Mesa Union School District

Agenda for the Board Meeting of the Board of Trustees to be held on Tuesday, May 16, 2017, 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
Mr. Bryan Stotko, President	_____	_____
Mrs. Mary Crull, Vice President	_____	_____
Mr. Steven Sullivan, Clerk	_____	_____
Mrs. Tonya Brunett, Trustee	_____	_____
Mrs. Carolyn Rodriguez, 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 2017-2018 school year.

B. Stipulated Student Discipline authorized by Education Code 48918

• Recommendation for Stipulated Expulsion of Student ID# 5193761692

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

It is the recommendation of the District Administration that the Board of Trustees approve the minutes of the Regular Board Meeting of April 25, 2017.

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

Mesa Union School District

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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. PRESENTATIONS:

A. Alternate to Lunch Tray Projects -Presented by Ms. Jahr's 7th grade students

9. DISCUSSION ITEMS/PUBLIC HEARING:

A. LCAP: Mr. Turner will provide a first draft of the 2017-2018 LCAP-***Information/Discussion***

In accordance with Education Code 52062, a public hearing to solicit the recommendations and comments of the public regarding the proposed MUSD LCAP is being held. Effective 2013-14, the K-12 finance system was replaced with new Local Control Funding Formula (LCFF), which includes base, supplemental, and concentration grants as the funding streams. As part of the LCFF, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), beginning on July 1, 2014, using a template adopted by the California State Board of Education (SBE). The LCAP is required to identify goals and measure progress for student subgroups across multiple performance indicators. The MUSD LCAP has been developed with the input from diverse groups of stakeholders. Adoption of the MUSD LCAP is scheduled for June 6, 2017.

B. Public Hearing: Mesa Union School District Local Control Accountability Plan (LCAP)

The Mesa Union School District Local Control Accountability Plan (LCAP) has been developed with the input from diverse groups of stakeholders. Adoption of the Mesa Union School District Local Control Accountability Plan (LCAP) is scheduled for June 6, 2017.

C. 2017-2018 Financial Budget: Tami Peterson will provide a presentation-***Information/Discussion***

D. Public Hearing: 2017-2018 Financial Budget

This item is presented for information and discussion only. Adoption of the 2017-2018 Mesa Union School District Budget is scheduled for June 6, 2017.

10. SUPERINTENDENT'S REPORT

- **A.** Core Values, Mission and Vision Design Team Update
- **B.** Middle School Task Force Update
- **C.** English Language Arts/English Language Development Textbook Adoption Update
- **D.** Attendance Update
- **E.** Discipline Update

11. BOARD MEMBERS' REPORTS AND COMMUNICATIONS

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

12. 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 `

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

PLEASE SEE AGENDA ITEM 12A IN THE PACKET

B. Check Register – Mesa

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

PLEASE SEE AGENDA ITEM 12B IN THE PACKET

C. Statement of Revenues and Expenditures (April 2017)

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

PLEASE SEE AGENDA ITEM 12C 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 12D IN THE PACKET

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

It is the recommendation of the District Administration that the student of the month and the honor/merit roll listing for junior high awards be accepted as presented.

PLEASE SEE AGENDA ITEM 12E IN THE PACKET

F. Financial/Escape Payroll/Personnel System Service Agreement Renewal with Ventura County Office of Education

It is the recommendation of the District Administration that the Board of Trustees approve the Financial/Escape Payroll/Personnel System Service Agreement Renewal with Ventura County Office of Education.

PLEASE SEE AGENDA ITEM 12F IN THE PACKET

G. Ventura County SELPA Occupational Therapist Service Agreement Renewal

It is the recommendation of the District Administration that the Board of Trustees approve the Ventura County SELPA Occupational Therapist Service Agreement Renewal.

PLEASE SEE AGENDA ITEM 12G IN THE PACKET

H. Memorandum of Understanding between Region 17, Migrant Education Program Ventura County Office of Education and Mesa Union School District for the supplementary migrant student services for the period of July 1, 2017, to June 30, 2018.

It is the recommendation of the District Administration that the Board of Trustees approve the Memorandum of Understanding between Region 17, Migrant Education Program Ventura County Office of Education and Mesa Union School District for the supplementary migrant student services for the period of July 1, 2017, to June 30, 2018.

PLEASE SEE AGENDA ITEM 12H IN THE PACKET

13. INFORMATION:

A. Mesa Union School District Continuing Disclosure Annual Report for Fiscal Year Ending June 30, 2016 provided by Isom Advisors

PLEASE SEE AGENDA ITEM 13A IN THE PACKET

B. VCOE Williams Activity Report for the 3rd Quarter, Fiscal Year 2016-17

The attached report reflects our Williams related visits by the County Office of Education and activities completed during the 3rd quarter of the fiscal year 2016-17 school year.

PLEASE SEE AGENDA ITEM 13B IN THE PACKET

14. ACTION/DISCUSSION ITEMS:

A. Consideration of approval of Memorandum of Understanding (MOU) with Golden Valley Charter School

It is the recommendation of the District Administration that the Board of Trustees approve the Memorandum of Understanding with Golden Valley Charter School.

PLEASE SEE AGENDA ITEM 14A IN THE PACKET

B. Consideration of approval of the Memorandum of Understanding (MOU) with the Ventura County Office of Education for Afterschool Program services from July 1, 2017-June 30, 2020

It is the recommendation of the District Administration that the Board of Trustees approve the Memorandum of Understanding with the Ventura County Office of Education for Afterschool Program services from July 1, 2017 through June 30, 2020.

PLEASE SEE AGENDA ITEM 14B IN THE PACKET

C. Consideration of approval of the contract with MJP Technologies, Inc. to complete Category II E-RATE Technology Projects

It is the recommendation of the District Administration that the Board of Trustees approve the contract with MJP Technologies, Inc. to complete the Category II E-RATE Technology Projects.

PLEASE SEE AGENDA ITEM 14C IN THE PACKET

D. Consideration of adoption of the following End of the Year Resolutions.

Resolution #16-17-11-*Temporary Loans between District funds Fiscal Year 2017-2018*
Resolution #16-17-12-*Appropriation Transfers Fiscal Year 2017-2018*
Resolution #16-17-13-*Authority for Mesa Union School District to improve Compensation and Benefits for Certain Categories of Employees After July 1, 2017*

It is the recommendation of the District Administration that the Board of Trustees adopt the above Resolutions for the 2017-2018 school year.

PLEASE SEE AGENDA ITEM 14D IN THE PACKET

E. Consideration of Approval of the Addendum to the Memorandum of Understanding (MOU) between Mesa Union School District and the Ventura County Office of Education for the Teacher Induction Program

It is the recommendation of District Administration that the Board of Trustees approve the Addendum to the Memorandum of Understanding (MOU) between Mesa Union School District and the Ventura County Office of Education for the Teacher Induction Program.

PLEASE SEE AGENDA ITEM 14E IN THE PACKET

F. Consideration of approval of the Certification of Signatures for the period of July 1, 2017-December 15, 2017

It is the recommendation of the District Administration that the Board of Trustees approve the Certification of Signatures for the period of July 1, 2017-December 15, 2017.

PLEASE SEE AGENDA ITEM 14F IN THE PACKET

G. Consideration of approval of the 8th grade field trip request to Las Posas Country Club on June 16, 2017 for the 8th grade End of the Year Barbeque.

It is the recommendation of the District Administration that the Board of Trustees approve the 8th grade field trip request to Las Posas Country Club on June 16, 2017 for the 8th grade End of Year Barbeque.

PLEASE SEE AGENDA ITEM 14G IN THE PACKET

H. Consideration of adoption of the March 2017 Board Policy Revisions for sections:

BP 0460-*Local Control and Accountability Plan* **BP 3260, AR 3260-***Fees and Charges*

AR 4112.22-*Staff Teaching English Learners*
E4112.9/4212.9/4312.9-*Employee Notifications*
BP 5111-*Admission*
BP 5111.1-*District Residency*
BP 5113, AR 5113-*Absences and Excuses*
BP 5141.52, AR 5141.52-*Suicide Prevention*
E 5145.6-*Parental Notifications*
BP 5148.2, AR-5148.2-*Before/After School Programs*
BP 6111-*School Calendar*
BP 6117-*Year-Round Schedules*
BP 6142.2, AR 6142.2-*World/Foreign Language Instruction*
BP 6144-*Controversial Issues*
BP 6174, AR 6174-*Education for English Learners*
BP 6176-*Weekend/Saturday Classes*

It is the recommendation of the District Administration that the Board of Trustees adopt the policies in sections 0000-6000, which reflect the March 2017 CSBA Board policy updates.

PLEASE SEE AGENDA ITEM 14H IN THE PACKET

I. Consideration of ratification of the service agreement with Somis Union School District for the use of Mesa Union's small 24 passenger bus.

It is the recommendation of the District Administration that the Board of Trustees approve the service agreement with Somis Union School District for the use Mesa Union's small 24 passenger bus.

PLEASE SEE AGENDA ITEM 14I IN THE PACKET

15. PERSONNEL:

A. Consideration of approval of hiring Daniela Torres as the K-2 Special Education Teacher for the 2017-2018 school year

It is the recommendation of the District Administration that the Board of Trustees approve the hiring of Daniela Torres as the K-2 Special Day Class teacher for the 2017-2018 school year.

B. Consideration of approval hiring Kim Kuklenski as the Summer School Lead Teacher (*Employment will be based on student enrollment.)*

It is the recommendation of the District Administration that the Board of Trustees approve the hiring of Kim Kuklenski as the summer school lead teacher.

16. ITEMS FOR FUTURE CONSIDERATION:

A. Campus Security
B. Local Control Accountability Plan (LCAP)
C. 2017-2018 Financial Budget Adoption
D. ELA/ELD Textbook Adoption
E. GATE Task Force Recommendations
F. Consolidated Application (ConApp) for 2016-2017
G. EDAMS Renewal Agreement

17. FUTURE MEETINGS

A. June 6, 2017 at 6:00 p.m., Regular Board Meeting
B. June 20, 2017 at 6:00 p.m., Special Board Meeting-Governance Training

18. 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 April 25, 2017, Regular Board Meeting of the Board of Trustees of the Mesa Union School District

Call to Order

The April 25, 2017, Regular Meeting of the Board of Trustees of the Mesa Union School District came to order at 6:05 p.m. in the multi-purpose room.

Agenda

The Board agenda was adopted by common consent.

Roll Call

Board members present were Tonya Brunett, Mary Crull, Carolyn Rodriguez.
Bryan Stotko and Steven Sullivan were absent.

District administrators present were Mr. Turner, superintendent, Erica Magdaleno, executive assistant, and Tami Peterson, chief business officer.

Public Comment

There were no public comments on closed session items.

Closed Session

At 6:05 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 authorized by Government Code 54947 as it relates to Personnel needs for the 2017-2018 school year, Superintendent's Evaluation authorized by Government Code 54947, and Potential Litigation pursuant to Education Code 54956.9.

Trustee Stotko arrived at 6:10 p.m.

Reconvene to Open Session

At 6:40 p.m., the Board of Trustees returned to open session. Trustee Stotko reported that the Board of Trustees had just returned from closed session where they discussed Personnel authorized by Government Code 54947 as it relates to Personnel needs for the 2017-2018 school year, Superintendent's Evaluation authorized by Government Code 54947, and Potential Litigation pursuant to Education Code 54956.9. No action was taken. Trustee Stotko announced that the Board will be returning to closed session after open session.

Pledge of Allegiance

Student Justin Lan led the Pledge of Allegiance.

Minutes

On motion of Trustee Crull, seconded by Trustee Rodriguez, and carried with a vote of 4-0-1, the minutes of the Regular Board Meeting of March 21, 2017 and the Special Board Meeting of March 28, 2017 were approved by common consent.

Vote:

Brunett: **Aye** Crull: **Aye** Rodriguez: **Aye** Stotko: **Aye** Sullivan: **Absent**

Public Comments

There were no public comments.

Recognitions

Mr. Turner presented and recognized the Camarillo Academic Olympic Winners. This year Mesa had two teams, the "Mesa Intelligence Five" and the "Master Espionage Super Quiz Agents". The Division 1 Team, "Mesa Intelligence Five", took home the coveted Sportsmanship Award and came in 3rd place overall. The Division 2 Team, "Master Espionage Super Quiz Agents", were awarded best dressed, best team name and came in 4th overall. Mr. Turner thanked Mrs. Waggoner, Mrs. Jahr and Mesa parents Mr. Joel Toreja and Dr. Sandhya Patel for supporting and preparing the students. Mr. Turner presented each student with a Mesa

Union hoodie. Eighth grade team members were presented with hoodies from the high school they will be attending in the Fall.

Mrs. Waggoner took a moment to thank all the parents and students that participated in this year's Camarillo Academic Olympic team.

Mr. Turner began by stating that the District had once again invited Dr. Sandhya Patel, Mesa Moments recipient, to be recognized. Dr. Patel was not able to attend the March Board meeting as she was coaching the Camarillo Academic Olympic Team. Mr. Turner took a moment to inform the public of the Mesa Moments award. Mr. Turner shared that the Mesa Moments award was initiated last school year as a way to recognize teachers, staff, community members, parents, or anyone that is connected to Mesa Union School District. Mesa Moments recognizes teamwork, leadership, creativity, innovation, commitment, dependability and community service back to Mesa. Anyone can make a nomination. Dr. Patel was nominated by Mrs. Waggoner. Mrs. Waggoner's nomination stated that Dr. Patel is an exceptional parent volunteer. Throughout the years that her children have attended Mesa, Dr. Patel has volunteered as a guest speaker, coached four Super Quiz teams, and organized Mesa's Spelling Bee. Mr. Turner presented Dr. Patel with a Mesa Moments plaque and thanked her for her dedication to Mesa students.

Mr. Turner next took a moment to recognize Mrs. Elizabeth Skeens, known at Mesa as "Betsy Willey", and Mrs. Deanna Sakai who will be retiring at the end of the school year.

Mr. Turner shared that Mrs. Betsy Willey began her teaching career in 2007 after completing her student teaching at Mesa Union School District. Mrs. Willey has served students and families of Ocean View, Santa Clara and Mesa Union for 18 years. After nearly 10 years of service to the Mesa Union community, Mrs. Willey has decided to retire effective June 16, 2017. Mr. Turner thanked Mrs. Willey for her years of service and presented her with a plaque.

Mr. Turner next recognized Mrs. Sakai, who has served students of Rio, Pleasant Valley and Mesa Union School Districts as a classroom teacher for nearly 25 years. After 19 years of service to the Mesa community, Mrs. Sakai has decided to retire effective June 16, 2017. Mr. Turner thanked Mrs. Sakai for her years of service and presented her with a plaque.

Superintendent's Report

Vision, Mission and Core Values: Mr. Turner provided an update of work related to Mission, Vision and Core Values. Mr. Turner shared that at the last Board meeting the need to develop a design team and reevaluate the current Core, Mission and Vision values was discussed. Mr. Turner provided the Board with a tentative timeline for the design team. The design team will meet on May 3rd to identify Core Values, on May 17th the design team will meet to design Mesa's Vision, and on June 7th, the design team will meet to develop Mesa's Mission statement. Mr. Turner shared that his goal is to have all the work completed by the beginning of summer and provide stakeholders an opportunity to view it. Mr. Turner would like to launch Mesa's Vision, Mission and Core Values in the Fall. Mr. Turner communicated that currently he has one Board member that has committed to the design team, but there is a spot for one more design team member for any Board member that may be interested in participating.

Trustee Stotko inquired if Mr. Turner plans to use an outside design team to help create the Vision, Mission and Core Values. Mr. Turner communicated that he plans to lead the design team which will be composed of teachers, classified staff, parents, representatives from the Mesa Education Foundation (MEF), Parent Faculty Organization (PFO) and Board of Trustees. Mr. Turner shared that he would like the design team to be representative of all stakeholders in the Mesa community. Mr. Turner plans to facilitate the process, and at the end of the design process, provide the District with a set of Mission and Vision statements and Core Values that captures the "Mesa Way". The work will then be presented to the Board for feedback and approval..

Middle School Task Force: Mr. Turner provided an update and communicated that Dr. Bluestein will be taking the lead and begin working on the Middle School Task Force. The task force will include representatives from all stakeholders and will focus on studying school climate and academic rigor. Mr. Turner stated that he would like to collect academic performance data from current and prior middle school Mesa students and present it to the community. Mr. Turner would like to show the community how middle school students are performing not only at Mesa, but how they are performing when they go to their respective high school. Mr. Turner communicated that it is important to uncover, discover and showcase the good work that Mesa students are doing, and articulate to our stakeholders the type of classes students are taking and grades students are earning once they leave Mesa. It is also important to identify Mesa students that are struggling and generate conversations on how to better support students. Furthermore, Mr. Turner mentioned that maybe not enough students are being placed in foreign language classes in high school and reminded the Board that one of the long term LCAP goals is to add a foreign language elective in middle school.

Trustee Stoko recommended reaching out to Emily Dykes. Ms. Dykes had applied for the Board vacancy. During her interview, she expressed that she experienced a hard transition from middle school to high school.

Trustee Brunett clarified that the transition Ms. Dykes was referring to was the transition of being grouped in a cluster all day, then when you enter high school it can be overwhelming. When you attend a larger junior high, more classes are offered providing students the opportunity to socialize with more students. It provides students the fundamentals of what high school will be like. It is hard for Mesa to offer what larger middle schools offer and help with social transition. If there was a way to redesign the middle school schedule and offer students the opportunity to socialize with other students that would be very helpful.

Mr. Turner clarified that Mesa may not be able to provide students with the same social transition as a larger middle school, but he would like to prepare students academically for high school.

