be submitted to DSA unless DSA specifically requires such changes to be submitted to DSA in the form of a written CCD-Category B (Form DSA 141) inclusive of all supporting documentation and data. Changes that are not determined by the ARCHITECT and/or DSA to require documentation through an approved CCD-Category A or CCD-Category B shall be documented through an alternative CCD form or other document approved by the DISTRICT.

u. The ARCHITECT shall prepare and issue Immediate Change Directives (“ICD”) to the Contractor when directed by the DISTRICT to complete the work that is necessary due to the Contractor’s failure to complete the PROJECT in accordance with the DSA approved Construction Documents. The ARCHITECT shall provide the Project Inspector with a copy of the ICD and direct the Project Inspector to inspect the work as it is completed in accordance with the ICD].

v. All changes to the DSA approved Construction Documents, whether set forth in a CCD, ICD or any other document approved by the DISTRICT, shall be incorporated into change orders by the ARCHITECT for the DISTRICT’s approval. Each change order shall identify: (1) the description of the change in the work; (2) the amount of the adjustment to the Contractor’s Contract sum, if any; and (3) the extent of the adjustment in the Contractor’s Contract Time, if any. The ARCHITECT shall prepare change orders, with supporting documentation and data, for the DISTRICT’s review in accordance with the Construction Documents, and may authorize minor changes in the work not involving an adjustment in the contract sum or an extension of time. The ARCHITECT shall evaluate and make written recommendations regarding Contractor’s proposals for possible change orders.

w. The ARCHITECT shall, at the ARCHITECT’s expense, prepare a set of reproducible record drawings showing significant changes in the work made during construction based on the marked-up prints, drawings and other data furnished by the Contractor to the ARCHITECT.

x. The ARCHITECT shall inspect the PROJECT to determine the date or dates of Substantial Completion and final completion. The ARCHITECT shall receive and forward to the DISTRICT for the DISTRICT’s review all written warranties and related documents required by the Construction Documents, and issue a final certificate for payment upon Contractor compliance with the requirements of the Construction Documents. In the event the approved schedule for the PROJECT has been exceeded due to the fault of the Contractor, the ARCHITECT shall issue a written notice to the DISTRICT and the Contractor evaluating the cause of the delay(s) and shall advise the DISTRICT and the Contractor of the commencement of liquidated damages under the Contract between the DISTRICT and Contractor.

y. The ARCHITECT shall provide written evaluation of the Contractor’s performance under the requirements of the Construction Documents when requested in writing by the DISTRICT. When the ARCHITECT has actual knowledge of any defects, errors, or deficiencies with respect to the Contractor’s performance on the PROJECT, the ARCHITECT shall provide the DISTRICT and the Contractor with written notification of such defects, errors, or deficiencies.

z. The ARCHITECT shall:

(1) Review all requests for information (“RFI”), submittals, and substitution requests that are submitted by the Contractor in connection with the PROJECT;

- (2) Determine the data criteria required to evaluate requests for substitutions; and
- (3) Be responsible for ensuring that all RFI's, submittals and substitution requests by the Contractor are responded to not later than fourteen (14) days, or as soon as the circumstances require.

aa. The ARCHITECT shall be responsible for gathering information and processing forms required by any applicable governing agencies and/or authorities having jurisdiction over the PROJECT including, but not limited to, the County Health Department, the local building departments, local fire departments, the OPSC, and DSA, in a timely manner and ensure proper close-out of the PROJECT.

bb. The ARCHITECT shall obtain the DISTRICT's approval of all CCD immediately following the request for such changes by the Contractor or upon any other circumstances necessitating a change. Furthermore, the ARCHITECT shall maintain a log of all CCD's, ICD's change orders or any other DISTRICT approved form documenting changes to the DSA approved Construction Documents (the "Changes Log"), including status, for the DISTRICT's review and approval. The ARCHITECT shall submit the Changes Log to the DISTRICT with its monthly invoice. Submission of the Changes Log is a requirement for payments to the ARCHITECT during the course of construction.

cc. The ARCHITECT shall evaluate and render written recommendations within a reasonable time on all claims, disputes, or other matters at issue between the DISTRICT and Contractor relating to the execution or progress of the work as provided in the Contract between the DISTRICT and the Contractor. Under no circumstances should this evaluation take longer than 20 calendar days from the date the claim is received by the ARCHITECT.

dd. The ARCHITECT shall provide assistance in the utilization of equipment or systems such as testing, adjusting and balancing, preparation of operation and maintenance manuals, training personnel for operation and maintenance and consultation during operation.

ee. The ARCHITECT shall review the list of minor defects, deficiencies, and/or incomplete items (hereinafter the "Punch List") and the fully executed Verified Report (Form DSA-6) that are submitted to the DISTRICT by the Contractor when the Contractor considers the PROJECT to be Substantially Complete. The ARCHITECT shall inspect the PROJECT, in conjunction with the Contractor, in order to verify the Contractor's Punch List, add any other items to the Punch List and to confirm that Substantial Completion has been reached on the PROJECT. In the event the Contractor does not submit a fully executed Verified Report with its proposed Punch List, the ARCHITECT shall reject the Contractor's Punch List, in writing, as premature. If Substantial Completion of the PROJECT is verified by the ARCHITECT and the required Verified Report has been submitted to the DISTRICT for review, the ARCHITECT shall finalize the Punch List and notify the Contractor in writing that all Punch List items must be corrected prior to acceptance of the PROJECT and final payment, and that all Punch List items must be completed within the duration set forth in the Contract between the DISTRICT and the Contractor. The DISTRICT shall also be notified in writing of all Punch List items identified by the ARCHITECT and the Contractor. The ARCHITECT shall notify the DISTRICT when all Punch List items have been corrected by the Contractor for the DISTRICT's final acceptance of the PROJECT and final payment. In the event the Contractor fails to correct any Punch List item(s) within the duration set forth in the Contract between the DISTRICT and the Contractor, the ARCHITECT

shall inform the DISTRICT of such default and provide the DISTRICT with a reasonable valuation of the cost to correct each outstanding Punch List item for deduction from the Contractor's final payment and/or retention. For purposes of this AGREEMENT, "Substantial Completion" shall mean the following four (4) conditions have been met: (1) all contractually required items have been installed with the exception of only minor and incomplete items on the Punch List; (2) All Fire/Life Safety Systems have been installed, and are working and signed off on the DSA Form 152 Inspection Card; (3) all building systems including mechanical, electrical and plumbing are functioning; and (4) the PROJECT is fit for occupancy and its intended use.

ff. Once the ARCHITECT has verified the Substantial Completion of the PROJECT, the ARCHITECT shall issue a Certificate of Substantial Completion to the Contractor and the DISTRICT. Upon the issuance of the Certificate of Substantial Completion, the ARCHITECT shall prepare and submit to DSA, Project Inspector and the DISTRICT a written Verified Report, on Form DSA 6AE, pursuant to Section 4-336 of Title 24 of the California Code of Regulations. The ARCHITECT shall also submit a signed Verified Report to DSA, Project Inspector and the DISTRICT upon any of the following events:

- (1) Work on the PROJECT is suspended for a period of more than one month;
- (2) The services of the ARCHITECT are terminated for any reason prior to the completion of the PROJECT;
- (3) DSA requests a Verified Report.

gg. The ARCHITECT and its consultants shall verify that all defective, deficient, or incomplete work identified in any Notice(s) of Deviation or similar notice(s) issued by the ARCHITECT, Project Inspector, Special Inspector(s), Laboratory of Record and/or any governmental agency or authority, is fully corrected and closed before the ARCHITECT approves any final Punch List by the Contractor. As part of the ARCHITECT's Basic Services under this Section, the ARCHITECT shall direct the applicable Inspectors, Special Inspectors, and/or engineers on the PROJECT to visually verify that each defective, deficient and/or incomplete item of work referenced in each Notice of Deviation have been rectified and closed prior to the approval of the final Punch List and the issuance of any Certificate of Substantial Completion by the ARCHITECT. In the event the ARCHITECT and/or its consultants fail to verify that such work has been corrected by the Contractor before the ARCHITECT approves the final Punch-List and such work has in fact not been corrected, the ARCHITECT shall be responsible for performing all the architectural and/or engineering services necessary, at no additional cost to the DISTRICT, to ensure such open and outstanding items in the Notice(s) of Deviation are addressed accordingly and that all work related to such notices is corrected in a manner acceptable to the DISTRICT and DSA.

30. Project Close-Out

a. Within thirty (30) days after the completion of the PROJECT's construction and the ARCHITECT's receipt of as-built documents from the Contractor, ARCHITECT will review the as-built documents prepared by the Contractor and revise the record drawings and specifications so that they include all material changes made necessary by CCD's, ICD's, change orders, RFI's, change order requests ("COR's"), Bulletins, clarifications as noted by the Contractor

in its as-built documents and/or any other DISTRICT approved document which details the changes that were made to the DSA approved Construction Documents. The ARCHITECT shall incorporate such changes into a complete AutoCAD as-built file, in the original, executable, software format, and PDF files, and provide all such documents, including five (5) hard copies, to the DISTRICT at no additional cost. In the event the Contractor fails to provide its as-built documents within 30 days of the PROJECT's completion, the ARCHITECT shall notify the DISTRICT, in writing, of the Contractor's failure and recommend the appropriate withholding from the Contractor's final payment under the Contract with the DISTRICT.

b. The ARCHITECT shall assist the DISTRICT in securing the delivery of any and all applicable documents described in Sections c and d below, to DSA for review prior to issuance of a "Certificate of Completion." The ARCHITECT shall submit all documents prepared by, or in control of, the ARCHITECT to DSA without delay.

c. During the period the PROJECT is under construction, the ARCHITECT shall certify that the following documents have been submitted to DSA:

- (1) Copies of the Project Inspector's semi-monthly reports;
- (2) Copies of the laboratory reports on all tests or laboratory inspections as returned and done on the PROJECT;
- (3) Copies of all the necessary PIC's which have been approved and signed off by the Project Inspector for the certification by DSA; and
- (4) All other documents required to be submitted to DSA in accordance with Title 24 and the Construction Oversight Process Procedure set forth in DSA's PR 13-01.

The ARCHITECT shall notify the DISTRICT, in writing, if any of the above forms are not promptly submitted to DSA by the responsible parties. If necessary, the ARCHITECT shall assist the DISTRICT in obtaining the delivery of the above documents to DSA.

a. Upon the completion of all construction, including all Punch List items, the ARCHITECT shall assist the DISTRICT in securing the delivery of the following documents to DSA:

- (1) Copy of the Notice of Completion.
- (2) Final Verified Report Form DSA-6A/E certifying all work is 100% complete from the ARCHITECT, structural engineer, mechanical engineer, and electrical engineer.
- (3) Final Verified Report Form DSA-6 certifying all work is 100% complete from the Contractor or Contractors, Project Inspector, and Special Inspector(s).
- (4) Verified Reports of Testing and Inspections as specified on the approved drawings and specifications, i.e., Final Laboratory Report, Welding, Glued-Laminated Timber, etc.

- (5) Weighmaster's Certificate (if required by approved drawings and specifications).
- (6) Copies of the signature page of all Addenda as approved by DSA.
- (7) Copies of the signature pages of all deferred approvals as approved by DSA.
- (8) Copies of the signature pages of all Revisions as approved by DSA.
- (9) Copies of the signature page of all applicable Construction Change Documents as approved by DSA.
- (10) Verification by the Project Inspector that all items noted on any "Field Trip Notes" have been corrected.

The ARCHITECT shall notify the DISTRICT, in writing, if any of the above items are not promptly submitted to the ARCHITECT and/or the DISTRICT by the responsible parties for submittal to DSA. If necessary, the ARCHITECT shall assist the DISTRICT in obtaining the above documents for delivery to DSA.

ARTICLE III - ADDITIONAL ARCHITECT'S SERVICES

1. The ARCHITECT shall notify the DISTRICT in writing of the need for additional services required due to circumstances beyond the ARCHITECT's control ("Additional Services"). The ARCHITECT shall obtain written authorization from the DISTRICT before rendering Additional Services. Compensation for all valid Additional Services shall be negotiated and approved in writing by the DISTRICT before such Additional Services are performed by the ARCHITECT. No compensation shall be paid to the ARCHITECT for any Additional Services that are not previously approved by the DISTRICT in writing. Additional Services may include:

- a. Making material revisions in drawings, specifications or other documents when such revisions are required by the enactment or revision of laws, rules, or regulations subsequent to the preparation and completion of the Construction Documents;
- b. Preparing drawings, specifications and other documentation and supporting data, and providing other services in connection with change orders required by causes beyond the control of the ARCHITECT which are not the result of the direct or indirect negligence, errors, or omissions on the part of the ARCHITECT;
- c. Providing consultation concerning the replacement of work damaged by "Acts of God", fire or any other events beyond the normal construction process which requires the furnishing services required in connection with the replacement of such work;
- d. Providing services made necessary by the default of the Contractor, which does not arise directly or indirectly from negligence, errors, or omissions of ARCHITECT;
- e. The DISTRICT does not expect the PROJECT be let on a segregated basis after the completion of Design Development Phase, if segregation does arise from ARCHITECT exceeding the estimated Budget constraint, then plan preparation and/or contract administration work to

prepare the segregated plans is an Additional Service subject to prior negotiation and written approval by the DISTRICT;

f. Providing contract administration services after the construction Contract time has been exceeded through no fault of the ARCHITECT, where it is determined that the fault is that of the Contractor, and liquidated damages are collected therefor. The ARCHITECT's compensation is expressly conditioned on the lack of fault of the ARCHITECT and payment will be made upon collection of liquidated damages from the Contractor. Payment of the ARCHITECT shall be made from collected liquidated damages;

g. ~~Providing BIM documents that exceeds LOD 200; and~~

h. Providing any other services not otherwise included in this AGREEMENT or not customarily furnished in accordance with generally accepted architectural practice.

i. When the project construction start date is delayed and the construction costs increase in the meantime and scope reduction is required to meet the established project budget, services by the architect to determine scope reductions and changes to construction documents to meet these changes will be considered ADD services by the Architect. Any additional fees shall be mutually agreed upon prior to start of any additional work.

2. If authorized in writing by the DISTRICT, the ARCHITECT shall provide one or more PROJECT representatives to assist in carrying out more extensive representation at the site than is described in Article II. The PROJECT representative(s) shall be selected, employed, and directed by the ARCHITECT, and the ARCHITECT shall be compensated therefor as agreed by the DISTRICT and ARCHITECT. Through the observations of such PROJECT representative(s), the ARCHITECT shall endeavor to provide further protection for the DISTRICT against defects and deficiencies in the work, but the furnishing of such PROJECT representation shall not modify the rights, responsibilities, or obligations of the ARCHITECT as described elsewhere in this AGREEMENT. Such services shall be negotiated and approved in writing by the DISTRICT.

ARTICLE IV - DISTRICT'S RESPONSIBILITIES

1. The DISTRICT shall provide to the ARCHITECT information regarding requirements for the PROJECT, including information regarding the DISTRICT's objectives, schedule, and budget constraints, as well as any other criteria provided by the DISTRICT.

2. Prior to the Schematic Design Phase, the ARCHITECT shall prepare a current overall budget for the PROJECT which shall include the Construction Cost budget for the PROJECT. The overall budget shall be based upon the DISTRICT's objectives, schedule, budget constraints, and any other criteria that are provided to the ARCHITECT by the DISTRICT pursuant to Article IV, Section 1, above. The DISTRICT shall approve the Construction Cost budget prepared by the ARCHITECT pursuant to this Section and this shall be the "Budget" for the PROJECT as set forth in this AGREEMENT.

3. The DISTRICT shall notify the ARCHITECT of administrative procedures required and name a representative authorized to act on its behalf. The DISTRICT shall promptly render decisions pertaining thereto to avoid unreasonable delay in the progress of the PROJECT. The DISTRICT shall observe the procedure of issuing any orders to Contractors only through the ARCHITECT.

4. The DISTRICT shall give prompt written notice to the ARCHITECT if the DISTRICT becomes aware of any fault or defect in the PROJECT or nonconformance with the Construction Documents. However, the DISTRICT's failure or omission to do so shall not relieve the ARCHITECT of the ARCHITECT's responsibilities under Title 21, Title 24, and the Field Act hereunder. The DISTRICT shall have no duty to observe, inspect, or investigate the PROJECT.

5. The proposed language of certifications requested of the ARCHITECT or ARCHITECT's consultants shall be submitted to the ARCHITECT for review and approval at least fourteen (14) days prior to execution.

6. The DISTRICT shall provide a topographical survey to the ARCHITECT upon request.

ARTICLE V - COST OF CONSTRUCTION

1. During the Schematic Design, Design Development, and Construction Document Phases, the ARCHITECT's estimates of Construction Cost shall be reconciled against the Budget approved by the DISTRICT pursuant to Article IV, Section 2.

2. The PROJECT's "Construction Cost," as used in this AGREEMENT, means the total cost to the DISTRICT of all work designed or specified by the ARCHITECT, which includes the total award from the initial construction Contract(s) plus the work covered by approved change orders and/or any alternates approved by the DISTRICT. The Construction Cost shall not include any costs that are not specifically referenced in this Article V, Section 2, as approved costs. Costs excluded from the Construction Cost include, but are not limited to, payments to the ARCHITECT or other DISTRICT consultants, costs of inspections, surveys, tests, and landscaping not included in PROJECT.

3. If the PROJECT is using the multiple-prime delivery method of construction, the Construction Manager's fees and/or general conditions will only be included in the total Construction Cost used to calculate the ARCHITECT's fee only if agreed upon in writing by the DISTRICT. Absent any written agreement, the Construction Manager's fees or general conditions shall not be included in the total Construction Cost used to calculate the ARCHITECT's fee.

4. When labor or material is furnished by the DISTRICT below its market cost, the Construction Cost shall be based upon current market cost of labor and new material.

5. The Construction Cost shall be the acceptable estimate of Construction Costs to the DISTRICT as submitted by the ARCHITECT until such time as bids have been received, whereupon it shall be the bid amount of the lowest responsible responsive bidder.

6. Any Budget or fixed limit of Construction Cost shall be adjusted if the bidding has not commenced within ninety (90) days after the ARCHITECT submits the Construction Documents to the DISTRICT to reflect changes in the general level of prices in the construction industry between the date of submission of the Construction Documents to the DISTRICT and the date on which bids are sought for the PROJECT.

7. If the lowest bid received exceeds the Budget:

a. The DISTRICT may give written approval of an increase of such fixed limit and proceed with the construction of the PROJECT;

- b. The DISTRICT may authorize rebidding of the PROJECT within a reasonable time;
- c. If the PROJECT is abandoned, the DISTRICT may terminate this AGREEMENT in accordance with Article VIII, Section 2;
- d. The DISTRICT may request the ARCHITECT prepare, at no additional cost, deductive change packages that will bring the PROJECT within the Budget; or
- e. The DISTRICT may request the ARCHITECT cooperate in revising the PROJECT scope and quality as required to reduce the Construction Cost.

8. If the DISTRICT chooses to proceed under Article V, Section 7(e), the ARCHITECT, without additional charge, agrees to redesign the PROJECT until the PROJECT is brought within the Budget set forth in this AGREEMENT. Redesign does not mean phasing or removal of parts of the PROJECT unless agreed to in writing by the DISTRICT. Redesign means the redesign of the PROJECT, with all its component parts, to meet the Budget set forth in this AGREEMENT.

ARTICLE VI - ESTIMATE OF PROJECT CONSTRUCTION COSTS

- 1. Estimates referred to in Article II shall be prepared on a square foot/unit cost basis, or more detailed computation if deemed necessary by the DISTRICT, considering prevailing construction costs and including all work for which bids will be received. It is understood that the PROJECT Construction Cost is affected by the labor and/or material market as well as other conditions beyond the control of the ARCHITECT or DISTRICT.
- 2. The ARCHITECT shall prepare and review the ARCHITECT's estimates of Construction Cost at each phase of the ARCHITECT's services. The ARCHITECT shall provide the DISTRICT with a written evaluation of the estimates at each phase of the ARCHITECT's services. The ARCHITECT's written evaluations shall, among other things, evaluate how the estimates compare to the Budget. If such estimates are in excess of the Budget, the ARCHITECT shall revise the type or quality of construction to come within the Budget at no additional cost to the DISTRICT. The ARCHITECT's initial budget and scope limitations shall be realistic and be reviewed with the DISTRICT prior to formalization.
- 3. The ARCHITECT, upon request of the DISTRICT, shall prepare a detailed estimate of Construction Costs at no additional cost.

ARTICLE VII - ARCHITECT'S DRAWINGS AND SPECIFICATIONS

1. All documents including, but not limited to, plans, drawings, specifications, record drawings, models, mock-ups, renderings and other documents (including all computer files, BIM files and/or AutoCAD files) prepared by the ARCHITECT or the ARCHITECT's consultants for this PROJECT, shall be and remain the property of the DISTRICT pursuant to Education Code section 17316 for the purposes of repair, maintenance, renovation, modernization, or other purposes as they relate to the PROJECT. The DISTRICT, however, shall not be precluded from using the ARCHITECT's or ARCHITECT's consultant's documents enumerated above for the purposes of additions, alignments, or other development on the PROJECT site.

2. If DISTRICT intends to reuse ARCHITECT's plans, specifications, or other documents for a project or projects other than that which is the subject of this AGREEMENT, and for which the ARCHITECT is not the architect of record, a fee of three percent (3%) of the Construction Costs shall be paid to the ARCHITECT for such reuse. In the event of such reuse or modification of the ARCHITECT's drawings, specification, or other documents by any person, firm, or legal entity, the DISTRICT agrees to indemnify, defend, and hold the ARCHITECT harmless from and against any and all claims, liabilities, suits, demands, losses, costs, and expenses, including, but not limited to, reasonable attorneys' fees accruing to, or resulting from, any and all persons, firms, or any other legal entity, on account of any damage or loss to property or persons including, but not limited to, death arising out of such unauthorized use, reuse or modification of the ARCHITECT's drawings, specifications, or other documents. The DISTRICT further agrees to remove the names and seals of the ARCHITECT and the ARCHITECT's consultants from the title block and signature pages. The DISTRICT, however, may use the ARCHITECT's plans and documents as enumerated in this Article as reference documents for the purposes of additions, alignments, or other development on the PROJECT site. Prior to reuse of the ARCHITECT's documents for any project other than an addition, alignment, or other development on the PROJECT site, the DISTRICT agrees to notify the ARCHITECT in writing of such reuse.

ARTICLE VIII - TERMINATION

1. This AGREEMENT may be terminated by either PARTY upon fourteen (14) days' written notice to the other PARTY in the event of a substantial failure of performance by such other PARTY, including insolvency of the ARCHITECT, or if the DISTRICT should decide to abandon or indefinitely postpone the PROJECT.

2. In the event of a termination based upon abandonment or postponement by DISTRICT, the DISTRICT shall pay the ARCHITECT for all services performed and all expenses incurred under this AGREEMENT supported by documentary evidence, including payroll records and expense reports, up until the date of the abandonment or postponement, plus any sums due the ARCHITECT for Board approved Additional Services. In ascertaining the services actually rendered hereunder up to the date of termination of this AGREEMENT, consideration shall be given to both completed work and work in process of completion and to complete and incomplete drawings and other documents, whether delivered to the DISTRICT or in the possession of the ARCHITECT. In the event termination is for a substantial failure of performance, all damages and costs associated with the termination, including increased consultant and replacement architect costs, shall be deducted from payments due the ARCHITECT.

3. In the event a termination for cause is determined to have been made wrongfully or without cause, then the termination shall be treated as a termination for convenience in accordance with Article VIII, Section 4, below, and ARCHITECT shall have no greater rights than it would have had if a termination for convenience had been effected in the first instance. No other loss, cost, damage, expense, or liability may be claimed, requested, or recovered by ARCHITECT.

4. This AGREEMENT may be terminated without cause by the DISTRICT upon fourteen (14) days' written notice to the ARCHITECT. In the event of a termination without cause, the DISTRICT shall pay the ARCHITECT for all services performed and all expenses incurred under this AGREEMENT supported by documentary evidence, including payroll records and expense reports, up until the date of notice of termination plus any sums due the ARCHITECT for Board-approved Additional Services. In ascertaining the services actually rendered hereunder up to the date of termination of this AGREEMENT, consideration shall be given to both completed work and work in process of completion and to complete

and incomplete drawings and other documents, whether delivered to the DISTRICT or in the possession of the ARCHITECT. In addition, ARCHITECT will be reimbursed for reasonable termination costs through the payment of 3% beyond the sum due the ARCHITECT under this Section through 50% completion of the ARCHITECT's portion of the PROJECT and, if 50% completion is reached, payment of 3% of the unpaid balance of the contract to ARCHITECT as termination cost. This 3% payment is agreed to compensate the ARCHITECT for the unpaid profit ARCHITECT would have made under the PROJECT on the date of termination and is consideration for entry into this termination for convenience clause.

5. In the event of a dispute between the PARTIES as to performance of the work or the interpretation of this AGREEMENT, or payment or nonpayment for work performed or not performed, the PARTIES shall attempt to resolve the dispute. Pending resolution of this dispute, ARCHITECT agrees to continue the work diligently to completion. If the dispute is not resolved, ARCHITECT agrees it will neither rescind the AGREEMENT nor stop the progress of the work, but ARCHITECT's sole remedy shall be to submit such controversy to determination by a court having competent jurisdiction of the dispute after the PROJECT has been completed, and not before.

ARTICLE IX - ACCOUNTING RECORDS OF THE ARCHITECT

1. Records of the ARCHITECT's direct personnel and reimbursable expenses pertaining to the services performed on this PROJECT and records of accounts between the DISTRICT and Contractor shall be kept on a generally recognized accounting basis and shall be available to the DISTRICT or his authorized representative at mutually convenient times.

ARTICLE X - COMPENSATION TO THE ARCHITECT

The DISTRICT shall compensate the ARCHITECT as follows:

1. The ARCHITECT's fees for performing Additional Services related to change orders are paid as approved by the DISTRICT's Board. If a change order is approved without ARCHITECT fee, no fee will be paid to the ARCHITECT unless negotiated and approved prior to commencing the change order-related services.

2. The ARCHITECT's compensation for performing all the Basic Services required by this AGREEMENT including, but not limited to, those services detailed in Article I and II, shall be as follows:

Schematic Design Phase:	No more than 10% of the estimated Architect Fee, as determined under Exhibit "A" to this AGREEMENT, to be paid monthly based on actual level of completion
Design Development Phase:	No more than 15% of the estimated Architect Fee, as determined under Exhibit "A" to this AGREEMENT, to be paid monthly based on actual level of completion
Construction Docs Phase	No more than 35% of the estimated Architect Fee, as determined under Exhibit "A" to this AGREEMENT, to be paid monthly based on actual level of completion

- DSA Approval Phase: No more than 5% of the estimated Architect Fee, as determined under Exhibit “A” to this AGREEMENT, to be paid upon DSA approval of the PROJECT including incorporation and approval of any back-check comments
- Bidding Phase: No more than 2% of the estimated Architect Fee, as determined under Exhibit “A” to this AGREEMENT, to be paid monthly based on actual level of completion
- Construction Admin. Phase: No more than 25% of the actual Architect Fee, as determined under Exhibit “A” to this AGREEMENT and the accepted bid, to be paid monthly based on actual level of completion
- Project Close-Out Phase: Balance of actual Architect Fee to be paid after the all the Project Close-Out Phase requirements set forth in Article II have been completed and the PROJECT is closed and certified by DSA.

3. The ARCHITECT and its consultants shall maintain time sheets detailing information including, but not limited to, the name of the employee, date, a description of the task performed in sufficient detail to allow the DISTRICT to determine the services provided, and the time spent for each task for T&M services. The DISTRICT and ARCHITECT may otherwise mutually agree, in writing, on alternative types of information and levels of detail that may be provided by the ARCHITECT and its consultants pursuant to this Article X.

4. The ARCHITECT shall invoice all fees and/or costs monthly for the Basic Services that are provided in accordance with this AGREEMENT from the time the ARCHITECT begins work on the PROJECT. The ARCHITECT shall submit one (1) invoice monthly to the DISTRICT detailing all the fees associated with the applicable progress to completion percentage, reimbursable expenses (if any), and Additional Services (if any) incurred for the monthly billing period. Invoices requesting reimbursement for expenses incurred during the billing period must clearly list items for which reimbursement is being requested and be accompanied by proper documentation (e.g., receipts, invoices), including a copy of the DISTRICT’s authorization notice for the invoiced item(s), if applicable. Invoices requesting payment for Additional Services must reflect the negotiated compensation previously approved by the DISTRICT and include a copy of the DISTRICT’s written authorization notice approving the Additional Services and the additional compensation approved by the DISTRICT. No payments will be made by the DISTRICT to the ARCHITECT for monthly invoices requesting reimbursable expenses or Additional Services absent the prior written authorization of the DISTRICT. The DISTRICT’s prior written authorization is an express condition precedent to any payment by the DISTRICT for Additional Services or reimbursable expenses and no claim by the ARCHITECT for additional compensation related to Additional Services or reimbursable expenses shall be valid absent such prior written approval by the DISTRICT.

5. When ARCHITECT’s Fee is based on a percentage of Construction Cost and any portions of the PROJECT are deleted or otherwise not constructed, compensation for those portions of the PROJECT shall be payable, to the extent actual services are performed, in accordance with the schedule set forth in Article X, Section 2, above, based on the lowest responsive bid price.

6. To the extent that the time initially established for the completion of ARCHITECT’s services is exceeded or extended through no fault of the ARCHITECT, compensation for any services

rendered during the additional period of time shall be negotiated and subject to the prior written approval of the DISTRICT.

ARTICLE XI - REIMBURSABLE EXPENSES

1. Reimbursable expenses are in addition to compensation for basic and extra services, and shall be paid to the ARCHITECT at one and one-tenth (1.1) times the expenses incurred by the ARCHITECT, the ARCHITECT's employees and consultants for the following specified items:

a. Approved reproduction of drawings and specifications in excess of the copies provided by this AGREEMENT which includes all the sets of the Construction Documents and all progress prints; and

b. Approved agency fees.

