

Mesa Union School District

Agenda for the Regular Board Meeting of the Board of Trustees to be held on Thursday, April 11, 2019, at 6:00 p.m. in the School Multi-Purpose Room located at 3901 North Mesa School Road, Somis, California 93066

The Regular Board Meeting of the Board of Trustees will begin at 6:00 p.m. with closed session and approximately 6:30 p.m. for open session. A complete agenda packet is available at the District Office, 3901 North Mesa School Road, Somis, 72 hours prior to a regularly scheduled meeting and online at www.mesaschooldistrict.org.

1. CALL TO ORDER AND RECOGNITION OF A QUORUM

Time _____	Present	Absent
Mrs. Mary Crull, Trustee	_____	_____
Mr. Steven Sullivan, Trustee	_____	_____
Dr. Neil Canby, Trustee	_____	_____
Mrs. Krista Nowak, Trustee	_____	_____
Mrs. Roddie Villa, Trustee	_____	_____
Mr. Jeff Turner, Superintendent	_____	_____
Mrs. Tami Peterson, Chief Business Official	_____	_____
Mrs. Erica Magdaleno, Executive Assistant	_____	_____

2. ADOPTION OF AGENDA

Usually an agenda covers an entire session, in which case it is the order of business for that session and is adopted by majority vote of the assembly. Thereafter, no change can be made in the agenda except by a two-thirds vote or by unanimous consent. At the point of adoption of the agenda, any Board member or the Superintendent can request that the agenda be reordered.

3. PUBLIC COMMENT ON CLOSED SESSION ITEMS

At this time, any member of the public may address the Board concerning the closed session items. A person addressing the Board is urged to use not more than three (3) minutes of time. If you wish to address the Board, please plan to complete a Speaker Form prior to the start of the meeting. Forms are available in the District Office, at the Board meeting and online at www.mesaschooldistrict.org.

4. CLOSED SESSION

During this time, the Board may adjourn to closed session to discuss confidential material relating to:

- A. Personnel as authorized by Government Code §54957 as it relates to personnel needs for the 2019-2020 school year
- B. Negotiations as it relates to MUTA and MUST - Consult with District Negotiator Jeff Turner, authorized by Government Code §3549.1
- C. Public Employee: Superintendent's Evaluation authorized by Government Code §54957

ADJOURN FROM CLOSED SESSION

Time: _____

RECONVENE IN PUBLIC

(Approximate time 6:30 p.m.) Time: _____

Report of actions taken during closed session: The president of the Board will report on actions taken during closed session.

5. OFFICIAL OPENING - PLEDGE OF ALLEGIANCE

6. MINUTES

Mesa Union School District

Agenda for the Regular Board Meeting of the Board of Trustees to be held on Thursday, April 11, 2019, at 6:00 p.m. in the School Multi-Purpose Room located at 3901 North Mesa School Road, Somis, California 93066

It is the recommendation of the District Administration that the Board of Trustees approve the minutes of the Regular Board Meeting of March 19, 2019.

7. AUDIENCE TO ADDRESS BOARD OF TRUSTEES - COMMENTS BY THE PUBLIC

All individuals are invited to speak to the Board during public comment on matters related to the District. If you wish to address the Board, please plan to complete a Speaker Form prior to the start of the meeting. Forms are available in the District Office, at the Board meeting and online at www.mesaschooldistrict.org.

8. SUPERINTENDENT'S REPORT

- A. School Bond Update
- B. Monthly Attendance/Discipline Reports

9. BOARD MEMBERS' REPORTS AND COMMUNICATIONS

- A. Correspondence
- B. Board members' reports and communications
- C. Board members' interests and concerns

10. CONSENT AGENDA

Approval of the Consent Agenda – All items on the Consent Agenda are to be approved as one motion unless a Board member requests separate action on a specific item. Each item approved shall be deemed to have been read in full and adopted as recommended.

- A. Purchase Orders – Mesa (March 1-March 31, 2019)

It is the recommendation of the District Administration that the Purchase Orders be approved as presented.

PLEASE SEE AGENDA ITEM 10A IN THE PACKET

- B. Check Register – Mesa (March 1-March 31, 2019)

It is the recommendation of the District Administration that the Check Register be approved as presented.

PLEASE SEE AGENDA ITEM 10B IN THE PACKET

- C. Statement of Revenues and Expenditures (March 1-March 31, 2019)

It is the recommendation of the District Administration that the Statement of Revenues and Expenditures be approved as presented.

PLEASE SEE AGENDA ITEM 10C IN THE PACKET

- D. Current Enrollment Report

It is the recommendation of the District Administration that the Enrollment Report be approved as presented.

PLEASE SEE AGENDA ITEM 10D IN THE PACKET

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E. Student of the Month and Honor/Merit Roll Listing

It is the recommendation of the District Administration that the Student of the Month and Honor/Merit Roll listing be accepted as presented.

PLEASE SEE AGENDA ITEM 10E IN THE PACKET

F. Student Body Fund and Revolving Fund Accounting for the 2018-2019 school year

It is the recommendation of the District Administration that the Student Body Fund and Revolving Fund Accounting for the 2018-2019 school year be approved as presented.

PLEASE SEE AGENDA ITEM 10F IN THE PACKET

11. INFORMATION ITEMS

A. Receive the Initial Proposal of the Mesa Union Teachers' Association (MUTA) to the Mesa Union School District for the 2019-2020 school year

In accordance with Government Code section 3547, all initial bargaining proposals of an exclusive bargaining representative shall be presented at a public meeting of a public school employer and thereafter, shall be public record. The Mesa Union Teachers' Association (MUTA) hereby presents its initial proposal to the Mesa Union School District. This proposal shall be available for public review in the District Office from April 11, 2019-May 21, 2019 and the public will have an opportunity to respond to this proposal at the next scheduled Board meeting.

PLEASE SEE AGENDA 11A IN THE PACKET

B. Golden Valley Charter School Second Interim Report

PLEASE SEE AGENDA 11B IN THE PACKET

12. ACTION/DISCUSSION ITEMS:

A. Consideration of adoption of Resolution #18-19-13 State Building Funds Application

It is the recommendation of the District Administration that the Board of Trustees adopt Resolution #18-19-13 State Building Funds Application

PLEASE SEE AGENDA ITEM 12A IN THE PACKET

B. Consideration of adoption of Resolution #18-19-14 to Establish Bond Building Fund 21

It is the recommendation of the District Administration that the Board of Trustees adopt Resolution #18-19-14 to Establish Bond Building Fund 21.

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PLEASE SEE AGENDA ITEM 12B IN THE PACKET

C. Consideration of approval of the 2018-2019 Single Plan for Student Achievement

It is the recommendation of the District Administration that the Board of Trustees approve the 2018-2019 Single Plan for Student Achievement.

PLEASE SEE AGENDA ITEM 12C IN THE PACKET

D. Consideration of approval of the Declaration of Need for Fully Qualified Educators for the 2019-2020 school year

It is the recommendation of the District Administration that the Board of Trustees approve the Declaration of Need for Fully Qualified Educators for the 2019-2020 school year.

PLEASE SEE AGENDA ITEM 12D IN THE PACKET

E. Consideration of approval of the Annual Statement of Need for 30-Day Substitute Teaching Permits for the 2019-2020 school year

It is the recommendation of the District Administration that the Board of Trustees approve the Annual Statement of Need for 30-Day Substitute Teaching Permits for the 2019-2020 school year.

PLEASE SEE AGENDA ITEM 12E IN THE PACKET

F. Consideration of acceptance of the Quarterly Report on Williams Uniform Complaints

It is the recommendation of the District Administration that the Board of Trustees accept the Quarterly Report on Williams Uniform Complaints.

PLEASE SEE AGENDA ITEM 12F IN THE PACKET

G. Consideration of approval of Discarding the Obsolete Equipment as listed

It is the recommendation of the District Administration that the Board of Trustees approve the Discarding the Obsolete Equipment as listed.

PLEASE SEE AGENDA ITEM 12G IN THE PACKET

H. Consideration of approval of the ratification of the Unpaid School Psychology Practicum and Field Experience Agreement with National University, effective February 12, 2019

It is the recommendation of the District Administration that the Board of Trustees approve the ratification of the Unpaid School Psychology Practicum and Field Experience Agreement with National University, effective February 12, 2019.

PLEASE SEE AGENDA ITEM 12H IN THE PACKET

Mesa Union School District

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I. First Read for March 2019 CSBA Board Policy Updates in sections:

BP 0420.41-Charter School Oversight
E 0420.41-Charter School Oversight
BP 1312.3-Uniform Complaint Procedures
AR 1312.3-Uniform Complaint Procedures
AR 1312.4-Williams Uniform Complaint Procedures
E 1312.4-Williams Uniform Complaint Procedures
AR 1340-Access to District Records
BP 3100-Budget
AR 3100-Budget
BP 3260-Fees and Charges
AR 3260-Fees and Charges
BP 3515.4-Recovery for Property Loss or Damage

AR 3515.4-Recovery for Property Loss or Damage
BP 4030-Nondiscrimination in Employment
AR 4030-Nondiscrimination in Employment
AR 4161.1/4361.1-Personal Illness/Injury Leave
AR 4261.1-Personal Illness/Injury Leave
BP 5117-Interdistrict Attendance
AR 5117-Interdistrict Attendance
AR 5125.2-Withholding Grades, Diploma and Transcripts
E 5145.6-Parental Notifications
BB 9323.2-Actions by the Board
E 9323.2-Actions by the Board

It is the recommendation of the District Administration that the Board of Trustees review the policies in sections 0000-9000 of the March 2019 CSBA board policy updates. These policies will be placed on the May agenda.

PLEASE SEE AGENDA ITEM 12I IN THE PACKET

13. PERSONNEL:

- A. Consideration of acceptance of the resignation due to retirement of Robin Webster, elementary school teacher, effective June 14, 2019**

It is the recommendation of the District Administration that the Board of Trustees accept the resignation due to retirement of Robin Webster, elementary school teacher, effective June 14, 2019.

- B. Consideration of acceptance of the resignation due to retirement of Jose Balam, facilities worker, effective May 31, 2019**

It is the recommendation of the District Administration that the Board of Trustees accept the resignation due to retirement of Jose Balam, facilities worker, effective May 31, 2019.

- C. Consideration of approval of the Educator Development Support Program Consulting Teacher of a First Year Teacher in Induction job description**

It is the recommendation of the District Administration that the Board of Trustees approve the Educator Development Support Program Consulting Teacher of a First Year Teacher in Induction job description.

PLEASE SEE AGENDA ITEM 13C IN THE PACKET

- D. Consideration of approval of the Educator Development Support Program Consulting Teacher of a Second Year Teacher in Induction job description**

It is the recommendation of the District Administration that the Board of Trustees approve the Educator Development Support Program Consulting Teacher of a Second Year Teacher in Induction job description.

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PLEASE SEE AGENDA ITEM 13D IN THE PACKET

- E.** Consideration of approval of the Consulting Teacher of a New and/or Volunteer Teacher job description

It is the recommendation of the District Administration that the Board of Trustees approve the Consulting Teacher of a New and/or Volunteer Teacher job description.

PLEASE SEE AGENDA ITEM 13E IN THE PACKET

- F.** Consideration of approval of the Consulting Teacher of a Referred Teacher job description

It is the recommendation of the District Administration that the Board of Trustees approve the Consulting Teacher of a Referred Teacher job description.

PLEASE SEE AGENDA ITEM 13F IN THE PACKET

- G.** Consideration of approval of the Consulting Teacher of a Referred Teacher job description

It is the recommendation of the District Administration that the Board of Trustees approve the Consulting Teacher of a Referred Teacher job description.

PLEASE SEE AGENDA ITEM 13G IN THE PACKET

14. ITEMS FOR FUTURE CONSIDERATION:

- A.** Local Control Accountability Plan

15. FUTURE MEETINGS

- A.** Tuesday May 21, 2019 at 6:00 p.m., Regular Board Meeting

16. ADJOURNMENT

Time: _____

In accordance with requirement of the Americans with Disabilities Act and related federal regulations, individuals who require special accommodation, including but not limited to an American sign language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent's office at least two days before the meeting.

**Official Minutes of the March 19, 2019 Board Meeting of the Board of Trustees of the
Mesa Union School District**

Call to Order	The March 19, 2019 Regular Meeting of the Board of Trustees of the Mesa Union School District came to order at 6:01 p.m. in the multi-purpose room.
Agenda	The Board agenda was approved by common consent.
Roll Call	<p>Board members present were Dr. Neil Canby, Mary Crull, and Krista Nowak. Roddie Villa and Steven Sullivan were absent.</p> <p>District administrators present were Mr. Turner, superintendent, Erica Magdaleno, executive assistant, and Tami Peterson, chief business official.</p>
Public Comment	There were no public comments on closed session items.
Closed Session	At 6:02 p.m., Trustee Crull asked for public comment on closed session items. Hearing none, she announced that the Board would go into closed session to discuss Personnel as authorized by Government Code §54957 as it relates to personnel needs for the 2019-2020 school year, and Negotiations as it relates to MUTA and MUST-Consult with District Negotiator Jeff Turner, authorized by Government Code §3549.1.
Reconvene to Open Session	At 6:35 p.m., the Board of Trustees returned to open session. Trustee Crull reported that the Board of Trustees had just returned from closed session where they discussed Personnel as authorized by Government Code §54957 as it relates to personnel needs for the 2019-2020 school year, Negotiations as it relates to MUTA and MUST-Consult with District Negotiator Jeff Turner, authorized by Government Code §3549.1. No action was taken.
Pledge of Allegiance	The Pledge of Allegiance was led by student Aidyn Crull.
Minutes	The minutes of the Regular Board Meeting of February 19, 2019 and Special Board meeting of March 5, 2019 were approved by common consent.
Comment by the Public	Trustee Crull asked for public comments by the public. There were no public comments.
Superintendent's Report	District School Bond/Facilities Director Proposal: Mr. Turner provided an update of the process regarding the sale of the school bonds. Mr. Turner communicated that the District received an AA- rating. Mr. Turner also communicated that tomorrow the bond will be pushed out to the bond market for sale. Mr. Turner and Tami will then have a phone conference to verbally approve the sale of bonds. Once funds are released, the District will begin working on the projects that have been identified as priorities. Mr. Turner communicated that he will need assistance managing the projects, and therefore has worked with Tami and the other small districts to develop a plan that would accommodate the needs of each District. Mr. Turner shared that the proposed plan is to hire a full-time Director of Maintenance, Operations and Transportation position. The cost to hire will be shared among the five small school districts and the Business Services Authority (BSA). The anticipated annual cost will be between \$100,000-\$150,000. The cost would be distributed among Briggs School District (50%), Mesa Union (40%) and BSA (10%). The remaining districts will be charged an hourly rate. Mesa Union's portion of the cost will be funded from monies generated through the sale of the bonds. The position term will be three to five years or longer depending on each district's need,

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and may grow into a permanent position. The Business Services Authority will facilitate the hiring with the assistance of Mr. Turner and other small school district superintendents. Mr. Turner also shared that he and Tami Peterson explored other options, such as hiring a consultant contractor, but in reviewing the cost analysis, the daily cost to hire a consultant is estimated at \$1,000. Creating this position is a more cost effective option. Mr. Turner would like the Board to provide some direction regarding the hiring of a Director to facilitate the bond projects. After Board discussion, the Board agreed and directed Mr. Turner to move forward with the hiring process.

Local Control Accountability Plan: Mr. Turner provided an update of the LCAP survey results. There were 138 responses, 23% participation. The survey focused on student achievement, school climate and parent engagement. Mr. Turner reviewed questions and responses from the survey.

Monthly Attendance/Discipline Reports: Mr. Turner provided a monthly attendance update. In the month of February, the overall attendance was 94.67%. Mr. Turner communicated that the overall attendance rate will need to increase in the month of March, April and May in order to reach our yearly overall attendance rate of 97%. Mr. Turner also communicated that in the month of February there were two in-school suspensions.

Trustee Nowak inquired about the survey results regarding uniforms. Mr. Turner communicated that the survey concluded that a small majority of parents were in favor of uniforms. However his cautioned Trustees that the results of the survey only represent 23% of parents in the District. Mr. Turner suggested that if the Board is interested in pursuing requiring students to wear uniforms, the District should collect information from a larger parent sample.

Trustee Nowak reported one advantage of school uniforms would be to provide parents an inexpensive alternative to school attire.

**Board Reports and
Communications**

Board members' correspondence: None

Board members' reports and communication: None

Board members' interests and concerns: None

Consent Agenda

Consent Agenda:

Purchase Orders \$14,626.73

Checks Totaling \$363,959.77

Fund Balances

Enrollment 614

Student of the Month Listing

The consent agenda was adopted by common consent.

Public Hearing

Trustee Crull opened the public hearing at 7:09 p.m. for the purpose of taking public comments on the Collective Bargaining Agreement with Mesa Union Support Team (MUST). There were no public comments.

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Trustee Crull closed the public hearing at 7:10 p.m.

Trustee Crull opened the public hearing at 7:10 p.m. for the purpose of taking public comments on the Collective Bargaining Agreement with Mesa Union Teachers' Association (MUTA). There were no public comments.

Trustee Crull closed the public hearing at 7:11 p.m.

Action/Discussion Items

Tami Peterson, CBO, provided a presentation on the Mesa Union School District 2nd interim report.

**2nd Interim Report for
period ending January 31,
2019**

On motion of Trustee Canby, seconded by Trustee Nowak, and carried with a 3-0-2 vote, the 2nd Interim Report for period ending January 31, 2019 was adopted.

Vote:

Canby: Aye	Crull: Aye	Nowak: Aye	Sullivan: Absent	Villa: Absent
Ayes: 3	Noes: 0	Abstentions: 0	Absent: 2	

**Resolution #18-19-12
regarding layoff of
classified personnel**

On motion of Trustee Nowak, seconded by Trustee Canby, and carried with a 3-0-2 vote, Resolution #18-19-12 regarding layoff of classified personnel was adopted.

Vote:

Canby: Aye	Crull: Aye	Nowak: Aye	Sullivan: Absent	Villa: Absent
Ayes: 3	Noes: 0	Abstentions: 0	Absent: 2	

**2019-2020 Mesa Union
School District Academic
Calendar**

On motion of Trustee Canby, seconded by Trustee Nowak, and carried with a 3-0-2 vote, the 2019-2020 Mesa Union School District Academic Calendar was adopted.

Vote:

Canby: Aye	Crull: Aye	Nowak: Aye	Sullivan: Absent	Villa: Absent
Ayes: 3	Noes: 0	Abstentions: 0	Absent: 2	

**2019-2020 Mesa Union
School District Classified
Holiday Calendar**

On motion of Trustee Nowak, seconded by Trustee Canby, and carried with a 3-0-2 vote, the 2019-2020 Mesa Union District Classified Holiday Calendar was adopted.

Vote:

Canby: Aye	Crull: Aye	Nowak: Aye	Sullivan: Absent	Villa: Absent
Ayes: 3	Noes: 0	Abstentions: 0	Absent: 2	

**Collective Bargaining
Agreement MUST**

On motion of Trustee Canby, seconded by Trustee Nowak, and carried with a 3-0-2 vote, the proposed collective bargaining agreement with Mesa Union Support Team (MUST) for the period of July 1, 2018-June 30, 2020 was approved.

Vote:

Canby: Aye	Crull: Aye	Nowak: Aye	Sullivan: Absent	Villa: Absent
Ayes: 3	Noes: 0	Abstentions: 0	Absent: 2	

**Collective Bargaining
Agreement MUTA**

On motion of Trustee Canby, seconded by Trustee Nowak, and carried with a 3-0-2 vote, the proposed collective bargaining agreement with Mesa Union Teachers' Association (MUTA) for the period of July 1, 2018-June 30, 2020 was approved.

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**Letter of Terms of
Engagement with
Clifton, Larson, and Allen,
LLP for audit services**

Vote:

Canby: **Aye** Crull: **Aye** Nowak: **Aye** Sullivan: **Absent** Villa: **Absent**
Ayes: **3** Noes: **0** Abstentions: **0** Absent: **2**

On motion of Trustee Canby, seconded by Trustee Nowak, and carried with a 3-0-2 vote, the letter of terms of engagement from Clifton, Larson, and Allen, LLP for audit and non audit services provided for the year ending June 30, 2019, plus three additional years ending June 30, 2022 was approved.

Vote:

Canby: **Aye** Crull: **Aye** Nowak: **Aye** Sullivan: **Absent** Villa: **Absent**
Ayes: **3** Noes: **0** Abstentions: **0** Absent: **2**

MJP Technologies, Inc.

On motion of Trustee Canby, seconded by Trustee Nowak, and carried with a 3-0-2 vote, the contract with MJP Technologies, Inc. to complete Category II E-Rate Technology Projects was approved.

Vote:

Canby: **Aye** Crull: **Aye** Nowak: **Aye** Sullivan: **Absent** Villa: **Absent**
Ayes: **3** Noes: **0** Abstentions: **0** Absent: **2**

**Kindergarten Field Trip
Request to SB Zoo**

On motion of Trustee Nowak, seconded by Trustee Canby, and carried with a 3-0-2 vote, the Kindergarten field trip request to Santa Barbara Zoo on May 23, 2019 was approved.

Vote:

Canby: **Aye** Crull: **Aye** Nowak: **Aye** Sullivan: **Absent** Villa: **Absent**
Ayes: **3** Noes: **0** Abstentions: **0** Absent: **2**

**After-school Full STEAM
Ahead Program Field Trip
Request to Santa Rosa
Island**

On motion of Trustee Canby, seconded by Trustee Nowak, and carried with a 3-0-2 vote, the After-school Full STEAM Ahead Program field trip request to Santa Rosa Island from May 17, 2019-May 19, 2019 was approved.

Vote:

Canby: **Aye** Crull: **Aye** Nowak: **Aye** Sullivan: **Absent** Villa: **Absent**
Ayes: **3** Noes: **0** Abstentions: **0** Absent: **2**

**Professional Services
Agreement with School
Works, Inc.**

On motion of Trustee Canby, seconded by Trustee Nowak, and carried with a 3-0-2 vote, the Professional Services Agreement with School Works, Inc. was approved.

Vote:

Canby: **Aye** Crull: **Aye** Nowak: **Aye** Sullivan: **Absent** Villa: **Absent**
Ayes: **3** Noes: **0** Abstentions: **0** Absent: **2**

Personnel

On motion of Trustee Nowak, seconded by Trustee Canby, and carried with a 3-0-2 vote, the resignation of Karen Kerper, Instructional Assistant, effective June 14, 2019 was approved.

Vote:

Canby: **Aye** Crull: **Aye** Nowak: **Aye** Sullivan: **Absent** Villa: **Absent**
Ayes: **3** Noes: **0** Abstentions: **0** Absent: **2**

Future Items

Local Control Accountability Plan
Single Plan for Student Achievement

**Official Minutes of the March 19, 2019 Board Meeting of the Board of Trustees of the
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Future Meetings

April 11, 2019, at 6:00 p.m., Special Board Meeting
May 21, 2019, at 6:00 p.m., Regular Board Meeting

Adjournment

There being no further items of business, the Board adjourned at 7:53 p.m.

Superintendent's Report

April 11, 2019

School Bond Update

- Bond Series A generated **\$4 million**
- Federal Emergency Management Agency Grant Notice of Interest has been filed potentially generating **\$461,250**
- State Funding Application filed potentially generating **\$1,307,191**
- Director of Maintenance, Operations and Transportation Position Posted

Priority 1 Projects

- Replace heat only systems and replace with heat/AC systems (\$1,497,605)
- Add (2) relocatable classroom building to accommodate growth (\$864,000)
- Replace failing exterior and interior doors and hardware (\$325,261)
- Provide access door hardware (\$180,000)
- Shade structure outdoor dining area (\$135,000)
- Replace/upgrade failing windows (\$136,758)
- Upgrade kindergarten restrooms (\$171,219)
- Ongoing roofing repairs (\$310,477)
- Repair playground turf (\$67,007)
- Repair and improve campus data system infrastructure (\$221,769)
- Repair/upgrade electric systems (\$221,769)
- Parking lot shade solar structures (TBD)
- Increasing security camera coverage (\$75,000)
- Repair and/or replacement of failing site utility systems (\$335,033)
- Add campus security monitoring system (\$341,769)
- Replace furniture for students and staff (\$291,000)

Total Project Cost: \$5,173,667

Priority 1 Projects

- **Complete ongoing fencing project (\$75,000)**
- **Ongoing roofing repairs (\$310,477)**
- **Repair playground turf (\$67,007)**
- **Replace failing exterior and interior doors and hardware (\$325,261)**
- **Replace/upgrade failing windows (\$136,758)**
- **Repair/upgrade electric systems (\$221,769)**
- **Replace heat only systems and replace with heat/AC systems (\$1,497,605)**

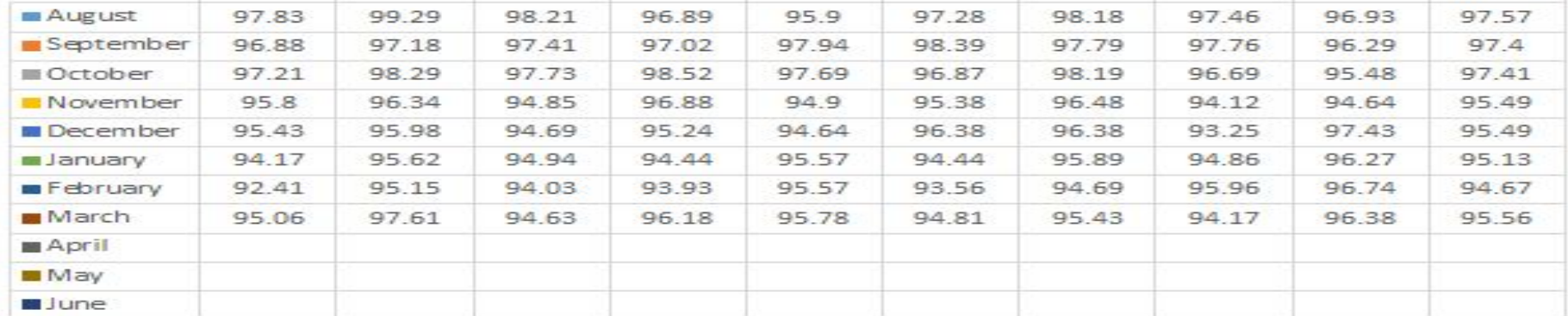
Total Project Cost: \$2,633,847

2018-2019

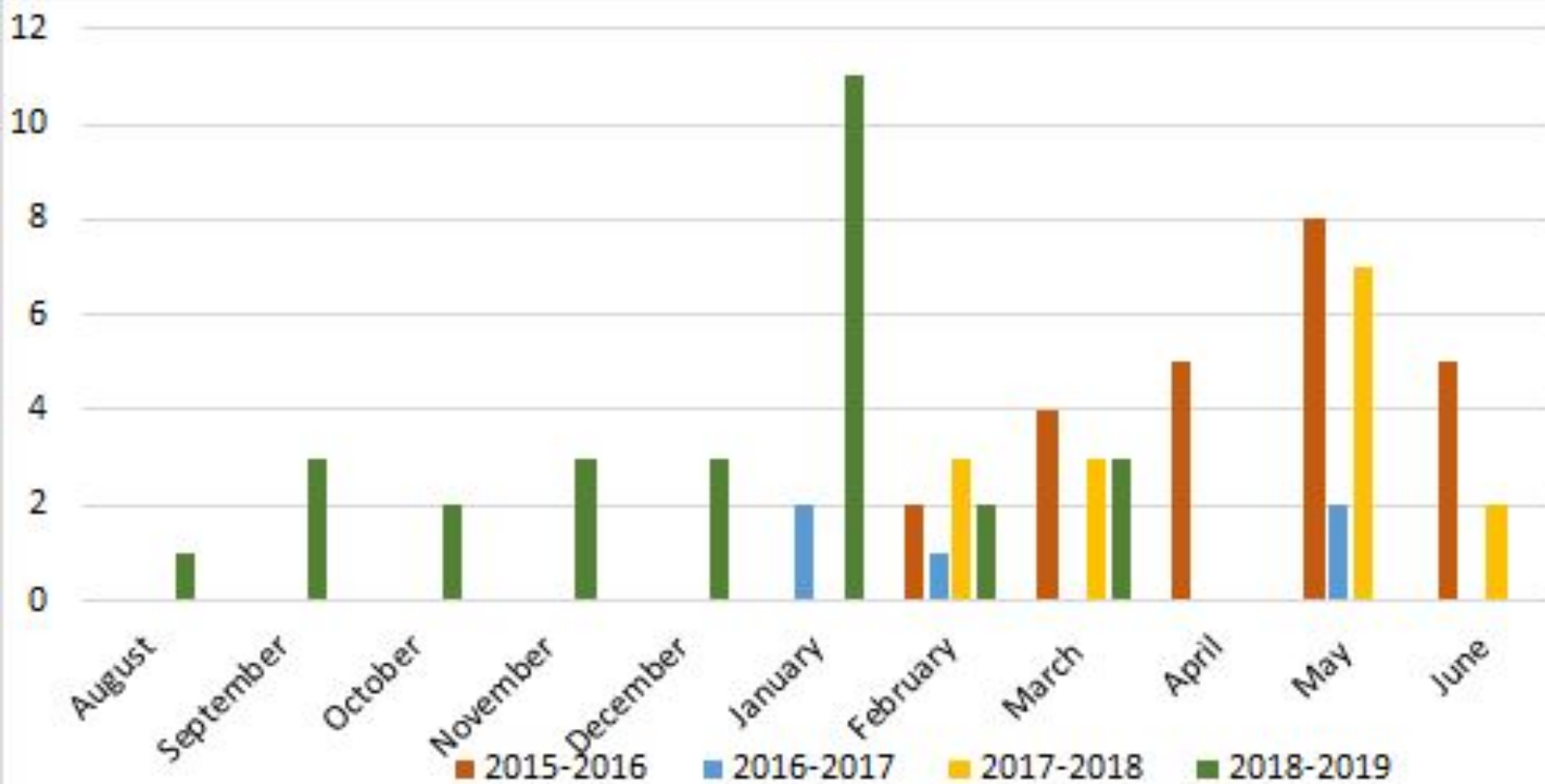


Mesa Challenge

Attendance Report

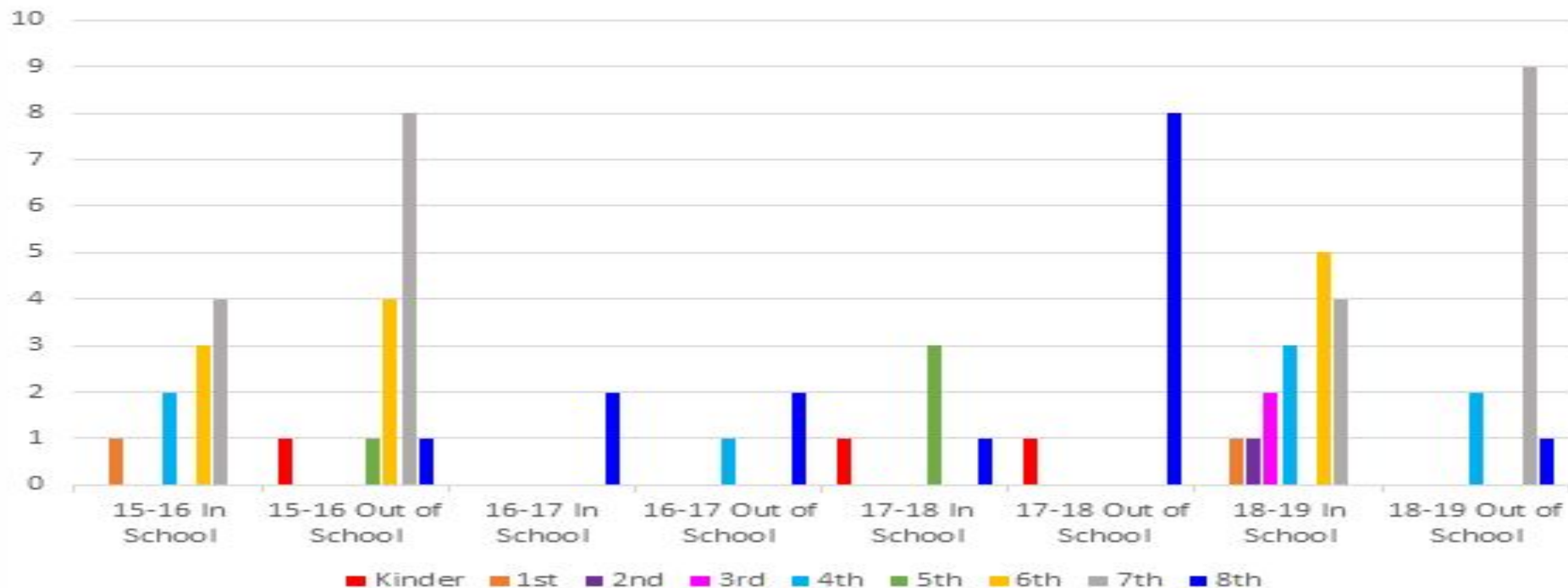


Monthly Suspension Report



Monthly Suspension Report

2015-2016 thru 2018-2019
Suspension Report



Includes Purchase Orders dated 03/01/2019 - 03/31/2019				Board Meeting Date 4/11/2019	
PO Number	Vendor Name	Order Location	Object Description	Resource Description	Account Amount
P0319-00362	BANK OF AMERICA	MESA UNION	Mat'l's/Sup	Unrestrict	54.47
P0319-00363	BANK OF AMERICA	MESA UNION	Mat'l's/Sup	Unrestrict	54.25
P0319-00364	VTA CNTY OFFICE OF EDUCATION	MESA UNION	EmployFees	Unrestrict	265.00
P0319-00365	EVERYBODY DANCE NOW!	MESA UNION	Prof Svc	Supp/Conc	400.00
P0319-00366	MJP TECHNOLOGIES, INC	MESA UNION	Mat'l's/Sup	Unrestrict	104.75
P0319-00367	AVID CENTER	MESA UNION	PpdExpndtr	OtherState	1,650.00
P0319-00368	MJP TECHNOLOGIES, INC	MESA UNION	RntRprNCap	Unrestrict	125.00
P0319-00369	CHANNING BETE CO, INC	MESA UNION	Mat'l's/Sup	Unrestrict	139.86
P0319-00370	NEW WEST SYMPHONY ASSOCIATION	MESA UNION	Prof Svc	FTRD	250.00
P0319-00371	AMAZON.COM	MESA UNION	Mat'l's/Sup	Unrestrict	353.76
P0319-00372	AMAZON.COM	MESA UNION	Mat'l's/Sup	Unrestrict	342.67
P0319-00373	AMAZON.COM	MESA UNION	Mat'l's/Sup	Unrestrict	26.94
P0319-00374	AMAZON.COM	MESA UNION	Mat'l's/Sup	Unrestrict	27.86
P0319-00375	AMAZON.COM	MESA UNION	Mat'l's/Sup	Unrestrict	405.16
P0319-00376	AMAZON.COM	MESA UNION	Mat'l's/Sup	Unrestrict	179.94
P0319-00377	AMAZON.COM	MESA UNION	Mat'l's/Sup	Unrestrict	93.29
P0319-00378	AMAZON.COM	MESA UNION	Mat'l's/Sup	Unrestrict	34.91
P0319-00379	BANK OF AMERICA	MESA UNION	Mat'l's/Sup	Unrestrict	69.34
P0319-00380	MJP TECHNOLOGIES, INC	MESA UNION	Mat'l's/Sup	Unrestrict	26.28
P0319-00381	BANK OF AMERICA	MESA UNION	Mat'l's/Sup	Unrestrict	33.14
P0319-00382	AMAZON.COM	MESA UNION	Mat'l's/Sup	Unrestrict	126.71
P0319-00383	McCARTY & SONS TOWING	MESA UNION	RntRprNCap	Unrestrict	300.00
P0319-00384	BANK OF AMERICA	MESA UNION	Mat'l's/Sup	Unrestrict	84.05
P0319-00385	AMAZON.COM	MESA UNION	Mat'l's/Sup	Unrestrict	53.61
P0319-00386	LOW VOLTAGE SOLUTIONS, INC	MESA UNION	Prof Svc	Unrestrict	350.00
P0319-00388	DURHAM SCHOOL SERVICES	MESA UNION	Prof Svc	FTRD	1,001.14
P0319-00389	AMAZON.COM	MESA UNION	Mat'l's/Sup	Unrestrict	32.16
P0319-00390	AMAZON.COM	MESA UNION	Mat'l's/Sup	Unrestrict	35.90
P0319-00391	AMAZON.COM	MESA UNION	Mat'l's/Sup	Unrestrict	6.52
P0319-00392	POSITIVE PROMOTIONS, INC	MESA UNION	Mat'l's/Sup	Unrestrict	25.05
P0319-00393	AMAZON.COM	MESA UNION	Mat'l's/Sup	Unrestrict	36.44
P0319-00394	VTA CNTY OFFICE OF EDUCATION	MESA UNION	Mat'l's/Sup	SpecialEd	147.00
P0319-00395	BANK OF AMERICA	MESA UNION	Mat'l's/Sup	Unrestrict	26.79
P0319-00396	AFFORDABLE PLUMBING PROS	MESA UNION	RntRprNCap	Unrestrict	1,766.00
P0319-00397	EDUCATIONAL TESTING SERVICE	MESA UNION	Mat'l's/Sup	Unrestrict	42.56
P0319-00398	AMAZON.COM	MESA UNION	Mat'l's/Sup	Unrestrict	24.07
P0319-00399	COUNTY OF VENTURA	MESA UNION	Prof Svc	Unrestrict	8,795.32
P0319-00400	FOX CANYON GROUNDWATER	MESA UNION	Prof Svc	Unrestrict	6,909.56
P0319-00401	AMAZON.COM	MESA UNION	Mat'l's/Sup	Unrestrict	15.55
P0319-00402	MARK-IT PLACE	MESA UNION	Mat'l's/Sup	Unrestrict	298.43
P0319-00403	BANK OF AMERICA	MESA UNION	Mat'l's/Sup	Unrestrict	523.88
P0319-00404	BANK OF AMERICA	MESA UNION	Mat'l's/Sup	Unrestrict	179.06

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

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Includes Purchase Orders dated 03/01/2019 - 03/31/2019				Board Meeting Date 4/11/2019	
PO Number	Vendor Name	Order Location	Object Description	Resource Description	Account Amount
P0319-00405	ANDERSON REFRIGERATION INC	MESA UNION	RntRprNCap	Unrestrict	393.44
P0319-00406	JW PEPPER & SON, INC	MESA UNION	Mat'ls/Sup	Supp/Conc	420.42
P0319-00407	CAMINO REAL NATURALISTS	MESA UNION	Prof Svc	FTRD	540.00
P0319-00408	AMAZON.COM	MESA UNION	Mat'ls/Sup	Unrestrict	47.60
P0319-00409	MJP TECHNOLOGIES, INC	MESA UNION	RntRprNCap	Unrestrict	427.50
P0319-00410	AMAZON.COM	MESA UNION	Mat'ls/Sup	Unrestrict	42.88
P0319-00411	BANK OF AMERICA	MESA UNION	Mat'ls/Sup	Unrestrict	155.03
P0319-00412	MARK-IT PLACE	MESA UNION	Mat'ls/Sup	Unrestrict	393.88
P0319-00413	VTA CNTY OFFICE OF EDUCATION	MESA UNION	STAFF DEV	NCLBIIPrTA	150.00
P0319-00414	AMAZON.COM	MESA UNION	Mat'ls/Sup	Unrestrict	15.55
Total Number of POs			52	Total	28,002.72

Fund Recap

Fund	Description	PO Count	Amount
010	General Fund	52	28,002.72

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

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Includes Purchase Orders dated 03/01/2019 - 03/31/2019

Board Meeting Date 4/11/2019

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
B0319-00007	1,265.00	010-5504	General Fund/Water	402.15
B0319-00015	12,000.00	010-4300	General Fund/Mat'ls/Sup	725.12
B0319-00020	15,000.00	010-4300	General Fund/Mat'ls/Sup	3,115.78
B0319-00029	1,800.00	010-5804	General Fund/EmployFees	285.00
B0319-00031	2,158.00	010-5800	General Fund/Prof Svc	540.16
B0319-00046	10,075.00	010-5800	General Fund/Prof Svc	9.32
B0319-00053	5,000.00	130-4700	Cafeteria Fund/Food	456.86
B0319-00073	4,500.00	010-5800	General Fund/Prof Svc	146.63
Total PO Changes				5,681.02

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Checks Dated 03/01/2019 through 03/31/2019				Board Meeting Date 4/11/2019	
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5003812227	03/01/2019	MJP TECHNOLOGIES, INC	010-5800		75.00
5003812228	03/01/2019	SIX FLAGS MAGIC MOUNTAIN	010-5800		3,275.28
5003812229	03/01/2019	SYSKO VENTURA	010-4300	157.50	
			130-4700	308.31	465.81
5003812230	03/01/2019	Waggoner, Michele N	010-4300		92.37
5003812231	03/01/2019	BUSINESS SERVICES AUTHORITY	010-5803		41,029.00
5003812232	03/01/2019	E.J. HARRISON & SONS, INC	010-5505		772.02
5003812233	03/01/2019	GOLDEN VALLEY CHARTER SCHOOL	010-8096		130,685.00
5003812234	03/04/2019	ALTA DENA DAIRY	130-4700		938.25
5003812235	03/04/2019	POOLE OIL COMPANY	010-4310		320.88
5003812236	03/04/2019	UNDERWOOD FAMILY FARMS	130-4700		543.14
5003812237	03/07/2019	EXCEL LD	010-5901		16.76
5003812238	03/07/2019	SO CA EDISON CO	010-5502		3,559.56
5003812239	03/07/2019	SO CA GAS CO	010-5501		1,147.54
5003812240	03/07/2019	Ramirez, Jolana R	010-5200		17.98
5003812241	03/07/2019	Magdaleno, Erica G	010-5200		27.14
5003812242	03/07/2019	Oliveras, Anthony	010-4300		78.69
5003812243	03/07/2019	HOME DEPOT CREDIT SERVICES	010-4300		515.83
5003812244	03/07/2019	OFFICE DEPOT BUSINESS CREDIT	010-4300		1,274.88
5003812245	03/08/2019	ANIMAL & INSECT PEST MGMT INC	010-5506		650.00
5003812246	03/08/2019	ART N' YOU	010-5800		2,141.22
5003812247	03/08/2019	BARON INDUSTRIES	010-4300		7.94
5003812248	03/08/2019	CONEJO VLY HISTORICAL SOCIETY	010-5800		332.00
5003812249	03/08/2019	DIAL SECURITY	010-5800		179.76
5003812250	03/08/2019	GODOY STUDIOS	010-5800		790.00
5003812251	03/08/2019	HOUSE SANITARY SUPPLY	010-4300		1,205.05
5003812252	03/08/2019	MISSION LINEN SUPPLY	010-5600	27.57	
			130-5600	51.35	78.92
5003812253	03/08/2019	POSITIVE PROMOTIONS, INC	010-4300	123.12	
			Unpaid Tax	5.69-	117.43
5003812254	03/08/2019	SPARKLETTS	010-5504		82.40
5003812255	03/08/2019	SYSKO VENTURA	130-4300	332.31	
			130-4700	1,395.56	1,727.87
5003812256	03/08/2019	TARANGO'S DIESEL REPAIR	010-4300	54.50	
			010-5600	1,235.05	1,289.55
5003812257	03/11/2019	EVERYBODY DANCE NOW !	010-5800		400.00
5003812258	03/11/2019	HOUSE SANITARY SUPPLY	010-4300		1,884.22
5003812259	03/11/2019	MJP TECHNOLOGIES, INC	010-5600		125.00
5003812260	03/11/2019	NEW WEST SYMPHONY	010-5800		250.00
5003812261	03/11/2019	REVOLVING ACCOUNT	010-5903		334.49
5003812262	03/11/2019	SYSKO VENTURA	130-4700		90.22
5003812263	03/11/2019	TARANGO'S DIESEL REPAIR	010-4300	2,505.18	
			010-5600	792.05	3,297.23
5003812264	03/11/2019	VTA CNTY OFFICE OF EDUCATION	010-5804		265.00
5003812265	03/14/2019	E.J. HARRISON & SONS, INC	010-5505		95.13