Trustee Brunett shared that Mesa does an outstanding job preparing students academically for high school. Many of the students that leave Mesa are placed in the most rigorous classes and succeed, but the social transition is what many students lack once they leave Mesa.

Mr. Turner agreed with Trustee Brunett, and shared that collecting the data regarding middle school student performance is an opportunity to confirm that Mesa students are succeeding

academically and socially. Earlier in the school year, a data share agreement was approved with the Oxnard Union High School District. The data provided by the high school will affirm student academic and social progress. It will also help determine areas of improvement.

Trustee Stotko communicated that he agrees with the idea of celebrating student success as long as the parents are comfortable.

Trustee Brunett recommended having former Mesa students from high school and college speak to the students. Students may be more receptive in hearing from former Mesa students.

Mr. Turner communicated that the next step for the task force, after studying the data, will be to provide a list of recommendations. Those recommendations will then be provided to the Board. Mr. Turner assured the Board that Dr. Bluestein will continue to work with staff to address incidents. The goal is to develop at a minimum a three-year plan to improve school climate, maintain school climate, and measure improvements. Mr. Turner communicated that a contract with YouthTruth has been placed on the agenda for approval. YouthTruth is a non-profit foundation that works with schools all over the country to help collect survey data, specifically from students, parents and staff on school climate. YouthTruth has designed a variety of questions to evaluate, assess, and provide school sites and districts information to evaluate school climate from a number of different perspectives. The collected information is then placed on readable data charts to assist schools and districts to formulate patterns and trends that will assist in making recommendations. Additionally, Mr. Turner stated that he plans to contract Joe Bruzzese who works on the subject of bullying in different districts. As part of his work, Mr. Bruzzese developed a bullying icon for student and parent reporting that he sells to different districts. Mr. Turner shared that he is interested in having Mr. Bruzzese share his expertise by working alongside Dr. Bluestein and himself to help evaluate school climate. Mr. Turner shared that the plan is to have Mr. Bruzzese conduct focus groups and hold individual interviews with students, parents and staff in October. A complete analysis of the qualitative and anecdotal data will be made in order to develop and implement recommendations in December. Middle school program changes will be assessed in April or May. Mr. Turner communicated that it will take approximately three years to make a change and accomplish the ideal Mesa school climate.

Trustee Stotko asked if the YouthTruth contract included the work that will be performed by Mr. Joe Bruzzese. Mr. Turner clarified that the contract for Mr. Bruzzese will be presented at the May Board meeting. Trustee Stotko also suggested having Mr. Bruzzese attend some of the parent functions to increase parent participation in completing the survey. Mr. Turner agreed that having Mr. Bruzzese attend some of the school functions may increase parent participation in completing the survey.

Mesa Union Student Distribution: Mr. Turner shared some of the graphs and data point highlights regarding Mesa Union students' demographics provided by Greg Davis from Davis Demographics.

Trustee Stotko asked for clarification for students who have parents that work within the Mesa District boundaries. Mr. Turner clarified that those students would need to apply for an interdistrict transfer request. Mr. Turner also communicated that all school districts in Ventura

County signed an MOU, which allow students to attend school outside of their primary school district. All school districts within Ventura County, with the exception of Las Virgenes, have agreed to sign off on all interdistrict requests that are received.

Mr. Turner shared that 70% of Mesa Union's households have a median age of 50 or more and do not have children in the district, 25% of Mesa Union's households have a median age of 33 and have students that attend school in the district, 5% of Mesa Union's households have a median age of 33 and are married couples without children. Mr. Turner communicated that it is projected that in five years the population within Mesa Union School District's boundaries will increase by 100 people with a median age of 47. Overall 40% of students live within the District's boundaries, while 60% of Mesa Union's student population comes from a variety of districts in Ventura County. Rio, Oxnard and Pleasant Valley School District are the three greatest contributors of students to the District. Mr. Turner also shared that Davis Demographics, using census data, theorized that there could be as many as 150 children ages 5 through 14 who live within Mesa Union's boundaries but are not attending Mesa Union School. Mr. Turner shared a draft postcard that he would like send out to potential families that are not attending Mesa. The postcard provides some of Mesa's highlights and a QR scan code that will direct families back to the Mesa school website to learn more about Mesa and complete a survey. Mr. Turner indicated that another approach to identify some of families that are not attending Mesa is to go door to door and introduce ourselves to potential families.

Trustee Brunett commented that she liked the postcard, but would add Mesa School and Junior High or Mesa School K-8 to help identify what grade levels Mesa serves. The Board agreed to add Mesa School K-8.

Trustee Stotko suggested changing Rediscover Mesa to Discover Mesa.

Trustee Brunett suggested researching the Reflections program. It is a statewide program that showcases student work pieces in art, dance, imaging, etc. Pleasant Valley School District and Oxnard High School District uses Reflections. Having Reflections at Mesa may attract more district families to attend Mesa.

Trustee Crull also suggested that the postcard should include Mesa's technology such as one to one computing, iPads, and Apple TV.

The Board all agreed they would like to keep the QR code on the front of the postcard.

Trustee Stotko requested if Davis Demographics is able to provide a list of students that are not attending Mesa. Mr. Turner clarified that Davis Demographics uses census data so they are only able to provide addresses of households, but we would need to work to identify potential students.

Trustee Brunett shared that she would be impressed if Mr. Turner and Dr. Bluestein showed up at her door trying to reach out to her. Trustee Brunett and Trustee Stotko shared that maybe they can pass out postcards to neighbors that are not attending Mesa. Trustee Rodriguez agreed and mentioned that her neighborhood also has young kids that do not attend Mesa. The Board all agreed that when the final postcards are ready, they will distribute in their neighborhood.

Attendance Update: Mr. Turner was very pleased to report that for the month of March the attendance had increased to an overall attendance of 96.08%. Mr. Turner was also excited to report that although some of surrounding Districts were affected by the Norovirus, Mesa's attendance stayed strong. The increase in attendance also affirms that Dr. Bluestein's recognition of attendance at assemblies and providing students with attendance tags has helped maintain attendance. Mr. Turner recognized Trustee Brunett for suggesting the attendance tag idea.

Discipline Update: Mr. Turner reported that there were no suspensions reported in the month of March, but as we enter April, May and June those numbers may change.

Board Reports and Communications

Board members' correspondence:
Trustee Stotko shared correspondence from Ventura County Office of Education with regards to the acceptance of the second interim report. The second interim report has been accepted. Mesa had a positive certification.

Board members' reports and communication: None

Board members' interests and concerns: None

Consent Agenda

Consent Agenda:
Purchase Orders $45,171.46
Checks Totaling $538,490.56
Fund Balances
Enrollment 613
Student of the Month Listing
Student Body Fund and Revolving Fund Accounting for t 2016-2017 school year

On motion of Trustee Crull, and seconded by Trustee Brunett, and carried with a 4-0-1 vote, the Consent Agenda was adopted by common consent.

Information
6th grade Agriculture Elective Presentation

Dr. Bluestein provided a video presentation highlighting the work students are doing in the new sixth grade Introduction to Agriculture elective.

Action/Discussion Items

Resolution#16-17-09 Retirement of Deanna Sakai

On motion of Trustee Brunett, seconded by Trustee Crull , and carried with a 4-0-1 vote, Resolution #16-17-09 Retirement of Deanna Sakai.
Vote:
Brunett: **Aye** Crull: **Aye** Rodriguez: **Aye** Stotko: **Aye** Sullivan: **Absent**
Ayes: **4** Noes: **0** Abstentions: **0** Absent: **1**

Resolution#16-17-10 Retirement of Elizabeth Skeens

On motion of Trustee Brunett, seconded by Trustee Crull, and carried with a 4-0-1 vote, Resolution #16-17-10 Retirement of Elizabeth Skeens.
Vote:
Brunett: **Aye** Crull: **Aye** Rodriguez: **Aye** Stotko: **Aye** Sullivan: **Absent**
Ayes: **4** Noes: **0** Abstentions: **0** Absent: **1**

2017-2018 Bell Schedule

On motion of Trustee Brunett, seconded by Trustee Rodriguez, and carried with a 4-0-1 vote, the 2017-2018 Bell Schedule.

Vote:

Brunett: **Aye** Crull: **Aye** Rodriguez: **Aye** Stotko: **Aye** Sullivan: **Absent**

Ayes: **4** Noes: **0** Abstentions: **0** Absent: **1**

Declaration of Need for Fully Qualified Educators for 2017-2018 school year

On motion of Trustee Brunett, seconded by Trustee Rodriguez, and carried with a 4-0-1 vote, the Declaration of Need for Fully Qualified Educators for the 2017-2018 school year was approved.

Vote:

Brunett: **Aye** Crull: **Aye** Rodriguez: **Aye** Stotko: **Aye** Sullivan: **Absent**

Ayes: **4** Noes: **0** Abstentions: **0** Absent: **1**

Annual Statement of Need for 30-Day Substitute Teaching permits for 2017-2018

On motion of Trustee Brunett, seconded by Trustee Crull, and carried with a 4-0-1 vote, the Annual Statement of Need for 30-Day Substitute Teaching permits for the 2017-2018 school year was approved.

Vote:

Brunett: **Aye** Crull: **Aye** Rodriguez: **Aye** Stotko: **Aye** Sullivan: **Absent**

Ayes: **4** Noes: **0** Abstentions: **0** Absent: **1**

Quarterly Report on Williams Uniform Complaints

On motion of Trustee Brunett seconded by Trustee Rodriguez, and carried with a 4-0-1 vote, the Quarterly Report on Williams Uniform Complaints was accepted.

Vote:

Brunett: **Aye** Crull: **Aye** Rodriguez: **Aye** Stotko: **Aye** Sullivan: **Absent**

Ayes: **4** Noes: **0** Abstentions: **0** Absent: **1**

8th Grade Field Trip Request to Magic Mountain June 12, 2017

On motion of Trustee Crull, seconded by Trustee Brunett, and carried with a 4-0-1 vote, the 8th grade field trip request to Magic Mountain on June 12, 2017 was approved.

Vote:

Brunett: **Aye** Crull: **Aye** Rodriguez: **Aye** Stotko: **Aye** Sullivan: **Absent**

Ayes: **4** Noes: **0** Abstentions: **0** Absent: **1**

Discarding of Obsolete Equipment

On motion of Trustee Crull, seconded by Trustee Rodriguez, and carried with a 4-0-1 vote, the discarding of obsolete equipment was approved.

Vote:

Brunett: **Aye** Crull: **Aye** Rodriguez: **Aye** Stotko: **Aye** Sullivan: **Absent**

Ayes: **4** Noes: **0** Abstentions: **0** Absent: **1**

Service Agreement with YouthTruth

On motion of Trustee Crull, seconded by Trustee Rodriguez, and carried with a 4-0-1 vote, the service agreement with YouthTruth was approved.

Vote:

Brunett: **Aye** Crull: **Aye** Rodriguez: **Aye** Stotko: **Aye** Sullivan: **Absent**

Ayes: **4** Noes: **0** Abstentions: **0** Absent: **1**

The Board was provided with the March 2017 Board policy updates for first review. Policies will be brought back for adoption at the May 16, 2017 Board meeting.

Official Minutes of the April 25, 2017, Regular Board Meeting of the Board of Trustees of the Mesa Union School District

Board Policy Adoption

On motion of Trustee Brunett, seconded by Trustee Crull, and carried with a 4-0-1 vote, the Special Education teacher job description was approved.

Vote:

Personnel

Brunett: **Aye** Crull: **Aye** Rodriguez: **Aye** Stotko: **Aye** Sullivan: **Absent**
Ayes: **4** Noes: **0** Abstentions: **0** Absent: **1**

On motion of Trustee Brunett, seconded by Trustee Rodriguez, and carried with a 4-0-1 vote, the revised classified job descriptions listed below were adopted.

- Office Assistant
- Bilingual Family Liaison
- Department Secretary
- Special Education Administrative Assistant
- Office Assistant II
- Facilities Worker
- Bus Driver
- Sr. Facilities Worker
- Computer Resource Technician

On motion of Trustee Rodriguez, seconded by Trustee Brunett, and carried with a 4-0-1 vote, the resignation/retirement of Deanna Sakai effective June 16, 2017 was approved.

Vote:

Brunett: **Aye** Crull: **Aye** Rodriguez: **Aye** Stotko: **Aye** Sullivan: **Absent**
Ayes: **4** Noes: **0** Abstentions: **0** Absent: **1**

On motion of Trustee Brunett, seconded by Trustee Rodriguez, and carried with a 4-0-1 vote, the resignation/retirement of Elizabeth Skeens effective June 16, 2017 was approved.

Vote:

Brunett: **Aye** Crull: **Aye** Rodriguez: **Aye** Stotko: **Aye** Sullivan: **Absent**
Ayes: **4** Noes: **0** Abstentions: **0** Absent: **1**

Future Items

Golden Valley Charter School Memorandum of Understanding
Local Control Accountability Plan Public Hearing
ELA/ELD Textbook Adoption
GATE Task Force Recommendations
Campus Security

Future Meeting

Mr. Turner asked the Board if they would consider changing the June Board meeting to another date. Mr. Turner communicated that Mrs. Tami Peterson will not be available on June 21st. The Board of Trustees made a unanimous decision to change the June Board meeting to June 6, 2017.

May 16, 2017, at 6:00 p.m., Regular Board Meeting
June 6, 2017, at 6:00 p.m., Regular Board Meeting

There being no further items of business, the Board adjourned at 8:26 p.m. Trustee Stotko announced that the Board will be returning to closed to session.

Adjournment	
Reconvene to Open Session	At 9:25 p.m., the Board of Trustees returned to open session. Trustee Stotko reported that the Board of Trustees had just returned from closed session where they discussed Personnel authorized by Government Code 54947 as it relates to Personnel needs for the 2017-2018 school year, Superintendent's Evaluation authorized by Government Code 54947, and Potential Litigation pursuant to Education Code 54956.9. No action was taken.
Adjournment	There being no further items of business, the Board adjourned at 9:26 p.m.

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Mesa Union Elementary School District		
Contact Name and Title	Jeffery D. Turner Superintendent	Email and Phone	jtunrer@mesaschool.org 805-485-1411

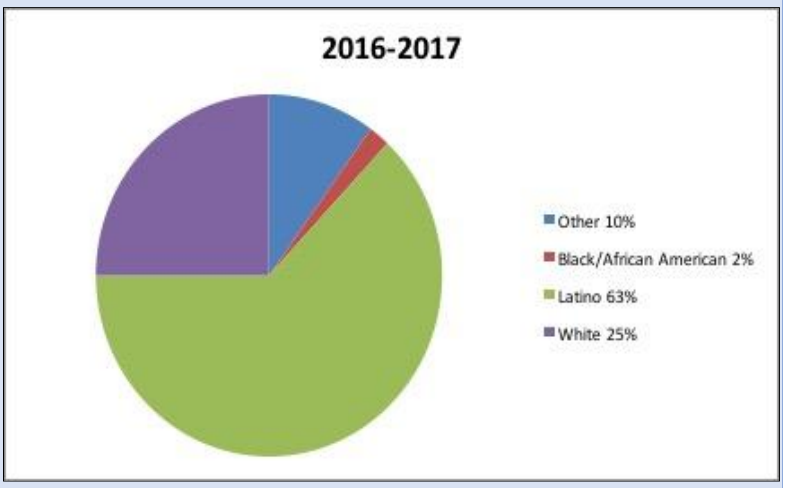
2017-20 Plan Summary

THE STORY

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

Mesa Union School District, containing a single school, Mesa Union School, has enjoyed a long tradition of excellence where children thrive in a community-focused, small school environment. Approximately 620 students attend Mesa Union School in grades Transitional Kindergarten through eighth grade and actively participate in a rigorous and rewarding academic environment enriched with visual and performing arts, technology, robotics, athletics, and other extracurricular activities. Mesa, being a "District of Choice", is avidly sought after by parents seeking a challenging and enriching education.

Mesa Union's diversity is its strength. Mesa students come from a variety of backgrounds as indicated in the graph to the right. In 2017, 33% of students are English learners. Thirty-eight percent of students who attend Mesa Union are socioeconomic disadvantaged. The District enjoys a low mobility rate, less than 1%. Overall, attendance has averaged
96% over the past five years.



The District's demographics provide an opportunity to deliver a broad educational experience built upon diverse cultural experiences. Class sizes average 26:1 in Kindergarten through 3rd grade, and 35:1 in grades 4-8.

One hundred percent of Mesa Union School District teachers are fully credentialed. Of the District's teachers, 52% hold Master's degrees and another 39% have attained a baccalaureate degree plus 30 units of higher education credit. The average years of teaching service in the District is ten

years, and the average years of teaching experience is 13 years.

District parent involvement is strong, with 24% of our parents contributing to the school by volunteering in classrooms, supporting fundraising or serving on the Mesa Foundation, Parent Faculty Organization, Parent Advisory and Parent English Learner Advisory Councils

LCAP HIGHLIGHTS

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

Mesa Union School District Local Control Accountability Plan focused on four key areas during the 2016-2017 school year.

- Improving student achievement for all students in all grades and content areas

  As a result of the District's focus to provide exemplary employees, explicit professional development, new textbook materials aligned to Common Core and English Language Development Standards, one to one computing, and increased access to intervention and enrichment activities, Mesa Union School District students have experienced increased student achievement. Mesa Union's commitment, encapsulated in Goal 1 and state priorities 1 through 8 of its LCAP, to providing one to one computing and integration of technology to support student learning has provided student access to 21st century skills. Students participate in rigorous academic instruction, which includes daily collaboration, critical thinking, communication and opportunities to be creative and show compassion to one another.