2. Approved reimbursable expenses are estimated to be One Thousand----- Dollars (\$ 1,000.00) and this amount shall not be exceeded without the prior written approval of the DISTRICT. Reimbursable expense allowance is subject to adjustment pending definition of the Phase II scope as approved by the DISTRICT.

3. Reimbursable Expenses shall not include the following specified items or any other item not specifically identified in Article XI, Section 1 above:

a. Travel expenses;

b. Check prints;

c. Prints or plans or specifications made for ARCHITECT's consultants and all progress prints;

d. Preliminary plans and specifications;

e. ARCHITECT's consultants' reimbursables;

f. Models or mock-ups; and

g. Meetings with Cities, planning officials, fire departments, DSA, State Allocation Board or other public agencies.

4. The DISTRICT's prior written authorization is an express condition precedent to any reimbursement to ARCHITECT of such costs and expenses for items not included in Article XI, Section 1 above as an allowable reimbursable expense, and no claim for any additional compensation or reimbursement shall be valid absent such prior written approval by DISTRICT. Payment for these reimbursable expenses shall be made as set forth in Article X.

ARTICLE XII - EMPLOYEES AND CONSULTANTS

1. The ARCHITECT, as part of the ARCHITECT's basic professional services, shall furnish the consultant services necessary to complete the PROJECT including, but not limited to: landscape architects; theater and acoustical consultants; structural, mechanical, electrical and civil engineers; and any other necessary design professionals and/or consultants as determined by the ARCHITECT and acceptable to the DISTRICT. All consultant services shall be provided at the ARCHITECT's sole expense. The ARCHITECT shall be responsible for the coordination and cooperation of all architects, engineers, experts or other consultants employed by the ARCHITECT. The ARCHITECT shall ensure

that its engineers and/or other consultants file the required Interim Verified Reports, Verified Report and other documents that are necessary for the PROJECT's timely inspection and close-out as required by the applicable governmental agencies and/or authorities having jurisdiction over the PROJECT including, but not limited to, DSA. The ARCHITECT shall ensure that its engineers and consultants observe the construction of the PROJECT during the course of construction, at no additional cost to the DISTRICT, to maintain such personal contact with the PROJECT as is necessary to assure such engineers and consultants that the Contractor's work is being completed, in every material respect, in compliance with the DSA approved Construction Documents (in no case shall the number of visits be less than once every week or as necessary to observe work being completed in connection with each block/section of a PIC so such engineers and consultants can verify that the work does or does not comply with the DSA approved Construction Documents, whichever is greater).

2. The ARCHITECT shall submit, for written approval by the DISTRICT, the names of the consultants and/or consultant firms proposed for the PROJECT. The ARCHITECT shall notify the DISTRICT of the identity of all design professionals and/or consultants in sufficient time prior to their commencement of services to allow the DISTRICT a reasonable opportunity to review their qualifications and object to their participation on the PROJECT if necessary. The ARCHITECT shall not assign or permit the assignment of any design professionals, engineers, or other consultants to the PROJECT to which DISTRICT has a reasonable objection. Approved design professionals and/or consultants shall not be changed without the prior written consent of the DISTRICT. Nothing in this AGREEMENT shall create any contractual relation between the DISTRICT and any consultants employed by the ARCHITECTS under the terms of this AGREEMENT.

3. ARCHITECT's consultants shall be licensed to practice in California and have relevant experience with California school design and construction during the last five years. If any employee or consultant of the ARCHITECT is not acceptable to the DISTRICT, then that individual shall be replaced with an acceptable competent person at the DISTRICT's request.

4. The construction administrator or field representative assigned to the PROJECT by the ARCHITECT shall be licensed or supervised by a California Architect and able to make critical PROJECT decisions in a timely manner and shall be readily available and provide by phone, facsimile, and through correspondence, design direction and decisions when the construction administrator is not at the site.

ARTICLE XIII – MISCELLANEOUS

1. The ARCHITECT shall make a written record of all meetings, conferences, discussions, and decisions made between or among the DISTRICT, ARCHITECT, and Contractor during all phases of the PROJECT and concerning any material condition in the requirements, scope, performance and/or sequence of the work. The ARCHITECT shall provide a copy of such record to the DISTRICT.

2. To the fullest extent permitted by law, ARCHITECT agrees to indemnify and hold the DISTRICT harmless from all liability arising out of:

a. Workers' Compensation and Employer's Liability. Any and all claims under Workers' Compensation acts and other employee benefit acts with respect to ARCHITECT's employees or ARCHITECT's subcontractor's employees arising out of ARCHITECT's work under this AGREEMENT; and

b. General Liability. If arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of the ARCHITECT, the ARCHITECT shall indemnify and hold the DISTRICT harmless from any liability for damages for (1) death or bodily injury to person; (2) injury to, loss or theft of property; (3) any failure or alleged failure to comply with any provision of law; or (4) any other loss, damage or expense arising under either (1), (2), or (3) above, sustained by the ARCHITECT or the DISTRICT, or any person, firm or corporation employed by the ARCHITECT or the DISTRICT upon or in connection with the PROJECT, except for liability resulting from the sole or active negligence, or willful misconduct of the DISTRICT, its officers, employees, agents, or independent Architects who are directly employed by the DISTRICT. The ARCHITECT, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the DISTRICT (other than professional negligence covered by Section c below), its officers, agents, or employees, that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the ARCHITECT, and shall pay or satisfy any judgment that may be rendered against the DISTRICT, its officers, agents, or employees, in any action, suit or other proceedings as a result thereof; and

c. Professional Liability. If arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of the ARCHITECT, the ARCHITECT shall indemnify and hold the DISTRICT harmless from any loss, injury to, death of persons, or damage to property caused by any act, neglect, default, or omission of the ARCHITECT, or any person, firm, or corporation employed by the ARCHITECT, either directly or by independent contract, including all damages due to loss or theft, sustained by any person, firm, or corporation, including the DISTRICT, arising out of, or in any way connected with, the PROJECT, including injury or damage either on or off DISTRICT property; but not for any loss, injury, death, or damages caused by sole or active negligence, or willful misconduct of the DISTRICT. With regard to the ARCHITECT's obligation to indemnify for acts of professional negligence, such obligation does not include the obligation to provide defense counsel or to pay for the defense of actions or proceedings brought against the DISTRICT, but rather to reimburse the DISTRICT for attorneys' fees and costs incurred by the DISTRICT in defending such actions or proceedings brought against the DISTRICT that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the ARCHITECT.

d. The PARTIES understand and agree that Article XIII, Section 2, of this AGREEMENT shall be the sole indemnity, as defined by California Civil Code § 2772, between the DISTRICT and the ARCHITECT related to the PROJECT. Any other indemnity that is attached to this AGREEMENT as part of any EXHIBIT shall be void and unenforceable between the PARTIES.

e. Any attempt to limit the ARCHITECT's liability to the DISTRICT in any of the exhibits or attachments to this AGREEMENT shall be void and unenforceable between the PARTIES.

3. ARCHITECT shall purchase and maintain policies of insurance with an insurer or insurers qualified to do business in the State of California and acceptable to DISTRICT, which will protect ARCHITECT and DISTRICT from claims which may arise out of, or result from, ARCHITECT's actions or inactions relating to the AGREEMENT, whether such actions or inactions be by themselves or by any subconsultant, subcontractor or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable. The aforementioned insurance shall include coverage for:

a. The ARCHITECT shall carry Workers' Compensation and Employers Liability Insurance in accordance with the laws of the State of California. However, such amount shall not be less than ONE MILLION DOLLARS (\$1,000,000).

b. Commercial general and auto liability insurance, with limits of not less than TWO MILLION DOLLARS (\$2,000,000.00) combined single limit, bodily injury and property damage liability per occurrence, including:

1. Owned, non-owned, and hired vehicles;
2. Blanket contractual;
3. Broad form property damage;
4. Products/completed operations; and
5. Personal injury.

c. Professional liability insurance, including contractual liability, with limits of ONE MILLION DOLLARS (\$1,000,000.00) per claim. Such insurance shall be maintained during the term of this AGREEMENT and renewed for a period of at least five (5) years thereafter and/or at rates consistent with the time of execution of this AGREEMENT adjusted for inflation. In the event that ARCHITECT subcontracts any portion of ARCHITECT's duties, ARCHITECT shall require any such subcontractor to purchase and maintain insurance coverage as provided in this Section. Failure to maintain professional liability insurance is a material breach of this AGREEMENT and grounds for immediate termination.

~~d. Valuable Document Insurance. The ARCHITECT shall carry adequate insurance on all drawings and specifications as may be required to protect the DISTRICT in the amount of its full equity in those drawings and specifications, and shall file with the DISTRICT a certificate of that insurance. The cost of that insurance shall be paid by the ARCHITECT, and the DISTRICT shall be named as an additional insured.~~

e. Each policy of insurance required under Article XIII, Section 3(b), above, shall name the DISTRICT and its officers, agents, and employees as additional insureds; shall state that, with respect to the operations of ARCHITECT hereunder, such policy is primary and any insurance carried by DISTRICT is excess and non-contributory with such primary insurance; shall state that not less than thirty (30) days' written notice shall be given to DISTRICT prior to cancellation; and, shall waive all rights of subrogation. ARCHITECT shall notify DISTRICT in the event of material change in, or failure to renew, each policy. Prior to commencing work, the ARCHITECT shall deliver to DISTRICT certificates of insurance as evidence of compliance with the requirements herein. In the event the ARCHITECT fails to secure or maintain any policy of insurance required hereby, the DISTRICT may, at its sole discretion, secure such policy of insurance in the name of, and for the account of, ARCHITECT, and in such event ARCHITECT shall reimburse DISTRICT upon demand for the cost thereof.

f. In the event that the ARCHITECT subcontracts any portion of the ARCHITECT's duties, the ARCHITECT shall require any such subcontractor to purchase and maintain insurance coverage for the types of insurance referenced in Article XIII, Sections 3(a), (b), (c) and (d), in amounts which are appropriate with respect to that subcontractor's part of work which shall in no event be less than \$500,000 per occurrence. The ARCHITECT shall not subcontract any portion of the ARCHITECT's duties under this AGREEMENT without the DISTRICT's prior written

approval. Specification processing consultants are the only subcontractors exempt from maintaining professional liability insurance.

g. All insurance coverage amounts specified hereinabove shall cover only risks relating to, or arising out of, the PROJECT governed by this particular AGREEMENT. The insurance and required amounts of insurance specified above shall not be reduced or encumbered on account of any other projects of the ARCHITECT.

4. The ARCHITECT, in the performance of this AGREEMENT, shall be and act as an independent contractor. The ARCHITECT understands and agrees that the ARCHITECT and all of the ARCHITECT's employees shall not be considered officers, employees, or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled including, but not limited to, State Unemployment Compensation or Workers' Compensation. ARCHITECT assumes the full responsibility for the acts and/or omissions of the ARCHITECT's employees or agents as they relate to the services to be provided under this AGREEMENT. The ARCHITECT shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security, and income taxes for the respective employees of the ARCHITECT.

5. Notices. All notices or demands to be given under this AGREEMENT by either PARTY to the other shall be in writing and given either by: (a) personal service; or (b) U.S. Mail, mailed either by registered, overnight, or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either PARTY may be changed by written notice given in accordance with the notice provisions of this Section. At the date of this AGREEMENT, the addresses of the PARTIES are as follows:

DISTRICT:

Pierce Joint Unified School District
540A 6th Street
Arbuckle, CA 95912
Attn: Daena Mersa, Chief Business Official
Telephone: (530) 476-2892
Facsimile: (530) 476-2289

ARCHITECT:

Synthesis Partners, LLC
P.O. Box 1900
Yuba City, CA 95992
Attn: Gary M. Underhill, President
Telephone: (530) 298-7298

6. The ARCHITECT, or any person, firm, or corporation employed by the ARCHITECT, either directly or by independent contract, shall be prohibited from using tobacco products (smoking, chewing, etc.) on DISTRICT property at all times.

7. The ARCHITECT, or any person, firm, or corporation employed by the ARCHITECT, either directly or by independent contract, shall be prohibited from using profanity on DISTRICT property including, but not limited to, all school sites and this prohibition shall include, but is not limited to, all racial, ethnic and/or sexual slurs or comments which could be considered harassment.

8. Appropriate dress by the ARCHITECT, or any person, firm, or corporation employed by the ARCHITECT, either directly or by independent contract, is mandatory. Therefore, tank tops, cut-offs

and shorts shall not be allowed. Additionally, what is written or pictured on clothing must comply with the requirements of acceptable language as set forth above in Section above.

9. During the entire term of this AGREEMENT, the ARCHITECT, if applicable, shall fully comply with the provision of Education Code section 45125.1 (Fingerprint Requirements) when it is determined that the ARCHITECT will have contact with the DISTRICT's pupils while performing any services under this AGREEMENT.

10. Nothing contained in this AGREEMENT shall create a contractual relationship with, or a cause of action in favor of, any third party against either the DISTRICT or ARCHITECT.

11. The DISTRICT and ARCHITECT, respectively, bind themselves, their partners, officers, successors, assigns, and legal representatives to the other PARTY to this AGREEMENT with respect to the terms of this AGREEMENT. ARCHITECT shall not assign this AGREEMENT.

12. This AGREEMENT shall be governed by the laws of the State of California.

13. This AGREEMENT represents the entire AGREEMENT between the DISTRICT and ARCHITECT and supersedes all prior negotiations, representations, or agreements, either written or oral. This AGREEMENT may be amended or modified only by an agreement in writing signed by both the DISTRICT and the ARCHITECT.

14. If either PARTY becomes involved in litigation arising out of this AGREEMENT or the performance thereof, each PARTY shall bear its own litigation costs and expenses, including reasonable attorneys' fees.

15. This AGREEMENT shall be liberally construed to effectuate the intention of the PARTIES with respect to the transaction described herein. In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase, or provision of this AGREEMENT, neither this AGREEMENT nor any uncertainty or ambiguity herein will be construed or resolved against either PARTY (including the PARTY primarily responsible for drafting and preparation of this AGREEMENT), under any rule of construction or otherwise, it being expressly understood and agreed that the PARTIES have participated equally or have had equal opportunity to participate in the drafting hereof.

16. The ARCHITECT is prohibited from capturing on any visual medium images of any property, logo, student, or employee of the DISTRICT, or any image that represents the DISTRICT without express written consent from the DISTRICT.

17. In accordance with Education Code section 17604, this AGREEMENT is not valid, binding, or an enforceable obligation against the DISTRICT until approved or ratified by motion of the Governing Board, duly passed and adopted.

The PARTIES, through their authorized representatives, have executed this AGREEMENT as of the day and year first written above.

ARCHITECT:

DISTRICT:

Synthesis Partners, LLC

Pierce Joint Unified School District

By: _____

By: _____

Its: **Gary M. Underhill, President**

Its: **Daena Meras, Chief Business Official**

EXHIBIT "A"

**ARCHITECT'S FEE SCHEDULE
(for New Construction*,**)**

1. Nine percent (9%) of the first five hundred thousand dollars (\$500,000.00) of Computed Cost as defined herein Exhibit "A." (Maximum of \$45,000.00)
2. Eight and one-half percent (8 1/2%) of the next five hundred thousand dollars (\$500,000.00) of Computed Cost as defined herein Exhibit "A." (Maximum of \$42,500.00)
3. Eight percent (8%) of the next one million dollars (\$1,000,000.00) of Computed Cost as defined herein Exhibit "A." (Maximum of \$80,000.00)
4. Seven percent (7%) of the next four million dollars (\$4,000,000.00) of Computed Cost as defined herein Exhibit "A." (Maximum of \$280,000.00)
5. Six percent (6%) of the next four million dollars (\$4,000,000.00) of Computed Cost as defined herein Exhibit "A." (Maximum of \$240,000.00)
6. Five percent (5%) of the PROJECT's Computed Cost, as defined herein Exhibit "A," in excess of ten million dollars (\$10,000,000.00).

***Computed Cost:** The Computed Cost shall be the acceptable estimate of Construction Cost to the DISTRICT as submitted by the ARCHITECT until such time as bids have been received, whereupon it shall be the total award from the initial construction contract(s), plus the cost of all approved additive contract change orders, with the exception of items resulting from errors and omissions on the part of the ARCHITECT.

****For the installation of portable and/or relocatable buildings, the ARCHITECT's Fee shall be determined as follows: four percent (4%) of the cost of the factory-built portable/relocatable building(s) plus the cost of all other labor and/or materials necessary to install the factory-built portable/relocatable building(s) at the PROJECT site as applied to the fee schedule detailed in items (1) through (6) above, with the exception of any costs for change orders resulting from the errors and omissions on the part of the ARCHITECT.**

If the PROJECT is using the multiple-prime delivery method of construction, the Construction Manager's fees and/or general conditions will only be included in the total Computed Cost used to calculate the ARCHITECT's fee only if agreed upon in writing by the DISTRICT. Absent any written agreement, the Construction Manager's fees or general conditions shall not be included in the total Computed Cost used to calculate the ARCHITECT's fee.

EXHIBIT "A" (cont.)

**ARCHITECT'S FEE SCHEDULE
(for Reconstruction/Modernization*)**

1. Twelve percent (12%) of the first five hundred thousand dollars (\$500,000.00) of Computed Cost as defined herein Exhibit "A." (Maximum of \$60,000.00)
2. Eleven and one-half percent (11 1/2%) of the next five hundred thousand dollars (\$500,000.00) of Computed Cost as defined herein Exhibit "A." (Maximum of \$57,500.00)
3. Eleven percent (11%) of the next one million dollars (\$1,000,000.00) of Computed Cost as defined herein Exhibit "A." (Maximum of \$110,000.00)
4. Ten percent (10%) of the next four million dollars (\$4,000,000.00) of Computed Cost as defined herein Exhibit "A." (Maximum of \$400,000.00)
5. Nine percent (9%) of the next four million dollars (\$4,000,000.00) of Computed Cost. (Maximum of \$360,000.00)
6. Eight percent (8%) of the PROJECT's Computed Cost, as defined herein Exhibit "A," in excess of ten million dollars (\$10,000,000.00).

***Computed Cost:** The Computed Cost shall be the acceptable estimate of Construction Cost to the DISTRICT as submitted by the ARCHITECT until such time as bids have been received, whereupon it shall be the total award from the initial construction contract(s), plus the cost of all approved additive contract change orders, with the exception of items resulting from errors and omissions on the part of the ARCHITECT.

If the PROJECT is using the multiple-prime delivery method of construction, the Construction Manager's fees and/or general conditions will only be included in the total Computed Cost used to calculate the ARCHITECT's fee only if agreed upon in writing by the DISTRICT. Absent any written agreement, the Construction Manager's fees or general conditions shall not be included in the total Computed Cost used to calculate the ARCHITECT's fee.

ATTACHMENT 2

PIERCE JOINT UNIFIED SCHOOL DISTRICT

FINANCIAL INTEREST CERTIFICATION

FINANCIAL INTEREST CERTIFICATION

I Gary M. Underhill, acting as the President, am an authorized representative of Synthesis Partners, LLC (“Consultant”) and do hereby certify that for the term of the agreement contemplated by this proposal, that other than past or future contracts with the District as an entity, no officer, contractor, subcontractor, or employee of Consultant has, or shall have, any financial interest or business relationship with any individual member(s) of the District’s governing board or staff and that no such District board member(s) or staff shall have any direct interest in the agreement contemplated by this proposal, or obtain any present or anticipated material benefit arising therefrom.

By: _____

Name: Gary M. Underhill

Title: President

Date: November 12, 2020

October 9, 2020

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

Dear Mrs. Geyer:

The State Allocation Board (Board) approved your application(s) for Career Technical Education Facilities Program (CTEFP) funding application number **55/61614-00-002** for **Pierce High** at the September 30, 2020, SAB meeting. Copy of the approved funding item is enclosed.

All approved CTEFP applications have been placed on the Unfunded List (Lack of AB 55 Loans) with a SAB approval date of September 30, 2020. To request an Apportionment for an application, Applicants must participate in one of the next *Priority Funding* (PF) Filing Rounds below:

1. Priority Funding Round 20: Filing period begins on November 11, 2020 and closes December 10, 2020 (Application will be eligible to receive an Apportionment between January 1, 2021 – June 30, 2021)
2. Priority Funding Round 21: Filing period begins on May 12, 2021 and closes June 10, 2021 (Application will be eligible to receive an Apportionment between July 1, 2021 – December 31, 2021)

Applicants must participate in the first available PF Filing Round (PF Round 20) by submitting a letter requesting to convert the project(s) from Unfunded Approval to an Apportionment as outlined in SFP Regulation Section 1859.90.2. If a request letter is not received before 11:59 p.m. on the last day of the filing round, the application will receive an occurrence of non-participation. Applications that receive two occurrences of non-participation will be rescinded without further Board action. Please note that failing to participate in PF Round 20 will result in one occurrence of non-participation and failing to also participate in PF Round 21 will result in a second occurrence of non-participation.

Additional information on the PF process can be found on the Office of Public School Construction (OPSC) website at:

<https://www.dgs.ca.gov/OPSC/Resources/Page-Content/Office-of-Public-School-Construction-Resources-List-Folder/Priority-Funding-Information>

Upon successful participation in a PF Filing Round, the project will be eligible to receive an Apportionment for its project(s) in 2021. Applicants who received Unfunded Approval as a *Reservation of Funds* must obtain the necessary plan approvals from the Division of State Architecture (DSA) and California Department of Education (CDE) and submit them to OPSC within 12 months from the date of Apportionment. Upon submission of the required CTE-specific CDE Plan Approval Letter and DSA approved plans, the applicant must submit a valid *Fund Release Authorization* (Form SAB 50-05) to OPSC within 90 days of the date of their submission.

Grant Agreement

OPSC will prepare and send a grant for each approved project. The completed, signed grant agreement must be returned to OPSC prior to or concurrent with the Form SAB 50-05 in order to receive the funds.

Should you have any questions concerning this matter or need additional information, you may contact me at tammie.bickel@dgs.ca.gov or (916) 375-5979.

Sincerely,

Tammie Bickel

Tammie Bickel
Program Analyst
Office of Public School Construction

Enclosure: Board Approved Funding Item

cc: Tracy Sharp, Supervisor, Office of Public School Construction

File: Correspondence – 55/61614-00-002

APPLICANT DATA

Application No: 55/61614-00-002
County: Colusa
Applicant: Pierce Joint Unified
Site Name: Pierce High

Industry Sector: Agriculture and Natural Resources
Pathway(s): Animal Science; Agricultural Mechanics; Ornamental Horticulture

PROJECT DATA

Type of Project: New Construction
Reservation of Funds: Yes
Loan Requested: No
Qualifying SFP Project: N/A
Number of CTE Classrooms: 2
SFP Classroom Allowance Deduction: N/A

GRANT DATA

<u>Eligible Project Costs (50%)</u>	
Construction:	\$1,146,966.00
Equipment:	0.00
Site Development:	174,146.00
Project Assistance	7,615.00
SFP Deduction:	0.00
Total State Share (50%)	1,328,727.00
District Share (50%)	1,328,727.00
Total Project Costs	\$2,657,454.00

PROJECT FINANCING

	Fund Code	Proposition	
<u>State Share (50%)</u>			
This Project	951-600	51	\$1,328,727.00
<u>District Share (50%)</u>			
Cash Contribution			1,328,727.00
State Loan			
Total Project Cost			<u>\$2,657,454.00</u>

Funding Source(s): Proposition 51 Bonds/2016-Nov.

Pursuant to the Board's action on March 11, 2009, this application is presented for unfunded approval and placement on the Unfunded List (Lack of AB 55 Loans). This approval does not constitute a guarantee or commitment of future State funding.

Pursuant to School Facility Program Regulation Section 1859.90.4, the applicant is required to submit a signed Grant Agreement for the project prior to or concurrent with a request for the release of funds.

Pursuant to School Facility Program Regulation Section 1859.199, the State portion of any and all project savings realized from the funding of a Career Technical Education Facilities Program project must be returned to the State.

The Applicant shall ensure that it is in compliance with all applicable laws, regulations and certifications it made on the program forms.

The Applicant is responsible for ensuring that the project is compliant with Prevailing Wage Monitoring and/or Labor Compliance Program requirements at the time construction contracts are executed and/or construction commenced.

The Applicant has requested a Reservation of Funds. Pursuant to School Facility Program Regulation Section 1859.197, the Applicant is required to submit the California Department of Education plan approval and the Division of the State Architect approved plans and specifications to the Office of Public School Construction within 12 months of receiving an Apportionment. If this requirement is not met, the Apportionment will be rescinded without further Board action.

**Pierce High School
CTE Ag Science New Building
Project Budget**

Confidential

Budget Categories	%	Total	Revised Total		Revised Total		Comments
		03/24/2020	10/08/2020	Change	11/12/2020	Change	
Basic	100.00%	\$ 2,402,023.00	\$ 2,510,709	\$ 108,686.00	\$ 2,657,454	\$ 146,745.00	50/50 district match
Other Funding Sources 1	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Funding Sources 2	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Grants		\$ 2,402,023	\$ 2,510,709	\$ -	\$ 2,657,454	\$ -	
Construction Cost Budget	88.00%	\$ 2,113,780.24	\$ 2,209,423.92	\$ 95,643.68	\$ 2,338,559.52	\$ 2,242,915.84	
Soft Cost Budget	12.00%	\$ 288,242.76	\$ 301,285.08	\$ 13,042.32	\$ 318,894.48	\$ 305,852.16	
A/E Fees (see graduated fee calculation)		\$ 173,533.00	\$ 190,400.00		\$ 191,200.00		
Project Management Fees	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	
Project Assistance	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	
Labor Compliance	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	
Geotechnical	0.75%	\$ 18,015.17	\$ 18,830.32	\$ 815.15	\$ 17,539.20	\$ 16,724.05	
Site Survey	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	
Hazardous Materials Consultant	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	Estimated as % of Const Cost
Inspection Fees							
In-Plant Welding	0.40%	\$ 8,455.12	\$ 8,837.70	\$ 382.57	\$ 9,354.24	\$ 8,971.66	Estimated as % of Const Cost
On-Site	1.50%	\$ 31,706.70	\$ 33,141.36	\$ 1,434.66	\$ 35,078.39	\$ 33,643.74	Estimated as % of Const Cost
Testing & Special Inspections	1.00%	\$ 21,137.80	\$ 22,094.24	\$ 956.44	\$ 23,385.60	\$ 22,429.16	Estimated as % of Const Cost
DSA Plan Review Fees	0.73%	\$ 15,334.00	\$ 16,027.83	\$ 693.83	\$ 16,964.62	\$ 16,270.79	
Soft Cost Contingency	5.00%	\$ 14,412.14	\$ 15,064.25	\$ 652.12	\$ 15,944.72	\$ 15,292.61	
Total Soft Costs		\$ 282,593.94	\$ 304,395.69	\$ 21,801.76	\$ 271,965.93	\$ (32,429.76)	

**Final Estimated Project Costs Sheet
Recommend Approval**

George Parker

**PIERCE HIGH SCHOOL
CTE AG SCIENCE NEW BUILDING
AE FEE CALCULATIONS**

Calculations				
Construction Cost Estimate		\$	2,338,559.52	
AE Fees				
First \$500,000 at 9.0% (\$45,000)		\$	45,000.00	
Next \$500,000 at 8.5% (\$42,500)		\$	42,500.00	
Next \$1,000,000 at 8.0% (\$80,000)		\$	80,000.00	
Next \$4,000,000 at 7.0% (remainder)		\$	23,699.17	
Grand Total AE Fee		\$	191,199.17	

AE Fees by Phase	Percent of Contract	Base Fee	Quoted Fee	SSA2
Phase 1 - Predesign	0%	\$ -	\$ -	
Phase 3- Schematic Design	10%	\$ 19,119.92	\$ 19,600.00	
Phase 4 - Design Development	15%	\$ 28,679.87	\$ 29,400.00	
Phase 5 - CDs	35%	\$ 66,919.71	\$ 68,600.00	
Phase 5 - Agency Review	5%	\$ 9,559.96	\$ 9,800.00	
Phase 6 - Bidding	2%	\$ 3,823.98	\$ 3,920.00	
Phase 7 - Construction Administration	25%	\$ 47,799.79	\$ 49,000.00	
Phase 8 - Closeout	8%	\$ 15,295.93	\$ 15,680.00	
TOTAL	100%	\$ 191,199.17	\$ 196,000.00	\$ -

Recommend to Approve Fee of \$191,200

George Parker

CSBA POLICY GUIDE SHEET October 2020

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

NEW - Exhibit 1113 - District and School Web Sites

New exhibit lists material which state and/or federal law explicitly requires to be posted on district and/or school web sites, including a citation to the legal authority and a reference to the board policy, administrative regulation, or board bylaw that further describes the requirement.

Board Policy 3280 - Sale or Lease of District-Owned Real Property

Policy updated to reflect **NEW LAW (SB 820, 2020)** which adds, until July 1, 2024, an exception to the requirement that boards appoint an advisory committee for the sale or lease of district-owned property if the property has not operated as an early childhood education facility or for elementary or secondary instruction, and **NEW LAW (SB 98, 2020)** which authorizes, until July 1, 2024, the proceeds from the sale or lease of property purchased entirely with local funds to be used for any one-time general fund purpose if certain conditions are met. Policy also adds material regarding the authorization for boards to meet in closed session with real property negotiators, the requirement to notify the Office of Public School Construction within 90 days if the district sells property that utilized funds received from a state school facilities program within the previous 10 years and the proceeds were not used for specified purposes, and conditions under which the State Allocation Board may require a return of the funds.

Board Policy 3530 - Risk Management/Insurance

Policy updated to address the basis upon which insurance decisions should be made and the provision of safety-related training and protective equipment for staff. Policy also updated to delete material regarding the removal of an insurance agent as being implicit in a governing board's authority and explicit in insurance contracts. Timeline for reporting to the board on risk management activities revised from twice a year to periodically to give boards flexibility based on district need.