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Checks Dated 03/01/2019 through 03/31/2019				Board Meeting Date 4/11/2019	
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5003812266	03/14/2019	RICOH USA, INC	010-5600		2,251.18
5003812267	03/14/2019	Sussex, Deborah	010-5200		55.68
5003812268	03/14/2019	Magdaleno, Erica G	010-5200		43.84
5003812269	03/14/2019	Oliveras, Anthony	010-4300		72.38
5003812270	03/14/2019	Patton, Malik R	010-4300		82.03
5003812271	03/14/2019	ALL COMMUNICATIONS	010-5600		170.00
5003812272	03/14/2019	BANK OF AMERICA	010-4300		33.14
5003812273	03/14/2019	CHANNING BETE CO, INC	010-4300	139.86	
			Unpaid Tax	8.30-	131.56
5003812274	03/14/2019	COASTAL OCC MED GRP	010-5804		25.00
5003812275	03/14/2019	McCARTY & SONS TOWING	010-5600		300.00
5003812276	03/14/2019	MISSION LINEN SUPPLY	010-5600	27.57	
			130-5600	51.35	78.92
5003812277	03/14/2019	MJP TECHNOLOGIES, INC	010-5800		75.00
5003812278	03/14/2019	NASON'S LOCK & SAFE, INC	010-5600		763.09
5003812279	03/14/2019	SYSCO VENTURA	130-4300	173.57	
			130-4700	953.54	1,127.11
5003812280	03/15/2019	SYSCO VENTURA	130-4300	361.03	
			130-4700	73.52	434.55
5003812281	03/15/2019	VCOE-SELPA	010-4300		147.00
5003812282	03/19/2019	VERIZON WIRELESS	010-5901		142.21
5003812283	03/21/2019	AFFORDABLE PLUMBING PROS	010-5600		1,766.00
5003812284	03/21/2019	AMAZON/SYNCHRONY BANK	010-4300	2,166.48	
			Unpaid Tax	10.96-	2,155.52
5003812285	03/21/2019	COUNTY OF VENTURA	010-5800		8,795.32
5003812286	03/21/2019	DURHAM SCHOOL SERVICES	010-5800		1,001.14
5003812287	03/21/2019	EDUCATIONAL TESTING SERVICE	010-4300		42.56
5003812288	03/21/2019	EMPIRE THERAPEUTIC	010-5800		2,470.00
5003812289	03/21/2019	JW PEPPER & SON, INC	010-4300		81.85
5003812290	03/21/2019	MISSION LINEN SUPPLY	010-5600	25.28	
			130-5600	67.77	93.05
5003812291	03/21/2019	MJP TECHNOLOGIES, INC	010-4300		26.28
5003812292	03/21/2019	POOLE OIL COMPANY	010-4310		869.61
5003812293	03/21/2019	REVOLVING ACCOUNT	010-5804		59.75
5003812294	03/21/2019	SYSCO VENTURA	130-4300	268.46	
			130-4700	965.97	1,234.43
5003812295	03/21/2019	TARANGO'S DIESEL REPAIR	010-4300	31.92	
			010-5600	108.50	140.42
5003812296	03/22/2019	RICOH USA, INC	010-5800		1,138.49
5003812297	03/22/2019	Ramirez, Irene G	010-4300		67.50
5003812298	03/22/2019	Waggoner, Michele N	010-4300		52.76
5003812299	03/22/2019	Ford, Olivia A	010-5220		1,114.38
5003812300	03/22/2019	Cousino, Leticia E	010-4300		132.59
5003812301	03/22/2019	Turner, Jeffery D	010-4300		566.96
5003812302	03/22/2019	Ainsworth, Claire	010-5220		160.64
5003812303	03/22/2019	SELF-INSURED SCHOOLS OF CALIF	010-9534	54,317.75	

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Checks Dated 03/01/2019 through 03/31/2019				Board Meeting Date 4/11/2019	
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5003812303	03/22/2019	SELF-INSURED SCHOOLS OF CALIF	010-9537	404.20	54,721.95
5003812304	03/25/2019	Nguyen, Fawn P	010-5300		139.00
5003812305	03/25/2019	Jahr, Christina L	010-4300		373.91
5003812306	03/25/2019	SYSCO VENTURA	130-4700		60.24
5003812307	03/25/2019	TAX DEFERRED SERVICES	010-9539		7,616.00
5003812308	03/25/2019	MTA CNTY OFFICE OF EDUCATION	010-5800		135.00
5003812309	03/26/2019	Vollmert, Julee A	010-5220		2,484.95
5003812310	03/27/2019	AT&T	010-5901		211.24
5003812311	03/28/2019	E.J. HARRISON & SONS, INC	010-5505		772.02
5003812312	03/28/2019	RICOH USA, INC	010-5800		11.50
5003812313	03/28/2019	SO CA EDISON CO	010-5502		3,672.56
5003812314	03/28/2019	Sonnenschein, Roxanne J	010-5200		51.04
5003812315	03/28/2019	Patton, Malik R	010-4300		21.46
5003812316	03/28/2019	ANDERSON REFRIGERATION INC	010-5600		393.44
5003812317	03/28/2019	ATKINSON,ANDELSON,LOYA, et al	010-5899		1,515.94
5003812318	03/28/2019	KAREN KENNEDY	010-5800		540.00
5003812319	03/28/2019	FOX CANYON GROUNDWATER	010-5800		6,909.56
5003812320	03/28/2019	MARK-IT PLACE	010-4300		298.43
5003812321	03/28/2019	MJP TECHNOLOGIES, INC	010-4300	129.19	
			010-5600	427.50	556.69
5003812322	03/28/2019	OFFICE DEPOT BUSINESS CREDIT	010-4300	1,392.48	
			010-5800	89.02	1,481.50
5003812323	03/28/2019	POSITIVE PROMOTIONS, INC	010-4300	25.05	
			Unpaid Tax	.75-	24.30
5003812324	03/28/2019	SYSCO VENTURA	130-4300	78.89	
			130-4700	933.04	1,011.93
5003812325	03/28/2019	TARANGO'S DIESEL REPAIR	010-4300	1,226.41	
			010-5600	1,736.00	2,962.41
5003812326	03/28/2019	TARANGO'S DIESEL REPAIR	010-5600		108.50
5003812327	03/29/2019	SYSCO VENTURA	130-4700		109.96
5003812328	03/29/2019	EXCEL LD	010-5901		16.76
Total Number of Checks			102		314,280.79

Fund Recap

Fund	Description	Check Count	Expensed Amount
010	General Fund	92	306,550.01
130	Cafeteria Fund	14	7,756.48
Total Number of Checks		102	314,306.49
Less Unpaid Tax Liability			25.70-
Net (Check Amount)			314,280.79

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.

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Fund 010 - General Fund

Fiscal Year 2018/19 Through March 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	Rev Lim/LCFF	3,230,077.00	3,181,185.00	2,340,245.00	840,940.00	73.57
8012	Education Protection Act	717,651.00	771,633.00	665,629.00	106,004.00	86.26
8019	Revenue Limit State Aid Prior			10,756.71	10,756.71-	NO BDGT
8021	Homeowners' Exemption	16,459.00	16,890.00	8,671.46	8,218.54	51.34
8041	Secured Rolls Tax	2,183,221.00	2,279,166.00	1,284,632.13	994,533.87	56.36
8042	Unsecured Roll Taxes	68,059.00	73,889.00	71,448.41	2,440.59	96.70
8043	Prior Years' Taxes	11,759.00	9,408.00	7,204.57	2,203.43	76.58
8044	Supplemental Taxes	58,755.00	67,505.00	52,659.25	14,845.75	78.01
8045	Education Rev Augmentation Fd	76,257.00	10,472.00	88,585.68	78,113.68-	845.93
8096	Charter School Trans In Lieu P	1,203,530.00-	1,243,543.00-	862,695.00-	380,848.00-	69.37
Total LCFF Revenue Sources		5,158,708.00	5,166,605.00	3,667,137.21	1,499,467.79	70.98
Federal Revenue						
8181	Special Education Entitlement	209,484.00	209,484.00		209,484.00	
8182	Special Education Discretionary	7,459.00	7,459.00		7,459.00	
8290	All Other Federal Revenue	119,428.00	185,947.00	50,367.51	135,579.49	27.09
Total Federal Revenue		336,371.00	402,890.00	50,367.51	352,522.49	12.50
Other State Revenues						
8550	Mandated Cost Reimbursements	105,791.00	127,644.00	73,064.00	54,580.00	57.24
8560	State Lottery Revenue	121,356.00	129,759.00	80,364.21	49,394.79	61.93
8590	All Other State Revenues	2,173.00	58,756.00	31,553.00	27,203.00	53.70
Total Other State Revenues		229,320.00	316,159.00	184,981.21	131,177.79	58.51
Other Local Revenue						
8650	Leases and Rentals	1,900.00	5,000.00	12,500.00	7,500.00-	250.00
8660	Interest	11,901.00	29,255.00	11,308.74	17,946.26	38.66
8677	Interagency Services Between L	70,778.00	102,442.00		102,442.00	
8689	All Other Fees and Contracts	19,443.00	17,000.00	7,946.57	9,053.43	46.74
8699	All Other Local Revenue	50,974.00	163,695.00	106,694.97	57,000.03	65.18
8792	Transfers of Apportionments Fr	506,042.00	512,092.00	391,216.00	120,876.00	76.40
Total Other Local Revenue		661,038.00	829,484.00	529,666.28	299,817.72	63.85
Total Year To Date Revenues		6,385,437.00	6,715,138.00	4,432,152.21	2,282,985.79	66.00

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 603, Starting Period = 1, Ending Account Period = 9, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 010 - General Fund

Fiscal Year 2018/19 Through March 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Certificated Salaries							
1100	Teachers' Salaries	2,111,753.00	2,085,481.00	541,015.08	1,522,509.97	21,955.95	73.01
1110	Substitute Teacher	26,750.00	44,375.00		35,030.00	9,345.00	78.94
1130	Stipend	18,900.00	27,900.00	13,700.00	13,950.00	250.00	50.00
1140	Extra Duty	66,393.00	103,215.00		56,633.78	46,581.22	54.87
1200	Certificated Pupil Support Sal	89,564.00	79,229.00	24,426.57	53,326.84	1,475.59	67.31
1240	Certificated Pupil Support Sal	560.00	1,250.00		1,246.59	3.41	99.73
1301	Superintendent	164,851.00	164,850.00	41,212.50	123,637.50		75.00
1303	Principal	87,582.00	87,582.00	23,886.17	63,696.43	.60-	72.73
1940	Extra Duty-Parent Technology	105.00	105.00			105.00	
Total Certificated Salaries		2,566,458.00	2,593,987.00	644,240.32	1,870,031.11	79,715.57	72.09
Classified Salaries							
2100	Instructional Aides' Salaries	201,191.00	175,337.00	38,689.83	115,002.50	21,644.67	65.59
2110	Substitute Aide	9,500.00	13,000.00		13,421.69	421.69-	103.24
2130	Extra Duty Aide	4,250.00	8,819.00		5,866.51	2,952.49	66.52
2150	Instructional Aide Overtime	250.00	5,612.00		5,049.97	562.03	89.99
2200	Classified Support Salaries	342,260.00	334,909.00	86,258.64	232,706.61	15,943.75	69.48
2210	Classified Support Substitute	200.00	1,125.00		1,004.05	120.95	89.25
2214	Substitute Maintenance	1,000.00	18,000.00		17,957.57	42.43	99.76
2216	Substitute Bus Driver	300.00	300.00			300.00	
2218	Substitute Lib/Comp Res	250.00	250.00		222.17	27.83	88.87
2250	Classified Support Overtime	17,550.00	27,874.00		25,496.48	2,377.52	91.47
2400	Clerical and Office Salaries	174,671.00	176,368.00	42,509.43	126,373.21	7,485.36	71.65
2410	Clerical Sub	500.00	1,000.00		1,308.15	308.15-	130.82
2450	Clerical/Office Overtime	13,000.00	15,750.00		15,676.31	73.69	99.53
2900	Other Classified Salaries	48,708.00	100,653.00	21,507.86	69,671.42	9,473.72	69.22
2910	Other Classified Substitute	250.00	4,000.00		3,507.91	492.09	87.70
2911	Site Coordinator-After School		33,326.00	7,998.03	23,422.80	1,905.17	70.28
2950	OTHER CLASS OVERTIME		5,000.00		5,359.00	359.00-	107.18
Total Classified Salaries		813,880.00	921,323.00	196,963.79	662,046.35	62,312.86	71.86
Employee Benefits							
3101	STRS, certificated positions	416,526.00	422,205.00	104,882.38	300,394.87	16,927.75	71.15
3102	STRS, classified positions	5,194.00	5,194.00	1,416.48	3,991.15	213.63-	76.84
3202	PERS, classified positions	126,480.00	136,967.00	32,099.68	94,203.57	10,663.75	68.78
3301	OASDI/Medicare/Alternative, ce	42,767.00	42,711.00	8,923.63	26,725.52	7,061.85	62.57
3302	OASDI/Medicare/Alternative, cl	58,304.00	66,477.00	13,926.33	47,466.68	5,083.99	71.40

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 603, Starting Period = 1, Ending Account Period = 9, Stmt Option? = R,
Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 010 - General Fund

Fiscal Year 2018/19 Through March 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3401	Health & Welfare Benefits, cer	349,056.00	333,148.00	96,871.71	234,714.94	1,561.35	70.45
3402	Health & Welfare Benefits, cla	130,592.00	129,845.00	39,046.17	90,149.77	649.06	69.43
3501	SUI, certificated positions	1,240.00	1,250.00	307.72	900.17	42.11	72.01
3502	SUI, classified positions	389.00	444.00	93.98	318.32	31.70	71.69
3601	Work Comp Ins, certificated po	60,638.00	54,800.00	13,547.98	39,327.52	1,924.50	71.77
3602	Work Comp Ins, classified posi	17,390.00	19,507.00	4,136.27	13,903.05	1,467.68	71.27
3701	Retiree Benefits, certificated	10,037.00					NO BDGT
Total Employee Benefits		1,218,613.00	1,212,548.00	315,252.33	852,095.56	45,200.11	70.27
Books and Supplies							
4100	Textbooks	10,000.00	10,000.00		8,039.38	1,960.62	80.39
4200	Books Other Than Textbooks	5,000.00	3,850.00		2,826.31	1,023.69	73.41
4300	Materials and Supplies	151,075.00	244,008.00	15,223.51	185,533.20	43,251.29	76.04
4310	Bus Fuel	12,000.00	12,038.00	3,482.58	8,555.42		71.07
4319	Supplies Undesignated	33,379.00	26,943.00			26,943.00	
4400	Non-Capitalized Equipment	44,250.00	14,520.00		14,276.91	243.09	98.33
Total Books and Supplies		255,704.00	311,359.00	18,706.09	219,231.22	73,421.69	70.41
Services and Other Operating Expenditures							
5100	Sub Agreements for Prof Servic	49,550.00	52,208.00		201.73-	52,409.73	-0.39
5200	Travel and Conferences	1,020.00	1,020.00		830.72	189.28	81.44
5201	Car Allowance	2,400.00	2,400.00	600.00	1,800.00		75.00
5220	STAFF DEVELOPMENT	20,000.00	39,720.00	9,248.00	27,765.56	2,706.44	69.90
5300	Dues and Memberships	9,110.00	9,484.00	50.00	8,973.91	460.09	94.62
5450	Other Insurance	35,285.00	43,657.00		43,655.00	2.00	100.00
5501	Natural Gas	5,450.00	5,450.00	1,130.51	3,449.49	870.00	63.29
5502	Electricity	56,000.00	56,000.00	15,145.78	40,554.22	300.00	72.42
5504	Water	6,000.00	6,000.00	2,707.64	3,757.36	465.00-	62.62
5505	Rubbish	14,750.00	14,750.00	5,721.94	8,778.06	250.00	59.51
5506	Pest Control	8,000.00	11,000.00	2,968.73	5,899.00	2,132.27	53.63
5600	Rentals,Leases,Repairs & Nonca	108,830.00	138,663.00	13,222.70	113,876.71	11,563.59	82.12
5800	Professnl/Consult Serv & Opera	342,057.00	364,988.00	67,274.93	244,032.65	53,680.42	66.86
5801	Audit	20,125.00	20,125.00	4,750.00	9,500.00	5,875.00	47.20
5803	Business Services Authority	123,087.00	123,087.00	41,029.00	82,058.00		66.67
5804	Employment Fees	4,300.00	7,028.00	460.00	5,584.75	983.25	79.46
5899	Legal Services	15,000.00	15,000.00	763.81	13,236.19	1,000.00	88.24
5901	Phone Services	5,910.00	6,196.00	2,299.06	3,829.22	67.72	61.80

Fund 010 - General Fund

Fiscal Year 2018/19 Through March 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5902	Internet Services	33,100.00	40,500.00		40,500.00		100.00
5903	Postage	2,630.00	2,630.00		2,288.53	341.47	87.02
Total Services and Other Operating Expenditures		862,604.00	959,906.00	167,372.10	660,167.64	132,366.26	68.77
Capital Outlay							
6170	Site Improvement	100,000.00	10,137.00		10,136.93	.07	100.00
6200	Buildings and Improvement of B		12,500.00	12,036.21		463.79	
6210	Architect/Engineering Fees		5,403.00		5,402.16	.84	99.98
6220	DSA Plan Check Fees		1,488.00		1,487.50	.50	99.97
Total Capital Outlay		100,000.00	29,528.00	12,036.21	17,026.59	465.20	57.66
Tuition							
7141	Other Tuition/Excess Costs to	9,300.00	10,924.00		1,624.00	9,300.00	14.87
7142	Other Tuition/Excess Costs to	70,817.00	77,138.00	49,252.00	24,309.92	3,576.08	31.51
Total Tuition		80,117.00	88,062.00	49,252.00	25,933.92	12,876.08	29.45
Other Transfers Out							
7221	Transfers of Apportionments to	362,717.00	362,717.00	215,091.79	149,677.21	2,052.00-	41.27
Total Other Transfers Out		362,717.00	362,717.00	215,091.79	149,677.21	2,052.00-	41.27
Transfers of Indirect/direct support costs							
7350	Direct Support/Indirect Costs	4,296.00-	4,545.00-			4,545.00-	
Total Transfers of Indirect/direct support costs		4,296.00-	4,545.00-	.00	.00	4,545.00-	
Total Year To Date Expenditures		6,255,797.00	6,474,885.00	1,618,914.63	4,456,209.60	399,760.77	68.82

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses							
Interfund Transfers Out							
7619	Other Authorized Interfund Tsf		100,000.00			100,000.00	
Total Interfund Transfers Out		.00	100,000.00	.00	.00	100,000.00	
Total Year To Date Other Financing Uses		.00	100,000.00	.00	.00	100,000.00	

Fund 010 - General Fund

Fiscal Year 2018/19 Through March 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	6,385,437.00	6,715,138.00		4,432,152.21	2,282,985.79	66.00
B. Expenditures	6,255,797.00	6,474,885.00	1,618,914.63	4,456,209.60	399,760.77	68.82
C. Subtotal (Revenue LESS Expense)	129,640.00	240,253.00		24,057.39-	1,883,225.02	
D. Other Financing Sources and Uses						
Sources						
LESS Uses		100,000.00			100,000.00	
E. Net Change in Fund Balance	129,640.00	140,253.00		24,057.39-	1,783,225.02	
F. Fund Balance:						
Beginning Balance (9791)	1,263,370.00	1,358,565.00		1,358,564.78		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	1,263,370.00	1,358,565.00		1,358,564.78		
G. Calculated Ending Balance	1,393,010.00	1,498,818.00		1,334,507.39		
*Components of Ending Fund Balance						
Legally Restricted (9740)	129,931.00	198,938.00				
Other Designations (9780)						
Undesig/Unapprop (9790)	944,955.00	981,756.00				
Other	318,124.00	318,124.00		1,618,914.63		

Fund 130 - Cafeteria Fund

Fiscal Year 2018/19 Through March 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	Child Nutrition Programs	136,464.00	147,550.00	90,799.80	56,750.20	61.54
8290	All Other Federal Revenue			300.00	300.00-	NO BDGT
Total Federal Revenue		136,464.00	147,550.00	91,099.80	56,450.20	61.74
Other State Revenues						
8520	Child Nutrition Programs	10,086.00	11,053.00	6,939.50	4,113.50	62.78
Total Other State Revenues		10,086.00	11,053.00	6,939.50	4,113.50	62.78
Other Local Revenue						
8634	Food Services Sales	51,434.00	49,044.00	26,317.19	22,726.81	53.66
8660	Interest	400.00	1,429.00	566.56	862.44	39.65
Total Other Local Revenue		51,834.00	50,473.00	26,883.75	23,589.25	53.26
Total Year To Date Revenues		198,384.00	209,076.00	124,923.05	84,152.95	59.75

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Classified Salaries							
2200	Classified Support Salaries	56,285.00	52,004.00	12,165.93	36,380.54	3,457.53	69.96
2212	Substitute Cafeteria Worker	2,450.00	2,450.00		1,866.55	583.45	76.19
2250	Classified Support Overtime	4,004.00	8,040.00		6,185.09	1,854.91	76.93
2400	Clerical and Office Salaries	5,787.00	5,787.00	1,511.25	4,029.99	245.76	69.64
2450	Clerical/Office Overtime		10.00		25.16	15.16-	251.60
Total Classified Salaries		68,526.00	68,291.00	13,677.18	48,487.33	6,126.49	71.00
Employee Benefits							
3202	PERS, classified positions	10,290.00	10,951.00	2,470.38	7,502.90	977.72	68.51
3302	OASDI/Medicare/Alternative, cl	5,078.00	4,963.00	968.01	3,526.62	468.37	71.06
3402	Health & Welfare Benefits, cla	9,991.00	10,059.00	3,017.64	7,041.16	.20	70.00
3502	SUI, classified positions	33.00	32.00	6.33	23.06	2.61	72.06
3602	Work Comp Ins, classified posi	1,469.00	1,453.00	287.25	1,018.25	147.50	70.08
Total Employee Benefits		26,861.00	27,458.00	6,749.61	19,111.99	1,596.40	69.60
Books and Supplies							
4300	Materials and Supplies	9,510.00	9,510.00	305.02	8,733.38	471.60	91.83
4400	Non-Capitalized Equipment	5,000.00	5,000.00			5,000.00	
4700	Food	64,044.00	69,150.00	13,765.68	46,895.80	8,488.52	67.82
Total Books and Supplies		78,554.00	83,660.00	14,070.70	55,629.18	13,960.12	66.49

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 603, Starting Period = 1, Ending Account Period = 9, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 130 - Cafeteria Fund

Fiscal Year 2018/19 Through March 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures							
5600	Rentals,Leases,Repairs & Nonca	5,000.00	5,000.00	813.65	2,081.71	2,104.64	41.63
5800	Professnl/Consult Serv & Opera	821.00	821.00		57.95	763.05	7.06
	Total Services and Other Operating Expenditures	5,821.00	5,821.00	813.65	2,139.66	2,867.69	36.76
Capital Outlay							
6400	Equipment		36,265.00		36,264.90	.10	100.00
	Total Capital Outlay	.00	36,265.00	.00	36,264.90	.10	100.00
Transfers of Indirect/direct support costs							
7350	Direct Support/Indirect Costs	4,296.00	4,545.00			4,545.00	
	Total Transfers of Indirect/direct support costs	4,296.00	4,545.00	.00	.00	4,545.00	
	Total Year To Date Expenditures	184,058.00	226,040.00	35,311.14	161,633.06	29,095.80	71.51

Fund 130 - Cafeteria Fund

Fiscal Year 2018/19 Through March 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	198,384.00	209,076.00		124,923.05	84,152.95	59.75
B. Expenditures	184,058.00	226,040.00	35,311.14	161,633.06	29,095.80	71.51
C. Subtotal (Revenue LESS Expense)	14,326.00	16,964.00-		36,710.01-	55,057.15	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	14,326.00	16,964.00-		36,710.01-	55,057.15	
F. Fund Balance:						
Beginning Balance (9791)	82,893.00	102,313.00		102,313.36		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	82,893.00	102,313.00		102,313.36		
G. Calculated Ending Balance	97,219.00	85,349.00		65,603.35		
*Components of Ending Fund Balance						
Legally Restricted (9740)	97,907.00	80,405.00				
Other Designations (9780)						
Undesig/Unapprop (9790)	688.00-	4,944.00				
Other				35,311.14		

Fund 140 - Deferred Maintenance Fund**Fiscal Year 2018/19 Through March 2019**

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	200.00	315.00	152.64	162.36	48.46
	Total Other Local Revenue	200.00	315.00	152.64	162.36	48.46
	Total Year To Date Revenues	200.00	315.00	152.64	162.36	48.46

Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources						
Other Financing Sources						
8919	Other Authorized Interfund Tra		100,000.00		100,000.00	
	Total Other Financing Sources	.00	100,000.00	.00	100,000.00	
	Total Year To Date Other Financing Sources	.00	100,000.00	.00	100,000.00	

Fund 140 - Deferred Maintenance Fund

Fiscal Year 2018/19 Through March 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	200.00	315.00		152.64	162.36	48.46
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	200.00	315.00		152.64	162.36	
D. Other Financing Sources and Uses						
Sources		100,000.00			100,000.00	
LESS Uses						
E. Net Change in Fund Balance	200.00	100,315.00		152.64	100,162.36	
F. Fund Balance:						
Beginning Balance (9791)	17,738.00	17,756.00		17,756.42		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	17,738.00	17,756.00		17,756.42		
G. Calculated Ending Balance	17,938.00	118,071.00		17,909.06		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	17,938.00	118,071.00				

Fund 150 - Pupil Transportation Equipment

Fiscal Year 2018/19 Through March 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	150.00	367.00	176.59	190.41	48.12
Total Other Local Revenue		150.00	367.00	176.59	190.41	48.12
Total Year To Date Revenues		150.00	367.00	176.59	190.41	48.12

Fund 150 - Pupil Transportation Equipment

Fiscal Year 2018/19 Through March 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	150.00	367.00		176.59	190.41	48.12
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	150.00	367.00		176.59	190.41	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	150.00	367.00		176.59	190.41	
F. Fund Balance:						
Beginning Balance (9791)	20,340.00	20,364.00		20,364.46		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	20,340.00	20,364.00		20,364.46		
G. Calculated Ending Balance	20,490.00	20,731.00		20,541.05		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	20,490.00	20,731.00				

Fund 171 - S/R Capital Outlay-Technology

Fiscal Year 2018/19 Through March 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest		902.00	435.04	466.96	48.23
	Total Other Local Revenue	.00	902.00	435.04	466.96	48.23
	Total Year To Date Revenues	.00	902.00	435.04	466.96	48.23

Fund 171 - S/R Capital Outlay-Technology

Fiscal Year 2018/19 Through March 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues		902.00		435.04	466.96	48.23
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	.00	902.00		435.04	466.96	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	902.00		435.04	466.96	
F. Fund Balance:						
Beginning Balance (9791)	50,763.00	50,817.00		50,816.55		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	50,763.00	50,817.00		50,816.55		
G. Calculated Ending Balance	50,763.00	51,719.00		51,251.59		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	550.00					
Other	50,213.00	51,719.00				

Fund 173 - S/R Capital Outlay-Equipment

Fiscal Year 2018/19 Through March 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	80.00	194.00	92.29	101.71	47.57
Total Other Local Revenue		80.00	194.00	92.29	101.71	47.57
Total Year To Date Revenues		80.00	194.00	92.29	101.71	47.57

Fund 173 - S/R Capital Outlay-Equipment

Fiscal Year 2018/19 Through March 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	80.00	194.00		92.29	101.71	47.57
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	80.00	194.00		92.29	101.71	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	80.00	194.00		92.29	101.71	
F. Fund Balance:						
Beginning Balance (9791)	10,768.00	10,818.00		10,818.06		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	10,768.00	10,818.00		10,818.06		
G. Calculated Ending Balance	10,848.00	11,012.00		10,910.35		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	80.00					
Other	10,768.00	11,012.00				

Fund 251 - Developer Fees

Fiscal Year 2018/19 Through March 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	900.00	1,580.00	755.01	824.99	47.79
Total Other Local Revenue		900.00	1,580.00	755.01	824.99	47.79
Total Year To Date Revenues		900.00	1,580.00	755.01	824.99	47.79

Fund 251 - Developer Fees

Fiscal Year 2018/19 Through March 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	900.00	1,580.00		755.01	824.99	47.79
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	900.00	1,580.00		755.01	824.99	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	900.00	1,580.00		755.01	824.99	
F. Fund Balance:						
Beginning Balance (9791)	87,043.00	87,141.00		87,141.26		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	87,043.00	87,141.00		87,141.26		
G. Calculated Ending Balance	87,943.00	88,721.00		87,896.27		
*Components of Ending Fund Balance						
Legally Restricted (9740)		88,121.00				
Other Designations (9780)	83,492.00					
Undesig/Unapprop (9790)	4,451.00	600.00				
Other						

Fund 355 - School Facilities Hardship**Fiscal Year 2018/19 Through March 2019**

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest		955.00	456.23	498.77	47.77
	Total Other Local Revenue	.00	955.00	456.23	498.77	47.77
	Total Year To Date Revenues	.00	955.00	456.23	498.77	47.77

Fund 355 - School Facilities Hardship

Fiscal Year 2018/19 Through March 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues		955.00		456.23	498.77	47.77
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	.00	955.00		456.23	498.77	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	955.00		456.23	498.77	
F. Fund Balance:						
Beginning Balance (9791)	53,337.00	53,396.00		53,396.20		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	53,337.00	53,396.00		53,396.20		
G. Calculated Ending Balance	53,337.00	54,351.00		53,852.43		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	53,337.00	54,351.00				
Other						

Fund 510 - Bond Interest & Redem 67117056

Fiscal Year 2018/19 Through March 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	Voted Indebtedness Levies, HOP	1,567.00	1,462.00	731.09	730.91	50.01
Total Other State Revenues		1,567.00	1,462.00	731.09	730.91	50.01
Other Local Revenue						
8611	Voted Indebtedness Levies, Sec	298,266.00	287,355.00	185,696.35	101,658.65	64.62
8612	Voted Indebtedness Levies, Uns	6,421.00	8,427.00	8,756.99	329.99-	103.92
8613	Voted Indebtedness Levies, P/Y			99.49	99.49-	NO BDGT
8614	Voted Indebtedness Levies, Sup			1,426.94	1,426.94-	NO BDGT
8660	Interest	1,000.00	2,000.00	1,641.37	358.63	82.07
Total Other Local Revenue		305,687.00	297,782.00	197,621.14	100,160.86	66.36
Total Year To Date Revenues		307,254.00	299,244.00	198,352.23	100,891.77	66.28

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	Bond Redemptions	165,000.00	165,000.00		165,000.00		100.00
7434	Bond Interest and Other Servic	136,400.00	136,400.00		136,400.00		100.00
Total Debt Service		301,400.00	301,400.00	.00	301,400.00	.00	100.00
Total Year To Date Expenditures		301,400.00	301,400.00	.00	301,400.00	.00	100.00

Fund 510 - Bond Interest & Redem 67117056

Fiscal Year 2018/19 Through March 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	307,254.00	299,244.00		198,352.23	100,891.77	66.28
B. Expenditures	301,400.00	301,400.00		301,400.00		100.00
C. Subtotal (Revenue LESS Expense)	5,854.00	2,156.00-		103,047.77-	100,891.77	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	5,854.00	2,156.00-		103,047.77-	100,891.77	
F. Fund Balance:						
Beginning Balance (9791)	286,672.00	294,996.00		294,995.84		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	286,672.00	294,996.00		294,995.84		
G. Calculated Ending Balance	292,526.00	292,840.00		191,948.07		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1.00	315.00				
Other	292,525.00	292,525.00				

Fund 511 - Bond Interest & Redem 67118381

Fiscal Year 2018/19 Through March 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	Voted Indebtedness Levies, HOP	1,470.00	1,365.00	682.76	682.24	50.02
Total Other State Revenues		1,470.00	1,365.00	682.76	682.24	50.02
Other Local Revenue						
8611	Voted Indebtedness Levies, Sec	279,753.00	268,339.00	170,479.13	97,859.87	63.53
8612	Voted Indebtedness Levies, Uns	6,520.00	8,558.00	8,884.48	326.48-	103.81
8613	Voted Indebtedness Levies, P/Y			103.83	103.83-	NO BDGT
8614	Voted Indebtedness Levies, Sup			1,458.85	1,458.85-	NO BDGT
8660	Interest	1,000.00	2,000.00	1,569.95	430.05	78.50
Total Other Local Revenue		287,273.00	278,897.00	182,496.24	96,400.76	65.43
Total Year To Date Revenues		288,743.00	280,262.00	183,179.00	97,083.00	65.36

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	Bond Redemptions	145,000.00	145,000.00		145,000.00		100.00
7434	Bond Interest and Other Servic	151,425.00	151,425.00		153,655.00	2,230.00-	101.47
Total Debt Service		296,425.00	296,425.00	.00	298,655.00	2,230.00-	100.75
Total Year To Date Expenditures		296,425.00	296,425.00	.00	298,655.00	2,230.00-	100.75

Fund 511 - Bond Interest & Redem 67118381

Fiscal Year 2018/19 Through March 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	288,743.00	280,262.00		183,179.00	97,083.00	65.36
B. Expenditures	296,425.00	296,425.00		298,655.00	2,230.00-	100.75
C. Subtotal (Revenue LESS Expense)	7,682.00-	16,163.00-		115,476.00-	99,313.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	7,682.00-	16,163.00-		115,476.00-	99,313.00	
F. Fund Balance:						
Beginning Balance (9791)	271,911.00	280,101.00		280,101.63		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	271,911.00	280,101.00		280,101.63		
G. Calculated Ending Balance	264,229.00	263,938.00		164,625.63		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)		291.00-				
Other	264,229.00	264,229.00				

MESA UNION SCHOOL DISTRICT

ENROLLMENT REPORT

3/1/2019

Teacher	Subject	Period	Total Enrolled	
Morgan	Transitional		13	
Morgan	Kinder		7	
Ainsworth	Kinder		20	
Puga	Kinder		21	
White	Kinder		20	
Torres	Kinder		1	
		Total	82	
Garza	First		23	
Reyes	First		23	
Vollmert	First		23	
Torres	SDC		2	
		Total	71	
Dahlin	Second		23	
Webster	Second		22	
Willilams	Second		22	
Torres	SDC		1	
		Total	68	
Ford	Third		26	
Mayes	Third		26	
Torres	SDC		3	
		Total	55	
Catlett	Fourth		31	
Fisher	Fourth		32	
Torres	SDC		1	
		Total	64	
Chenez	Fifth		25	
Demaria	Fifth		24	
Grogan	Fifth		25	
		Total	74	
	Elementary	Total	414	
Sixth Grade			69	
Seventh Grade			66	
Eighth Grade			65	
	Junior High	Total	200	
	Grand Total		614	
McKenna	Homeroom	0	23	
McKenna	Science 6	1	23	
McKenna	Social Studies 6	2	23	

McKenna	Science 6	3	23	
McKenna	Social Studies 6	4	23	
Mckenna	Agriculture 6	5/6	22	
Davis	Homeroom	0	23	
Davis	Social Studies -6	1	23	
Davis	English Lang 6	2	23	
Davis	English-Lang 6	3	23	
Davis	English-Lang 6	4	23	
Davis	PE 6	5/6	69	
Nguyen	Homeroom	0	23	
Nguyen	Science	1	23	
Nguyen	Math 6	2	23	
Nguyen	Math-6	3	23	
Nguyen	Math-6	4	24	
Nguyen	Other Math	5/6	20	
Dekok	Homeroom	0	33	
Dekok	Language 7	1	33	
Dekok	Social Studies 7	2	33	
Dekok	Poetry	3/4	18	
Dekok	Language 7	5	33	
Dekok	Social Studies 7	6	33	
Jahr	Homeroom	0	31	
Jahr	Science 7	1	33	
Jahr	Science 8	2	31	
Jahr	Ocean 7	3/4	30	
Jahr	Science 7	5	33	
Jahr	Science 8	6	34	
Dwork	Homeroom	0	34	
Dwork	Language 8	1	34	
Dwork	Social Studies	2	34	
Dwork	Drama	3/4	25	
Dwork	Language 8	5	31	
Dwork	Social Studies	6	31	
Buchanan	Homeroom	0	33	
Buchanan	Math 8	1	31	
Buchanan	Math 7	2	33	
Buchanan	Robotics	3/4	23	
Buchanan	Math 8	5	34	
Buchanan	Math 7	6	33	

Rosen	7 PE	3/4	66	
Rosen	8 PE	3/4	65	
Goad	Music 7	3/4	21	
Goad	Music 8	3/4	18	
Goad	Music 6	5/6	27	

STUDENT OF THE MONTH

MARCH 2019

<u>TEACHER</u>	<u>SOM</u>	<u>PRINCIPAL'S AWARD</u> HONESTY
AINSWORTH	WILLIAM BUENROSTRO ANDREA RIVAS JONATHAN SHEN	CASH GALLAGHER SCOTT MEIERHOFF III
MORGAN	CLARA DEDOMENICO DIEGO CAMPOS	AYDEN MELENA CRYSTAL SANCHEZ
PUGA	ELIJAH SANCHEZ GISSELLE SILVA	EBBETT BULLERS DELILAH REYNOLDS
WHITE	BENJAMIN GARCIA EMILY PROVENCIO KATIA LARA	ALEXIS CAMPOS AMY AREVALO
GARZA	JAYLEEN ARREGUIN BELLA SALAZAR EMILIO VERA	MERCEDES PEDRAZA JARED CERVANTES
REYES	JAYCOB ESPINOSA MATTHEW NEWMAN GIANNA PALLOTTO	ELIAS FELIX JONATHAN MARQUEZ
VOLLMERT	KAYLA BLEVINS NATHAN MOOSHAGIAN	MASON GALLEGOS AVISHA SHRESTHA

STUDENT OF THE MONTH

MARCH 2019

<u>TEACHER</u>	<u>SOM</u>	<u>PRINCIPAL'S AWARD</u>
		HONESTY
DAHLIN	ISAAC SONNENSCHNEIN AUBRI MARINO	MAYLEE RAMIREZ ALDO CAMPOS
WEBSTER	SAVANNAH MERCHANT DON FERNANDEZ	NATHANIEL BAUTISTA EDEN CARROLL
WILLIAMS	SOPHIA QUOLAS GENEVA SAPIEN	RYAN CANBY JOSHUA MEDINA
FORD	TAIJO OKAMURA KYLA SAHAGUN	TRAVIS MUHLITNER CONNOR CANBY
MAYES	NOAH ALCANTAR RYAN LEDESMA	CINDY RUIZ LEONEL ESPARZA

**MESA UNION SCHOOL
HONOR ROLL/MERIT ROLL
2018-2019
SECOND TRIMESTER**

4TH GRADE

HONOR ROLL

BARRAGAN, ISAAC
BAUTISTA, HANNAH
CRUZ, JOEL
ENGLESON, ELI
FERNANDEZ, VICTORIA ROSE
FORD, DORIAN
HAMLYN, KAEDE
HENDERSON, LUKE
HOOLMAA, MAEVE
MAGNAYE, ANGELICA
MANSOUR, ANALISE
MARTINEZ, ADAM
MATHIS, SAMANTHA
MAYO, JULIAN
MONTELONGO, NATHAN
MONTGOMERY, ANTHONY
PALEO, JULIANNA
PINKERTON, COURTNEY
FLORES-POLANCO, ISAAC
RAMOS, YURIDIA
ROBLES, YNES
RONQUILLO, MEILINN ALIA
SALDIVAR, JODEE
SCLAR, NATALIE
SCOTT, VIOLET
SHRESTHA, ARPAN
STREMCHA, LILY BELLE
TURNER, SOPHIA
WONG, COLLIN

MERIT ROLL

AMBRIZ, IVAN
AVILES CASTANO, ANDREW
BARRERA-ORTIZ, NICHOLAS
COBIAN, AIDEN
CAMPOS, JUAN
ELSTON, JOCELYNN
FINFROCK, ALEXIS
GIL, JUAN
HAMPTON, QUINN
HERNANDEZ, PAOLA
JUTAMANEE, PIMAKORN
LOPEZ, ANALIA
MAYORGA, LLIANA
MOORE, MARCUS
MORALES, ABEL
RIOS, JASLENE
ROMO, ARTURO
RUTHERFORD, DYLAN
SHEN, JIAHE
SILVA, BELINDA
SILVA, MANUEL
YAH, CHARLIE
ZUNIGA, XAVIER

MESA UNION SCHOOL
HONOR ROLL/MERIT ROLL
2018-2019
SECOND TRIMESTER

5TH GRADE

HONOR ROLL

ASPURIA, ALIYAH
BOISSELIER, SEBASTIAN
BRYANT, JAYDEN
BRYANT, SAMUEL
CAMARILLO, JACOB
CAMPOS, JOSHUA
CASTRO, SADIE
CRULL, AIDYN
FLORES, ERIC
GILBREATH, JORDAN
JIMENEZ, ANDRES
KIKER, ADDISON
LAN, KYLIE
LUNA, MAXIMO
MARES, ISIS
MARTINEZ, GIANCARLO
NISWANDER, SYDNEY
NOWAK, TYLER
OGAWA, DREENA
PFEIFFER, ELLA
PIERSON, CHASE
REFERENTE, CATE MADELEINE
REYES, LILAC
ROBB, EVELYN
SHRESTHA, AVANI
TOREJA, IAN
TSUJI, GRANT
VICENTE, LEILANI

MERIT ROLL

ANDRADE, SANTIAGO
CHAVEZ, JOSEPH
CORONADO, DAVID
DEARDORFF, CHARLOTTE
DYKES, MATTHEW
EHRHARDT, JOSHUA
FABIE, BRODY
GALICIA, JANET
HENTLEY, JEFFREY
LARA, KAMILA
MARTINEZ, GIANCARLO
MERCADO, GABRIEL
OKAMURA, KIYOSHI
RAMIREZ, ISABELLE
RODRIGUEZ, FAITH
RUSSELL, MELINA
SHEPHERD, ASHTON-BRICE
SHIELDS, JAMES
VILLANUEVA, DOMITILA
WALEA, AUDREY

Date	Num	Payee	Memo	Category	Amount	C	Balance
4/2/2019							
7/7/2018	2340	Inkwerks	P.E. Uniforms		-824.00		4,483.92
7/17/2018	DEP		misc.		30.25		4,514.17
7/17/2018			NSF item	Yearbook	-60.00		4,454.17
7/17/2018			NSF item	return fee	-24.00		4,430.17
7/17/2018			bank fee	June bank fees	-3.00		4,427.17
8/24/2018	DEP		P.E. uniforms		1,050.00		5,477.17
8/30/2018			NSF item	return fee	-32.00		5,445.17
9/6/2018	DEP		P.E. Uniforms		590.00		6,035.17
9/12/2018	2341	Inkwerks	P.E. Uniforms		-823.94		5,211.23
9/21/2018			bank fee	Fees & Charges:Service Fe...	-3.00		5,208.23
10/22/2018			bank fee	bank fee for September	-3.00		5,205.23
11/2/2018	2342	Carl Aspuria	D.J.	Junior High	-200.00		5,005.23
11/5/2018	2343	Lifetouch	deposit	Yearbook	-2,100.00		2,905.23
1/15/2019			Bank fee	bank fee for November	-3.00		2,902.23
2/7/2019	2344	CIMI Toyon Bay	catalina trip	7th graders	-645.00		2,257.23
2/15/2019	2345	Carl Aspuria	D.J.	Junior High	-200.00		2,057.23
3/13/2019	2346	Referee	referee	basketball fees	-70.00		1,987.23
3/14/2019			referee	basketball fees/PFO reimb...	70.00		2,057.23
3/15/2019	DEP		bank fee	January 2019	-3.00		2,054.23



M.U.T.A.