- Providing welcoming and safe learning environments that increase safety and school connectedness

  The District's actions outlined in Goal 2, "provide a welcoming and safe learning environment", which addresses state priorities 1,3,4,5, and 8, have begun to reshape the school culture with improved customer satisfaction among stakeholders, visible improvements to facilities, and student, parent, and community connectedness. The implementation of a fifth C, compassion, coupled with community circles and new measures to bring an awareness of the effect of bullying, continues to have a positive impact on student interactions leading to a suspension/expulsion rate below 1% and an attendance rate above 96%. Both indicate that Mesa Union School provides a safe learning environment focused on school connectedness.

- Engaging parents, community organizations, business, and higher learning institutions in the development of meaningful partnerships to support student learning

  Through the renewing and/or development of partnerships with families, community business, county offices and higher learning institutions, the District has been able to offer additional learning opportunities to include the development of middle school electives, after-school programming, clubs, and athletic activities. In addition, as a result of working with newly developed partners, the District has implemented a recycling and composting program and constructed outdoor learning and maker spaces. These steps clearly support the actions and services outlined in the District's Goal 3 and address state priorities 3,4,5,6, and 8.

- Recruiting, hiring, training and retaining exemplary employees

  Mesa Union School District actions and services as described in LCAP Goal 4, which align to state priorities 1-6, have enabled the organization to hire highly qualified and exemplary employees to fill its vacancies. The District's commitment to providing comprehensive professional development to its certificated and classified employees not only improves their

level of expertise and performance, but also provides a working environment that encourages continuous learning and kinship that results in its employees dedicating their career to the services of Mesa Union students and their families.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

After a review of state and local performance indicators, Mesa Union School District is most proud of progress made towards accomplishing Goal 1: Improve student learning for all students, in all grades, and in all content areas, which aligns with state priorities 1-8. As reflected below, summative assessment results when compared to state and county performance, Mesa Union students consistently performed at all grade levels above the county and state averages on Standard Exceeded/Standard Met on the English Language Arts/Literacy and Mathematics assessments.

- Sixty percent of Mesa Union students in grades 4, 5, 7, and 8 met or exceeded standards in English language arts.
- Every grade level demonstrated growth in the number of students who met or exceeded standards in English language arts with grade 5 making the largest gain (+13%).
- Mesa Union School District, when compared to all school districts in Ventura County, ranks fifth in English language arts/literacy.
- Sixty percent of Mesa Union students in grade 8 met or exceeded standards in mathematics.
- There were increases in the number of students who met or exceeded standards in mathematics in grades 3 and 8.
- This year's 4th, 7th, and 8th grade students showed an increase in the percent of students who met or exceeded standards in mathematics from the previous year.

Mesa Union is also pleased with increased subgroup student performance indicating the District is making gains towards narrowing the achievement gap.

- In English language arts, subgroup performance among females, males, white, and Hispanic students increased or stayed the same as compared to their performance in 2015.
- Seventy-seven percent of white students met or exceeded grade level standards in English language arts.
- English Learners significantly increased their performance in English language arts from 13% to 29%, and 77% of reclassified students met or exceeded grade level standards for the second year.
- Sixty-five percent of reclassified students met or exceeded grade level

standards in the area of mathematics.

- Economically disadvantaged students posted a gain of 11%, from 31% to 42%, of students who met or exceeded standards in English language arts.

Overall, the CAASPP results show that Mesa Union students are making strong progress in the new standards. Mesa Union will continue to focus on reducing the number of students who did not achieve Standards Met on the English Language Arts/Literacy and Mathematics assessments, as well as narrowing the achievement gap of identified subgroups

In addition, Mesa Union School District has made significant progress in increasing opportunities for parent engagement through participation in the Parent Advisory and Parent English Learner Councils, Parent Faculty Organization, Superintendent/Principal breakfasts, GATE Task Force, Mesa Education Foundation and parent workshop activities. Not only have these newly formed or strengthened partnerships increased services to students (i.e., over $150,000 in fundraising in 2016-2017), they have also shaped a sense of community and inclusion within the District.

In closing, the District bargaining groups have also committed to increased professional development opportunities for all employees by adding an additional professional development day and working with stakeholders to support a learning Wednesday professional learning model in 2017-2018 school year.

Mesa Union's focus on improved instructional practice, professional development, parent engagement, and increased partnerships has resulted in improved student achievement, school connectedness and school community.

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

GREATEST NEEDS

Areas of focus as identified by the California School Dashboard include English Language Learners and mathematics. Currently, 72 percent of the District's English learners have met or exceeded proficiency levels; however, the overall subgroup experienced a 6.5% decrease in the number of students meeting or exceeding proficiency levels. The District continues to focus on providing research-based professional development that supports English language learners. In addition, the District is piloting and evaluating new textbooks and supplemental materials for adoption in the fall of 2017. Furthermore, the District has increased intervention efforts to support English learners and other students who need academic assistance.

Mesa Union students rank third in Ventura County when compared to their counterparts in the area of mathematics. Even though students continue to score higher than county and state averages (i.e., 50%), the District experienced a 3% decrease in the number of students who met or exceeded standards. The District implemented new common core aligned textbooks in the fall of 2016 and has provided ongoing professional development to support the use of the new materials. The District has also identified students who need additional academic supports and has provided tutoring, after-school and summer programming.

In closing, Mesa Union School District, as outlined in LCAP Goal 1 is evaluating its Response to Intervention Model to strengthen academic and social emotional supports for students in order to improve overall student achievement

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

PERFORMANCE GAPS

Mesa Union School District continues to focus its efforts on narrowing the achievement gap. Despite double-digit gains in the number of Hispanic (13% to 29%) and socioeconomic students (31% to 42%), meeting and/or exceeding standards, there continues to be a significant gap (i.e., 30%) as compared to white or affluent students.

Mesa Union School District, as outlined in LCAP Goal 1, continues to focus on piloting, evaluating, and providing textbook and supplemental materials to its teachers and students. The District adopted new mathematics materials in the fall of 2016 and English Language Arts/English Language Development materials in the fall of 2017. The District, with the support of its bargaining units, has increased professional development and collaboration opportunities by adding a day of training to the academic calendar beginning in 2016-2017, instituting a Learning Wednesday model in the fall of 2017, and increasing instructional minutes in grades K-8 in the fall of 2017. The District is in the second year of evaluating its Response to Intervention model, which provides increased access to academic and social emotional supports resulting in more students receiving tutoring, intervention, and after-school and summer programming focused on improving student achievement in English language arts and mathematics.

In closing, the District has also worked to provide expanded services to parents of English language learners and students of poverty through the creation of a Parent Liaison and English Learner Coordinator position to provide support through parent workshops and access to community or school-based programs that support actions and services encompassed in LCAP Goal 3.

INCREASED OR IMPROVED SERVICES

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

As indicated above, Mesa Union School District has added designated staff (i.e., a bilingual Parent Liaison and English Learner Coordinator) to support students and their families' access to community and school-based services. The District has also increased its academic and social emotional supports by offering additional counseling, intervention, tutoring, after-school, and summer school programing

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$ Pending
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ Pending

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

Pending

$ Pending	Total Projected LCFF Revenues for LCAP Year

DRAFT

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Improve student learning outcomes for all students, in all grades, and in all content area

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
The District will improve the number of students who met or exceeded standards in the area of English Language Arts by 5% from 54% in 2015-2016 to 59% in 2016-2017 on the California Assessment of Student Performance and Progress (CAASPP). The District will improve the number of students who met or exceeded standards in the area of Mathematics by 5% from 53% in 2015-2016 to 58% in 2016-2017 on the CAASPP. The District will improve the number of students who score at the proficient level or above in the area of English Language Arts by 5% from 65% in 2015-2016 to 70% in 2016-2017 on local assessments (i.e., benchmark assessments). The District will establish baseline data results indicating the number of students who score at the proficient level or above in the area of Mathematics in 2016-2017 on local assessments (i.e., benchmarks).	The District met its goal in English Language Arts by increasing the number of students who met or exceeded state standards by 5% from 54% to 59%. The District did not meet its goal in Mathematics. The District had a 3% decrease in the number of students who met or exceeded state standards from 53% to 50% % of students scored at the proficient level or above in the area of English Language Arts in 2016-2017. This is % change from 2015-2016. % of students scored at the proficient level or above in the area of mathematics in 2016-2017. This will serve as a baseline to assist the District in measuring student continuous growth. The District's AMAO test results have not been released and at this date

The District will increase the number of English learners meeting AMAO 1 and 2 by 5% (i.e., AMAO 1 from 64.6% to 69.6%, AMAO 2 > from 41% to 46%, AMAO 2< from 58% to 63%).	there is no reported change. Data not Available
The District will increase the number of English learners that have been reclassified (RFEP) by 5% from 15% in 2015-2016 to 20% in 2016-2017.	The District's reclassified (RFEB) rate increased by 1% from 15% to 16%.
The District will establish baseline data results to measure the number of students who are identified through the SST process to receive academic or social- emotional interventions.	The District has identified 49 students through the SST process to receive academic or social-emotional interventions.
The API currently is not applicable for 2016-2017.	The API is not applicable for 2016-2017

ACTIONS / SERVICES

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

Action **1.1**

	PLANNED	ACTUAL
Actions/Services	1.1a Build capacity and consistent district-wide procedures through training and meetings in Response to Intervention (i.e., RTI). 1. b Evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated.	The District built capacity and consistent district-wide procedures through the implementation of a new Student Study Team process that more accurately identifies students in need of Intervention (i.e., RTI). The District has begun the evaluation of site-based interventions and practices. The District initiated a 165-day English Language Arts intervention to students in grades K-8 during the 2016-2017 school year. Excess cost arose as a result of the use of classroom instructional assistants to provide Tier 1 interventions in grades K-1.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Certificated Salaries and Benefits; Unrestricted $4,000 Books and Supplies; Unrestricted $250	Classified Salaries and Benefits; Unrestricted $52,414 Books and Supplies; Unrestricted $880

Action **1.2**

	PLANNED	ACTUAL
Actions/Services	1.2 Create a systemic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency. 1.2a Conduct visitations in model districts and schools to observe intervention procedures, programs, and practices. 1.2b. Monitor the effectiveness of district and site intervention systems. Continue software licenses and instructional supplies.	The District has begun the process of creating tiered interventions. Next steps include the expansion of Tier 2 interventions and the exploration of Tier 3 intervention opportunities. Teachers have conducted visitations to local school districts in Ventura County to observe intervention procedures, programs, and practices. These activities occurred during their regular work hours limiting release time expense to $240. This year the District established baseline data that will allow the evaluation of district and site interventions. The District has continued to utilize software and instructional materials that support the delivery of tiered interventions. The District invested more in software as compared to materials and supplies.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Certificated Salaries &Benefits, Unrestricted $1,500 Materials & Supplies; Unrestricted $5,000 Professional Services, Unrestricted $10,000	Certificated Salaries &Benefits, Unrestricted $243 Materials & Supplies; Unrestricted $1,169 Materials & Supplies; Restricted $515

	Professional Services; Unrestricted $17,514

Action **1.3**

PLANNED 1.3 Contract with Ventura County Office of Education and/or hire staff to provide intervention teacher support, school counselor, and other certificated and classified support staff.	ACTUAL The District contracted nursing and speech services from the Ventura County Office of Education creating the increased cost of $122,000 to the District. The District contracted with Empire Therapeutic Counseling Services to provide counseling services to students,
BUDGETED Certificated Salaries and Benefits; Unrestricted $62,000 Classified Salaries and Benefits; Unrestricted $13,150 Professional Services; Unrestricted $14,600	ESTIMATED ACTUAL Certificated Salaries and Benefits; Unrestricted None Classified Salaries and Benefits, Unrestricted $16,352 Professional Services; Unrestricted $30,000 Professional Services; Restricted $92,000

Action **1.4**

PLANNED 1.4 Provide a 3-year sequence of professional development and training activities, which support	ACTUAL The District has developed and executed year 2 of a 3-year sequenced professional development plan. During the course of

	new California State Standards in English Language Arts, English Language Development, writing, and math, including the new District-adopted K-5 and 6-8 math programs. 1.4a Consultant contracts with English Language Arts, English Language Development, writing, math, and technology integration content area experts to provide training to site administration and teachers 1.4b Teacher release time/compensation for professional development activities 1.4c Continue district-wide ongoing Professional Learning Communities	the 2016-2017 school year, staff has participated in training that supports the implementation of new California English Language Arts and English Language Development Standards, as well as mathematics. The increased cost of $10.000 was a result of the District contracting with Ventura County Office of Education, Houghton Mifflin and California Lutheran University to provide training to teachers and administrators in the areas of English Language Arts (i.e., Reading Results) and English Language Development (i.e., Creating Access to Core Standards). Travel expenses for teachers to participate in professional development opportunities that included training in CUE and other technology training opportunities exceeded budget projections by $3,700, as a result of increased teacher participation. This is an area of inconsistency. In the 2017-2018 school year the District will implement an early release day each week to support professional development and professional learning opportunities.
Expenditures	BUDGETED Certificated Salaries and Benefits; Restricted Federal and State $24,450 Professional Services; Restricted Federal $8,000 Travel and Conferences; Unrestricted $500	ESTIMATED ACTUAL Certificated Salaries and Benefits; Restricted Federal and State $26,248 Professional Services; Restricted Federal $18,841 Travel and Conferences; Unrestricted $2,246 Travel and Conferences; Restricted Federal $2,005

	Materials and Supplies $85

Action **1.5**

PLANNED	ACTUAL
Actions/Services 1.5a Provide California State Standards-aligned instructional materials for all students. 1.5b For the 2016-2017 school year establish an adoption committee and consider adoption of English Language Arts/English Language Development materials for 2017-2018, contingent upon selection of appropriate, modified, (not) re-aligned materials. 1.5c Provide teacher release time for continued review of new adopted ELA/ELD materials	The District provides state standards- aligned K-5 and 6-8 mathematics textbooks and materials to all students. The District established an English Language Arts and English Language Development Textbook Adoption Committee. Teachers have evaluated and piloted textbook materials with the intent that the District will recommend K-5 and 6-8 textbook materials for approval to the Board of Trustees in June. Teachers were provided extra-duty pay for participating in ELA/ELD adoption activities outside the school day. Costs were less than expected as a result of a structured adoption process.
BUDGETED	ESTIMATED ACTUAL
Expenditures Approved Textbooks; Unrestricted $116,000 Certificated Salaries and Benefits; Unrestricted $4,825 Professional Services; Unrestricted $2,250	Approved Textbooks; Unrestricted $108,031 Approved Textbooks; Restricted $3850 Certificated Salaries and Benefits; Unrestricted $2,900 Professional Services; Unrestricted Cost included in strategy 1.4

Action **1.6**

	PLANNED	ACTUAL
Actions/Services	1.6a Improve and standardize equitable environments for online state testing 1.6b Continue implementation of effective, equitable online testing environments. Build long-term funding options to support emerging technology 1.6c Purchase technology devices to complete K through 2nd grade one-to-one computing initiative	The District continued to invest in improving its wireless environment through upgrades to wireless internet equipment The District has committed to the sustainability of technology by setting aside a portion of its annual budget for this purpose. The District purchased technology and has implemented a one to one computing environment in grades K-2. In addition, the District replaced printing devices in all K-8 classrooms and projection equipment in all common areas. The increased cost in professional services was due to a contract to install and maintain technology devices and internet connectivity.
Expenditures	BUDGETED Non-capitalized Equipment; Unrestricted $80,000	ESTIMATED ACTUAL Non-capitalized Equipment; Unrestricted $41,400 Materials and Supplies; Unrestricted $45,898 Professional Service; Unrestricted $28,000 Repairs; Unrestricted $4,183

Action **1.7**

	PLANNED	ACTUAL
Actions/Services	1.7 Increase access to electives such as computer programming, agriculture, health, vocational education, and foreign language.	The District created two elective classes per grade level in grades 6-8 to include agriculture, visual performing arts, robotics, etc. Unrestricted expenses were significantly less as result of VC Innovates grants received by the District.
Expenditures	BUDGETED Materials and Supplies; Unrestricted $30,000	ESTIMATED ACTUAL Materials and Supplies; Unrestricted $1371 Materials and Supplies; Restricted $13,355

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Action **1.8**

	PLANNED	ACTUAL
Actions/Services	1.8a Increase access to extra support, on-grade level, and enrichment activities before, during, and after-school 1.8b Purchase of instructional materials and supplies to support and/or enrich programming	The District increased student access to its after-school program, homework club and summer school programs by expanding the number of students served. Materials to support these support and/or enrichment programs were purchased. The District has begun the evaluation of site-based interventions and practices. The District initiated a 165-day English Language Arts intervention to students in grades K-8 during the 2016-2017 school year resulting in additional costs in unrestricted certificated salaries and benefits.