Administrative Regulation 3530 - Risk Management/Insurance

Regulation updated to provide more detail in the list of risk management procedures, including examples of methods for identifying risks in district operations, the prioritization of risks based on frequency and potential impact, and examples of strategies to prevent loss. Regulation also adds optional language regarding the documentation of safety incidents.

Board Policy 4119.11/4219.11/4319.11 - Sexual Harassment

Policy updated to clarify that, in some instances, it may be necessary to concurrently review a sexual harassment complaint under both the Title IX sexual harassment complaint procedures and the district's procedure reflecting state law, as described in AR 4030 - Nondiscrimination in Employment, in order to meet the applicable timelines. Policy also adds the requirement to provide supportive measures to the respondent as well as the complainant.

Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment

Regulation updated to add section on "Definitions," including the federal definition of sexual harassment for purposes of applying the Title IX complaint procedures. Section identifying the Title IX Coordinator(s) moved and revised to reference CSBA's AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Section on "Notifications" adds federal requirement to disseminate the district's sexual harassment policy and procedures, along with the name and contact information of the Title IX Coordinator, by posting them in a prominent location on the district's web site and including them in any handbook provided to employees or employee organizations. New section on "Complaint Procedures" references the applicable procedures and the responsibility of the district to take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures

Regulation updated to clarify that a sexual harassment complaint that is dismissed or denied under Title IX may still be subject to review under state law pursuant to AR 4030 - Nondiscrimination in Employment and thus the two procedures should be implemented concurrently in order to meet the applicable timelines. Regulation also updated to clarify that the applicability of the Title IX sexual harassment complaint procedures is limited to conduct that allegedly occurs in an education program or activity over which the district exercises control; revise the timeframe for concluding the complaint process from 45 to 60 days; reflect the right to pursue civil law remedies; and add the requirement to maintain a record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment.

NEW - Exhibit 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures

New exhibit presents a sample of the required notification to employees, job applicants, and employee organizations regarding the district's Title IX sexual harassment policy, the district's Title IX coordinator, and grievance procedures pursuant to 34 CFR 106.8.

Board Policy 4157/4257/4357 - Employee Safety

Policy updated to reflect **NEW STATE REGULATION (Register 2020, No. 10)** which requires districts to provide employees with access to the district's injury and illness prevention program, and to add the prohibition against discharging or discriminating against an employee for exercising any right protected by the Occupational Safety and Health Act.

Administrative Regulation 4157/4257/4357 - Employee Safety

Regulation updated to reflect **NEW STATE REGULATION (Register 2020, No. 10)** which requires that access to the district's injury and illness prevention program be provided to employees by either providing access in a reasonable time, place, and manner or providing unobstructed access through the district's server or web site. Regulation also updated to add material regarding the provision of facilities for quick drenching within the work area for immediate use when there is exposure to injurious corrosive materials. Regulation adds a section on "Protection from Communicable Diseases and Infections" which includes the development of an exposure control plan for bloodborne pathogens and strategies to prevent and mitigate infectious diseases, and a section on "COVID-19 Exposure" reflecting **NEW LAW (AB 685, 2020)** which specifies notifications that must be provided if the district receives notice of potential exposure to COVID-19 or the Division of Occupational Safety and Health (Cal/OSHA) prohibits entry into any district work site that exposes employees to the risk of COVID-19.

Administrative Regulation 4157.1/4257.1/4357.1 - Work-Related Injuries

Regulation updated to reflect **NEW LAW (AB 1804, 2019)** which requires that a report of death or serious injury or illness be immediately reported to Cal/OSHA by telephone or through an online mechanism established by Cal/OSHA, with clarification that districts may make the report by telephone or email until Cal/OSHA has an online mechanism available, and **NEW LAW (AB 1805, 2019)** which redefines "serious injury or illness." Regulation adds optional language regarding the responsibility of employees to document any incident, and combines options regarding the reporting of incidents to the insurance carrier or Department of Industrial Relations. Regulation also reflects **NEW LAW (SB 1159, 2020)** which provides that an employee will be presumed to be entitled to workers' compensation benefits for illness or injury resulting from COVID-19 if the diagnosis was made within 14 days after the employee performed labor or services at the place of employment and other conditions are met.

Board Policy 5113.1 - Chronic Absence and Truancy

Policy updated to designate the attendance supervisor as the person responsible for performing various assignments related to absence and truancy; reflect a tiered approach for reducing chronic absence which includes universal strategies and letters to parents/guardians; expand material regarding early intervention; add the provision of training and information to staff for the implementation of a trauma-informed approach to chronic absence; reflect chronic absence as a measure of district and school performance on the California School Dashboard; and add grade level to the list of specific data to be provided to the board regarding attendance, absence, and truancy.

Administrative Regulation 5113.1 - Chronic Absence and Truancy

Regulation updated to reflect law allowing the referral of a chronic absentee (rather than a student who is "irregular in attendance") to a school attendance review board (SARB), a truancy mediation, or a comparable program and requiring documentation of the interventions undertaken at the school when making such a referral. Regulation also revised to give students who are absent the opportunity to make up missed work for full credit and support to limit the impact of absences on grades. Regulation clarifies that parents/guardians of students between 13 and 18 years of age must be notified, upon initial identification of their child for truancy, that the student may be subject to suspension, or delay of driving privilege.

Administrative Regulation 5113.11 - Attendance Supervision

Regulation updated to reflect the requirements to investigate complaints of violations of compulsory education laws, gather and transmit to the county superintendent of schools the number and type of referrals made to the SARB and of requests for petitions made to the juvenile court, and refer a matter to court if a parent/guardian continually and willfully fails to respond to SARB directives or services.

Board Policy 5145.7 - Sexual Harassment

Policy updated to clarify that, in some instances, it may be necessary to concurrently review a sexual harassment complaint under both the Title IX sexual harassment complaint procedures and the district's uniform complaint procedures (UCP) in order to meet the applicable timelines. Policy also adds the requirement to provide supportive measures to the respondent as well as the complainant.

Administrative Regulation 5145.7 - Sexual Harassment

Regulation updated to add section on "Definitions," including the federal definition of sexual harassment for purposes of applying the Title IX complaint procedures. Section identifying the Title IX Coordinator(s) moved and revised to reference CSBA's AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Section on "Notifications" adds requirement to notify students and parents/guardians that the district does not discriminate on the basis of sex and that inquiries about the application of Title IX may be referred to the Title IX Coordinator or the U.S. Department of Education; deletes requirement to provide contact information of the Title IX Coordinator to employees, bargaining units, and job applicants which is addressed in AR 4119.11/4219.11/4319.11 - Sexual Harassment; and reflects **NEW LAW (AB 34, 2019)** which requires districts to post the definition of sex discrimination and harassment in a prominent location on the district's web site.

Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures

Regulation updated to clarify that a sexual harassment complaint that is dismissed or denied under Title IX may still be subject to review under the district's UCP and thus the two procedures should be implemented concurrently in order to meet the applicable timelines. Regulation also updated to clarify that the applicability of the Title IX sexual harassment complaint procedures is limited to conduct that allegedly occurs in an education program or activity over which the district exercises control; add optional language providing that an employee must forward a report of sexual harassment to the Title IX Coordinator within one day, consistent with AR 5145.7 - Sexual Harassment; revise the timeframe for concluding the complaint process from 45 to 60 days to align with requirements of the UCP; reflect the right to appeal the district's decision to the California Department of Education consistent with the UCP or to pursue civil law remedies; and add the requirement to maintain a record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment.

NEW - Exhibit 5145.71 - Title IX Sexual Harassment Complaint Procedures

New exhibit presents a sample of the required notification to students and parents/guardians regarding the district's Title IX sexual harassment policy, the district's Title IX coordinator, and grievance procedures pursuant to 34 CFR 106.8.

Board Policy 6161.1 - Selection and Evaluation of Instructional Materials

Policy updated to reflect **NEW LAW (SB 820, 2020)** which revises the definition of "technology-based materials" to include the electronic equipment required to make use of those materials, making such equipment subject to the determination of sufficiency. Policy also deletes unnecessary legal citations related to the State Board of Education's (SBE) adoption of academic standards, deletes section on "Review Process"

which was moved to the AR, deletes option in regard to public hearings on the sufficiency of textbooks and other instructional materials for schools that operate on a multitrack year-round calendar since such schools can use the same language as those that operate on a traditional calendar, and adds references to sample board policy and regulations for complaints concerning instructional materials.

Administrative Regulation 6161.1 - Selection and Evaluation of Instructional Materials

Regulation updated to add section on "Review Process" formerly in the BP and revise the section to encourage input from a diverse group of stakeholders. Section on "Criteria for Selection and Adoption of Instructional Materials" revised to delete unnecessary legal citations related to SBE's adoption of academic standards; move material regarding publisher requirements for grades 9-12 to end of list to make it easier for K-8 districts to delete; replace the list of nondiscrimination categories with a reference to BP 0410 - Nondiscrimination in District Programs and Activities; add a new item on criteria for technology-based materials; emphasize the importance of the accurate portrayal of the cultural and racial diversity of society in instructional materials; and delete an outdated item regarding quality, durability and appearance. "Conflict of Interest" section revised to delete redundant and difficult-to-enforce item.

Exhibit 6161.1 - Selection and Evaluation of Instructional Materials

Exhibit updated to delete unnecessary legal citations related to SBE's adoption of academic standards and to change "foreign language" to "world language" consistent with current law.

Exhibit(1) 9323.2 - Actions by the Board

Exhibit updated to clarify items under "Actions Requiring a Two-Thirds Vote of the Board" and "Actions Requiring a Four-Fifths Vote of the Board" regarding emergency facilities conditions as only applying to districts that have adopted the Uniform Public Construction Cost Accounting Act procedures. Item regarding the expenditure and transfer of funds or use of district property or personnel to meet a national or local emergency created by war moved from "Actions Requiring a Four-Fifths Vote of the Board" to "Action Requiring a Four-Fifths Vote of the Board Members Present at the Meeting" to more accurately reflect law.

CSBA Sample Exhibit

Community Relations

E 1113(a)

DISTRICT AND SCHOOL WEB SITES

MATERIALS REQUIRED TO BE POSTED ON DISTRICT WEB SITE

Note: The following exhibit lists material which the law explicitly requires be posted on district or school web sites. See the referenced Board policy, administrative regulation, or Board bylaw for further information about related requirements. The exhibit does not include other postings that may be recommended throughout CSBA's sample policy manual but are not required by law.

Materials to Prominently Display

The following must be posted in a prominent location on the district's web site, such as on the home page when required by law:

1. The district's local control and accountability plan (LCAP), any updates or revisions to the LCAP, and the local control funding formula budget overview (Education Code 52064.1, 52065). See AR 0460 - Local Control and Accountability Plan.
2. A direct link to the current board agenda containing the time and location of the meeting and a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session, or a link to the district's agenda management platform where the current agenda shall be the first available (Government Code 54954.2, 54956). Post at least 72 hours before a regular board meeting or 24 hours before a special meeting. See BB 9320 - Meetings and Notices and BB 9322 - Agenda/Meeting Materials.
3. The district's policy on student suicide prevention including, for grades K-6, the age appropriateness of the policy (Education Code 234.6). See BP 5141.52 - Suicide Prevention.
4. The district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media (Education Code 234.6). See AR 5131.2 - Bullying and AR 5145.3 - Nondiscrimination/Harassment.
5. The district's policy on preventing and responding to hate violence, if the district has adopted such a policy (Education Code 234.6). See BP 5145.9 - Hate-Motivated Behavior.

DISTRICT AND SCHOOL WEB SITES (continued)

- 6. The definition of discrimination and harassment based on sex as described in Education Code 230, including the rights set forth in Education Code 221.8 (Education Code 234.6). See AR 5145.3 - Nondiscrimination/Harassment.**
- 7. Information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the name and contact information of the Title IX Coordinator, the rights of students and the public as specified in Education Code 221.8, the responsibilities of the district under Title IX, web links to information about those rights and responsibilities on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights, a description of how to file a complaint of noncompliance under Title IX with specified components, and a link to Title IX information posted on the California Department of Education's (CDE) web site (Education Code 221.6, 221.61, 234.6; 34 CFR 106.8). See AR 5145.3 - Nondiscrimination/Harassment and AR 5145.7 - Sexual Harassment.**
- 8. A link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5, 234.6). See AR 5145.3 - Nondiscrimination/Harassment.**
- 9. If the district has formed a community facilities district (Mello-Roos district) for the acquisition or improvement of school facilities, a copy of the annual report for the fiscal year if requested pursuant to Government Code 53343.1, the report provided to the California Debt and Investment Advisory Commission pursuant to Government Code 53359.5, and the report provided to the State Controller's office pursuant to Government Code 12463.2 (Government Code 53343.2). Post within seven months after the last day of the fiscal year. See BP 7212 - Mello-Roos Districts.**

Other Postings

The following materials are also required to be posted on the district web site. However, there are no specific requirements related to where they are posted on the web site.

- 1. The Special Education Local Plan Area's approved comprehensive local plan for special education, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans (Education Code 56205.5). See AR 0430 - Comprehensive Local Plan for Special Education.**

DISTRICT AND SCHOOL WEB SITES (continued)

2. The district's nondiscrimination policy and regulation, including the complaint procedure and the compliance coordinator's contact information (34 CFR 100.6, 106.8). See BP 0410 - Nondiscrimination in District Programs and Activities and AR 4030 - Nondiscrimination in Employment.
3. Training materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person(s) who facilitate an informal resolution process in response to a Title IX sexual harassment complaint (34 CFR 106.45). See AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. For all schools offering competitive athletics, the total enrollment of the school classified by gender, the number of students enrolled at the school who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level (Education Code 221.9). The information shall be posted at the end of the school year on the school's web site or, if the school does not have a web site, on the district's web site. See AR 6145.2 - Athletic Competition.
5. If the district has interdistrict attendance agreement(s), the procedures and timelines for requesting an interdistrict transfer permit, including, but not limited to, a link to the board's policy on interdistrict attendance, the date that the district will begin accepting applications, reasons that the district may approve/deny the request, the process for appeal, that failure to meet timelines will be deemed an abandonment of the request, and the condition under which an exiting interdistrict transfer permit may be revoked or rescinded (Education Code 46600.2). See AR 5117 - Interdistrict Transfer.
6. If the district has elected to be a school district of choice, application information including, at a minimum, any applicable form, the timeline for a transfer, and an explanation of the selection process (Education Code 48301). See AR 5117 - Interdistrict Transfer.
7. For districts that offer grade 9, the district's policy and protocols related to student placement in mathematics courses (Education Code 51224.7). See AR 6152.1 - Placement in Mathematics Courses.
8. The section(s) of the district's employee code of conduct addressing interactions with students (Education Code 44050). Post these section(s) or a link to them on each school's web site or, if a school does not have its own web site, on the

DISTRICT AND SCHOOL WEB SITES (continued)

- district's web site in a manner that is accessible to the public without a password. See BP 4119.21/4219.21/4319.21 - Professional Standards and BP 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions.
9. The district's meal payment collection policy and procedures (CDE Nutrition Services Division Management Bulletin SNP-03-2017). See AR 3551 - Food Services Operations/Cafeteria Fund.
 10. If the district includes information about the free and reduced-priced meal program on its web site, a nondiscrimination statement about the district's status as an equal opportunity provider and the address of the agency with responsibility to handle complaints made against the district (U.S. Department of Agriculture's FNS Instruction 113-1). For the required wording of the statement, see E 3555 - Nutrition Program Compliance.
 11. The school's or district's integrated pest management plan, whenever a school chooses to use a pesticide not exempted pursuant to Education Code 17610.5 (Education Code 17611.5). Post on the school's web site or, if the school does not have a web site, then on the district's web site. See AR 3514.2 Integrated Pest Management.
 12. When a citizens' oversight committee is formed after the approval of a bond under the 55 percent majority threshold, the committee's minutes, documents received, and reports issued (Education Code 15280). See AR 7214 - General Obligation Bonds.
 13. Copy of each school's school accountability report card, on or before February 1 of each year (Education Code 35258). See BP 0510 - School Accountability Report Card.
 14. Results of the Western Association of Schools and Colleges (WASC) or other accrediting agency's inspection of a school, within 60 days of receiving the results. (This notification could be made in writing to parents/guardians instead of or in addition to posting the results on the district's web site.) In addition, if a school loses its WASC or other agency's accreditation, the district and school shall post on their web sites a notice of the loss of accreditation and potential consequences (Education Code 35178.4). See BP 6190 - Evaluation of the Instructional Program.

CSBA Sample Board Policy

Business and Noninstructional Operations

BP 3280(a)

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY

Note: The following optional policy and accompanying administrative regulation detail the procedures that govern the district's sale or lease of surplus real property.

~~When district properties are not being utilized for school purposes after specific time periods, Education Code 17219-17224 authorize the State Allocation Board (SAB) to charge an "unused site fee." For further information regarding non-use payments, see the Office of Public School Construction's Unused Site Program Handbook.~~

Education Code 17455 authorizes the sale, or lease ~~of for~~ up to 99 years, of any district real property together with any personal property located thereon without ~~taking a vote of the electors of the district approval of the voters within the district.~~ To do so, the property must not or will not be needed by the district and the district must follow the procedures ~~under stated in~~ Education Code 17387-17391.

Pursuant to Education Code 17219, when the district has not used a previously used site for school purposes within the preceding five years, or has not used a newly acquired site within five years of acquisition for any of grades K-8 or seven years of acquisition for any of grades 7-12, the State Allocation Board (SAB) is authorized to charge an "unused site fee" pursuant to Education Code 17219-17224. For further information regarding non-use payments, see the Office of Public School Construction's Unused Site Program Handbook.

The Governing Board believes that district facilities and resources should be utilized in an economical and practical manner. The Superintendent or designee shall periodically study the current and projected use of all district facilities to ensure the efficient utilization of space for the effective delivery of instruction.

(cf. 1330 - Use of School Facilities)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7160 - Charter School Facilities)

Note: Pursuant to Education Code 17387-17391, before surplus real property is sold or leased, the Governing Board must appoint an advisory committee to advise the Board on the disposition of such property. Education Code 17388 and 17391 establish exceptions from this requirement. ~~for rentals not exceeding 30 days, and for the lease or rental of a district facility to a private educational institution for the purpose of offering summer school. In addition, Education Code 17391, as amended by AB 1157 (Ch. 717, Statutes of 2017), provides that an advisory committee need not be appointed prior to the sale, lease, or rental of excess real property if it is to be used for teacher or other employee housing. As amended by SB 820 (Ch. 110, Statutes of 2020), Education Code 17391 adds an exception, until July 1, 2024, for the sale or lease of property that has not previously operated, or was not constructed to be operated, as an early childhood education facility or a school for elementary or secondary instruction.~~

Education Code 17389 requires that the advisory committee be representative of specific groups within the community and be composed of not less than seven nor more than 11 members (commonly referred to as a "7-11 committee"). See the accompanying administrative regulation for further information on the composition and duties of this committee.

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

Prior to the sale or lease of any surplus real property, ~~the~~ The Board shall appoint a district advisory committee ~~prior to the sale or lease of any surplus real property~~ to advise the Board regarding the use or disposition of schools or school building space which is not needed for school purposes. ~~Rentals of surplus property not exceeding 30 days are exempted from this requirement. When the sale, lease, or rental of surplus property is for the purpose of teacher or other employee housing or for the offering of summer school by a private educational institution,~~ The Board may elect not to appoint a district advisory committee; **for any of the following:** (Education Code ~~17387-17388~~, 17391)

1. A rental of property for a period of time not exceeding 30 days
2. A lease or rental of surplus property to a private educational institution for the purpose of offering summer school
3. A sale, lease, or rental of surplus property to be used for teacher or other employee housing
4. **Until July 1, 2024, a sale or lease of surplus property that has not previously operated, or was not constructed to be operated, as an early childhood education facility or a school for elementary or secondary instruction**

(cf. 1220 - Citizen Advisory Committees)

Note: Pursuant to Government Code 65402, if the county or city has adopted a general plan which is applicable in the area where the district property is located, the district must notify the county or city planning agency of the location, purpose, and extent of the proposed disposition of district property so that the agency can determine and report on the extent to which the disposition conforms with the local planning agency's general plan. The planning agency has 40 days during which it may raise objections. If objections are not raised within 40 days, the lack of response is deemed to be a finding that the district's proposed disposition of the property is in conformity with the local planning agency's adopted general plan.

In addition, to ensure that the proposed disposition of the property conforms with any general plan adopted by ~~If the local planning agency has adopted a general plan~~ that affects or includes the area where the surplus property is located, the Board shall submit a report to the local planning agency describing the location of the surplus property and the purpose and extent of the proposed sale or lease. (Government Code 65402)

Note: When proposing the sale or lease of surplus property, the district must also comply with Public Resources Code 21000-21177 (the California Environmental Quality Act) (CEQA), when applicable. Pursuant to 14 CCR 15061, the sale or lease of property is exempt from detailed CEQA review if there is no possibility that the sale or lease will have a significant environmental effect. In such cases, the district must adopt a notice of exemption in accordance with 14 CCR 14062.

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

The Board shall determine whether the sale or lease of the surplus property is subject to review under the California Environmental Quality Act. (Public Resources Code 21000-21177; 14 CCR 15061-15062)

Note: Pursuant to Government Code 54956.8, the Board may hold a closed session for real property negotiations, including the sale or lease of property by the district. An Attorney General opinion (94 Ops.Cal.Attv.Gen. 82 (2011)) has concluded that only three subjects related to real property negotiations may be considered in closed session: (1) the amount of consideration the local agency is willing to pay or accept in exchange for the real property rights to be acquired or transferred; (2) the form, manner, and timing of how that consideration will be paid; and (3) items that are essential to arriving at the authorized price and payment terms. See BB 9321 - Closed Session.

The Board may meet in closed session with its real property negotiator prior to the sale or lease of real property by the district in order to grant its negotiator authority regarding the minimum price or rent and terms of the sale or lease. (Government Code 54956.8)

(cf. 9321 - Closed Session)

Note: When a district is selling any surplus property or leasing it with an option to purchase, Education Code 17464 lists the public entities that must be given priority to lease or purchase the property and the types of notice that the district must provide such entities before disposing of the property. Under certain circumstances, districts may also need to comply with the Naylor Act (Education Code 17485-17500), which requires that priority be given to public agencies when disposing of any district property that includes a playground, playing field, or land with an outdoor recreational purpose. Under certain conditions, the district may grant priority to licensed child care providers pursuant to Education Code 17458 or may sell surplus property for less than fair market value to public entities for recreational purposes pursuant to Education Code 17230. ~~The requirement to first offer surplus property to a charter school with a projected in-district average daily attendance of at least 80 students expired July 1, 2016 pursuant to the terms of Education Code 17457.5.~~

When selling or leasing district real property, the Board shall **comply with applicable procedures and give priority to specified public agencies as required by law** ~~comply with the priorities and procedures specified in applicable law.~~ (Education Code 17230, 17464, 17485-17499; Government Code 54222)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

Note: Pursuant to Education Code 17462.3, the SAB may require a district selling real property purchased, improved, or modernized with funds received from a state school facilities funding program, to return those funds if: (1) the state funds were received and the property purchased or improved within the previous 10 years; (2) the proceeds from the sale are not used for capital outlay; and (3) the property is not sold to a charter school, another school district, a county office of education, or an agency that will use the property exclusively for the delivery of child care and development services.

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

~~When selling real property purchased, constructed, or modernized with funds received within the past 10 years from a state school facilities funding program, the Board shall consider whether any of the proceeds from the sale will need to be returned to the State Allocation Board (SAB) pursuant to Education Code 17462.3.~~

Resolution of Intention to Sell or Lease

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regularly scheduled open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

(cf. 9320 - Meetings and Notices)

(cf. 9323.2 - Actions by the Board)

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a newspaper exists. (Education Code 17469)

Note: Education Code 17470 requires districts to take reasonable steps to notify the former owner of the property of the public meeting at which bids will be considered. However, the Board is not required to accord the former owner the right to purchase the property at the tentatively accepted highest bid price nor to offer to sell the property to the former owner at the tentatively accepted highest bid price.

~~In accordance with Education Code 17470, At least 60 days prior to the public meeting, the Superintendent or designee shall take reasonable steps to provide written notification of the public meeting, by certified mail, to the former owners of the property of the district's intent to sell it. from whom the district acquired the property. (Education Code 17470)~~

Acceptance/Rejection of Bids

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting a written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

(cf. 1431 - Waivers)

Use of Proceeds

Note: Pursuant to Education Code 17462, the proceeds derived from the sale of surplus property or lease with an option to purchase must generally be used for **one-time expenditures for capital outlay or maintenance, with specified exceptions, except as provided below.** In addition, Education Code 17462 requires that the proceeds be used for one-time expenditures and prohibits the use for ongoing expenditures such as salaries and general operating expenses. However, 2 CCR 1700 authorizes the use of such proceeds, if approved by the SAB, for one-time funding to reduce a district's unfunded liability for other postemployment benefits (OPEBs) (i.e., medical, dental, vision, hearing, life insurance, long-term care, long-term disability, and other nonpension benefits for retired employees). For information about prefunding OPEBs and reporting the district's liability for OPEBs, see BP 3100 Budget and AR 3460 Financial Reports and Accountability. The law does not place limitations on the use of proceeds for a lease of surplus property that does not include an option to purchase.

The Superintendent or designee shall ensure that the proceeds from the sale or lease with an option to purchase of surplus district property are used for one-time expenditures and not for ongoing expenditures such as salaries and general operating expenses. (Education Code 17462; **2 CCR 1700**)

Proceeds from a sale of surplus district property shall **generally** be used for capital outlay or maintenance costs that the Board determines will not recur within a five-year period. Proceeds from a lease of district property with an option to purchase may be deposited into a restricted fund for the routine repair of district facilities, as defined by the SAB, for up to a five-year period. (Education Code 17462)

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

~~Proceeds from a lease of district property with an option to purchase may be deposited into a restricted fund for the routine repair of district facilities, as defined by the SAB, for up to a five-year period. (Education Code 17462)~~

Note: Pursuant to Education Code 17462, proceeds from the sale or lease with an option to purchase may be deposited in the district's general fund when the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements. Thus, districts may not apply to the state for new construction or modernization funding during that time period unless certain conditions specified in Education Code 17462 are satisfied.

However, if ~~If~~ the Board and SAB determine that the district has no anticipated need for additional sites or building construction for the next 10 years and no major deferred maintenance requirements, the proceeds from the sale or lease with an option to purchase may be deposited in a special reserve fund for the future maintenance and renovation of school sites or in the district's general fund. ~~Proceeds from the sale or lease with option to purchase of district property may also be deposited in a special reserve fund for capital outlay or maintenance costs of district property that the Board determines will not recur within a five-year period.~~ (Education Code 17462)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

Note: Until July 1, 2024, Education Code 17463.7, as added by SB 98 (Ch. 24, Statutes of 2020), authorizes the proceeds from the sale or lease of property purchased entirely with local funds to be used for any general fund purpose.

In addition, until July 1, 2024, if district surplus property was purchased entirely with local funds, the proceeds from the sale or lease of the property, together with any personal property located on the property, may be deposited into the general fund of the district and may be used for any one-time general fund purpose. Before exercising this authority, the Board shall: (Education Code 17463.7)

- 1. Submit to SAB documents certifying that the sale of real property does not violate the provisions of a local bond act and the real property is not suitable to meet projected school construction needs for the next 10 years**
- 2. At a public meeting, adopt a plan for expending one-time resources from the sale or lease of the property which identifies the source and intended use of the surplus property proceeds and describes the reasons that the expenditure will not result in ongoing fiscal obligations for the district**

Note: Pursuant to Education Code 17462.3, ~~the SAB may require a~~ if the district is selling real property purchased, improved, or modernized with funds received from a state school facilities funding program within the previous 10 years, the district is required to return those funds to SAB if: ~~(1) the state funds were~~

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

received and the property purchased or improved within the previous 10 years; (2) the proceeds from the sale are not used for capital outlay; and (3) the property is not sold to a charter school, another school district, a county office of education, or an agency that will use the property exclusively for the delivery of child care and development services, under specified conditions. The district must notify OPSC of the sale by submitting Form SAB 308, available on OPSC's web site.

Whenever the district sells real property that was purchased, improved, or modernized with funds that were received from a state school facilities funding program within the previous 10 years, the district shall notify OPSC within 90 calendar days of the sale of the property if the proceeds from the sale are not used for capital outlay and the property is not sold to a charter school, another school district, a county office of education, or an agency that will use the property exclusively for the delivery of child care and development services. If SAB subsequently makes a finding that the sale is subject to Education Code 17462.3, the district shall return the funds to the SAB within 90 calendar days of the finding. (2 CCR 1702)

*Legal Reference:*EDUCATION CODE

17219-17224 Acquisition of property not utilized as school site; nonuse payments; exemptions

17230-17234 Surplus property

17385 Conveyances to and from school districts

17387-17391 Advisory committees for use of excess school facilities

17400-17429 Leasing property

17430-17447 Leasing facilities

17453 Lease of surplus district property

17455-17484 Sale or lease of real property, especially:

17462.3 State Allocation Board program to reclaim funds

17485-17500 Surplus school playground (Naylor Act)

17515-17526 Joint occupancy

17527-17535 Joint use of district facilities

33050 Request for waiver

38130-38139 Civic Center Act

GOVERNMENT CODE

50001-50002 Definitions

54220-54232 Surplus land, especially:

54222 Offer to sell or lease property

54950-54963 Brown Act, especially:

54952 Legislative body, definition

PUBLIC RESOURCES CODE

21000-21177 California Environmental Quality Act

CODE OF REGULATIONS, TITLE 2

1700-1702 Definitions related to surplus property; use of proceeds

Legal Reference continued: (see next page)

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

Legal Reference: (continued)

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

94 Ops.Cal.Atty.Gen. 82 (2011)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Closing a School Best Practices Guide

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Unused Site Program Handbook, December 2015

WEB SITES

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

California Department of Education, School Facilities Planning Division: <http://www.cde.ca.gov/ls/fa>

Coalition for Adequate School Housing: <http://www.cashnet.org>

Office of Public School Construction: <http://www.dgs.ca.gov/opsc>

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Policy Reference UPDATE Service

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CSBA Sample Board Policy

Business and Noninstructional Operations

BP 3530(a)

RISK MANAGEMENT/INSURANCE

Note: The following Board policy may be revised to reflect district practice.