Mesa Union Teachers' Association
3901 North Mesa School Road
Somis, CA 93066 (805) 485-1411

Executive Officers:

Cindy Davis/Anne Morgan - Co-Presidents
Amabel Puga - Vice-President
Christie Fisher - Secretary
Kristine Garza/ Matt Demaria- Co-Treasurers

Mr. Jeffrey Turner
Superintendent
Mesa Union School District
3901 North Mesa School Road
Somis, CA 93010

March 27, 2019

Dear Mr. Turner:

The Mesa Union Teachers' Association hereby presents its 2019-2020 initial proposal for a successor collective bargaining agreement to the Mesa Union School District. We propose to open the following articles:

XVI and XVII: Salary and Benefits

XI: Hours

XIII: Class Size

Sincerely,

Cindy Davis Anne Morgan

Cindy Davis and Anne Morgan
MUTA Co-Presidents



GVCS

**2018-19
Second Interim Budget**

GVCS
2018-19 Second Interim Budget
SUMMARY NARRATIVE

GVCS's projected ADA is estimated at **523.80**, an **increase** of **11.16** from the 1st Interim Budget. This proposed budget includes a **surplus** of **\$461K** with expenditures projected to **decrease** from the 1st Interim Budget projection by **\$22K** while revenue is expected to **increase** by **\$127K**. This projected **surplus** will **increase** the projected ending fund balance to **\$5M** (109% of budgeted expenditures).

GVCS received an unexpected Low Performance Student Grant in December of \$120K. These funds must be spent on the targeted population by June, 2021. DMS is planning to book these funds as deferred revenue in 2019-20 so they do not affect GVCS's funding determination numbers for 2018-19. GVCS's 2018-19 budget passes both SB740 funding threshold tests, however, actual student fund spending, as in past years, is significantly under spent. Regular student accounts are spent or encumbered to only 71% with purchasing set to close in mid April. SFP accounts are spent or encumbered to only 60%. Teacher accounts are at 30% spent or encumbered. GVCS will need to determine how to spend additional instructional related funds by the end of this year in order to pass the SB740 tests for full funding in February of 2020.

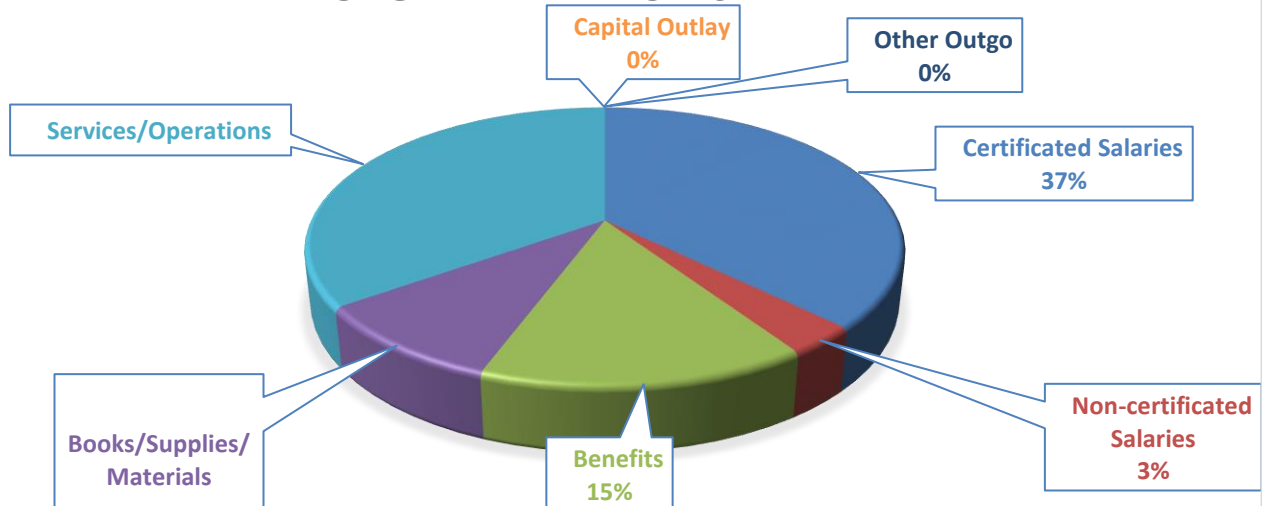
Cash flow is projected to be sufficient to cover all operational needs for the year, with no need for cash flow borrowing anticipated.

In general, GVCS's fiscal condition is stable and the school will be able to meet all financial obligations for the current and two subsequent years.

GVCS
2018-19 Second Interim Budget
Second Interim Budget Detail

	First Interim Budget	Jul- Jan Actuals	Second Interim Budget	Change From First Interim Budget
Projected P-2 ADA:	512.64	523.77	523.80	11.16
Revenues:				
General Purpose Entitlement	\$ 4,381,248	\$ 2,484,795	\$ 4,505,532	\$ 124,284
Federal Revenue	107,291	-	-	\$ (107,291)
Other State Revenue	454,339	85,964	243,443	\$ (210,896)
Other Local Revenue	21,000	151,588	342,072	\$ 321,072
TTL Revenues:	\$ 4,963,878	\$ 2,722,348	\$ 5,091,047	\$ 127,170
Expenditures:				
Certificated Salaries	\$ 1,759,214	\$ 1,065,134	\$ 1,728,115	\$ (31,100)
Non-certificated Salaries	\$ 148,705	\$ 74,125	\$ 152,822	\$ 4,117
Benefits	\$ 697,860	\$ 353,125	\$ 696,836	\$ (1,024)
Books/Supplies/Materials	\$ 373,228	\$ 153,739	\$ 438,255	\$ 65,027
Services/Operations	\$ 1,673,215	\$ 913,927	\$ 1,613,665	\$ (59,550)
Capital Outlay	\$ -	\$ -	\$ -	\$ -
Other Outgo	\$ -	\$ -	\$ -	\$ -
TTL Expenditures:	\$ 4,652,222	\$ 2,560,050	\$ 4,629,693	\$ (22,529)
Net Income	\$ 311,656	\$ 162,298	\$ 461,355	\$ 149,699
Beginning Balance July 1	\$ 4,617,145		\$ 4,617,145	
Ending Balance June 30	\$ 4,928,801		\$ 5,078,500	
Ending Balance as % of Exp.:	105.95%		109.69%	

BUDGET EXPENDITURES BY TYPE



GVCS
2018-19 Second Interim Budget
Second Interim Budget Detail

Description	First Interim Budget	Jul- Jan Actuals	Second Interim Budget	Change From First Interim Budget	YTD % of Budget		Andy's Comments
Enrollment (CALPADS Census)	540		540				
P-2 ADA	512.64	523.77	523.80	11.16			
REVENUES							
General Purpose Entitlement							
8011 - LCFF/General Purpose	2,712,967	1,491,412	2,724,952	11,985	<div><div></div></div>	55%	
8012 - Education Protection Account	652,981	471,046	719,738	66,757	<div><div></div></div>	65%	
8019 - Prior Year Corrections/Adjustments	-	-	-	-			
8096 - Funding in Lieu of Property Taxes	1,015,300	522,337	1,060,842	45,542	<div><div></div></div>	49%	
TTL General Purpose Entitlement	4,381,248	2,484,795	4,505,532	124,284	<div><div></div></div>	55%	
Federal Revenue							
8181 - Federal IDEA Special Education	107,291	-	-	(107,291)			Moved to 8791
TTL Federal Revenue	107,291	-	-	(107,291)			
Other State Revenue							
8311 - State Special Education Revenue	208,644	-	-	(208,644)			Moved to 8791
8550 - Mandate Block Grant	133,874	13,548	129,476	(4,398)	<div><div></div></div>	10%	
8560 - State Lottery Revenue	111,467	12,147	113,967	2,500	<div><div></div></div>	11%	
8590 - Add'l State Revenues	354	60,269	-	(354)			
TTL Other State Revenue	454,339	85,964	243,443	(210,896)	<div><div></div></div>	35%	
Other Local Revenue							
8660 - Interest	17,000	464	17,000	-	<div><div></div></div>	3%	
8699 - Local Donations/Contributions/Other	4,000	1,447	4,000	-	<div><div></div></div>	36%	
8791 - Special Education Revenues (Local)	-	149,677	321,072	321,072	<div><div></div></div>	47%	Moved SPED Funding here
TTL Other Local Revenue	21,000	151,588	342,072	321,072	<div><div></div></div>	44%	
TTL REVENUES	4,963,878	2,722,348	5,091,047	127,170	<div><div></div></div>	53%	
EXPENDITURES							
1000 - Certificated Salaries							
1100 - Teachers' Salaries	1,275,451	784,842	1,299,111	23,660	<div><div></div></div>	60%	
1150 - Teacher's Extra Duty/Stipends/Stipends	22,674	33,886	27,174	4,500	<div><div></div></div>	125%	
1300 - Certificated Supervisory/Admin	452,589	235,631	393,330	(59,260)	<div><div></div></div>	60%	
1350 - Cert. Supervisory/Admin Stipends	8,500	10,775	8,500	-	<div><div></div></div>	127%	
TTL Certificated Salaries	1,759,214	1,065,134	1,728,115	(31,100)	<div><div></div></div>	62%	
2000 - Non-Certificated Salaries							
2400 - Clerical/Tech/Office Staff	148,705	71,311	152,822	4,117	<div><div></div></div>	47%	
2450 - Clerical/Office Extra Duty/Stipends	-	2,814	-	-			
TTL Non-Certificated Salaries	148,705	74,125	152,822	4,117	<div><div></div></div>	49%	
3000 - Employee Benefits							
3101 - STRS Certificated	286,400	143,105	288,766	2,366	<div><div></div></div>	50%	
3202 - PERS Classified	26,859	14,039	27,603	744	<div><div></div></div>	51%	
3301 - Soc. Sec/Medicare Certificated	25,509	14,905	25,719	211	<div><div></div></div>	58%	
3302 - Soc. Sec/Medicare Classified	11,376	5,474	11,691	315	<div><div></div></div>	47%	
3401 - Health Insurance Benefits - Cert	246,883	129,421	257,271	10,388	<div><div></div></div>	50%	Reclassified from 3402

GVCS
2018-19 Second Interim Budget
Second Interim Budget Detail

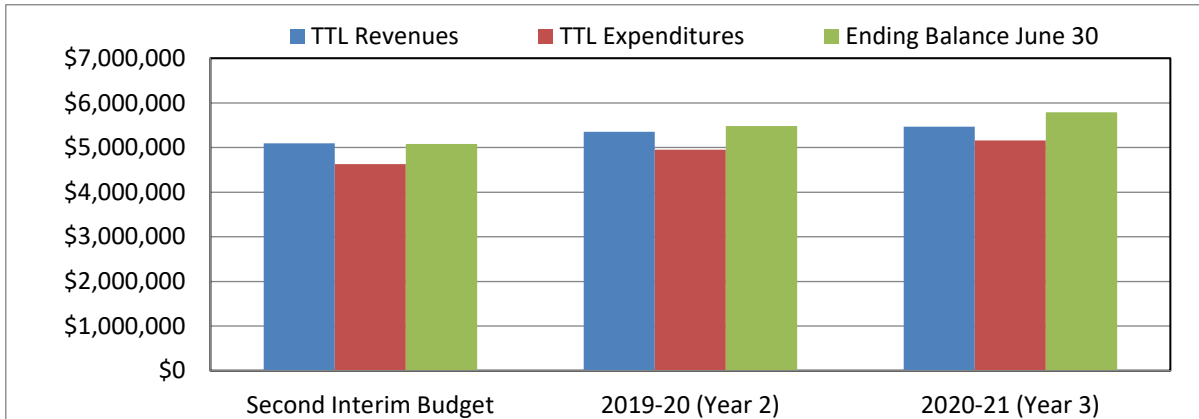
Description	First Interim Budget	Jul- Jan Actuals	Second Interim Budget	Change From First Interim Budget	YTD % of Budget		Andy's Comments
3402 - Health Insurance Benefits - Class	61,721	22,476	46,291	(15,430)	<div><div></div></div>	49%	Reclassified to 3402
3501 - State Unemployment Ins - Cert	880	514	887	7	<div><div></div></div>	58%	
3502 - State Unemployment Ins - Class	74	36	76	2	<div><div></div></div>	47%	
3601 - Workmen's Comp Certificated	35,184	21,628	35,475	291	<div><div></div></div>	61%	
3602 - Workmen's Comp Classified	2,974	1,527	3,056	82	<div><div></div></div>	50%	
TTL Employee Benefits	697,860	353,125	696,836	(1,024)	<div><div></div></div>	51%	
4000 - Books/Supplies/Materials							
4310 - Student Instructional Materials	298,944	146,117	356,629	57,685	<div><div></div></div>	41%	Adjusted based on enrollment increase.
4315 - Janitorial Supplies	11,723	4,293	11,888	164	<div><div></div></div>	36%	
4320 - Office Supplies	8,300	2,644	8,300	-	<div><div></div></div>	32%	
4330 - Student Incentives / Events	2,000	685	2,000	-	<div><div></div></div>	34%	
4400 - Noncapitalized Equipment	52,260	-	59,438	7,178	<div><div></div></div>	0%	Adjusted based on enrollment increase.
TTL Books/Supplies/Materials	373,228	153,739	438,255	65,027	<div><div></div></div>	35%	
5000 - Services & Operations							
5100 - Subcontracts for Services	315,291	137,756	315,291	-	<div><div></div></div>	44%	SPED appears to be on-track
5200 - Travel and Conferences	24,900	6,032	24,900	-	<div><div></div></div>	24%	Underspent. CCSA coming up.
5210 - Mileage	42,000	13,636	42,000	-	<div><div></div></div>	32%	Underspent. CCSA coming up.
5300 - Dues and Memberships	17,000	12,905	17,000	-	<div><div></div></div>	76%	
5400 - Liability Insurance	30,000	26,629	30,000	-	<div><div></div></div>	89%	OK
5610 - Facility Rental	181,451	120,029	181,451	-	<div><div></div></div>	66%	
5800 - Professional/Consulting Services	35,209	29,963	35,209	-	<div><div></div></div>	85%	A bit overspent. OK
5810 - Legal	2,500	325	2,500	-	<div><div></div></div>	13%	
5820 - Audit/CPA Costs	11,250	8,875	11,250	-	<div><div></div></div>	79%	
5825 - DMS Business Services	126,000	84,000	126,000	-	<div><div></div></div>	67%	
5840 - Advertisement	10,000	5,225	10,000	-	<div><div></div></div>	52%	
5850 - Authorizer Oversight Fee	43,812	-	45,055	1,243	<div><div></div></div>	0%	
5860 - Bank Fees	1,300	123	1,300	-	<div><div></div></div>	9%	
5870 - Livescan (Fingerprinting)	-	-	-	-	<div><div></div></div>		
5880 - Instructional Consultants	821,602	463,700	760,809	(60,793)	<div><div></div></div>	61%	Adjusted for LCAP spending.
5910 - Telephone	8,000	3,130	8,000	-	<div><div></div></div>	39%	
5930 - Postage	2,700	1,286	2,700	-	<div><div></div></div>	48%	
5940 - IT Services	-	-	-	-	<div><div></div></div>		
5990 - PY Adjustments	-	-	-	-	<div><div></div></div>		
TTL Services & Operations	1,673,215	913,927	1,613,665	(59,550)	<div><div></div></div>	57%	
6000 - Capital Outlay							
TTL Capital Outlay	-	-	-	-			
7000 - Other Outgo							
TTL Other Outgo	-	-	-	-			
TTL EXPENDITURES	4,652,222	2,560,050	4,629,693	(22,530)	<div><div></div></div>	55%	
Revenues less Expenditures	311,656	162,298	461,355	149,700			
Beginning Fund Balance	4,617,145		4,617,145				

GVCS
2018-19 Second Interim Budget
Second Interim Budget Detail

Description	First Interim Budget	Jul- Jan Actuals	Second Interim Budget	Change From First Interim Budget	YTD % of Budget	Andy's Comments
Net Revenues	311,656		461,355			
ENDING BALANCE	4,928,801		5,078,500			
ENDING BALANCE AS % OF OUTGO	105.95%		109.69%			

GVCS
2018-19 Second Interim Budget
MULTI-YEAR PROJECTION SUMMARY

	Second Interim Budget	2019-20 (Year 2)	2020-21 (Year 3)
Projected P-2 ADA:	523.80	533.50	543.20
Revenues:			
General Purpose Entitlement	\$ 4,505,532	\$ 4,752,959	\$ 4,980,123
Federal Revenue	\$ -	\$ -	\$ -
Other State Revenue	\$ 243,443	\$ 250,251	\$ 132,073
Other Local Revenue	\$ 342,072	\$ 348,407	\$ 354,742
TTL Revenues	\$ 5,091,047	\$ 5,351,617	\$ 5,466,937
Expenditures:			
Certificated Salaries	\$ 1,728,115	\$ 1,811,273	\$ 1,897,951
Non-certificated Salaries	152,822	155,879	158,996
Benefits	696,836	772,078	825,752
Books/Supplies/Materials	438,255	454,725	471,676
Services/Operations	1,613,665	1,753,436	1,806,553
Capital Outlay	-	-	-
Other Outgo	-	-	-
TTL Expenditures	\$ 4,629,693	\$ 4,947,391	\$ 5,160,927
Net Income	\$ 461,355	\$ 404,226	\$ 306,010
Beginning Balance July 1	\$ 4,617,145	\$ 5,078,500	\$ 5,482,726
Ending Balance June 30	\$ 5,078,500	\$ 5,482,726	\$ 5,788,736
Ending Balance as % of Exp.:	109.7%	110.8%	112.2%



GVCS
2018-19 Second Interim Budget
MULTI-YEAR PROJECTION DETAIL

Description	Second Interim Budget	2019-20 (Year 2)	2020-21 (Year 3)	Notes/Comments
General Inflation Assumption	-	2.0%	2.0%	
Healthcare Inflation	-	2.0%	2.0%	
STRS Rate	16.28%	18.13%	18.60%	
PERS Rate	18.06%	20.70%	23.40%	
Step Increase	-	2.0%	2.0%	
COLA	-	0.0%	0.0%	
Enrollment	540	550	560	
P-2 ADA	523.80	533.50	543.20	
REVENUES				
General Purpose Entitlement				
8011 - LCFF/General Purpose	2,724,952	2,939,405	3,133,595	
8012 - Education Protection Account	719,738	733,067	746,395	
8019 - Prior Year Corrections/Adjustments	-	-	-	
8096 - Funding in Lieu of Property Taxes	1,060,842	1,080,488	1,100,133	
TTL General Purpose Entitlement	4,505,532	4,752,959	4,980,123	
Federal Revenue				
TTL Federal Revenue	-	-	-	
Other State Revenue				
8550 - Mandate Block Grant	129,476	13,636	13,884	
8560 - State Lottery Revenue	113,967	116,078	118,188	
8590 - Add'l State Revenues	-	120,537	-	Low Performance Block grant recognized in 2019-20
TTL Other State Revenue	243,443	250,251	132,073	
Other Local Revenue				
8660 - Interest	17,000	17,315	17,630	
8699 - Local Donations/Contributions/Other	4,000	4,074	4,148	
8791 - Special Education Revenues (Local)	321,072	327,018	332,964	
TTL Other Local Revenue	342,072	348,407	354,742	
TTL REVENUES	5,091,047	5,351,617	5,466,937	
EXPENDITURES				
1000 - Certificated Salaries				
1100 - Teachers' Salaries	1,299,111	1,373,689	1,451,615	Budget Year x Step x COLA x Increase in ADA
1150 - Teacher's Extra Duty/Stipends/Stipends	27,174	27,717	28,272	
1300 - Certificated Supervisory/Admin	393,330	401,196	409,220	
1350 - Cert. Supervisory/Admin Stipends	8,500	8,670	8,843	
TTL Certificated Salaries	1,728,115	1,811,273	1,897,951	
2000 - Non-Certificated Salaries				
2400 - Clerical/Tech/Office Staff	152,822	155,879	158,996	
TTL Non-Certificated Salaries	152,822	155,879	158,996	
3000 - Employee Benefits				
3101 - STRS Certificated	288,766	337,055	362,341	
3202 - PERS Classified	27,603	32,267	37,205	
3301 - Soc. Sec/Medicare Certificated	25,719	26,957	28,247	
3302 - Soc. Sec/Medicare Classified	11,691	12,253	12,840	
3401 - Health Insurance Benefits - Cert	257,271	273,828	291,306	
3402 - Health Insurance Benefits - Class	46,291	48,412	50,622	
3501 - State Unemployment Ins - Cert	887	928	970	
3502 - State Unemployment Ins - Class	76	80	84	
3601 - Workmen's Comp Certificated	35,475	37,101	38,795	
3602 - Workmen's Comp Classified	3,056	3,197	3,342	
TTL Employee Benefits	696,836	772,078	825,752	
4000 - Books/Supplies/Materials				
4310 - Student Instructional Materials	356,629	370,366	384,507	
4315 - Janitorial Supplies	11,888	12,125	12,368	
4320 - Office Supplies	8,300	8,466	8,635	
4330 - Student Incentives / Events	2,000	2,040	2,081	
4400 - Noncapitalized Equipment	59,438	61,728	64,085	
TTL Books/Supplies/Materials	438,255	454,725	471,676	
5000 - Services & Operations				
5100 - Subcontracts for Services	315,291	321,597	328,029	
5200 - Travel and Conferences	24,900	25,398	25,906	

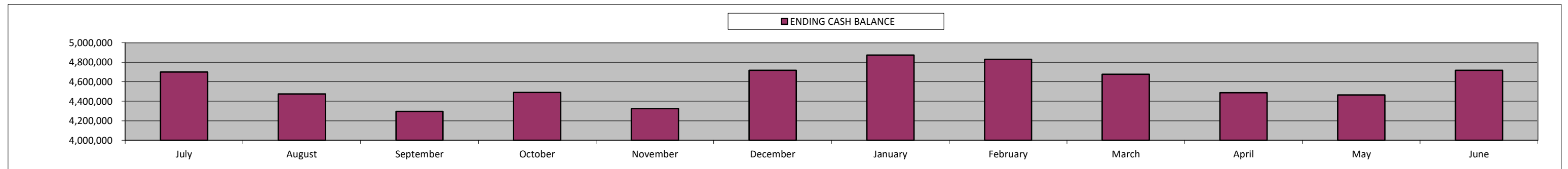
GVCS
2018-19 Second Interim Budget
MULTI-YEAR PROJECTION DETAIL

Description	Second Interim Budget	2019-20 (Year 2)	2020-21 (Year 3)	Notes/Comments
General Inflation Assumption	-	2.0%	2.0%	
Healthcare Inflation	-	2.0%	2.0%	
STRS Rate	16.28%	18.13%	18.60%	
PERS Rate	18.06%	20.70%	23.40%	
Step Increase	-	2.0%	2.0%	
COLA	-	0.0%	0.0%	
Enrollment	540	550	560	
5210 - Mileage	42,000	42,840	43,697	
5300 - Dues and Memberships	17,000	17,340	17,687	
5400 - Liability Insurance	30,000	30,600	31,212	
5510 - Utilities (General)	200	204	208	
5610 - Facility Rental	181,451	185,080	188,782	
5800 - Professional/Consulting Services	35,209	35,209	35,913	
5810 - Legal	2,500	2,550	2,550	
5820 - Audit/CPA Costs	11,250	11,475	11,475	
5825 - DMS Business Services	126,000	126,000	128,520	
5840 - Advertisement	10,000	10,200	10,404	
5850 - Authorizer Oversight Fee	45,055	142,589	149,404	
5860 - Bank Fees	1,300	1,326	1,353	
5880 - Instructional Consultants	760,809	790,114	820,282	
5910 - Telephone	8,000	8,160	8,323	
5930 - Postage	2,700	2,754	2,809	
TTL Services & Operations	1,613,665	1,753,436	1,806,553	
6000 - Capital Outlay				
TTL Capital Outlay	-	-	-	
7000 - Other Outgo				
TTL Other Outgo	-	-	-	
TTL EXPENDITURES	4,629,693	4,947,391	5,160,927	
Revenues less Expenditures	461,355	404,226	306,010	
Beginning Fund Balance	4,617,145	5,078,500	5,482,726	
Net Revenues	461,355	404,226	306,010	
ENDING BALANCE	5,078,500	5,482,726	5,788,736	
ENDING BALANCE AS % OF OUTGO	109.69%	110.82%	112.16%	

GVCS
2018-19 Second Interim Budget
2018-19 Projected Monthly Cash Flow Statement

Description	2018-19 Budget	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
BEGINNING CASH		4,286,756	4,700,174	4,474,754	4,296,189	4,490,180	4,324,662	4,718,705	4,872,696	4,830,623	4,677,569	4,488,112	4,464,317		1,090,462
<u>CASH INFLOWS</u>															
<u>REVENUES</u>															
LCFF State Revenue	2,724,952	-	162,110	162,110	291,798	291,798	291,798	291,798	162,183	162,183	162,183	162,183	162,183	422,625	2,724,952
EPA	719,738	-	-	-	235,523	-	-	235,523	-	-	-	-	248,692	-	719,738
In-Lieu Of Property Taxes	1,060,842	50	-	-	-	-	522,287	-	84,867	151,213	75,606	75,606	75,606	75,606	1,060,842
Prior Year Corrections	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State	243,443	-	-	-	12,147	-	-	73,817	36,759	-	1,516	54,901	70,306	-	249,446
Other Local	342,072	-	42	143	429	374	780	144	51,651	-	2,130	77,144	98,790	110,447	342,073
TTL REVENUES	5,091,047	50	162,152	162,253	539,898	292,172	814,865	601,282	335,460	313,396	241,435	369,835	655,577	608,678	5,097,050
<u>EXPENDITURES</u>															
Certificated Salaries	1,728,115	24,285	162,734	170,000	171,366	188,040	190,494	158,215	133,398	131,253	131,180	133,781	133,370	-	1,728,115
Classified Salaries	152,822	1,806	7,961	12,475	12,409	12,409	14,657	12,409	11,568	13,565	13,515	13,466	26,583	-	152,822
Benefits	696,836	4,988	57,307	63,236	37,234	63,937	66,788	59,634	66,843	66,888	66,896	65,178	77,905	-	696,836
Books & Supplies	438,255	1	26,568	32,885	27,174	17,751	20,607	28,754	48,583	124,950	62,760	12,188	36,035	-	438,255
Services & Operations	1,613,665	61,575	91,616	102,655	146,614	180,961	158,566	171,940	117,142	129,794	156,540	169,017	127,245	-	1,613,665
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TTL EXPENSES	4,629,693	92,656	346,185	381,251	394,797	463,098	451,112	430,952	377,533	466,449	430,891	393,630	401,138	-	4,629,693
<u>OTHER CASH INFLOWS/OUTFLOWS</u>															
Accounts Receivable (net change)		488,671	155	-	22,113	-	-	-	-	-	-	-	-	-	510,938
Loan Proceeds		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Repayments		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Change in Payables		(12,835)	(41,542)	40,434	26,777	5,408	30,291	(16,339)	-	-	-	-	-	-	32,193
Fixed Asset Acquisitions		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Inflows/(Outflows)		30,188	-	-	-	-	-	-	-	-	-	-	-	-	30,188
NET INFLOWS/OUTFLOWS	461,355	506,024	(41,387)	40,434	48,890	5,408	30,291	(16,339)	-	-	-	-	-		573,320
ENDING CASH BALANCE		4,700,174	4,474,754	4,296,189	4,490,180	4,324,662	4,718,705	4,872,696	4,830,623	4,677,569	4,488,112	4,464,317	4,718,755		

Months Cash on Hand	12.2	11.6	11.1	11.6	11.2	12.2	12.6	12.5	12.1	11.6	11.6	12.2
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LCFF Calculator Universal Assumptions						
Golden Valley Charter (5630363) - GVCS 2nd Interim						
Summary of Funding						
	2018-19	2019-20	2020-21	2021-22	2022-23	
Target Components:						
COLA & Augmentation	3.70%	3.46%	2.86%	2.92%	2.90%	
Base Grant	4,104,637	4,326,877	4,533,132	4,750,365	4,975,435	
Grade Span Adjustment	167,386	177,016	186,022	195,447	205,204	
Supplemental Grant	233,509	249,066	260,969	273,504	286,489	
Concentration Grant	-	-	-	-	-	
Add-ons	-	-	-	-	-	
Total Target	4,505,532	4,752,959	4,980,123	5,219,316	5,467,128	
Transition Components:						
Target	\$ 4,505,532	\$ 4,752,959	\$ 4,980,123	\$ 5,219,316	\$ 5,467,128	
Funded Based on Target Formula (PY P-2)	FALSE	TRUE	TRUE	TRUE	TRUE	
Floor	4,200,397	4,588,823	4,672,117	4,755,410	4,838,702	
Remaining Need after Gap (informational only)	-	-	-	-	-	
Gap %	100%	100%	100%	100%	100%	
Current Year Gap Funding	305,135	-	-	-	-	
Miscellaneous Adjustments	-	-	-	-	-	
Economic Recovery Target	-	-	-	-	-	
Additional State Aid	-	-	-	-	-	
Total LCFF Entitlement	\$ 4,505,532	\$ 4,752,959	\$ 4,980,123	\$ 5,219,316	\$ 5,467,128	
Components of LCFF By Object Code						
	2018-19	2019-20	2020-21	2021-22	2022-23	
8011 - State Aid	\$ 2,724,952	\$ 2,939,405	\$ 3,133,595	\$ 3,339,815	\$ 3,554,653	
8011 - Fair Share	-	-	-	-	-	
8311 & 8590 - Categoricals	-	-	-	-	-	
EPA (for LCFF Calculation purposes)	719,738	733,067	746,395	759,723	773,052	
<i>Local Revenue Sources:</i>						
8021 to 8089 - Property Taxes	-	-	-	-	-	
8096 - In-Lieu of Property Taxes	1,060,842	1,080,488	1,100,133	1,119,778	1,139,423	
Property Taxes net of in-lieu	-	-	-	-	-	
TOTAL FUNDING	\$ 4,505,532	\$ 4,752,959	\$ 4,980,123	\$ 5,219,316	\$ 5,467,128	
Basic Aid Status	-	-	-	-	-	
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Phase-In Entitlement	\$ 4,505,532	\$ 4,752,959	\$ 4,980,123	\$ 5,219,316	\$ 5,467,128	
EPA Details						
% of Adjusted Revenue Limit - Annual	25.89000000%	25.89000000%	25.89000000%	25.89000000%	25.89000000%	
% of Adjusted Revenue Limit - P-2	25.89000000%	25.89000000%	25.89000000%	25.89000000%	25.89000000%	
EPA (for LCFF Calculation purposes)	\$ 719,738	\$ 733,067	\$ 746,395	\$ 759,723	\$ 773,052	
8012 - EPA, Current Year Receipt						
(P-2 plus Current Year Accrual)	719,738	733,067	746,395	759,723	773,052	
8019 - EPA, Prior Year Adjustment						
(P-A less Prior Year Accrual)	-	-	(0)	(0)	0	
Accrual (from Assumptions)	-	-	-	-	-	
Summary of Student Population						
	2018-19	2019-20	2020-21	2021-22	2022-23	
Unduplicated Pupil Population						
Enrollment	540	550	560	570	580	
COE Enrollment	-	-	-	-	-	
Total Enrollment	540	550	560	570	580	
Unduplicated Pupil Count	149	152	155	158	160	
COE Unduplicated Pupil Count	-	-	-	-	-	
Total Unduplicated Pupil Count	149	152	155	158	160	
Rolling %, Supplemental Grant	27.3300%	27.6500%	27.6500%	27.6500%	27.6500%	
Rolling %, Concentration Grant	27.3300%	27.6500%	27.6500%	27.6500%	27.6500%	
FUNDED ADA						
Adjusted Base Grant ADA	Current Year	Current Year	Current Year	Current Year	Current Year	
Grades TK-3	187.21	191.09	194.97	198.85	202.73	

Grades 4-6	143.56	145.50	147.44	149.38	151.32
Grades 7-8	98.94	99.91	100.88	101.85	102.82
Grades 9-12	94.09	97.00	99.91	102.82	105.73
Total Adjusted Base Grant ADA	523.80	533.50	543.20	552.90	562.60
Necessary Small School ADA	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-
Total Funded ADA	523.80	533.50	543.20	552.90	562.60
ACTUAL ADA (Current Year Only)					
Grades TK-3	187.21	191.09	194.97	198.85	202.73
Grades 4-6	143.56	145.50	147.44	149.38	151.32
Grades 7-8	98.94	99.91	100.88	101.85	102.82
Grades 9-12	94.09	97.00	99.91	102.82	105.73
Total Actual ADA	523.80	533.50	543.20	552.90	562.60
<i>Funded Difference (Funded ADA less Actual ADA)</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>	<i>-</i>

LCAP Percentage to Increase or Improve Services					
	2018-19	2019-20	2020-21	2021-22	2022-23
Current year estimated supplemental and concent \$	233,509 \$	249,066 \$	260,969 \$	273,504 \$	286,489
Current year Percentage to Increase or Improve Se	5.47%	5.53%	5.53%	5.53%	5.53%

**MESA UNION ELEMENTARY SCHOOL DISTRICT
RESOLUTION# 18-19-13
STATE BUILDING FUNDS APPLICATION**

Whereas, the MESA UNION ELEMENTARY SCHOOL DISTRICT has eligibility for new construction and modernization projects and desires to apply for state funding under the Leroy F. Greene School Facilities Act of 1998 (Chap. 12.5, Part 10, Div. 1, commencing with Section 17070.10, et seq., of the Education Code) for the following projects

1. Mesa Union Elementary Modernization SFP project #57/72470-00-002 ; And

Whereas, the Board of Trustees of the Mesa Union Elementary School District has decided to apply to the State School Building Program for State funds; and

Whereas, the Board of Education (“School Board”) has determined that school facilities within the Mesa Union Elementary School District (the “District”), within Ventura County need to be constructed or modernized; and

Whereas, the Board of Trustees has reviewed the application for submittal to the Office of Public School Construction;

Now, therefore be it hereby resolved by the Board of Trustees of the Mesa Union Elementary School District, as follows:

Whereas, the State Allocation Board (SAB) has established an “Applications Received Beyond Bond Authority List” for projects that have been received.

Pursuant to title 2, Code of California Regulations section 1859.95.1, the School Board of the Mesa Union Elementary School District hereby acknowledges the following:

1. That the statements set forth in the application and supporting documents are true and correct to the best of our knowledge and belief;
2. That Mr. Jeffery Turner, Superintendent, is hereby designated as District Representative of the District and is hereby authorized and directed to file, on behalf of the District, such applications with the State Allocation Board;
3. That the District agrees to pay its match of the total costs of the project, unless the District qualifies for financial hardship funding, of which the District may only have to pay a portion or none of its share;
4. That the District certifies that the exact plans and specifications (P & S) for the project will be approved by DSA and CDE prior to requesting final apportionment.
5. The school board acknowledges that the remaining School Facility Program bond authority is currently exhausted for the funds being requested on this application;
6. The school board acknowledges that the State of California is not expected nor obligated to provide funding for the project and the acceptance of the application does not provide a guarantee of future State funding;

7. The school board acknowledges that any potential future State bond measures for the School Facility Program may not provide funds for the application being submitted;
8. The school board acknowledges that criteria (including, but not limited to, funding, qualifications, and eligibility) under a future State school facilities program may be substantially different than the current School Facility Program. The district's approved application may be returned;
9. The school board acknowledges that they are electing to commence any pre-construction or construction activities at the district's discretion and that the State is not responsible for any pre-construction or construction activities;
10. The school board acknowledges that, if bond authority becomes available for the Board to provide funding for the submitted application, the School District must apply for financial hardship status, when applicable.

Enacted this 11th day of April, 2019 by the Mesa Union Elementary School District Board of Trustees.

Ayes:

Noes:

Absent:

—

Mary Crull, President of the Board of Trustees of
the Mesa Union Elementary School District
of Ventura County, California

MESA UNION SCHOOL DISTRICT

RESOLUTION #18-19-14

RESOLUTION TO ESTABLISH BOND BUILDING FUND 21

WHEREAS, the voters of the Mesa Union School District approved the general obligation bond measure on November 6, 2018; and

WHEREAS, Education Code Section 15146 requires that proceeds from the sale of general obligation bonds be deposited into a Bond Building Fund; and

WHEREAS, the Mesa Union School District desires a fund for the purpose of accounting separately for any expenses incurred from bond proceeds; and

WHEREAS, the Mesa Union School District desires that interest earned on revenue be credited to this fund;

NOW, THEREFORE BE IT RESOLVED that the Board of Education of the Mesa Union School District hereby requests that the Bond Building Fund be established for the Mesa Union School District.

BE IT FURTHER RESOLVED that the interest earned on funds deposited in the Bond Building Fund remains in the fund.

PASSED AND ADOPTED this 11th day of April, 2019 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Secretary of the Governing Board of the Mesa Union School District of Ventura County, California, do hereby certify that the foregoing is a full, true and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

Secretary of the Board of Trustees

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Mesa Union School	56724706055123	March 28, 2019	April 16, 2019

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council reviewed and evaluated the school's state and local assessments, parent and student survey results, as well as consulted with Parent English Learner and GATE Advisory Councils, which is a part of the development process of the Single Plan for Student Achievement. As part of the process, the Council evaluated, as described in the Annual Evaluation and Update, each of the 2017-2018 Single Plan For Student Achievement (SPSA) goals resulting in a number of significant changes to the 2018-2019 goals, measurable outcomes, and planned strategies, as the Council worked to ensure that all students had equal access to academic, social-emotional, and behavioral supports needed to be successful. SSC members also made sure that the 2018-2019 plan took advantage of newly released state assessments, in addition to newly implemented local assessment tools that will enable the school and Council to more effectively evaluate the SPSA, the effective use of school resources and student success. The 2018-2019 SPSA not only aligns with California's eight state priorities but also with the District's local priorities as highlighted in the Mesa Union School District Local Control Accountability Plan.

Goal 1

Mesa Union will increase the number of students, to include all significant subgroups, who meet or exceed standards in the area of English language arts by 5% as measured by state and local assessments.

Basis for this Goal

As outlined in the Single School Plan for Student Achievement needs assessment, despite Mesa Union's recent increase in the number of all students (i.e., 60%) and gains in all of the school's significant subgroups (i.e., English learners 13%, Hispanic 6%, and SED 1%) who met or exceeded state standards in English language arts, there continues to be a significant achievement gap between Hispanic, socio-economic and English language learner students as compared to their counterparts.

In 2018, the number of affluent students who met or exceeded state standards in English language arts was 27% higher than the number of social-economic disadvantaged students who met or exceeded state standards in English language arts (i.e., 71% vs 44%). Sixty-three percent of English-only students met or exceeded state standards in English language arts compared to 31% of

English learners who met or exceeded state standards in English language arts. Finally, when comparing student performance between White non-Hispanic students and Hispanic students, seventy-one percent of White non-Hispanic students met or exceeded the standards compared to 50% of the school's Hispanic students.

Analysis shows that the school needs to continue its focus on improving overall student achievement in the area of English language arts, as well as implement evidence-based services to narrow the achievement gap between Hispanic, socio-economic Disadvantaged, and English language learner students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP)	Sixty percent of all students met or exceeded the standards as measured on the CAASPP.	The school will increase the number of students who meet or exceed the standards in the area of English language arts by 5% on the CAASPP.
District Interim Assessments	Twenty-eight percent of all students met or exceeded grade level standards on the local interim assessments.	The school will increase the number of students who meet or exceed the standards in the area of English language arts by 5% on local interim assessments.
Renaissance STAR Reading Assessment	Forty-four percent of all students scored at or above grade level on the Renaissance Star Reading Assessment.	The school will increase the number of students who scored at or above grade level by 5% on the Renaissance STAR Reading Assessment.