Expenditures	BUDGETED Certificated Salaries and Benefits; Unrestricted $61,500 Materials and Supplies; Unrestricted $5,000	ESTIMATED ACTUAL Certificated Salaries and Benefits; Unrestricted $78,709 Materials and Supplies; Unrestricted $6,827
Action **1.9**		
Actions/Services	PLANNED 1.9 After-school programming 1.9a Provide additional district-wide after-school programming based on identified need 1.9b Apply for Federal 21st CCLC	ACTUAL The District increased access to its after-school programing by expanding the program from grades 4-8 to grades 2-8. The purchase of student snacks created an additional food cost to the District. The District created a criteria-based selection process that considers students socio-economic status, academic needs and other factors to gain entrance into after-school programming. The District's demographic configuration does not enable it to receive funding from 21st CCLC.
Expenditures	BUDGETED Professional Services; Unrestricted $95,000	ESTIMATED ACTUAL Professional Services; Unrestricted $95,000 Healthy Snacks: $4,200

Action **1.10**

Actions/Services	PLANNED	ACTUAL
	1.10a Technology Plan Committee to develop a comprehensive plan to integrate 21st Century Learning Framework into existing District initiatives 1.10b Provide release time and professional development to develop a comprehensive technology plan by 2016-2017. 1.10c Continue to provide human resources to support technology integration including computer resource technician and contracted services	The District has not established a technology plan committee to evaluate and revise its technology plan. Release time specifically for professional development to develop a comprehensive technology plan was not provided. The District employs a computer resource technician and contracts with several vendors.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Certificated Salaries and Benefits; Unrestricted $1,650 Classified Salaries and Benefits; Unrestricted $48,600	Certificated Salaries and Benefits; Unrestricted None Classified Salaries and Benefits; Unrestricted $45,019

Action **1.11**

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Actions/Services	PLANNED	ACTUAL
	1.11a Provide District/site technical support, profession development, and coaching that supports the integration of 21st Century Skills,4C's,CCSS materials, tools and teaching strategies 1.11b Begin the implementation and professional development recommendations based on survey	The District has provided technology, 21st Century Skills and CCSS teaching strategies focused professional development throughout the 2016-2017 school year. The District purchased classroom CCSS materials to support the implementation of 21st Century Learning Skills, which nearly doubled the expense to the District.

	results.	The District implemented professional development opportunities based on survey results.
Expenditures	BUDGETED Professional Services; Unrestricted $3,000 Materials and Supplies; Unrestricted $2,000	ESTIMATED ACTUAL Professional Services; Unrestricted $1625 Materials and Supplies; Unrestricted $3,401

Action **1.12**

Actions/Services	PLANNED 1.12a Expand STEAM opportunities including access to Next Generation Science Standards, the arts, and computer skills	ACTUAL The District expanded STEAM opportunities through increased access to after-school programming and the creation of electives in the middle school. Grants received from VC Innovates offset expected expenditures in new middle school electives. See goal action 1.7 for more expenditures.
Expenditures	BUDGETED Materials and Supplies; Unrestricted $6,000	ESTIMATED ACTUAL Materials and Supplies; Unrestricted $1034

Action **1.13**

Actions/Services	PLANNED 1.13a Implementation of a one-to-one student computing program coupled with a robust wireless internet access Costs for one to one computing are captured in Goal 1, Action 6	ACTUAL The District has implemented a one to one computing program and continues to make upgrades to its wireless internet access. Costs for one to one computing are captured in Goal 1, Action 6

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Professional Services; Unrestricted $12,330	Professional Services; Unrestricted None

Action **1.14**

	PLANNED	ACTUAL
Actions/Services	14a Develop community-based partnerships to support 21st Century Skills development for all stakeholders 1.14b Provide a career fair at Mesa Union School for students in grades 6-8; provide two student, employee, and parent workshops/ training sessions based on stakeholder interest; and one collaborative project with Mesa Union K-8 School	The District has developed new partnerships with colleges and universities within its geographic area as well as with local farmers, businesses, and community organizations. The District worked with parents and community members to provide a career fair for students in grades 6-8 in June of 2017.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	No costs are anticipated	None

Action **1.15**

	PLANNED	ACTUAL
Actions/Services	1.15a Assess District strategy and create plan for addressing highly proficient/high achieving students 1.15bConsider alternative method to deliver Gifted and Talented Education Program that increases access and promotes more robust activities 1.15c Explore the feasibility of adding honor courses and/or electives for the junior high program	The District established a GATE Task Force to evaluate and plan programming for highly proficient/achieving students. The GATE Task Force recommendations support alternative methods that increase access to more robust activities within a pull-out model to an integrated model. The District added two elective course offerings to grades 6-8.

Expenditures	BUDGETED No additional costs are anticipated.	ESTIMATED ACTUAL None

Action **1.16**

	PLANNED	ACTUAL
Actions/Services	1.16a Provide tiered interventions, on-level and enrichment activities outside the school day and/or non- school days 1.16b Identify a district menu of interventions vetted as high-leverage options 1.16c Maintain three weeks of summer programming for migrant, low-income and EL students 1.16d Create a two-week kindergarten summer institute targeting unduplicated pupil count students	The District provided Tier 1 and 2 interventions during, before, or after school and/or non-school days. The District has begun the process of identifying a menu of interventions. The additional costs to the District for a three-week summer program for migrant, low-income, English learners, and/or academic struggling students were due to increased student enrollment and transportation costs. The District has not created a two- week summer school institute targeting unduplicated pupil count students.
Expenditures	BUDGETED Certificated Salaries and Benefits; Restricted Federal $13,050 Classified Salaries and Benefits; Restricted Federal and Unrestricted $5,600	ESTIMATED ACTUAL Certificated salaries and Benefits; Restricted Federal $16,058 Classified Salaries and Benefits; Restricted Federal and Unrestricted $4,657

Material and Supplies; Restricted Federal $1,000	Material and Supplies; Restricted Federal $13 Professional Services; $2,507

Action **1.17**

PLANNED	ACTUAL
Actions/Services	1.17 Increase the percentage of EL students making progress in attaining one level of English language level growth. 1.17 b Increase the number of EL students being reclassified by the end of 8th grade	Costs for services to support the increase of English learner language growth were captured in other intervention actions and services.
Expenditures	Certificated Salaries and Benefits; Unrestricted $1,400	Certificated Salaries and Benefits; Unrestricted None

Action **1.18**

PLANNED	ACTUAL
Actions/Services	1.18a Increase participation of English Learner and Low Income pupils in Gifted and Talented Education Program (GATE) 1.18b Work with teachers to identify students and reach out to parents of prospective GATE students 1.18c Explore alternative methods to deliver Gifted and Talented Education Program (GATE) (e.g.,	The District has evaluated and revised its GATE identification assessment and identification process resulting in the purchase of COGAT 7. The District has hosted a series of parent workshops provided by the Tri-Valley GATE Council. The District has established a GATE Task Force to evaluate and

	provide for GATE enhancements before and/or after school)	make recommendations to the Superintendent to increase access to GATE enhancements before and/or afterschool.
Expenditures	BUDGETED No additional costs	ESTIMATED ACTUAL Materials and Supplies; Unrestricted $875

Action **1.19**

Actions/Services	PLANNED 1.19a Analyze district-wide Integrated and Designated English Language Development instructional model 1.19b Implement recommendations; continue analysis and adjustments 1.19c Provide ELD training to new employees and follow up coaching opportunities for trained staff 1.19d Provide professional development to include coaching on the new English Language Development Standards to all teachers	ACTUAL The District has analyzed and provided teachers professional development to include coaching in support the delivery of Designated and Integrated English Language Development instruction.
Expenditures	BUDGETED See Goal 1, Action 1.4a	ESTIMATED ACTUAL See Goal 1, Action 1.4a

Action **1.20**

	PLANNED	ACTUAL
Actions/Services	1.20a Monitor the progress of Redesignated fluent English proficient students (RFEP) 1.20b Fund the English Language Development Coordinator stipend to support the transition of middle school students to high school for scheduling of RFEP students	Expenditures due to the District establishing an English Language Development Coordinator stipend to assist in monitoring the progress of Re-designated Fluent English proficient students (RFEP) The District established an English Language Development Coordinator to support the transition of middle school RFEP students to high school.
Expenditures	BUDGETED See Goal 1, Action 1.2b	ESTIMATED ACTUAL Certificated Salaries and Benefits; Unrestricted $1,399

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Goal 1's 20 actions and services demonstrates the District's commitment to improved student learning. Overall, the District has effectively executed its plan resulting in the District's increased student success. In the upcoming 2017-2018 school year, the District will emphasize it efforts in the following areas: • The implementation of newly adopted textbooks in English language arts, English language development and mathematics. • Providing professional development that supports the implementation of new state standards, standards aligned materials, integration of technology and differentiating instruction to meet the needs of English learners, low performing, and high performing students. • Creating a systemic approach to tiered intervention to ensure that all students have access to academic and social emotional supports to achieve academic proficiency

DRAFT

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

Mesa Union students consistently performed at all grade levels above the county and state averages on Standard Exceeded/Standard Met on the English Language Arts/Literacy and Mathematics assessments.

- Sixty percent of Mesa Union students in grades 4, 5, 7, and 8 met or exceeded standards in English language arts.
- Every grade level demonstrated growth in the number of students who met or exceeded standards in English language arts with grade 5 making the largest gain (+13%).
- Mesa Union School District, when compared to all school districts in Ventura County, ranks fifth in English language arts/literacy.
- Sixty percent of Mesa Union students in grade 8 met or exceeded standards in mathematics.
- There were increases in the number of students who met or exceeded standards in mathematics in grades 3 and 8.
- This year's 4th, 7th, and 8th grade students showed an increase in the percent of students who met or exceeded standards in mathematics from the previous year.

Mesa Union is also pleased with increased subgroup student performance indicating the District is making gains towards narrowing the achievement gap.

- In English language arts, subgroup performance among females, males, white, and Hispanic students increased or stayed the same as compared to their performance in 2015.
- Seventy-seven percent of white students met or exceeded grade level standards in English language arts.
- English learners significantly increased their performance in English language arts from 13% to 29%, and 77% of reclassified students met or exceeded grade level standards for the second year.
- Sixty-five percent of reclassified students met or exceeded grade level standards in the area of mathematics.
- Economically disadvantaged students posted a gain of 11%, from 31% to 42%, of students who met or exceeded standards in English language arts.

Overall, the CAASPP results show that Mesa Union students are making strong progress in the new standards. Mesa Union will continue to focus on reducing the number of students who did not achieve Standards Met on the English Language Arts/Literacy and Mathematics assessments, as well as narrowing the achievement gap of identified subgroups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The following substantive expenditure changes described in Goal 1 annual update are outlined below: 1.0 Excess cost as a result of the use of classroom instructional assistants to provide Tier 1 interventions in grades K-1 1.3 The District contracted nursing and speech services from the Ventura County Office of Education creating the increased cost of $122,000 to the District. The District contracted with Empire Therapeutic Counseling Services to provide counseling services to students. 1.4 The increased cost of $10.000 was a result of the District contracting with Ventura County Office of Education, Houghton Mifflin and California Lutheran University to provide training to teachers and administrators in the areas of English Language Arts (i.e., Reading Results) and English Language Development (i.e., Creating Access to Core Standards). 1.6 The District purchased technology and has implemented a one to one computing environment in grades K-2. In addition, the District replaced printing devices in all K-8 classrooms and projection equipment in all common areas. The increased cost in professional services was due to a contract to install and maintain technology devices and internet connectivity. 1.7 The District created two elective classes at each level in grades 6-8 to include agriculture, visual performing arts, robotics, etc. Unrestricted expenses were significantly less as result of VC Innovates grants received by the District. 1.8 The District initiated a 165-day English Language Arts intervention to students in grades K-8 during the 2016-2017 school year resulting in additional costs in unrestricted certificated salaries and benefits. 1.16 The additional costs to the District for a three week summer programming for migrant, low-income, English Learners, and/or academic struggling students were due to increased student enrollment and transportation costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Goal 1 Improving student achievement for all students in all grades and all content areas will remain the most significant work of the District. During the 2017-2018 school year, the District will continue to focus on the implementation of new state standards, the evaluation and adoption of textbooks, the integration of technology, and differentiation of instruction to meet the needs of all students. With that being stated, the District has made action and service changes to 1.1 and 1.2 that will expand the District's Response to Intervention model to not only increase academic supports, but also to expand social emotional supports to its students.

Annual Update

LCAP Year Reviewed: 2017-2018

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

Goal 2	Goal 2: Engage parents, community organizations, businesses, and higher learning institutions in the development of meaningful partnerships to support student learning

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
5% increase in the number of parents participating in District and site advisory councils/committees and sponsored parent events from 20% in 2015-2016 to 25% in 2016-2017 as measured by sign-in sheets and survey results 5% increase the number of parents who volunteer at Mesa Union K-8 School and/or District level functions from 10% in 2015-2016 to 15% in 2016-2017 Establish baseline data that identifies the number of businesses and/or	Parent participation in the Parent Advisory Council grew by 33%, while members of the Parent English Learner Advisory Council increased by 50%. Local indicators demonstrated that of the numerous parent events sponsored by the District, Parent Faculty Organization and Mesa Education Foundation, membership has increased by 13% and participation has increased from 20 to 25%. Fundraising raising efforts are at an all-time high with nearly $160,000 raised for educational and extracurricular student activities.

community partnerships that support Mesa Union students.	The District experienced an 8% increase in the number of parents who volunteer at Mesa Union K-8 School and/or District level functions from 10% in 2015-2016 to 18% in 2016-2017. The District established a baseline of 17 business and/or community partnerships that support Mesa Union Students

ACTIONS / SERVICES

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

Action **2.1**

	PLANNED	ACTUAL
Actions/Services	2.1a Expand District stakeholder participation on the Parent and English Learner Advisory Councils. 2.1b. Increase communication with all stakeholders to create a culture of inclusion, respect and integrity. 2.1c Provide training to District stakeholders on the scope and purpose of the Parent and English Learner Advisory Councils.	The District has expanded stakeholder participation in the Parent English Learner Advisory Council. The number of participants increased 50% and the meeting schedule changed from a bi-monthly to a monthly schedule. Classified expenditures for child care services enabled increased parent participation. The District has increased its level of communication to all stakeholders through the redesign the District and site webpages and the utilization of social media, such as Facebook and Twitter. The District contracted with the Ventura County Office of Education to provide annual training on the scope and purpose of the Parent and English Learner Advisory Councils.
Expenditures	BUDGETED Professional Services; Unrestricted $700	ESTIMATED ACTUAL Professional Services; Unrestricted None Classified salaries and benefits; Unrestricted

		$645

Action **2.2**

Actions/Services	PLANNED 2.2a Provide training to the site administrator and the advisory councils (e.g., SSC/ELAC) on alignment of SPSA with LCAP and LEA Plans.	ACTUAL The District reached out to the Ventura County Office of Education to provide annual training on the roles and responsibilities of School Site Council and English Learner Advisory Council.
Expenditures	BUDGETED Professional Services; Unrestricted $700	ESTIMATED ACTUAL Professional Services; Unrestricted None

Action **2.3**

Actions/Services	PLANNED 2.3a Identify opportunities for parents and other community-based organizations to support student learning. 2.3b Increase partnerships by 5% annually with parents and other community-based organizations to support student learning through participation in the Mesa Education Foundation and Parent Faculty Organization, as well as donating fiscal resources, expertise or volunteering. 2.3c Provide parent/community-based workshops that promote the use of technology, parenting, personal growth, etc., as determined by parent survey data.	ACTUAL The District work with the Mesa Education and Parent Faculty Organization, as well as other community-based organizations, to identify and develop opportunities for continual funding support of educational programs. In addition, Mesa Union worked closely with these groups to identify volunteer opportunities to support student learning and school-based activities. The District provided a series of parent/community workshops that supported parents in accessing school, district, and county resources ranging from parenting classes to crisis counseling. Other parent workshops included the use of google docs, social media, and safe student internet usage. In closing, the District contracted with the Tri-Valley GATE Council to provide a three-part series on supporting learning styles and the importance of differentiating learning opportunities.

Expenditures	BUDGETED Materials and Supplies; Unrestricted $1,500.00	ESTIMATED ACTUAL Materials and Supplies; Unrestricted None Certificated Salaries and Benefits; Unrestricted $122 Professional Services; Unrestricted $450

Action **2.4**

Actions/Services	PLANNED 2.4a Maintain and increase partnerships with education organizations, the County Office of Education, institutions of higher learning and local businesses. 2.4b Publicly recognize educational organizations, the County Office of Education, institutions of higher learning and local businesses through various media and events.	ACTUAL The District maintained educational partnerships with educational organizations, the County Office of Education, institutions of higher learning and local business by partnering to create learning opportunities for students. The District instituted the Mesa Moments Recognition Program that publicly recognizes individuals from educational organizations, the County Office of Education, institutions of higher learning and local businesses for the contribution to the students of Mesa Union School District.
Expenditures	BUDGETED No additional costs	ESTIMATED ACTUAL No additional costs

Action **2.5**

Actions/Services	PLANNED 2.5a Employ and support a part-time bilingual family liaison	ACTUAL The District employs a part-time bilingual family liaison to support and connect families to school, district, and county resources.

2.5b Establish a volunteer program that partners with the Parent Faculty Organization and the Mesa Union Education Foundation to identify volunteer opportunities, provide training, and solicit volunteers in advance of school activities, afterschool programming, and/or athletics. 2.5c. Establish a volunteer resource room	The District works closely with the Parent Faculty Organization and Mesa Union Foundation to identify volunteer opportunities, provide annual training, finger printing, and tuberculosis clearance testing in an effort to establish a vigorous volunteer program. A next step is for the District to develop a volunteer resource room.