The Governing Board ~~strongly supports a risk management program that protects district resources and~~ **desires to promote** the safety of students, staff, and the public **while protecting district resources.** The Superintendent or designee shall establish a risk management program that uses effective safety and loss control practices.

The district shall strive to keep its liability at a minimum and its insurance premiums as low as possible while maintaining adequate protection **against loss which may occur due to hazards facing the district.**

To determine the most economical means of insuring the district consistent with required services, the Superintendent or designee shall annually review the district's options for obtaining coverage, including qualified insurance agents, a joint powers agency, self-insurance, or a combination of these means. **Decisions regarding the means of insuring the district shall be based on a careful analysis of past claims records indicating the frequency and magnitude of losses and a prediction of future losses.**

~~Note: In reviewing various means of insuring the district, decisions related to self-insurance should be based on a careful analysis of past claims records indicating the frequency and magnitude of losses and a prediction of future losses. Any self-insured retention reserves should be carefully monitored and compared with open claims.~~

~~The Board reserves the right to remove an insurance agent of record or a participating agent whenever, in the judgment of the Board, such action becomes desirable for the best interests of the district.~~

To ~~attempt to~~ minimize the district's exposure to liability, the Board shall adopt clear policies related to discrimination, harassment, safety procedures, and the timely handling of claims. The Superintendent or designee shall ~~ensure that~~ **enforce** these policies and related procedures ~~are enforced~~ fairly and consistently. **The Superintendent or designee shall provide safety-related training and protective equipment to staff as appropriate for their position.**

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3320 - Claims and Actions Against the District)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

~~*(cf. 4132/4232/4332 - Publication or Creation of Materials)*~~

(cf. 4157/4257/4357 - Employee Safety)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

RISK MANAGEMENT/INSURANCE (continued)

~~(cf. 4158/4258/4358 - Employee Security)~~

~~(cf. 5142 - Safety)~~

~~(cf. 5141.4 - Child Abuse Prevention and Reporting)~~

~~(cf. 5145.3 - Nondiscrimination/Harassment)~~

~~(cf. 5145.7 - Sexual Harassment)~~

~~(cf. 6162.6 - Use of Copyrighted Materials)~~

~~(cf. 9260 - Legal Protection)~~

Note: The following optional paragraph may be revised to require more or less frequent reporting.

The Superintendent or designee shall **periodically** report to the Board **twice a year** on the district's risk management activities, **including, but not limited to, the district's property and liability risks and exposures and the effectiveness of the district's risk management and loss control practices.**

Legal Reference: (see next page)

RISK MANAGEMENT/INSURANCE (continued)*Legal Reference:*EDUCATION CODE17029.5 *Contract funding; board liability*17565-17592 *Board duties re property maintenance and control*32350 *Liability on equipment loaned to district*35162 *Power to sue, be sued, hold and convey property*35200-35214 *Liabilities, especially:*35208 *Liability insurance*35211 *Driver training civil liability insurance*35213 *Reimbursement for loss, destruction, or damage of personal property*35214 *Liability self-insurance*35331 *Medical or hospital service for students on field trip*39837 *Transportation of ~~pupils~~ **students** to places of summer employment*41021 *Requirement for employees' indemnity bonds*44873 *Qualifications for physician (liability coverage)*49470-49474 *District medical services and insurance*GOVERNMENT CODE820.9 *Board members not vicariously liable for injuries caused by district***831.7 Hazardous recreational activities**989-991.2 *Local public entity insurance*LABOR CODE3200-4855 *Workers' compensation***Management Resources:**WEB SITES*California Association of Joint Powers Authorities: <https://www.cajpa.org>**California Association of School Business Officials: <https://www.casbo.org>**California Department of Industrial Relations, Division of Occupational Safety and Health:**<https://www.dir.ca.gov/dosh>**Public Agency Risk Management Association: <https://www.parma.com>*

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CSBA Sample Administrative Regulation

Business and Noninstructional Operations

AR 3530(a)

RISK MANAGEMENT/INSURANCE

Note: The following administrative regulation may be revised to reflect district practice.

Risk Management

The Superintendent or designee, **in consultation with risk management, insurance, safety, or other professionals as appropriate,** shall ~~take action to:~~

1. Identify the risks inherent in ~~the operation of~~ district **operations and** programs, including physical sites, educational and experiential programs, computer networks and systems, employment and staffing, and transportation services, using methods that may include, but are not limited to, physical inspections, surveys, staff interviews, compliance reviews, contract reviews, review of policies and procedures, and consultation with experts
2. ~~Assess the above risks and keep records of accidents, losses and damage~~ **Analyze, evaluate, and prioritize identified risks based on the frequency and likelihood of the risk and the potential impact to the district**
3. **Develop strategies to reduce or mitigate identified risks, such as new or modified policies, processes, or procedures; training or loss prevention programs; and/or additional or repairs to equipment, real property, computer networks, or other physical assets**
4. **Implement strategies to promote safety and prevent loss, taking into account the nature of the risks, the associated exposures, and the costs and benefits associated with the proposed response**
- 3.5. Mitigate **potential risks** ~~through loss control and safety-related loss~~ following an incident through activities **such as effective claims management, litigation management, disaster recovery, or a modified duty program for workers' compensation**
4. ~~Determine the extent to which risks should be assumed by the district or covered by the purchase of insurance or pooling with other districts~~

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1330 - Use of School Facilities)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 5142 - Safety)

RISK MANAGEMENT/INSURANCE (continued)

The Superintendent or designee shall advise the Governing Board of any needed action requiring Board approval.

Following any incident resulting in potential or actual harm or injury to a person or damage to property, staff shall promptly document the date and time of the incident, a description of the incident, and any persons present.

Employees are expected to take reasonable precautions for the care and safety of the school equipment with which they have been entrusted. Employees may be held responsible for recurring damage or losses that occur due to their negligence or lack of supervision. Responsibilities related to safety and loss control shall be included in employee job descriptions.

~~(ef. 0450—Comprehensive Safety Plan)~~
~~(ef. 1240—Volunteer Assistance)~~
~~(ef. 1330—Use of School Facilities)~~
~~(ef. 3400—Management of District Assets/Accounts)~~
~~(ef. 3430—Investing)~~
~~(ef. 3440—Inventories)~~
~~(ef. 3512—Equipment)~~
~~(ef. 3514—Environmental Safety)~~
~~(ef. 3514.1—Hazardous Substances)~~
~~(ef. 3515.4—Recovery for Property Loss or Damage)~~
~~(ef. 3516—Emergencies and Disaster Preparedness Plan)~~
~~(ef. 3541.1—Transportation for School-Related Trips)~~
~~(ef. 3543—Transportation Safety and Emergencies)~~
~~(ef. 4112.42/4212.42/4312.43—Drug and Alcohol Testing for School Bus Drivers)~~
~~(ef. 4112.5/4212.5/4312.5—Criminal Record Check)~~
~~(ef. 4119.42/4219.42/4319.42—Exposure Control Plan for Bloodborne Pathogens)~~
~~(ef. 4157/4257/4357—Employee Safety)~~
~~(ef. 4112.5/4212.5/4312.5—Criminal Record Check)~~
~~(ef. 5131.1—Bus Conduct)~~
~~(ef. 5131.61—Drug Testing)~~
~~(ef. 5141—Health Care and Emergencies)~~
~~(ef. 5141.22—Infectious Diseases)~~
~~(ef. 5142—Safety)~~
~~(ef. 6145.2—Athletic Competition)~~
~~(ef. 6153—School Sponsored Trips)~~
~~(ef. 9260—Legal Protection)~~

Insurance

Note: California law requires districts to maintain liability insurance, property fire insurance, workers' compensation insurance, and fidelity bond insurance. Property insurance for theft and damage is permissive. The following list may be expanded to reflect other types of insurance that the district obtains, such as employee health insurance and athletic team member insurance for students who are not otherwise covered.

Insurance **or risk pooled** coverage shall include, but **may** not be limited to:

RISK MANAGEMENT/INSURANCE (continued)

1. Liability insurance (Education Code 35200-35214)
2. ~~Fire insurance for buildings, equipment, and vehicles~~ **Insurance against fire or other property damage** (Education Code 17565)
3. Workers' compensation insurance (Labor Code 3700)
4. Fidelity bond insurance **for employees whose duty includes handling district funds, and other employees as needed** (Education Code 41021)

~~(cf. 4154/4254/4354 - Health and Welfare Benefits)~~

~~(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)~~

~~(cf. 5143 - Insurance)~~

~~A suitable bond indemnifying the district against loss shall be purchased for employees responsible for handling district funds and may be purchased for employees responsible for handling district property. The district shall bear the cost of this bonding. (Education Code 41021)~~

~~(cf. 1330 - Use of School Facilities)~~

~~(cf. 4154/4254/4354 - Health and Welfare Benefits)~~

~~(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)~~

~~(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)~~

~~(cf. 5143 - Insurance)~~

~~(cf. 9260 - Legal Protection)~~

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Policy Reference UPDATE Service

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CSBA Sample Board Policy

All Personnel

BP 4119.11(a)

4219.11

SEXUAL HARASSMENT

4319.11

Note: Education Code 231.5, 2 CCR 11023, and 34 CFR 106.8 mandate the district to have a written policy on sexual harassment. As part of this mandate, the district also should adopt a sexual harassment policy related to students; see BP/AR 5145.7 - Sexual Harassment and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Sexual harassment is prohibited pursuant to Title VII of the Civil Rights Act of 1964 (42 USC 2000e-2000e-17) and/or Title IX of the Education Amendments of 1972 (20 USC 1681-1688; 34 CFR 106.1-106.82), as well as the California Fair Employment and Housing Act (Government Code 12900-12996). Whether a complaint of sexual harassment is addressed through federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as added by 85 Fed. Reg. 30026, or procedures adopted pursuant to 2 CCR 11023 is dependent on whether the alleged conduct meets the more stringent federal definition of sexual harassment or the state definition. **In order to meet the applicable timelines, in some instances it may be necessary to review a complaint under both procedures concurrently.** See the accompanying administrative regulation, AR 4030 - Nondiscrimination in Employment, and AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures.

Pursuant to 2 CCR 11034, the district may be liable for sexual harassment committed by a supervisor, coworker, or a third party. Pursuant to Government Code 12940, employers may also be held liable for sexual harassment committed against their workers by clients, customers, or other third parties if they knew or should have known of the harassment and failed to take immediate and appropriate corrective action to stop the harassment.

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

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

(cf. 4030 - Nondiscrimination in Employment)

Note: Government Code 12940 clarifies that sexual harassment includes harassment based on sex, gender, pregnancy, childbirth, or related medical conditions.

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

SEXUAL HARASSMENT (continued)

Note: Federal and state courts have provided guidance that may help employers avoid liability or mitigate damages in sexual harassment cases. In Department of Health Services v. Superior Court (McGinnis), the California Supreme Court outlined measures that may constitute mitigating factors in the assessment of damages, including establishing anti-harassment policies, communicating those policies to employees, consistently enforcing the policies, preserving the confidentiality of employees who report harassment, and preventing retaliation against reporting employees. The U.S. Supreme Court in Burlington Industries v. Ellerth held that, for certain claims under federal law, an employer may defend against sexual harassment claims by proving that (1) reasonable care was exercised to prevent and promptly correct any sexually harassing behavior, and (2) the employee (victim) failed to take advantage of the preventive and corrective opportunities provided by the employer.

Pursuant to Government Code 12950.1, as amended by SB 778 (Ch. 215, Statutes of 2019), employers with five or more employees are required to provide sexual harassment training to supervisory and nonsupervisory employees. See the accompanying administrative regulation for timelines and training requirements.

Items #1-4 below reflect the courts' guidance and Government Code 12950.1, and should be modified to reflect district practice.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

Note: The following optional paragraph reflects a recommendation of the U.S. Equal Employment Opportunity Commission's informal guidance Promising Practices for Preventing Harassment and may be revised to reflect district practice.

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

SEXUAL HARASSMENT (continued)

Sexual Harassment Reports and Complaints

Note: 34 CFR 106.8, as amended by 85 Fed. Reg. 30026, requires the district to designate at least one employee to coordinate its responsibilities under Title IX, who must be referred to as the Title IX Coordinator. See the accompanying administrative regulation.

34 CFR 106.44, as added by 85 Fed. Reg. 30026, requires the district, when there is actual knowledge of sexual harassment, to respond promptly in a manner that is not unreasonable in light of the known circumstances and in compliance with Title IX regulations. 34 CFR 106.30, as added, defines "actual knowledge" as notice of sexual harassment or allegations of sexual harassment being submitted to the district's Title IX Coordinator, any official of the district who has authority to institute corrective measures, or any employee of an elementary or secondary school. For this reason, the district should train all employees regarding the reporting process.

In Faragher v. City of Boca Raton, one of the factors relied on by the U.S. Supreme Court in finding liability for harassment by a supervisor was the failure of the policy to provide an assurance to its employees that harassing supervisors may be bypassed in registering complaints.

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint **or allegation** is addressed through ~~either~~ AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures ~~for complaints meeting the Title IX definition of sexual harassment~~ or AR 4030 - Nondiscrimination in Employment ~~for complaints meeting the state definition~~, as applicable, ~~and shall offer supportive measures to the complainant.~~ **Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.**

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator and shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Note: In addition to district discipline imposed on employees who engage in sexual harassment, Government Code 12940 provides that such employees may be held personally liable in a court of law for any damage to the victim(s).

SEXUAL HARASSMENT (continued)

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - *Employment Status Reports*)
(cf. 4118 - *Dismissal/Suspension/Disciplinary Action*)
(cf. 4218 - *Dismissal/Suspension/Disciplinary Action*)

Legal Reference:

EDUCATION CODE

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

GOVERNMENT CODE

12900-12996 *Fair Employment and Housing Act, especially:*

12940 *Prohibited discrimination*

12950 *Sexual harassment; distribution of information*

12950.1 *Sexual harassment training*

LABOR CODE

1101 *Political activities of employees*

1102.1 *Discrimination: sexual orientation*

CODE OF REGULATIONS, TITLE 2

11009 *Employment discrimination*

11021 *Retaliation*

11023 *Harassment and discrimination prevention and correction*

11024 *Sexual harassment training and education*

11034 *Terms, conditions, and privileges of employment*

CODE OF REGULATIONS, TITLE 5

4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

1681-1688 *Title IX of the Education Amendments of 1972*

UNITED STATES CODE, TITLE 42

2000e-2000e-17 *Title VII, Civil Rights Act of 1964, as amended*

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.9 *Nondiscrimination on the basis of sex in education programs or activities*

106.51-106.82 *Nondiscrimination on the basis of sex in employment in education programs or activities*

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources: (see next page)

SEXUAL HARASSMENT (continued)

Management Resources:

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS
Promising Practices for Preventing Harassment, November 2017

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

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Policy Reference UPDATE Service

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CSBA Sample Administrative Regulation

All Personnel

AR 4119.11(a)

4219.11

SEXUAL HARASSMENT

4319.11

Note: The following administrative regulation is **mandated** pursuant to Education Code 231.5 and includes reasonable steps for preventing the occurrence of discrimination and harassment as required pursuant to Government Code 12940 (California Fair Employment and Housing Act). The focus of this administrative regulation is on sexual harassment by and of employees. Pursuant to Government Code 12940 and 2 CCR 11009, interns, volunteers, and job applicants are entitled to the same protection against sexual harassment as applicable to employees.

For information related to sexual harassment involving students, see BP/AR 5145.7 - Sexual Harassment and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

The following administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Title IX Coordinator/Compliance Officer

Note: Pursuant to 34 CFR 106.8, districts that receive federal financial assistance are mandated to designate an employee to ensure district compliance with Title IX of the Education Amendments of 1972 and its implementing regulations. The following paragraph specifies that the Title IX Coordinator will be the same person(s) designated to serve as the coordinator for nondiscrimination in employment pursuant to AR 4030 - Nondiscrimination in Employment. Districts may modify this policy to designate separate district employees to serve these functions.

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as well as to investigate and resolve sexual harassment complaints under AR 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

(title or position)

(address)

(telephone number)

(email)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

SEXUAL HARASSMENT (continued)

~~The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)~~

~~(cf. 4112.9/4212.9/4312.9 – Employee Notifications)~~

Prohibited Conduct Definitions

Note: Alleged conduct that meets the federal definition of sexual harassment in 34 CFR 106.30, as added by 85 Fed. Reg. 30026, requires investigation and resolution through Title IX regulations; see AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Pursuant to 34 CFR 106.30, sexual harassment includes (1) a district employee conditioning the provision of a district aid, benefit, or service on an individual's participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or (3) sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 and 34 USC 12291)

Education Code 212.5 defines sexual harassment as any unwelcome sexual advance, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone in the educational setting. Conduct that does not meet the definition of sexual harassment in 34 CFR 106.30 shall be investigated and resolved in accordance with AR 4030 - Nondiscrimination in Employment.

In Oncale v. Sundowner Offshore Services, Inc., the U.S. Supreme Court held that same-sex sexual harassment could be actionable under Title VII of the Civil Rights Act of 1964 (42 USC 2000e-2000e-17).

~~Prohibited s~~Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.

SEXUAL HARASSMENT (continued)

4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

(cf. 4030 - Nondiscrimination in Employment)

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, *sexual harassment* is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. **A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct**
2. **Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity**
3. **Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291**

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

Examples of Sexual Harassment

Note: Pursuant to Government Code 12940, the district may be held liable for sexual harassment committed against employees by clients, customers, or other third parties if the district knew, or should have known, of the harassment and failed to take immediate and appropriate corrective action to stop the harassment. The following paragraph clarifies that sexual harassment may include acts by supervisors, co-workers, or other parties and should be modified to reflect district practice.

Examples of actions that might constitute sexual harassment **under state or federal law in accordance with the definitions above**, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

SEXUAL HARASSMENT (continued)

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

Note: Pursuant to 34 CFR 106.8, districts that receive federal financial assistance are mandated to designate an employee to ensure district compliance with Title IX of the Education Amendments of 1972 and its implementing regulations. The following paragraph specifies that the Title IX Coordinator will be the same person(s) designated to serve as the coordinator for nondiscrimination in employment pursuant to AR 4030 - Nondiscrimination in Employment. Districts may modify this policy to designate separate district employees to serve these functions.

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Superintendent
(title or position)
540A 6th St Arbuckle
(address)
530-476-2892
(telephone number)
Cgeyer@perce.k12.ca.us
(email)

Note: Government Code 12950.1, as amended by SB 778 (Ch. 215, Statutes of 2019), requires districts with five or more employees to provide sexual harassment training and education to supervisory and nonsupervisory employees by January 1, 2021 (or two years after a training provided in 2019) and once every two years thereafter. As amended, Government Code 12950.1 requires that new nonsupervisory employees be provided the training within six months of hire, consistent with the requirement for all newly hired supervisors or employees promoted to a supervisory position. Compliance with this law does not insulate the district from any liability for harassment.

SEXUAL HARASSMENT (continued)

Governing Board members, as elected officials, are not usually considered "supervisors"; however, since Board members have the authority to hire, reward, or discipline the Superintendent and other employees, Board members may also be required to receive sexual harassment training. Districts should consult with legal counsel to ensure that the appropriate individuals receive training.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A *supervisory employee* is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

(*cf.* 4300 - *Administrative and Supervisory Personnel*)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
2. The types of conduct that constitute sexual harassment
3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability
4. Strategies to prevent harassment in the workplace
5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware

SEXUAL HARASSMENT (continued)

6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
7. The limited confidentiality of the complaint process
8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
10. What to do if the supervisor is personally accused of harassment
11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.

12. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation
13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement

SEXUAL HARASSMENT (continued)

extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

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

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall: ~~(Education Code 231.5)~~

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted **(Education Code 231.5)**
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired **(Education Code 231.5)**
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct **(Education Code 231.5)**
4. **Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)**
5. **Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)**

Note: Government Code 12950 requires the Department of Fair Employment and Housing (DFEH) to develop an information sheet on employment discrimination and the illegality of sexual harassment and a poster regarding the rights of transgender employees. These documents are available on DFEH's web site.

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law

SEXUAL HARASSMENT (continued)

3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

(3/18 7/20) 10/20

CSBA Sample Administrative Regulation

All Personnel

AR 4119.12(a)

4219.12

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

4319.12

Note: Title IX of the Education Amendments of 1972 (20 USC 1681-1688; 34 CFR 106.1-106.82) prohibits discrimination based on sex, including sexual harassment, and **mandates** that the district adopt and publish complaint procedures.

The following administrative regulation reflects the Title IX complaint procedure detailed in 34 CFR 106.44-106.45, as added by 85 Fed. Reg. 30026, which must be used, effective August 14, 2020, to address any complaint of sexual harassment that meets the definition in 34 CFR 106.30. Pursuant to 34 CFR 106.30, allegations of sexual harassment governed by these regulations include (1) a district employee conditioning the provision of a district aid, benefit, or service on an individual's participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or (3) sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 and 34 USC 12291. Alleged sexual harassment in employment that does not meet this definition should be addressed through the district's complaint procedures described in AR 4030 - Nondiscrimination in Employment.

34 CFR 106.44 requires the district, when there is actual knowledge of sexual harassment, to respond promptly in a manner that is not deliberately indifferent. 34 CFR 106.30 defines "actual knowledge" as notice of sexual harassment or allegations of sexual harassment being submitted to the district's Title IX Coordinator, any official of the district who has authority to institute corrective measures, or any employee of an elementary or secondary school. A district is deliberately indifferent only if its response to Title IX sexual harassment is clearly unreasonable in light of the known circumstances.

Application of the Title IX complaint procedures to the facts of a specific complaint may implicate complicated questions about the intersection of state law, federal law, and, in cases involving employees, the applicable collective bargaining agreement. Districts with questions about specific complaints are strongly encouraged to consult legal counsel.

Also see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment for information about prohibited conduct, training, required notifications, and processes for reporting sexual harassment.

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district employee, **while in an education program or activity in which a district school exercises substantial control over the context and respondent**, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, **106.44**)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

All other sexual harassment complaints **or allegations** shall be investigated and **responded to pursuant to resolved in accordance with** AR 4030 - Nondiscrimination in Employment. **The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.**

(cf. 4030 - Nondiscrimination in Employment)

Because the complainant has a right to pursue a complaint under AR 4030 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for AR 4030 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

Note: Pursuant to 34 CFR 106.30, the timeline for resolving a sexual harassment complaint begins when the district has actual knowledge of sexual harassment, defined as the receipt of a report by the Title IX Coordinator or other employee of an elementary or secondary school. The following paragraph reflects the requirement for any employee to forward the report to the Title IX Coordinator as stated in AR 4119.11/4219.11/4319.11 - Sexual Harassment and may be revised to reflect district practice.

A report of sexual harassment shall be submitted directly to or forwarded An employee who is the alleged victim of sexual harassment may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 4119.11/4219.11/4319.11 - Sexual Harassment or to the employee's direct supervisor or other district administrator, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of **the right to file a formal complaint and** the process for filing a formal complaint.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Note: Given the district's duty pursuant to 34 CFR 106.44 to respond to reports of sexual harassment in a manner that is not deliberately indifferent, the Title IX Coordinator should file a complaint in certain situations even when the victim chooses not to do so, including, but not limited to, when a safety threat exists.

In such cases, **the Title IX Coordinator and the alleged victim** ~~is not a party~~ **are not named parties** to the case, but **the alleged victim must** ~~will~~ receive notices as required by the Title IX regulations at specific points in the complaint process.

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations **in which when** a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, **including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment.** In such cases, **the Title IX Coordinator shall provide the alleged victim** ~~alleged victim is not a party to the case, but will receive~~ notices as required by the Title IX regulations at specific points in the complaint process.

~~A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)~~

~~The Superintendent or designee shall ensure that the~~ Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process **does shall** not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, ~~and that s~~Such persons **shall** receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, ~~even if a formal complaint is not filed,~~ the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures ~~which are nondisciplinary, nonpunitive, and do not unreasonably burden the other party,~~ and shall consider the complainant's wishes with respect to the supportive measures **implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and not unreasonably burden the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment.** ~~Such Supportive~~ measures may include, but are not limited to, counseling, extensions of

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

deadlines, modifications of work schedules, mutual restrictions on contact, changes in work locations, leaves of absence, increased security, and monitoring of certain areas of the campus. ~~The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.~~ (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Note: Pursuant to Education Code 48900.2, a student in grades 4-12 may be suspended and/or expelled from school for sexual harassment. Districts should also note that Education Code 48915(c) requires the Superintendent or designee to recommend expulsion for any student, irrespective of grade, who commits sexual assault or battery as defined in the Penal Code. See AR 5144.1 - Suspension and Expulsion/Due Process.

34 CFR 106.44 allows a student to be removed in emergency situations as described below, but requires that a student should not be "disciplined" prior to a finding being made pursuant to the grievance process established by 34 CFR 106.45. Due to this inconsistency in state and federal law, districts are advised to consult legal counsel as to the manner of imposing an emergency removal.

If the respondent is a student, the district may, on an emergency basis, remove the student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint **that in which the alleged conduct** did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

complaint, the respondent is no longer employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly, ~~and simultaneously to the parties,~~ send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, **and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below.** (34 CFR 106.45)

If a complaint is dismissed ~~on the grounds that the alleged conduct does not constitute sexual harassment as defined in 34 CFR 106.30,~~ the conduct may still be addressed pursuant to AR 4030 - Nondiscrimination in Employment as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process

Formal Complaint Process Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, ~~the district investigates allegations~~ **new Title IX allegations arise** about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

Note: The following paragraph is **optional**. Although not required by law, a best practice is to provide notice to the parties of the name of the investigator, facilitator, and decision-maker in order to give the parties an opportunity to raise concerns of conflict of interest or bias as prohibited by 34 CFR 106.45.

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker ~~and shall provide either party with no less than three calendar days to raise concerns of conflict of interest or bias regarding any of these persons~~ **and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.**

Investigation Procedures

Note: Pursuant to 34 CFR 106.45, when investigating a formal complaint, the burden of proof rests on the district and not on the parties. However, the district must obtain the party's voluntary, written consent to access, consider, disclose, or otherwise use a party's records that are maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, which are made and maintained in connection with the provision of treatment to the party.

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

34 CFR 106.45 authorizes, but does not require, the district to conduct a live hearing at which each party's advisor may ask the other party and any witnesses all relevant questions and follow-up questions. If the district chooses to include such a hearing as a component of its complaint procedure, the following list should be modified to include requirements for the hearing in accordance with 34 CFR 106.45.

During the investigation process, the district's **designated investigator** shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence **obtained as part of the investigation** that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

9. ~~After sending the investigative report to the parties and before reaching a determination regarding responsibility, afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party~~

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. **(34 CFR 106.45)**

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

Note: Districts with questions about the application of a collective bargaining agreement in the context of a Title IX investigation should consult legal counsel.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

Note: Pursuant to 34 CFR 106.45, the person designated as the decision-maker of the determination of responsibility cannot be the same person designated as the Title IX Coordinator, an investigator, or the person who considers appeals. The following paragraph may be revised to reflect the position designated by the district to provide a written determination of responsibility. While designation decisions will depend on the size of the district, a best practice is to designate an upper-level administrator as the decision-maker and designate the Superintendent as the person to consider appeals.

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

~~After sending the investigative report to the parties and~~ **the investigative report has been sent to the parties but** before reaching a determination regarding responsibility, **the decision-maker shall** afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

Note: 34 CFR 106.45 requires that the district's complaint process include a "reasonably prompt" timeframe for concluding the complaint process, but does not specify the number of days within which the final decision must be issued. Districts may revise the following paragraph to include a different timeline as long as it would satisfy the requirement to act promptly.

The written decision shall be issued within **45 60** calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

Note: 34 CFR 106.45 **mandates** that the district's complaint procedures state whether the district's determination of responsibility will be based on a "preponderance of evidence" standard or "clear and convincing evidence" standard. The following paragraph reflects the "preponderance of evidence" standard, which is a less stringent standard to prove misconduct, and should be revised if the district chooses to use a "clear and convincing evidence" standard. The standard selected by the district must be applied uniformly for all Title IX sexual harassment complaints. The district should consult with legal counsel in determining which standard to use.

In making this determination, the ~~district~~ **decision-maker** shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct **or policies** to the facts

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Note: 34 CFR 106.45 allows either the complainant or respondent to appeal the district's decision. The district may revise the following section to reflect applicable timelines established by the district.

The following section should also be revised to identify the person who has been designated as the decision-maker(s) for the appeal. Pursuant to 34 CFR 106.45, the decision-maker for the appeal cannot be the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator.

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

An appeal must be filed in writing within 10 calendar days of receiving the **determination notice of the decision or dismissal**, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered. ~~Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights.~~

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights **within 180 days of the date of the most recently alleged misconduct.**

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

Note: 34 CFR 106.45 **mandates** that the district's Title IX complaint process list, or describe the range of possible remedies that the district may implement following any determination of responsibility. The following section may be revised to reflect district practice.