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Goal 1: Strategies/Activities

Planned Strategies/Activities	Proposed Expenditures
<p>Goal 1.1: Intervention Planning Team (IPT) Meetings</p> <ul style="list-style-type: none"> Hold assessment debrief meetings five times during the course of the 2018-2019 school year as targeting time for all students to include students with disabilities, socio-economic disadvantaged, and English learners. 	LCFF \$625

<p>Goal 1.2: Student Study Team (SST) Meetings</p> <ul style="list-style-type: none"> Hold meetings eight times during the course of the 2018-19 school year as a targeting time for at-risk students to discuss areas of concerns and needed accommodations and supports. 	LCFF \$500
<p>Goal 1.3: Student Achievement Progress Monitoring</p> <ul style="list-style-type: none"> Use of BPST, STAR Reading, IAB interim assessments, CAASPP scores, and grade-level determined data ongoing throughout entire school year, and aligned with IPT meetings throughout the entire school year. 	<p>Title I \$1,297.50</p> <p>LCFF \$6,702.50</p>
<p>Goal 1.4: Tiered Interventions</p> <ul style="list-style-type: none"> Provide reading intervention teachers to support struggling students in grades K-8. 	LCFF \$42,086
<p>Goal 1.5: Paraprofessionals</p> <ul style="list-style-type: none"> Provide one-on-one tutoring and small group instruction in K-1 classrooms; provide instructional support in English language arts and translation during parent conferences, as needed. 	LCFF \$13,894.50
<p>Goal 1.6: Cross-Age Tutoring</p> <ul style="list-style-type: none"> Cross age supports in ELA (i.e., vocabulary development, reading fluency and comprehension, as well as editing in writing). 	\$0
<p>Goal 1.7: Extended Day Intervention</p> <ul style="list-style-type: none"> Provide before or after school intervention for struggling students. 	<p>Title I \$1,250</p>
<p>Goal 1.8: Extended Year Program</p> <ul style="list-style-type: none"> Provide three week Extended Year Program to support academic struggling students with a focus on socio-economic disadvantaged, English learners and students with disabilities. 	<p>Title I \$14,208.50</p>
<p>Goal 1.9: Parent Engagement</p> <ul style="list-style-type: none"> Parent reading/literacy sessions to support their students in the mastery of English Language Arts Common Core State Standards. 	<p>Title I \$167.75</p>

Goal 2

Mesa Union will increase the number of students, to include all significant subgroups, who meet or exceed standards in the area of Mathematics by 5% as measured by state and local assessments.

Basis for this Goal

As indicated in the Single School Plan for Student Achievement needs assessment, Mesa Union's students continue to outperform their counterparts when compared to the county (e.g., 13%) and state (e.g., 16%) in the area of mathematics as measured by the California Assessment of Student Performance and Progress (CAASPP). However, in 2018, Mesa Union experienced a slight

decrease from 2017 scores. Currently, 48.4% of all students have met or exceeded the standards on the CAASPP, which is a 1.6% decrease from the previous year. Additional analysis shows that Mesa Union has experienced stagnant growth in the area of mathematics with levels of proficiently fluctuating from 51% to 48.4% during the past three years.

School subgroup performance mirrors overall student performance trends with decreases in the number of students meeting or exceeding the state standards in two of its three subgroups (i.e., Hispanic -2%, SED -5%). Other analysis demonstrates that the achievement gap between Hispanic, socio-economic disadvantaged and English language learners remains as compared to their counterparts. Seventy-one percent of White-non Hispanic students met or exceeded state standards in mathematics as compared to 50% of Hispanic students who met or exceeded state standards. Fifty-three percent of English-only Students met or exceeded state standards in mathematics compared to 26% of the school's English learners, and 62% of the school's affluent students met or exceeded the state standards as compared to 32% of socio-economic disadvantaged students. School data trends demonstrate a clear need for Mesa Union to focus on improving overall student achievement in the area of mathematics, as well as increase evidence-based services to narrow the achievement gap between Hispanic, socio-economic Disadvantaged, and English language learner students.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP)	Forty-eight percent of all students met or exceeded the standards as measured on the CAASPP.	The school will increase the number of students who meet or exceed the standards in the area of mathematics by 5% on the CAASPP.
District Interim Assessments	Forty-two percent of all students met or exceeded grade level standards on the local interim assessments.	The school will increase the number of students who meet or exceed the standards in the area of mathematics by 5% on local interim assessments.
Renaissance STAR Math Assessment	Mesa Union will develop a baseline data in 2018-2019.	The school will increase the number of students who scored at or above grade level on the Renaissance STAR Math Assessment by 5%.

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Goal 2: Strategies/Activities

Proposed
Expenditures

Planned Strategies/Activities

<p>Goal 2.1: Intervention Planning Team (IPT) Meetings</p> <ul style="list-style-type: none"> Hold assessment debrief meetings five times during the course of the 2018-2019 school year as targeting time for all students to include students with disabilities, socio-economic disadvantaged, and English learners. 	LCFF \$625
<p>Goal 2.2: Student Study Team Meetings (SST)</p> <ul style="list-style-type: none"> Hold meetings eight times during the course of the 2018-19 school year as a targeting time for at-risk students to discuss areas of concerns and needed accommodations and supports. 	LCFF \$500
<p>Goal 2.3: Student Achievement Progress Monitoring</p> <ul style="list-style-type: none"> Use of Math Expressions ongoing assessments, IAB interim assessments, STAR Math, CAASPP scores and grade-level determined tests ongoing throughout the school year. 	\$0
<p>Goal 2.4: Tiered Interventions</p> <ul style="list-style-type: none"> Provide intervention to support struggling math students in grades 6-8. Provide an intervention specialist to support struggling students in grades K-8 in the upcoming 2019-2020 school year. 	\$0
<p>Goal 2.5: Paraprofessionals</p> <ul style="list-style-type: none"> Provide one-on-one tutoring and small group instruction in K-1 classrooms; provide math basic skills support and translation during parent conferences, as needed. 	LCFF \$13,894.50
<p>Goal 2.6: Implementation of Math Supplementary Materials</p> <ul style="list-style-type: none"> Certificated staff will implement Math Facts in a Flash and Accelerated Math to provide tiered supports to struggling students. 	LCFF \$5,000
<p>Goal 2.7: Cross-Age Tutoring</p> <ul style="list-style-type: none"> Cross age supports in math (fact practice, math games etc.). 	\$0
<p>Goal 2.8: Extended Day Intervention</p> <ul style="list-style-type: none"> Provide before or after school intervention for struggling students with a focus on students with disabilities, socio-economic disadvantaged and English learners. 	Title I \$1,750
<p>Goal 2.9: Extended Year Program</p> <ul style="list-style-type: none"> Provide three-week Extended Year Program to support academic struggling students with a focus on socio-economic disadvantaged, English learners and students with disabilities. 	Title I \$14,208.50
<p>Goal 2.10: Parent Engagement</p> <ul style="list-style-type: none"> Parent math sessions to support their students in the mastery of the Mathematics Common Core State Standards. 	Title I \$167.75

Goal 3

Mesa Union will increase the number of English language learners who demonstrate language proficiency by 5% as measured by state and local assessments.

Basis for this Goal

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP)	Twenty-nine percent of English language learners met or exceeded the standards as measured on the CAASPP.	The school will increase the number of English language learners who meet or exceed the standards in the area of English language arts by 5% on the CAASPP.
English Language Proficiency Assessments for California (ELPAC)	Six-seven percent of English language learners demonstrated language proficiency on the ELPAC.	The school will increase the number of English language learners who demonstrate proficiency by 5% on the ELPAC.
A Developmental English Proficiency Test (ADEPT)	Eight percent of English language learners demonstrated language proficiency on the ADEPT.	The school will increase the number of English language learners who demonstrate proficiency by 5% on the ADEPT.

Basis for this Goal

As outlined in the Single School Plan for Student Achievement needs assessment, despite Mesa Union's recent increase in the number of English learners (i.e., 13%) who met or exceeded state standards in English language arts, there continues to be a significant achievement gap between English language learner students as compared to their counterparts.

In 2018, 63% of English-only students met or exceeded state standards in English language arts compared to 31% of English learners who met or exceeded state standards in English language arts.

Data analysis points out that the school needs to continue its focus on improving overall student achievement in the area of English language arts, as well as implement evidence-based services to narrow the achievement gap for its English learners.

Goal 3: Planned Strategies/Activities

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Goal 3: Strategies/Activities

Planned Strategies/Activities	Proposed Expenditures
<p>Goal 3.1: Lesson Planning, Data Analysis, and Professional Development</p> <ul style="list-style-type: none"> • Certificated staff of English learners will analyze data (CELDT, ELD Progress Reports, SBAC, AMAO's, and Reclassification) in order to monitor EL student progress and provide differentiated instruction during ELD instruction. 	\$0
<p>Goal 3.2: Effective Classroom Instruction</p> <ul style="list-style-type: none"> • Certificated staff will provide designated ELD instruction to English learners with an emphasis on vocabulary development, constructive conversations skills, small group instruction, SDAIE, and reading complex text. 	\$0
<p>Goal 3.3: Professional Development</p> <ul style="list-style-type: none"> • Certificated staff will participate in professional development provided by the Ventura County Office of Education that focuses on integrated ELD Instruction to include SDAIE and access to the California State Standards. 	Title III \$7,820
<p>Goal 3.4: Extended Day Intervention</p> <ul style="list-style-type: none"> • Provide before or after school intervention for English language learners (ELL) with an emphasis on language acquisition to ensure access to the California State Standards. 	Title III \$3,500
<p>Goal 3.5: Reclassification</p> <ul style="list-style-type: none"> • Communicate areas of need for English language learners nearly meeting reclassification criteria to certificated staff providing English Language Development instruction. • Continue to restructure and refine the reclassification criteria for ELL to align with the ELPAC assessment and CDE recommendations. 	\$0
<p>Goal 3.6: Parent Engagement</p> <ul style="list-style-type: none"> • Provide an informational meeting for parents of English language learners to describe reclassification criteria and how parents can support language acquisition at home. 	Title III \$250

Goal 4

Mesa Union will create welcoming and safe learning environments that increase safety and school connectedness among students through the implementation of the CHAMPS behavioral model focused on increasing the number of students who report that they are provided affirmation regularly from adults and that they experience caring relationships among peers and staff.

Basis for this Goal

2017-2018 school parent survey results report that 84% of stakeholders believe the school provides a welcoming and safe environment. This is a 14% increase from reported survey results the previous year. Forty-seven percent report that they are members of the Parent Faculty Organization (PFO) a 2% increase in membership as compared to 2017. Fifty-eight percent of parents attended one or more district or school family workshops demonstrating an increase of 13% from the previous year. Forty-four percent of parents reported that they attended one or more coffee meetings with the Superintendent and Principal, a 1% decrease from 2017. Finally, 2% of parents reported that they joined the PFO for the first time in 2017. Per the Climate Task Force recommendations, the school will broaden its focus to include the following: creating a welcoming and safe learning environment for all students, increasing student connectedness, parent participation in school parent advisory councils, school-sponsored activities, volunteerism and expanding its parent workshop offerings.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Attendance	In 2017-2018 Mesa Union School attendance rate was 97%.	Maintain District average attendance rate of 97.0%.
Chronic Absenteeism	Mesa Union School chronic absenteeism rate was 4.7%.	Reduce the chronic absenteeism rate 0.5%, from 4.2% to 3.7%.
Suspension Rate	Maintain the percentage of students that are suspended or expelled from school below 1%.	Maintain the percentage of students that are suspended or expelled from school below 1%.
YouthTruth Survey/California Healthy Kids Survey	Sixty-eight percent of students in grades 5-8 reported grown-ups at school tell them when they do a good job.	Increase the number of students reporting that grown-ups tell them when they do a good job by 5%.

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Goal 4: Planned Strategies/Activities

Planned Strategies/Activities	Proposed Expenditures
Goal 4.1: Implementation of CHAMPS	

<ul style="list-style-type: none"> • Provide professional development and ongoing support by the County Office of Education. • Implement and continually evaluate the District-wide CHAMPS Behavioral Program Model. • Implement Instructional Rounds to support consistent implementation of CHAMPS strategies (e.g., Guiding Principles, Top School Rules, Voice Level, etc.). • Provided Positive Behavior Intervention Supports (e.g., Tiger Tags, PAWS Behavioral Referrals, etc.). 	<p>Title II 10,000</p> <p>Title IV \$5,424</p> <p>LCFF \$1,125</p>
<p>Goal 4.2: School Connectedness</p> <ul style="list-style-type: none"> • The school will host and support schoolwide activities that promote the development of compassion, kindness, and empathy (e.g., Tolerance Week, Great Kindness Challenge, Monthly Character Trait Awards, etc.). • The school will promote and support Mesa Union School's development of school pride and spirit activities (i.e., Associated Student Body, clubs, extracurricular activities, etc.) to increase school connectedness. 	<p>LCFF \$13,250</p>
<p>Goal 4.3: Improved School Attendance</p> <ul style="list-style-type: none"> • The school will promote school attendance through weekly publications in the school's Mesa Matters publication, monthly and trimester perfect attendance awards, lunch with the principal, and other incentives. • The school will regularly meet with parents through the School Attendance Review Team (SART) and School Attendance Review Board (SARB) activities to identify and support students and their families in improving daily attendance. 	<p>LCFF \$2,850</p>
<p>Goal 4.4: Parent Engagement</p> <ul style="list-style-type: none"> • Provide a Kindergarten Orientation to incoming Kindergarten parents. • Host an Ice Cream Social and Orientation for families of new incoming students prior to the beginning of the school year. • Provide students and parents of incoming sixth grade students an orientation prior to the beginning of the school year. • Work with Oxnard Union High School District to provide parent orientation for exiting 8th grade students. 	<p>Title I \$500</p>

Annual Review and Update

SPSA Year Reviewed: 2017-2018

Goal 1

Mesa Union School students will increase their reading proficiency and/or demonstrate a year's growth in their reading development.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Assessment of Student Performance and Progress (CAASPP) Results	Mesa Union School will improve the number of students who meet or exceed standards in the area of English Language Arts by 5%, from 56% in 2016-2017 to 61% in 2017-2018, on the CAASPP.	Mesa Union School improved the number of students who met or exceeded standards in the area of English Language Arts by 4%, from 56% in 2016-2017 to 60% in 2017-2018, on the CAASPP.
Renaissance STAR Reading Assessment	Mesa Union School will improve the number of TK-8 students who are reading at or above grade level by 5%, from 50% in 2016-2017 to 55% in 2017-2018, on the Renaissance STAR Reading Assessment.	Mesa Union School experienced a 6% decrease in the number of students who are reading at or above grade level, from 50% to 44%, as measured by the Renaissance Star Reading Assessment.
District Benchmark Assessments	Mesa Union School will improve the number of TK-8 students who meet or exceed standards in the area of English Language Arts by 5%, from 59% in 2016-2017 to 64% in 2017-2018, on the District English Language Arts Benchmark Assessment.	Mesa Union School decreased the number of TK-8 students who met or exceeded standards in the area of English Language Arts by 31%, from 59% in 2016-2017 to 28% in 2017-2018, on the District English Language Arts Benchmark Assessment.

Goal 1: Strategies/Activities

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Actual Expenditures
Goal 1.1: Use assessment debrief meetings as targeting time for socio-economic disadvantaged and English learner students	Intervention Planning Team (IPT) meetings focused on identifying and providing academic, social-emotional, and behavior interventions for struggling students to include low-socio-economic and English learners and	LCFF \$500	\$500

	were conducted on a tri-annual basis.		
Goal 1.2: Hold meetings eight times during the course of the 2017-18 school year as a targeting time for at-risk students to discuss areas of concerns and needed accommodations and supports	Meetings were held eight times during the course of the 2017-18 school year. Staff discussed areas of concerns and needed accommodations and supports for at-risk students.	LCFF \$500	\$500
Goal 1.3: Use of BPST, SBAC interim assessments, SBAC scores, and grade-level determined data ongoing throughout entire school year, and aligned with Intervention Planning Team (IPT) meetings throughout the entire school year	Mesa Union administered and analyzed data from the interim assessments in grades K-5 in 2017-2018 to align instruction and to identify and provide interventions to struggling students through the IPT process.	\$0	\$0
Goal 1.4: Provide reading intervention teachers to support struggling students in grades K-8	Reading intervention teachers were provided in grades K-8 to deliver tiered interventions for struggling readers.	LCFF \$42,086	\$42,086
Goal 1.5: Provide one-on-one tutoring and small group instruction in K-1 classrooms; provide instructional support in English language arts; and translation during parent conferences, as needed	Paraprofessional provided one-on-one tutoring and small group instruction in K-1 classrooms; provided instructional support in English language arts; and translation during parent conferences, as needed	LCFF \$13,894.50	\$13,894.50
Goal 1.6: Cross age supports in ELA (i.e., word rings, reading buddies, editing in writing)	Cross-age tutoring supported English language arts activities, such as reading buddies, peer editing, word rings, etc.)	\$0	\$0
Goal 1.7: Provide before or after school intervention for struggling students	In addition to the Full-STEAM Ahead After-school program, Mesa Union provided student intervention in the area of	Title I \$1,000 Title III \$2160	Title I \$1,000 Title III \$0

	English language arts and mathematics.		
Goal 1.8: Provide extended day/year transportation with Title I and III dollars to provide targeted intervention to ELL and SED students	Proposed transportation costs were re-diverted to provide services to students.	Title I \$250 Title III \$250	Title I \$0 Title III \$0 Funding provided by LCFF
Goal 1.9: Provide extended day/year intervention for students throughout the year (October to May) in a Saturday school Intervention model	Saturday school funding was diverted and used to provide summer school programming for struggling students to include low-socio-economic and English learners.	Title I \$19,000 Title III \$1,000	Title I \$0 Title III \$0
Goal 1.10: Parent technology / literacy sessions to help with Common Core State Standards homework and content, and integrating the CCSS into the daily work.	The school hosted a both a Back to School Night and Open House that provided information for parents to support their students in homework completion and content areas to include English language arts.	Title III \$500	\$0

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Mesa Union effectively implemented the strategies/activities within Goal 1, with the following exceptions:

1. Goal 1.9: Provide extended day/year intervention for students throughout the year (October to May) in a Saturday school intervention model. Saturday school funding was diverted and used to provide summer school programming for struggling students to include low-socio-economic students and English learners. This change met the spirit of the strategy as it provided extended year activities focused on supporting low-performing students.
2. The school hosted both a Back to School Night and Open House that provided information for parents to support their students in homework completion and content areas to include English language arts. However, this fell short of the Strategies Goal to provide parent workshops in the areas of technology and literacy. Despite these two shortcomings, the strategies implemented enabled the school to achieve its goal and raise test scores as described below.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school. Explain any material differences between the Proposed Expenditures and Actual Expenditures.

Mesa Union School's overall implementation of strategies and activities outlined in SPSA Goal 1 supported a significant increase in the number of "All" students meeting or exceeding the standards, as measured by the California Assessment of Student Performance and Progress (e.g., 56% to 60%). Furthermore, when comparing grade level student performance, Mesa Union experienced an increase in the percentage of students who met or exceeded the standards in English Language Arts in all grade levels with fifth and sixth grades showing the most growth with a 5% and 6% increase, respectively. Finally, the school's analysis of "Change-Over-Time" showed that all grade levels demonstrated an increase in the percentage of students who met or exceeded the standards in English Language Arts with grades 4, 5, and 8 improving by 5% or more.

Mesa Union's significant subgroups, which include English Language Learners (ELL), Socio Economically Disadvantaged (SED), and Hispanic students, also experienced significant improvement in the percentage of students who met or exceeded standards in English Language Arts. Specifically, Mesa Union's English Language Learners experienced a 13% increase in the percentage of ELLs who met or exceeded the standards in ELA. While, Mesa Union's Hispanic students demonstrated a 6% increase in the percentage of students that met or exceeded standards in ELA and Mesa Union's SED students experienced a slight increase (1%) in the percentage of students who met or exceeded ELA standards.

Although District benchmark assessment results did not mirror the upward trend in English language arts, the District focused its efforts on aligning the rigor of local and state assignments while increasing the validity and reliability of its measure tools. As a result of these changes, a new school baseline was created. In the current year, 42% of students have met grade level standards as measured by local benchmark assessments.

Final analysis of state and local assessments demonstrate that the District implementation of strategies of spurred significant overall gains in overall student achievement as well as within each of its three subgroups.

Explain any material differences between the Proposed Expenditures and Actual Expenditures.

Saturday school funding, as stated in goal 1.9, was diverted and used to provide a three-week summer school program for struggling students to include low-socio-economic students and English learners.

Title III monies stated in Goal 1.7, 1.8, and 1.9 totaling \$3,410 were utilized to provide certificated staff training from the Ventura County Office of Education to support the delivery of integrated English language development instruction within the classroom.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 1 of the 2018-2019 SPSA (pg.1) was changed from "Mesa Union School students will increase their reading proficiency and/or demonstrate a year's growth in their reading development" to "Mesa Union will increase the number of students, to include all significant subgroups, who meet or exceed standards in the area of English language arts by 5% as measured by state and local assessments." As described in the Basis For This Goal, the new goal provides needed clarity and is specific, measurable, and encompasses both state and local assessment indicators as outlined in the Annual

Measurable Outcomes (pg. 2). In addition, the two identified strategies/activities that were partially or not implemented at all were strengthened (i.e., Goal 1.9 Parent Engagement) or modified to reflect current practice (i.e., Goal 1.8 Extended Year Program).

Goal 2

Mesa Union School students will demonstrate a year's growth in mathematics proficiency.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Assessment of Student Performance and Progress (CAASPP) Results	Mesa Union School will improve the number of students who meet or exceed standards in the area of mathematics by 5%, from 56% in 2016-2017 to 61% in 2017-2018, on the CAASPP.	Mesa Union School's number of students who met or exceeded standards in the area of mathematics slightly decreased from 49% in 2016-2017 to 48% in 2017-2018 on the CAASPP.
District Benchmark Assessments	Mesa Union School will improve the number of students who meet or exceed standards in the area of mathematics by 5%, from 48% in 2016-2017 to 64% in 2017-2018, on the District Benchmark Assessment.	Mesa Union School decreased in the number of students who met or exceeded standards in the area of mathematics by 31%, from 59% in 2016-2017 to 28% in 2017-2018, on the District Benchmark Assessment.

1.

Goal 2 Strategies/Activities

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Actual Expenditures
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Goal 2.1: Teachers will implement the following strategies during mathematics instruction: “Three Phase Problem Solving Lessons” on a regular basis in order to develop students’ problem solving and reasoning skills, student use of content vocabulary, and students’ ability to construct viable arguments and critique the reasoning of others.	Researched based instructional practices in mathematics to include “Three Phase Problem solving Lessons” were implemented on a regular basis.	\$0	\$0
Goal 2.2: Hold assessment debrief meetings five times during the course of the 2017-2018 school year as targeting time for all students to include students with disabilities, socio-economic disadvantaged students, and English learners.	The school held assessment debrief meetings five times during the course of the 2017-2018 school year as targeting time for all students to include students with disabilities, socio-economic disadvantaged students, and English learners.	LCAP \$625.00	\$625.00
Goal 2.3: Use assessment debrief meetings as targeting time for Title I and III students	Intervention Planning Team (IPT) meetings that focused on identifying and providing academic supports to struggling students to include low-socio-economic and English learners in mathematics were conducted on a tri-annual basis.	LCAP \$500.00	\$500.00
Goal 2.4: Use of Math Expressions ongoing assessments, College Prep Math assessments, SBAC scores, SBAC interim assessments, and grade-level determined tests ongoing throughout entire school year, and aligned with Intervention Planning Team (IPT) meetings throughout the entire school year	Mesa Union administered and analyzed data from the interim assessments in grades K-5 in 2017-2018 to align instruction and identify and provide interventions to struggling students through the IPT process.	\$0	\$0

Goal 2.5: Provide math intervention to grades 6-8	Math intervention was provided to struggling students in grades 6-8.	\$0	\$0
Goal 2.6: Provide one-on-one tutoring and small group instruction supports in mathematics; and provide translation during parent conferences	Paraprofessionals were provided in grades K-2 to support classroom teachers through small group and individual instruction/tutoring.	LCFF \$27,900	\$27,900
Goal 2.7: Cross age supports in math (fact practice, math games etc.)	Cross-age tutoring supported math activities, such as fact practice, tutoring, etc.	\$0	\$0
Goal 2.8: Before or after school intervention for Title I and Title III students	Before and/or afterschool intervention was provided by certificated staff to qualifying Title I and Title III students.	Title I \$1,160 Title III \$2160	Title I \$1,000
Goal 2.9: Provide extended day/year intervention for students throughout the year (October to May) in a Saturday school intervention model	Saturday school funding was diverted and used to provide summer school programming for struggling students to include low-socio-economic and English learners.	Title I \$9,000 Title III \$500	Title I \$0 Title III \$0
Goal 2.10 Parent math nights to help with homework and content	The school hosted both a Back to School Night and Open House that provided information for parents to support their students in homework completion and content areas to include mathematics.	Title III \$500	\$0

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Mesa Union effectively implemented the strategies/activities within Goal 2, with the following exception:

Goal 2.9: Provide extended day/year intervention for students throughout the year (October to May) in a Saturday school intervention model. Saturday school funding was diverted and used to provide summer school programming for struggling students to include low-socio-economic and English learners. This change met the spirit of the strategy as it provided extended year activities focused on supporting low-performing students.

Despite the delivery of extended day/year intervention change from a “Saturday School” to a “Summer School” model, strategies implemented enabled the school to achieve its implementation goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As indicated in the Single School Plan for Student Achievement needs assessment, Mesa Union’s students continue to outperform their counterparts when compared to the county (e.g., 13%) and state (e.g., 16%) in the area of mathematics as measured by the California Assessment of Student Performance and Progress (CAASPP). However, in 2018, Mesa Union experienced a slight decrease from 2017 scores. Currently, 48.4% of all students have met or exceeded the standards on the CAASPP, which is a 1.6% decrease from the previous year. Additional analysis shows that Mesa Union has experienced stagnant growth in the area of mathematics with levels of proficiently fluctuating from 51% to 48.4% during the past three years.

School subgroup performance mirrors overall student performance trends with decreases in the number of students meeting or exceeding the state standards in two of its three subgroups (i.e., Hispanic -2%, SED -5%). Other analysis demonstrates that the achievement gap between Hispanic, socio-economic disadvantage and English language learners remains as compared to their counterparts. Seventy-one percent of White-non Hispanic students met or exceeded state standards in mathematics as compared to 50% of Hispanic students. Fifty-three percent of English-only Students met or exceeded state standards compared to 26% of the school’s English learners, and 62% of its affluent students met or exceeded state standards compared to 32% of socio-economic disadvantaged students who met or exceeded the state standards in mathematics.

School data trends demonstrate a clear need for Mesa Union to focus on improving overall student achievement in the area of mathematics as well as increase evidence-based services to narrow the achievement gap between Hispanic, socio-economic disadvantaged and English language learner students. The school did not achieve its math goal.

Explain any material differences between the Proposed Expenditures and Actual Expenditures.

Saturday school funding, as stated in goal 2.9, was diverted and used to provide a three-week summer school program for struggling students to include low-socio-economic and English learners.

Title III monies stated in Goal 2.8, 2.9 and 2.10 equaling \$3,160 were utilized to provide professional development to certificated staff to ensure English learners had access to the Common Core Mathematics Standards through the delivery of integrated English Language Development best practices.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 2 of the 2018-2019 SPSA (pgs. 4-5) was changed from “Mesa Union School students will increase their mathematics proficiency and/or demonstrate a year’s growth in their reading development” to “Mesa Union will increase the number of students, to include all significant subgroups, who meet or exceed standards in the area of mathematics by 5% as measured by state Single Plan for Student Achievement| Page 17 of 32

and local assessments.” As described in the Basis for This Goal, the new goal provides needed clarity and is specific, measurable, and encompasses both state and local assessment indicators as outlined in the Annual Measurable Outcomes (pgs. 3-4). In addition, the two identified strategies/activities that were partially or not implemented at all were strengthen (i.e., Goal 2.10 Parent Engagement) or modified to reflect current practice (i.e., Goal 2.9 Extended Year Program). Finally, as documented in Goal 2.3, Tiered Interventions, the school will add a math specialist to provide support to struggling students in grades K-8 in the upcoming 2019-2020 school year.

Goal 3

For the English Learner students at Mesa Union School, 75% of the students will increase at least one CELDT level or will be reclassified (RFEP) in order to meet California English Language Development Test (CELDT) requirements as defined by the California Department of Education English Learner Indicator Calculation. We will use the CELDT assessment as well as the A Developmental English Proficiency Test (ADEPT) assessments (if required) to monitor growth.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
California English Language Development Test (CELDT)	Seventy-five percent of the students will increase at least one CELDT level.	The ELPAC replaced the CELDT in 2018.
Reclassification Rate	Seventy-five percent of English learners will be reclassified in 2017-2018.	Forty-two percent of English learners were reclassified.

Goal 3: Strategies/Activities

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Gaol 3.1: Teachers of English learners will analyze data (CELDT, ELD Progress Reports, SBAC, AMAOs, and Reclassification) in order to monitor EL student progress and provide differentiated instruction during ELD instruction.	A Developmental English Proficiency Test showed a need for supporting EL's expressive language. Trainings provided by the Ventura County Office of Education focused on this area of growth.	\$0	\$0
Goal 3.2: Teachers will provide designated ELD instruction to English Learners with an emphasis on vocabulary development, constructive conversations skills, small	Teachers provided designated ELD instruction to English learners emphasizing vocabulary development, constructive conversations skills, small	\$0	\$0

group instruction, SDAIE, and reading complex text.	group instruction, SDAIE, and reading complex text.		
Goal 3.3: Hold ELD committee meetings in October, December, February, and June	Reclassification meetings were held in Fall 2017, Spring 2018 and Summer 2018.	\$0	\$0
Goal 3.4: Communicate areas of need for ELD students close to redesignation to classroom teachers	A need for expressive language support and implementation of Integrated ELD strategies was communicated at staff development days and supported through ELD trainings from the Ventura County Office of Education.	\$0	\$0
Goal 3.5: Continue to restructure and refine the redesignation criteria for ELs to align with ELPAC assessment and CDE recommendations	A Reclassification Matrix was developed in Spring 2018 and shared with stakeholders.	\$0	\$0
Goal 3.6: Host a family evening for English learners to describe redesignation criteria and effects in high school	Reclassification criteria and process and ELD high school requirements and placements were communicated to the Parents of English Learner Advisory Committee in Spring 2018.	Title III \$500	Title III \$0

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Mesa Union successfully implemented the strategies outlined above in relationship to Goal 3 of the 2017-2018 school plan. The school communicated changes to the redesignation requirement as part of its Parent English Learner Advisory Committee and at individual reclassification meetings with parents in lieu of hosting a formal family evening for English learners to describe redesignation criteria and effects in high school.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Mesa Union's recent increase in the number of English learners (i.e., 13%) who met or exceed state standards in English language arts demonstrates the overall effectiveness of the strategies and

activities outlined in Goal 3 of the school plan. However, there continues to be a significant achievement gap between English language learners as compared to their counterparts.

In 2018, 63% of English-only students met or exceeded state standards in English language arts compared to 31% of English learners who met or exceeded state standards in English language arts.

Data analysis points out that the school needs to continue its focus on improving overall student achievement in the area of English language arts, as well as implement evidence-based services to narrow the achievement gap for its English learners.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Goal 3 of the school plan indicated that \$500 of Title III monies would be spent to support an English learner family night. The school ended up not utilizing available monies to support parent engagement activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 3 of the 2018-2019 SPSA (pg.6) was changed from “For the English Learner students at Mesa Union School, 75% of the students will increase at least one CELDT level or will be reclassified (RFEP) in order to meet California English Language Development Test (CELDT) requirements as defined by the California Department of Education English Learner Indicator Calculation. We will use the CELDT assessment, as well as the A Developmental English Proficiency Test (ADEPT) assessments (if required), to monitor growth.” to “Mesa Union will increase the number of English language learners who demonstrate language proficiency by 5% as measured by state and local assessments.” As described in the Basis for this Goal, the new goal provides needed clarity and is specific, measurable, and encompasses both state and local assessment indicators, as outlined in the Annual Measurable Outcomes (pg. 6). In addition, identified strategies/activity that were partially implemented or not at all were strengthened (i.e., Goal 3.6 Parent Engagement). In closing, the following strategies were either significantly changed or added to the 2018-2019 school plan:

Goal 3.3: Professional Development

Certificated staff will participate in professional development provided by the Ventura County Office of Education that focuses on integrated ELD instruction to include SDAIE and access to the California State Standards (pg. 7).

Goal 3.4: Extended Day Intervention

Before or after school intervention for English language learners with an emphasis on language acquisition to ensure access to the California State Standards (pg. 7).

Goal 3.5: Reclassification

Communicate areas of need for English language learners nearly meeting reclassification criteria to certificated staff providing English Language Development instruction (pg. 7).

Continue to restructure and refine the reclassification criteria for ELs to align with ELPAC assessment and CDE recommendations

Goal 3.6: Parent Engagement

Provide an informational meeting for parents of English language learners to describe reclassification criteria and how parents can support language acquisition at home (pg. 7).

Goal 4

Increase the number of parent and community engagement events by five number of events. Convene at least six School Site Council meetings during the 2017-2018 school year. Convene at least four English Learner Advisory Committee meetings during the 2017-2018 school year. Parents and community members will be welcomed to participate at Mesa Union School by partnering with the school in decisions that affect their child's education. Participation in organized parent groups such as the Parent Faculty Organization (PFO), Mesa Education Foundation (MEF), participation in organized school activities such as Back to School Night, Open House, school volunteering, parent trainings on technology, PFO Movie Fun Nights, PFO Mesa Challenge, parent-teacher conferences, and on committees such as the English Language Advisory Council (ELAC), the School Site Council (SSC), the GATE task force, and others. At least 10% of the families who attend these activities will represent English Learner and socio-economically disadvantaged students for each grade level.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Monitor sign in and RSVP rates for each event, including the School Site Council and English Learner Advisory Council meetings, SSC and ELAC agendas and minutes	Maintain School Site Council Membership at 10 members. Maintain English Learner Advisory Committee at 5 to 7 members.	SSC membership was maintained at 10 members representing parents, certificated, classified and administrative staff. ELAC membership was maintained at 5 members

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Actual Expenditures
Goal 4.1: Parent Faculty Organization (PFO) implement themed membership drive campaign to increase parent connectedness; restructure hospitality program to support school events, functions, and	The PFO implemented a themed membership drive campaign to increase parent connectedness; restructure hospitality program to support school events, functions, and workshops;	\$0	\$0

workshops; establish monthly family and restaurant night programs; partner with student council/leadership in activities providing student engagement and volunteer opportunities	establish monthly family and restaurant night programs.		
Goal 4.2: Increase membership on Mesa Education Foundation (MEF) Board	The MEF increased its membership by five members.	\$0	\$0
Goal 4.3: Increase parent volunteers and continue increased vetting (i.e., TB and fingerprinting) and volunteer training	Outcomes for Increase parent volunteers and continue increased vetting (TB and fingerprinting) and volunteered training were not captured.	LCFF \$17,137	\$17,137
Goal 4.4: Complete at least four parent technology and social media workshops for parents	This did not occur during the 2017-2018 school year.	\$0	\$0
Goal 4.5 Participate in various school stakeholder meetings (e.g., Coffee with the Superintendent/Principal, SSC, ELAC, PAC, DELAC, PFO meetings, MEF meetings, and others) to inform parents of new established GATE qualification criteria and program changes	The District conducted a series of six GATE parent trainings and established a GATE Advisory Council during the course of the school year.	\$0	\$0
Goal 4.6: Establish a Junior High Climate Task Force to evaluate school climate, student connectedness, the possibility of using the CHAMPS behavioral management framework school-wide	The Junior High Climate Task Force analyzed the school's climate and made a series of recommendations to include implementation of CHAMPS in the 2018-2019 school year,	LCFF \$2,500	LCFF \$2,000
Goal 4.7: Implement cross age supports designed by students in student leadership	Cross-age tutoring supported English language arts activities, such as reading buddies, peer editing, word rings, etc.)	\$0	\$0

Goal 4.8 Conduct a Parent Resource Meeting with the aim of increasing the number of socio-economically disadvantaged and English learner parents participating in parent school leadership roles (i.e. SSC, ELAC, PFO, etc) as well as increased access to school and community resources	Various school stakeholder meetings (e.g., Coffee with the Superintendent/ Principal, SSC, ELAC, PAC, DELAC, PFO meetings, MEF meetings, and others) were conducted in an effort to increase parent participation.	Title I \$ 500	\$250
Goal 4.9 Mesa School will focus on increasing access to translated documents, as well as translation, during key parent activities	Mesa Union employs a parent liaison that assists in the translation of documents to included key parent activities.	LCFF \$4,309	\$4,309

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The implementation of Goal 4 strategies enabled the school to achieve articulated goals as described below. The work of the Climate Task Force shaped the work of the 2018-2019 school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Mesa Union's K-8 School Site and Parent English Learner Councils, which require equitable composition between school personnel and parents, provide an opportunity for school level evaluation and plan development regarding expenditures and programs that are encompassed in the Single Plan for Student Achievement (SPSA). Survey results report that 84% of stakeholders believe the school provides a welcoming and safe environment. This is a 14% increase from reported survey results from the previous year. Forty-seven percent report that they are members of the Parent Faculty Organization (PFO), a 2% increase in membership as compared to 2017. Fifty-eight percent of parents attended one or more district or school family workshops, demonstrating an increase of 13% from the previous year. Forty-four percent of parents reported that they attended one or more coffee meetings with the Superintendent and Principal, a 1% decrease from 2017. Finally, 2% of parents reported that they joined the PFO for the first time in 2017. The District will continue to focus on increasing parent participation in District Parent Advisory Councils, school-sponsored activities, and volunteerism. In response to stakeholder requests, the school will work towards expanding its parent workshop offerings.

Explain any material differences between the Proposed Expenditures and Actual Expenditures.

There were no significant material differences between proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As depicted on page 7, Goal 4 has been changed from “Increase the number of parent and community engagement events by 5 number of events. Convene at least six School Site Council meetings during the 2017-2018 school year. Convene at least four English Learner Advisory Committee meetings during the 2017-2018 school year. Parents and community members will be welcomed to participate at Mesa Union School by partnering with the school in decisions that affect their child’s education. Participation in organized parent groups such as the Parent Faculty Organization (PFO), Mesa Education Foundation (MEF), participation in organized school activities such as Back to School Night, Open House, school volunteering, parent trainings on technology, PFO Movie Fun Nights, PFO Mesa Challenge, parent-teacher conferences, and on committees such as the English Language Advisory Council (ELAC), the School Site Council (SSC), the GATE task force, and others. At least 10% of the families who attend these activities will represent English Learner and socio-economically disadvantaged students for each grade level.” to “Mesa Union will create welcoming and safe learning environments that increase safety and school connectedness among students through the implementation of the CHAMPS behavioral model focused on increasing the number of students who report that they are provided affirmation regularly from adults and that they experience caring relationships among peers and staff.” Furthermore, as described in the Basis for This Goal, the new goal provides needed clarity and is specific, measurable, and encompasses both state and local assessment indicators as outlined in the Annual Measurable Outcomes (pg. 7). The new goal focuses on the following four strategies/activities as stated in their entirety on page 8.

- 4.1 Implementation of CHAMPS Behavior Management Framework
- 4.2 School Connectedness

2018-2019 Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$60,544.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$161,596.50

Consolidation of Funds

List the Federal programs that the school is consolidating in the school-wide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I	\$33,550
Title II	\$5,424
Title III	\$11,570
Title iV	\$10,000

Subtotal of consolidated federal funds for this school: \$ 60,544.00]

List the State and local programs that the school is consolidating in the school-wide program.
Duplicate the table as needed.

State or Local Programs	
Local Control Funding Formula	\$101,052.50

Subtotal of consolidated state or local funds for this school: \$101,052.50

Total of consolidated (federal, state, and/or local) funds for this school: \$161,596.50

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should

request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the “Goal #” for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures

Single Plan for Student Achievement| Page 28 of 32

described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socio-economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and

- vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
- c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- 2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
- 3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- 4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- 5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
- 6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- 7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2019-2020

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Mesa Union School District District CDS Code: 56-72470

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 04 /11 /19 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2020.

Submitted by (Superintendent, Board Secretary, or Designee):

Jeff Turner

Superintendent/Principal

Name

Signature

Title

805-485-1411

805-485-4387

4/11/2019

Fax Number

Telephone Number

Date

3901 Mesa School Rd. Somis, Ca 93066

Mailing Address

jturner@mesaschool.org

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-Mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	1 _____
Bilingual Authorization (applicant already holds teaching credential)	1 _____
List target language(s) for bilingual authorization: Spanish _____	
Resource Specialist	1 _____
Teacher Librarian Services	1 _____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	1
Single Subject	1
Special Education	1
TOTAL	3

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes ☒ No ☐

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes ☒ No ☐

If yes, how many interns do you expect to have this year? ³ _____

If yes, list each college or university with which you participate in an internship program.

Cal State Channel Islands

If no, explain why you do not participate in an internship program.



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

ANNUAL STATEMENT OF NEED 30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026

This form must be signed by either:

☒ The district superintendent of schools and filed at the school district office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a public school operated by a school district.

OR

☐ The county superintendent of schools and filed at the county superintendent of schools' office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a county-operated school.

Certification and Authorized Signature

The district superintendent of schools or the county superintendent of schools has reviewed the information contained in this statement of need and certifies one the following:

☒ Either a credentialed person is not available or one or more credentialed persons are available, but are not deemed qualified by the district or county, as applicable, to serve as a day-to-day substitute teacher.

OR

☐ The situation or circumstances that necessitate the use of an emergency permit holder are as follows:
(Attach additional sheets, if necessary.)

I hereby certify that all of the information contained in this statement of need is true and correct.

Mesa Union School District 4/11/2019

Signature of the District Superintendent

District

Date

Signature of the County Superintendent of Schools

County

Date

It is not necessary to submit this form to the Commission on Teacher Credentialing.