Expenditures	
BUDGETED Classified Salaries and Benefits; Unrestricted $12,800 Materials and Supplies; Unrestricted $500	ESTIMATED ACTUAL Classified Salaries and Benefits; Unrestricted $13,817 Materials and Supplies; Unrestricted None

Action **2.6**

Actions/Services	
PLANNED 2.6a Outreach to preschool and recreational organizations 2.6b Develop partnerships with youth service providers such as First Five, Boys and Girls Club, Lego Robotics League, and youth sports leagues. 2.6c Provide recreational and facility access to community programs	ACTUAL The District has reached out to preschools in the area to encourage and support Transitional Kindergarten and Kindergarten enrollment. The District also works with the Police Activities League and Camarillo Recreation League to create opportunities for elementary and middle school students to participate in a variety of extracurricular activities. The District works with local community organizations to provide access to facilities at Mesa Union School District to support community-based activities. Expenditures for communications were paid by either the Mesa Education Foundation and/or the Parent Faculty Organization.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Communications; Unrestricted $500	Communications; Unrestricted None

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Through the renewing and/or development of partnerships with families, community businesses, county offices and higher learning institutions, the District has been able to offer additional learning opportunities to include the development of middle school electives, after-school programming, clubs, and athletic activities. In addition, as a result of working with newly developed partners, the District has implemented a recycling and composting program and constructed outdoor learning and maker spaces. These steps clearly support the actions and services outlined in the District's Goal 3 and address state priorities 3,4,5,6, and 8.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Parent participation in the Parent Advisory Council grew by 33%, while members of the Parent English Learner Advisory Council increased by 50%. Local indicators demonstrated that of the numerous parent events sponsored by the District, Parent Faculty Organization and Mesa Education Foundation, membership has increased by 13% and participation has increased from 20 to 25%. Fundraising raising efforts are at an al- time high with nearly $160,000 raised for educational and extracurricular student activities. The District experienced an 8% increase in the number of parents who volunteer at Mesa Union K-8 School and/or District level functions from 10% in 2015-2016 to 18% in 2016-2017. The District established baseline identified 17 business/community partners that support Mesa Union students,
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no significant differences between budget and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The District will allocate space for a parent resource room to support the growing volunteer program at Mesa Union School District. The District has also implemented new volunteer requirements to include finger printing and tuberculosis testing.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 3	Goal 3: Create welcoming and safe learning environments that increase safety and school connectedness among students

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Increase in customer satisfaction as measured on Customer Service Surveys (establish baseline data) Increase District average attendance rate by 0.5% from 96% in 2015-2016 to 96.5% in 2016-2017. Maintain the number of students that are suspended or expelled from school below 1%. Chronic absenteeism data was not available in 2015-2016. Maintain district facilities in good repair through evaluation of Williams Report	The District's Customer Service Survey demonstrated a 29% increase from 61% to 90% of stakeholders reporting that they feel supported by school staff. The District has maintained the number of students suspended or expelled below 1%. Five students (.89%) have been suspended and/or expelled during the 2016-2017 school year.

DRAFT

Maintain drop-out rate below the state average.	The District Chronic Absenteeism rate is 4.7% The District facility is in good repair as measured by the Fit Report as part of the Williams Report. The District has maintained a drop-out rate below the state average.

ACTIONS / SERVICES

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

Action **3.1**

	PLANNED	ACTUAL
Actions/Services	3.1a Continue to monitor facilities and perform maintenance as needed.	The District continues to monitor facilities and perform maintenance as needed. Significant facility maintenance costs have resulted from potential failing of septic tank leach field and the purchase of non-capitalized equipment (i.e., heating units and pressure washer).
Expenditures	BUDGETED Materials and Supplies; Unrestricted $50,000 Repairs; Unrestricted $50,000 Professional Services; Unrestricted $50,000	ESTIMATED ACTUAL Materials and Supplies; Unrestricted $54,711 Non-Capitalized Equipment; Unrestricted $10,034 Repairs; Unrestricted $56,867 Professional Services; Unrestricted $35,455

Action **3.2**

	PLANNED	ACTUAL
Actions/Services	3.2a Develop a Master Plan that includes facility improvements that support 21st Century Skills, in addition to supplemental and specialist services. 3.2b Explore the remodeling of learning spaces to accommodate programming changes on the Mesa Union campus as prioritized.	The District continues to work with consultants and the Board of Trustees to identify facility needs and develop a Master Plan that supports 21st Century Skills. The District has begun the process of remodeling the computer lab into a Maker Space that supports the development of 21st Century Skills. Cost of activities above either generated no cost to the District or were paid through donations.
Expenditures	BUDGETED Professional Services; Unrestricted $5,000	ESTIMATED ACTUAL Professional Services; Unrestricted None

Action **3.3**

	PLANNED	ACTUAL
Actions/Services	3.3a Develop and implement energy, water savings and recycling programs. 3.3b Continue analysis of energy saving projects through Prop 39 funding, if available.	The District worked with waste management officials to develop and implement a recycling program that focuses on composting, recycling and the reduction of trash. The District is working with Alliance Consulting Group to develop a Prop 39 plan for implementation in the 2017-2018 school year. No costs have been accrued during the planning phase.
Expenditures	BUDGETED Professional Services; Unrestricted $5,000	ESTIMATED ACTUAL Professional Services; Unrestricted None

Action **3.4**

	PLANNED	ACTUAL
Actions/Services	3.4a Implement District-wide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g., fire, earthquake, and intruder). 3.4b Bring in outside consultants/agencies to provide disaster preparedness training to stakeholders. 3.4c Inventory and establish a baseline for rotation of safety supplies.	Mesa Union School District provides regular training opportunities for District and school site staff to ensure safe work/school conditions and disaster preparedness. The District has worked with fire department officials focused on disaster preparedness in case of a fire or earthquake. Next steps for the District are to work with law enforcement to provide intruder training to staff. The District needs to inventory and rotate safety supplies.
Expenditures	BUDGETED No additional expenditures	ESTIMATED ACTUAL No additional expenditures

Action **3.5**

	PLANNED	ACTUAL
Actions/Services	3.5a Ensure employees provide outstanding customer service that maintains a culture of respect, integrity, and inclusion. 3.5b Conduct and analyze Customer Service Survey results and improve customer satisfaction.	The District has increased its customer service performance as indicated its Local Control Accountability Plan Survey from 61% to 90%.
Expenditures	BUDGETED Materials and Supplies; Unrestricted $500	ESTIMATED ACTUAL Materials and Supplies; Unrestricted $216

Action **3.6**

	PLANNED	ACTUAL
Actions/Services	3.6a Implement and continually evaluate the Districtwide Olweus Bullying Program. 3.6b District will promote and support Mesa Union School develop school pride and spirit activities (i.e. Associated Student Body, clubs, extracurricular activities, etc.)	The District has evaluated the Olweus Bullying Program. The K-5 program had demonstrated improvements in school culture and the decrease of bullying incidents. The District has determined that a Middle School Task Force will be established to evaluate and make recommendations to the Superintendent regarding school climate. Associated costs resulted in the administration of the Olweus Bullying School Climate Survey to students in grades 4-8. In addition, the District contracted with Youth Truth to assist the newly established 6-8 Task Force evaluate the middle school climate.
Expenditures	BUDGETED Materials and Supplies; Unrestricted $1,000	ESTIMATED ACTUAL Materials and Supplies; Unrestricted None Certificated Salaries and Benefits; Unrestricted $799 Professional Services; Unrestricted $2,000

Action **3.7**

	PLANNED	ACTUAL
Actions/Services	3.7a Establish and maintain the District website and electronic media communications.	The District created a District webpage, revamped the school site webpage, and leveraged social media tools, such as Facebook and Twitter to increase communication to stakeholders. The addition of the District webpage increased professional services costs beyond estimated actuals.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Professional Services; Unrestricted $5,000	Professional Services; Unrestricted $10,200

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Overall, the District fully implemented actions and services aligned to goal 3 in an effort to create welcoming and safe learning environments As we continue our work in the 2017-2018 school year, the District will continue to focus on the following areas: • The District continues to work with consultants and the Board of Trustees to identify facility needs and develop a master plan that supports 21st Century Skills. • The District has begun the process of remodeling the computer lab into a Maker Space that supports the development of 21st Century Skills. • The District is working with Alliance Consulting Group to develop a Prop 39 plan for implementation in the 2017-2018 school year. No costs have been accrued during the planning phase. • The District needs to inventory and rotate safety supplies.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The District has implemented a large number of the actions and services captured in goal 3 in a highly effective manner. The District has made significant progress in improving customer service. As measured by local indicators, customer satisfaction increased by 29% from 61% to 90%. In addition, the District increased its daily attendance from 96% to 96.5%, while maintaining a suspension and expulsion rate of less than 1%, indicating that students are connected to school and are provided a safe learning environment. The District continues to analyze and develop plans maximizing available Prop 39 dollars and are poised to implement facility improvements in the fall of 2017. The District has worked with county and community waste partners resulting in a districtwide recycling and composting program that has significantly decreased daily waste. In closing, the District has expended nearly $150,000 in 2016-2017 to address facility maintenance and repairs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Material changes between budget expenditures and estimated actual expenditures are outlined below: • Cost of activities highlighted in action 3.2 above either generated no cost to the District or were paid through donations. • The District created a District webpage, revamped the school site webpage, and leveraged social media tools, such as Facebook and Twitter, to increase communication to stakeholders. The addition of the District webpage has increased professional services costs beyond estimated actuals in action 3.7.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Goal 3, which focuses on creating a welcoming and safe learning environment, will continue to be a significant focus in Mesa Union School District's LCAP. As a result of the analysis of the Olweus Bullying Program, the District has determined that the K-5 program had demonstrated improvements in school culture and the decrease of reported bullying incidents. For the 2017-2018 school year, a Middle School Task Force will be established to evaluate and make recommendations to the superintendent regarding school climate. Associated costs resulted in the administration of the Olweus Bullying School Climate Survey to students in grades 4-8. In addition, the District will contract with YouthTruth to assist the newly established 6-8 Task Force to evaluate the middle school climate and develop meaningful action steps.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 4	Goal 4: Recruit, hire, train, and retain exemplary employees

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED **ACTUAL**

In the 2016-2017 school year, 100% of classified and certificated personnel met qualifications outlined in corresponding job descriptions. Establish customer satisfaction baseline data as measured on a Customer Service Survey. 0.5% increase in the District average attendance rate from 96% in 2015-2016 to 96.5% in 2016-2017 Identify the District employee retention rate for both certificated and classified staff in 2016-2017 (baseline data)	One hundred percent of classified and certificated personnel met qualifications as outlined in corresponding job descriptions. Customer satisfaction as measured by local indicators (i.e., Customer Service Survey) demonstrated an increase in customer service from 61% to 90%. The District's average attendance increased from 96% to 96.5%, thereby meeting the goal for 2016-2017. The District's retention rate for certificated staff for 2016-2017 was 88%. The District experienced three retirements, which impacted the overall retention rate significantly. The classified staff retention rate for 2016-2017 was 94%.

ACTIONS / SERVICES

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

Action **4.1**

Actions/Services	PLANNED	ACTUAL
	4.1a. Provide a comprehensive certificated professional development plan that includes Districtwide, on-site and virtual learning opportunities accompanied by ongoing coaching. 4.1b Provide ongoing new teacher support through BTSA.	The District provided a comprehensive certificated professional development plan that included Districtwide, on-site and virtual learning opportunities accompanied by ongoing coaching as captured in Goal 1. BTSA and PAR costs exceeded estimated actuals as a result of five new teachers being hired by the District. The District contracts with County Office of Education for Induction Services.

	4.1c Provide ongoing teacher support through PAR. 4.1d Provide a one-day training program for District substitutes and administer satisfaction survey.	The District has developed a substitute handbook and plans to provide a mandatory substitute orientation/training day in the fall of 2017.
Expenditures	BUDGETED Certificated Salaries and Benefits; Restricted Federal $3,200 Travel and Conference; Restricted Federal $6,000	ESTIMATED ACTUAL Certificated Salaries and Benefits; Restricted Federal and Unrestricted $13,357 Professional Services; Restricted Federal $15,300

Action **4.2**

Actions/Services	PLANNED 4.2a Provide comprehensive classified professional development that includes districtwide learning and on-site demonstrations.	ACTUAL The District provided sexual harassment, CUE, First Aid and CPR, and other job related workshops.
Expenditures	BUDGETED Classified Salaries and Benefits; Unrestricted $2,000 Travel and Conference; Unrestricted $1,000	ESTIMATED ACTUAL Classified Salaries and Benefits; Unrestricted $1,070 Travel and Conference; Unrestricted $987

Action **4.3**

	PLANNED	ACTUAL
Actions/Services	4.3a Provide comprehensive management professional development that includes learning, networking and coaching opportunities.	Site administration has participated in management professional development at California Lutheran University and networking opportunities with other principals within the County.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Travel and Conferences; Unrestricted $2,000	Travel and Conferences; Unrestricted $673

Action **4.4**

	PLANNED	ACTUAL
Actions/Services	4.4a Administer satisfaction surveys and exit interviews to improve District employee retention rates.	The Superintendent has conducted exit interviews with all retiring staff.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional expenditures	No additional expenditures

Action **4.5**

	PLANNED	ACTUAL
Actions/Services	4.5a Attract exemplary employees through the promotion of the District to prospective candidates. 4.5b Develop relationships with universities, career-fair providers, and professional organizations. 4.5c Provide relocation materials to potential candidates.	The District has developed relationships with local universities to include California Lutheran University and California State University-Channel Island and other professional learning organizations (i.e., ACSA) to ensure the District attracts exemplary employees.

	4.5d Evaluate and adjust hiring practices as needed.	
Expenditures	BUDGETED Materials and Supplies; Unrestricted $500	ESTIMATED ACTUAL Professional Services; Unrestricted $2,401

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The District has demonstrated the ability to attract, recruit, and retain exemplary staff. With the support of bargaining units, the District has been able to add an additional professional development day and will be implementing an early release schedule each Wednesday to support professional growth and collaboration. The District's comprehensive development plan has made significant progress in increasing job specific training opportunities for classified employees to enable them to support the students of Mesa Union. There are additional areas of need as captured in goal 4, which will shape the work for the 2017-2018 school year. These areas of need include: • Substitute teacher orientation and training, • Expand partnerships with professional learning organizations to ensure the District attracts exemplary employees • Develop relocation materials to potential candidates
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	One hundred percent of classified and certificated personnel are highly qualified, met qualifications as outlined in corresponding job descriptions, and hold the appropriate credential. Customer satisfaction as measured by local indicators (i.e., Customer Service Survey) demonstrated a significant increase in customer satisfaction from 61% to 90%. The District's average attendance increased from 96% to 96.5%, thereby meeting the goal for 2016-2017.

	The District's retention rate for certificated staff for 2017-2018 was 88%. The District experienced three retirements, which impacted the overall retention rate significantly. The classified staff retention rate for 2017-2018 was 94%. Both of these indicators demonstrate high retention rates and a healthy organization where employees leave as a result of promotion or retirement.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	BTSA and PAR costs exceeded estimated actuals as a result of five new teachers being hired by the District. The District contracts with the County Office of Education for Induction Services. The District costs to participate in professional learning organizations (i.e., ACSA) to ensure the District attracts exemplary employees exceeded budget expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Mesa Union School District will partner with neighboring small districts in the use of a new electronic substitute request system that will allow Mesa and its four partner districts to develop an adequate certificated and classified substitute pool to pull from to fill substitute positions. In addition to the implementation of the request system, the District has developed a substitute teacher handbook, orientation and training program.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The engagement process began in September of 2017 when the Mesa Union School District superintendent reached out to Board trustees, District administrator, bargaining units, parents, community members and other District partners. As part of this process, stakeholders reviewed state and local assessment results, identified organizational strengths and weaknesses, and developed District goals and priorities.

In October of 2015, the superintendent, newly established District Parent Advisory and Parent English Learner Councils and the Board of Trustees reviewed the District's strategic, Title III plan and the Local Education Accountability Plan (LCAP) evaluation process began. District staff reengaged stakeholders in evaluating progress towards attaining District goals, as well as the development of actions and services for the 2017-2020 school years. This included the alignment of the District and Local Education Agency goals to the state's eight priority areas.

Summary of LCAP Engagement Activities:

Board of Trustees' meetings during which there was public discussion on strategic planning, shared values, priorities and goals:

- Tuesday, August 16, 2016
- Tuesday, September 20, 2016
- Tuesday, October 18, 2016
- Tuesday, November 15, 2016
- Tuesday, January 17, 2017
- Tuesday, February 21, 2017
- Tuesday, March 21, 2017
- Tuesday, April 25, 2017
- Tuesday, May 16, 2017
- Tuesday, June, 13, 2017

Parent Advisory Committee meetings where a review of the District's state assessment data results was conducted:

Thursday, October 27, 2016
- Review of CAASPP Results
- Review Progress Toward Reaching LCAP Goals
- Review of Strategic Plan
- Discussion of District LCAP Goals

Thursday, November 17, 2016
- LCAP Goal 1 Improved Student Achievement Evaluation and Input Activity
- LCAP Survey Development

Thursday, December 8, 2016
- Introduction to New LCAP Template
- LCAP Goal 1 Student Achievement Evaluation and Input Activity 2

Thursday, January 19, 2017
- LCAP Goal 2 Parent Engagement/Developing Partnerships Evaluation and Input Activity

Thursday, February 16, 2017
- LCAP 3 Creating Welcoming and Safe Learning Environment Evaluation and Input Activity

Thursday, March 16, 2017
- California School Dashboard
- LCAP 4 Attracting and Retaining Exemplary Employees

Thursday, April 27, 2017
- Review and provide input on LCAP Draft

Thursday, June 8, 2017
- Review and provide input on LCAP Final Draft

Parent English Learner Advisory Committee Meetings:

Thursday, October 27, 2016
- Review of CAASPP Results
- Review Progress Toward Reaching LCAP Goals
- Review of Strategic Plan
- Discussion of District LCAP Goals

Thursday, December 8, 2016
- Introduction to New LCAP Template
- LCAP Goal 1 Student Achievement Evaluation and Input Activity

Thursday, February 16, 2017
- LCAP Goal 2 Parent Engagement/Developing Partnerships Evaluation and Input Activity

Thursday, March 16, 2017
- LCAP 3 Creating Welcoming and Safe Learning Environment Evaluation and Input Activity

Thursday, April 27, 2017
- California School Dashboard
- LCAP 4 Attracting and Retaining Exemplary Employees

Thursday, June 8, 2017
- Review and provide input on LCAP Final Draft

Community Forum during which strategic planning and LCAP process were reviewed:

Tuesday, October 9, 2016

- Review of CAASPP Results
- Review Progress Toward Reaching LCAP Goals
- Discussion of District LCAP Goals
- LCAP Goal 1 Student Achievement Input Activity
-

Tuesday, January 15, 2017

- Introduction to New LCAP Template
- LCAP Goal 2 Parent Engagement/Developing Partnerships Evaluation and Input Activity
- LCAP 3 Creating Welcoming and Safe Learning Environment Evaluation and Input Activity

Tuesday, May 9, 2017

- California School Dashboard
- Review and Provide Input on Draft LCAP

Public Hearing:

Tuesday, May16, 2017

LCAP Adopted:

Tuesday, June 8, 2017

- Board Approval

IMPACT ON LCAP AND ANNUAL UPDATE

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

The Superintendent's analysis and early stakeholder outreach provided the community with a framework regarding all areas of District operation and was foundational to all preceding engagement activities.