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: **(34 CFR 106.45)**

1. **a A** record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, **and** any appeal or informal resolution and the results therefrom, **and responses made pursuant to 34 CFR 106.44. (34 CFR 106.45)**
2. **A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances**
3. **The Superintendent or designee shall also maintain for a period of seven years all All** materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public. **(34 CFR 106.45)**

(cf. 1113 - District and School Web Sites)

(cf. 3580 - District Records)

Legal Reference: (see next page)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination on the basis of sex*
48900 *Grounds for suspension or expulsion*
48900.2 *Additional grounds for suspension or expulsion; sexual harassment*
48985 *Notices, report, statements and records in primary language*

CIVIL CODE

51.9 *Liability for sexual harassment; business, service and professional relationships*
1714.1 *Liability of parents/guardians for willful misconduct of minor*

GOVERNMENT CODE

12950.1 *Sexual harassment training*

CODE OF REGULATIONS, TITLE 5

4600-4670 *Uniform complaint procedures*
4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

1092 *Definition of sexual assault*

1221 *Application of laws*

1232g *Family Educational Rights and Privacy Act*

1681-1688 *Title IX of the Education Amendments of 1972*

UNITED STATES CODE, TITLE 34

12291 *Definition of dating violence, domestic violence, and stalking*

UNITED STATES CODE, TITLE 42

1983 *Civil action for deprivation of rights*

2000d-2000d-7 *Title VI, Civil Rights Act of 1964*

2000e-2000e-17 *Title VII, Civil Rights Act of 1964 as amended*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 *Family Educational Rights and Privacy*

106.1-106.82 *Nondiscrimination on the basis of sex in education programs*

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

(7/20) 10/20

Policy Reference UPDATE Service

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CSBA Sample Exhibit

All Personnel

E 4119.12(a)

4219.12

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

4319.12

Note: 34 CFR 106.8 requires the district to provide notice to employees, bargaining units, and job applicants of its policy prohibiting sexual harassment and its grievance procedures that provide for the prompt and equitable resolution of sexual harassment complaints. The following exhibit presents a sample notification that meets these requirements and may be modified to reflect district practice. For a sample notice for students and parents/guardians, see E 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Pursuant to 34 CFR 106.8, the district must provide the Title IX Coordinator's contact information on its web site and in any employee handbook. In addition, state law (Education Code 231.5) requires that the district's sexual harassment policy be provided to employees at the beginning of the school year and when newly hired, displayed in district and school offices, and included in any publication that sets forth standards of employee conduct.

NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to employees, job applicants, and employee organizations:

The district does not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any employee for filing a complaint or exercising any right granted under Title IX.

Title IX requires a school district to take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Note: The district should enter the name/title and contact information of the district's Title IX Coordinator below. Such information should be consistent with the person/position identified in AR 5145.7 - Sexual Harassment.

The district has designated and authorized the following employee as the district's Title IX Coordinator, to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Superintendent
(name and/or title/position)
540A 6th St, Arbuckle
(address)
530-476-2892
(telephone number)
Cgeyer@pierce.k12.ca.us
(email address)

Note: The district may expand the following paragraph to include other means of contact or reporting methods available in the district, such as online submission forms or mobile applications.

Pursuant to 34 CFR 106.8, the district must provide notice to employees, bargaining units, and job applicants of the district's grievance procedures, and process, including how to report or file a formal complaint of sexual discrimination and/or harassment, and how the district will respond.

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment and AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures on the district's web site at www.pierce.k12.ca.us (insert website link).

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact: The Pierce District office, 540A 6th St, Arbuckle CA - 530-476-2892, mbrackett@pierce.k12.ca.us (insert location/phone/email of contact person).

Materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process are also publicly available on the district's web site or at the district office upon request.

CSBA Sample Board Policy

All Personnel

BP 4157(a)

EMPLOYEE SAFETY

4257

4357

Note: The following **optional** policy and accompanying administrative regulation may be subject to collective bargaining agreements and should be modified to reflect district practice. Pursuant to Government Code 3543.2, safety conditions of employment are within the scope of bargaining.

The Governing Board is committed to maximizing employee safety and believes that workplace safety is **every employee's the responsibility of every employee**. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

(cf. 0450 - Comprehensive Safety Plan)

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.

~~The Board expects a~~ All employees **are expected** to use safe work practices and, to the extent possible, correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, ~~he/she~~ **the employee** shall immediately report the problem to the Superintendent or designee.

~~The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.~~

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Note: Labor Code 6401.7 requires **the district every employer** to establish, implement, and maintain an effective injury prevention program. See the accompanying administrative regulation for required program elements.

8 CCR 3203, as amended by Register 2020, No. 10, requires the district to provide employees with access to the district's injury and illness prevention program. See the accompanying administrative regulation for specific requirements.

The Superintendent or designee shall establish and implement a written injury and illness prevention program, **and provide employees with access to such program**, in accordance with law. (Labor Code 6401.7; **8 CCR 3203**)

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

EMPLOYEE SAFETY (continued)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

(cf. 4157.2/4257.2/4357.2 - Ergonomics)

(cf. 4158/4258/4358 - Employee Security)

Note: 8 CCR 3400, ~~as amended by Register 2009, No. 35,~~ requires **districts all employers** to make provisions in advance to ensure that employees receive prompt medical treatment for serious injury or illness. See the accompanying administrative regulation for specific requirements.

The Superintendent or designee shall **ensure the ready availability of make** first aid materials **readily available** at district workplaces and shall make effective provisions, ~~in advance, to prepare~~ for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for **exercising any right regarding employee safety or health specified in Labor Code 6310, including:**

1. **Mmaking a report or complaints;**
2. **Iinstituting proceedings or causing proceedings to be instituted; or**
3. **Ttestifying with regard to employee safety or health or for**
4. **Pparticipating in any occupational health and safety committee established pursuant to Labor Code 6401.7 (~~Labor Code 6310~~)**
5. **Requesting access to injury or illness reports and records**
6. **Exercising any other right protected by the Occupational Safety and Health Act**

Legal Reference: (see next page)

EMPLOYEE SAFETY (continued)

Legal Reference:

EDUCATION CODE

32030-32034 Eye safety

32225-32226 Communications devices in classrooms

32280-32289.5 School safety plans

44984 Required rules for industrial accident and illness leave of absence

GOVERNMENT CODE

3543.2 Scope of bargaining

LABOR CODE

132a Workers' compensation; nondiscrimination

3300 Definitions of employer

6305 Occupational safety and health standards; special order

6310 Retaliation for filing complaint prohibited

6400-6413.5 Responsibilities and duties of employers and employees, especially:

6401.7 Injury and illness prevention program

CODE OF REGULATIONS, TITLE 8

3203 Injury and illness prevention program

3204 Access to employee exposure and medical records

3400 Medical services and first aid

5095-5100 Control of noise exposure

5193 Bloodborne pathogens

14000-14316 Occupational injury or illness reports and records

CODE OF REGULATIONS, TITLE 17

2508 Reporting of communicable diseases

CODE OF FEDERAL REGULATIONS, TITLE 29

651-678 Occupational safety and health

1910.95 Occupational noise exposure standards

1910.1030 Bloodborne pathogens

Management Resources:

DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Guide to Developing Your Workplace Injury and Illness Prevention Program, rev. August 201105

WEB SITES

California Department of Industrial Relations, Occupational Safety and Health:

http://www.dir.ca.gov/occupational_safety.html

Centers for Disease Control and Prevention: <http://www.cdc.gov>

National Hearing Conservation Association: <http://www.hearingconservation.org>

National Institute for Occupational Safety and Health: <http://www.cdc.gov/niosh>

U.S. Department of Labor, Occupational Safety and Health Administration: <http://www.osha.gov>

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Policy Reference UPDATE Service

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CSBA Sample Administrative Regulation

All Personnel

AR 4157(a)

EMPLOYEE SAFETY

4257

4357

The Superintendent or designee shall provide ~~and implement~~ safety devices, and implement safeguards, methods, and processes that are reasonably **necessary for the safety and health of employees in the workplace** ~~adequate to render the employment and place of employment safe and healthful~~. (Labor Code 6401)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

(cf. 4157.2/4257.2/4357.2 - Ergonomics)

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

Injury and Illness Prevention Program

Note: The following section reflects the requirements of Labor Code 6401.7 and 8 CCR 3203 for a written injury and illness prevention program. When developing such a program, districts are encouraged to review the Department of Industrial Relations' Guide to Developing Your Workplace Injury and Illness Prevention Program.

The district's injury and illness prevention program shall cover all district employees and all other workers whom the district controls or directs and directly supervises on the job to the extent that the workers are exposed to hazards specific to their worksite and job assignment. The obligation of contractors or other employers who control or direct and supervise their own employees on the job shall not be affected by the district's injury and illness prevention program. (Labor Code 6401.7)

The district's injury and illness prevention program shall include: (Labor Code 6401.7; 8 CCR 3203)

1. The name/position of the person(s) with authority and responsibility for implementing the program.
2. A system for ensuring that employees comply with safe and healthful work practices, which may include, but not be limited to:
 - a. Recognition of employees who follow safe and healthful work practices

(cf. 4156.2/4256.2/4356.2 - Awards and Recognition)

b. Training and retraining programs

c. Disciplinary actions

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

EMPLOYEE SAFETY (continued)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Note: Pursuant to 8 CCR 3203, districts with fewer than 10 employees may fulfill the communication requirements of item #3 below by providing oral instruction in general safe work practices and the hazards unique to the employees' assignments.

3. A system for communicating with employees, in a form readily understandable by all employees, on matters related to occupational health and safety, including provisions designed to encourage employees to report hazards at the worksite without fear of reprisal. The communications system may include, but not be limited to:
 - a. Meetings
 - b. Training programs
 - c. Posting
 - d. Written communications
 - e. A system of anonymous notification by employees about hazards

Note: Districts may use a labor/management safety and health committee to communicate the contents of the injury and illness prevention program, as long as the committee satisfies the requirements specified below in the section on "Labor/Management Safety and Health Committee."

- f. A labor/management safety and health committee
4. Procedures for identifying and evaluating workplace hazards, including scheduled periodic inspections to identify unsafe conditions and work practices. Such inspections shall be made:

Note: Pursuant to 8 CCR 3203, districts should have identified and evaluated workplace hazards when the program was first established in 1991. Hazards should be reevaluated under the conditions specified below.

- a. Whenever new substances, processes, procedures, or equipment that represents a new occupational safety or health hazard is introduced into the workplace
- b. Whenever the district is made aware of a new or previously unrecognized hazard

EMPLOYEE SAFETY (continued)

(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)

5. A procedure for investigating occupational injury or illness.
6. Methods and/or procedures for correcting unsafe or unhealthful conditions, work practices, and work procedures in a timely manner, based on the severity of the hazard, when the hazard is observed or discovered.

When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, these procedures shall call for the removal of all exposed staff from the area except those necessary to correct the hazardous condition. Employees needed to correct the condition shall be provided necessary safeguards.

7. Provision of training and instruction as follows:

Note: Pursuant to 8 CCR 3203, districts should have provided training and instruction when the program was first established in 1991. Additional training and instruction should be provided under the conditions specified below.

- a. To all new employees
- b. To all employees given new job assignments for which training has not previously been received
- c. Whenever new substances, processes, procedures, or equipment is introduced into the workplace and represents a new hazard
- d. Whenever the district is made aware of a new or previously unrecognized hazard
- e. To supervisors, to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed

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

EMPLOYEE SAFETY (continued)

Note: Pursuant to 8 CCR 3203, as amended by Register 2020, No. 10, employees or their designated representatives have the right to examine and receive a copy of the district's injury and illness prevention program, and districts are required to provide access as described below. 8 CCR 3203 defines "designated representative" as any individual or organization to whom an employee gives written authorization to exercise a right of access. A recognized or certified collective bargaining agent is, by definition, treated automatically as a designated representative.

Districts are not required to include records of steps taken to implement and maintain the injury and illness prevention program. However, access to such information, or any other information in addition to that required by 8 CCR 3203, may be subject to collective bargaining.

The Superintendent or designee shall provide employees, or their representative designated pursuant to 8 CCR 3203, with either of the following: (8 CCR 3203)

1. Access to the district's injury and illness prevention program in a reasonable time, place, and manner, but in no event later than five business days after the request for access is received from an employee or a designated representative of the employee

When an employee or designated representative requests a copy of the district's injury and illness prevention program, the Superintendent or designee shall provide the requester a printed copy unless the employee or designated representative agrees to receive an electronic copy.

The Superintendent or designee shall provide one printed copy free of charge. If the employee or designated representative requests additional copies within one year of the previous request and the district's injury and illness prevention program has not been updated with new information since the prior copy was provided, the district may charge reasonable reproduction costs pursuant to 8 CCR 3204 for the additional copies.

Note: Pursuant to 8 CCR 3203, an employee has unobstructed access if, as part of the employee's regular work duties, the employee predictably and routinely uses the electronic means to communicate with management or coworkers.

2. Unobstructed access to the district's injury and illness prevention program through the district's server or web site, which allows an employee to review, print, and email the current version of the district's injury and illness prevention program

The Superintendent or designee shall communicate the right and procedure to access the district's injury and illness prevention program to all employees. (8 CCR 3203)

EMPLOYEE SAFETY (continued)

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

*Our Health/Safety
Committee does
not cover
this -*

Labor/Management Safety and Health Committee

Note: The following **optional** section is for use by districts that choose to use a labor/management safety and health committee to comply with the requirements of 8 CCR 3203 regarding communication with employees as specified in item #3 above in the section title "Injury and Illness Prevention Program." Pursuant to 8 CCR 3203, if the committee adheres to the following practices, the district shall be deemed to be in substantial compliance with the communications requirements of the law.

The district's labor/management safety and health committee shall: (8 CCR 3203)

1. Meet regularly, but not less than quarterly.
2. Prepare and make available to affected employees written records of the safety and health issues discussed at committee meetings and maintained for review by the California Department of Industrial Relations' Division of Occupational Safety and Health (Cal/OSHA) upon request. These records shall be maintained for at least one year.
3. Review results of the periodic, scheduled worksite inspections.
4. Review investigations of occupational accidents and causes of incidents resulting in occupational injury or illness or exposure to hazardous substances. As appropriate, the committee may submit suggestions to the Superintendent or designee regarding the prevention of future incidents.
5. Review investigations of alleged hazardous conditions brought to the attention of any committee member. When determined necessary by the committee, it may conduct its own inspection and investigation to assist in remedial solutions.
6. Submit recommendations to assist in the evaluation of employee safety suggestions.
7. Upon request of Cal/OSHA, verify abatement action taken by the district to abate citations issued by Cal/OSHA.

Hearing Protection

Whenever employee noise exposure equals or exceeds the standards specified in law, the Superintendent or designee shall implement a hearing conservation program in accordance

EMPLOYEE SAFETY (continued)

with state and federal regulations, including, when required, monitoring of sound levels, **audiogram evaluation and** audiometric testing of affected employees, the provision of hearing protectors, and employee training. (8 CCR 5095-5100; 29 CFR 1910.95)

Eye Safety Devices

Eye safety devices shall be worn by employees whenever they are engaged in or observing an activity involving hazards or hazardous substances likely to cause injury to the eyes. (Education Code 32030-32034)

First Aid and Medical Services

Note: The following ~~optional~~ section reflects requirements of 8 CCR 3400, as amended by Register 2009, No. 35.

The Superintendent or designee shall ensure the ready availability of medical personnel for advice and consultation on matters of industrial health or injury. Whenever a **district facility or district grounds are** ~~workplace is~~ not in close proximity to an infirmary, clinic, or hospital where all injured employees may be treated, the Superintendent or designee shall ensure that at least one employee is adequately trained to provide first aid. (8 CCR 3400)

Note: Pursuant to 8 CCR 3400, if ambulance service is not available within 30 minutes under normal conditions, the district may be required by the California Department of Industrial Relations' Division of Occupational Safety and Health to provide stretchers, blankets, or other adequate warm covering.

The Superintendent or designee shall make adequate first aid materials readily available for employees at every worksite. Such materials shall be approved by a consulting physician and shall be kept in a sanitary and usable condition. The Superintendent or designee shall frequently inspect all first aid materials and replenish them as necessary. (8 CCR 3400)

The Superintendent or designee shall ensure that suitable facilities for quick drenching or flushing of the eyes and body are provided within the work area for immediate emergency use when the eyes or body or any person may be exposed to injurious corrosive materials. (8 CCR 3400)

Note: 8 CCR 3400, as amended by Register 2009, No. 35, requires **districts** ~~all employers~~ to make provisions in advance, using one or a combination of the provisions specified in items #1-3 below, to ensure that employees receive prompt medical treatment for serious injury or illness. ~~The~~ **Districts** should select the provision(s) that ~~will be used by the~~ reflect district **practice**.

EMPLOYEE SAFETY (continued)

To avoid unnecessary delay in medical treatment in the event of an employee's serious injury or illness, the Superintendent or designee shall use one or more of the following: (8 CCR 3400)

1. A communication system for contacting a physician or emergency medical service, such as access to 911 or equivalent telephone system. The communication system or the employees using the system shall have the ability to direct emergency services to the location of the injured or ill employee.
2. Readily accessible and available on-site treatment facilities suitable for treatment of reasonably anticipated injury and illness.

(cf. 5141.6 - School Health Services)

3. Proper equipment for prompt medical transport when transportation of injured or ill employees is necessary and appropriate.

Protection from Communicable Diseases and Infections

Note: The following section contains general information in regard to bloodborne pathogens and infectious diseases as it relates to employee safety. For more information regarding bloodborne pathogens, see BP/AR 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens and BP/AR 4119.43/4219.43/4319.43 - Universal Precautions. For more information regarding infectious diseases, see BP 4119.41/4219.41/4319.41 - Employees with Infectious Disease.

The Superintendent or designee shall develop an exposure control plan for bloodborne pathogens that is consistent with the district's injury and illness prevention program. The plan shall include a determination of which job classifications have occupational exposure to blood or other potentially infectious materials; precautions to be implemented, including universal precautions, engineering and work practice controls, and personal protective equipment; availability of the hepatitis B vaccination; provision of information and training to employees; and follow-up actions to be taken if exposure occurs. The district shall ensure that a copy of the exposure control plan is accessible to employees in accordance with law. (8 CCR 5193; 29 CFR 1910.1030)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

Strategies to prevent and mitigate the outbreak or spread of infectious diseases shall be followed for diseases that are communicated through airborne transmission, skin-to-skin contact, foodborne transmission, or other casual or noncasual means. Such

EMPLOYEE SAFETY (continued)

strategies shall include, but are not limited to, communication and training about the disease(s); campus closures and alternative means of instruction when necessary; preventative measures, such as social distancing, personal protective equipment, temperature checks, and/or any other health screening allowed by law; and cleaning and sanitization of district facilities and equipment.

(cf. 5141.22 - Infectious Diseases)

The Superintendent of designee shall immediately report to the local health officer the presence or suspected presence of any communicable disease. (17 CCR 2508)

COVID-19 Exposure

Note: Pursuant to Labor Code 6409.6, as added by AB 685 (Ch. 84, Statutes of 2020), the district is required to take the following actions whenever it receives notice of potential exposure to COVID-19.

If the district receives notice of potential exposure to COVID-19, the Superintendent or designee shall, within one business day of the notice, take all of the following actions: (Labor Code 6409.6)

1. Provide a written notice to all employees, and the employers of subcontracted employees, who were on the premises at the same worksite as the qualifying individual within the infectious period that they may have been exposed to COVID-19. The notice shall be provided in a manner normally used to communicate employment-related information, which may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending.
2. Provide a written notice to the exclusive representative, if any, of employees who were on the premises within the infectious period
3. Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding:
 - a. COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws, including, but not limited to, workers' compensation
 - b. Available leave options for exposed employees
 - c. Antiretaliation and antidiscrimination protections of the employee

AR 4157(i)

EMPLOYEE SAFETY (continued)

- 4. Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, of the disinfection and safety plan that the district plans to complete in accordance with Centers for Disease Control and Prevention guidelines**

The above notifications shall be maintained for a period of at least three years. (Labor Code 6409.6)

Note: Labor Code 6409.6, as amended by AB 685, requires the district to provide specified information to the local health agency when a COVID-19 outbreak occurs, as provided below. This notice must contain the same information as would be required in an incident report to the California Department of Industrial Relations' Division of Occupational Safety and Health (Cal/OSHA) Form 300 injury and illness log unless inapplicable or unknown.

If the district is notified of the number of cases that meet the definition of a COVID-19 outbreak, as defined by the California Department of Public Health, within 48 hours, the Superintendent or designee shall, within 48 hours of the notice, notify the local public health agency of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual. The Superintendent or designee shall continue to give notice to the local health department of any subsequent laboratory-confirmed cases of COVID-19 at the worksite. (Labor Code 6409.6)

Note: Pursuant to Labor Code 6325, as amended by AB 685, until January 1, 2023, Cal/OSHA may prohibit entry into a place of employment when, in its opinion, the place of employment exposes employees to the risk of COVID-19 infection and constitutes an imminent hazard to employees. In such cases, CalOSHA will provide a notice that must be posted in a conspicuous place at the place of employment.

In the event that Cal/OSHA prohibits entry into any district workplace or performance of a district operation or process based on a determination that the workplace exposes employees to the risk of COVID-19 infection and constitutes an imminent hazard to employees, the district shall post a notice thereof provided by Cal/OSHA in a conspicuous place at the work site. This notice shall not be removed except by an authorized representative of Cal/OSHA and only when the place of employment, operation, or process is made safe and the required safeguards or safety appliances or devices are provided. (Labor Code 6325)

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CSBA Sample Administrative Regulation

All Personnel

AR 4157.1(a)

4257.1

WORK-RELATED INJURIES

4357.1

In order to provide medical benefits, temporary or permanent disability benefits, wage replacement, retraining or skill enhancement, and/or death benefits in the event that an employee becomes injured or ill in the course of employment, the district shall provide all employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process that reduces costs and facilitates employee recovery.

(cf. 3320 - Claims and Actions Against the District)

(cf. 4032 - Reasonable Accommodation)

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

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 4157.2/4257.2/4357.2 - Ergonomics)

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

The Superintendent or designee shall notify every new employee, at the time of hire or by the end of the first pay period, of **the employee's his/her** right to receive workers' compensation benefits if injured at work. (Labor Code 3551; 8 CCR 15596)

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

In addition, a notice regarding workers' compensation benefits shall be posted in a conspicuous location frequented by employees, where the notice may be easily read during the workday. (Labor Code 3550)

In the event that an employee is injured or becomes ill in the course of employment, **the employee he/she** shall report the work-related injury or illness to the Superintendent or designee as soon as practicable. **The employee and appropriate district staff shall also promptly document the date and time of any incident, a description of the incident, and any persons present.**

Within one working day of receiving notice or knowledge of any injury to an employee in the course of employment, the Superintendent or designee shall provide a claim form and notice of potential eligibility for workers' compensation benefits to the employee or, in the case of the employee's death, to **the employee's his/her** dependents. The claim form and notice shall be provided personally or by first class mail. (Labor Code 5401)

The Superintendent or designee shall additionally ensure that any employee who is a victim of a crime that occurred at the place of employment is given written notice personally or by first class mail within one working day of the crime, or when the district reasonably should

WORK-RELATED INJURIES (continued)

have known of the crime, that the employee is eligible for workers' compensation benefits for injuries, including psychiatric injuries, that may have resulted from the crime. (Labor Code 3553)

Note: Pursuant to Labor Code 3550, 3551, and 5401, all employee notices described above (i.e., the notice that must be posted in a conspicuous place, the notice provided to all employees at the time of hire, the notice that must be posted in a conspicuous place, and the notice and claim form provided when an employee is injured) must be in a form prescribed by the California Department of Industrial Relations (DIR) Division of Workers' Compensation (DWC). These notices are available on the DWC's web site or through the district's insurer. For districts that employ Spanish-speaking employees, the information must be made available in English and Spanish.

The Superintendent or designee shall ensure that all employee notices described above are in the form prescribed by the Department of Industrial Relations (DIR), Division of Workers Compensation.

Note: Pursuant to Labor Code 6409.1, the district must file a report concerning any injury or illness which has, or is alleged to have, arisen out of and in the course of employment. The report is required to be filed with the DIR or, if the district is insured through a third party insurer, with the insurer. The district should select the option below that corresponds to the manner in which it insures for workers' compensation. The following paragraph may be revised to reflect district practice.

OPTION 1: (Districts insured for workers' compensation through a third party insurer)

Upon learning of a work-related injury or illness, or injury or illness alleged to have arisen out of and in the course of employment, the Superintendent or designee shall report the incident to the district's insurance carrier **or DIR, as applicable**, within five days after obtaining knowledge of the injury or illness. If a subsequent death arises as a result of the reported injury or illness, an amended report indicating the death **must shall** be filed **with the insurance carrier** within five days after being notified of or learning about the death. (Labor Code 6409.1)

OPTION 2: (Districts insured for workers' compensation through self-insurance)

Upon learning of a work-related injury or illness, or injury or illness alleged to have arisen out of and in the course of employment, the Superintendent or designee shall report the incident to the DIR within five days after obtaining knowledge of the injury or illness. If a subsequent death arises as a result of the reported injury or illness, an amended report indicating the death must be filed with the DIR within five days after being notified of or learning about the death. (Labor Code 6409.1)

WORK-RELATED INJURIES (continued)

Note: The following paragraph is for use by districts that selected either Option 1 or 2 above. Pursuant to Labor Code 6409.1, as amended by AB 1804 (Ch. 199, Statutes of 2019), in addition to the report described above, a report of death or serious injury or illness is required to be immediately reported to the Division of Occupational Safety and Health (Cal/OSHA) by telephone or through an online mechanism established by Cal/OSHA. Labor Code 6409.1 permits districts to make the report by telephone or email until Cal/OSHA has an online mechanism available.

Labor Code 6302, as amended by AB 1805 (Ch. 200, Statutes of 2019), redefines "serious injury or illness" as provided below.

In addition, in every case involving death or serious injury or illness, the Superintendent or designee shall immediately make a report to the Division of Occupational Safety and Health (Cal/OSHA) by telephone or through an online mechanism made available by Cal/OSHA ~~email to the Division of Occupational Safety and Health.~~ (Labor Code 6409.1)

For the purpose of this report, *serious injury or illness* means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement. (Labor Code 6302)

Claims Related to COVID-19

Note: Until January 1, 2023, Labor Code 3212.86 and 3212.88, as added by SB 1159 (Ch. 85, Statutes of 2020), define "injury" for purposes of workers' compensation as including COVID-19 related illness or death when a positive COVID-19 diagnosis was made within 14 days after the employee performed labor or services at the district's place of employment. Labor Code 3212.86 applies when the diagnosis was made between March 19, 2020 and July 5, 2020, and confirmed by a COVID-19 test within 30 days of the diagnosis. Labor Code 3212.88 applies when the diagnosis was made after July 6, 2020, and the positive test occurred during a period of an outbreak, as defined, at the employee's specific place of employment. Pursuant to Labor Code 3212.86 and 3212.88, a positive diagnosis as specified above creates a presumption that the injury arose out of and in the course of employment. Unless disputed by the district within 30 or 45 days, as applicable, the Workers' Compensation Appeals Board is bound to find, in accordance with the presumption, that COVID-19 was contracted within the course and scope of employment.

Because of the large number of workers' compensation claims that districts may receive due to COVID-19 infection, districts are encouraged to consult legal counsel as appropriate to determine its impact on the district, including about the use of paid sick leave and eligibility for temporary disability benefits.

Until January 1, 2023, an employee is presumed to be entitled to workers' compensation benefits for illness or death resulting from COVID-19 if the diagnosis was made within

WORK-RELATED INJURIES (continued)

14 days after the employee performed labor or services at the place of employment and if the employee contracted COVID-19 during an outbreak at the employee's specific place of employment. (Labor Code 3212.86, 3212.88)

For this purpose, an *outbreak* means that, within 14 calendar days, one of the following occurs at a specific place of employment: (Labor Code 3212.88)

- 1. If a specific place of employment has 100 employees or fewer, four employees test positive for COVID-19.**
- 2. If a specific place of employment has more than 100 employees, four percent of the number of employees who reported to the specific place of employment test positive for COVID-19.**
- 3. A specific place of employment is ordered to close by a local public health department, the California Department of Public Health, Cal/OSHA, or the Superintendent due to a risk of infection with COVID-19.**

The Superintendent or designee may rebut a presumption that COVID-19 was contracted during the course and scope of employment by offering evidence to the Workers' Compensation Appeals Board, such as the measures that were in place at the employee's specific place of employment to reduce potential transmission of COVID-19 and evidence of an employee's nonoccupational risk of contracting COVID-19. (Labor Code 3212.86, 3212.88)

Legal Reference: (see next page)

WORK-RELATED INJURIES (continued)

Legal Reference:

EDUCATION CODE

44984 Industrial accident and illness leaves, certificated employees

45192 Industrial accident and illness leaves, classified employees

LABOR CODE

3200-48565 Workers' compensation, especially:

3212.86 COVID-19: critical workers pre-July 5, 2020

3212.88 COVID-19: critical workers post-July 5, 2020

3550-3553 Employee notice

3600-3605 Conditions of liability

3760 Report of injury to insurer

4600 Provision of medical and hospital treatment by employer

4906 Disclosures and statements

5400-5413 Notice of injury or death

6302 Definition of serious injury or illness

6409.1 Reports

CODE OF REGULATIONS, TITLE 8

15596 Notice of employee rights **to workers' compensation benefits**

Management Resources:

DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Workers' Compensation in California: A Guidebook for Injured Workers, 2016

Notice to Employees -- Injuries Caused by Work

Time of Hire Pamphlet

Workers' Compensation Claim Form (DWC 1) & Notice of Potential Eligibility

WEB SITES

California Department of Industrial Relations, Division of Occupational Safety and Health:

<http://www.dir.ca.gov/dosh>

California Department of Industrial Relations, Division of Workers Compensation:

<http://www.dir.ca.gov/dwc>

California Department of Public Health: <https://www.cdph.ca.gov>

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CSBA Sample Board Policy

Students

BP 5113.1(a)

CHRONIC ABSENCE AND TRUANCY

Note: The following **optional** policy addresses both chronic absence, which refers to students missing an excessive number of school days for any reason, whether excused or unexcused, and truancy, which refers to students missing school and/or being tardy without a valid excuse. Education Code 48260 defines a "valid excuse" for purposes of classifying students as truants; see the accompanying administrative regulation. Also see BP/AR 5113 - Absences and Excuses for information about methods of verification of student absences.