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

DISTRICT/CHARTER Mesa Union School District



Person completing this form: Erica Magdaleno Title: Executive Assistant

Quarterly Report Submission Date:
(check one)



April 2019 (January 1 through March 31)



July 20____ (April 1 through June 30)



October 20____ (July 1 through September 30)



January 20____ (October 1 through December 31)

Date for information to be reported publicly at governing board meeting: _____

Please check the box that applies:



No complaints were filed with any school in the district during the quarter indicated above.



Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignment			
Facilities Conditions			
TOTALS			

Jeffery D. Turner

Signature of District Superintendent

4/11/2019

Date

Board of Trustees:
Dr. Neil Canby
Mary Crull
Krista Nowak
Steven Sullivan
Roddie Villa



Superintendent
Jeff Turner
Assistant Principal
Kim Kuklenski

"Honor the Past, Live in the Present, Drive to the Future....The Mesa Way!"

To: Mesa Union School District Board of Trustees

From: Jeff Turner, Superintendent

Date: April 11, 2019

Re: Item 12G

Background:

Inventory has been taken and a list of obsolete equipment has been recoded below.

Description:

The Superintendent recommends that the Board declare the following items as obsolete effective April 11, 2019 and authorize the Superintendent to dispose of properly in a cost effective way.

Item	Model #	Serial #	Asset Tag #
ViewSonic Projector PJ658	VS11361	6690722221	1939001
ViewSonic Projector PJD5155	VS15873	u4q152701382	1939002
Brother printer	HL-2270DW	U62674G2N796121	1939003
ViewSonic monitor VA1912wb-3	VS10866	QBN062901430	1939055
HP OfficeJet Printer Pro 6830	E2E02A	TH62C8328C	1939043
Sanyo ProxTraX multiverse projector	PLC-XU73	66830597	0016
ViewSonicTV VT3745	VS12676-1M	REH094110369	1939099
ASUS Monitor	VW199	B3LMTF017622	1939007
ViewSonic VA712b	VS10697	PPJ052804920	0029
ASUS Monitor	VH197	A9LMIZ001359	1939008
ASUS Monitor	VH197	A9LMIZ00865	1939009
HANNS-G HB191D monitor	HSG1047	917PR3XY04996	0023
ViewSonic Monitor VA1912wb-3	VS10866		1939010
Wireless Access points	Ruckus 7363		1939011

Wireless Access points	Ruckus 7363		1939012
Wireless Access points	Ruckus 7363		1939013
Wireless Access points	Ruckus 7363		1939014
Wireless Access points	Ruckus 7363		1939015
Wireless Access points	Ruckus 7363		1939016
Wireless Access points	Ruckus 7363		1939017
Wireless Access points	Ruckus 7363		1939018
Wireless Access points	Ruckus 7363		1939019
Wireless Access points	Ruckus 7363		1939020
Wireless Access points	Ruckus 7363		1939021
Wireless Access points	Ruckus 7363		1939022
Wireless Access points	Ruckus 7363		1939023
Wireless Access points	Ruckus 7363		1939024
Wireless Access points	Ruckus 7363		1939025
Wireless Access points	Ruckus 7363		1939026
Video Presentation Stand Sony	VID-P300	20113	1939061
Desktop computer		16195040400050	1939005
HP desktop computer		MXL3512DTH	10555
HP desktop computer		MXL3512DTS	10552
HP desktop computer		2UA5341DBK	0181
Desktop computer		16276051600208	1939071
Desktop computer		1618B022200326	1939028
ASUS Monitor		C9LMTF208754	1939004
HANNS-G HB191D monitor		917PR3XY05588	1939000
Desktop computer		1617B046100188	25372
Desktop computer		16199037900312	0001
Desktop computer		16217004300044	1939031
Desktop computer		16108076400333	0179
ACER chromebook		NXSHEAA004408071987600	1939081
HP EliteDesk 800 G1 TWR desktop		MXL5332B3R	0180
ViewSonic VG1930WM monitor	VS11354	QC40947A1649	1939032



NATIONAL UNIVERSITY

UNPAID SCHOOL PSYCHOLOGY PRACTICUM AND FIELD EXPERIENCE AGREEMENT

This agreement, effective on February 12, 2019, made by and between National University, a California non-profit public benefit corporation (the "University") and Mesa Union Elementary School District a public entity (the "District"), with reference to the following facts:

ARTICLE 1 **RECITALS**

1.1 Section 35160 of the California Education Code provides that the governing board of any school district may initiate and carry on any program or activity, or may otherwise act in any manner which is not in conflict with, or inconsistent with, or pre-empted by, any law and which is not in conflict with the purposes for which school districts are established.

1.2 An agreement by a school district to provide practicum experience field experience to students enrolled in an education credential program offered by an institution of higher education approved by the California Commission on Teacher Credentialing (the "Commission") is not inconsistent with the purposes for which schools districts are established.

1.3 The University is accredited by the Western Association of Schools and Colleges, and its education credential programs have been approved by the Commission.

1.4 The University desires that the District provide practicum field experiences to students enrolled in the University's School Psychology training curricula and/or practicum experience to students enrolled in the University's student counseling and other credential curricula. The District agrees to provide such student teaching and/or practicum experience on the terms and conditions specified in this Agreement.

ARTICLES 2 **DEFINITIONS**

2.1 "Student" shall refer to a student enrolled in the School Psychology program at the University which is approved by the commission and which leads to an education credential in school psychology.

2.2 "District Supervisor" shall refer to an employee of the District holding a valid Pupil Personnel Services or other Credential issued by the Commission or equivalent certification recognized by the District typically with two or more years experience as a school counselor, school psychologist, school social worker, or mental health specialist.

2.3 "Candidate" shall refer to the active participation by a Student in the duties and

functions of a school psychologist under the direct supervision and instruction of one or more District Supervisors holding a valid Pupil Personnel Services or other credential issued by the Commission or equivalent certification recognized by the District typically with two or more years experience as a school counselor, school psychologist, school social worker, or school attendance worker

2.4 "Practicum" shall refer to the participation by a School Psychology Candidate in the duties and functions of a school counselor, school psychologist, school social worker, or school attendance worker under the direct supervision and instruction of one or more Practicum Supervisors. Candidates complete a minimum of 450 clock hours of Practicum. Practicum experiences develop a candidates ability to (1) collaborate and consult, (2) promote wellness, (3) provide counseling and crisis intervention, (4) individual assessments, (5) planning and evaluation, and (6) ability to apply psychological foundations to enhance their work in schools.

2.5 "Field Experience" shall consist of a minimum of six hundred (1200) clock hours in public school settings under the supervision of a credentialed District Supervisor. Field Experience includes but is not limited to: Special Education IEP Consultation & Presentation of Psycho-Educational Assessment Results, Writing Psycho Educational Reports which shall be reviewed by the District Supervisors, collaboration and consultation with parents and teachers to provide referrals to parents/teachers, design and implement academic/behavioral/mental health RTI/MTSS Interventions, conduct classroom observations in General Education/Special Education Classrooms, Conduct full Psycho-Educational Assessments, facilitate group individual counseling, conduct teacher/parent consultation, participate in mandatory on-going Supervision with District Credentialed School Psychologist, documentation of services (e.g., assessment logs) required by District Supervising school psychologist, support school-wide positive behavioral intervention support, provide comprehensive and balanced school psychological services as required by the National Association of School Psychologists (NASP) Domains of Practice and Field Experience.

2.6 "Clinical Practice" totals 1650 clock hours and shall consist of 450 hours of practicum and 1200 hours of Practice Field Experience depending upon the specific program requirements

2.7 "Quarter Unit" shall refer to the amount of academic credit earned by a Student through the successful completion as determined by the University of approximately 20 to 40 hours of Practicum.

2.8 School Site with Student Teachers must have a fully qualified Pupil Personnel Services Administrator.

2.9 University may request use of video capture for candidate reflection and CAL TPA completion to reflect to the extent possible Student's knowledge, skills, and abilities to meet state-adopted academic standards for their program. School Site shall inform University Student of video recording policies in place for the CAL TPA task video capture requirement.

ARTICLE 3

TERMS AND CONDITIONS

3.1 Practicum and Field Experience. The District shall provide University students with Practicum in schools and classes of the District under the direct supervision and instruction of a District Pupil Personnel Services Supervisor. The University and the

District from time to time shall agree as to the number of students assigned to the District for Practicum and/or Field Experience.

3.2 District Determination. The District at their sole discretion may refuse to accept, or may terminate, any Student assigned to the District based upon its good faith determination that the Student is not performing to the standards of the District. Upon written notification by the District, the University shall promptly terminate the Student's assignment to the District.

3.3 University Determination. The University shall determine the number of units of Practicum each Student shall receive. Students shall be able to be eligible for more than one Practicum Assignment at the District.

3.4 District Reimbursement. University shall reimburse the District for supervision of Practicum and/or Field Experience at the completion of each semester or quarter, based on the number of units earned by the student teacher or by a predetermined amount. The university determines the rate, as set forth in "Exhibit A". The University will make such payment directly to the District. District acknowledges University Payment depends on the length of supervision where long and/or short assignments are assessed on a pro-rated basis, as set forth in "Exhibit A". District shall submit an invoice based on generated report received from the University Honorarium Specialist. Stipend paid to District is based on the amount set forth in "Exhibit A" for supervision of University School Psychology Candidates. The total stipend amount for supervision per student shall not exceed six hundred (\$600). Upon receipt of invoice correlating to the University's Honorarium Specialist report, University shall pay the District at earliest convenience following the date the District's invoice is received.

3.5 Insurance. The District will obtain and maintain a broad form commercial general liability insurance policy with coverage of at least \$1,000,000 (one million) for each occurrence and \$1,000,000 (two million) in the aggregate, with no exclusion for molestation or abuse. The District will provide the University with proof of such insurance upon execution of this Agreement. For purposes of this Agreement, each of the District and the University will provide workers' compensation insurance coverage for their own employees, and Students are not employees of either the District or the University.

University agrees to maintain at least \$1,000,000 (one million) per occurrence and \$1,000,000 (two million) in General Aggregate Liability Insurance coverage, with no exclusion for molestation or abuse. University agrees to provide District with a Certificate of Insurance including an Endorsement/Additional Covered Party Amendatory Endorsement/Additional Insured naming Mesa Union Elementary School District as an additional insured party in conjunction with this Student Teaching and Practicum Agreement.

University agrees that all unpaid School Psychology Candidates are not employees of the District and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which employees are normally entitled, including but not limited to, State Unemployment Compensation or Workers' Compensation. Students' primary coverage for Student injuries shall be Students' personal medical insurance.

3.6 Termination of Assignment. In the event the unpaid Practicum Assignment is terminated before it is completed, the District shall receive reimbursement of costs at the rate provided in Article 3.4 pro-rated to the nearest completed Quarter Unit.

3.7 Representations. The University represents that all Students assigned to the District for unpaid Practicum and/or field experience are validly enrolled in a University credential program approved by the Commission. The University makes no other representation, express or implied, about, or assumes any responsibility for, the Student's fitness or qualification to participate in the unpaid Practicum and/or Field Experience. Nothing in this Agreement shall be construed as a delegation by the District to the University of any of the District's duties and responsibilities for operation or supervision of the schools or classes of the District.

3.8 Certificate of Clearance. In accordance with California Education Code Section 44320, each credential candidate prior to assignment to District must obtain at their sole expense a "Certificate of Clearance," which includes a complete Live Scan Service. The University will ensure that student's receive a Certificate prior to beginning their assignment in the district or hold a valid document issued by the CTC accounting for fingerprint clearance.

3.9 Tuberculosis Clearance. In accordance with California Education Code Section 49406, each credential candidate prior to assignment to District must obtain at the candidate's sole expense an examination by a licensed physician or surgeon within the past 60 days to determine that he or she is free of active tuberculosis, prior to beginning the candidate's assignment in the District.

3.10 Video Assessment. District and University agree the use of video recording equipment on any District property, including but not limited to, District classrooms, is solely for the purpose of assessing student teachers as part of the credentialing process. The District shall provide University Site Support Providers with any or all applicable rules, regulations, and instructions relating to the assessment of student teachers. The University and District agree no video recording of any student teacher will occur without prior written notification of the name of the student teacher as well as date, time, and location of the video recording to the principal of the school where the video recording is to take place. Principal of the school within the District shall provide written approval of said recording; subject to the parent/guardian authorizations set forth in section 3.12 of this agreement.

3.11 Control, Supervision, Evaluation of Video Recording. The control, supervision, evaluation, and/or direction of all student teachers and any other University personnel in connection with the assessment of the student teachers, including, but not limited to, all classroom video recording of the student teachers, shall be at the University's sole discretion.

The University and District agree no video recording of any District student shall be permitted to occur without the express written approval and authorization from the students' parent/guardian.

3.12 Confidentiality of Student Records. For purposes of this Agreement and any University Program Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), University designates District and its Facilities/Educational Sites as having a legitimate educational interest in the educational records of any student who participates in the Practicum experience to the extent that access to the records is required by District programs or facilities to which the student is assigned to carry out the relevant educational experience. District and its organizational components (i.e., programs) agree to maintain the confidentiality of each Student's educational record in accordance with the

provisions of FERPA.

3.13 Confidentiality of District Pupil Records. No Student will have access to or have the right to receive any District pupil records, except to the extent necessary in the regular course of assisting in providing services to pupils as part of the Practicum experience. The discussion, transmission, or narration in any form by Students of any individually identifiable pupil information, educational, medical or otherwise, which is obtained in the course of the Practicum experience, is forbidden except as a necessary part of the practical experience. To the extent a Student is given access, they are subject to the privacy regulations outlined in the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended ("FERPA"). Otherwise, Students shall use de-identified information only (and not personally identifiable pupil information) in any discussions about the Practicum experience with University, its employees, agents or others.

3.14 Publicity. Neither University nor District shall cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.

ARTICLE 4 **GENERAL PROVISIONS**

4.1 Term. This Agreement shall commence as of the date hereof and shall continue until such time as either party gives the other party 30 days' written notice of its intent to terminate the Agreement. The termination of the Agreement shall be effective upon the date specified in such written notice. Provided, however, all Students receiving Practicum from the District as of the date of such notice shall be permitted to complete their Student Practicum Assignment so long as said student is not the cause of the termination of the agreement.

4.2 Attorney's Fees. In the event any party hereto commences litigation for the interpretation, specific performance, or damages for the breach of this Agreement, the prevailing party shall be entitled to a judgment or award against the other in an amount equal to reasonable attorney's fees and expenses incurred, together with all other appropriate legal or equitable relief.

4.3 Notices. All notices, demands, or other communications given under this Agreement shall be in writing and shall be deemed to have been duly given as of the second business day after mailing by United States mail, postage pre-paid addressed to the addresses on page four hereof, or to such other address or to such other person as any party hereto shall designate to the other for such purposes in the manner hereinabove set forth. Personal delivery of such notice, demand, or communication may also be made to the below-described addressees and shall be deemed given as of the date of such delivery.

4.4 Integration Clause. This Agreement contains the entire agreement between the parties relating to the transactions contemplated hereby and all prior or contemporaneous agreements, understandings, representations, and statements, whether oral or written, are merged herein. No modification, waiver, amendment, discharge, or change to the Agreement shall be valid unless the same is in writing and signed by the party against which the enforcement of such modification, waiver, amendment, discharge, or change is or may be sought.

4.5 General Provisions. This Agreement (i) shall be binding upon and inure to the benefit and be enforceable by the parties hereto and their respective legal representatives, successors, or assigns, (ii) may be executed in any number of counter-parts, each of which may be deemed to be an original, but all of which together shall constitute one and the same instrument, (iii) shall be construed and enforced in accordance with the laws of the State of California, and (iv) has been executed at San Diego, California as of the last date set forth below.

4.6 Mutual Indemnification. University shall defend, indemnify and hold District, its Board, officers, employees, agents, and volunteers harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees) or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University its Board, officers, agents, or students.

District shall defend, indemnify and hold University, its Board, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees) or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its Board, officers, agents, employees or volunteers.

4.7 Arbitration. In the event of any dispute, claim, question, or disagreement arising from or relating to this agreement or the breach thereof, the parties hereto shall use their best efforts to settle the dispute, claim, question, or disagreement. To this effect, they shall consult and negotiate with each other in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to both parties. If they do not reach such solution within a period of 60 days, then, upon notice by either party to the other, all disputes, claims, questions, or differences shall be finally settled by arbitration administered by the American Arbitration Association in accordance with the provisions of its Commercial Arbitration Rules.

NATIONAL UNIVERSITY, a California
non-profit public benefit corporation

Mesa Union Elementary School District

By 
Dave C. Lawrence
Vice Chancellor, Finance

By Jeffery D. Turner
Signature

Date 3/29/19
National University
School of Education
11255 N. Torrey Pines Road
La Jolla, CA 92037

By Jeffery D. Turner
Name Typed or Printed

Title Superintendent

Date 3/25/2019

For contact/contract return:
Isabel Gonzalez
Credentials Contract Coordinator
National University
9980 Carroll Canyon Road
San Diego, CA 92131
(858) 642-8310
credcontracts@nu.edu

District Address/Telephone:

3901 North Mesa School RD.
Street

SOMIS CA 93066
City State Zip

815-485-1411 ext. 224
Phone

EXHIBIT A

Honorarium of Unpaid School Psychology Practicum Experience

District and University wish to partner to support the following Practicum Program:

Pupil Personnel Services Credential – School of Psychology

Honorariums:

University shall reimburse District a predetermined amount for supervision of each student teaching or practicum course. Rate is determined by periods supervised (Attachment A). Total stipend amount per student shall not exceed six hundred (\$600) dollars. District must submit an invoice based on generated report received from University Honorarium Specialist. Upon receipt of invoice, University shall pay District one month following invoice date.

Honorariums for Practicum courses of School Psychology programs are \$150.00 each. See breakdown below:

Traditional Setting			Block Setting		
One Period	25%	\$37.50	One period	33%	\$50.00
Two Periods	50%	\$75.00	Two Periods	66%	\$100.00
Three Periods	75%	\$112.50	Three Periods	100%	\$150.00
Four Periods	100%	\$150.00	*****	*****	*****

CSBA Sample

Board Policy

Charter School Oversight

BP 0420.41

Philosophy, Goals, Objectives and Comprehensive Plans

~~***Note: The following optional policy may be revised to reflect district practice. The Governing Board is obligated to monitor the performance of any charter school it authorizes in order to ensure the school's compliance with legal requirements and progress toward meeting measurable outcomes specified in the charter. Information about the school's performance is necessary when determining whether to grant a renewal of the charter or whether a revocation of the charter is warranted; see BP 0420.42 - Charter School Renewal and BP 0420.43 - Charter School Revocation. In addition, pursuant to Education Code 47604, if the district complies with all oversight responsibilities required by law, it will not be liable for the debts or obligations of any charter school that operates as or is operated by a nonprofit public benefit corporation pursuant to Corporations Code 5110-6910.***~~

~~***Note: Pursuant to Education Code 47605, if the State Board of Education (SBE) approves a petition upon appeal after the Board and County Board of Education have denied the petition, the SBE may, by mutual agreement, designate its supervisory and oversight responsibilities to the Board or to any local educational agency in the county in which the charter school is located.***~~

The Governing Board recognizes its ongoing responsibility to oversee that any charter school authorized by the Board is successfully fulfilling the terms of its charter and is providing a high-quality educational program for students enrolled in the charter school.

(cf. 0420.4 - Charter School Authorization)

(cf. 0500 - Accountability)

The Superintendent or designee shall identify at least one staff member to serve as a contact person for each charter school authorized by the Board. (Education Code 47604.32)

~~***Note: Education Code 47604.32 requires the district to visit each charter school at least once every year. CSBA's publication Charter Schools: A Guide for Governance Teams recommends more frequent visits, perhaps two or three times during the school year, in order to monitor school operations more closely and develop relationships with the staff at the charter school.***~~

The Superintendent or designee shall visit each charter school at least annually and may inspect or observe any part of the charter school at any time. (Education Code 47604.32, 47607)

~~***Note: The following optional paragraph may be revised to reflect district practice. Pursuant to Education Code 47604, if a charter school operates as or is operated by a nonprofit public~~

At the request of a charter school, the Superintendent or designee shall create and submit any reports required by the State Teachers' Retirement System or Public Employees' Retirement System on behalf of the charter school. The district may charge the charter school for the actual costs of the reporting services, but shall not require the charter school to purchase payroll processing services from the district as a condition for creating and submitting these reports. (Education Code 47611.3)

Material Revisions to Charter

Material revisions to a charter may only be made with Board approval. Material revisions shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)

If an approved charter school proposes to establish or move operations to one or more additional sites, the charter school shall request a material revision to its charter and shall notify the Board of those additional locations. The Board shall consider approval of the additional locations at an open meeting. (Education Code 47605)

The Board shall have the authority to determine whether a proposed change in charter school operations constitutes a material revision of the approved charter.

Monitoring Charter School Performance

~~***Note: The district has a responsibility to oversee that the charter school complies with all applicable legal requirements. Violation of any law may subject the school to revocation, pursuant to Education Code 47607. See the accompanying Exhibit for a list of legal requirements pertaining to the operation of charter schools.***~~

The Superintendent or designee shall monitor the charter school to determine whether it complies with all legal requirements applicable to charter schools, including making all reports required of charter schools in accordance with Education Code 47604.32. Any violations of law shall be reported to the Board.

~~***Note: Education Code 47605 requires that measurable student outcomes for "all groups of students served by the charter school" be included in the school's charter petition and that these outcomes be aligned with the state priorities for the local control and accountability plan (LCAP) as stated in Education Code 52060; see AR 0420.4 - Charter School Authorization. Pursuant to Education Code 47607, "all groups of students served by the charter school" means all numerically significant subgroups of students served by the charter school, as defined in Education Code 52052. Pursuant to Education Code 52052, numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when the subgroup consists of at least 30 students (or 15 foster youth or homeless students).***~~

Technical Assistance/Intervention

If, in three out of four consecutive school years, a charter school fails to improve outcomes for three or more numerically significant student subgroups, or for all of the student subgroups if the school has fewer than three subgroups, in regard to one or more state or school priorities identified in the charter, the district: (Education Code 47607.3)

1. Shall provide technical assistance to the charter school based on the California School Dashboard
2. May request that the Superintendent of Public Instruction (SPI), with SBE approval, assign the California Collaborative for Educational Excellence to provide advice and assistance to the charter school pursuant to Education Code 52074

~~***Note: Education Code 47607 requires the Board to consider specified criteria of academic performance when determining whether to deny a petition for charter renewal or to revoke a charter, with achievement of all student subgroups served by the charter school being the most important factor; see BP 0420.42 Charter School Renewal and BP 0420.43 Charter School Revocation. In addition, Education Code 47607.3 requires the Board to consider revocation of a charter whenever it finds that the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence or continues to demonstrate persistent or acute inadequate performance.***~~

In accordance with law, the Board may deny a charter school's renewal petition or may revoke a charter based on the charter school's poor performance, especially with regard to the academic achievement of all numerically significant subgroups of students served by the charter school.

(cf. 0420.42 - Charter School Renewal)
(cf. 0420.43 - Charter School Revocation)

Complaints

~~***Note: Pursuant to Education Code 52075, charter schools are required to establish policies and procedures for addressing complaints of noncompliance with Education Code 47606.5 (annual update of school goals, actions, and related expenditures) or 47607.3 (technical assistance or intervention based on the school's failure to improve student outcomes). See AR 1312.3 - Uniform Complaint Procedures for applicable procedures.***~~

Each charter school shall establish and maintain policies and procedures to enable any person to file a complaint, in accordance with the uniform complaint procedures as specified in 5 CCR 4600-4670, alleging the school's noncompliance with Education Code 47606.5 or 47607.3. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

215 Suicide prevention policy
215.5 Suicide prevention hotline contact information on student identification cards
220 Nondiscrimination
221.61 Posting of Title IX information on web site
221.9 Sex equity in competitive athletics
222 Lactation accommodations for students
222.5 Pregnant and parenting students, notification of rights
234.4 Mandated policy on bullying prevention
234.7 Student protections relating to immigration and citizenship status
17070.10-17079.30 Leroy F. Greene School Facilities Act
17280-17317 Field Act
17365-17374 Field Act, fitness for occupancy
32282 Comprehensive safety plan
32283.5 Online training on bullying prevention
33479-33479.9 The Eric Parades Sudden Cardiac Arrest Prevention Act
35179.4-35179.6 Interscholastic athletic programs, safety
35183.1 Graduation ceremonies; tribal regalia or recognized object of religious/cultural significance
35330 Field trips and excursions; student fees
38080-38086 School meals
39831.3 Transportation safety plan
39843 Disciplinary action against bus driver; report to Department of Motor Vehicles
41024 Report of expenditure of state facility funds
42100 Annual statement of receipts and expenditures
44030.5 Reporting change in employment status due to alleged misconduct
44237 Criminal record summary
44691 Information on detection of child abuse
44830.1 Certificated employees, conviction of a violent or serious felony
45122.1 Classified employees, conviction of a violent or serious felony
45125.1 Fingerprinting; employees of contracting entity
46015 Accommodations for pregnant and parenting students; parental leave
47600-47616.7 Charter Schools Act of 1992
47634.2 Nonclassroom-based instruction
47640-47647 Special education funding for charter schools
47651 Apportionment of funds, charter schools
48000 Minimum age of admission for kindergarten; transitional kindergarten
48010-48011 Minimum age of admission (first grade)
48206.3-48208 Students with temporary disabilities; individual instruction
48850-48859 Educational placement of foster youth and homeless students
48907 Students' exercise of free expression; rules and regulations
48950 Student speech and other communication
49005-49006.4 Seclusion and restraint
49011 Student fees
49014 Public School Fair Debt Collection Act
49061 Student records
49073.2 Privacy of student and parent/guardian personal information

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

Article 16, Section 8.5 Public finance; school accountability report card

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

11700.1-11705 Independent study

11960-11969 Charter schools

CODE OF REGULATIONS, TITLE 24

101 et seq. California Building Standards Code

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972; discrimination based on sex

6311 State plan

7221-7221j Charter schools

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.78 Accountability

COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986

ATTORNEY GENERAL OPINIONS

Opinion No. 11-201 (2018)

89 Ops.Cal.Atty.Gen. 166 (2006)

80 Ops.Cal.Atty.Gen. 52 (1997)

78 Ops.Cal.Atty.Gen. 297 (1995)

CALIFORNIA OFFICE OF ADMINISTRATIVE HEARINGS DECISIONS

Student v. Horizon Instructional Systems Charter School, (2012) OAH Case No. 2011060763

Management Resources:

CSBA PUBLICATIONS

Uncharted Waters: Recommendations for Prioritizing Student Achievement and Effective Governance in California's Charter Schools, September 2018

Charter Schools in Focus, Issue 2: Ensuring Effective Oversight, Governance Brief, October 2017

Charter Schools: A Guide for Governance Teams, rev. 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Sample Copy of a Memorandum of Understanding

Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 17-01, July 28, 2017

Special Education and Charter Schools: Questions and Answers, September 10, 2002

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Charter Schools Program: Title V, Part B of the ESEA, January 2014

WEB SITES

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

California Charter Schools Association: <http://www.calcharters.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://www.qualitycharters.org>

CSBA Sample

Exhibit

Charter School Oversight

E 0420.41

Philosophy, Goals, Objectives and Comprehensive Plans

REQUIREMENTS FOR CHARTER SCHOOLS

~~***Note: Pursuant to Education Code 47610, charter schools are exempt from Education Code provisions governing school districts unless otherwise specified in law. However, charter schools, like other public schools, are subject to the state and federal constitutions, applicable federal laws, state laws that apply to governmental agencies in general, and state laws that are expressly applicable to charter schools. The following Exhibit lists some, but not necessarily all, legal requirements that apply to charter schools and may be used by districts to monitor a charter school's compliance with law. Violation of any law may subject the charter school to revocation pursuant to Education Code 47607; see BP 0420.43 - Charter School Revocation.***~~

A charter school shall be subject to the terms of its charter; any memorandum of understanding between the school and the district Governing Board; the state and federal constitutions; applicable federal laws; state laws that apply to governmental agencies in general; and other legal requirements that are expressly applicable to charter schools, including, but not limited to, requirements that each charter school or the entity managing the charter school:

Governance

~~***Note: Pursuant to Education Code 47604.1, as added by SB 126 (Ch. 3, Statutes of 2019), charter schools are subject to the Ralph M. Brown Act, the California Public Records Act, the Political Reform Act of 1974, and conflict of interest laws, as provided in item #1 below. Although Education Code 47604.1 is not effective until January 1, 2020, a 2018 Attorney General opinion also concluded that, under current law, those statutes govern all local agencies including charter schools.***~~

1. Comply with the Ralph M. Brown Act (Government Code 54950-54963), California Public Records Act (Government Code 6250-6270), conflict of interest laws (Government Code 1090-1099), and Political Reform Act (Government Code 81000-91014), including the adoption of a conflict of interest code pursuant to Government Code 87300 (Education Code 47604.1)
2. Except as otherwise authorized by Government Code 54954, hold the meetings of its governing body within the physical boundaries of the county in which the charter school is located or, if a nonclassroom-based charter school that does not have a facility or operates one or more resource centers, hold governing body meetings within the physical boundaries of the county in which the greatest number of students enrolled in the charter school reside. In addition, a two-way teleconference location shall be established at the school site and/or resource center,

If a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an admission preference for students who are currently enrolled in that public elementary school and for students who reside in the public school attendance area. (Education Code 47605.3)

b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing, with preference extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code 47614.5. (Education Code 47605)

c. Other admission preferences may be permitted by the Board of the district on an individual school basis consistent with law. (Education Code 47605)

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

10. Comply with the requirements of Education Code 48850-48859 regarding the enrollment and placement of foster youth (Education Code 48853.5, 48859)

11. Allow a student who is enrolled in the charter school but receiving individual instruction at home or a hospital due to a temporary disability to return to the charter school when well enough to do so, provided the student returns during the school year in which the individual instruction was initiated (Education Code 48207.3)

Nondiscrimination

12. Not discriminate against any student on the basis of the characteristics listed in Education Code 220 (Education Code 47605)

13. Adopt policy that is consistent with the model policy developed by the California Attorney General addressing the charter school's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code 234.7

14. Post specified information related to the prohibition against discrimination under Title IX of the Education Amendments of 1972 in a prominent and conspicuous location on the school web site or on the web site of the charter operator (Education Code 221.61)

15. If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level (Education Code 221.9)

budget. (Education Code 47604.33, 47606.5, 52064, 52064.1)

22. If the charter school applies for federal and/or state categorical program funding through the state's consolidated application, establish a school site council to develop and annually review a school plan for student achievement, unless the school chooses to use its LCAP for this purpose (Education Code 64000-64001, 65000-65001)

23. Develop a comprehensive safety plan in accordance with Education Code 32282 and review and update the plan by March 1 each year (Education Code 47605)

24. Develop a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Education Code 39831.3; Vehicle Code 28160)

Curriculum and Instruction

~~***Note: Education Code 47612.5 specifies, by grade level, the minimum number of instructional minutes that must be offered each fiscal year. Any charter school that fails to meet this requirement will have its state apportionment reduced in proportion to the percentage of instructional minutes that the school fails to offer. Education Code 47612.5 and 47612.6 provide that neither the State Board of Education nor the Superintendent of Public Instruction may waive the required number of instructional minutes but may waive the fiscal penalties under specified conditions.***~~

25. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 47612.5)

26. If the charter school offers a kindergarten program, also offer a transitional kindergarten program to students whose fifth birthday is from September 2 through December 2 (Education Code 48000)

27. If the charter school serves students in grade 9, adopt a fair, objective, and transparent mathematics placement policy with specified components (Education Code 51224.7)

28. If the charter school serves students in any of grades 7-12, provide comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education at least once in junior high or middle school and once in high school, beginning in the 2019-2020 school year (Education Code 51931, 51934)

29. If the charter school serves students in any of grades 6-12, identify and implement methods of informing parents/guardians of human trafficking prevention resources by January 1,

wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950)

Staffing

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

37. Not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the charter school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Education Code 44830.1, 45122.1, 45125.1)

38. Report to the CTC any change in a certificated employee's employment status (dismissal, nonreelection, resignation, suspension, unpaid administrative leave for more than 10 days, retirement, or other decision not to employ or reemploy) as a result of an allegation of misconduct or while an allegation of misconduct is pending (Education Code 44030.5)

39. Meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System (Education Code 47610)

40. Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)

Parent/Guardian Involvement

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

42. Notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school (Education Code 47605)

Nutrition

43. Beginning with the 2019-2020 school year, provide each eligible student with one nutritionally adequate free or reduced-price meal during each school day, except as provided for a charter school that offers nonclassroom-based instruction (Education Code 47613.5)

44. If the charter school participates in the National School Lunch and/or Breakfast program, not promote any food or beverage during the school day that does not comply with state nutritional standards pursuant to Education Code 49430-49434, and not participate in a corporate incentive program that offers free or discounted non-nutritious foods or beverages as rewards for students who reach certain academic goals (Education Code 49431.9)

Education Code 49414.3, including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist

Student Conduct/Discipline

54. Adopt a policy on bullying and cyberbullying prevention by December 31, 2019, and annually make CDE's online training module on bullying prevention available to school site certificated employees and other employees who have regular interaction with students (Education Code 234.4, 32283.5)

55. Prohibit seclusion and behavioral restraint of students as a means of discipline, and only use such methods to control student behavior that poses a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a less restrictive response (Education Code 49005-49006.4)

Student and Parent/Guardian Records

56. Not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians unless otherwise required to do so by state or federal law (Education Code 49076.7)

57. Upon written request, not include the directory information of a student or the personal information of a parent/guardian, as defined, in the minutes of a meeting of the governing body (Education Code 49073.2)

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

59. If the charter school serves high school students, submit to the Student Aid Commission, for use in the Cal Grant program, the grade point average (GPA) of all students in grade 12 and verification of high school graduation or its equivalent for students who graduated in the prior academic year. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)

Facilities

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

a. The facility complies with the Field Act pursuant to Education Code 17280-17317 and

Accountability

66. Annually adopt a school accountability report card (Education Code 47612; California Constitution, Article 16, Section 8.5)

(7/17 5/18) 3/19

CSBA Sample

Board Policy

Uniform Complaint Procedures

BP 1312.3

Community Relations

~~***Note: To address prohibited discrimination and violations of state and federal laws governing educational programs, 5 CCR 4621 mandates districts to adopt uniform complaint procedures (UCP) consistent with the state's complaint procedures specified in 5 CCR 4600-4670. See the section "Complaints Subject to UCP" below for a list of programs and activities subject to these procedures pursuant to state law.***~~

~~***Note: The California Department of Education (CDE) monitors district programs and operations for compliance with these requirements through its Federal Program Monitoring (FPM) process. The FPM consists of a review of (1) written district policies and procedures for required statements, including prohibition of discrimination (such as discriminatory harassment, intimidation, and bullying) against students pursuant to Education Code 234.1, and (2) records of required activities, such as annual notification provided to students, parents/guardians, employees, and other school community members.***~~

~~***Note: The U.S. Department of Education's Office for Civil Rights (OCR) enforces federal anti-discrimination laws, including Title II of the Americans with Disabilities Act (42 USC 12101-12213), Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000e-17), Title IX of the Education Amendments Act of 1972 (20 USC 1681-1688), Section 504 of the Rehabilitation Act of 1973 (29 USC 794), and the Age Discrimination Act of 1975 (42 USC 6101-6107). OCR has issued guidance describing federal requirements for discrimination complaint procedures. OCR requires such complaint procedures to be "prompt and equitable." OCR evaluates a district's procedures based on factors specified in the accompanying administrative regulation, including whether the procedures (1) provide notice to the district's students, parents/guardians, and employees; (2) ensure adequate, reliable, and impartial investigation of complaints; (3) contain reasonably prompt timeframes for major stages of the complaint process; (4) provide notice to the complainant of the resolution of the complaint; and (5) provide an assurance that action will be taken to prevent recurrence of any discrimination found and to correct its effects.***~~

~~***Note: The following policy and accompanying administrative regulation reflect all components required by law and the FPM instrument. Additional details provided herein may help districts during a compliance check by CDE or in the event that a CDE or OCR investigation occurs.***~~

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve

harassment, intimidation, or bullying) in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

~~***Note: Education Code 46015, as added by AB-2289 (Ch. 942, Statutes of 2018), authorizes the use of UCP for complaints alleging the district's noncompliance with requirements related to the provision of parental leave to a pregnant or parenting student or other accommodations to which pregnant and parenting students are entitled pursuant to Education Code 46015.***~~

4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)

5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

~~***Note: Pursuant to Education Code 52075, any complaint alleging noncompliance with the requirements of Education Code 52060-52077 may be filed in accordance with the district's UCP. Pursuant to Education Code 52064.1, as added by AB-1808 (Ch. 32, Statutes of 2018), by July 1, 2019 districts are required to develop a local control funding formula budget overview for parents/guardians in conjunction with the LCAP.***~~

(cf. 6173 - Education for Homeless Children)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)

10. Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)

11. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

~~***Note: Item #12 is for use by districts that maintain elementary schools.***~~

12. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

~~***Note: 5 CCR 4621 mandates that district policy ensure that complainants are protected from retaliation as specified in item #13 below.***~~

13. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

~~***Note: Pursuant to 5 CCR 4610, a district may, at its discretion, use the UCP to investigate and resolve other complaints.***~~

14. Any other complaint as specified in a district policy

~~***Note: 5 CCR 4631 authorizes the district to utilize alternative dispute resolution (ADR) methods, including mediation, to resolve complaints before initiating a formal investigation. However, the district should ensure that any ADR it uses, particularly "in-person ADR," is appropriate for the particular situation. For example, in some instances (e.g., sexual assault), face-to-face mediation should not be used, even if all parties voluntarily agree, given the risk that a student might feel pressured to "voluntarily" agree to it. The following optional paragraph provides for a neutral mediator and should be revised to reflect district practice.***~~

Non-UCP Complaints

~~***Note: 5 CCR 4611 details complaint issues that are not subject to UCP. Such issues include, but are not limited to, allegations of child abuse, health and safety complaints regarding a child development program, allegations of fraud, and employment discrimination complaints.***~~

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division and the appropriate law enforcement agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

~~***Note: Complaints of employment discrimination are not subject to the UCP. Instead, pursuant to 2 CCR 11023, the district must establish an impartial and prompt process for addressing such complaints. In addition, 5 CCR 4611 requires that employment discrimination complaints be referred to the Department of Fair Employment and Housing (DFEH). See AR 4030 - Nondiscrimination in Employment for applicable complaint procedures.***~~

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

~~***Note: Education Code 35186 requires the district to use UCP, with modifications, to investigate and resolve complaints related to the issues stated in the following paragraph (i.e., "Williams complaints"). Because Education Code 35186 sets forth different timelines for investigation and resolution of these kinds of complaints than the timelines specified in law for other uniform complaints, CDE has created a separate uniform complaint process for the Williams complaints. See AR 1312.4 - Williams Uniform Complaint Procedures for the separate procedure.***~~

~~***Note: In addition, Education Code 8235.5, as added by AB 1808, authorizes the use of Williams uniform complaint procedures to address any complaints alleging violations of health and safety requirements applicable to California State Preschool Programs (Education Code 8235-8239.1) that are exempt from licensing pursuant to Health and Safety Code 1596.792.***~~

59000-59300 Special schools and centers
 64000-64001 Consolidated application process; school plan for student achievement
 65000-65001 School site councils
 GOVERNMENT CODE
 11135 Nondiscrimination in programs or activities funded by state
 12900-12996 Fair Employment and Housing Act
 HEALTH AND SAFETY CODE
 1596.792 California Child Day Care Act; general provisions and definitions
 1596.7925 California Child Day Care Act; health and safety regulations
 104420 Tobacco-Use Prevention Education
 PENAL CODE
 422.55 Hate crime; definition
 422.6 Interference with constitutional right or privilege
 CODE OF REGULATIONS, TITLE 2
 11023 Harassment and discrimination prevention and correction
 CODE OF REGULATIONS, TITLE 5
 3080 Applicability of uniform complaint procedures to complaints regarding students with disabilities
 4600-4670 Uniform complaint procedures
 4680-4687 Williams uniform complaint procedures
 4900-4965 Nondiscrimination in elementary and secondary education programs
 UNITED STATES CODE, TITLE 20
 1221 Application of laws
 1232g Family Educational Rights and Privacy Act
 1681-1688 Title IX of the Education Amendments of 1972
 6301-6576 Title I Improving the Academic Achievement of the Disadvantaged
 6801-7014 Title III language instruction for limited English proficient and immigrant students
 UNITED STATES CODE, TITLE 29
 794 Section 504 of Rehabilitation Act of 1973
 UNITED STATES CODE, TITLE 42
 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
 6101-6107 Age Discrimination Act of 1975
 12101-12213 Title II equal opportunity for individuals with disabilities
 CODE OF FEDERAL REGULATIONS, TITLE 28
 35.107 Nondiscrimination on basis of disability; complaints
 CODE OF FEDERAL REGULATIONS, TITLE 34
 99.1-99.67 Family Educational Rights and Privacy Act
 100.3 Prohibition of discrimination on basis of race, color or national origin
 104.7 Designation of responsible employee for Section 504
 106.8 Designation of responsible employee for Title IX
 106.9 Notification of nondiscrimination on basis of sex
 110.25 Notification of nondiscrimination on the basis of age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

CSBA Sample

Administrative Regulation

Uniform Complaint Procedures

AR 1312.3

Community Relations

~~***Note: 5 CCR 4621 mandates that the district's uniform complaint procedures (UCP) be consistent with the procedures of 5 CCR 4600-4670. Additionally, Education Code 52075 mandates districts to adopt policies and procedures implementing the use of UCP to investigate and resolve complaints alleging noncompliance with requirements related to the local control and accountability plan (LCAP).***~~

~~***Note: Furthermore, a number of federal civil rights statutes and their implementing regulations mandate districts to adopt policies and procedures for the prompt and equitable resolution of complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). For example, all districts are mandated pursuant to 28 CFR 35.107 to adopt policy and procedures to address discrimination on the basis of disability, while districts that receive federal financial assistance are mandated pursuant to 34 CFR 106.8 and 34 CFR 110.25 to adopt such policies and procedures to address discrimination on the basis of sex and age. Some of the factors considered by the U.S. Department of Education's Office for Civil Rights (OCR) when determining whether a district's procedures are "prompt and equitable" are addressed throughout the following administrative regulation.***~~

~~***Note: Apart from these mandates, state law authorizes the use of UCP to resolve complaints of noncompliance with laws related to the development of a school plan for student achievement and the establishment of school site councils; accommodations for pregnant and parenting students; prohibition against the charging of student fees; educational rights of foster youth, homeless students, former juvenile court school students, children of military families, migrant students, and students participating in a newcomer program for newly arrived immigrants; assignment of students to courses without educational content; and physical education instructional minutes. See the section "Complaints Subject to UCP" in the accompanying Board policy.***~~

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)

Compliance Officers

the Superintendent or designee who shall determine how the complaint will be investigated.