Activities provided the District with not only aligned LCAP, LEA and Strategic Plans tied to its core values, but they also created a solid foundation on engagement activities with which to develop a pathway to improved services for all students, including proportional improvement of services for unduplicated students and other defined subgroups.

LCAP activities directly impacted the selection of goals, actions and services for all students and District subgroups. Activities included presentations on the importance of strategic planning, vision and goal setting. These presentations were tied to progression of student achievement and the patterns of growth for all students, as well as the District's efforts in closing the achievement gap for English learners, students from low income families, students with special needs, and other significant subgroups.

District data indicate a pattern of overall success at Mesa Union K-8 School. The data also reinforce the importance of maintaining a focused strategic plan and vision for continuous improvement.

The LCAP activities supported the District's transition to California Common State Standards and 21st Century Learning. These activities also benefited the District by expanding LCAP outreach activities.

LCAP Statutory Requirements:

The District Parent and English Learner Advisory Councils have assisted in the shaping of District goals, metrics to measure growth, action steps, services, and expenditures. The Mesa Union School District has engaged community members, pupils, local bargaining units, and other stakeholders through a variety of venues during this process.

As part of the development process, the District also engaged other Districtwide councils and leadership committees through meetings, surveys, a community forum and Superintendent/Principal Breakfasts. Stakeholders were strongly encouraged to participate in the development of the District's LCAP by providing feedback pertaining to the goals, actions, and services proposed in the plan.

In order to assure that all District stakeholders had an opportunity to provide input and/or make comments related to the District plan, the District hosted a community forum and a public hearing. In addition, the District surveyed all stakeholders to identify stakeholder preferences and needs in relation to the LCAP.

The contribution from stakeholders was invaluable to the development of the District's Local Control Accountability Plan. Stakeholders assisted the District in identifying needs and priorities of the community and its families as they relate to the state's eight priorities, goals, and services offered in the plan. The process also allowed the District to learn, first hand, effective strategies that would increase parent and community engagement outlined in Goal 3. The greatest benefit to the students of the District is the stakeholder-developed plan, incorporating ideas representative of all stakeholders and thus assuring buy-in and a commitment to improve the District**.**

Summary: Impact of Engagement Activities Prior to Public Hearing:

Engagement activities outlined in the left column of this page generated specific priorities and goal suggestions from an extensive representation of stakeholders. District leadership (Superintendent, site administrator and Board of Trustees) analyzed the input data to determine the highest priorities and recurring themes across all groups. This study of community input shaped the goals, actions, and services.

It is important to note that stakeholders believe Mesa Union K-8 School is welcoming and provides safe environments for learning. This belief is confirmed by a Districtwide attendance rate over 96%. Stakeholders view the District's instructional programming positively.

The impact of engagement activities and stakeholder input on the District's LCAP was a combination of: 1) support for continuing effective instructional practices and transition to the California Common Core Standards and 21st Century Learning skills; 2) clarification of areas in need of strengthening and services to significant subgroups; 3) new initiatives not represented in previous long-range planning.

The plan, accompanied by the District's Title II and Local Education Agency Plans, is ambitious and embodies the priorities goals, actions and services derived through input from the Mesa Union School District.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New ☐ Modified ☒ Unchanged

Goal 1

Goal 1: Improve student learning outcomes for all students, in all grades, and in all content areas

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL 1,2,3

Identified Need

Increase the percentage of students who demonstrate mastery of new California State Standards in all core content areas. Close the achievement gap among the District's lowest performing subgroups: English Learners, Socio-Economically Disadvantaged and Students with Learning Disabilities

Increase critical thinking, collaboration, creativity, communication, and compassion through technology tools and projects focused on student learning

Update wireless infrastructure to support a one to one computing environment in grades 2-8.

Develop a staff-centered professional development model that supports the implementation of new standards, inquiry/project based learning and the integration of technology tools in the classroom.

Metrics: Determined by observation and analysis of previous performance on state and local assessments. Goal metrics will include new state assessments (i.e., CAASPP, CELDT) and coordinated local measures aligned to state standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP	54% of all students met or exceeded standards in ELA	59% of all students met or exceeded standards in ELA	64% of all students met or exceeded standards in ELA	69% of all students met or exceeded standards in ELA
CAASPP	50% of all students met or exceeded standards in Mathematics	55% of all students met or exceeded standards in Mathematics	60% of all students met or exceeded standards in Mathematics	65% of all students met or exceeded standards in Mathematics
ELP	72% of all English language learners met or exceeded the ELP indicator	75% of all English language learners met or exceeded the ELP indicator	78% of all English language learners met or exceeded the ELP indicator	81% of all English language learners met or exceeded the ELP indicator

DRAFT

PLANNED ACTIONS / SERVICES

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

Action **1.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.1a Build capacity and consistent district-wide procedures through training and collaboration among staff focused on Response to Intervention (RTI) that support tiered interventions in both academic and social emotional supports 1.1b Evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated	1.1a Maintain consistent district-wide procedures through training and collaboration among staff focused on Response to Intervention (RTI) that support tiered interventions in both academic and social emotional supports 1.1b Continue to evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified	1.1a Build capacity and consistent district-wide procedures through training and collaboration among staff focused on Response to Intervention (RTI) that support tiered interventions in both academic and social emotional supports 1.1b Evaluate efficacy of site-based interventions to determine which practices should be continued/discontinued, modified and/or replicated

	and/or replicated	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$55,000	Amount	$60,000	Amount	$61,000
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Classified Salaries and Benefits Materials and Supplies	Budget Reference	Classified Salaries and Benefits Materials and Supplies	Budget Reference	Classified Salaries and Benefits Materials and Supplies

Action **1.2**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged

DRAFT

2017-18	2018-19	2019-20
1.2a Create a systemic approach to tiered intervention to ensure that all students have access to academic and social emotional supports to achieve academic proficiency 1.2b Conduct visitations in model Districts/schools to observe intervention procedures, programs, and practices. 1.2c. Monitor the effectiveness of district and site intervention systems. Continue software licenses and instructional supplies 1.2d Continue to monitor the effectiveness of District intervention systems. Expand software licenses, instructional supplies and community based tutoring.	1.2a Maintain a systemic approach to tiered intervention to ensure that all students have access to academic and social emotional supports to achieve academic proficiency 1.2b Continue to participate in visitations of model districts/schools to observe intervention procedures, programs, and practices. 1.2c. Monitor the effectiveness of district and site intervention systems. Continue software licenses and instructional supplies 1.2d Continue to monitor the effectiveness of District intervention systems. Expand software licenses, instructional supplies and community based tutoring.	1.2a Maintain a systemic approach to tiered intervention to ensure that all students have access to academic and social emotional supports to achieve academic proficiency 1.2b Continue to participate in visitations of model districts/schools to observe intervention procedures, programs, and practices. 1.2c. Monitor the effectiveness of district and site intervention systems. Continue software licenses and instructional supplies 1.2d Continue to monitor the effectiveness of District interventions systems. Expand software licenses, instructional supplies and community based tutoring.

[BUDGETED EXPENDITURES]

2017-18		2018-19		2019-20	
Amount	$20,000	Amount	$20,000	Amount	$20,000
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Certificated Salaries and Benefits Materials and Supplies Professional Services	Budget Reference	Certificated Salaries and Benefits Materials and Supplies Professional Services	Budget Reference	Certificated Salaries and Benefits Materials and Supplies Professional Services

Action **1.3**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.3 Contract with Ventura County Office of Education and/or hire staff to provide intervention teacher support, school counselor, and other certificated and classified support staff	1.3 Continue to contract with Ventura County Office of Education and/or hire staff to provide intervention teacher support, school counselor, and other certificated and classified support staff	1.3 Continue to contract with Ventura County Office of Education and/or hire staff to provide intervention teacher support, school counselor, and other certificated and classified support staff

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$52,500	Amount	$56,000	Amount	$59,500
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget	Classified Salaries and Benefits	Budget	Classified Salaries	Budget	Classified Salaries and Benefits

Reference	Professional Services	Reference	and Benefits Professional Services	Reference	Professional Services

Action **1.4**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.4a Provide a 3-year sequence of professional development and activities supporting new California State Standards in English Language Arts, English Language Development, Mathematics and Science, including teacher training on classroom implementation of instruction aligned to new standards 1.4b Consultant contracts with English Language Arts, English Language Development, Mathematics, Science and technology integration content area experts to provide training to site administration and teachers	1.4a Year 2 of a 3 year sequence of professional development and activities supporting new state standards 1.4b Continue to secure consultant contracts with English Language Arts, English Language Development, Mathematics Science, Social Science and technology integration content area experts to provide training to site administration and teachers	1.4a Year 3 of a 3 year sequence of professional development and activities supporting new state standards 1.4b Continue to secure consultant contracts with English Language Arts, English Language Development, Mathematics Science, Social Science and technology integration content area experts to provide raining to site administration and teachers

1.4c Provide teacher release time/compensation for professional development activities 1.4d Implement early release Wednesday schedule to support ongoing professional development and collaboration	1.4c Continue to provide teacher release time/compensation for professional development activities 1.4d Continue to implement early release Wednesday schedule to support ongoing professional development and collaboration	1.4c Continue to provide teacher release time/compensation for professional development activities 1.4d Continue to implement early release Wednesday schedule to support ongoing professional development and collaboration

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$26,000	Amount	$11,000	Amount	$11,000
Source	Unrestricted Restricted State and Federal	Source	Unrestricted Restricted State and Federal	Source	Unrestricted Restricted State and Federal
Budget Reference	Certificated Salaries and Benefits Professional Services Travel and Conferences	Budget Reference	Certificated Salaries and Benefits Professional Services Travel and Conferences	Budget Reference	Certificated Salaries and Benefits Professional Services Travel and Conferences

Action **1.5**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
1.5a Provide California State Standards-aligned instructional materials for all students 1.5b For the 2017-2018 school year establish an Adoption Committee and consider adoption of Next Generation Science Standards textbooks and materials for the 2018-2019 school year, contingent upon selection of appropriate, modified, (not) re-aligned materials. 1.5c Provide teacher release time for continued review of newly adopted Next Generation Standards textbooks and materials.	1.5a Provide California State Standards-aligned instructional materials for all students 1.5b For the 2018-2019 school year provide teacher release time to explore newly released Social Studies materials aligned to new California State Standards	1.5a Provide California State Standards-aligned instructional materials for all students 1.5b For the 2019-2020 school year establish an Adoption Committee and consider adoption of Social Studies textbooks and materials, contingent upon selection of appropriate, modified, (not) re-aligned materials. 1.5c Provide teacher release time for continued review of newly adopted Social Studies Standards textbooks and materials.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$114,500	Amount	$57,500	Amount	$57,500
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Approved Textbooks	Budget Reference	Approved Textbooks	Budget Reference	Approved Textbooks

Certificated Salaries and Benefits Professional Services	Certificated Salaries and Benefits Professional Services	Certificated Salaries and Benefits Professional Services

Action **1.6**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.6a Improve and standardize equitable environments for online state testing 1.6b Implement effective, equitable online testing environments. Build long-term funding options to support emerging technology. 1.6c Maintain technology devices to support a grades 2-8 one to	1.6a Maintain standardized equitable environments for online state testing 1.6b Maintain effective, equitable online testing environments. Build long-term funding options to support emerging technology.	1.6a Maintain standardized equitable environments for online state testing 1.6b Maintain effective, equitable online testing environments. Build long-term funding options to support emerging technology.

one computing environment.	1.6c Maintain technology devices to support a grades 2-8 one to one computing environment.	1.6c Maintain technology devices to support a grades 2-8 one to one computing environment.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$30,000	Amount	$30,000	Amount	$30,000
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Materials and Supplies Professional Services	Budget Reference	Materials and Supplies Professional Services	Budget Reference	Materials and Supplies Professional Services

Action **1.7**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.7 Increase access to electives such as computer programming, foreign language and music.	1.7 Increase access to electives such as computer programming, foreign language and music.	1.7 Maintain access to electives such as computer programming, foreign language and music.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

Action **1.8**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.8a Increase access to extra support, on-grade level, and enrichment activities before, during, and after-school. 1.8b Purchase of instructional materials and supplies to support and/or enrich programming.	1.8a Continue to look for ways to increase access to extra support, on-grade level, and enrichment activities before, during, and after-school. 1.8b Purchase of instructional materials and supplies to support and/or enrich programming.	1.8a Continue to look for ways to increase access to extra support, on-grade level, and enrichment activities before, during, and after-school 1.8b Purchase of instructional materials and supplies to support and/or enrich programming.

BUDGETED EXPENDITURES

Em[illegible]Cell

2017-18		2018-19		2019-20	
Amount	$123,800	Amount	$123,800	Amount	$123,800
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Certificated Salaries and Benefits; Unrestricted Materials and Supplies	Budget Reference	Certificated Salaries and Benefits; Unrestricted Materials and Supplies	Budget Reference	Certificated Salaries and Benefits; Unrestricted Materials and Supplies

Action **1.9**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☒ Specific Grade spans: 4,5,6,7,8

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.9a Expand Districtwide after-school programming based on identified need in grades K-8.	1.9a Maintain Districtwide after-school programming based on identified need in grades K-8.	1.9a Maintain Districtwide after-school programming based on identified need in grades K-8.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$105,000	Amount	$105,000	Amount	$105,000
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Professional Services	Budget Reference	Professional Services	Budget Reference	Professional Services

Action **1.10**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
10a Technology Plan Committee to develop a comprehensive plan to integrate 21st Century Learning Framework into existing District initiatives. 1.10b Provide release time and professional development to develop a comprehensive technology plan by 2017-2018. 1.10c Continue to provide human resources to support technology integration, including computer resource technician and contracted services	10a Technology Plan Committee to roll out comprehensive plan developed during the course of the 2017-2018 school year to integrate 21st Century Learning Framework into existing District initiatives. 1.10b Continue to provide release time and professional development to develop a comprehensive technology plan by 2017-2018. 1.10c Continue to provide human	10a Technology Plan Committee to implement comprehensive plan to integrate 21st Century Learning Framework into existing District initiatives. 1.10b Continue to provide release time and professional development to develop a comprehensive technology plan by 2017-2018. 1.10c Continue to provide human resources to support technology integration, including computer resource technician and contracted

	resources to support technology integration, including computer resource technician and contracted services.	services.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$47,250	Amount	$49,750	Amount	$52,000
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Classified Salaries and Benefits	Budget Reference	Classified Salaries and Benefits	Budget Reference	Classified Salaries and Benefits

Action **1.11**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

DRAFT

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.11a Provide ongoing District/site technical support, professional development, and coaching that supports the integration of 21st Century Skills, 5C's (i.e., Creativity, Collaboration, Critical Thinking, Communication, and Collaboration) , Common Core State Standard materials, tools and teaching strategies.	1.11a Continue to provide ongoing District/site technical support, professional development and coaching that supports the integration of 21st Century Skills ,5C's (i.e., Creativity, Collaboration, Critical Thinking, Communication, and Collaboration), Common Core State Standard materials, tools and teaching strategies	1.11a Continue to provide ongoing District/site technical support, professional development and coaching that supports the integration of 21st Century Skills, 5C's (i.e., Creativity, Collaboration, Critical Thinking, Communication, and Collaboration),Common Core State Standard materials, tools and teaching strategies.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,500	Amount	$3,500	Amount	$3,500
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

Action **1.12**

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

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.12a Expand STEAM opportunities, including access to Next Generation Science Standards, Visual and Performing Arts, and computer literacy skills.	1.12a Continue to look for ways to expand STEAM opportunities, including access to Next Generation Science Standards, Visual and Performing Arts, and computer literacy skills.	1.12a Continue to look for ways to Expand STEAM opportunities, including access to Next Generation Science Standards, Visual and Performing Arts, and computer literacy skills.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000.00	Amount	$5,000.00	Amount	$5,000.00
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

Action **1.13**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.13a Maintain a one to one student computing program in grades 2-8 coupled with a robust wireless internet access. Costs for one to one computing are captured in Goal 1, Action 6	1.13a Maintain a one to one student computing program in grades 2-8 coupled with a robust wireless internet access. Costs for one to one computing are captured in Goal 1, Action 6	1.13a Maintain a one to one student computing program in grades 2-8 coupled with a robust wireless internet access. Costs for one to one computing are captured in Goal 1, Action 6