The Governing Board believes that absenteeism, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

(cf. 5113 - Absences and Excuses)

(cf. 5113.11 - Attendance Supervision)

Note: The following paragraph may be revised to reflect district practice. Districts must **track student attendance for the purpose of reporting chronic absenteeism for the state accountability system (the California School Dashboard) and monitor unexcused absences for the purpose of identifying students** who are classified as truants pursuant to Education Code 48260-48273. In addition, Education Code 52060 requires districts to include the rates of school attendance, chronic absence, dropout, and graduation, as applicable, in their local control and accountability plan (LCAP) (see BP/AR 0460 - Local Control and Accountability Plan.), and chronic absence will be one of the state accountability indicators in the California School Dashboard beginning in the fall of 2018 (see BP 0500 - Accountability). Pursuant to the LCAP template adopted by the State Board of Education, "chronic absence" is the number of students who are absent on 10 percent or more of the school days in the academic year (July 1 through June 30) divided by the total enrollment during the academic year. Other tools to calculate chronic absence are available, such as the District Attendance Tracking Tool and School Attendance Tracking Tool, are available from Attendance Works.

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district. **He/she shall provide the Board with data on school attendance, chronic absence, and truancy rates districtwide, for each school, and disaggregated for each numerically significant student subgroup as defined in Education Code 52052. Such data shall be used in the development of annual goals and specific actions for student attendance and engagement to be included in the district's local control and accountability plan and other applicable school and district plans.**

CHRONIC ABSENCE AND TRUANCY (continued)

~~(cf. 0400 - Comprehensive Plans)~~

~~(cf. 0420 - School Plans/Site Councils)~~

~~(cf. 0450 - Comprehensive Safety Plan)~~

~~(cf. 0460 - Local Control and Accountability Plan)~~

~~(cf. 0500 - Accountability)~~

Note: In developing strategies for addressing chronic absence and truancy, districts may consider reasons for absences given by individual students as well as survey data using tools such as the California Healthy Kids Survey and/or the California School Climate, Health, and Learning Survey System available from WestEd.

The Superintendent, **attendance supervisor**, or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy.

The Superintendent, **attendance supervisor**, or designee shall develop **strategies that a tiered approach to reducing chronic absence. focus on prevention of** **Such an approach shall include strategies for preventing** attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, **letters alerting parents/guardians to the value of regular school attendance**, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.

~~The Superintendent or designee also shall develop strategies that enable~~ **The tiered approach shall also provide for** early outreach to students as soon as they show signs of poor attendance **or if they were chronically absent in the prior school year. Early intervention may include personalized outreach, individual attendance plans, and/or mentoring to students with moderate levels of chronic absence, with additional intensive, interagency wrap-around services for students with the highest level of absence.**

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

~~(cf. 5126 - Awards for Achievement)~~

~~(cf. 5131 - Conduct)~~

~~(cf. 5131.2 - Bullying)~~

~~(cf. 5137 - Positive School Climate)~~

~~(cf. 5141.6 - School Health Services)~~

~~(cf. 5145.3 - Nondiscrimination/Harassment)~~

Note: In developing strategies for addressing chronic absence and truancy, districts may consider reasons for absences given by individual students as well as survey data using tools such as the California Healthy Kids Survey and/or the California School Climate, Health, and Learning Survey System available from WestEd.

CHRONIC ABSENCE AND TRUANCY (continued)

~~The Superintendent or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy.~~

~~Interventions for s~~Students with serious attendance problems shall be **provided with interventions specific to their needs, which** ~~designed to meet the specific needs of the student and~~ may include, but are not limited to, health care referrals, transportation assistance, counseling for mental or emotional difficulties, academic supports, efforts to address school or community safety concerns, discussions with the student and parent/guardian about their attitudes regarding schooling, or other strategies to remove identified barriers to school attendance. The Superintendent, **attendance supervisor,** or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services available for students and families.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5030 - Student Wellness)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 5147 - Dropout Prevention)

(cf. 6158 - Independent Study)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6175 - Migrant Education Program)

(cf. 6179 - Supplemental Instruction)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

The Superintendent or designee shall ensure that staff assigned to fulfill attendance-related duties are trained in implementing a trauma-informed approach to chronic absence and receive information about the high correlation between chronic absence and exposure to adverse childhood experiences.

(cf. 4131 - Staff Development)

Note: State law establishes a series of interventions that the district is required or authorized to impose depending on the number of trancies committed by a student; see the accompanying administrative regulation. Habitually truant students, as defined in Education Code 48262, may be referred to a school attendance review board (SARB) if established by the county office of education or to a SARB established by the district Governing Board pursuant to Education Code 48321; see BP/AR 5113.12 - District School

CHRONIC ABSENCE AND TRUANCY (continued)

Attendance Review Board. Instead of the SARB process, students may be referred to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6. Education Code 48264.5 authorizes, but does not require, students who continue to be truant after receiving these interventions to be referred to a juvenile court. Parents/guardians of students who are identified as truant may be subject to penalties pursuant to Education Code 48293, Penal Code 270.1, and/or Penal Code 272.

Students who are identified as **chronically absent or** truant shall be subject to the interventions specified in law and administrative regulation.

(cf. 5113.12 - District School Attendance Review Board)

Note: Education Code 48900 expresses legislative intent that alternatives to suspension or expulsion be used with students who are truant, tardy, or otherwise absent from assigned school activities; see BP 5144 - Discipline and BP 5144.1 - Suspension and Expulsion/Due Process.

A student's truancy, tardiness, or other absence from school shall not be the basis for **his/her** suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

(cf. 5144 - Discipline)

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

Note: Education Code 52060 requires districts to include the rates of school attendance, chronic absence, dropout, and graduation, as applicable, in their local control and accountability plan (LCAP); see BP/AR 0460 - Local Control and Accountability Plan.

The California School Dashboard includes measures of district and school performance in each priority area addressed in the LCAP, including chronic absence for grades K-8. The Dashboard reports the degree to which districts and schools meet performance criteria as well as changes in performance from year to year. See BP 0500 - Accountability. For grades 9-12, chronic absence rates are available through the California Department of Education's DataQuest.

The Superintendent, **attendance supervisor**, or designee shall periodically report to the Board regarding **student attendance patterns in the district, including rates of chronic absence and truancy districtwide and for each school, grade level, and numerically significant student subgroup as defined in Education Code 52052.** ~~the district's progress in improving student attendance rates for all students and for each numerically significant student population.~~ Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to **make changes as needed** develop annual goals and specific actions for student attendance and engagement to be included in the **district's local control and accountability plan and other applicable school and district plans.** As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in the determination of how to best allocate available community resources.

CHRONIC ABSENCE AND TRUANCY (continued)*(cf. 0500 - Accountability)**(cf. 0400 - Comprehensive Plans)**(cf. 0420 - School Plans/Site Councils)**(cf. 0450 - Comprehensive Safety Plan)**(cf. 0460 - Local Control and Accountability Plan)**Legal Reference:*EDUCATION CODE1740-1742 *Employment of personnel to supervise attendance (county superintendent)*37223 *Weekend classes*46000 *Records (attendance)*46010-46014 *Absences*46110-46119 *Attendance in kindergarten and elementary schools*46140-46147 *Attendance in junior high and high schools*48200-48208 *Children ages 6-18 (compulsory full-time attendance)*48225.5 *Work permits, entertainment and allied industries*48240-48246 *Supervisors of attendance*48260-48273 *Truants*48290-48297 *Failure to comply; complaints against parents*48320-48325 *School attendance review boards*48340-48341 *Improvement of student attendance*48400-48403 *Compulsory continuation education*48900 *Suspension and expulsion*49067 *Unexcused absences as cause of failing grade*52052 *Accountability; numerically significant student subgroups*60901 *Chronic absence*GOVERNMENT CODE54950-54963 *The Ralph M. Brown Act*PENAL CODE270.1 *Chronic truancy; parent/guardian misdemeanor*272 *Parent/guardian duty to supervise and control minor child; criminal liability for truancy*830.1 *Peace officers*VEHICLE CODE13202.7 *Driving privileges; minors; suspension or delay for habitual truancy*WELFARE AND INSTITUTIONS CODE256-258 *Juvenile hearing officer*601-601.4 *Habitually truant minors*11253.5 *Compulsory school attendance*CODE OF REGULATIONS, TITLE 5306 *Explanation of absence*420-421 *Record of verification of absence due to illness and other causes*COURT DECISIONS*L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976**Management Resources: (see next page)*

CHRONIC ABSENCE AND TRUANCY (continued)

Management Resources:

ATTENDANCE WORKS PUBLICATIONS

District Attendance Tracking Tool

For School Board Members: Frequently Asked Questions About Chronic Absence

School Attendance Tracking Tool

Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence, 2015

Count Us In! Working Together to Show that Every School Day Matters, 2014

The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement, 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Attendance Review Board Handbook: A Road Map for Improved School Attendance and Behavior, 2015 rev. 2018

School Attendance Improvement Handbook, 2000

WEB SITES

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

Attendance Works: <http://www.attendanceworks.org>

California Association of Supervisors of Child Welfare and Attendance: <http://www.cascwa.org>

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

California Healthy Kids Survey: <http://chks.wested.org>

California School Climate, Health, and Learning Survey System: <http://www.cal-schls.wested.org>

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CSBA Sample Administrative Regulation

Students

AR 5113.1(a)

CHRONIC ABSENCE AND TRUANCY

Note: The following administrative regulation may be revised to reflect the district personnel responsible for duties related to attendance supervision and matters related to chronic absence and truancy. Pursuant to Education Code 48240-48246, the district may appoint an attendance supervisor, join a consortium of districts to employ an attendance supervisor, or contract with the County Superintendent of Schools to supervise the attendance of district students. See AR 5113.11 - Attendance Supervision.

Education Code 48273 **mandates** that the district adopt rules and regulations related to reports of district referrals to a school attendance review board (SARB). See the section on "Reports" below for language fulfilling this mandate.

Definitions

Note: The following definition of "chronic absentee" is provided in Education Code 60901 for purposes of reporting student attendance within the California Longitudinal Pupil Achievement Data System. This definition is also used in the template adopted by the State Board of Education to assist districts in completing the local control and accountability plan. Chronic absence includes absence for any reason (i.e., excused and/or unexcused absences).

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and **his/her the student's** parent/guardian after either of the two previous reports. (Education Code 48262, 48264.5)

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260, 48260.5, 48261, 48262, 48263, and 48291. (Education Code 48263.6)

Note: As provided above, definitions of the various categories of truancy are based on the number of absences from school without a valid excuse. Education Code 48260 defines a "valid excuse," for purposes of

CHRONIC ABSENCE AND TRUANCY (continued)

classifying a student as a truant, as any of the reasons specified in Education Code 48205 (i.e., illness, quarantine, health services appointments, funeral service attendance, jury duty, illness or medical appointment of student's child, justifiable personal reasons, service on precinct board, time with family member called to active duty or on leave from active duty, and religious exercises), Education Code 48225.5 (i.e., entertainment or allied industries work permits and nonprofit organization performances), or other reasons at the discretion of school administrators. AR 5113 - Absences and Excuses reflects the reasons that students may be excused from school pursuant to Education Code 48205 and provides information about methods of verification of student absences.

For purposes of classifying a student as a truant, *valid excuse* includes, but is not limited to, the reasons for which a student shall be excused from school pursuant to Education Code 48205 and 48225.5 and AR 5113 - Absences and Excuses. A valid excuse may include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)

(cf. 5113 - Absences and Excuses)

(cf. 5113.2 - Work Permits)

Addressing Chronic Absence

Note: The following optional section may be revised to reflect district practice.

For further information about strategies to address chronic absence, see CSBA's policy brief *Improving Student Achievement by Addressing Chronic Absence* and the California Department of Education's (CDE) *School Attendance Improvement Handbook*. Also see AR 5113 - Absences and Excuses for language requiring students with frequent absences due to illness to provide written verification from a health care practitioner.

When a student is identified as a chronic absentee, the Superintendent, **attendance supervisor**, or designee shall communicate with the student and **his/her the student's** parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

(cf. 5113.11 - Attendance Supervision)

(cf. 6020 - Parent Involvement)

The student may be referred to a student success team or school-site attendance review team to assist in evaluating **his/her the student's** needs and identifying strategies and programs to assist **him/her the student**. When necessary, the student may be referred to a **school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee, in accordance with Education Code 48263 and item #3 in the section "Addressing Truancy" below.**

CHRONIC ABSENCE AND TRUANCY (continued)

- (cf. 5146 - Married/Pregnant/Parenting Students)
 (cf. 5147 - Dropout Prevention)
 (cf. 6164.2 - Guidance/Counseling Services)
 (cf. 6164.5 - Student Success Teams)
 (cf. 6173 - Education for Homeless Children)
 (cf. 6173.1 - Education for Foster Youth)
 (cf. 6173.2 - Education of Children of Military Families)
 (cf. 6175 - Migrant Education Program)

A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

Note: Pursuant to Education Code 49067, the Governing Board may authorize teachers to assign failing grades to students with excessive unexcused absences, with the threshold number of absences established by the Board. See BP 5121 - Grades/Evaluation of Student Achievement. However, CSBA's governance brief Research-Supported Strategies to Improve the Accuracy and Fairness of Grades recommends that student absences be dealt with separately from grading and that absences should not be considered in determining a student's level of understanding of course content. The following paragraph is consistent with that recommendation and may be revised to reflect district practice.

Students who are absent shall be given an opportunity to make up missed assignments or assessments and shall receive full credit for satisfactory completion of the work. Students with excessive absences shall be supported to the extent possible to limit the impact of absences on the student's grades.

- (cf. 5121 - Grades/Evaluation of Student Achievement)
 (cf. 6158 - Independent Study)
 (cf. 6176 - Weekend/Saturday Classes)
 (cf. 6178.1 - Work-Based Learning)
 (cf. 6179 - Supplemental Instruction)
 (cf. 6181 - Alternative Schools/Programs of Choice)
 (cf. 6183 - Home and Hospital Instruction)
 (cf. 6184 - Continuation Education)

Whenever chronic absenteeism is linked to a health ~~issue or~~, **social-emotional, family, or other** nonschool ~~condition~~ **issue**, the Superintendent or designee may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and **the student's** ~~his/her~~ family.

- (cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
 (cf. 5141.6 - School Health Services)

CHRONIC ABSENCE AND TRUANCY (continued)**Addressing Truancy**

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during school hours of any minor student found away from **his/her** home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266)

(cf. 3515.3 - District Police/Security Department)

The Superintendent, **attendance supervisor**, or designee shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code 48290)

When a student has been identified as a truant as defined above, the following steps shall be implemented based on the number of trancies **he/she the student** has committed:

1. Initial truancy
 - a. The student shall be reported to the Superintendent, **attendance supervisor**, or designee. (Education Code 48260)

Note: When a student is classified as truant, Education Code 48260.5 requires notification of **his/her the student's** parents/guardians by the most cost-effective method possible, which may include email or a telephone call. ~~The CDE's web site and School Attendance Improvement Handbook~~ **The California Department of Education's (CDE) School Attendance Review Board: A Road Map for Improved School Attendance and Behavior** provides sample letters.

- b. The student's parent/guardian shall be notified by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)
 - (1) The student is truant.
 - (2) The parent/guardian is obligated to compel the student to attend school **and, if** the parent/guardian fails to meet this obligation, **he/she the parent/guardian** may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.
 - (3) Alternative educational programs are available in the district.

CHRONIC ABSENCE AND TRUANCY (continued)

- (4) The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.
- (5) The student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator or designee, or attendance supervisor or designee pursuant to Education Code 48264 if found away from home and absent from school without a valid excuse.
- (6) **If the student is at least 13 years of age but under age 18,** the student may be subject to **the** suspension, restriction, or delay of **his/her** driving privilege pursuant to Vehicle Code 13202.7.
- (7) It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.

(cf. 5145.6 - Parental Notifications)

- c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)
- d. The student and, as appropriate, **his/her the student's** parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance. (Education Code 48264.5)

Note: The following **optional** item is for use by districts in which there is no county SARB and the county's district attorney or probation officer has elected to participate in a truancy mediation program pursuant to Education Code 48260.6.

- e. The Superintendent, **attendance supervisor,** or designee may notify the district attorney and/or probation officer of the student's name and the name and address of **his/her the student's** parents/guardians. (Education Code 48260.6)
2. Second truancy
- a. Any student who has once been reported as a truant shall again be reported to the Superintendent, **attendance supervisor,** or designee as a truant if **he/she the student** is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year. (Education Code 48261)

CHRONIC ABSENCE AND TRUANCY (continued)

- b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)
- c. The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, **he/she the student** shall be subject to item #3 below. (Education Code 48264.5)

Note: Education Code 48262 provides that a student cannot be classified as a habitual truant (item #3 below) until the district has made a conscientious effort to hold at least one conference with the student and **his/her** parent/guardian after the attendance supervisor has been notified of either the first or second truancy. Education Code 48262 defines "conscientious effort," for purposes of this section, as attempting to communicate with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. Thus, the following paragraph requires such communication in the event of the second truancy.

- d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and **his/her the student's** parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Code 48262)
- e. The student may be given a written warning by a peace officer. A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

Note: The following **optional** item is for use by districts in which there is no county SARB and the county's district attorney or probation officer has elected to participate in a truancy mediation program. Pursuant to Education Code 48260.6, if the district notifies the district attorney and/or probation officer that a student continues to be classified as a truant after proper notification to the parents/guardians as described in item #1b above, the district attorney or probation officer may request a meeting with the student and **his/her the student's** parents/guardians to discuss the possible legal consequences of the student's truancy.

- f. The Superintendent or designee may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified in accordance with item #1b above. (Education Code 48260.6)
3. Third truancy (habitual truancy)

Note: Education Code 48263 and 48264.5 authorize the district to refer habitual truants, **chronic absentees, and students who are habitually insubordinate or disorderly** to a SARB, a county truancy mediation program, or a comparable program for services. The district should revise the following items to reflect the option(s) available in the district.

CHRONIC ABSENCE AND TRUANCY (continued)

According to the CDE's School Attendance Improvement Handbook Review Board: A Road Map for Improved School Attendance and Behavior, prior to referring a truant student to a SARB or county truancy mediation program, some districts initiate an intermediate step, such as a school-site attendance review team or student success team. Districts that have established such an intermediate step may revise the following item accordingly.

- a. A student who is habitually truant, **irregular in school attendance a chronic absentee**, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a **school attendance review board (SARB)** program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee. (Education Code 48263, 48264.5)

(cf. 5113.12 - District School Attendance Review Board)

- b. Upon making a referral to the SARB or the probation department, the Superintendent, **or designee attendance supervisor, or other person designated to make the referral** shall provide the student, **the student's and parent/guardian, and SARB or probation department with documentation of the interventions undertaken at the school. The attendance supervisor or designee shall also provide the student and the student's parent/guardian**, in writing, the name and address of the SARB or probation department and the reason for the referral. This notice shall indicate that the student and **the student's** parent/guardian shall be required, along with the district staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (Education Code 48263)
- c. If the student does not successfully complete the truancy mediation program or other similar program, **he/she the student** shall be subject to item #4 below. (Education Code 48264.5)

Note: Pursuant to Education Code 48263, the SARB or probation officer may direct a student and/or the student's parents/guardians to make use of available community services and may require satisfactory evidence of participation. If the SARB or probation officer determines that available community resources cannot resolve the problem, or if the student and/or **the student's** parents/guardians have failed to respond to the directives of the SARB or probation officer, the SARB may so notify the district attorney and/or probation officer, or the probation officer may notify the district attorney provided the district attorney or probation officer participates in a truancy mediation program. If the county has not established a SARB, the district may make this finding and notification.

The following paragraph is for use by districts in which the county has not established a SARB and the county's district attorney or probation officer has elected to participate in a truancy mediation program.

CHRONIC ABSENCE AND TRUANCY (continued)

- d. If the Superintendent or designee determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or **his/her the student's** parents/guardians have failed to respond to the directives of the district or to services provided, the Superintendent or designee may so notify the district attorney and/or the probation officer. (Education Code 48263)
4. Fourth truancy
- a. Upon **his/her the** fourth truancy within the same school year, the student may be referred to the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)

Note: Pursuant to Education Code 48264.5 and Welfare and Institutions Code 601, a student coming within the jurisdiction of the juvenile court may be adjudged a ward of the court and required to perform community service, pay a fine, attend a court-approved truancy prevention program, and/or lose driving privileges.

In L.A. v. Superior Court of San Diego County, a court of appeal held that juvenile court judges have the authority to imprison a truant as a last resort if the student commits an egregious violation of a court order, less restrictive alternatives have proved ineffective, and the student is confined separately from youths held for criminal violations.

- b. If a student has been adjudged by the county juvenile court to be a habitual truant, the Superintendent or designee shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)

Note: Item #5 below is for use by districts that offer any of grades K-8. Penal Code 270.1 states that a parent/guardian of a "chronic truant" who is at least six years old and is in any of grades K-8 is guilty of a misdemeanor punishable by a fine and/or imprisonment if **he/she the parent/guardian** has failed to reasonably supervise and encourage the student's school attendance and has been offered language-accessible support services to address the student's truancy. Pursuant to Penal Code 270.1, a parent/guardian found guilty of a misdemeanor may participate in a program established by a superior court, if available, which includes periodic meetings with district representatives and service referrals.

5. Chronic truancy (unexcused absence for 10 percent of school days)
- a. The Superintendent or designee shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.

CHRONIC ABSENCE AND TRUANCY (continued)

- b. If a chronically truant student is at least age six years and is in any of grades K-8, the Superintendent or designee shall notify the student's parents/guardians that failure to reasonably supervise and encourage the student's school attendance may result in the parent/guardian being found guilty of a misdemeanor pursuant to Penal Code 270.1.

Records

Note: The following **optional** paragraph may be revised to reflect district practice. ~~The CDE's School Attendance Review Board Handbook: A Road Map for Improved School Attendance and Behavior~~ cautions that it is important to keep accurate and complete records of any violations of compulsory school attendance laws because such records may ultimately be introduced as evidence in a trial for truancy.

The Superintendent, **attendance supervisor**, or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. ~~The Superintendent or designee also~~ **In addition, the attendance supervisor, designee, and/or the staff persons who have direct contact with the student or parent/guardian** shall document all **their** contacts ~~with a student and his/her parent/guardian~~ regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

(cf. 5125 - Student Records)

Note: Education Code 48273 **mandates** that the district adopt rules and regulations for the purpose of gathering data and making a report to the County Superintendent of Schools regarding SARB referrals. ~~The~~ CDE's web site provides a model annual summary report form.

The Superintendent, **attendance supervisor**, or designee shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

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CSBA Sample Board Policy

Students

AR 5113.11(a)

ATTENDANCE SUPERVISION

Note: The following optional administrative regulation is for use by districts that appoint their own attendance supervisor and may be revised to reflect district practice. Pursuant to Education Code 48242 and 48243, the district may appoint an attendance supervisor or may jointly employ an attendance supervisor with one or more other districts. Alternatively, pursuant to Education Code 48244, the district may contract with the County Superintendent of Schools for the supervision of attendance of district students. ~~AB 2815 (Ch. 829, Statutes of 2016) amended Education Code 48244 to delete the requirement that the County Board of Education approve the district's contract with the County Superintendent.~~

The Superintendent or designee shall appoint an attendance supervisor and any assistant attendance supervisor(s) as may be necessary to supervise the attendance of district students. (Education Code 48240, 48242)

Note: Pursuant to Education Code 48241 and 48245, the following paragraph is applicable to any district with an average daily attendance of 1,000 or more, according to the annual school report of the last preceding school year. ~~require an attendance supervisor to be certificated for the work by the County Board of Education. However, it is not clear that all county boards currently provide this function. The following paragraph may be revised to reflect local practice.~~

~~The Superintendent or designee shall ensure that a~~Any person appointed as an attendance supervisor ~~has been~~ shall be appropriately certificated for to perform the work by the County Board of Education. (Education Code 48241, 48245)

Such Attendance supervisors shall perform duties related to compulsory full-time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent or designee. (Education Code 48240)

(cf. 5112.1 - Exemptions from Attendance)
(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5113.2 - Work Permits)
(cf. 6184 - Continuation Education)

Note: Items #1-5 below may be revised to reflect district practice. Education Code 48240, ~~as amended by AB 2815 (Ch. 829, Statutes of 2016)~~, states the Legislature's intent that attendance supervisors fulfill the following duties.

The attendance supervisor shall promote a culture of attendance and establish a system to accurately track student attendance in order to achieve all of the following: ~~(Education Code 48240)~~

ATTENDANCE SUPERVISION (continued)

1. Raise the awareness of school personnel, parents/guardians, caregivers, community partners, and local businesses of the effects of chronic absenteeism and truancy and other challenges associated with poor attendance
2. Identify and respond to grade level or student subgroup patterns of chronic absenteeism or truancy

(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6175 - Migrant Education Program)

3. Identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

4. Ensure that students with attendance problems are identified as early as possible to provide applicable support services and interventions
5. Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates

(cf. 0500 - Accountability)

The attendance supervisor may provide support services and interventions, including, but not limited to, the following: (Education Code 48240)

1. A conference between school personnel, the student's parent/guardian, and the student
2. Promotion of cocurricular and extracurricular activities that increase student connectedness to school, such as tutoring, mentoring, the arts, service learning, or athletics

(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6142.6 - Visual and Performing Arts)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

3. Recognition of students who achieve excellent attendance or demonstrate significant improvement in attendance

(cf. 5126 - Awards for Achievement)

ATTENDANCE SUPERVISION (continued)

4. Referral of the student to a school nurse, school counselor, school psychologist, school social worker, and other student support personnel for case management and counseling

(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

5. Collaboration with child welfare services, law enforcement, courts, public health care agencies, government agencies, or medical, mental health, and oral health care providers to receive necessary services

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

6. Collaboration with school study teams, guidance teams, school attendance review teams, or other intervention-related teams to assess the attendance or behavior problem in partnership with the student and **his/her the student's** parents/guardians or caregivers

(cf. 6164.5 - Student Success Teams)

7. In schools with significantly higher rates of chronic absenteeism, identification of barriers to attendance that may require schoolwide strategies rather than case management
8. Referral of the student for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program for a student with disabilities or creating a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

9. Referral of the student to a school attendance review board **(SARB)** established pursuant to Education Code 48321 or to the probation department pursuant to Education Code 48263

(cf. 5113.12 - District School Attendance Review Board)

10. Referral of the student to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6

Note: Pursuant to Education Code 48290, the Governing Board is required to investigate any complaint that a parent/guardian has violated compulsory education laws. The following paragraph delegates this responsibility to the attendance supervisor and may be revised to reflect district

ATTENDANCE SUPERVISION (continued)

practice. Pursuant to Education Code 48292, it is the responsibility of the attendance supervisor to file a criminal complaint against a parent/guardian who continually and willfully fails to respond to school attendance review board directives or services.

Upon receiving any complaint that a parent/guardian or other person having control or charge of a student has violated Education Code 48200-48341, the state compulsory education laws, the attendance supervisor shall investigate the matter and, if a violation is found, shall recommend referral to a SARB. If the district is subsequently notified by the SARB that the parent/guardian continually and willfully has failed to respond to directives of the SARB or the services provided, the attendance supervisor shall refer the matter for possible prosecution in court in accordance with Education Code 48291-48292 as applicable. (Education Code 48290-48292)

Note: Pursuant to Education Code 48273, the Board is required to assign appropriate officers and employees to provide the County Superintendent with a report of SARB referrals and requests for petitions to the juvenile court; see AR 5113.1 - Chronic Absence and Truancy. The following paragraph is for use by districts that have delegated this responsibility to the attendance supervisor.

The attendance supervisor shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

Note: The following optional paragraph may be revised to reflect district practice. Among the primary roles of the attendance supervisor are the accurate tracking of student attendance and monitoring of chronic absence in order to identify students at risk. Pursuant to Education Code 52060, districts are required to include rates of school attendance, chronic absence, dropout, and graduation, as applicable, in their local control and accountability plan (see BP/AR 0460 - Local Control and Accountability Plan), and chronic absence is one of the state accountability indicators in the California School Dashboard (see BP 0500 - Accountability).

Superintendent, ~~or~~ designee, or

The attendance supervisor shall annually report student attendance data to the Superintendent ~~or designee~~ and the Governing Board. Such data shall include, by school, grade level, and each numerically significant student subgroup as defined in Education Code 52052, rates of school attendance, chronic absence in which students are absent on 10 percent or more of the school days in the school year, and dropout.

(cf. 5147 - Dropout Prevention)

Legal References: (see next page)

ATTENDANCE SUPERVISION (continued)*Legal Reference:*EDUCATION CODE1740 *Employment of personnel to supervise attendance (county superintendent)*37223 *Weekend classes*46000 *Records (attendance)*46010-46014 *Absences*46110-46119 *Attendance in kindergarten and elementary schools*46140-46147 *Attendance in junior high and high schools*48200-48208 *Children ages 6-18 (compulsory full-time attendance)*48240-48246 *Supervisors of attendance*48260-48273 *Truants*48290-48297 *Failure to comply; complaints against parents*48320-48325 *School attendance review boards*48340-48341 *Improvement of student attendance*48400-48403 *Compulsory continuation education*52052 *Accountability; numerically significant student subgroups*52060-52077 *Local control and accountability plan*60901 *Chronic absence*PENAL CODE270.1 *Chronic truancy; parent/guardian misdemeanor*WELFARE AND INSTITUTIONS CODE601-601.4 *Habitually truant minors*11253.5 *Compulsory school attendance*CODE OF REGULATIONS, TITLE 5306 *Explanation of absence*420-421 *Record of verification of absence due to illness and other causes**Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*School Attendance Review Board Handbook, 2015**School Attendance Improvement Handbook, 2000*WEB SITESCSBA: <http://www.csba.org>Attendance Works: <http://www.attendanceworks.org>California Association of Supervisors of Child Welfare and Attendance: <http://www.cascwa.org>California Department of Education: <http://www.cde.ca.gov>✓
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CSBA Sample Board Policy

Students

BP 5145.7(a)

SEXUAL HARASSMENT

Note: Education Code 231.5 and 34 CFR 106.8 **mandate** the district to have written policies on sexual harassment. The following policy addresses harassment by and of students in the school setting. As part of this mandate, the district should also adopt a sexual harassment policy related to employees; see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment **and AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures.**

Both federal law (Title IX of the Education Amendments of 1972) (20 USC 1681-1688; 34 CFR 106.1-106.82) and state law (Education Code 220, 231.5) prohibit sexual harassment and require districts to establish procedures for the prompt and equitable resolution of sexual harassment complaints. Whether a complaint is addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as added by 85 Fed. Reg. 30026, or the state uniform complaint procedures adopted pursuant to 5 CCR 4600-4670 is dependent on whether the alleged conduct meets the more stringent federal definition or the state definition of sexual harassment. **In order to meet the applicable timelines, in some instances it may be necessary to review a complaint under both procedures concurrently.** See the accompanying administrative regulation, BP/AR 1312.3 - Uniform Complaint Procedures, and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

A district can be held liable for civil damages for the sexual harassment of students pursuant to Title IX if the district is found to have been "deliberately indifferent" in its response to known sexual harassment. Pursuant to 34 CFR 106.30, a district is deliberately indifferent if its response to Title IX sexual harassment is clearly unreasonable in light of the known circumstances.