~~***Note: 5 CCR 4621 mandates that the district's policy provide that employees responsible for compliance and/or for investigating and resolving complaints are knowledgeable about the laws and programs at issue in the complaints they are assigned. OCR requires that the compliance officer(s) involved in implementing discrimination complaint procedures be knowledgeable about the procedures and be able to explain them to parents/guardians and students. They must also have training or experience in handling discrimination complaints, including appropriate investigative techniques and understanding of the applicable legal standards.***~~

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

~~***Note: During the FPM process, CDE staff will check to ensure that the district's policy contains a statement ensuring annual dissemination of notice of the district's UCP to the persons specified below.***~~

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)

receive complaints

7. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
8. A statement that the complainant has a right to appeal the district's decision to CDE by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision
9. A statement advising the complainant 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
10. A statement that copies of the district's UCP are available free of charge

~~***Note: The following paragraph may be modified to reflect district practice. Pursuant to Education Code 221.61, districts are required to post information related to Title IX on their web sites, including specified information about complaint procedures under Title IX. See AR 5145.3 - Nondiscrimination/Harassment. A district that does not maintain a web site may comply by posting the information on the web site of its county office of education. A comprehensive list of rights based on the provisions of the federal regulations implementing Title IX can be found in Education Code 221.8. In addition, in its April 2015 Dear Colleague Letter, Title IX Coordinators, OCR recommends that districts use web posting and social media to disseminate their nondiscrimination notices, policies, and procedures and communicate current compliance officer(s)' contact information to students, parents/guardians, and employees.***~~

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

~~***Note: Both federal and state laws contain requirements for translation of certain information and documents. Title VI of the Civil Rights Act of 1964 requires districts to ensure meaningful access to their programs and activities by persons with limited English proficiency. OCR has interpreted this to require that, whenever information is provided to parents/guardians, districts must notify limited-English-proficient (LEP) parents/guardians in a language other than English in order to be adequate. OCR enforces this requirement consistent with the Department of Justice's 2002 Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons. Under the Guidance, a recipient of federal funds has an obligation to provide language assistance to LEP individuals based on balancing four factors: (1) the number or proportion of LEP individuals likely to encounter the program, (2) the frequency with which LEP individuals come in contact with the program, (3) the nature and importance of the services provided by the~~

permitted with regard to the LCAP, as long as evidence, or information leading to evidence, to support the allegation of noncompliance is provided in the complaint.***

2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)

3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by persons who allege that they have personally suffered unlawful discrimination or who believe that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

~~***Note: OCR's Revised Sexual Harassment Guidance indicates that if a complainant in a sexual harassment case requests that the complainant's name or that of the victim not be revealed to the alleged perpetrator or asks that the complaint not be pursued, the district should first inform the complainant that honoring the request may limit its ability to respond and pursue disciplinary action against the alleged perpetrator. The OCR publication acknowledges that situations may exist in which a district cannot honor a student's request for confidentiality, but cautions that, in all instances, the district must still continue to ensure that it provides a safe and nondiscriminatory environment for all students. Districts should consult legal counsel before honoring a confidentiality request to withhold the victim's name from the alleged perpetrator, especially in the case of alleged sexual assault. These guiding principles would also apply to harassment on the basis of race, gender, disability, or other protected characteristic.***~~

5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

circumstances, such as how the misconduct affected one or more students' education; the type, frequency, and duration of the misconduct; the identity, age, and sex of the individuals involved in and impacted by the conduct and the relationship between them; the number of persons engaged in the conduct and at whom the conduct was directed; the size of the school; location of the incidents, and context in which they occurred; and other incidents at the school involving different individuals.***

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

Note: 5 CCR 4631 allows the district to dismiss a complaint when the complainant refuses to provide the investigator with relevant documents or otherwise obstructs the investigation. 5 CCR 4631 also provides that, if the district refuses to provide the investigator with access to records or other documents, the investigator may issue a finding in favor of the complainant. During the FPM process, CDE staff will check to ensure that both of these statements regarding the provision of access to information are included in the district's policy or procedures, as specified below.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Final Decision

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

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant, shall be sent the district's final written decision, and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Final Written Decision

Note: 5 CCR 4631 and guidance provided by OCR specify components that should be part of the district's decision. Inclusion of these items will help protect the district's position in case of an appeal to CDE, a complaint submitted to OCR, or if litigation is filed.

For all complaints, the district's final written decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - a. Statements made by any witnesses
 - b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct
 - e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the

information on how the district disciplined the alleged student offender (e.g., an order that the alleged offender stay away from the alleged victim), FPCO interprets FERPA as allowing the district to disclose that information.***

Note: Given the potential liability from improperly disclosing such information, districts are advised to consult with legal counsel when presented with a situation where a victim of unlawful discrimination requests information about sanctions imposed upon the offender.

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

Note: Education Code 48985 requires that reports sent to parents/guardians be written in their primary language when 15 percent or more of a school's enrolled students speak a single primary language other than English. During the FPM process, CDE staff will check to ensure compliance with this requirement. Based on Title VI of the Civil Rights Act of 1964, OCR requires districts to ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

Note: During the FPM process, CDE staff will expect to see a statement detailing a complainant's right to pursue civil law remedies (i.e., action in a court of law) in addition to or in conjunction with the right to pursue administrative remedies from CDE.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender,

3. Education regarding the impact of the conduct on others

4. Positive behavior support

5. Referral 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)

7. Disciplinary action, such as suspension or expulsion, as permitted by law

(cf. 5144 - Discipline)

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

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

~~***Note: Generally, when a complaint is found to have merit, an appropriate remedy is provided to the complainant or other affected person. However, in certain instances, the law may require a remedy to be provided to all affected persons, not just the complainant or subject of the complaint. For example, pursuant to Education Code 49013 and 5 CCR 4600, if the district, or GDE on appeal, finds merit in the complaint alleging noncompliance with the law regarding student fees and charges, the district is required to provide a remedy to all affected students and parents/guardians, as specified below. The same requirement applies to allegations of noncompliance with the LCAP requirements, pursuant to Education Code 52075, and to noncompliance with required instructional minutes for elementary students' physical education, pursuant to Education Code 51223. Districts that do not maintain elementary schools should delete reference to physical education below.***~~

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

documents submitted by the parties and gathered by the investigator

5. A report of any action taken to resolve the complaint
6. A copy of the district's UCP
7. Other relevant information requested by CDE

~~***Note: CDE may directly intervene in a complaint without waiting for action by the district when certain conditions exist, including the following: (1) the complaint alleges failure to comply with the UCP, including failure to follow the required timelines and failure to implement the final written decision; (2) the complainant requires anonymity due to the possibility of retaliation and would suffer immediate and irreparable harm if a complaint was filed and the complainant was named; (3) the complainant would suffer immediate and irreparable harm as a result of an application of a districtwide policy that is in conflict with state or federal law and that filing a complaint would be futile; (4) the complainant alleges failure to comply with the due process procedures established pursuant to special education law and regulation to implement a due process hearing order; (5) the complainant alleges facts that indicate that one or more students may be in immediate physical danger or that the health, safety, or welfare of one or more students is threatened; or (6) the complainant alleges failure to follow a student's individualized education program.***~~

(5/17 3/18) 3/19

CSBA Sample

Administrative Regulation

Williams Uniform Complaint Procedures

AR 1312.4

Community Relations

~~***Note: Education Code 35186 mandates that districts establish policies and procedures to address complaints regarding insufficiency of textbooks and instructional materials, teacher vacancy or misassignment, and emergency or urgent facilities conditions that pose a threat to the health and safety of students or staff. When such a complaint is filed with the district, the district is required to investigate and resolve the complaint in accordance with the Williams uniform complaint procedures established pursuant to 5 CCR 4680-4687. In addition, pursuant to Education Code 8235.5, as added by AB 1808 (Ch. 32, Statutes of 2018), California State Preschool Programs (CSPP) (Education Code 8235-8239.1) that are exempt from licensing pursuant to Health and Safety Code 1596.792 must utilize district complaint procedures, with modifications as necessary, to resolve allegations of noncompliance with applicable health and safety requirements. The Legislative Counsel's Digest of AB 1808 clarifies that the Williams uniform complaint procedures are the applicable procedures.***~~

~~***Note: It is recommended that districts use these procedures only for complaints specified in law and this administrative regulation. See BP/AR 1312.3 - Uniform Complaint Procedures for a discussion of the types of complaints subject to the uniform complaint procedures established pursuant to 5 CCR 4600-4670. For procedures related to complaints about employees, see BP/AR 1312.1 - Complaints Concerning District Employees. For complaints concerning the district's adoption and selection of specific instructional materials, see BP/AR 1312.2 - Complaints Concerning Instructional Materials. For complaints regarding the district's nutrition program, see BP 3555 - Nutrition Program Compliance.***~~

Types of Complaints

The district shall use the procedures described in this administrative regulation only to investigate and resolve the following:

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that: (Education Code 35186; 5 CCR 4681)
 - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
 - b. A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers. (Education Code 35292.5)

Open restroom means the school has kept all restrooms open during school hours when students are not in classes and has kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when the temporary closing of the restroom is necessary for student safety or to make repairs. (Education Code 35292.5)

~~***Note: The following optional paragraph is for use by districts that maintain any of grades 6-12. Education Code 35292.6 requires a school that serves any of grades 6-12 and meets a 40 percent student poverty threshold, as defined in 20 USC 6314, to stock at least 50 percent of the school's restrooms with feminine hygiene products for use in connection with the menstrual cycle, and to not charge students for such products. See AR 3517 - Facilities Inspection. Although Education Code 35292.6 does not require a complaint process, it is recommended that the Williams uniform complaint procedures be used to address any allegation of noncompliance with Education Code 35292.6 in order to ensure consistency in the procedures that districts use to address allegations of noncompliance with all restroom maintenance requirements.***~~

In any district school serving any of grades 6-12 in which 40 percent or more of the students in the school or school attendance area are from low-income families, as defined in 20 USC 6314, a complaint may be filed alleging noncompliance with the requirement of Education Code 35292.6 to stock, at all times, at least half of the restrooms in the school with feminine hygiene products and to not charge students for the use of such products.

(cf. 3514 - Environmental Safety)

(cf. 3517 - Facilities Inspection)

~~***Note: Item #4 is for use by districts that operate one or more CSPP programs which are exempt from licensure by Health and Safety Code 1596.792 and are subject to the health and safety requirements of Health and Safety Code 1596.7925, as added by AB 1808. Pursuant to Health and Safety Code 1596.7925, the California Department of Education (CDE) must adopt regulations by July 1, 2019, that contain the program requirements specified below.***~~

Filing of Complaint

~~***Note: Education Code 8235.5 and 35186 require that complaints be investigated and resolved within the timelines specified below. During the Federal Program Monitoring (FPM) process, CDE staff will expect to see statements regarding the filing of the complaint, the investigation, timelines, and the complainant's right to appeal to the Governing Board and to appeal facilities complaints to CDE, as detailed in the following section and the section "Investigation and Response" below.***~~

A complaint alleging any condition(s) specified in the section "Types of Complaints" above shall be filed with the principal or designee, or the preschool administrator or designee as appropriate, at the school in which the complaint arises. A complaint about problems beyond the authority of the principal or preschool administrator shall be forwarded to the Superintendent or designee in a timely manner, but not to exceed 10 working days. Complaints may be filed anonymously. (Education Code 8235.5, 35186; 5 CCR 4680)

Investigation and Response

The principal/preschool administrator or a designee of the Superintendent shall make all reasonable efforts to investigate any problem within their authority. (Education Code 8235.5, 35186; 5 CCR 4685)

Investigation of a complaint regarding preschool health or safety issues shall begin within 10 calendar days of receipt of the complaint. (Education Code 8235.5)

The principal/preschool administrator or Superintendent's designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 8235.5, 35186; 5 CCR 4685)

If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the principal/preschool administrator or Superintendent's designee shall report the resolution of the complaint to the complainant within 45 working days of the initial filing of the complaint. If the principal/preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8235.5, 35186; 5 CCR 4680, 4685)

~~***Note: Education Code 48985 specifies that, when 15 percent or more of the students enrolled in a particular school speak a single primary language other than English, all notices, reports, statements, or records sent to the parents/guardians of such students be written in English and in the primary language. Education Code 8235.5 and 35186 require that, when Education Code 48985 is applicable, any response requested by the complainant must be written in English and in the primary language in which the complaint was filed.***~~

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 8235.5, 35186)

4600-4670 Uniform complaint procedures
4680-4687 Williams uniform complaint procedures
UNITED STATES CODE, TITLE 20
6314 Title I schoolwide program

Management Resources:

WEB SITES

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

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

California Department of Education, Williams case: <http://www.cde.ca.gov/eo/ce/wc>

State Allocation Board, Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

(11/10 8/14) 3/19

CSBA Sample

Exhibit

Williams Uniform Complaint Procedures

E 1312.4

Community Relations

Exhibit 1

~~***Note: Education Code 35186 requires that the following notice be posted in each K-12 classroom in each school in the district. During the Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that a notice is placed in each classroom in each school and that the notice contains all the information described below.***~~

NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS: K-12 COMPLAINT RIGHTS

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each student, including an English learner, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Address: _____
Phone number: Day: _____ Evening: _____
E-mail address, if any: _____

Date problem was observed: _____

Location of the problem that is the subject of this complaint:

School name/address: _____

Course title/grade level and teacher name: _____

Room number/name of room/location of facility: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)

___ A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

___ A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.

___ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

___ A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4682)

___ A semester begins and a teacher vacancy exists. A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

___ A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.

___ A teacher is assigned to teach a class for which the teacher lacks subject matter

~~***Note: Education Code 35186 requires that complaints be filed with the principal or designee and that the complaint form specify the location for filing the complaint. Districts should specify the name and/or location in the spaces below.***~~

Please file this complaint at the following location:

(principal or designee)

(address)

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(Signature)

(Date)

(11/10 8/14) 3/19

Exhibit(3) 1312.4

WILLIAMS UNIFORM COMPLAINT PROCEDURES

~~***Note: Education Code 8235.5, as added by AB 1808 (Ch. 32, Statutes of 2018), requires that the following notice be posted in each classroom with a license-exempt California State Preschool Program (CSPP) (Education Code 8235-8239.1). The notice must include the health and safety requirements that apply to such CSPP programs pursuant to Health and Safety Code 1596.7925, which may be the subject of a complaint under the Williams uniform complaint procedures.***~~

NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS: PRESCHOOL COMPLAINT RIGHTS

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 8235.5, you are hereby notified that any California State Preschool Program that is exempt from licensure must have:

1. Outdoor shade that is safe and in good repair

Education Code 8235.5 requires that the complaint procedures in 5 CCR 4680-4687 be used for the filing of complaints concerning noncompliance with health and safety standards for license-exempt California State Preschool Programs. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ☐ Yes ☐ No

Contact information: (if response is requested)

Name: _____

Address: _____

Phone number: Day: _____ Evening: _____

E-mail address, if any: _____

Date problem was observed: _____

Location of the problem that is the subject of this complaint:

School name/address: _____

Room number/name of room/location of facility: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

☐ The preschool does not have outdoor shade that is safe and in good repair.

☐ Drinking water is not accessible and/or readily available throughout the day.

☐ The preschool does not provide safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children.

☐ Restroom facilities are not available only for preschoolers and kindergartners.

☐ The preschool program does not provide visual supervision of children at all times.

☐ Indoor or outdoor space is not properly contained or fenced or does not provide sufficient space for the number of children using the space at any given time.

☐ Playground equipment is not safe, in good repair, or age appropriate.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation.

CSBA Sample

Administrative Regulation

Access To District Records

AR 1340

Community Relations

~~***Note: Article 1, Section 3 of the California Constitution grants any person the right to access information concerning meetings and writings of state and local government bodies, officials, and agencies as long as the constitutional rights of privacy and due process are protected. Courts broadly interpret rules or laws granting access and narrowly interpret those denying access; thus, the burden is on the district to demonstrate the need for restricting access to public records.***~~

~~***Note: The following optional administrative regulation lists those records defined as public and, in contrast, those defined as confidential to which there is no public access. It is not intended to provide an all-inclusive list of records that may be defined as either public or confidential.***~~

Definitions

~~***Note: Pursuant to Government Code 6252, a "public record" includes any writing that relates to district business as defined below.***~~

~~***Note: Emails and other electronic communications related in a substantive manner to district business are considered public records. Furthermore, in City of San Jose v. Superior Court, the California Supreme Court held that using a personal account or personal device to send or receive communications regarding public business does not categorically exclude those records from disclosure upon request under the California Public Records Act (CPRA) (Government Code 6250-6270). The court noted that public agencies are required to disclose all applicable records that can be located "with reasonable effort," including those records contained on a public employee's or official's personal device or account. Such searches need not be extraordinary or intrusive. For further information, see CSBA's Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications. Also see the accompanying Board policy, AR 3580 - District Records, and BB 9012 - Board Member Electronic Communications.***~~

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 6252)

(cf. 3580 - District Records)

(cf. 9012 - Board Member Electronic Communications)

evaluation of such plans, unless otherwise prohibited by law

(cf. 0400 - Comprehensive Plans)
(cf. 0420 - School Plans/Site Councils)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3543 - Transportation Safety and Emergencies)
(cf. 7110 - Facilities Master Plan)

9. Initial proposals of exclusive employee representatives and of the district (Government Code 3547)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

~~***Note: Although Government Code 6254 exempts from disclosure those records pertaining to pending litigation, the Attorney General opined in 71 Ops. Cal. Atty. Gen. 235 (1988) that records predating the filing of the lawsuit are subject to disclosure. In Fairley v. Superior Court, a California Court of Appeal concurred and held that documents were exempted only if they were prepared for use in litigation. (See item #2 in the section "Confidential Records" below.) The following item reflects the opinion of the court and the Attorney General. The Board should consult legal counsel if it believes that any document related to litigation should not be disclosed.***~~

10. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 6254, 6254.25)

(cf. 3320 - Claims and Actions Against the District)

11. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

(cf. 9270 - Conflict of Interest)

~~***Note: Generally, the names and salaries of public employees are subject to disclosure under the CPRA. In Sacramento County Employees Retirement System v. Superior Court, a California Court of Appeal held that the names and corresponding pension benefits of members of a county retirement system are subject to disclosure and are not considered "individual records of members" protected by Government Code 31532. However, in International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County, the California Supreme Court recognized that, in some instances, the salaries of certain employees might be exempt from disclosure, depending on the facts and circumstances. The Board should consult legal counsel if it believes that any document related to the names and salaries of public employees should not be disclosed.***~~

~~consent. See BP/AR 5125 - Student Records, BP/AR 5145.13 - Response to Immigration Enforcement, and the Office of the Attorney General's publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues.***~~

Unless otherwise authorized or required by law, information regarding an individual's citizenship or immigration status or religious beliefs, practices, or affiliation shall not be disclosed to federal government authorities. (Education Code 234.7; Government Code 8310.3)

(cf. 5145.13 - Response to Immigration Enforcement)

Records to which the members of the public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, and interagency or intradistrict memoranda that are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 6254, 6254.25)

3. Personnel records, medical records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

(cf. 4112.5/4212.5/4312.5) - Criminal Record Check)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)

The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees may only be disclosed as follows: (Government Code 6254.3)

- a. To an agent or a family member of the employee
- b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties
- c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, except that the home address and any telephone number for an employee who performs law enforcement-related functions, or the birth date of any employee, shall not be disclosed

Upon written request of any employee, the district shall not disclose the employee's home

~~attorney has been hired to represent the district as a whole, this privilege may only be waived by the Board.***~~

~~***Note: In Los Angeles County Board of Supervisors v. Superior Court, the California Supreme Court held that invoices for the services of district counsel, or portions of those invoices, may be privileged and therefore exempt from disclosure. The Board should consult with legal counsel to determine what records to disclose in response to a CPRA request for such invoices.***~~

9. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)

(cf. 9124 - Attorney)

10. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 6254)

11. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 6253.5)

(cf. 9223 - Filling Vacancies)

12. Minutes of Board meetings held in closed session (Government Code 54957.2)

(cf. 9321 - Closed Session Purposes and Agendas)

13. Computer software developed by the district (Government Code 6254.9)

14. Information security records, the disclosure of which would reveal vulnerabilities to, or otherwise increase potential for an attack on, the district's information technology system (Government Code 6254.19)

15. Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 6254, 6255)

(cf. 5141.6 - School Health Services)

16. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes

~~***Note: Item #17 below reflects an exemption often referred to as the "catch-all" or "public interest" exemption pursuant to Government Code 6255. This exemption allows a district to~~

the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

Public records shall be open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by any person requesting the record after deletion of the portions that are exempted by law. (Government Code 6253)

~~***Note: Government Code 6253 states that copies of records must be provided "promptly." The term "promptly" is not defined in law, but Government Code 6253 also states that a district may not delay or obstruct the copying of records. Thus, if the records are held in a manner that allows for prompt disclosure, the records generally should not be withheld because of the 10-day response period or the 14-day extension detailed above.***~~

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 6253)

~~***Note: The following optional paragraph is for use by districts that charge for copies. See the accompanying Board policy.***~~

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication. Written requests to waive the fee shall be submitted to the Superintendent or designee.

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's web site and, in response to a public records request, directing the member of the public to the location on the web site where the record can be found. However, if the member of the public is unable to access or reproduce the record from the web site, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 6253)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 6253.9)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 6253.9)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals.

CSBA Sample

Board Policy

Budget

BP 3100

Business and Noninstructional Operations

The Governing Board recognizes its critical responsibility for adopting a sound budget each fiscal year which is aligned with and reflects the district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The district budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 3300 - Expenditures and Purchases)
(cf. 3460 - Financial Reports and Accountability)
(cf. 9000 - Role of the Board)

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

~~***Note: Education Code 42103 and 42127 require the district to hold a public hearing prior to adoption of the budget. A public hearing on the district's local control and accountability plan (LCAP) must occur at the same meeting as the public hearing on the proposed budget. See the accompanying administrative regulation and BP 0460 - Local Control and Accountability Plan for requirements pertaining to the public hearing.***~~

~~***Note: Pursuant to Education Code 52064.1, as added by AB 1808 (Ch. 32, Statutes of~~

(cf. 1340 - Access to District Records)

~~***Note: Pursuant to Education Code 42127, on or before September 15, the County Superintendent must approve, conditionally approve, or disapprove the district's adopted budget. Education Code 42127 requires that this determination be based on a consideration of whether the district's adopted budget complies with state standards and criteria, will allow the district to meet its current and multiyear financial obligations, includes the expenditures necessary to implement the LCAP or annual update to the LCAP, satisfies all conditions established by the County Superintendent in the case of a conditionally approved budget, and complies with the requirements pertaining to ending fund balances that exceed the state minimum recommended reserve.***~~

~~***Note: Education Code 42127 also requires the County Superintendent to consider other studies, reports, evaluations, or audits that may indicate that the district is in fiscal distress; see the Fiscal Crisis and Management Assistance Team's Fiscal Oversight Guide and BP 3460 Financial Reports and Accountability.***~~

If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to the County Superintendent's recommendations at a regular public meeting on or before October 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations.
(Education Code 42127)

Budget Advisory Committee

~~***Note: The following optional section is for use by districts that choose to establish a budget advisory committee to provide input during the budget development process. The committee may be appointed by the Superintendent or designee (Option 1), by the Board (Option 2), or may be a Board subcommittee composed exclusively of Board members (Option 3). Committees established by Board action are subject to the Brown Act, see BP/AR 1220 - Citizen Advisory Committees. Districts should delete or modify the following options as appropriate. See the accompanying administrative regulation for optional language regarding the committee's composition and duties.***~~

~~***Note: This committee is different from the budget review committee that is required pursuant to Education Code 42127 and 42127.1 if the County Superintendent disapproves the district's budget; see the accompanying administrative regulation.***~~

OPTION 1: The Superintendent or designee may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

~~OPTION 2: The Board may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.~~

~~OPTION 3: The Board may establish a budget subcommittee composed exclusively of Board~~

(cf. 6174 - Education for English Learners)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(cf. 2210 - Administrative Discretion Regarding Board Policy)

(cf. 3110 - Transfer of Funds)

Fund Balance

~~***Note: The following section should be revised to reflect district practice. GASB Statement 54 addresses the way fund balances (i.e., the gross differences between assets and liabilities reflected on the balance sheet) in governmental funds are reported in external financial reports. Fund balances must be classified as nonspendable, restricted, committed, assigned, and unassigned in accordance with GASB 54 definitions; also see AR 3460 - Financial Reports and Accountability. Pursuant to GASB 54, the Board has sole authority to specify purposes of funds classified as "committed" and also must express, or delegate the authority to express, intended purposes of resources that result in the "assigned" fund balance. The Board may modify the following section to reflect its fund balance policy or may adopt a formal resolution containing the required components.***~~

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. Nonspendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.
2. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law.

~~***Note: For purposes of the committed fund balance, GASB 54 requires that the Board commit funds no later than the end of the reporting period. In New Requirements for Reporting Fund Balance in Governmental Funds, the CDE clarifies that for districts the end of the reporting period is June 30.***~~

3. Committed fund balance includes amounts constrained to specific purposes by the Board.

For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

~~two percent for districts with 30,001-400,000 ADA, and one percent for districts with over 400,000 ADA. The following paragraph may be revised to reflect the minimum reserve applicable to the district's ADA.***~~

The district budget shall include a minimum reserve balance for economic uncertainties that is consistent with the percentage or amount specified in 5 CCR 15450.

~~***Note: Education Code 42127.01 establishes, under certain conditions, a maximum amount of local reserve balance for economic uncertainties. Pursuant to Education Code 42127.01, if the amount of monies in the state Public School System Stabilization Account is three percent or more of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district's combined assigned or unassigned ending general fund balance must not exceed 10 percent of those funds in the immediately following fiscal year.***~~

~~***Note: Basic aid districts, as described in Education Code 42238.02, and districts with 2,500 or less ADA are exempted from this requirement and may delete the following paragraph. Other districts may also be exempted from this requirement by the County Superintendent for up to two consecutive fiscal years within a three-year period upon providing documentation of extraordinary fiscal circumstances (e.g., multiyear infrastructure or technology projects) that substantiate the need for a reserve in excess of the limit specified in Education Code 42127.01.***~~

In any year following the fiscal year in which the district is notified by the SPI that the amount of monies in the state Public School System Stabilization Account equals or exceeds three percent of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district budget shall not contain a combined assigned or unassigned ending general fund balance that is in excess of 10 percent of these funds, unless the requirement is waived in accordance with Education Code 42127.01. (Education Code 42127.01)

Long-Term Financial Obligations

The district's current-year budget and multiyear projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4154/4254/4354 - Health and Welfare Benefits)
(cf. 7210 - Facilities Financing)
(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

~~***Note: The following paragraph is optional. Government Code 21710-21716, as added by SB 1413 (Ch. 665, Statutes of 2018), establish the California Employers' Pension Prefunding Trust Program and related Trust Fund, allowing districts that provide a defined benefit pension plan to their employees to prefund required pension contributions to the California Public~~

~~***Note: The following optional paragraph is for use by districts that are self-insured for workers' compensation claims, either individually or as part of a joint powers agency. See AR 3460 - Financial Reports and Accountability for provisions related to reporting the estimated accrued but unfunded cost of workers' compensation claims based on an actuarial report.***~~

The Superintendent or designee shall annually present a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims and the actuarial reports upon which the estimated costs are based. As a separate agenda item at the same meeting, the Board shall disclose whether it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

Budget Amendments

~~***Note: The following section is optional and should be revised to reflect district practice.***~~

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which occur as a result of the funding made available by that Budget Act. (Education Code 42127)

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

Legal Reference:

EDUCATION CODE

1240 Duties of county superintendent of schools

33127-33131 Standards and criteria for local budgets and expenditures

41202 Determination of minimum level of education funding

42103 Public hearing on proposed budget; requirements for content of proposed budget

CSBA Sample

Administrative Regulation

Budget

AR 3100

Business and Noninstructional Operations

Budget Advisory Committee

~~***Note: The following optional section is for use by districts that have established a budget advisory committee and have selected either Option 1 or 2 in the "Budget Advisory Committee" section of the accompanying Board policy.***~~

Membership of the district's budget advisory committee may include representatives of each of the following groups:

1. Governing Board members, provided that less than a majority of the Board serves on the committee

(cf. 9140 - Board Representatives)

2. District and school site administrators
3. Representatives of bargaining units
4. Certificated and/or classified staff
5. Parents/guardians
6. Representatives of the business community and/or other community members
7. Students

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 9130 - Board Committees)

~~***Note: The remainder of this section details the duties of the budget advisory committee and is for use by districts that selected either Option 1, 2, or 3 in the "Budget Advisory Committee" section of the accompanying Board policy.***~~

The committee's duties may include, but are not necessarily limited to:

1. Making recommendations regarding budget priorities which align with the district's

in the budget, the following information for public review and discussion at the public hearing: (Education Code 42127; 5 CCR 15450)

1. The minimum recommended reserve for economic uncertainties
2. The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve
3. A statement of reasons substantiating the need for the combined assigned and unassigned ending balances that are in excess of the minimum recommended reserve

During the hearing, any district resident may appear and object to the proposed budget or to any item in the budget. The hearing may conclude when all residents who have requested to be heard have had the opportunity to speak. (Education Code 42103)

(cf. 9323 - Meeting Conduct)

Budget Review Committee for Disapproved Budgets

~~***Note: Pursuant to Education Code 42127, if the County Superintendent conditionally approves or disapproves the district's initial budget, the district must respond to the County Superintendent's recommendations by October 8; see the accompanying Board policy. If the County Superintendent then disapproves that revised budget, Education Code 42127 and 42127.1 require the County Superintendent to call for the formation of a budget review committee unless the Governing Board and the County Superintendent agree to waive the committee requirement and the California Department of Education agrees to the waiver. See BP 1431 - Waivers. The formation, convening procedures, and timelines of the budget review committee are set forth in Education Code 42127.1-42127.3.***~~

~~***Note: Education Code 42127 provides that the County Superintendent cannot call for the formation of a budget review committee if the sole reason for disapproving the district's budget is disapproval of the district's LCAP or the annual update to the LCAP.***~~

If the district's budget is disapproved by the County Superintendent for any reason other than disapproval of the district's LCAP or annual update to the LCAP, the budget shall be reviewed by a budget review committee, unless the Board and County Superintendent agree to waive the requirement and the California Department of Education accepts the waiver. (Education Code 42127)

~~***Note: Pursuant to Education Code 42127.2, if the Board fails to select the budget review committee from a list of candidates provided by the Superintendent of Public Instruction (SPI) within five working days of receiving the list, as provided in item #1 below, the SPI will select and convene the committee no later than 10 working days after the district's receipt of the candidate list.***~~

This committee shall consist of either: (Education Code 42127.1, 42127.2)

CSBA Sample

Board Policy

Fees And Charges

BP 3260

Business and Noninstructional Operations

~~***Note: Pursuant to Education Code 49011, a district is prohibited from requiring students to pay a fee, deposit, or other charge in order to participate in an educational activity as defined in Education Code 49010. A district is also required to provide the supplies, materials, and equipment needed by students to participate in educational activities. Education Code 49011 clarifies that an otherwise impermissible fee would not be made permissible by the provision of a waiver for some students. However, pursuant to 5 CCR 350, a district is permitted, in certain circumstances, to impose fees that are specifically authorized by law. See the accompanying administrative regulation for a list of permissible fees.***~~

The Governing Board recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for student participation in the district's educational program are made available to students at no cost.

No student shall be required to pay a fee, deposit, or other charge for participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. (Education Code 49010, 49011; 5 CCR 350)

(cf. 3100 - Budget)

(cf. 6145 - Extracurricular and Cocurricular Activities)

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. When approving such fees, deposits, or charges, establishing fee schedules, or determining whether waivers or exceptions should be granted, the Board shall consider relevant data, including the socioeconomic conditions of students' families and their ability to pay.

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

(cf. 0415 - Equity)

(cf. 3250 - Transportation Fees)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5143 - Insurance)

(cf. 9323.2 - Actions by the Board)

~~***Note: The following optional paragraph may be revised to reflect district practice. The prohibition against student fees pursuant to Education Code 49011 does not restrict districts from soliciting for voluntary donations, participating in fundraising activities, or providing prizes or other recognition for participants in such fundraising activities. However, according to the~~

~~Complaint Procedures for additional language reflecting these requirements.***~~

If, upon investigation, the district finds merit in the complaint, the Superintendent or designee shall recommend and the Board shall adopt an appropriate remedy to be provided to all affected students and parents/guardians in accordance with 5 CCR 4600.

Information related to the prohibition against requiring students to pay fees for participation in an educational activity shall be included in the district's annual notification of uniform complaint procedures to be provided to all students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 49013)

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

(cf. 5145.6 - Parental Notifications)

Collection of Debt

~~***Note: Education Code 49014 (the Public School Fair Debt Collection Act), as added by AB 1974 (Ch. 577, Statutes of 2018), establishes requirements for districts to follow when seeking to recover a debt owed by students and/or parents/guardians, including debts resulting from unpaid fees lawfully imposed by a district. See the accompanying administrative regulation for additional language reflecting these requirements.***~~

~~***Note: The debt collection requirements of this Act do not apply to debt owed as a result of vandalism or loss of district property loaned to the student. For further information in regard to such debt, see AR 3515.4 - Recovery for Property Loss or Damage.***~~

~~***Note: For information regarding meal payments, including the collection of delinquent meal charges, see BP/AR 3551 - Food Service Operations/Cafeteria Fund.***~~

The Superintendent or designee shall, in accordance with law, recover any debt owed to the district as a result of unpaid permissible student fees approved by the Board. However, the district shall not bill a current or former student for accumulated debt, nor take negative action against a student or former student because of such debt, including, but not limited to, any of the following: (Education Code 49014)

1. Denying full credit for any class assignment
2. Denying full and equal participation in any classroom activity
3. Denying access to the library or other on-campus educational facilities
4. Denying or withholding grades or transcripts
5. Denying or withholding a diploma
6. Limiting or barring participation in an extracurricular activity, club, or sport

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 8

1184 Nonimmigrant students

COURT DECISIONS

Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251

Driving School Assn of CA v. San Mateo Union HSD (1992) 11 Cal. App. 4th 1513

Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739

Hartzell v. Connell (1984) 35 Cal. 3d 899

CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Pupil Fees, Deposits and Other Charges, Fiscal Management Advisory 17-01, July 28, 2017

WEB SITES

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

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

CSBA Sample

Administrative Regulation

Fees And Charges

AR 3260

Business and Noninstructional Operations

~~***Note: Pursuant to 5 CCR 350, districts may charge fees only when specifically authorized by law. The following list specifies fees currently authorized by law and should be revised to reflect the types of fees that have been approved by the Governing Board; see the accompanying Board policy. Other permissible fees may exist and be identified in the future. For further information about fees and charges, see the California Department of Education's (CDE) Fiscal Management Advisory 17-01, Pupil Fees, Deposits and Other Charges.***~~

~~***Note: Pursuant to Education Code 49011, a district is prohibited from requiring a student to pay fees or charges in order to participate in an educational activity. A complaint alleging the unauthorized charging of student fees should be filed in accordance with the uniform complaint procedures; see the accompanying Board policy and BP/AR 1312.3 - Uniform Complaint Procedures. Districts with questions as to whether a particular fee may be charged should consult with legal counsel.***~~

When approved by the Governing Board, the Superintendent or designee may impose a fee for the following: (5 CCR 350)

1. Insurance for athletic team members, with an exemption providing for the district to pay the cost of the insurance for any team member who is financially unable to pay (Education Code 32221)

(cf. 5143 - Insurance)

2. Insurance for medical or hospital service for students participating in field trips and excursions (Education Code 35331)

~~***Note: In its Fiscal Management Advisory 17-01, CDE interprets Education Code 35330 as permitting the district, at its discretion, to charge fees for any field trip, provided that no student is prevented from participating in a field trip due to a lack of funds.***~~

3. Expenses of students' participation in a field trip or excursion within the state or to another state, the District of Columbia, or a foreign country, as long as no student is prohibited from making the field trip due to lack of funds (Education Code 35330)

(cf. 6153 - School-Sponsored Trips)

4. Student fingerprinting program, as long as the fee does not exceed the actual costs

literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the class (Education Code 51810-51815)

(cf. 6142.4 - Service Learning/Community Service Classes)

12. Eye safety devices worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, when being sold to students and/or teachers or instructors to keep and at a price not to exceed the district's actual costs (Education Code 32033)

(cf. 3514.1 - Hazardous Substances)

(cf. 5142 - Safety)

13. Actual cost of furnishing copies of any student's records, except that no charge shall be made for furnishing up to two transcripts or two verifications of a former student's records or for reproducing records of a student with a disability when the cost would effectively prevent the parent/guardian from exercising the right to receive the copies (Education Code 49065, 56504)

(cf. 5125 - Student Records)

14. Actual cost of duplication for reproduction of the prospectus of school curriculum or for copies of public records (Education Code 49091.14; Government Code 6253)

(cf. 1340 - Access to District Records)

(cf. 5020 - Parent Rights and Responsibilities)

15. Food sold at school, subject to free and reduced-price meal program eligibility and other restrictions specified in law (Education Code 38084)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3551 - Food Service Operations/Cafeteria Funds)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3554 - Other Food Sales)

16. In accordance with law, replacement cost or reimbursement for lost or willfully damaged district books, supplies, or property, or for district property loaned to a student that the student fails to return (Education Code 19910-19911, 48904)

(cf. 3515.4 - Recovery for Property Loss or Damage)

17. Tuition for district school attendance by an out-of-state or out-of-country resident (Education Code 48050, 48052, 52613; 8 USC 1184)

(cf. 5111.1 - District Residency)

(cf. 5111.2 - Nonresident Foreign Students)

~~***Note: Education Code 49014 (the Public School Fair Debt Collection Act), as added by AB 1974 (Ch. 577, Statutes of 2018), establishes requirements for districts to follow when seeking to recover a debt owed by students and/or parents/guardians, including a requirement to provide the parent/guardian with an itemized invoice that references the district's policies relating to debt collection and the rights established pursuant to Education Code 49014 and 49557.5 (unpaid meal fees). It is recommended that districts include references to this administrative regulation, and the accompanying Board policy, as well as BP/AR 3551 - Food Service Operations/Cafeteria Fund. For additional rights established by Education Code 49014, including prohibitions against directly billing a student or former student or imposing any negative action on a student, see the accompanying Board policy.***~~

Before pursuing payment of any debt that has accumulated from unpaid permissible fees, the Superintendent or designee shall provide an itemized invoice for any amount owed by the parent/guardian on behalf of a student or former student. The invoice shall reference district policies related to debt collection and the rights established pursuant to Education Code 49014 and 49557.5. For each payment received, the district shall provide a receipt to the parent/guardian. (Education Code 49014)

The Superintendent or designee shall not sell debt owed by a parent/guardian of a student or former student. (Education Code 49014)

(4/14 3/17) 3/19

CSBA Sample

Board Policy

Recovery For Property Loss Or Damage

BP 3515.4

Business and Noninstructional Operations

~~***Note: The following optional policy may be modified to reflect district practice.***~~

~~***Note: Pursuant to Education Code 48904, parents/guardians are liable to the district for the costs of damages caused by the willful misconduct of their minor children (1) that results in damage to school property, an employee's personal property, or injury or death of a district student, employee, or volunteer, and (2) for any reward paid by the district for information leading to the identification and apprehension of persons who willfully damage or destroy property. These amounts are adjusted annually for inflation by the Superintendent of Public Instruction. For 2019, the liability of a parent/guardian must not exceed \$20,300 for damages and \$20,300 for the reward. For situations not addressed by the Education Code, Civil Code 1714.1 provides for parent/guardian liability for the willful misconduct of their minor child which results in injury, death, or property damage. The limit under this statute is adjusted every two years for cost-of-living by the Judicial Council of California and, effective July 1, 2017, parent/guardian liability must not exceed \$42,100.***~~

~~***Note: Pursuant to Penal Code 640.5 and 640.6, an individual who has been found to have defaced district property with graffiti may be fined or ordered by a court to perform community service. Depending on the amount of damage, Penal Code 594 also specifies that an individual, or the parent/guardian of a minor, who has been convicted of vandalism may be ordered to clean up and repair the property and to keep the property free from graffiti for one year.***~~

The Governing Board desires to create a safe and secure learning environment and to minimize acts of vandalism and damage to school property. When district property is damaged due to the willful misconduct of a student or other person, the district shall seek reimbursement of damages, within the limitations specified in law, from the parent/guardian of a minor child or from any other responsible individual.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131 - Conduct)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

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

~~***Note: Pursuant to Education Code 49014, as added by AB 1974 (Ch. 577, Statutes of 2018),~~

Legal Reference:

EDUCATION CODE

19910 Libraries, malicious cutting, tearing, defacing, breaking or injuring

19911 Libraries, willful detention of property

44810 Willful interference with classroom conduct

48904 Liability of parent/guardian for willful misconduct

49014 Public School Fair Debt Collection Act

CIVIL CODE

1714.1 Liability of parent or guardian for act of willful misconduct by a minor

GOVERNMENT CODE

53069.5 Reward for information concerning person causing death, injury, or property damage

53069.6 Actions to recover damages

54951 Local agency, definition

PENAL CODE

484 Theft defined

594 Vandalism

594.1 Aerosol paint and etching cream

640.5 Graffiti; facilities or vehicles of governmental entity

640.6 Graffiti

Management Resources:

WEB SITES

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

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

Judicial Council of California: <http://www.courts.ca.gov>

CSBA Sample

Administrative Regulation

Recovery For Property Loss Or Damage

AR 3515.4

Business and Noninstructional Operations

~~***Note: The following administrative regulation is optional and should be modified to reflect district practice.***~~

District employees shall report any damage to or loss of school property to the Superintendent or designee immediately after such damage or loss is discovered.