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	N/A	Amount	N/A	Amount	N/A
Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action **1.14**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.14a Develop community-based partnerships to support 21st Century Skills development for all stakeholders. 1.14b Provide a career fair at Mesa Union School for students in grades K-8; provide two student, employee, and parent workshops/ training sessions based on stakeholder interest; and one collaborative project with Mesa Union K-8 School.	1.14a Develop community-based partnerships to support 21st Century Skills development for all stakeholders. 1.14b Provide a career fair at Mesa Union School for students in grades K-8; provide two student, employee, and parent workshops/ training sessions based on stakeholder interest; and one collaborative project with Mesa Union K-8 School.	1.14a Develop community-based partnerships to support 21st Century Skills development for all stakeholders. 1.14b Provide a career fair at Mesa Union School for students in grades K-8; provide two student, employee, and parent workshops/ training sessions based on stakeholder interest; and one collaborative project with Mesa Union K-8 School.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$500	Amount	$500	Amount	$500
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

Action **1.15**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.15a Establish a District GATE Advisory Committee. 1.15b Implement GATE Task Force recommendation to	1.15a Establish a District GATE Advisory Committee.	1.15a Establish a District GATE Advisory Committee.

transition from a pull-out program to an integrated instructional model that increases access to appropriately differentiated rigorous academic instruction throughout the regular school day. 1.15c Provide ongoing GATE certification professional development opportunities to staff. 1.15 d Provide a three- part series of parent workshops targeting the needs of GATE students.	1.15b Implement GATE Task Force recommendation to transition from a pull-out program to an integrated instructional model that increases access to appropriately differentiated rigorous academic instruction throughout the regular school day. 1.15c Provide ongoing GATE certification professional development opportunities to staff. 1.15 d Provide a three- part series of parent workshops targeting the needs of GATE students.	1.15b Implement GATE Task Force recommendation to transition from a pull-out program to an integrated instructional model that increases access to appropriately differentiated rigorous academic instruction throughout the regular school day. 1.15c Provide ongoing GATE certification professional development opportunities to staff. 1.15 d Provide a three- part series of parent workshops targeting the needs of GATE students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,000.00	Amount	$3,000.00	Amount	$3,000.00
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Professional Services	Budget Reference	Professional Services	Budget Reference	Professional Services

Action **1.16**

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

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

	Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.16a Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days. 1.16b Identify a District menu of academic and social emotional interventions vetted as high-leverage options 1.16c Maintain three weeks of summer programming for migrant, low-income and EL students. 1.16d Create a two-week kindergarten summer institute for incoming kindergarteners who have not participated in pre-school.	1.16a Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days. 1.16b Identify a District menu of academic and social emotional interventions vetted as high-leverage options. 1.16c Maintain three weeks of summer programming for migrant, low-income and EL students. 1.16d Create a two-week kindergarten summer institute for incoming kindergarteners who have not participated in pre-school.	1.16a Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days. 1.16b Identify a District menu of academic and social emotional interventions vetted as high-leverage options. 1.16c Maintain three weeks of summer programming for migrant, low-income and EL students. 1.16d Create a two-week kindergarten summer institute for incoming kindergarteners who have not participated in pre-school.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$26,050	Amount	$29,000	Amount	$29,000
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted

Budget Reference	Certificated and Classified Salaries and Benefits Instructional Materials Transportation	Budget Reference	Certificated Salaries and Benefits Instructional Materials Transportation	Budget Reference	Certificated Salaries and Benefits Instructional Materials Transportation

Action **1.17**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.17a Increase the percentage of English learners making progress in attaining one level of English language level growth. 1.17b Increase the number of English learners being reclassified by the end of 8th grade.	1.17a Increase the percentage of English learners making progress in attaining one level of English language level growth. 1.17b Increase the number of English	1.17a Increase the percentage of English learners making progress in attaining one level of English language level growth. 1.17b Increase the number of English learners being reclassified by the end of 8th grade.

	learners being reclassified by the end of 8th grade.	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	N/A	Amount	N/A	Amount	N/A
Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action **1.18**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

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2017-18	2018-19	2019-20
1.18a Analyze Districtwide Integrated and Designated English Language Development instructional model. 1.18b Implement recommendations; continue analysis and adjustments 1.18c Provide ELD training to new employees and follow-up coaching opportunities for trained staff. 1.18d Provide professional development to include coaching on the new English Language Development Standards to all teachers.	1.18a Analyze Districtwide Integrated and Designated English Language Development instructional model. 1.18b Implement recommendations; continue analysis and adjustments 1.18c Provide ELD training to new employees and follow-up coaching opportunities for trained staff. 1.18d Provide professional development to include coaching on the new English Language Development Standards to all teachers.	1.18a Analyze Districtwide Integrated and Designated English Language Development instructional model. 1.18b Implement recommendations; continue analysis and adjustments 1.18c Provide ELD training to new employees and follow-up coaching opportunities for trained staff. 1.18d Provide professional development to include coaching on the new English Language Development Standards to all teachers.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,677	Amount	$5,677	Amount	$5,677
Source	Federal Restricted	Source	Federal Restricted	Source	Federal Restricted
Budget Reference	Professional Services	Budget Reference	Professional Services	Budget Reference	Professional Services

Action **1.19**

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

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.19a Monitor the progress of Redesignated Fluent English Proficient students (RFEP). 1.19b Fund the English Language Development Coordinator stipend to monitor progress of Mesa Union School RFEP students. 1.19c Fund the English Language Development Coordinator stipend to support the transition of RFEP middle school students to high school.	1.19a Continue to monitor the progress of Redesignated Fluent English Proficient students (RFEP). 1.19b Fund the English Language Development Coordinator stipend to monitor progress of Mesa Union School RFEP students. 1.19c Fund the English Language Development Coordinator stipend to support the transition of RFEP middle school students to high school.	1.19a Continue monitor the progress of Redesignated Fluent English Proficient students (RFEP). 1.19b Continue to fund the English Language Development Coordinator stipend to monitor progress of Mesa Union School RFEP students. 1.19c Continue to fund the English Language Development Coordinator stipend to support the transition of RFEP middle school students to high school.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,400	Amount	$1,450	Amount	$1,500
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted

Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certificated Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New ☐ Modified ☒ Unchanged

Goal 2	Goal 2: Engage parents, community organizations, business, and higher learning institutions in the development of meaningful partnerships to support student learning

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	Build stakeholder knowledge of goals, actions and services outlined in the LCAP. Increase parent participation in student learning and organizational development. Increase business and community partnerships that support school programs.
EXPECTED ANNUAL MEASURABLE OUTCOMES	

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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sign-In Sheets and Survey Results	5% increase in the number of parents participating in District and site advisory councils/committees and sponsored parent events from 20% in 2015-2016 to 25% in 2016-2017	5% increase in the number of parents participating in District and site advisory councils/committees and sponsored parent events from 25% in 2016-2017 to 30% in 2017-2018	5% increase in the number of parents participating in District and site advisory councils/committees and sponsored parent events from 30% in 2017-2018 to 35% in 2018-2019	5% increase in the number of parents participating in District and site advisory councils/committees and sponsored parent events from 35% in 2018-2019 to 40% in 2019-2020
Sign-In Sheets and Survey Results	•5% increase the number of parents who volunteer at Mesa Union K-8 School and/or District level functions from 10% in 2015-2016 to 15% in 2016-2017	5% increase in the number of parents participating in District and site advisory councils/committees and sponsored parent events from 15% in 2016-2017 to 20% in 2017-2018	5% increase in the number of parents participating in District and site advisory councils/committees and sponsored parent events from 20% in 2017-2018 to 25% in 2018-2019	5% increase in the number of parents participating in District and site advisory councils/committees and sponsored parent events from 25% in 2018-2019 to 30% in 2019-2020
Memoranda of Understanding and Donations	The District has identified 17identifies the number of businesses and/or community partnerships that support Mesa Union students.	5% increase in the number of business/community partners that support Mesa Union students	5% increase in the number of business/community partners that support Mesa Union students	5% increase in the number of business/community partners that support Mesa Union students

PLANNED ACTIONS / SERVICES

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

Action **2.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.1a Expand District stakeholder participation on the Parent and English Learner Advisory Councils. 2.1b. Increase communication with all stakeholders to create a culture of inclusion, respect and integrity. 2.1c Provide training to District stakeholders on the scope and purpose of the Parent and English Learner Advisory Councils.	2.1a Expand District stakeholder participation on the Parent and English Learner Advisory Councils. 2.1b. Increase communication with all stakeholders to create a culture of inclusion, respect and integrity. 2.1c Provide training to District stakeholders on the scope and purpose of the Parent and English Learner Advisory Councils.	2.1a Expand District stakeholder participation on the Parent and English Learner Advisory Councils. 2.1b. Increase communication with all stakeholders to create a culture of inclusion, respect and integrity. 2.1c Provide training to District stakeholders on the scope and purpose of the Parent and English Learner Advisory Councils.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,450	Amount	$1,450	Amount	$1,450
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Professional Services Classified Salaries and Benefits	Budget Reference	Professional Services Classified Salaries and Benefits	Budget Reference	Professional Services Classified Salaries and Benefits

Action **2.2**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged

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2.2a Provide training to the site administrator and the advisory councils (e.g., SSC/ELAC) on alignment of SPSA with LCAP and LEA Plans.	2.2a Provide training to the site administrator and the advisory councils (e.g., SSC/ELAC) on alignment of SPSA with LCAP and LEA Plans.	2.2a Provide training to the site administrator and the advisory councils (e.g., SSC/ELAC) on alignment of SPSA with LCAP and LEA Plans.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action **2.3**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

DRAFT

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2.3a Identify opportunities for parents and other community-based organizations to support student learning. 2.3b Increase partnerships by 5% annually with parents and other community-based organizations to support student learning through participation in the Mesa Education Foundation and Parent Faculty Organization, as well as donating fiscal resources, expertise or volunteering. 2.3c Provide parent/community-based workshops that promote the use of technology, parenting, personal growth, etc., as determined by parent survey data.	2.3a Identify opportunities for parents and other community-based organizations to support student learning. 2.3b Increase partnerships by 5% annually with parents and other community-based organizations to support student learning through participation in the Mesa Education Foundation and Parent Faculty Organization, as well as donating fiscal resources, expertise or volunteering. 2.3c Provide parent/community-based workshops that promote the use of technology, parenting, personal growth, etc., as determined by parent survey data.	2.3a Identify opportunities for parents and other community-based organizations to support student learning. 2.3b Increase partnerships by 5% annually with parents and other community-based organizations to support student learning through participation in the Mesa Education Foundation and Parent Faculty Organization, as well as donating fiscal resources, expertise or volunteering. 2.3c Provide parent/community-based workshops that promote the use of technology, parenting, personal growth, etc., as determined by parent survey data.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$575	Amount	$575	Amount	$575
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Professional Services Certificated Salaries and Benefits	Budget Reference	Professional Services Certificated Salaries and Benefits	Budget Reference	Professional Services Certificated Salaries and Benefits

Action **2.4**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.4a Maintain and increase partnerships with education organizations, the County Office of Education, institutions of higher learning and local businesses. 2.4b Publicly recognize educational organizations, the County Office of Education, institutions of higher learning and local businesses through various media and events.	2.4a Maintain and increase partnerships with education organizations, the County Office of Education, institutions of higher learning and local businesses. 2.4b Publicly recognize educational organizations, the County Office of Education, institutions of higher learning and local businesses through various media and events.	2.4a Maintain and increase partnerships with education organizations, the County Office of Education, institutions of higher learning and local businesses. 2.4b Publicly recognize educational organizations, the County Office of Education, institutions of higher learning and local businesses through various media and events.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action **2.5**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2.5a Employ and support a part-time bilingual family liaison. 2.5b Establish a volunteer program that partners with the Parent Faculty Organization and the Mesa Union Education Foundation to identify volunteering opportunities, provide training, and solicit volunteers in advance of school activities, afterschool programming, and/or athletics.	2.5a Employ and support a part-time bilingual family liaison. 2.5b Establish a volunteer program that partners with the Parent Faculty Organization and the Mesa Union Education Foundation to identify	2.5a Employ and support a part-time bilingual family liaison. 2.5b Establish a volunteer program that partners with the Parent Faculty Organization and the Mesa Union Education Foundation to identify volunteering opportunities, provide training, and solicit volunteers

2.5c.Establish a volunteer resource room.	volunteering opportunities, provide training, and solicit volunteers in advance of school activities, afterschool programming, and/or athletics. 2.5c.Establish a volunteer resource room.	in advance of school activities, afterschool programming, and/or athletics. 2.5c.Establish a volunteer resource room.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Classified Salaries and Benefits	Budget Reference	Classified Salaries and Benefits	Budget Reference	Classified Salaries and Benefits

Action **2.6** Cell

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20

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☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2.6a Outreach to preschool and recreational organizations 2.6b Develop partnerships with youth service providers such as First Five, Boys and Girls Club, Lego Robotics League, and youth sports leagues. 2.6c Provide recreational and facility access to community programs.	2.6a Outreach to preschool and recreational organizations 2.6b Develop partnerships with youth service providers such as First Five, Boys and Girls Club, Lego Robotics League, and youth sports leagues. 2.6c Provide recreational and facility access to community programs.	2.6a Outreach to preschool and recreational organizations 2.6b Develop partnerships with youth service providers such as First Five, Boys and Girls Club, Lego Robotics League, and youth sports leagues. 2.6c Provide recreational and facility access to community programs.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

Goal 3	Goal 3: Create welcoming and safe learning environments that increase safety and school connectedness among students

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Improve customer service District-wide
Improve organizational communication process and quality
Improve connectedness of students and families at school
Provide a safe, healthy, and productive school environment

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance and Suspension/ Expulsion Rates	District average attendance rate increased by 0.5% from 96% in 2015-2016 to 96.5% in 2016-2017. The District Chronic Absenteeism rate is 4.7% The percentage of students that are suspended or expelled from school is below 1%.	Increase in the District average attendance rate by 0.5% from 96.5% in 2016-2017 to 97.0% in 2017-2018. Reduce the chronic absenteeism rate 0.5%, from 4.7% to 4.2%. Maintain the percentage of students that are suspended or expelled from school below 1%.	Maintain District average attendance rate of 97.0%. Reduce the chronic absenteeism rate 0.5%, from 4.2% to 3.7%%. Maintain the percentage of students that are suspended or expelled from school below 1%.	Maintain District average attendance rate of 97.0%. Reduce the chronic absenteeism rate 0.5%, from 3.7% to 3.2%. Maintain the percentage of students that are suspended or expelled from school below 1%.
Olewus Bullying	Pending	Pending	Pending	Pending
Customer Service	Survey results indicate a	Maintain a customer service	Maintain a customer service	Maintain a customer service

Survey	61% customer service satisfaction level in 2015-2016 and a 90% satisfaction level in 2016-2017.	satisfaction level of 90% or higher.	satisfaction level of 90% or higher.	satisfaction level of 90% or higher.
Dropout Rate	Below statewide averages	Below statewide averages	Below statewide averages	Below statewide averages

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PLANNED ACTIONS / SERVICES

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

Action **3.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.1a Continue to monitor facilities and perform maintenance as needed. 3.1b Transfer 1% of all LCFF revenue to the Deferred Maintenance Fund.	3.1a Continue to monitor facilities and perform maintenance as needed. 3.1b Transfer 1% of all LCFF revenue to the Deferred Maintenance Fund.	3.1a Continue to monitor facilities and perform maintenance as needed. 3.1b Transfer 1% of all LCFF revenue to the Deferred Maintenance Fund.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$160,000	Amount	$160,000	Amount	$160,000
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Professional Services Materials and Supplies Maintenance and Repairs	Budget Reference	Professional Services Materials and Supplies Maintenance and Repairs	Budget Reference	Professional Services Materials and Supplies Maintenance and Repairs

Action **3.2**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.2a Develop a Master Plan that includes facility improvements, which support 21st Century Skills, in addition to supplemental and specialist services. 3.2b Explore the remodeling of learning spaces to accommodate programming changes on the Mesa Union campus as prioritized.	3.2a Develop a Master Plan that includes facility improvements, which support 21st Century Skills, in addition to supplemental and specialist services. 3.2b Continue to explore the remodeling of learning spaces to accommodate programming changes on the Mesa Union campus as prioritized.	3.2a Implement the Master Plan that includes facility improvements, which support 21st Century Skills, in addition to supplemental and specialist services. 3.2b Remodel learning spaces to accommodate programming changes on the Mesa Union campus as prioritized.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Materials and supplies	Budget Reference	Materials and supplies	Budget Reference	Materials and supplies

Action **3.3**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.3a Develop and implement energy, water savings and recycling programs. 3.3b Develop an energy savings projects plan through Prop 39 funding, if available.	3.3a Implement energy, water savings and recycling programs. 3.3b Complete energy savings projects identified in project plan through Prop 39 funding, if available.	3.3a Continue energy, water savings and recycling programs. 3.3b Complete energy savings projects identified in projects plan through Prop 39 funding, if available.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$270,000	Amount	$0	Amount	$0
Source	State Restricted	Source	State Restricted	Source	State Restricted
Budget Reference	Professional Services	Budget Reference	Professional Services	Budget Reference	Professional Services

Action **3.4**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.4a Implement Districtwide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g., fire, earthquake, and intruder). 3.4b Bring in outside consultants/agencies to provide disaster preparedness training to stakeholders. 3.4c Inventory and establish a baseline for rotation of first aid supplies.	3.4 Evaluate and implement Districtwide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g., fire, earthquake, and intruder). 3.4b Continue to bring in outside consultants/agencies to provide disaster preparedness training to stakeholders. 3.4c Periodically inventory and	3.4 Continue to implement Districtwide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g., fire, earthquake, and intruder). 3.4b Continue to bring in outside consultants/agencies to provide disaster preparedness training to stakeholders. 3.4c Periodically inventory and purchase supplies for rotation.

	purchase supplies for rotation.	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

Action **3.5**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.5a Ensure employees provide outstanding customer service that maintains a culture of respect, integrity, and	3.5a Ensure employees provide outstanding customer service that	3.5a Ensure employees provide outstanding customer service that maintains a culture of respect, integrity,

inclusion. 3.5b Conduct and analyze surveys to improve customer satisfaction.	maintains a culture of respect, integrity, and inclusion. 3.5b Conduct and analyze surveys to improve customer satisfaction.	and inclusion. 3.5b Conduct and analyze surveys to improve customer satisfaction.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$200	Amount	$200	Amount	$200
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

Action **3.6**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
3.6a Implement and continually evaluate the District-wide Olweus Bullying Program. 3.6b The District will promote and support Mesa Union School's development of school pride and spirit activities (i.e., Associated Student Body, clubs, extracurricular activities, etc.).	3.6a Establish a Middle School Task Force to evaluate and make recommendations to the Superintendent regarding academic and social emotional programming. 3.6b Evaluate the Districtwide Olweus Bullying Program to determine its level of effectiveness in both the K-5 and 6-8 programs. 3.6c The District will promote and support Mesa Union School's development of school pride and spirit activities (i.e., Associated Student Body, clubs, extracurricular activities, etc.).	3.6a Implement Middle School Task Force recommendations regarding academic and social emotional programming. 3.6b Evaluate the Districtwide Olweus Bullying Program to determine its level of effectiveness in both the K-5 and 6-8 programs. 3.6c The District will promote and support Mesa Union School's development of school pride and spirit activities (i.e., Associated Student Body, clubs, extracurricular activities, etc.).