In addition to filing a private civil lawsuit, an alleged victim of sexual harassment may file a complaint with the California Department of Education (CDE) and/or the U.S. Department of Education's Office for Civil Rights (OCR), the federal agency responsible for administrative enforcement of federal laws and regulations that prohibit discrimination in programs and activities that receive federal financial assistance from the U.S. Department of Education.

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

Note: 34 CFR 106.44, as added by 85 Fed. Reg. 30026, requires the district, when there is actual knowledge of sexual harassment in an education program or activity, to respond promptly in a manner that is not unreasonable in light of the known circumstances. 34 CFR 106.30, as added, defines "actual knowledge" as notice of sexual harassment or allegations of sexual harassment being submitted to the district's Title IX Coordinator, any official of the district who has authority to institute corrective measures, or any employee of an elementary or secondary school.

SEXUAL HARASSMENT (continued)

It is important to note that a referral to law enforcement does not relieve a school district of its responsibility to investigate the complaint as a matter of sex discrimination.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint **or allegation** is addressed through ~~Title IX complaint procedures or uniform complaint procedures AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures~~, as applicable, **and shall offer supportive measures to the complainant. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.**

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

The Title IX Coordinator and shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Note: Education Code 234.6, as added by AB 34 (Ch. 282, Statutes of 2019), requires districts, beginning in the 2020-21 school year, to post the district's written policy on sexual harassment in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students.

Education Code 231.6, as added by AB 543 (Ch. 428, Statutes of 2019), requires districts serving students in grades 9-12 to create a poster that notifies students of the district's sexual harassment policy, and to display it prominently and conspicuously in each bathroom and locker room on campus.

Education Code 231.5, as amended by AB 543, requires the district to provide a copy of the district's sexual harassment policy as part of any orientation program conducted for new and continuing students.

Pursuant to 34 CFR 106.8, the district is required to notify students, parents/guardians, employees, and bargaining units of its policy to not discriminate on the basis of sex as well as its complaint procedures and processes, and to post this information in a prominent location on the district's web site and in student and staff handbooks.

Requirements related to the dissemination of the district's sexual harassment policy and procedures and best practices for reinforcing the policy are addressed in the accompanying administrative regulation.

SEXUAL HARASSMENT (continued)

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

Note: Where sexual harassment or violence occurs in the context of other possible rule violations, students may be reluctant to report sexual harassment or violence. For example, a student who is sexually harassed while away from school without permission may be reluctant to file a complaint if the student believes discipline will be imposed for the violation. As such, item #4 below clarifies that any other rule violation will be addressed separately from the sexual harassment complaint in order to encourage students to report the harassment.

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

SEXUAL HARASSMENT (continued)

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Note: Pursuant to Education Code 48900.2, a student in grades 4-12 may be suspended and/or expelled from school for sexual harassment. Education Code 48915(c) requires the Superintendent or designee to recommend expulsion for any student, irrespective of grade, who commits sexual assault or battery as defined in the Penal Code. See AR 5144.1 - Suspension and Expulsion/Due Process.

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

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

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

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Record-Keeping

In accordance with law **and district policies and regulations**, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

Legal Reference: (see next page)

SEXUAL HARASSMENT (continued)*Legal Reference:*EDUCATION CODE200-262.4 *Prohibition of discrimination on the basis of sex*48900 *Grounds for suspension or expulsion*48900.2 *Additional grounds for suspension or expulsion; sexual harassment*48904 *Liability of parent/guardian for willful student misconduct*48980 *Notice at beginning of term*48985 *Notices, report, statements and records in primary language*CIVIL CODE51.9 *Liability for sexual harassment; business, service and professional relationships*1714.1 *Liability of parents/guardians for willful misconduct of minor*GOVERNMENT CODE12950.1 *Sexual harassment training*CODE OF REGULATIONS, TITLE 54600-4670 *Uniform complaint procedures*4900-4965 *Nondiscrimination in elementary and secondary education programs*UNITED STATES CODE, TITLE 201092 *Definition of sexual assault*1221 *Application of laws*1232g *Family Educational Rights and Privacy Act*1681-1688 *Title IX of the Education Amendments of 1972*UNITED STATES CODE, TITLE 3412291 *Definition of dating violence, domestic violence, and stalking*UNITED STATES CODE, TITLE 421983 *Civil action for deprivation of rights*2000d-2000d-7 *Title VI, Civil Rights Act of 1964*2000e-2000e-17 *Title VII, Civil Rights Act of 1964 as amended*CODE OF FEDERAL REGULATIONS, TITLE 3499.1-99.67 *Family Educational Rights and Privacy*106.1-106.82 *Nondiscrimination on the basis of sex in education programs*COURT DECISIONS*Donovan v. Poway Unified School District*, (2008) 167 Cal.App.4th 567*Flores v. Morgan Hill Unified School District*, (2003, 9th Cir.) 324 F.3d 1130*Reese v. Jefferson School District*, (2000, 9th Cir.) 208 F.3d 736*Davis v. Monroe County Board of Education*, (1999) 526 U.S. 629*Gebser v. Lago Vista Independent School District*, (1998) 524 U.S. 274*Oona by Kate S. v. McCaffrey*, (1998, 9th Cir.) 143 F.3d 473*Doe v. Petaluma City School District*, (1995, 9th Cir.) 54 F.3d 1447*Management Resources:*CSBA PUBLICATIONS*Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students*, Policy Brief, February 2014*Safe Schools: Strategies for Governing Boards to Ensure Student Success*, 2011U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS*O&A on Campus Sexual Misconduct*, September 2017*Management Resources continued: (see next page)*

SEXUAL HARASSMENT (continued)

Management Resources: (continued)

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS (continued)

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

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CSBA Sample Administrative Regulation

Students

AR 5145.7(a)

SEXUAL HARASSMENT

Note: Education Code 231.5 and Title IX of the Education Amendments of 1972 (20 USC 1681-1688; 34 CFR 106.1-106.82) prohibit discrimination based on sex, including sexual harassment, and **mandate** that the district adopt and publish complaint procedures. Also see AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Title IX Coordinator/Compliance Officer

Note: Pursuant to 34 CFR 106.8, districts that receive federal financial assistance are **mandated** to designate an employee to ensure district compliance with Title IX and its implementing regulations. The following paragraph specifies that the Title IX Coordinator will be the same person(s) designated to serve as the compliance officer(s) for the district's uniform complaint procedures pursuant to AR 1312.3 - Uniform Complaint Procedures. Districts may modify this regulation to designate separate district employees to serve these functions.

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as well as to investigate, and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

(title or position)

(address)

(telephone number)

(email)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

The district shall notify students, parents/guardians, employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

Prohibited Conduct Definitions

Note: Education Code 212.5 defines sexual harassment as any unwelcome sexual advance, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone in the educational setting. For purposes of suspension and expulsion, Education Code 48900.2 defines sexual harassment as conduct, when considered from the perspective of a reasonable person of the same gender as

SEXUAL HARASSMENT (continued)

the victim, that is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment for the victim; see AR 5144.1 - Suspension and Expulsion/Due Process. Conduct that meets the federal definition of sexual harassment in 34 CFR 106.30 (i.e., (1) a district employee conditioning the provision of a district aid, benefit, or service on an individual's participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or (3) sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 and 34 USC 12291) requires investigation and resolution through Title IX regulations; see AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Prohibited ~~s~~ *Sexual harassment* includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, *sexual harassment* is defined as any of the following

SEXUAL HARASSMENT (continued)

forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Examples of Sexual Harassment

Note: The following list contains common examples of sexual harassment from the **U.S. Department of Education's Office for Civil Rights** OCR January 2001 Revised Sexual Harassment Guidance, and definitions specified in 5 CCR 4916.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment **under state and/or federal law, in accordance with the definitions above**, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way

SEXUAL HARASSMENT (continued)

- 9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
- 10. Displaying sexually suggestive objects
- 11. Sexual assault, sexual battery, or sexual coercion
- 12. Electronic communications containing comments, words, or images described above

~~Any prohibited conduct that occurs off campus or outside of school related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.~~

Title IX Coordinator/Compliance Officer

Note: Pursuant to 34 CFR 106.8, districts that receive federal financial assistance are **mandated** to designate an employee to ensure district compliance with Title IX and its implementing regulations. The following paragraph specifies that the Title IX Coordinator will be the same person(s) designated to serve as the compliance officer(s) for the district's uniform complaint procedures pursuant to AR 1312.3 - Uniform Complaint Procedures. Districts may modify this regulation to designate separate district employees to serve these functions.

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 **in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures**, as well as to **oversee** investigate, and/or resolve sexual harassment complaints **processed** under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Superintendent
 (title or position)
540A 6th St Arbuckle
 (address)
530-476-2892
 (telephone number)
coeyer@pierce.k12.ca.us
 (email)

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that

SEXUAL HARASSMENT (continued)

inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

(cf. 5145.6 - Parental Notifications)

The district shall notify students, **and** parents/guardians, ~~employees, bargaining units, and applicants for employment~~ of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Note: Education Code 231.6, as added by AB 543 (Ch. 428, Statutes of 2019), requires districts serving students in grades 9-12 to create a poster that notifies students of the district's sexual harassment policy, and to display it, as specified below. The district may partner with local, state, or federal agencies, or nonprofit organizations, for the purposes of the design and content of the poster.

3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

Note: Education Code 234.6, as added by AB 34 (Ch. 282, Statutes of 2019), requires districts, beginning in the 2020-21 school year, to post on the district's web site the district's written policy on sexual harassment as well as other state and federal law requirements, in the manner specified below. 34 CFR 106.8 also requires districts that have web sites to prominently display the contact information for the Title IX Coordinator and the district's nondiscrimination policy on its web site.

SEXUAL HARASSMENT (continued)

4. Be posted, **along with the name or title and contact information of the Title IX Coordinator**, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students ~~This shall include the name or title, office address, email address, and telephone number of the employee(s) designated as the district's Title IX Coordinator.~~ (Education Code 234.6; 34 CFR 106.8)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

Note: Education Code 231.5, as amended by AB 543, requires the district to provide a copy of the district's sexual harassment policy as part of any orientation program conducted for new and continuing students.

5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
7. Be included, **along with the name or title and contact information of the Title IX Coordinator**, in any handbook provided to students, **or** parents/guardians, ~~employees, or employee organizations~~ (34 CFR 106.8)

Note: Education Code 234.6, as added by AB 34, requires a district, starting in the 2020-21 school year, to post the definitions specified below. Also see AR 5145.3 - Nondiscrimination/Harassment for language reflecting this requirement and other notifications related to sex discrimination.

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of

SEXUAL HARASSMENT (continued)

sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. **The report shall be made** regardless of whether the alleged victim files a formal complaint **or requests confidentiality.**

(cf. 5141.4 - Child Abuse Prevention and Reporting)

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints **and allegations** of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to **BP/AR 1312.3** - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

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CSBA Sample Administrative Regulation

Students

AR 5145.71(a)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

Note: Title IX of the Education Amendments of 1972 (20 USC 1681-1688; 34 CFR 106.1-106.82) prohibits discrimination based on sex, including sexual harassment, and **mandates** that the district adopt and publish complaint procedures.

The following administrative regulation reflects the Title IX complaint procedure detailed in 34 CFR 106.44-106.45, as added by 85 Fed. Reg. 30026, which must be used, effective August 14, 2020, to address any complaint of sexual harassment that meets the definition in 34 CFR 106.30. Pursuant to 34 CFR 106.30, allegations of sexual harassment governed by these regulations include (1) a district employee conditioning the provision of a district aid, benefit, or service on an individual's participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or (3) sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 and 34 USC 12291. Alleged sexual harassment that does not meet this definition should be addressed through the district's uniform complaint procedures (UCP); see BP/AR 1312.3 - Uniform Complaint Procedures.

34 CFR 106.44 requires the district, when there is actual knowledge of sexual harassment in an education program or activity, to respond promptly in a manner that is not deliberately indifferent. 34 CFR 106.30 defines "actual knowledge" as notice of sexual harassment or allegations of sexual harassment being submitted to the district's Title IX Coordinator, any official of the district who has authority to institute corrective measures, or any employee of the district. A district is deliberately indifferent only if its response to Title IX sexual harassment is clearly unreasonable in light of the known circumstances.

Application of the Title IX complaint procedures to the facts of a specific complaint may implicate complicated questions about the intersection of state law, federal law, and, in cases involving employees, the applicable collective bargaining agreement. Districts with questions about specific complaints are strongly encouraged to consult legal counsel.

See BP/AR 5145.7 - Sexual Harassment for information about prohibited conduct, student instruction, required notifications, and processes for reporting sexual harassment.

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, **while in an education program or activity in which a district school exercises substantial control over the context and respondent**, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, **106.44**)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints **or allegations brought by or on behalf of students** shall be investigated and ~~responded to pursuant to~~ **resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.**

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

(cf. 1312.3 - Uniform Complaint Procedures)

Reporting Allegations/Filing a Formal Complaint

Note: Pursuant to 34 CFR 106.30, the timeline for resolving a sexual harassment complaint begins when the district has actual knowledge of sexual harassment, defined as the receipt of a report by the Title IX Coordinator or other employee of an elementary or secondary school. The following paragraph reflects the requirement for any employee to forward the report to the Title IX Coordinator as stated in AR 5145.7 - Sexual Harassment and may be revised to reflect district practice.

~~A report of sexual harassment shall be submitted directly to or forwarded~~ **A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.**

(cf. 5145.7 - Sexual Harassment)

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of **the right to file a formal complaint and** the process for filing a formal complaint. **(34 CFR 106.44)**

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Note: Given the district's duty pursuant to 34 CFR 106.44 to respond to reports of sexual harassment in a manner that is not deliberately indifferent, the Title IX Coordinator should file a complaint in certain situations even when the victim chooses not to do so, including, but not limited to, when a safety threat exists. In such cases, **the Title IX Coordinator and the alleged victim are not named parties** to the case, but **the alleged victim must will** receive notices as required by the Title IX regulations at specific points in the complaint process.

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations **in which when** a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, **including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment.** In such cases, **the Title IX Coordinator shall provide the alleged victim** ~~alleged victim is not a party to the case, but will receive~~ notices as required by the Title IX regulations at specific points in the complaint process.

~~A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)~~

~~The Superintendent or designee shall ensure that the Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process~~ **does shall** not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, ~~and that s~~Such persons **shall** receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, **even if a formal complaint is not filed,** the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures ~~which are nondisciplinary, nonpunitive, and do not unreasonably burden the other party,~~ and shall consider the complainant's wishes with respect to the supportive measures **implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment.** ~~Such~~ **Supportive** measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. ~~The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.~~ (34 CFR 106.30, 106.44)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal from School

Note: Pursuant to Education Code 48900.2, a student in grades 4-12 may be suspended and/or expelled from school for sexual harassment. Districts should also note that Education Code 48915(c) requires the Superintendent or designee to recommend expulsion for any student, irrespective of grade, who commits sexual assault or battery as defined in the Penal Code. See AR 5144.1 - Suspension and Expulsion/Due Process.

34 CFR 106.44 allows a student to be removed in emergency situations as described below, but requires that a student should not be "disciplined" prior to a finding being made pursuant to the grievance process established by 34 CFR 106.45. Due to this inconsistency in state and federal law, districts are advised to consult legal counsel as to the manner of imposing an emergency removal.

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint **that in which the alleged conduct** did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly, ~~and simultaneously to the parties,~~ send written notice of the dismissal and the reasons for the dismissal ~~simultaneously to the parties,~~ **and shall inform them of their right to appeal the dismissal of a formal**

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed ~~on the grounds that the alleged conduct does not constitute sexual harassment as defined in 34 CFR 106.30~~, the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

Note: As part of an informal resolution, the parties may agree upon discipline, including suspension or expulsion, without the need for an investigation (Analysis of Comments and Changes, 85 Fed. Reg. 30026, pages 30232, 30406-30407). This is an exception to the general rule provided in 34 CFR 106.44 which prohibits the district from imposing discipline on a respondent for sexual harassment until the full investigation process is complete. Also see the section "Stipulated Expulsion" in AR 5144.1 - Suspension and Expulsion/Due Process.

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Formal Complaint Process Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, ~~the district investigates allegations~~ **new Title IX allegations arise** about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

Note: The following paragraph is **optional**. Although not required by law, a best practice is to provide notice to the parties of the name of the investigator, facilitator, and decision-maker in order to give the parties an opportunity to raise concerns of conflict of interest or bias as prohibited by 34 CFR 106.45.

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker ~~and shall provide either party with no less than three calendar days to raise concerns of conflict of interest or bias regarding any of these persons~~ **and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.**

Investigation Procedures

Note: Pursuant to 34 CFR 106.45, when investigating a formal complaint, the burden of proof rests on the district and not on the parties. However, the district must obtain the party's voluntary, written consent to access, consider, disclose, or otherwise use a party's records that are maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional, which are made and maintained in connection with the provision of treatment to the party.

34 CFR 106.45 authorizes, but does not require, the district to conduct a live hearing at which each party's advisor may ask the other party and any witnesses all relevant questions and follow-up questions. If the district chooses to include such a hearing as a component of its complaint procedure, the following list should be modified to include requirements for the hearing in accordance with 34 CFR 106.45.

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

During the investigation process, the district's **designated investigator** shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence **obtained as part of the investigation** that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response
- ~~9. After sending the investigative report to the parties and before reaching a determination regarding responsibility, afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party~~

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. **(34 CFR 106.45)**

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

Note: Districts with questions about the application of a collective bargaining agreement in the context of a Title IX investigation should consult legal counsel.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

Note: Pursuant to 34 CFR 106.45, the person designated as the decision-maker of the determination of responsibility cannot be the same person designated as the Title IX Coordinator, an investigator, or the person who considers appeals. The following paragraph may be revised to reflect the position designated by the district to provide a written determination of responsibility. While designation decisions will depend on the size of the district, a best practice is to designate an upper-level administrator as the decision-maker and designate the Superintendent as the person to consider appeals.

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After sending the investigative report to the parties and the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

Note: 34 CFR 106.45 requires that the district's complaint process include a "reasonably prompt" timeframe for concluding the complaint process, but does not specify the number of days within which the final decision must be issued. The following paragraph specifies a 45-60-day period so that, in the event it is determined that the alleged conduct does not meet the definition of sexual harassment pursuant to Title IX regulations, there will be time for the district to complete the resolution of the complaint through uniform complaint procedures within the required 60-day period for that process in order to align with the requirements of the UCP which are simultaneously triggered when a complaint of sexual harassment is received. Districts may revise the following paragraph to include a different timeline as long as it would satisfy the requirement to act promptly.

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

The written decision shall be issued within ~~45~~ **60** calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

Note: 34 CFR 106.45 **mandates** that the district's complaint procedures state whether the district's determination of responsibility will be based on a "preponderance of evidence" standard or "clear and convincing evidence" standard. The following paragraph reflects the "preponderance of evidence" standard, which is a less stringent standard to prove misconduct, and should be revised if the district chooses to use a "clear and convincing evidence" standard. The standard selected by the district must be applied uniformly for all Title IX sexual harassment complaints. The district should consult with legal counsel in determining which standard to use.

In making this determination, the ~~district~~ **decision-maker** shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct **or policies** to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
6. The district's procedures and permissible bases for the complainant and respondent to appeal

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)**Appeals**

Note: 34 CFR 106.45 allows either the complainant or respondent to appeal the district's decision. The district may revise the following section to reflect applicable timelines established by the district.

The following section should also be revised to identify the person who has been designated as the decision-maker(s) for the appeal. Pursuant to 34 CFR 106.45, the decision-maker for the appeal cannot be the same person as the decision maker that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator.

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or ch
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the **determination notice of the decision or dismissal**, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered. ~~Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights.~~

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

Note: **5 CCR 4632-4633** provide that complainants may appeal to CDE if they disagree with the district's decision on any matter within the scope of the UCP. As amended by Register 2020, No. 21, **5 CCR 4632** changes the timeline for filing an appeal with CDE from 15 calendar days to 30 calendar days.

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights **within 180 days of the date of the most recently alleged misconduct.**

Note: The following paragraph is consistent with requirements under Education Code 262.3, 5 CCR 4622, and the California Department of Education's Federal Program Monitoring instrument to provide notice regarding civil law remedies in the annual UCP notice and in the final written decision in the UCP process.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

Note: 34 CFR 106.45 mandates that the district's Title IX complaint process list, or describe the range of, possible remedies that the district may implement following any determination of responsibility. The following section may be revised to reflect district practice.

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

(cf. 5144 - Discipline)

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

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team

(cf. 6164.5 - Student Success Teams)

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

(cf. 6145 - Extracurricular and Cocurricular Activities)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: **(34 CFR 106.45)**

1. **a A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom, and responses made pursuant to 34 CFR 106.44. (34 CFR 106.45)**
2. **A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education**

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances

- 3. The Superintendent or designee shall also maintain for a period of seven years all All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public. (34 CFR 106.45)**

(cf. 1113 - District and School Web Sites)

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48985 Notices, report, statements and records in primary language

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Legal Reference continued: (see next page)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

Legal Reference: (continued)

COURT DECISIONS (continued)

- Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

FEDERAL REGISTER

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, May 19, 2020, Vol. 85, No. 97, pages 30026-30579

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

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CSBA Sample Exhibit

Students

E 5145.71(a)

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES

Note: 34 CFR 106.8 requires the district to provide notice to students and parents/guardians of its policy prohibiting sexual harassment and its grievance procedures that provide for the prompt and equitable resolution of sexual harassment complaints. The following exhibit presents a sample notification that meets these requirements and may be modified to reflect district practice. For a sample notice for employees, bargaining units, and applicants for employment, see E 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures.

Pursuant to 34 CFR 106.8, the district must provide the Title IX Coordinator's contact information on its web site and in any handbook for students or parents/guardians. In addition, state law (Education Code 231.5, 231.6, 234.6, and 48980) requires distribution of the district's sexual harassment policy through the parental notification at the beginning of the school year, in any orientation program for new and continuing students, in any publication of rules of student conduct, and by posting the policy on the district's web site, in school offices, and in a poster displayed in locker rooms and bathrooms.

NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to students at all grade levels and their parents/guardians:

The district does not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any student for filing a complaint or exercising any right granted under Title IX.

Title IX requires a school district to take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education or both.

Note: The district should enter the name/title and contact information of the district's Title IX Coordinator below. Such information should be consistent with the person/position identified in AR 5145.7 - Sexual Harassment.

The district has designated and authorized the following employee as the district's Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

(name and/or title/position)

(address)

(telephone number)

(email address)

Note: The district may expand the following paragraph to include other means of contact or reporting methods available in the district, such as online submission forms or mobile applications.

Pursuant to 34 CFR 106.8, the district must provide notice to employees, bargaining units, and job applicants of the district's grievance procedures and process, including how to report or file a formal complaint of sexual discrimination and/or harassment, and how the district will respond.

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 5145.7 - Sexual Harassment and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures on the district's web site at _____ *(insert website link)*.

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact: _____ *(insert location/phone/email of contact person)*.

Materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process are also publicly available on the district's web site or at the district office upon request.

CSBA Sample Board Policy

Instruction

BP 6161.1(a)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

Note: Pursuant to Education Code 60200 and 60400, the Governing Board is responsible for the adoption of textbooks and other instructional materials, as defined in Education Code 60010, for use in district schools. See the accompanying administrative regulation for required and optional criteria for the selection of instructional materials. See BP 6161.11 - Supplementary Instructional Materials and BP 6163.1 - Library Media Centers for selection processes regarding supplementary materials.

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect **and value** society's diversity, and enhance **instructors' ability to educate all students through** the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

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

(cf. 0415 - Equity)

(cf. 0440 - District Technology Plan)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6000 - Concepts and Roles)

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.5 - Student Assessment)

(cf. 6163.1 - Library Media Centers)

~~The Superintendent or designee shall establish a process by which instructional materials shall will be reviewed for recommendation to the Board.~~

Note: The following paragraph is for use by districts that maintain any of grades K-8 and may be revised to reflect the grade levels offered by the district. Pursuant to Education Code 60200, the State Board of Education (SBE) is required to adopt basic instructional materials in specified subjects that districts may select for use in grades K-8. ~~As amended by AB 575 (Ch. 550, Statutes of 2016),~~ Education Code 60200 provides that the SBE may adopt materials in any of the specified subject areas at least once, but not more than twice, every eight years. Education Code 60210 authorizes the Board to select materials that have not been approved by the SBE, provided they are aligned with state academic content standards or Common Core State Standards. ~~In addition, if the district uses materials not adopted by the SBE, the majority of participants in the review process must be teachers assigned to the subject area or grade level for which the materials will be used; see section below entitled "Review Process."~~

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or **that have, during the district's review process,** ~~otherwise~~ been determined to be aligned with the state academic content standards adopted pursuant to ~~Education Code 60605 or the Common Core State Standards adopted pursuant to Education Code 60605.8~~ **by SBE.** (Education Code 60200, 60210)

Note: The following paragraph is for use by districts that maintain high schools.

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and **the accompanying** administrative regulation. (Education Code 60400)

In selecting or adopting instructional materials, the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.

Review Process

Note: The following ~~optional~~ section may be revised to reflect district practice.

~~The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. Toward that end, he/she may establish an instructional materials review committee to evaluate and recommend instructional materials.~~

~~(cf. 1220—Citizen Advisory Committees)~~

Note: Pursuant to Education Code 60002, the Board must provide for "substantial" teacher involvement in the selection of instructional materials and must promote the involvement of parents/guardians and other members of the community in the selection of instructional materials. The Education Code does not define "substantial."

~~The review process shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members. (Education Code 60002)~~

~~(cf. 6020—Parent Involvement)~~

~~In addition, the instructional materials committee may include administrators, other staff who have subject matter expertise, and students as appropriate.~~

Note: The following paragraph is for use by districts that maintain any of grades K-8.

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

If the district chooses to use instructional materials for grades K–8 that have not been adopted by the SBE, the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

Individuals who participate in the selection or review of instructional materials shall not have a conflict of interest, as defined in administrative regulation, in the materials being reviewed.

(cf. 9270—Conflict of Interest)

The committee shall review instructional materials using criteria provided in law and administrative regulation, and shall provide the Board with documentation supporting its recommendations.

All recommended instructional materials shall be available for public inspection at the district office.

(cf. 5020—Parent Rights and Responsibilities)

Note: SBE Policy on Guidelines for Piloting Textbooks and Instructional Materials provides a sample process for piloting instructional materials that addresses the selection of materials to pilot, a chronology of the process, and additional considerations, such as conflict of interest, contacts with publishers, and consideration of standards maps.

The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Public Hearing on Sufficiency of Instructional Materials

Note: As a condition of receiving funds for instructional materials from any state source, Education Code 60119 requires the Board to annually hold a public hearing to determine whether each student in the district has sufficient standards-aligned textbooks or instructional materials in English/language arts (including English language development), mathematics, science, and history-social science that are consistent with the content and cycles of the curriculum framework adopted by the SBE. As clarified in the California Department of Education's (CDE) [Instructional Materials FAQ](#), state funding sources for instructional materials include local control funding formula funds and Proposition 20 (2000) lottery funds. The Board must also make a written determination during the hearing as to the sufficiency of textbooks or instructional materials in foreign world language and health courses, as well as the availability of science laboratory equipment in science laboratory courses although the provision of the materials or the equipment in these courses is not a condition for receipt of state funding.

Pursuant to Education Code 60010, as amended by SB 820 (Ch. 110, Statutes of 2020), "technology-based materials" include the electronic equipment required to make use of those materials, including,

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

but not limited to, laptop computers and devices that provide Internet access. Thus, when districts provide technology-based materials to students, such equipment is subject to the determination of sufficiency pursuant to Education Code 60119.

Education Code 1240 requires the County Superintendent of Schools to review the textbooks and instructional materials of underperforming schools and, if ~~he/she~~ **the County Superintendent** determines that a school does not have sufficient materials, to prepare a report outlining the noncompliance and give the district a chance to remedy the deficiency. If the deficiency is not remedied by the second month of the school year, the County Superintendent may request that ~~the~~ CDE purchase textbooks or materials for the district, and the cost must be repaid by the district. ~~The~~ CDE will issue a public statement at an SBE meeting indicating the district's failure to provide instructional materials.

The Board shall annually conduct one or more public hearings on the sufficiency of the district's ~~textbooks and other~~ instructional materials, **including textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource.** (Education Code **60010, 60119**)

Note: Education Code 60119 specifies that the hearing must be held within eight weeks of the beginning of the school year. ~~Option 1 is for use by districts without any schools on a multitrack year-round calendar. Option 2 is for use by districts with schools on a multitrack year-round calendar. Pursuant to Education Code 60119, for a district that operates schools on a multitrack, year-round calendar, the timeline begins with the first day students attend school in any track that begins in August or September.~~

OPTION 1: The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

OPTION 2: ~~The hearing shall be held on or before the end of the eighth week from the first day of the school year of any district school that operates on a multitrack year-round calendar that begins its school year in August or September. (Education Code 60119)~~

Note: ~~The remainder of this policy applies to all districts.~~

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

(cf. 9322 - Agenda/Meeting Materials)

Note: Education Code 60119 requires the Board to adopt a resolution indicating whether or not each student in each school has sufficient standards-aligned textbooks or instructional materials for the subjects specified in items #1-6 below. See the accompanying Exhibit for a sample resolution.