(cf. 3530 - Risk Management/Insurance)
(cf. 5131.5 - Vandalism and Graffiti)

~~***Note: Certain acts of graffiti or vandalism may trigger the need for an investigation pursuant to the district's sexual harassment or nondiscrimination grievance procedures (e.g., graffiti that is sexual in nature or disparaging to a class of individuals protected by the district's nondiscrimination policies). See BP 5131.5 - Vandalism and Graffiti.***~~

The Superintendent or designee shall conduct a complete investigation of any instance of damage to or loss of school property and shall consult law enforcement officials when appropriate.

(cf. 3515.3 - District Police/Security Department)

When the individual causing the damage or loss has been identified and the costs of repair, replacement, or cleanup determined, the Superintendent or designee shall take all practical and reasonable steps to recover the district's costs and shall consult with the district's legal counsel and/or insurance carrier, as appropriate.

Such steps may include the filing of a civil complaint in a court of competent jurisdiction to recover damages from the responsible person and, if the responsible person is a minor, from the parent/guardian in accordance with law. Damages may include the cost of repair or replacement of the property, the payment of any reward, interest, court costs, and all other damages as provided by law.

~~***Note: If a student's parents/guardians are unable to pay the damages, Education Code 48904 requires the district to offer an option for the student to provide work in lieu of payment. Pursuant to Education Code 49014, as added by AB 1974 (Ch. 577, Statutes of 2018), a district may offer any student or former student alternative, nonmonetary means to settle debt owed as a result of damage or loss of district property, regardless of the parents/guardians' ability to pay. However, the district is prohibited from collecting debt from a current or former homeless~~

CSBA Sample

Board Policy

Nondiscrimination In Employment

BP 4030

Personnel

~~***Note: The following Board policy and accompanying administrative regulation are mandated pursuant to Government Code 11138 and 2 CCR 11023. The California Fair Employment and Housing Act (FEHA) (Government Code 12900-12996) prohibits districts and district employees from harassing or discriminating against employees and job applicants on the basis of actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, sex, sexual orientation, gender, gender identity, or gender expression. Pursuant to Government Code 12940, these protections apply to employees, job applicants, persons who serve in an unpaid internship or other limited-duration program to gain unpaid work experience, volunteers, and independent contractors.***~~

~~***Note: The same or similar protections are available to employees and job applicants under various provisions of federal law, including Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000d-7), Title VII of the Civil Rights Act of 1964 (42 USC 2000e-2000e-17), Title IX of the Education Amendments of 1972 (20 USC 1681-1688), the Americans with Disabilities Act (42 USC 12101-12213), Section 504 of the Rehabilitation Act of 1973 (29 USC 794), and the Genetic Information Nondiscrimination Act (42 USC 2000ff-2000ff-11).***~~

~~***Note: For policy addressing sexual harassment of and by employees, see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment.***~~

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal employment access and opportunities, protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy, employees include job applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

(cf. 1240 - Volunteer Assistance)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

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

~~***Note: 2 CCR 11027.1, as added by Register 2018, No. 20, provides a definition of "national origin" for the purpose of implementing state nondiscrimination laws.***~~

No district employee shall be discriminated against or harassed by any coworker, supervisor,

~~claim.***~~

4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

(cf. 4033 - Lactation Accommodation)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

c. Requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

d. Failure to make reasonable accommodation for the known physical or mental disability of an employee, or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee

(cf. 4032 - Reasonable Accommodation)

~~***Note: Retaliation against complainants or other participants in the grievance procedures is prohibited by Government Code 12940 and 34 CFR 110.34. In addition to the general prohibition against retaliation, Government Code 12940 provides that an employee who requests accommodation for a physical or mental disability or religious belief is protected from retaliation as specified below. CSBA recommends that this protection be extended to all protected characteristics, as provided below.***~~

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other related conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act, especially:

12940-12952 Unlawful employment practices

12960-12976 Unlawful employment practices; complaints

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11006-11086 Discrimination in employment, especially:

11013 Recordkeeping

11019 Terms, conditions and privileges of employment

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11027-11028 National origin and ancestry discrimination

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

CSBA Sample

Administrative Regulation

Nondiscrimination In Employment

AR 4030

Personnel

~~***Note: Pursuant to Government Code 11138 and 2 CCR 11023, districts are mandated to adopt rules and regulations to ensure that district programs and activities are free from unlawful discriminatory practices. Pursuant to Government Code 12940, protections against discrimination apply to employees, job applicants, persons who serve in an unpaid internship or other limited duration program to gain unpaid work experience, volunteers, and independent contractors.***~~

All allegations of discrimination in employment, including those involving an employee, job applicant, intern, volunteer, or person contracted to provide services to the district shall be investigated and resolved in accordance with procedures specified in this administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1240 - Volunteer Assistance)
(cf. 3312 - Contracts)
(cf. 3600 - Consultants)
(cf. 4032 - Reasonable Accommodation)

~~***Note: Many nondiscrimination laws and regulations require identification of an employee who will be responsible for compliance with the nondiscrimination laws. For example, pursuant to 34 CFR 104.7, 106.8, and 110.25, the district is required to designate the person(s) responsible for the overall implementation of the requirements of federal laws which prohibit discrimination on the basis of disability, sex, and age, i.e., Section 504 of the Rehabilitation Act of 1973 (29 USC 794), Title IX of the Education Amendments of 1972 (20 USC 1681-1688), and the Age Discrimination in Employment Act (29 USC 621-634). The district should fill in the blanks below to designate the responsible employee and contact information.***~~

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to coordinate the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

(position title)

(address)

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 4111/4211/4311 - Recruitment and Selection)

3. Disseminate the district's nondiscrimination policy to all employees by one or more of the following methods: (2 CCR 11023)

- a. Printing and providing a copy of the policy to all employees, with an acknowledgment form for each employee to sign and return
- b. Sending the policy via email with an acknowledgment return form
- c. Posting the policy on the district intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies
- d. Discussing the policy with employees upon hire and/or during a new hire orientation session
- e. Any other way that ensures employees receive and understand the policy

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

4. Provide to employees a handbook which contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to employees who believe they have been the victim of any discriminatory or harassing behavior

~~***Note: Item #5 below provides for training regarding the district's discrimination policy and reporting procedures. For requirements specifically pertaining to sexual harassment training, see AR 4119.11/4219.11/4319.11 - Sexual Harassment. Pursuant to Government Code 12950.1, if the district has 50 or more employees, it must provide at least two hours of staff development regarding sexual harassment to all supervisory employees within six months of their assumption of a supervisory position and once every two years thereafter. As amended by SB 1343 (Ch. 956, Statutes of 2018), Government Code 12950.1 requires any district that has five or more employees to provide at least two hours of sexual harassment training to supervisory employees and at least one hour of sexual harassment training to all nonsupervisory employees by January 1, 2020 and once every two years thereafter.***~~

5. Provide training to employees, volunteers, and interns regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

~~***Note: Pursuant to Government Code 12950.2, as added by SB 1300 (Ch. 955, Statutes of 2018), districts are authorized, but not required, to provide bystander intervention training as provided below.***~~

The district may also provide bystander intervention training to employees that includes

with the following procedures:

1. Notice and Receipt of Complaint: A complainant may inform a direct supervisor, another supervisor, the coordinator, the Superintendent or, if available, a complaint hotline or an ombudsman. The employee's direct supervisor may be bypassed in filing a complaint where the supervisor is the subject of the complaint.

The complainant may file a written complaint in accordance with this procedure or may first attempt to resolve the situation informally with the employee's supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

2. Investigation Process: The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the alleged discriminatory or harassing behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the investigation of the allegations will be fair, timely, and thorough and will be conducted in a manner that provides all parties due process and reaches reasonable conclusions based on the evidence collected. The coordinator shall also inform the parties that the investigation will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

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

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the coordinator determines that a detailed fact-finding investigation is necessary, the investigation shall begin immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

The coordinator shall track and document the progress of the investigation to ensure reasonable progress and shall inform the parties as necessary.

When necessary to carry out the investigation or to protect employee safety, the

~~***Note: Pursuant to Government Code 12960, an employee has one year to file a complaint with DFEH, although that period may be extended under certain circumstances, such as when a person obtains knowledge of the unlawful practice after the expiration of the one-year period.***~~

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960

Note: 42 USC 2000e-5 specifies that a person must file a discrimination complaint with EEOC within 180 days of the alleged discriminatory act. Pursuant to 42 USC 2000e-5, the 180-day timeline for compensation discrimination starts when the discriminatory paycheck is received and that each discriminatory paycheck restarts the timeline for the filing of a complaint.

2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)

3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

(12/15 12/16) 3/19

CSBA Sample

Administrative Regulation

Personal Illness/Injury Leave

AR 4161.1 4361.1

Personnel

~~***Note: The following administrative regulation is subject to collective bargaining. Education Code 44978 provides a minimum of 10 days of personal illness or injury leave (sick leave) per year for certificated employees working five days a week. The Governing Board may allow additional days at its discretion; if it does so, the following paragraph should be revised accordingly.***~~

~~***Note: Labor Code 245-249 (the Healthy Workplaces, Healthy Families Act) require districts to grant a minimum of one hour of paid sick leave for every 30 hours worked to their employees who work for 30 days or more within a year of their employment, including temporary and substitute employees. Pursuant to Labor Code 246, a district may use a different sick leave accrual method which provides for the accrual to be on a regular basis so that employees accrue at least 24 hours of sick leave or paid time off by the 120th calendar day of their employment or each calendar year or 12-month period.***~~

~~***Note: The provisions of Labor Code 245-249 are very broad and only district employees covered by a valid collective bargaining agreement may be exempted from them, if the collective bargaining agreement expressly provides paid sick leave in an amount equal to or exceeding the amount of leave required pursuant to Labor Code 246, includes final and binding arbitration of disputes regarding the application of the paid sick days provisions, and provides premium wage rates for all overtime hours worked and a regular hourly rate of pay of not less than 30 percent more than the state minimum wage rate. Since many districts may not satisfy all of the conditions for this exemption, this administrative regulation has been drafted to include the requirements of Labor Code 245-249. Any district which has a collective bargaining agreement that meets all of the conditions for exemption may modify this administrative regulation accordingly.***~~

~~***Note: For additional requirements of Labor Code 245-249, see the section titled "Healthy Workplaces, Healthy Families Act Requirements" below. For paid sick leave for temporary and substitute certificated employees, see BP/AR 4121 - Temporary/Substitute Personnel. For sick leave for classified employees, see AR 4261.1 - Personal Illness/Injury Leave.***~~

Certificated employees employed five school days per week are entitled to 10 days' leave of absence with full pay for personal illness or injury (sick leave) per school year of service. Employees who work less than five school days per week (part-time employees) shall be granted sick leave in proportion to the time they work. However, any part-time employees who are entitled to less than three days of paid sick leave per year due to the amount of time worked shall be granted sick leave pursuant to Labor Code 246, if they are eligible. (Education Code 44978;

~~***Note: Government Code 12945.6 extends the right to parental leave to an eligible employee who is not covered by FMLA or CFRA when the district employs 20-49 employees within 75 miles of the worksite where the employee requesting the leave is employed.***~~

~~***Note: For further information regarding parental leave, see AR 4161.8/4261.8/4361.8 - Family Care and Medical Leave.***~~

6. Need of the employee to bond with a child within one year of the child's birth, adoption, or foster care placement (parental leave) (Education Code 44977.5; Government Code 12945.2, 12945.6; 29 USC 2612; 29 CFR 825.112)

~~***Note: Pursuant to Labor Code 233, any district that provides sick leave to its employees is required to permit them to use sick leave, in an amount not less than the sick leave that would be accrued during six months at the employee's then current rate of entitlement, for the purposes specified in items #7-8 below.***~~

~~***Note: For the purpose of using sick leave to attend to the health care needs of a family member, as specified in item #7 below, Labor Code 245.5 defines "family member" as an employee's spouse, registered domestic partner, child (biological, adopted, or foster child; stepchild; legal ward; or a child to whom the employee stands in loco parentis), parent (biological, adoptive, or foster parent; stepparent; legal guardian of an employee or the employee's spouse or registered domestic partner; or a person who stood in loco parentis when the employee was a minor child), grandparent, grandchild, or sibling.***~~

~~***Note: For additional information about leaves for victims of domestic violence, sexual assault, or stalking granted in accordance with item #8 below, see AR 4161.2/4261.2/4361.2 - Personal Leaves.***~~

7. Need of the employee or employee's family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care (Labor Code 233, 246.5)

8. Need of the employee to seek or obtain any relief or medical attention specified in Labor Code 230(c) and/or 230.1(a) for the health, safety, or welfare of the employee or the employee's child, when the employee has been a victim of domestic violence, sexual assault, or stalking (Labor Code 233, 246.5)

For the purposes specified in items #7-8, an employee may use, in any calendar year, the amount of sick leave that would be accrued during six months at the employee's then current rate of entitlement. (Labor Code 233)

An employee may take sick leave at any time during the school year, even if credit for sick leave has not yet been accrued. (Education Code 44978)

~~***Note: The following paragraph is optional.***~~

~~following paragraph may be revised to reflect district practice.***~~

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

Leave for military-service connected disability shall be available for 12 months following the first date that the leave was credited. Leave not used during the 12-month period shall not be carried over and shall be forfeited. (Education Code 44978.2)

Notification of Absence

~~***Note: The following optional section may be revised to reflect district practice.***~~

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

(cf. 4121 - Temporary/Substitute Personnel)

Continued Absence After Available Sick Leave Is Exhausted/Differential Pay

~~***Note: Pursuant to Education Code 44977, employees who are absent due to illness for up to five months after exhausting all available sick leave must receive their regular salary minus the cost of a substitute. Alternatively, Education Code 44983 allows districts to adopt a rule that gives certificated employees 50 percent or more of their regular salary during the period of absence. When an employee is absent for a cause other than illness, Education Code 44977 and 44983 provide that the amount deducted from the employee's salary shall be determined according to the rules and regulations adopted by the Board as long as such rules are not in conflict with State Board of Education regulations ***~~

~~***Note: Option 1 below is for use by districts that subtract the cost of a substitute from the absent employee's salary pursuant to Education Code 44977. Option 2 is mandated pursuant to Education Code 44983 for districts that choose to give certificated employees 50 percent or more of their regular salary during the period of absence, and may be revised to specify a percentage higher than 50 percent in accordance with district practice.***~~

~~***Note: If not covered in the district's bargaining agreement, the district may add provisions to this section reflecting salary deductions for employees absent longer than five months.***~~

OPTION 1:

Parental Leave

~~***Note: The following section is subject to any conflicting provision in a collective bargaining agreement that provides greater parental leave rights.***~~

During each school year, a certificated employee may use all available sick leave, including accumulated sick leave, for the purpose of parental leave for a period of up to 12 work weeks. The 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of such parental leave. (Education Code 44977.5)

~~***Note: Unlike leave taken pursuant to Government Code 12945.2, leave taken pursuant to Education Code 44977.5 does not require an employee to have at least 1,250 hours of service with the district during the previous 12-month period in order to be eligible for parental leave. See AR 4161.8/4261.8/4361.8 - Family Care and Medical Leave for further information on requirements related to the California Family Rights Act.***~~

Eligibility for such leave shall not require 1,250 hours of service with the district during the previous 12 months. (Education Code 44977.5)

~~***Note: Pursuant to Education Code 44977.5, the district is required to provide differential pay to a certificated employee for up to 12 work weeks when the employee has exhausted all available sick leave, including accumulated sick leave, and continues to be absent due to parental leave pursuant to Government Code 12945.2. Such an employee is entitled to receive differential pay, calculated in the same manner described in Option 1 or 2 in the section "Continued Absence After Available Sick Leave Is Exhausted/Differential Pay" above. As amended by AB 2012 (Ch. 994, Statutes of 2018), Education Code 44977.5 requires that, regardless of the type of differential pay system used by the district, employees must receive at least 50 percent of their regular salary for any portion of the 12-week parental leave that remains following the exhaustion of sick leave. The following paragraph may be revised to specify a percentage higher than 50 percent in accordance with district practice.***~~

~~***Note: Since Education Code 44977.5 does not expressly require districts to provide differential pay to employees who are eligible for parental leave pursuant to Government Code 12945.6, it is unclear whether such employees would be entitled to differential pay. Districts should consult legal counsel if they have questions regarding differential pay for such employees.***~~

An employee who has exhausted all available sick leave, including accumulated sick leave, and continues to be absent on account of parental leave shall receive differential pay of at least 50 percent of the employee's regular salary for the remainder of the 12 work weeks. (Education Code 44977.5)

Parental leave taken pursuant to Education Code 44977.5 shall run concurrently with the parental leave taken pursuant to Government Code 12945.2 or 12945.6, and the aggregate amount of parental leave shall not exceed 12 work weeks in a 12-month period. (Education Code 44977.5; Government Code 12945.2, 12945.6)

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

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

(cf. 4032 - Reasonable Accommodation)

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

Healthy Workplaces, Healthy Families Act Requirements

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

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

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

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

CSBA Sample

Administrative Regulation

Personal Illness/Injury Leave

AR 4261.1

Personnel

~~***Note: The following administrative regulation is subject to collective bargaining. Twelve days of paid personal illness or injury leave (sick leave) per year is the minimum prescribed by Education Code 45191 for classified employees employed five days a week in both merit and non-merit system districts. The Governing Board may allow more sick leave at its discretion; if it does so, the following paragraph should be revised accordingly.***~~

~~***Note: Labor Code 245-249 (the Healthy Workplaces, Healthy Families Act) require districts to grant a minimum of one hour of paid sick leave for every 30 hours worked to their employees who work for 30 days within a year of their employment, including classified employees. Pursuant to Labor Code 246, a district may use a different sick leave accrual method which provides for the accrual to be on a regular basis so that employees accrue at least 24 hours of sick leave or paid time off by the 120th calendar day of their employment or each calendar year or 12-month period.***~~

~~***Note: The provisions of Labor Code 245-249 are very broad and only district employees covered by a valid collective bargaining agreement may be exempted from them, if the collective bargaining agreement expressly provides paid sick leave in an amount equal to or exceeding the amount of leave required pursuant to Labor Code 246, includes final and binding arbitration of disputes regarding the application of the paid sick days provisions, and provides premium wage rates for all overtime hours worked and a regular hourly rate of pay of not less than 30 percent more than the state minimum wage rate. Since many districts may not satisfy all of the conditions for this exemption, this administrative regulation reflects the requirements of Labor Code 245-249. Any district which has a collective bargaining agreement that meets all of the conditions for exemption may modify this administrative regulation accordingly.***~~

~~***Note: For additional requirements of Labor Code 245-249, see sections titled "Short Term and Substitute Employees" and "Healthy Workplaces, Healthy Families Act Requirements" below. For sick leave for certificated employees, see AR 4161.1/4361.1 - Personal Illness/Injury Leave.***~~

Classified employees employed five days a week are entitled to 12 days' leave of absence with full pay for personal illness or injury (sick leave) per fiscal year. Employees who work less than a full fiscal year or fewer than five days a week (part-time employees) shall be granted sick leave in proportion to the time they work. However, part-time employees who are entitled to less than 24 hours of paid sick leave per fiscal year due to the amount of time worked shall be granted sick leave pursuant to Labor Code 246, if they are eligible. (Education Code 45191; Labor Code 245-249)

6. Need of an employee to bond with a child within one year of the child's birth, adoption, or foster care placement (parental leave) (Education Code 45196.1; Government Code 12945.2, 12945.6; 29 USC 2612; 29 CFR 825.112)

~~***Note: Pursuant to Labor Code 233, any district that provides sick leave to its employees is required to permit them to use sick leave, in an amount not less than the sick leave that would be accrued during six months at the employee's then current rate of entitlement, for the purposes specified in items #7-8 below.***~~

~~***Note: For the purpose of using sick leave to attend to the health care needs of a family member, as specified in item #7 below, Labor Code 245.5 defines "family member" as an employee's spouse, registered domestic partner, child (biological, adopted, or foster child; stepchild; legal ward; or a child to whom the employee stands in loco parentis), parent (biological, adoptive, or foster parent; stepparent; legal guardian of an employee or the employee's spouse or registered domestic partner; or a person who stood in loco parentis when the employee was a minor child), grandparent, grandchild, or sibling.***~~

~~***Note: For additional information about leaves for victims of domestic violence, sexual assault, or stalking granted in accordance with item #8 below, see AR 4161.2/4261.2/4361.2 - Personal Leaves.***~~

7. Need of the employee or the employee's family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care (Labor Code 233, 246.5)

8. Need of the employee to seek or obtain any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee or the employee's child, when the employee has been a victim of domestic violence, sexual assault, or stalking (Labor Code 233, 246.5)

For the purposes specified in items #7-8, an employee may use, in any calendar year, the amount of sick leave that would be accrued during six months at the employee's then current rate of entitlement. (Labor Code 233)

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

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

~~***Note: The following paragraph is optional.***~~

military service-connected disability.

Leave for military-service connected disability shall be available for 12 months following the first date that the leave was credited. Leave not used during the 12-month period shall not be carried over and shall be forfeited. (Education Code 45191.5)

Notification of Absence

~~***Note: The following optional section may be revised to reflect district practice.***~~

An employee shall notify the Superintendent or the designated manager or supervisor of the need to be absent as soon as such need is known so that the services of a substitute may be secured as necessary. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than three o'clock in the afternoon of the day preceding the day on which the employee intends to return to work. If the employee fails to notify the district and the failure results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

Continued Absence After Available Sick Leave Is Exhausted/Differential Pay

~~***Note: Pursuant to Education Code 45196, districts may choose one of two methods for compensating classified employees who have exhausted their paid leaves and continue to be absent due to illness or injury.***~~

~~***Note: Option 1 below is for use by districts that subtract the actual cost of a substitute from the absent employee's salary for up to five months. Pursuant to Education Code 45196, the amount paid to a substitute must be less than the absent employee's salary unless the Board has adopted a salary schedule for substitutes. In California School Employees Association v. Tustin Unified School District, the court ruled that a district could deduct from the absent employee's salary only the cost of an outside substitute employee, not the cost of existing classified employee(s) working additional hours to fill the position during the absence.***~~

~~***Note: Option 2 is mandated pursuant to Education Code 45196 for districts that annually credit regular classified employees with at least 100 working days of paid sick leave and, after they have exhausted all fully paid leaves, compensate them at 50 percent or more of their regular salary for the remainder of the 100 working days. Option 2 may be revised to specify more than 100 working days and/or the level of compensation the district will pay an employee, if it chooses to pay more than 50 percent of the employee's salary.***~~

~~***Note: Districts that maintain a catastrophic leave program for their classified employees should specify how the program will affect the differential leave pay to which the employee may be entitled.***~~

OPTION 1:

~~regular salary for any portion of the 12-week parental leave that remains following the exhaustion of sick leave. The following paragraph may be revised to specify a percentage higher than 50 percent in accordance with district practice.***~~

~~***Note: Since Education Code 45196.1 does not expressly require districts to provide differential pay to employees who are eligible for parental leave pursuant to Government Code 12945.6, it is unclear whether such employees would be entitled to differential pay. Districts should consult legal counsel if they have questions regarding differential pay for such employees.***~~

An employee who has exhausted all available sick leave, including accumulated sick leave, and continues to be absent on account of parental leave shall receive differential pay of at least 50 percent of the employee's regular salary for the remainder of the 12 work weeks. (Education Code 45196.1)

Parental leave taken pursuant to Education Code 45196.1 shall run concurrently with the parental leave taken pursuant to Government Code 12945.2 or 12945.6, and the aggregate amount of parental leave shall not exceed 12 work weeks in a 12-month period. (Education Code 45196.1; Government Code 12945.2, 12945.6)

Extension of Leave

~~***Note: Pursuant to Education Code 45195, the following extension of leave may be either paid or unpaid, and the Board may grant full pay for the full 18 months' allowable absence, if desired.***~~

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

(cf. 4216 - Probationary/Permanent Status)

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

Verification Requirements

~~***Note: Education Code 45191 mandates the Board to adopt regulations that require proof of~~

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

(cf. 4032 - Reasonable Accommodation)

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

Short-Term and Substitute Employees

~~***Note: Pursuant to Labor Code 245-249, the district is required to grant a minimum of one hour of paid sick leave for every 30 hours worked by an employee who works for 30 days within a year of employment. In implementing this requirement, Labor Code 246 permits the district to use any of the options specified below. Option 1 provides for paid leave accrual based on one hour for every 30 hours worked. Option 2 allows an accrual method that provides for a regular accrual basis and ensures that the employee receives 24 hours of paid sick leave by the 120th calendar day of employment or each calendar year or 12-month period. Option 3 is for any district that credits employees with 24 hours or three days of paid sick leave at the beginning of each year and does not allow unused sick leave to carry over to the next year. In addition, pursuant to Labor Code 245.5, retired annuitants who have not reinstated to the applicable public retirement system are excluded from participation in these leave benefit provisions. The district should select the option below which corresponds to its approach under Labor Code 246.***~~

~~***Note: See section below titled "Healthy Workplaces, Healthy Families Act Requirements" for additional requirements.***~~

~~OPTION 1:~~

~~Except for a retired annuitant who is not reinstated to the retirement system, short-term or substitute employees who work for 30 or more days within a year of their employment shall be entitled to one hour of paid sick leave for every 30 hours worked. Accrued paid sick days shall carry over to the following year of employment, up to a maximum of 48 hours. (Labor Code 246)~~

~~OPTION 2:~~

~~Except for a retired annuitant who is not reinstated to the retirement system, short-term or substitute employees who work for 30 or more days within a year of their employment shall accrue, on a regular basis, paid sick leave of up to 24 hours by the 120th calendar day of their employment or each calendar year or 12-month period. Accrued paid sick days shall carry over to the following year of employment, up to a maximum of 48 hours. (Labor Code 246)~~

~~OPTION 3:~~

~~Except for a retired annuitant who is not reinstated to the retirement system, short-term or substitute employees who work for 30 or more days within a year of their employment shall be~~

includes the following information:

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

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

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

Legal Reference:

EDUCATION CODE

45103 Substitute employees

45190 Leaves of absence and vacations

45191 Leaves of absence for illness and injury

45191.5 Leave for military service connected disability

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

45195 Additional leave for nonindustrial accident or illness; reemployment preference

45196 Salary; deductions during sick leave

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

45202 Transfer of accumulated sick leave and other benefits

GOVERNMENT CODE

12945.1-12945.2 California Family Rights Act

12945.6 Parental leave

LABOR CODE

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

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

233 Illness of child, parent, spouse or domestic partner

245-249 Healthy Workplaces, Healthy Families Act of 2014

CSBA Sample

Board Policy

Interdistrict Attendance

BP 5117

Students

~~***Note: The Education Code provides a number of options under which a district may enroll a student whose parent/guardian does not reside within district boundaries. Under an "interdistrict attendance permit" or "reciprocal agreement" pursuant to Education Code 46600-46610, a student may attend school in a different district when both the district of residence and the district of proposed attendance agree (Option 1 below). Alternatively, pursuant to Education Code 48300-48317, the Governing Board may declare the district to be a "school district of choice" willing to accept a specific number of interdistrict transfers into the district through a random selection process (Option 2 below). In order to maintain the integrity of the random selection process, it is recommended that a school district of choice not also accept transfers under the interdistrict attendance permit option except when extraordinary circumstances exist, as provided in Option 2 below. Districts that wish to use both sources of authority should consult legal counsel.***~~

~~***Note: In addition, pursuant to Education Code 48204, a district may authorize a student whose parent/guardian is employed within district boundaries to attend a school in the district (Allen bill transfer); see AR 5111.1 - District Residency.***~~

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district.

(cf. 5111.1 - District Residency)

(cf. 5116.1 - Intradistrict Open Enrollment)

~~OPTION 1: Interdistrict Attendance Agreements and Permits~~

~~***Note: The following section is for use by districts that have entered into an agreement with one or more other districts to accept student transfers through interdistrict attendance permits pursuant to Education Code 46600-46610. Districts selecting this option should also select Option 1 in the accompanying administrative regulation.***~~

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

~~***Note: Education Code 46600 requires that the interdistrict attendance agreement specify the terms and conditions under which individual permits may be granted or denied. In addition,~~

~~***Note: Education Code 48301 requires a random, unbiased process for selecting students who will be admitted through the school district of choice program and prohibits consideration of certain characteristics and factors in making the selections. Pursuant to Education Code 48301, family income may only be considered to the extent necessary to determine enrollment priority pursuant to Education Code 48306; see the accompanying administrative regulation.***~~

Students shall be admitted to district schools through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether or not a student should be enrolled based upon the student's academic or athletic performance, physical condition, proficiency in English, any of the individual characteristics set forth in Education Code 200, or family income. (Education Code 48301)

If the number of transfer applications exceeds the number of transfers the Board has elected to accept, approval for transfer shall be determined by a random drawing held in public at a regularly scheduled Board meeting. (Education Code 48301)

~~***Note: Because the school district of choice program requires a random selection process, it is recommended that participating districts not admit students through the interdistrict attendance permit process described in Option 1 above except under extraordinary circumstances. Such circumstances might include approving interdistrict attendance permits for students who are victims of an act of bullying. Such students are given priority for interdistrict attendance permits pursuant to Education Code 46600; see the accompanying administrative regulation.***~~

Because the district admits students in accordance with the school district of choice program, the Superintendent or designee shall not admit students based on individual interdistrict attendance permits pursuant to Education Code 46600-46610 except under extraordinary circumstances.

The Superintendent or designee shall keep an accounting of all requests for admittance and a record of their disposition, including, but not limited to, all of the following: (Education Code 48313)

1. The number of requests granted, denied, or withdrawn and, for denied requests, the reason for the denial
2. The number of students transferred into and out of the district pursuant to this program
3. The race, ethnicity, gender, self-reported socioeconomic status, eligibility for free or reduced-price meals, and the district of residence for each student transferred into or out of the district pursuant to this program
4. The number of students transferred into or out of the district pursuant to this program who are classified as English learners or students with disabilities

~~***Note: Education Code 48311 authorizes, but does not require, a school district of choice to provide transportation to participating students to the extent that the district provides transportation assistance to other students. See section on "Transportation" below. Item #5 may~~

52317 Regional occupational center/program, enrollment of students, interdistrict attendance

CALIFORNIA CONSTITUTION

Article 1, Section 31 Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 132 (2004)

84 Ops.Cal.Atty.Gen. 198 (2001)

COURT DECISIONS

Walnut Valley Unified School District v. the Superior Court of Los Angeles County, (2011) 192 Cal.App.4th 234

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

WEB SITES

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

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

(12/15 10/17) 3/19

CSBA Sample

Administrative Regulation

Interdistrict Attendance

AR 5117
Students

OPTION 1: Interdistrict Attendance Agreements and Permits

~~***Note: The following option is for use by districts that have entered into an agreement with one or more other school districts to accept transfers through the "interdistrict attendance permit" or "reciprocal agreement" process pursuant to Education Code 46600-46610. (See Option 1 in the accompanying Board policy.) In 87 Ops.Cal.Atty.Gen. 132 (2004), the Attorney General opined that districts could not charge students a fee for processing applications for interdistrict attendance.***~~

In accordance with an agreement between the Governing Board and the board of another district, a permit authorizing a student of either district to enroll in the other district may be issued upon approval of both districts.

~~***Note: Pursuant to Education Code 46600.2, as added by AB 2826 (Ch. 550, Statutes of 2018), districts are required to post on their web sites, in a manner accessible to the public without a password, the procedures and timelines regarding a request for an interdistrict transfer permit.***~~

The district shall post on its web site the procedures and timelines for requesting an interdistrict transfer permit, including a link to BP 5117 - Interdistrict Attendance. The posted information shall include, but is not limited to: (Education Code 46600.1, 46600.2)

1. The date upon which the district will begin accepting and processing interdistrict transfer requests for the following school year
2. The reasons for which the district may approve or deny a request, and any information or documents that must be submitted as supporting evidence
3. If applicable, the process and timelines by which a denial of a request may be appealed within the district before the district renders a final decision
4. A statement that failure of a parent/guardian to meet any timelines established by the district shall be deemed an abandonment of the request
5. Applicable timelines for processing a request, including the following statements:
 - a. For an interdistrict transfer request received by the district 15 or fewer calendar days

request, the Superintendent or designee shall notify the parent/guardian of the final decision within 30 calendar days of receiving the request. If the transfer request is for a school year that begins more than 15 calendar days after the receipt of the request, the parent/guardian shall be notified of the final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction during that school year. (Education Code 46600.2)

~~***Note: Education Code 46600.2, as added by AB 2826, requires a district that denies a request for an interdistrict transfer to give written notice to the parent/guardian of the right to appeal to the County Board of Education.***~~

~~***Note: Pursuant to Education Code 46601, parents/guardians may submit their appeal to the County Board within 30 calendar days of the district's final denial of the permit. The County Board then has 30 calendar days, unless extended by an additional five school days for good cause, to make its determination as to whether the student should be allowed to attend the district of proposed enrollment and the applicable period of attendance. However, Education Code 46601 allows a class 1 county (i.e., a county with a 1994-95 average daily attendance (ADA) of 500,000 or more for all districts in the county), until July 1, 2023, 60 calendar days to make its determination.***~~

~~***Note: Pursuant to Education Code 46602, if the County Board determines that the student should be permitted to attend the district of proposed enrollment, the district shall admit the student without delay.***~~

If a student's interdistrict transfer request is denied, the Superintendent or designee shall, in writing, notify the parents/guardians of their right to appeal to the County Board of Education within 30 calendar days from the date of the final denial. (Education Code 46600.2)

(cf. 5145.6 - Parental Notifications)

All notices to parents/guardians regarding the district's decision on any request for interdistrict transfer shall conform to the translation requirements of Education Code 48985, and may be provided by regular mail, electronic format if the parent/guardian provides an email address, or by any other method normally used to communicate with parents/guardians in writing. (Education Code 46600.2)

Pending a decision by the two districts or by the County Board on appeal, the Superintendent or designee may provisionally admit a student who resides in another district for a period not to exceed two school months, provided the district is the district of proposed enrollment. If the decision has not been rendered by the conclusion of two school months and the districts or County Board is still operating within the prescribed timelines, the student shall not be allowed to continue attending the district school to which the student was provisionally admitted. (Education Code 46603)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or rescissions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Once a student is admitted to a school on the basis of an interdistrict attendance permit, the student shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school of enrollment, unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded after June 30 following a student's completion of grade 10 or for any student entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

~~OPTION 2:~~ School District of Choice Program

~~***Note: The following section is for use by districts that elect to participate in the school district of choice program pursuant to Education Code 48300-48317. (See Option 2 in the accompanying Board policy.)***~~

The Superintendent or designee shall communicate with parents/guardians regarding transfer opportunities under the school district of choice program. Communications sent to parents/guardians shall be available in all languages for which translations are required pursuant to Education Code 48985, shall be factually accurate, and shall not target particular neighborhoods or individual parents/guardians on the basis of a child's actual or perceived academic or athletic skill or any other personal characteristic. (Education Code 48301, 48980)

The Superintendent or designee shall also make public announcements regarding district schools, programs, policies, and procedures, including transportation options if applicable, during the enrollment period. (Education Code 48312)

~~***Note: The following optional paragraph reflects Education Code 48302, which encourages districts to hold informational meetings as described below, and may be revised to reflect district practice.***~~

The Superintendent or designee may hold informational meetings on the district's current educational programs, so that parents/guardians can provide input to the district on methods to improve current programs and make informed decisions regarding their children's education. (Education Code 48302)

The process for student transfers into the district under the school district of choice program, including, but not limited to, any applicable form, the timeline for a transfer, and an explanation of the selection process, shall be posted on the district's web site. (Education Code 48301)

(cf. 1113 - District and School Web Sites)

Parents/guardians shall submit applications for interdistrict attendance to the district office before January 1 of the school year preceding the school year for which the student is requesting to be transferred. The application deadline may be waived upon agreement between the district

The number of students accepted for transfer into the district, by school and grade level, shall be reported to the district of residence on or before February 15. (Education Code 48308)

If a student's application is denied, the Superintendent or designee shall notify the student's parents/guardians that the number of students requesting to transfer exceeded the district's capacity and that the student was not selected during the random drawing. Such determination shall be accurately recorded in the minutes of the Board meeting at which the determination was made. (Education Code 48308)

(cf. 9324 - Minutes and Recordings)

For a student whose parent/guardian was relocated by the military less than 90 days prior to the submission of the application, the district shall make a final decision to accept or reject the application within 90 days of its receipt. If the student's application has been submitted less than 90 days prior to the beginning of the school year, then the district shall accept or deny the application before the school year begins. Upon acceptance, the student may immediately enroll in a district school. (Education Code 48308)

Vacancies may be filled from the waiting list until May 1 of the school year preceding the school year for which students are requesting to be transferred. (Education Code 48308)

The final number of students enrolled in the district through the school district of choice program, by school and grade level, along with the names of the students, shall be reported to the district of residence on or before May 2. (Education Code 48308)

Students admitted through the school district of choice program are deemed to have fulfilled district residency requirements pursuant to Education Code 48204. (Education Code 48301)

(cf. 5111.1 - District Residency)

(cf. 5116.1 - Intradistrict Open Enrollment)

Final acceptance of the transfer is applicable for one school year and shall be renewed automatically each year unless the Board, by adoption of a resolution, withdraws from participation in the program and no longer accepts transfer students from other districts. (Education Code 48308)

Note: ~~The following paragraph may be revised by districts that do not maintain high schools.~~

~~Even if the district withdraws from participation in the program, students who attended or received a notice of acceptance into the district before the Board's resolution of withdrawal shall be permitted to attend school in the district, and admitted high school students may continue attending school in the district until they graduate from high school. (Education Code 48307, 48308)~~

48307 authorizes the district to prohibit a transfer out of the district under the school district of choice program if the Board determines that the transfer would negatively impact a court-ordered, desegregation plan, a voluntary desegregation plan, or the racial and ethnic balance of the district. Education Code 48307 provides that denial of transfers on the basis of a voluntary desegregation plan or the racial and ethnic balance of the district must be consistent with the constitutional provisions added by Proposition 209 in 1996 (California Constitution, Article 1, Section 31). It is recommended that districts consult legal counsel before adopting policy to allow denial of transfers on either of these bases.***

3. The Board determines that the transfer would negatively impact any of the following:
(Education Code 48307)

- a. A court-ordered desegregation plan
- b. A voluntary desegregation plan of the district, consistent with the California Constitution, Article 1, Section 31
- c. The racial and ethnic balance of the district, consistent with the California Constitution, Article 1, Section 31

(7/12 10/17) 3/19

CSBA Sample

Administrative Regulation

Withholding Grades, Diploma Or Transcripts

AR 5125.2
Students

~~***Note: In certain limited circumstances, state law permits districts to withhold student grades, diplomas, and/or transcripts. Pursuant to Education Code 48904, the district may withhold the grades, diploma, and/or transcripts of a student who willfully cuts, defaces, or otherwise injures any real or personal property belonging to the district, or who willfully does not return district property that was loaned to the student, until the damages are paid. For more information regarding limits of damages, as annually adjusted for inflation, see BP/AR 3515.4 - Recovery for Property Loss or Damage. Pursuant to Education Code 49014, as added by AB 1974 (Ch. 577, Statutes of 2018), a current or former homeless or foster youth is exempted from the requirement to pay damages.***~~

~~***Note: If a student's parents/guardians are unable to pay the damages, Education Code 48904 requires the district to offer an option for the student to provide work in lieu of payment. Pursuant to Education Code 49014, a district may offer any other student regardless of the ability to pay, other than a current or former homeless or foster youth, alternative, nonmonetary means to settle the debt owed as a result of damage or loss of district property. In such cases, the district may withhold the student's grades, diploma, and/or transcripts until the work or other alternative is completed.***~~

~~***Note: Education Code 48904 mandates the Governing Board to establish procedures for withholding a student's grades, diploma, and/or transcripts until reparation is made.***~~

When a minor student willfully cuts, defaces, or otherwise injures real or personal property of the district or willfully does not return district property that has been loaned to the student, the student's parents/guardians may be required to pay the costs of all damages within the limits established pursuant to Education Code 48904. Until the student's parents/guardians have paid for the damages or the student has completed voluntary work or other nonmonetary alternative offered by the district in lieu of monetary damages, the Superintendent or designee may withhold the student's grades, diploma, and/or transcripts. (Education Code 48904, 49014)

(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5125 - Student Records)
(cf. 5131.5 - Vandalism and Graffiti)
(cf. 6161.2 - Damaged or Lost Instructional Materials)

This administrative regulation shall not apply to a student who is a current or former homeless or foster youth. (Education Code 49014)

CSBA Sample

Exhibit

Parental Notifications

E 5145.6

Students

~~Cautionary Notice: Government Code 17581.5 releases districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2017 (AB 97, Ch. 14, Statutes of 2017) extends the suspension of these requirements through the 2017-18 fiscal year. As a result, certain provisions of the following Exhibit related to scoliosis screening and bus safety instruction may be suspended.~~

~~***Note: The following exhibit lists notices which the law explicitly requires be provided to parents/guardians. See the referenced Board policy, administrative regulation, or Board bylaw for further information about related program and notice requirements. For example, see AR 1312.3 Uniform Complaint Procedures for the contents of the annual notice regarding uniform complaint procedures (UCP) as mandated by 5 CCR 4622.***~~

~~***Note: The exhibit does not include other notices that are recommended throughout CSBA's sample policy manual but are not required by law. The district may revise the exhibit to reflect additional notifications provided by the district.***~~

I. Annually

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 222.5
Board Policy/Administrative Regulation #: See BP 5146
Subject: Rights and options for pregnant and parenting students

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 234.7
Board Policy/Administrative Regulation #: See BP 0410
Subject: Right to a free public year 234.7 education regardless of immigration status or religious beliefs

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 310
Board Policy/Administrative Regulation #: See BP 6142.2, See AR 6174
Subject: Information on the district's language acquisition program

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 17611.5, 17612, 48980.3
Board Policy/Administrative Regulation #: See AR 3514.2

Education or Other Legal Code: Education Code 48980, 35160.5, 46600-46611, 48204, 48301, 48350-48361

Board Policy/Administrative Regulation #: See BP 5111.1, See AR 5116.1, See AR 5117

Subject: All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process

When to Notify: Beginning of each school year, if Board allows such absence

Education or Other Legal Code: Education Code 48980, 46014

Board Policy/Administrative Regulation #: See AR 5113

Subject: Absence for religious exercise or purposes

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 48205

Board Policy/Administrative Regulation #: See AR 5113, See BP 6154

Subject: Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed; full text of Education Code 48205

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 48206.3, 48207, 48208

Board Policy/Administrative Regulation #: See AR 6183

Subject: Availability of home/hospital instruction for students with temporary disabilities

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 49403

Board Policy/Administrative Regulation #: See BP 5141.31

Subject: School immunization program

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 49423, 49480

Board Policy/Administrative Regulation #: See AR 5141.21

Subject: Administration of prescribed medication

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 49451; 20 USC 1232h

Board Policy/Administrative Regulation #: See AR 5141.3

Subject: Right to refuse consent to physical examination

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 49471, 49472

Board Policy/Administrative Regulation #: See BP 5143

Subject: Availability of insurance

When to Notify: Annually

Education or Other Legal Code: 49013; 5 CCR 4622

Board Policy/Administrative Regulation #: See AR 1312.3

Subject: Uniform complaint procedures, available appeals, civil law remedies

When to Notify: Beginning of each school year
Education or Other Legal Code: Health and Safety Code 104855
Board Policy/Administrative Regulation #: See AR 5141.6
Subject: Availability of dental fluoride treatment; opportunity to accept or deny treatment

When/Whom to Notify: Annually
Education or Other Legal Code: 5 CCR 852; Education Code 60615
Board Policy/Administrative Regulation #: See AR 6162.51
Subject: Student's participation in state assessments; option to request exemption from testing

When to Notify: Beginning of each school year, if district receives Title I funds
Education or Other Legal Code: 20 USC 6312; 34 CFR 200.48
Board Policy/Administrative Regulation #: See BP 4112.2, See AR 4222
Subject: Right to request information re: professional qualifications of child's teacher and paraprofessional

When to Notify: Beginning of each school year
Education or Other Legal Code: 34 CFR 104.8, 106.9
Board Policy/Administrative Regulation #: See BP 0410, See BP 6178
Subject: Nondiscrimination

When to Notify: Beginning of each school year to parent, teacher, and employee organizations or, in their absence, individuals
Education or Other Legal Code: 40 CFR 763.84, 40 CFR 763.93
Board Policy/Administrative Regulation #: See AR 3514
Subject: Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

When to Notify: Beginning of each school year
Education or Other Legal Code: USDA SP-23-2017
Board Policy/Administrative Regulation #: See AR 3551
Subject: District policy on meal payments

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

When to Notify: Beginning in grade 7, at least once prior to course selection and career counseling
Education or Other Legal Code: Education Code 221.5; 48980
Board Policy/Administrative Regulation #: See BP 6164.2
Subject: Course selection and career counseling

When to Notify: Upon a student's enrollment
Education or Other Legal Code: Education Code 310
Board Policy/Administrative Regulation #: See BP 6142.2, See AR 6174
Subject: Information on the district's language acquisition programs

When to Notify: Beginning of each school year for students in grades 9-12
Education or Other Legal Code: Education Code 51229, 48980
Board Policy/Administrative Regulation #: See AR 6143
Subject: College admission requirements, UC and CSU web sites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors

When to Notify: Beginning of each school year for students in grades 7-12, or at time of enrollment if after beginning of year
Education or Other Legal Code: Education Code 51938, 48980
Board Policy/Administrative Regulation #: See AR 6142.1
Subject: Sexual health and HIV prevention education; right to view A/V materials, whether taught by district staff or outside consultants, right to request specific Education Code sections, right to excuse

When to Notify: Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, within 20 working days of start of next school year
Education or Other Legal Code: Education Code 60641; 5 CCR 863
Board Policy/Administrative Regulation #: See AR 6162.51
Subject: Results of tests; test purpose, individual score and intended use

When/Whom to Notify: By October 15 for students in grade 12
Education or Other Legal Code: Education Code 69432.9
Board Policy/Administrative Regulation #: See AR 5121, See AR 5125
Subject: Forwarding of student's grade point average to Cal Grant program; timeline to opt out

When to Notify: When child is enrolled or reenrolled in a licensed child care center or preschool
Education or Other Legal Code: Health and Safety Code 1596.7996
Board Policy/Administrative Regulation #: See AR 5148
Subject: Information on risks and effects of lead exposure, blood lead testing

When to Notify: When child is enrolled in kindergarten
Education or Other Legal Code: Health and Safety Code 124100, 124105
Board Policy/Administrative Regulation #: See AR 5141.32
Subject: Health screening examination

When to Notify: To students in grades 11-12, early enough to enable registration for fall test
Education or Other Legal Code: 5 CCR 11523
Board Policy/Administrative Regulation #: See AR 6146.2
Subject: Notice of proficiency examination provided under Education Code 48412

When to Notify: To secondary students, if district receives Title I funds
Education or Other Legal Code: 20 USC 7908
Board Policy/Administrative Regulation #: See AR 5125.1
Subject: Request that district not release name, address, phone number of child to military

Board Policy/Administrative Regulation #: See AR 3514.2

Subject: Intended use of pesticide product

When to Notify: To members of athletic teams

Education or Other Legal Code: Education Code 32221.5

Board Policy/Administrative Regulation #: See AR 5143

Subject: Offer of insurance; no-cost and low-cost program options

When to Notify: Annually to parents/guardians of student athletes before participation in competition

Education or Other Legal Code: Education Code 33479.3

Board Policy/Administrative Regulation #: See AR 6145.2

Subject: Information on sudden cardiac arrest

When to Notify: If school has lost its WASC accreditation status

Education or Other Legal Code: Education Code 35178.4

Board Policy/Administrative Regulation #: See BP 6190

Subject: Loss of status, potential consequences

When/Whom to Notify: When district has contracted for electronic products or services that disseminate advertising

Education or Other Legal Code: Education Code 35182.5

Board Policy/Administrative Regulation #: BP 3312

Subject: Advertising will be used in the classroom or learning center

When to Notify: At least six months before implementing a schoolwide uniform policy

Education or Other Legal Code: Education Code 35183

Board Policy/Administrative Regulation #: See AR 5132

Subject: Dress code policy requiring schoolwide uniform

When to Notify: Before implementing a year-round schedule

Education or Other Legal Code: Education Code 37616

Board Policy/Administrative Regulation #: See BP 6117

Subject: Public hearing on year-round schedule

When to Notify: When interdistrict transfer is requested and not approved or denied within 30 days

Education or Other Legal Code: Education Code 46601

Board Policy/Administrative Regulation #: See AR 5117

Subject: Appeal process

When to Notify: Before early entry to kindergarten, if offered

Education or Other Legal Code: Education Code 48000

Board Policy/Administrative Regulation #: See AR 5111

Subject: Effects, advantages and disadvantages of early entry

Education or Other Legal Code: Education Code 48900.1
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Parental attendance required; timeline for attendance

When to Notify: Prior to withholding grades, diplomas, or transcripts
Education or Other Legal Code: Education Code 48904
Board Policy/Administrative Regulation #: See AR 5125.2
Subject: Damaged school property

When to Notify: When withholding grades, diplomas or transcripts from transferring student
Education or Other Legal Code: Education Code 48904.3
Board Policy/Administrative Regulation #: See AR 5125.2
Subject: Next school will continue withholding grades, diplomas or transcripts

When to Notify: When student is released to peace officer
Education or Other Legal Code: Education Code 48906
Board Policy/Administrative Regulation #: See BP 5145.11
Subject: Release of student to peace officer for the purpose of removing minor from school, unless taken into custody as victim of suspected child abuse

When to Notify: At time of suspension
Education or Other Legal Code: Education Code 48911
Board Policy/Administrative Regulation #: See BP 5144.1, See AR 5144.1
Subject: Notice of suspension

When to Notify: When original period of suspension is extended
Education or Other Legal Code: Education Code 48911
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Extension of suspension

When to Notify: At the time a student is assigned to a supervised suspension classroom
Education or Other Legal Code: Education Code 48911.1
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: The student's assignment to a supervised suspension classroom

When to Notify: Before holding a closed session re: suspension
Education or Other Legal Code: Education Code 48912
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Intent to hold a closed session re: suspension

When to Notify: When student expelled from another district for certain acts seeks admission
Education or Other Legal Code: Education Code 48915.1, 48918
Board Policy/Administrative Regulation #: See BP 5119
Subject: Hearing re: possible danger presented by expelled student

When to Notify: When readmission is denied

Subject: Right to receive copy of student's record and to challenge its content

When/Whom to Notify: When parent/guardian's challenge of student record is denied and parent/guardian appeals

Education or Other Legal Code: Education Code 49070

Board Policy/Administrative Regulation #: See AR 5125.3

Subject: If board sustains allegations, the correction of destruction of record; if denied, right to submit written objection

When/Whom to Notify: When district is considering program to gather safety-related information from students' social media activity

Education or Other Legal Code: Education Code 49073.6

Board Policy/Administrative Regulation #: See BP 5125

Subject: Opportunity for input on proposed program

When/Whom to Notify: When district adopts program to gather information from students' social media activity, and annually thereafter

Education or Other Legal Code: Education Code 49073.6

Board Policy/Administrative Regulation #: AR 5125

Subject: Information is being gathered, access to records, process for removal or corrections, destruction of records

When to Notify: Within 24 hours of release of information to a judge or probation officer

Education or Other Legal Code: Education Code 49076

Board Policy/Administrative Regulation #: See AR 5125

Subject: Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition

When to Notify: Before release of information pursuant to court order or subpoena

Education or Other Legal Code: Education Code 49077

Board Policy/Administrative Regulation #: See AR 5125

Subject: Release of information pursuant to court order or subpoena

When to Notify: When screening results in suspicion that student has scoliosis

Education or Other Legal Code: Education Code 49452.5

Board Policy/Administrative Regulation #: See AR 5141.3

Subject: Scoliosis screening

When to Notify: When test results in discovery of visual or hearing defects

Education or Other Legal Code: Education Code 49456; 17 CCR 2951

Board Policy/Administrative Regulation #: See AR 5141.3

Subject: Vision or hearing test results

When to Notify: Within 10 days of negative balance in meal account

Education or Other Legal Code: Education Code 49557.5

Board Policy/Administrative Regulation #: See AR 3551

When to Notify: When child participates in licensed child care and development program
Education or Other Legal Code: Health and Safety Code 1596.857
Board Policy/Administrative Regulation #: See AR 5148
Subject: Parent/guardian right to enter facility

When/Whom to Notify: When district receives Tobacco-Use Prevention Education Funds
Education or Other Legal Code: Health and Safety Code 104420
Board Policy/Administrative Regulation #: See AR 3513.3
Subject: The district's tobacco-free schools policy and enforcement procedures

When to Notify: When testing by community water system finds presence of lead exceeding specified level
Education or Other Legal Code: Health and Safety Code 116277
Board Policy/Administrative Regulation #: See AR 3514
Subject: Elevated lead level at school

When to Notify: When sharing student immunization information with an immunization system
Education or Other Legal Code: Health and Safety Code 120440
Board Policy/Administrative Regulation #: See AR 5125
Subject: Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share

When/Whom to Notify: At least 14 days prior to sex offender coming on campus as volunteer
Education or Other Legal Code: Penal Code 626.81
Board Policy/Administrative Regulation #: See AR 1240, See BP 1250
Subject: Dates and times permission granted; obtaining information from law enforcement

When to Notify: When hearing is requested by person asked to leave school premises
Education or Other Legal Code: Penal Code 627.5
Board Policy/Administrative Regulation #: See AR 3515.2
Subject: Notice of hearing

When/Whom to Notify: When responding to complaint re: discrimination, special education, or noncompliance with law
Education or Other Legal Code: 5 CCR 4631
Board Policy/Administrative Regulation #: See AR 1312.3
Subject: Findings, disposition of complaint, any corrective actions, appeal rights and procedures

When to Notify: When child participates in licensed child care and development program
Education or Other Legal Code: 5 CCR 18066
Board Policy/Administrative Regulation #: See AR 5148
Subject: Policies re: excused and unexcused absences

When to Notify: Within 30 days of application for subsidized child care or preschool services
Education or Other Legal Code: 5 CCR 18094, 18118
Board Policy/Administrative Regulation #: See AR 5148, See AR 5148.3

Education or Other Legal Code: 42 USC 1758; 7 CFR 245.6a
Board Policy/Administrative Regulation #: See AR 3553
Subject: Need to submit verification information; any subsequent change in benefits; appeals

When/Whom to Notify: When student is homeless or unaccompanied minor
Education or Other Legal Code: 42 USC 11432; Education Code 48852.5
Board Policy/Administrative Regulation #: See AR 6173
Subject: Educational and related opportunities; transportation services; placement decision and right to appeal

When to Notify: When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30
Education or Other Legal Code: 34 CFR 99.34
Board Policy/Administrative Regulation #: See AR 5125
Subject: Right to review records

When to Notify: When district receives federal funding assistance for nutrition program
Education or Other Legal Code: USDA FNS Instruction 113-1
Board Policy/Administrative Regulation #: See BP 3555
Subject: Rights and responsibilities, nondiscrimination policy, complaint procedures

IV. Special Education Notices

When to Notify: Prior to conducting initial evaluation
Education or Other Legal Code: Education Code 56301, 56321, 56321.5, 56321.6, 56329; 20 USC 1415 (d); 34 CFR 300.502, 300.503
Board Policy/Administrative Regulation #: See BP 6159.1, See AR 6159.1, See AR 6164.4
Subject: Proposed evaluation plan, related parental rights, prior written notice, procedural safeguards

When/Whom to Notify: Before functional behavioral assessment begins
Education or Other Legal Code: Education Code 56321
Board Policy/Administrative Regulation #: See AR 6159
Subject: Notification and consent

When to Notify: 24 hours before IEP when district intending to record
Education or Other Legal Code: Education Code 56341.1
Board Policy/Administrative Regulation #: See AR 6159
Subject: Intention to audio-record IEP meeting

When to Notify: Early enough to ensure opportunity for parent to attend IEP meeting
Education or Other Legal Code: Education Code 56341.5; 34 CFR 300.322
Board Policy/Administrative Regulation #: See AR 6159
Subject: Time, purpose, location, who will attend, participation of others with special knowledge, transition statements if appropriate

CSBA Sample

Board Bylaw

Actions By The Board

BB 9323.2

Board Bylaws

~~***Note: Pursuant to Education Code 35164, a majority vote of all members of the Governing Board is necessary for an item to carry, even in those cases where some members are absent. Thus, for districts with a five-member board, an item will pass with three votes, even if only three members are present or there is a vacancy. Education Code 35165 details the effect of a vacancy in districts with a seven-member board. For language regarding vote requirements when a board member abstains, see BB 9323 - Meeting Conduct.***~~

~~***Note: The law specifies certain board actions as requiring more than a majority vote; see E(1) 9323.2 for a list of such actions.***~~

The Governing Board shall act by a majority vote of all of the membership constituting the Board, unless otherwise required by law. (Education Code 35164)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9012 - Board Member Electronic Communications)

(cf. 9200 - Limits of Board Member Authority)

An "action" by the Board means: (Government Code 54952.6)

1. A collective decision by a majority of the Board members
2. A collective commitment or promise by a majority of the Board members to make a positive or negative decision
3. A vote by a majority of the Board members when sitting as the Board upon a motion, proposal, resolution, order, or ordinance

The Board shall not take action by secret ballot, whether preliminary or final. (Government Code 54953)

Actions taken by the Board in open session shall be recorded in the Board minutes. (Education Code 35145)

(cf. 9324 - Minutes and Recordings)

Action on Non-Agenda Items

~~***Note: Pursuant to Government Code 54960.2, the Board may respond within 30 days of receiving the cease and desist letter. If the Board decides to respond to the letter with an unconditional commitment to desist from repeating the past action, the unconditional commitment is required to be substantially in the same form provided in Government Code 54960.2 and to be approved in an open session of the Board's regular or special meeting. For a sample unconditional commitment letter, see E(2)-9323.2.***~~

b. The time for the Board to respond has expired and the Board has not provided an unconditional commitment to cease and desist from and not repeat the past action alleged to have violated the Brown Act.

c. The action is brought within the time required by Government Code 54960.2.

4. Determining the validity, under state or federal law, of any Board rule or action which penalizes any of its members or otherwise discourages their expression

5. Compelling the Board to audio record its closed sessions because of a court's finding of the Board's violation of any applicable Government Code provision

~~***Note: Pursuant to Government Code 54960.1, the district attorney's office or any interested person may file a lawsuit to invalidate (i.e., declare null and void) actions that violate specific provisions of the Brown Act listed in Government Code 54960.1 and specified below. However, even when the action may normally be subject to invalidation, Government Code 54960.1 provides that in certain circumstances (e.g., when there has been substantial compliance with the Brown Act or the Board action resulted in a contract with a party who detrimentally relied on the action in good faith and without notice of a challenge to its validity), the action may not be invalidated.***~~

~~***Note: Before seeking court action, the person who believes a violation occurred must send a written demand to the Board to "cure or correct" the action as specified below. Because the laws regarding these provisions are complex, it is recommended that the district consult with legal counsel upon receipt of a "cure and correct" demand.***~~

The district attorney or any interested person may file an action in court to nullify a Board action which is alleged to be in violation of law regarding any of the following: (Government Code 54960.1)

1. Open meeting and teleconferencing (Government Code 54953)
2. Agenda posting (Government Code 54954.2)
3. Closed session item descriptions (Government Code 54954.5)
4. New or increased tax assessments (Government Code 54954.6)

53850-53858 Temporary borrowing
54950-54963 The Ralph M. Brown Act, especially:
54952.6 Action taken, definition
54953 Meetings to be open and public; attendance; prohibition against secret ballots
54960-54960.5 Actions to prevent violations
65352.2 Coordination with planning agency
PUBLIC CONTRACT CODE
3400 Bid specifications
20111 Contracts over \$50,000; contracts for construction; award to lowest responsible bidder
20113 Emergencies, award of contracts without bids
20114 Repairs, maintenance, and improvements to district facilities by day labor or force account
22034 Uniform Public Construction Cost Accounting Act informal bidding ordinance
22035 Repair or replacement of facilities in case of emergency
22050 Emergency contracting procedures
COURT DECISIONS
Los Angeles Times Communications LLC v. Los Angeles County Board of Supervisors (2003) 112 Cal.App.4th 1313
McKee v. Orange Unified School District (2003) 110 Cal.App.4th 1310
Bell v. Vista Unified School District (2002) 82 Cal.App.4th 672
Boyle v. City of Redondo Beach (1999) 70 Cal.App.4th 1109

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 2014

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Local Legislative Bodies, 2003

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act 2nd Edition, rev. July 2010

WEB SITES

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

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

Office of the Attorney General: <http://www.oag.ca.gov>

CSBA Sample

Exhibit

Actions By The Board

E 9323.2

Board Bylaws

~~Exhibit 1~~

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

1245.240, 1245.245)

~~***Note: Item #13 is for use by three-member boards.***~~

~~13. When the district has a three-member Board, 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)~~

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)

2. 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. 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

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)

(5/16 10/16) 3/19

Exhibit(2) 9323.2

ACTIONS BY THE BOARD

UNCONDITIONAL COMMITMENT LETTER

~~***Note: Government Code 54960 authorizes the district attorney or other interested person to file an action in court to determine the applicability of the Ralph M. Brown Act to any past Governing Board action which is not specified in Government Code 54960.1; see the accompanying board bylaw. Pursuant to Government Code 54960.2, prior to commencing such an action the district attorney or other interested person must send a cease and desist letter to the Board within nine months of the alleged violation. Within 30 days of receiving the cease and desist letter, the Board may respond by sending an unconditional commitment, substantially in the same form provided in Government Code 54960.2, to desist from repeating the past action. If the Board so responds, the district attorney or other interested person may not file an action in court. The following exhibit presents a sample unconditional commitment letter.***~~

To: (Name of district attorney or any interested person)

The Governing Board of (name of school district) has received your cease and desist letter dated (date) alleging that the following past action taken by the Board violates the Ralph M. Brown Act: (Describe alleged past action as set forth in the cease and desist letter.)

In order to avoid unnecessary litigation and without admitting any violation of the Ralph M. Brown Act, the Board hereby unconditionally commits that it will cease, desist from, and not repeat the challenged past action described above. The Board may rescind this commitment only by a majority vote of its membership taken in open session at a regular meeting and noticed on its posted agenda as "Rescission of Brown Act Commitment." You will be provided with written notice, sent by any means or media you provide in response to this message, to whatever address(es) you specify, of any intention to consider rescinding this commitment at least 30 days before any such regular meeting. In the event that this commitment is rescinded, a notice will be delivered to you by the same means as this commitment, or by mail to an address that you have designated in writing, and you will have the right to commence legal action pursuant to

Mesa Union School District

Class Title: Educator Development Support Program Consulting Teacher of a First Year Teacher in Induction

Annual Stipend: \$3,900.00

Basic Function:

Under the direction of the Educator Development and Support Program Panel, the Consulting Teacher is responsible for providing support and coaching to Participating Teachers. The Consulting Teacher conducts multiple observations of the Participating Teacher during classroom instruction and provides immediate feedback after each visit. The Consulting Teacher monitors the progress of the Participating Teacher and shares periodic reports (oral and written) as needed. The Consulting Teacher also reports the progress of the Participating Teacher to the Educator Development and Support Program Panel which oversees the process.

Major Duties and Responsibilities:

The duties listed below are intended to describe various types of work that may be performed. The omission of specific statements of duties does not exclude them if the work is similar, related, or a logical assignment to the position.

- Participate in the Induction orientation, forums, and professional development events, as required.
- Provide assistance to teachers to arrange classroom materials not provided by administration, review curriculum, suggest and discuss teaching and classroom management techniques, explain and assist in record keeping requirements, demonstrate teaching, arrange for observations of teachers, and assist in planning for instruction.
- Orient teachers to district-wide goals, the appropriate grade course of study, relevant curriculum materials, district and state assessments, instructional strategies for struggling students, English learners, and gifted students, classroom management practices, school procedures, and contractual policies in the classroom.
- Plan, participate in, and facilitate support and training activities for Participating Teacher(s), including orientation/launch, workshops/seminars and collaborative learning events (may be held into early evening hours), teacher observations, and an end-of-year recognition.
- Meet with the Educator Development and Support Program Panel as needed to review the Participating Teacher's and Consulting Teacher's work.
- Assist Participating Teachers in developing an action plan to meet their individual professional needs.
- Actively contribute to the success of overall program goals by building personal leadership capacity and assuming leadership responsibilities.
- Participate in and complete the informal and formal assessment process; assist the Participating Teacher in the development of the case study portfolio reflecting their work.
- Be willing to spend 1.5 – 3 hours with each Participating Teacher before school starts to assist with classroom set up and planning.
- Develop a trusting, confidential and reflective professional partnership with the Participating Teacher(s).
- Review Participating Teacher's eligibility for the Induction Program; monitor and support teachers in their progress towards credentialing; if necessary, and refer to District/County credential analyst.
- Provide weekly, on-site support to each Participating Teacher (an average of 6 hours per month) using a variety of support and assessment strategies focused on Participating Teacher's needs.
- Assist Participating Teacher(s) in developing an Individual Learning Plan (ILP) based on the California Standards for the Teaching Profession (CSTP) and the District's goals. Support the teachers in making periodic adjustments based on feedback from informal and formal assessments and similar sources.

Board Approved:

- Assist each teacher in developing and completing a professional development plan, based on the ILP.
- Assist each teacher in developing and maintaining documentation of New Teaching Center Formative Assessment System processes to meet Induction Program requirements and to be used as evidence of the teacher's professional growth activities.
- Maintain certain records on Participating Teacher's Formative Assessment System processes.
- Turn in all the documentation for the ILP, the Mid-Year Review, and Professional Growth Reflections for each Participating Teacher.
- Participate in processes for assessing Participating Teacher's demonstration of application of induction standards.
- Communicate regularly (at least once every 4 – 6 weeks) with site and District administrators regarding program information, the Formative Assessment System, and progress in credentialing.
- Report on the Induction Program to District/site administrators, the school board, and/or the union association as needed.
- Coordinate with other teacher training/professional development programs.
- Participate in the program evaluation process (Induction Survey) and comply with District and project reporting procedures (Induction Consent Form and Statewide Survey).
- Keep a log of time spent working with the Participating Teacher.

Education and Experience:

Have at least five (5) years of experience as a teacher at Mesa and have received tenured status, exemplary experience in teaching and working with adults; possess at least a Bachelor's Degree from an accredited institution with a Master's Degree preferred; and hold an appropriate California Teaching Credential issued by the California Commission on Teacher Credentialing.

The candidate must possess the knowledge, skills, and personal leadership qualities to successfully demonstrate the ability to:

- Exhibit knowledge of the state-adopted academic content standards and performance levels for students, the state-adopted curriculum frameworks, and the California Standards for the Teaching Profession.
- Understand curriculum development, program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research relating to learning.
- Display a willingness to participate in professional training to prepare for the role; deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity; and utilize informal and formal assessments.
- Exhibit a willingness to work with Participating Teachers, share information, instructional materials, best practices, and the use of informal and formal assessments.
- Demonstrate a commitment to personal professional growth and learning, and possess effective interpersonal and communication skills.
- Lead, organize, and motivate people.
- Exhibit professional demeanor.
- Use technology devices for word processing, data management, and telecommunications.
- Effectively utilize organizational and problem-solving skills.
- Exercise appropriate discretion concerning students, staff, and confidential information.

Environment:

Office and classroom environment; subject to driving to conduct work; may be required to use personal vehicle in the course of employment

Board Approved:

Physical Characteristics:

Ability to hear and speak to exchange information orally and in writing; see to read a variety of materials; walk across campus to conduct school business; sit, reach, stoop and bend as needed to perform clerical and administrative duties; and stand for extended periods of time when assisting with student supervision.

- Visual capability to read handwritten or typed documents, and the display screen of various types of office equipment and machines
- Able to conduct verbal conversation
- Able to hear normal range verbal conversation (approx. 60 decibels)
- Able to sit, stand, stoop, kneel, bend and walk
- Able to sit for sustained periods of time
- Able to climb slopes, stairs, and steps
- Able to lift and carry up to 25 pounds
- Able to operate office machines and equipment in a safe and effective manner
- Hearing and speaking to exchange information and make presentations
- Dexterity of hand and fingers to operate office equipment, carrying, pushing or lifting classroom equipment or supplies
- Reaching overhead, above the shoulders and horizontally
- Seeing to observe students in classroom activities
- Moving around a classroom or playground environment freely and independently enough to observe children naturally and unobtrusively

Board Approved:

Mesa Union School District

Class Title: Educator Development Support Program Consulting Teacher of a Second Year Teacher in Induction

Annual Stipend: \$2,000.00

Basic Function:

Under the direction of site administrator, the Consulting Teacher is responsible to support participating teachers as they enter the teaching profession in California. Consulting Teachers assist second year teachers through modeling best practices, observation, coaching, conferencing, and other related support which will aid the Second Year Teacher's professional growth and success.

Major Duties and Responsibilities:

The duties listed below are intended to describe various types of work that may be performed. The omission of specific statements of duties does not exclude them if the work is similar, related, or a logical assignment to the position.

- Participate in the Induction orientation, forums, and professional development events, as required.
- Plan, participate in, and facilitate support and training activities for Participating Teacher(s), including orientation/launch, workshops/seminars and collaborative learning events (may be held into early evening hours), teacher observations, and an end-of-year recognition.
- Actively contribute to the success of overall program goals by building personal leadership capacity and assuming leadership responsibilities.
- Participate in and complete the informal and formal assessment process; assist the Participating Teacher in the development of the case study portfolio reflecting their work.
- Be willing to spend 1.5 – 3 hours with each Participating Teacher before school starts to assist with classroom set up and planning.
- Develop a trusting, confidential and reflective professional partnership with the Participating Teacher(s).
- Review Participating Teacher's eligibility for the Induction Program; monitor and support teachers in their progress towards credentialing, if necessary, and refer to District/County credential analyst, as needed.
- Provide weekly, on-site support to each Participating Teacher (an average of 6 hours per month) using a variety of support and assessment strategies focused on Participating Teachers needs.
- Assist Participating Teacher(s) in developing an Individual Learning Plan (ILP) based on the California Standards for the Teaching Profession (CSTP) and the District's goals. Support the teachers in making periodic adjustments based on feedback from informal and formal assessments and similar sources.
- Assist each teacher in developing and completing a professional development plan, based on the ILP.
- Assist each teacher in developing and maintaining documentation of New Teaching Center Formative Assessment System processes to meet Induction Program requirements and to be used as evidence of the teacher's professional growth activities.
- Maintain certain records on Participating Teacher's Formative Assessment System processes.
- Turn in all the documentation for the ILP, the Mid-Year Review, and Professional Growth Reflections for each Participating Teacher.
- Participate in processes for assessing Participating Teacher's demonstration of application of induction standards.
- Communicate regularly (at least once every 4 – 6 weeks) with site and District administrators regarding program information, the Formative Assessment System, and progress in credentialing.

Board Approved:

- Report on the Induction Program to District/site administrators, the school board, and/or the union association as needed.
- Coordinate with other teacher training/professional development programs.
- Participate in the program evaluation process (Induction Survey) and comply with District and project reporting procedures (Induction Consent Form and Statewide Survey).
- Keep a log of time spent working with the Participating Teacher.

Education and Experience:

Have at least five (5) years of experience as a Mesa teacher and have received tenured status, exemplary experience in teaching and working with adults; possess at least a Bachelor's Degree from an accredited institution with a Master's Degree preferred; and hold an appropriate California Teaching Credential issued by the California Commission on Teacher Credentialing.

The candidate must possess the knowledge, skills, and personal leadership qualities to successfully demonstrate the ability to:

- Exhibit knowledge of the state-adopted academic content standards and performance levels for students, the state-adopted curriculum frameworks, and the California Standards for the Teaching Profession.
- Understand curriculum development, program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research relating to learning.
- Display a willingness to participate in professional training to prepare for the role; deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity; and utilize the informal and formal assessment system.
- Exhibit a willingness to work with Participating Teachers and share information, instructional materials, and ideas; complete informal and formal assessment entries, and complete an annual informal and formal assessment binder.
- Demonstrate a commitment to personal professional growth and learning and to possess effective interpersonal and communication skills.
- Lead, organize, problem solve, and motivate people.
- Exhibit professional demeanor.
- Use technology devices for word processing, data management, and telecommunications.
- Effectively utilize organizational and problem-solving skills.
- Exercise appropriate discretion concerning students, staff, and confidential information.

Environment:

Office and classroom environment; subject to driving to conduct work; may be required to use personal vehicle in the course of employment

Physical Characteristics:

Ability to hear and speak to exchange information orally and in writing; see to read a variety of materials; walk across campus to conduct school business; sit, reach, stoop and bend as needed to perform clerical and administrative duties; and stand for extended periods of time when assisting with student supervision.

- Visual capability to read handwritten or typed documents, and the display screen of various types of office equipment and machines
- Able to conduct verbal conversation
- Able to hear normal range verbal conversation (approx. 60 decibels)
- Able to sit, stand, stoop, kneel, bend and walk

Board Approved:

- Able to sit for sustained periods of time
- Able to climb slopes, stairs, and steps
- Able to lift and carry up to 25 pounds
- Able to operate office machines and equipment in a safe and effective manner
- Hearing and speaking to exchange information and make presentations
- Dexterity of hand and fingers to operate office equipment, carrying, pushing or lifting classroom equipment or supplies
- Reaching overhead, above the shoulders and horizontally
- Seeing to observe students in classroom activities
- Moving around a classroom or playground environment freely and independently enough to observe children naturally and unobtrusively

Board Approved:

Mesa Union School District

Class Title: Consulting Teacher of a New and/or Volunteer Teacher

Annual Stipend: \$1,000.00

Basic Function:

Under the direction of the Educator Development and Support Program Panel, the Consulting Teacher is responsible for providing support and coaching to Participating Teachers. The Consulting Teacher conducts multiple observations of the Participating Teacher during classroom instruction and provides immediate feedback after each visit. The Consulting Teacher monitors the progress of the Participating Teacher and shares periodic reports (oral and written) as needed. The Consulting Teacher also reports the progress of the Participating Teacher to the Educator Development and Support Program Panel, which oversees the process.

Major Duties and Responsibilities:

The duties listed below are intended to describe various types of work that may be performed. The omission of specific statements of duties does not exclude them if the work is similar, related, or a logical assignment to the position.

- Provide assistance to teachers to arrange classroom materials not provided by administration, review curriculum, suggest and discuss teaching and classroom management techniques, explain and assist in record keeping requirements, demonstrate teaching, arrange for observations of teachers, and assist in planning for instruction.
- Orient teachers to district-wide goals, the appropriate grade course of study, relevant curriculum materials, school procedures, and contractual policies in the classroom.
- Keep a log of time spent working with the Participating Teacher.
- Observe the Participating Teacher teaching.
- Meet with the Educator Development and Support Program Panel as needed to review the Participating Teacher's and Consulting Teacher's work.
- Assist Participating Teachers in developing an action plan to meet their individual professional needs.
- Provide assistance to New and/or Volunteer Teachers for improving instructional performance in the areas of subject matter knowledge, teaching strategies, classroom management or teaching methods, and instruction and other areas as defined by the California Standards for the Teaching Profession.

Education and Experience:

Have at least five (5) years of experience as a teacher at Mesa and have received tenured status, exemplary experience in teaching and working with adults; possess at least a Bachelor's Degree from an accredited institution with a Master's Degree preferred; and hold an appropriate California Teaching Credential issued by the California Commission on Teacher Credentialing.

The candidate must possess the knowledge, skills, and personal leadership qualities to successfully demonstrate the ability to:

- Exhibit knowledge of the state-adopted academic content standards and performance levels for students, the state-adopted curriculum frameworks, and the California Standards for the Teaching Profession.
- Understand curriculum development, program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research relating to learning.

Board Approved:

- Display a willingness to participate in professional training to prepare for the role; deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity; and utilize informal and formal assessments.
- Exhibit a willingness to work with Participating Teachers, share information, instructional materials, best practices, and the use of informal and formal assessments.
- Demonstrate a commitment to personal professional growth and learning, and possess effective interpersonal and communication skills.
- Lead, organize, and motivate people.
- Exhibit professional demeanor.
- Use technology devices for word processing, data management, and telecommunications.
- Effectively utilize organizational and problem-solving skills.
- Exercise appropriate discretion concerning students, staff, and confidential information.

Environment:

Office and classroom environment; subject to driving to conduct work; may be required to use personal vehicle in the course of employment

Physical Characteristics:

Ability to hear and speak to exchange information orally and in writing; see to read a variety of materials; walk across campus to conduct school business; sit, reach, stoop and bend as needed to perform clerical and administrative duties; and stand for extended periods of time when assisting with student supervision.

- Visual capability to read handwritten or typed documents, and the display screen of various types of office equipment and machines
- Able to conduct verbal conversation
- Able to hear normal range verbal conversation (approx. 60 decibels)
- Able to sit, stand, stoop, kneel, bend and walk
- Able to sit for sustained periods of time
- Able to climb slopes, stairs, and steps
- Able to lift and carry up to 25 pounds
- Able to operate office machines and equipment in a safe and effective manner
- Hearing and speaking to exchange information and make presentations
- Dexterity of hand and fingers to operate office equipment, carrying, pushing or lifting classroom equipment or supplies
- Reaching overhead, above the shoulders and horizontally
- Seeing to observe students in classroom activities
- Moving around a classroom or playground environment freely and independently enough to observe children naturally and unobtrusively

Board Approved:

Mesa Union School District

Class Title: Consulting Teacher of a Referred Teacher

Annual Stipend: \$2,500.00

Basic Function:

Under the direction of the Educator Development and Support Program Panel, the Consulting Teacher is responsible for providing support and coaching to Participating Teachers. The Consulting Teacher conducts multiple observations of the Participating Teacher during classroom instruction and provides immediate feedback after each visit. The Consulting Teacher monitors the progress of the Participating Teacher and shares periodic reports (oral and written) as needed. The Consulting Teacher also reports the progress of the Participating Teacher to the Educator Development and Support Program Panel which oversees the process.

Major Duties and Responsibilities:

The duties listed below are intended to describe various types of work that may be performed. The omission of specific statements of duties does not exclude them if the work is similar, related, or a logical assignment to the position.

- Provide assistance to teachers to arrange classroom materials not provided by administration, review curriculum, suggest and discuss teaching and classroom management techniques, explain and assist in record keeping requirements, demonstrate teaching, arrange for observations of teachers, and assist in planning for instruction.
- Orient teachers to district-wide goals, the appropriate grade course of study, relevant curriculum materials, school procedures, and contractual policies in the classroom.
- Keep a log of time spent working with the Participating Teacher.
- Observe the Participating Teacher teaching.
- Meet with the Educator Development and Support Program Panel as needed to review the Participating Teacher's and Consulting Teacher's work.
- Assist Participating Teachers in developing an action plan to meet their individual professional needs.
- Provide assistance to Referred Teachers for improving instructional performance in the areas of subject matter knowledge, teaching strategies, classroom management or teaching methods, and instruction and other areas as defined by the California Standards for the Teaching Profession.

Education and Experience:

Have at least five (5) years of experience as a teacher at Mesa and have received tenured status, exemplary experience in teaching and working with adults; possess at least a Bachelor's Degree from an accredited institution with a Master's Degree preferred; and hold an appropriate California Teaching Credential issued by the California Commission on Teacher Credentialing.

The candidate must possess the knowledge, skills, and personal leadership qualities to successfully demonstrate the ability to:

- Exhibit knowledge of the state-adopted academic content standards and performance levels for students, the state-adopted curriculum frameworks, and the California Standards for the Teaching Profession.
- Understand curriculum development, program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research relating to learning.

Board Approved:

- Display a willingness to participate in professional training to prepare for the role; deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity; and utilize informal and formal assessments.
- Exhibit a willingness to work with Participating Teachers, share information, instructional materials, best practices, and the use of informal and formal assessments.
- Demonstrate a commitment to personal professional growth and learning, and possess effective interpersonal and communication skills.
- Lead, organize, and motivate people.
- Exhibit professional demeanor.
- Use technology devices for word processing, data management, and telecommunications.
- Effectively utilize organizational and problem-solving skills.
- Exercise appropriate discretion concerning students, staff, and confidential information.

Environment:

Office and classroom environment; subject to driving to conduct work; may be required to use personal vehicle in the course of employment

Physical Characteristics:

Ability to hear and speak to exchange information orally and in writing; see to read a variety of materials; walk across campus to conduct school business; sit, reach, stoop and bend as needed to perform clerical and administrative duties; and stand for extended periods of time when assisting with student supervision.

- Visual capability to read handwritten or typed documents, and the display screen of various types of office equipment and machines
- Able to conduct verbal conversation
- Able to hear normal range verbal conversation (approx. 60 decibels)
- Able to sit, stand, stoop, kneel, bend and walk
- Able to sit for sustained periods of time
- Able to climb slopes, stairs, and steps
- Able to lift and carry up to 25 pounds
- Able to operate office machines and equipment in a safe and effective manner
- Hearing and speaking to exchange information and make presentations
- Dexterity of hand and fingers to operate office equipment, carrying, pushing or lifting classroom equipment or supplies
- Reaching overhead, above the shoulders and horizontally
- Seeing to observe students in classroom activities
- Moving around a classroom or playground environment freely and independently enough to observe children naturally and unobtrusively

Board Approved:

Mesa Union School District

Class Title: Lead Teacher

Annual Stipend: \$1,200.00

Basic Function:

Under the direction of site administrator, the lead teacher provides support, as necessary, in the management and operation of the school. The lead teacher works directly with staff and acts for the principal in his/her absence, by his/her designation, and performs other duties directly related to his/her position description.

Major Duties and Responsibilities:

The duties listed below are intended to describe various types of work that may be performed. The omission of specific statements of duties does not exclude them if the work is similar, related, or a logical assignment to the position.

1. A lead teacher will assume the duties of the absent site administrator with respect to student supervision and safety ensuring that standard procedures for emergency response are followed as required.
2. Intervene when necessary to maintain students' safety and health.
3. In the event of a serious situation, be available to meet with parents.
4. Respond to the immediate and pressing needs of staff members in the absence of the site administrator.
5. Promote high standards and expectations for all students and staff.
6. In the absence of the site administrator, provide support and monitoring of school co-curricular and extra-curricular activities.
7. In concert with the site administrator, work with parents and community in the development, implementation, and evaluation of the school programs as appropriate.
8. Demonstrate leadership and support of the education/administrative philosophies of the school and district.
9. Meet periodically with the site administrator for the purpose of sharing information about school activities, needs, and strengths.
10. Facilitate/chair staff meetings in the site administrator's absence.
11. Coordinate and facilitate Student Study Team (SST) meetings with site administrator, school psychologist, classroom teacher, and intervention coordinator.
12. Utilize student academic performance, attendance, and behavior data to support the School Study Team in the development and implementation of tiered interventions.
13. Track the effectiveness of interventions and report student progress to the Student Study Team.

Qualifications:

The candidate must possess the knowledge, skills, and personal leadership qualities to successfully demonstrate the ability to:

- Lead, organize, problem solve, and motivate people.
- Exhibit professional demeanor.
- Understand curriculum development, program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research relating to learning.
- Display enthusiasm, strong interpersonal skills, and relate well with students, staff, administration, parents, and community.
- Use technology devices for word processing, data management, and telecommunications.
- Utilize organizational and problem-solving skills.
- Exercise appropriate discretion concerning students, staff, and confidential information

Board Approved: April 19, 2016

Education and Experience:

Have at least three (3) years of experience as a teacher, exemplary experience in teaching and working with adults; possess at least a Bachelor's Degree from an accredited institution with a Master's Degree preferred; and hold an appropriate California Teaching Credential issued by the California Commission on Teacher Credentialing. A clear Administrative Services Credential or one in progress is desired.

Environment:

Office and classroom environment; subject to driving to conduct work; may be required to use personal vehicle in the course of employment

Physical Characteristics:

Ability to hear and speak to exchange information orally and in writing; see to read a variety of materials; walk across campus to conduct school business; sit, reach, stoop and bend as needed to perform clerical and administrative duties; and stand for extended periods of time when assisting with student supervision.

- Visual capability to read handwritten or typed documents, and the display screen of various types of office equipment and machines
- Able to conduct verbal conversation
- Able to hear normal range verbal conversation (approx. 60 decibels)
- Able to sit, stand, stoop, kneel, bend and walk
- Able to sit for sustained periods of time
- Able to climb slopes, stairs, and steps
- Able to lift and carry up to 25 pounds
- Able to operate office machines and equipment in a safe and effective manner
- Hearing and speaking to exchange information and make presentations
- Dexterity of hand and fingers to operate office equipment, carrying, pushing or lifting classroom equipment or supplies
- Reaching overhead, above the shoulders and horizontally
- Seeing to observe students in classroom activities
- Moving around a classroom or playground environment freely and independently enough to observe children naturally and unobtrusively