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or **other** instructional materials **that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE** ~~which are aligned to the state content standards adopted pursuant to Education Code 60605 or the Common Core State Standards adopted pursuant to Education Code 60605.8 and which are consistent with the content and cycles of the state's curriculum frameworks.~~ **Sufficiency of instructional materials shall be determined** in each of the following subjects: (Education Code 60119)

1. Mathematics

(cf. 6142.92 - Mathematics Instruction)

2. Science

(cf. 6142.93 - Science Instruction)

3. History-social science

(cf. 6142.94 - History-Social Science Instruction)

4. English language arts, including the English language development component of an adopted program

(cf. 6142.91 - ~~Reading-English~~/Language Arts Instruction)
(cf. 6174 - Education for English Learners)

5. World/**foreign** language

(cf. 6142.2 - World/~~Foreign~~-Language Instruction)

6. Health

(cf. 6142.8 - Comprehensive Health Education)

Note: The following paragraph is for use by districts that maintain any of grades 9-12.

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks **and/or other** instructional materials to use in class and to take home. **However,** ~~†~~**This does not require that each student have two sets of materials.** ~~The materials may be in a~~

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district and has the ability to use and access them at home. However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home. (Education Code 60119)

Note: Pursuant to Education Code 60119, if the Board makes a determination that there are insufficient textbooks or **other** instructional materials, the Board must take action to ensure that the materials are provided within two months of the beginning of the school year. The CDE's Instructional Materials FAQ states that, if a district has submitted purchase orders to the publisher to purchase materials to remedy the insufficiency, these materials should be received and made available to students by the end of the second month of the school year. Thus, districts are strongly encouraged to hold the public hearing as early in the school year as possible in order to provide sufficient time to correct any deficiencies.

If the Board determines that there are insufficient textbooks or **other** instructional materials, ~~it the district~~ shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks or instructional materials. The Board shall take any action, ~~except an action that would require reimbursement by the Commission of State Mandates,~~ to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

(cf. 0460 - Local Control and Accountability Plan)

Complaints

Note: Complaints regarding the contents of instructional materials are addressed in BP/AR 1312.2 - Complaints Concerning Instructional Materials. See AR 1312.4 - Williams Uniform Complaint Procedures for language regarding complaints about deficiencies in instructional materials.

Complaints concerning instructional materials shall be handled in accordance with **law BP/AR 1312.2 - Complaints Concerning Instructional Materials or AR 1312.4 - Williams Uniform Complaint Procedures, as applicable.**

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

(cf. 1312.2 - *Complaints Concerning Instructional Materials*)
 (cf. 1312.4 - *Williams Uniform Complaint Procedures*)

*Legal Reference:*EDUCATION CODE

220 *Prohibition against discrimination*
 1240 *County superintendent, general duties*
 33050-33053 *General waiver authority*
 33126 *School accountability report card*
 35272 *Education and athletic materials*
 44805 *Enforcement of course of studies; use of textbooks, rules and regulations*
 49415 *Maximum textbook weight*
 51501 *Nondiscriminatory subject matter*
 52060-52077 *Local control and accountability plan*
 60000-60005 *Instructional materials, legislative intent*
 60010 *Definitions*
 60040-60052 *Instructional requirements and materials*
 60060-60063.5 *Requirements for publishers and manufacturers*
 60070-60076 *Prohibited acts (re instructional materials)*
 60110-60115 *Instructional materials on alcohol and drug education*
 60119 *Public hearing on sufficiency of materials*
 60200-60210 *Elementary school materials*
 60226 *Requirements for publishers and manufacturers*
 60350-60352 *Core reading program instructional materials*
 60400-60411 *High school textbooks*
 60510-60511 *Donation for sale of obsolete instructional materials*
 60605 *State content standards*
 60605.8 *Common Core State Standards*
 60605.86-60605.88 *Supplemental instructional materials aligned with Common Core State Standards*
CODE OF REGULATIONS, TITLE 5
 9505-9530 *Instructional materials*

*Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*Instructional Materials FAQ**01-05 Guidelines for Piloting Textbooks and Instructional Materials, rev. January 2015**Standards for Evaluating Instructional Materials for Social Content, 2013*WEB SITESCSBA: <http://www.csba.org>Association of American Publishers: <http://www.publishers.org>California Academic Content Standards Commission, Common Core State Standards:
<http://www.scoe.net/castandards>California Department of Education: <http://www.cde.ca.gov>

(11/12 7/17) 10/20

CSBA Sample Administrative Regulation

Instruction

AR 6161.1(a)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

Review Process

Note: The following section may be revised to reflect district practice. Pursuant to Education Code 60002, the district must provide for "substantial" teacher involvement in the selection of instructional materials and must promote the involvement of parents/guardians and other members of the community in the selection of instructional materials. The Education Code does not define "substantial."

The district's review process for evaluating instructional materials shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members.—(in accordance with Education Code 60002). In addition, the instructional materials The review committee process may also include involve administrators, other staff who have subject-matter expertise, and students as appropriate. The Superintendent or designee shall seek input from stakeholders with diverse backgrounds and perspectives.

(cf. 6020 - Parent Involvement)

Note: The following paragraph is for use by districts that maintain any of grades K-8.

If the district chooses to is considering the use of instructional materials for grades K-8 that have not been adopted by the State Board of Education (SBE), the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

Note: The following paragraph is optional. The use of review committees is recommended as a best practice, but is not required by law.

Toward that end, he/she—The Superintendent or designee may establish an advisory an instructional materials review committee to evaluate and recommend instructional materials conduct the review of instructional materials.

(cf. 1220 - Citizen Advisory Committees)

The Superintendent or designee shall present to the Governing Board recommendations for instructional materials and documentation that supports the recommendations.

All recommended instructional materials shall be available for public inspection at the district office.

(cf. 5020 - Parent Rights and Responsibilities)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

Note: State Board of Education (SBE) policy on Guidelines for Piloting Textbooks and Instructional Materials provides a sample process for piloting instructional materials that addresses the selection of materials to pilot, a chronology of the process, and additional considerations, such as conflict of interest, contacts with publishers, and consideration of standards maps.

When possible, ~~t~~The district may pilot instructional materials, ~~using~~ **in** a representative sample of classrooms for a specified period of time during a school year, in order to determine ~~how well~~ **the extent to which** the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Criteria for Selection and Adoption of Instructional Materials

In recommending ~~textbooks or other~~ instructional materials for adoption by the **Governing** Board, the Superintendent or designee shall ensure that ~~such~~ **the** materials:

1. Are aligned to **the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE pursuant to Education Code 60605 and/or Common Core Standards adopted pursuant to Education Code 60605.8**

(cf. 6011 - Academic Standards)

Note: The following paragraph is for use by districts that offer any of grades K-8. Pursuant to Education Code 60200, ~~the State Board of Education (SBE)~~ is responsible for adopting at least five basic instructional materials for grades K-8 in specified core subjects and any other subject for which SBE determines that the adoption of instructional materials is necessary or desirable.

Education Code 60210 authorizes the Governing Board to select instructional materials for grades K-8 that have not been approved by SBE, provided they are aligned with state academic content standards ~~adopted by SBE pursuant to Education Code 60605 or Common Core Standards adopted pursuant to Education Code 60605.8~~ and have been reviewed through a process that requires a majority of the participants in the process to be classroom teachers who are assigned to the subject area or grade level for which the materials will be used; also see the accompanying Board policy.

For grades K-8, ~~the Superintendent or designee shall select~~ **only** instructional materials ~~from among~~ **on** the list of materials adopted by ~~the~~ SBE and/or other **instructional** materials that have not been adopted by ~~the~~ SBE but are aligned with the state academic content standards ~~and/or~~ the Common Core **State** Standards **may be recommended for selection.** (Education Code 60200, 60210)

(cf. 6161.11 - Supplementary Instructional Materials)

Note: The following **optional** paragraph is for use by districts offering any of grades 9-12 and may be revised to reflect district practice. ~~One way to ensure that instructional materials in core courses for grades 9-12 are aligned to state standards is through a review of standards maps created by the CDE. A template of~~

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

the standards map is available on the CDE's web site. The California Department of Education provides standards map templates on its web site for reference in determining alignment of instructional materials for grade 9-12 core courses.

For grades 9-12, ~~the Superintendent or designee shall review~~ instructional materials in history-social science, mathematics, English/language arts, and science **shall be reviewed** using a standards map in order to determine the extent to which the materials are aligned to state academic content standards.

Note: Item #2 below is for use by districts that offer any of grades 9-12.

2. For grades 9-12, are provided by publishers that comply with the requirements of Education Code 60040-60052, 60060-60062, and 60226 (Education Code 60400)

3.2. Do not reflect adversely upon persons because of **any characteristic specified in law and BP 0410 - Nondiscrimination in District Programs and Activities** ~~their race or ethnicity, gender, religion, disability, nationality, sexual orientation, occupation, or other characteristic listed in Education Code 220~~, nor contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 51501, 60044)

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

4.3. To the satisfaction of the Board, are accurate, objective, current, and suited to the needs and comprehension of district students at their respective grade levels (Education Code 60045)

5.4. With the exception of literature and tradebooks, use proper grammar and spelling (Education Code 60045)

Note: Education Code 60048 and 60200 require that the Board not adopt basic instructional materials that provide unnecessary exposure to a commercial brand name, product, or corporate or company logo, unless it makes specific findings that the use has an educational purpose or is incidental to the general nature of an illustration, as provided in item #6 below. SBE's publication Standards for Evaluating Instructional Materials for Social Content details standards for the use of brand names and corporate logos in instructional materials.

6.5. Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60048, 60200)

a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by **the** SBE.

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

- b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.

(cf. 1325 - Advertising and Promotion)

- ~~7. If the materials are technology-based materials, are both available and comparable to other, equivalent instructional materials (Education Code 60052)~~

Note: Education Code 60040-60043 require that specific subject matter be included in the district's instructional materials. Education Code 60040 requires that instructional materials include accurate portrayals of the cultural and racial diversity of society as specified. Education Code 60041 requires (1) accurate portrayal of humanity's place in ecological systems and the need to protect the environment and (2) the effects of tobacco, alcohol, and other drug use on the human system. Education Code 60042 requires the Board to adopt materials as it deems necessary to encourage thrift, fire prevention, and the humane treatment of animals and people. Education Code 60043 requires that the Board, when appropriate to the comprehension of students, adopt textbooks for social science, history, or civics classes that contain the Declaration of Independence and the Constitution of the United States. If desired, the district may expand item #8-6 below to list these specific requirements.

- 8-6.** Meet the requirements of Education Code 60040-60043 for specific subject content, including, but not limited, accurately portraying society's cultural and racial diversity

Note: Items #9-18 7-14 below are optional and may be revised to reflect district practice. The district may choose to develop subject-specific criteria as well as general criteria.

- 9-7.** Support the district's adopted courses of study and curricular goals

(cf. 6141 - Curriculum Development and Evaluation)
 (cf. 6142.2 - World Foreign Language Instruction)
 (cf. 6142.8 - Comprehensive Health Education)
 (cf. 6142.91 - English Reading/Language Arts Instruction)
 (cf. 6142.92 - Mathematics Instruction)
 (cf. 6142.93 - Science Instruction)
 (cf. 6142.94 - History-Social Science Instruction)
 (cf. 6143 - Courses of Study)
 (cf. 6146.1 - High School Graduation Requirements)

- 10-8.** Contribute to a comprehensive, balanced curriculum

- 11-9.** Demonstrate reliable quality of scholarship as evidenced by:

- a. Accurate, up-to-date, and well-documented information
- b. Objective presentation of diverse viewpoints

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

- c. Clear, concise writing and appropriate vocabulary
 - d. Thorough treatment of subject matter
- 12.10.** Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels
- 13.11.** ~~Include materials that~~ Stimulate discussion of contemporary issues and improve students' thinking and decision-making skills
- 14.** ~~Contribute to the proper articulation of instruction through grade levels~~
- 15.12.** As appropriate, have corresponding versions available in languages other than English
- 16.13.** Include high-quality teacher's guides
- 17.** ~~Meet high standards in terms of the quality, durability, and appearance of paper, binding, text, and graphics~~

Note: 5 CCR 9517.2 sets the following maximum weight standards for each student textbook: three pounds for grades K-4, four pounds for grades 5-8, and five pounds for grades 9-12. 5 CCR 9517.2 requires publishers submitting textbooks to SBE that exceed those weight standards to provide lighter weight alternatives, such as split volumes or electronic editions, soft cover editions, or other alternate physical formats. For materials for grades 9-12, publishers must disclose the availability of lighter weight alternatives. Item #~~18~~ **14** below includes textbook weight as one of the criteria for Board consideration.

- 18.14.** When available, include options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials

In addition to meeting the above criteria as applicable, technology-based materials shall:

- 1.** ~~If the materials are technology-based materials, are~~ **Be both available and comparable to other, equ**
- 2.** **Be accessible to all students, including economically disadvantaged students, students with disabilities, and English learners**
- 3.** **Protect the privacy of student data**

(cf. 6157 - Distance Learning)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

Conflict of Interest

Note: The following **optional** section is for use by districts that choose to require individuals who will participate in the review process to first complete a disclosure statement which provides an opportunity to disclose any conflict of interest or appearance of conflict of interest.

~~The following conflict of interest rules are not applicable to "public officials" (including Board members and designated staff) who are subject to the district's conflict of interest code pursuant to the Political Reform Act. Such persons who are making decisions concerning instructional materials must comply with the more stringent conflict of interest requirements described in BB 9270 – Conflict of Interest.~~

To ensure integrity and impartiality in the evaluation and selection of instructional materials, ~~any district employee~~ **individuals** who ~~is~~ **are** participating in the evaluation of instructional materials and **are** not otherwise designated in the district's conflict of interest code shall sign a disclosure statement indicating that ~~he/she~~ **they**:

Note: Education Code 60061 requires publishers to provide instructional materials free of charge within California to the same extent that they provide free materials to other states or school districts; see Price List of Adopted Instructional Materials on CDE's web site. However, Education Code 60071 forbids publishers from offering "valuable thing(s)" to school officials for the purpose of influencing the purchase of instructional materials. CDE's Instructional Materials FAQ clarifies that, in accordance with the definition of "technology-based materials" in Education Code 60010, districts may accept electronic equipment necessary to make use of technology-based materials provided that such equipment is used by students and teachers as a learning resource, not to replace computers or related equipment in an existing computer lab or to establish a new computer lab.

1. ~~Shall~~ **Will** not accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

Sample copies of instructional materials are excepted from this prohibition. (Education Code 60075)

Note: Items # 2-4 below are **optional** and should be modified to reflect district practice.

2. ~~Is~~ **Are** not employed by nor receive compensation from the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it
3. ~~Does not have and will not negotiate a contractual relationship with the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it~~

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

- 4.3.** Does not have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

(cf. 9270 - Conflict of Interest)

CSBA Sample Exhibit

Instruction

E 6161.1(a)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

RESOLUTION ON SUFFICIENCY OF INSTRUCTIONAL MATERIALS

Note: Education Code 60119 requires that the Governing Board hold an annual public hearing regarding the sufficiency of textbooks or other instructional materials and determine through a resolution whether each student has sufficient materials; see the accompanying Board policy. "Sufficient textbooks or instructional materials," as defined in Education Code 60119, means that each student in the district, including each English learner, has a standards-aligned textbook or instructional materials, which may include **technology-based** materials ~~in a digital format under specified conditions~~, to use in class and to take home.

The following sample resolution is based on the 2008 sample resolution developed by the California Department of Education (CDE) but has been updated to reflect **new current** law. This resolution may be used to certify compliance with Education Code 60119.

Whereas, the Governing Board of the *(name of school district)*, in order to comply with the requirements of Education Code 60119, held a public hearing on *(date)*, at *(time)* o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

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

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

Whereas, information provided at the public hearing detailed the extent to which sufficient textbooks or **other** instructional materials were provided to all students, including English learners, in the *(name of school district)*, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including each English learner, has a standards-aligned textbook or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

Whereas, textbooks or instructional materials in core curriculum subjects should be aligned with state academic content standards **and/or the Common Core State Standards** adopted by the State Board of Education ~~pursuant to Education Code 60605 and/or the Common Core State Standards adopted pursuant to Education Code 60605.8;~~

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)**Finding of Sufficient Textbooks or Instructional Materials**

Note: The following section is for use when the Board is making a finding that the district has "sufficient" materials. According to CDE, Education Code 60119 requires documentation of sufficiency of textbooks or instructional materials to be presented at the public hearing. Survey forms are available on CDE's web site which may be used as a self-study and county office validation tool for grades K-12.

Whereas, sufficient standards-aligned textbooks or **other** instructional materials that are consistent with the cycles and content of the curriculum frameworks were provided to each student, including each English learner, in the following subjects:

Note: To provide complete information about the basis for the Board's determination of sufficiency, the district may wish to include the names of the textbooks or instructional materials provided to students, as well as the applicable state adoption cycle.

- Mathematics: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*
Grades K-8: Houghton Mifflin Go Math
Grade 9: CPM Core Connections Integrated Math 1
Grade 10: CPM Core Connections Integrated Math 2
Grade 11: CPM Core Connections Integrated Math 3
Grade 12: AP Statistics – The Practice of Statistics 4th Edition
Grades 11 and 12: Consumer Math – Mathematics with Business Applications
Grades 11 and 12: CPM Pre-Calculus
- Science: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*
Grades K-6: Houghton Mifflin Harcourt
Grades 6-8: Pearson Interactive Science
Grades 9-12: Integrated Science
Grades 9-12: Biology
Grades 10-12: Conceptual Physics
Grades 11-12: Chemistry 5th Edition
- History-social science: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*
Grades K-6: Studies Weekly
Grades 6-8: TCi History Alive
Grade 11: US History and Geography
Grade 11: AP US History The American Pageant
Grade 12: Government – The Principles of American Democracy

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

- English language arts, including the English language development component of an adopted program: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*
 - Grades K-6:** McGraw Hill – Wonders
 - Grades 6-8:** Study Sync
 - Grades 9-12:** English 3D
 - Grade 9:** English 9 – Study Sync, Quill, Listenwise
 - Grade 10:** English 10 – Study Sync, Nearpod, Listenwise and Quill (all with online resources)
 - Grade 10:** World Literature – Of Mice and Men, Much Ado About Nothing, 1984, Frankenstein. (hard cover and online versions)
 - Grade 10:** English Support – Study Sync (online)
 - Grade 11:** English 11 – Study Sync (online)
 - Grade 12:** English 12: Study Sync, Nearpod
 - Grades 11 and 12:** AP Literature – A Midsummer Night’s Dream, Phantom of the Opera, Orlando
 - Grades 11 and 12:** Language and Composition – The Bedford Glossary of Critical and Literary Terms, 2nd Edition, Rhetorical Grammar, 7th Edition, Classical Rhetoric, 4th Edition, The Language of Composition, 3rd Edition.
- World/~~foreign~~ language: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*
 - Grades 1-8:** Descubre
 - Grades 9-12:** Spanish I – Descubre 1
 - Grades 9-12:** Spanish II – Descubre 2
 - Grades 10-12:** Spanish III – Descubre 3
 - Grades 11 and 12:** AP Spanish – Tamas, 1st Edition
- Health: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*
 - Grades 7 and 8:** Sex Education – Teen Talk Middle School
 - Grades 9-12:** Sex Education – Teen Talk High School

Note: The following paragraph is for use by districts that maintain grades 9-12. The Board may provide a list of the science laboratory classes offered in grades 9-12 and details on the science laboratory equipment available for these classes.

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the (*year*) school year, the (*name of school district*) has provided each student with sufficient standards-aligned textbooks or **other** instructional materials that are consistent with the cycles and content of the curriculum frameworks.

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

Finding of Insufficient Textbooks or Instructional Materials

Note: The following section is for use when the Board is making a finding of "insufficient" materials. Education Code 60119 requires that the Board's resolution list, for each school for which an insufficiency exists, the percentage of students at each grade level who lack sufficient materials in each of the subject areas listed below.

Whereas, information provided at the public hearing and to the Board at the public meeting detailed that insufficient standards-aligned textbooks or **other** instructional materials were provided to students in the following subjects and grade levels at district schools: *(For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in mathematics, science, history-social science, English language arts, world/foreign language, and health.)*

Whereas, sufficient textbooks or **other** instructional materials were not provided at each school listed above due to the following reasons: *(For each school at which there is an insufficiency, list the reasons that each student does not have sufficient instructional materials in each subject and grade level listed above.)*

Therefore, it is resolved, that for the *(year)* school year, the *(name of school district)* has not provided each student with sufficient textbooks or **other** instructional materials that are consistent with the cycles and content of the curriculum framework, and;

Be it further resolved, that the following actions will be taken to ensure that all students have sufficient standards-aligned textbooks or **other** instructional materials in all subjects that are consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which this determination is made. *(List actions to be taken to resolve insufficiency.)*

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

AYES: _____ NOES: _____ ABSENT: _____
Attest:

Secretary

President

CSBA Sample Exhibit

Board Bylaws

E(1) 9323.2(a)

ACTIONS BY THE BOARD

ACTIONS REQUIRING A SUPER MAJORITY VOTE

Note: The following exhibit lists some of the Governing Board actions that require more than a simple majority vote. Other such actions may exist and may be identified in the future.

Actions Requiring a Two-Thirds Vote of the Board:

Note: For an action requiring a two-thirds vote to pass, a three-member board will need two board members to vote in favor of the item, a five-member board will need four board members to vote in favor of the item, and a seven-member board will need five board members to vote in favor of the item.

1. Resolution declaring the Governing Board's intention to sell or lease real property (Education Code 17466)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

2. Resolution declaring the Board's intent to convey or dedicate property to the state or any political subdivision for the purposes specified in Education Code 17556 (Education Code 17557)

3. Resolution authorizing and directing the Board president, or any other presiding officer, secretary, or member, to execute a deed of dedication or conveyance of property to the state or a political subdivision (Education Code 17559)

4. Lease, for up to three months, of school property which has a residence on it and which cannot be developed for district purposes because funds are unavailable (Education Code 17481)

Note: Item #5 below is different from temporary borrowing pursuant to Government Code 53850-53858 which requires only a majority vote of the Board.

5. Request for temporary borrowing of funds needed for immediate requirements of the district to pay district obligations incurred before the receipt of district income for the fiscal year sufficient to meet the payment(s) (Government Code 53821)

6. Upon complying with Government Code 65352.2 and Public Resources Code 21151.2, action to render city or county zoning ordinances inapplicable to a proposed use of the property by the district (Government Code 53094)

(cf. 7131 - Relations with Local Agencies)

ACTIONS BY THE BOARD (continued)

(cf. 7150 - Site Selection and Development)
(cf. 7160 - Charter School Facilities)

7. When the district is organized to serve only grades K-8, action to establish a community day school for any of grades K-8 (Education Code 48660)

(cf. 6185 - Community Day School)

8. When the district is organized to serve only grades K-8, has an average daily attendance (ADA) of 2,500 or less, or desires to operate a community day school to serve any of grades K-6 (and no higher grades) and seeks to situate a community day school on an existing school site, certification that satisfactory alternative facilities are not available for a community day school (Education Code 48661)

9. Resolution of intent to issue general obligation bonds with the approval of 55 percent of the voters of the district (Education Code 15266)

(cf. 7214 - General Obligation Bonds)

10. Resolution of intent to issue bonds within a school facilities improvement district with the approval of 55 percent of the voters of the school facilities improvement district (Education Code 15266)

(cf. 7213 - School Facilities Improvement Districts)

11. Resolution to place a parcel tax on the ballot (Government Code 53724)

(cf. 3471 - Parcel Taxes)

Note: Code of Civil Procedure 1245.240 requires that, prior to commencing an eminent domain action, the Board adopt a resolution of necessity approved by a two-thirds vote of the Board unless a greater vote is required by statute, charter, or ordinance. In addition, if the Board desires to use the property for a different purpose than stated in the resolution of necessity, then pursuant to Code of Civil Procedure 1245.245, the Board must adopt, by two-thirds vote, another resolution authorizing the different use unless a greater vote is required by statute, charter, or ordinance.

12. Resolution of necessity to proceed with an eminent domain action and, if the Board subsequently desires to use the property for a different use than stated in the resolution of necessity, a subsequent resolution so authorizing the different use (Code of Civil Procedure 1245.240, 1245.245)

Note: Item #13 is for use by ~~three member boards~~ districts governed by a three-member board that have elected to use an alternative procedure for awarding contracts for public works projects pursuant to

ACTIONS BY THE BOARD (continued)

the Uniform Public Construction Cost Accounting Act (UPCCAA) (Public Contract Code 22000-22045), which establishes a higher bid limit and a more informal bidding process for certain projects. For further information, see BP 3311.1 - Uniform Public Construction Cost Accounting Procedures.

13. When the district has a three-member Board and has adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act (UPCCAA), action to respond to an emergency facilities condition without giving notice for bids to let contracts, including the repair or replacement of district facilities, the taking of any other action that is directly related to and immediately required by that emergency, the procurement of the necessary equipment, services, and supplies for those purposes, the delegation of authority to the Superintendent or designee to take such action, and the determination during a regular Board meeting of the need to continue the action (Public Contract Code 22035, 22050)

(cf. 3311.1 - Uniform Public Construction Cost Accounting Procedures)

Actions Requiring a Two-Thirds Vote of the Board Members Present at the Meeting:

1. Determination that there is a need to take immediate action and that the need for action came to the district's attention after the posting of the agenda. If less than two-thirds of the Board members are present at the meeting, a unanimous vote of all members present is required. (Government Code 54954.2)
2. Determination that a closed session is necessary during an emergency meeting. If less than two-thirds of the Board members are present, a unanimous vote of all members present is required. (Government Code 54956.5)

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

Actions Requiring a Four-Fifths Vote of the Board:

Note: For an action requiring a four-fifths vote to pass, a three-member board will need a unanimous vote in favor of the item, a five-member board will need four board members to vote in favor of the item, and a seven-member board will need six board members to vote in favor of the item.

- ~~1. Expenditure and transfer of necessary funds and use of district property or personnel to meet a national or local emergency created by war, military, naval, or air attack, or sabotage, or to provide for adequate national or local defense (Government Code 53790-53792)~~

(cf. 3110 - Transfer of Funds)

ACTIONS BY THE BOARD (continued)

- 2-1.** Resolution for district borrowing based on issuance of notes, tax anticipation warrants, or other evidences of indebtedness, in an amount up to 50 percent of the district's estimated income and revenue for the fiscal year or the portion not yet collected at the time of the borrowing (Government Code 53822, 53824)
- 3-2.** Resolution for district borrowing, between July 15 and August 30 of any fiscal year, of up to 25 percent of the estimated income and revenue to be received by the district during that fiscal year from apportionments based on ADA for the preceding school year (Government Code 53823-53824)
- 4-3.** Declaration of an emergency in order to authorize the district to include a particular brand name or product in a bid specification (Public Contract Code 3400)

(cf. 3311 - Bids)

Note: Item ~~#5~~ **#4** is for use by districts governed by a five-member or seven-member board.

Items #4-5 are for use by districts that have elected to use an alternative procedure for awarding contracts for public works projects pursuant to the UPCCAA. For further information, see BP 3311.1 - Uniform Public Construction Cost Accounting Procedures.

- 5-4.** When the district has a five-member or seven-member Board **and has adopted the procedures set forth in UPCCAA**, action to respond to an emergency facilities condition without giving notice for bids to let contracts, including the repair or replacement of district facilities, the taking of any other action that is directly related to and immediately required by that emergency, the procurement of the necessary equipment, services, and supplies for those purposes, the delegation of authority to the Superintendent or designee to take such action, and the determination during a regular Board meeting of the need to continue the action (Public Contract Code 22035, 22050)

Note: ~~AB 2249 (Ch. 169, Statutes of 2018) amended Public Contract Code 22034 to change the thresholds for public works projects bid pursuant to the Uniform Public Construction Cost Accounting Act, thereby increasing the amount requiring board resolution, as provided in item #6.~~

- 6-5.** Resolution to award a contract for a public works project at \$212,500 or less to the lowest responsible bidder, when the district is using the informal process authorized under the ~~Uniform Public Construction Cost Accounting Act~~ **UPCCAA** for projects of \$200,000 or less, all bids received are in excess of \$200,000, and the Board determines that the district's cost estimate was reasonable (Public Contract Code 22034)

(cf. ~~3311.1 - Uniform Public Construction Cost Accounting Procedures~~)

ACTIONS BY THE BOARD (continued)**Action Requiring a Four-Fifths Vote of the Board Members Present at the Meeting**

A four-fifths vote of the Board members present at the meeting shall be required to approve the expenditure and transfer of necessary funds and use of district property or personnel to meet a national or local emergency created by war, military, naval, or air attack, or sabotage, or to provide for adequate national or local defense. (Government Code 53790-53792)

(cf. 3110 - Transfer of Funds)

Actions Requiring a Unanimous Vote of the Board:

1. Resolution authorizing and prescribing the terms of a lease of district property for extraction and taking of gas not associated with oil (Education Code 17510-17511)
2. Authorization of the use of day labor or force account, or waiver of the competitive bid process pursuant to Public Contract Code 20111, when the Board determines that an emergency exists requiring the repair, alteration, work, or improvement to any facility to permit the continuance of existing classes or to avoid danger to life or property, and upon approval of the County Superintendent of Schools (Public Contract Code 20113)

Action Requiring a Unanimous Vote of the Board Members Present at the Meeting:

1. Private sale of surplus property without advertisement in order to establish that such property is not worth more than \$2,500. Disposal of surplus property or donation to a charitable organization requires the unanimous vote of the Board members present to establish that the value of such property would not defray the cost of arranging its sale. (Education Code 17546)

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

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