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,800	Amount	$2,800	Amount	$2,800
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Professional Services Certificated Salaries	Budget Reference	Professional Services Certificated Salaries	Budget Reference	Professional Services Certificated Salaries

Action **3.7**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
3.7a Establish and maintain the District website and electronic media communications.	3.7a Maintain the District website and electronic media communications.	3.7a Maintain the District website and electronic media communications.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000.00	Amount	$5,000.00	Amount	$5,000.00
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Professional Services	Budget Reference	Professional Services	Budget Reference	Professional Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	☐ New	☐ Modified	☒ Unchanged
Goal 4	Goal 4 Recruit, hire, train, and retain exemplary employees		

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	Fill all positions with highly qualified classified and certificated personnel. Provide well-maintained and clean school learning environments. Improve customer service Districtwide. Improve organizational communication process and quality.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Qualifications outlined in corresponding job descriptions.	In the 2016-2017 school year 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.	Maintain 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.	Maintain 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.	Maintain 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.
Customer Service Survey	Survey results indicate a 61% customer service	Maintain a customer service satisfaction level of 90% or	Maintain a customer service satisfaction level of 90% or	Maintain a customer service satisfaction level of 90% or

	satisfaction level in 2015-2016 and a 90% satisfaction level in 2016-2017.	higher.	higher.	higher.
Attendance Rate	0.5% increase in the District average attendance rate from 96% in 2015-2016 to 96.5% in 2016-2017	0.5% increase in the District average attendance rate from 96.5% in 2016-2017 to 97.0% in 2017-2018	Maintain District average attendance rate of 97.0%.	Maintain District average attendance rate of 97.0%.
District Employee Retention Rate for Certificated and Classified Staff	The District's retention rate for certificated staff for 2016-2017 was 88%. The District experienced three retirements, which impacted the overall retention rate significantly. The classified staff retention rate for 2016-2017 was 94%.	Increase the District's retention rate for certificated staff to 90%. Maintain the classified staff retention rate at 94%.	Maintain the District's retention rate for certificated staff to 90%. Maintain the classified staff retention rate at 94%.	Maintain the District's retention rate for certificated staff to 90%. Maintain the classified staff retention rate at 94%.

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PLANNED ACTIONS / SERVICES

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

Action **4.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4.1a. Provide a comprehensive certificated professional development plan that includes Districtwide, on-site and virtual learning opportunities accompanied by ongoing coaching. 4.1b. Provide ongoing new teacher support through BTSA. 4.1c Provide ongoing teacher support through PAR. 4.1d Provide a one-day training program for	4.1a. Provide a comprehensive certificated professional development plan that includes Districtwide, on-site and virtual learning opportunities accompanied by ongoing coaching. 4.1b. Provide ongoing new teacher support through BTSA. 4.1c Provide ongoing teacher support through PAR.	4.1a. Provide a comprehensive certificated professional development plan that includes Districtwide, on-site and virtual learning opportunities accompanied by ongoing coaching. 4.1b. Provide ongoing new teacher support through BTSA. 4.1c Provide ongoing teacher support through PAR.

District substitutes and administer a satisfaction survey.	4.1d Provide a one-day training program for District substitutes and administer a satisfaction survey.	4.1d Provide a one-day training program for District substitutes and administer a satisfaction survey.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$31,500	Amount	$31,500	Amount	$31,500
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Professional Services Certificated Salaries and Benefits	Budget Reference	Professional Services Certificated Salaries and Benefits	Budget Reference	Professional Services Certificated Salaries and Benefits

Action **4.2**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s): ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to

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	Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4.2a Provide comprehensive classified professional development that includes District-wide, and on-site demonstrations.	4.2a Provide comprehensive classified professional development that includes District-wide, and on-site demonstrations.	4.2a Provide comprehensive classified professional development that includes Districtwide, and on-site demonstrations.

BUDGETED EXPENDITURES

Empty Ce

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Travel and Conferences Classified Salaries and Benefits	Budget Reference	Travel and Conferences Classified Salaries and Benefits	Budget Reference	Travel and Conferences Classified Salaries and Benefits

Action **4.3**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4.3a Provide comprehensive management professional development that includes learning, networking and coaching opportunities.	4.3a Provide comprehensive management professional development that includes learning, networking and coaching opportunities.	4.3a Provide comprehensive management professional development that includes learning, networking and coaching opportunities.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Travel and Conferences	Budget Reference	Travel and Conferences	Budget Reference	Travel and Conferences

Action **4.4**

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

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

DRAFT

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4.4a Administer satisfaction and exit interviews to improve District employee retention rates.	4.4a Administer satisfaction and exit interviews to improve District employee retention rates.	4.4a Administer satisfaction and exit interviews to improve District employee retention rates.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source	N/A	Source	N/A	Source	N/A
Budget Reference	N/A	Budget Reference	N/A	Budget Reference	N/A

Action **4.5**

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

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

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

Location(s) ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4.5a Attract exemplary employees through the promotion of the District to prospective candidates. 4.5b Develop relationships with universities, career-fair providers, and professional organizations. 4.5c Provide relocation materials to potential candidates. 4.5d Evaluate and adjust hiring practices as needed.	4.5a Attract exemplary employees through the promotion of the District to prospective candidates. 4.5b Develop relationships with universities, career-fair providers, and professional organizations. 4.5c Provide relocation materials to potential candidates. 4.5d Evaluate and adjust hiring practices as needed.	4.5a Attract exemplary employees through the promotion of the District to prospective candidates. 4.5b Develop relationships with universities, career-fair providers, and professional organizations. 4.5c Provide relocation materials to potential candidates. 4.5d Evaluate and adjust hiring practices as needed.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$500	Amount	$500	Amount	$500
Source	Materials and Supplies	Source	Materials and Supplies	Source	Materials and Supplies
Budget Reference	Unrestricted	Budget Reference	Unrestricted	Budget Reference	Unrestricted

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ Pending	Percentage to Increase or Improve Services:	%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Pending

DRAFT

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with

teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as

applicable;

B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2017-18 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	4,679,788.00	0.00	4,679,788.00	4,813,138.00	0.00	4,813,138.00	2.8%
2) Federal Revenue		8100-8299	0.00	285,136.00	285,136.00	0.00	294,360.00	294,360.00	3.2%
3) Other State Revenue		8300-8599	232,117.00	30,122.00	262,239.00	134,535.00	241,657.00	376,192.00	43.5%
4) Other Local Revenue		8600-8799	119,072.00	656,242.00	775,314.00	113,511.00	554,929.00	668,440.00	-13.8%
5) TOTAL, REVENUES			5,030,977.00	971,500.00	6,002,477.00	5,061,184.00	1,090,946.00	6,152,130.00	2.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	2,306,688.00	170,695.00	2,477,383.00	2,224,924.00	158,978.00	2,383,902.00	-3.8%
2) Classified Salaries		2000-2999	655,157.00	96,533.00	751,690.00	632,697.00	109,197.00	741,894.00	-1.3%
3) Employee Benefits		3000-3999	947,216.00	67,733.00	1,014,949.00	985,049.00	87,622.00	1,072,671.00	5.7%
4) Books and Supplies		4000-4999	385,321.00	67,816.00	453,137.00	230,875.00	114,124.00	344,999.00	-23.9%
5) Services and Other Operating Expenditures		5000-5999	764,912.00	278,353.00	1,043,265.00	713,167.00	510,974.00	1,224,141.00	17.3%
6) Capital Outlay		6000-6999	3,427.00	0.00	3,427.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	12,167.00	579,155.00	591,322.00	12,167.00	586,164.00	598,331.00	1.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,844.00)	444.00	(1,400.00)	(4,745.00)	1,285.00	(3,460.00)	147.1%
9) TOTAL, EXPENDITURES			5,073,044.00	1,260,729.00	6,333,773.00	4,794,134.00	1,568,344.00	6,362,478.00	0.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(42,067.00)	(289,229.00)	(331,296.00)	267,050.00	(477,398.00)	(210,348.00)	-36.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(292,951.00)	292,951.00	0.00	(424,644.00)	424,644.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(292,951.00)	292,951.00	0.00	(424,644.00)	424,644.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals Unrestricted (A)	2016-17 Estimated Actuals Restricted (B)	2016-17 Estimated Actuals Total Fund col. A + B (C)	2017-18 Budget Unrestricted (D)	2017-18 Budget Restricted (E)	2017-18 Budget Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(335,018.00)	3,722.00	(331,296.00)	(157,594.00)	(52,754.00)	(210,348.00)	-36.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,800,480.00	161,502.00	1,961,982.00	1,465,462.00	165,224.00	1,630,686.00	-16.9%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,800,480.00	161,502.00	1,961,982.00	1,465,462.00	165,224.00	1,630,686.00	-16.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,800,480.00	161,502.00	1,961,982.00	1,465,462.00	165,224.00	1,630,686.00	-16.9%
2) Ending Balance, June 30 (E + F1e)			1,465,462.00	165,224.00	1,630,686.00	1,307,868.00	112,470.00	1,420,338.00	-12.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	165,224.00	165,224.00	0.00	112,470.00	112,470.00	-31.9%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	316,689.00	0.00	316,689.00	318,124.00	0.00	318,124.00	0.5%
Unassigned/Unappropriated Amount		9790	1,147,773.00	0.00	1,147,773.00	989,744.00	0.00	989,744.00	-13.8%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals Unrestricted (A)	2016-17 Estimated Actuals Restricted (B)	2016-17 Estimated Actuals Total Fund col. A + B (C)	2017-18 Budget Unrestricted (D)	2017-18 Budget Restricted (E)	2017-18 Budget Total Fund col. D + E (F)	% Diff Column C & F
G. ASSETS									
1) Cash									
a) in County Treasury		9110	2,086,333.43	(173,496.67)	1,912,836.76				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	100.00	0.00	100.00				
c) in Revolving Fund		9130	1,000.00	0.00	1,000.00				
d) with Fiscal Agent		9135	0.25	0.00	0.25				
e) collections awaiting deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	1,346.35	7,517.84	8,864.19				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			2,088,780.03	(165,978.83)	1,922,801.20				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	12,621.98	0.00	12,621.98				
2) Due to Grantor Governments		9590	31,861.00	641.41	32,502.41				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			44,482.98	641.41	45,124.39				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			2,044,297.05	(166,620.24)	1,877,676.81				

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals Unrestricted (A)	2016-17 Estimated Actuals Restricted (B)	2016-17 Estimated Actuals Total Fund col. A + B (C)	2017-18 Budget Unrestricted (D)	2017-18 Budget Restricted (E)	2017-18 Budget Total Fund col. D + E (F)	% Diff Column C & F
LCFF SOURCES									
Principal Apportionment State Aid - Current Year		8011	2,834,392.00	0.00	2,834,392.00	3,005,758.00	0.00	3,005,758.00	6.0%
Education Protection Account State Aid - Current Year		8012	740,642.00	0.00	740,642.00	692,965.00	0.00	692,965.00	-6.4%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	17,232.00	0.00	17,232.00	17,232.00	0.00	17,232.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	2,100,507.00	0.00	2,100,507.00	2,100,507.00	0.00	2,100,507.00	0.0%
Unsecured Roll Taxes		8042	67,030.00	0.00	67,030.00	67,030.00	0.00	67,030.00	0.0%
Prior Years' Taxes		8043	4,558.00	0.00	4,558.00	4,558.00	0.00	4,558.00	0.0%
Supplemental Taxes		8044	53,984.00	0.00	53,984.00	53,984.00	0.00	53,984.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	72,199.00	0.00	72,199.00	72,198.00	0.00	72,198.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			5,890,544.00	0.00	5,890,544.00	6,014,232.00	0.00	6,014,232.00	2.1%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(1,210,756.00)	0.00	(1,210,756.00)	(1,201,094.00)	0.00	(1,201,094.00)	-0.8%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals Unrestricted (A)	2016-17 Estimated Actuals Restricted (B)	2016-17 Estimated Actuals Total Fund col. A + B (C)	2017-18 Budget Unrestricted (D)	2017-18 Budget Restricted (E)	2017-18 Budget Total Fund col. D + E (F)	% Diff Column C & F
TOTAL, LCFF SOURCES			4,679,788.00	0.00	4,679,788.00	4,813,138.00	0.00	4,813,138.00	2.8%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	214,152.00	214,152.00	0.00	212,327.00	212,327.00	-0.9%
Special Education Discretionary Grants		8182	0.00	2,117.00	2,117.00	0.00	2,117.00	2,117.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		37,403.00	37,403.00		63,041.00	63,041.00	68.5%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Educator Quality	4035	8290		11,975.00	11,975.00		6,698.00	6,698.00	-44.1%
Title III, Part A, Immigrant Education Program	4201	8290		42.00	42.00		0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals Unrestricted (A)	2016-17 Estimated Actuals Restricted (B)	2016-17 Estimated Actuals Total Fund col. A + B (C)	2017-18 Budget Unrestricted (D)	2017-18 Budget Restricted (E)	2017-18 Budget Total Fund col. D + E (F)	% Diff Column C & F
Title III, Part A, English Learner Program	4203	8290		19,447.00	19,447.00		10,177.00	10,177.00	-47.7%
Title V, Part B, Public Charter Schools Grant Program (PCSGP) (NCLB)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3199, 4036-4126, 5510	8290		0.00	0.00		0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	285,136.00	285,136.00	0.00	294,360.00	294,360.00	3.2%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	141,065.00	0.00	141,065.00	45,008.00	0.00	45,008.00	-68.1%
Lottery - Unrestricted and Instructional Materials		8560	90,905.00	30,122.00	121,027.00	89,527.00	27,700.00	117,227.00	-3.1%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		213,957.00	213,957.00	New
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals Unrestricted (A)	2016-17 Estimated Actuals Restricted (B)	2016-17 Estimated Actuals Total Fund col. A + B (C)	2017-18 Budget Unrestricted (D)	2017-18 Budget Restricted (E)	2017-18 Budget Total Fund col. D + E (F)	% Diff Column C & F
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	147.00	0.00	147.00	0.00	0.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			232,117.00	30,122.00	262,239.00	134,535.00	241,657.00	376,192.00	43.5%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals Unrestricted (A)	2016-17 Estimated Actuals Restricted (B)	2016-17 Estimated Actuals Total Fund col. A + B (C)	2017-18 Budget Unrestricted (D)	2017-18 Budget Restricted (E)	2017-18 Budget Total Fund col. D + E (F)	% Diff Column C & F
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	5,200.00	0.00	5,200.00	11,901.00	0.00	11,901.00	128.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	53,397.00	15,000.00	68,397.00	53,397.00	0.00	53,397.00	-21.9%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	19,443.00	0.00	19,443.00	19,443.00	0.00	19,443.00	0.0%
Other Local Revenue Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals Unrestricted (A)	2016-17 Estimated Actuals Restricted (B)	2016-17 Estimated Actuals Total Fund col. A + B (C)	2017-18 Budget Unrestricted (D)	2017-18 Budget Restricted (E)	2017-18 Budget Total Fund col. D + E (F)	% Diff Column C & F
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	41,032.00	62,256.00	103,288.00	28,770.00	45,622.00	74,392.00	-28.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		578,986.00	578,986.00		509,307.00	509,307.00	-12.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			119,072.00	656,242.00	775,314.00	113,511.00	554,929.00	668,440.00	-13.8%
TOTAL, REVENUES			5,030,977.00	971,500.00	6,002,477.00	5,061,184.00	1,090,946.00	6,152,130.00	2.5%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2017-18 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	2,041,476.00	103,945.00	2,145,421.00	1,960,057.00	147,877.00	2,107,934.00	-1.7%
Certificated Pupil Support Salaries		1200	0.00	55,224.00	55,224.00	0.00	0.00	0.00	-100.0%
Certificated Supervisors' and Administrators' Salaries		1300	264,757.00	11,106.00	275,863.00	264,762.00	11,101.00	275,863.00	0.0%
Other Certificated Salaries		1900	455.00	420.00	875.00	105.00	0.00	105.00	-88.0%
TOTAL, CERTIFICATED SALARIES			2,306,688.00	170,695.00	2,477,383.00	2,224,924.00	158,978.00	2,383,902.00	-3.8%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	59,457.00	76,545.00	136,002.00	53,479.00	87,769.00	141,248.00	3.9%
Classified Support Salaries		2200	377,367.00	0.00	377,367.00	364,220.00	0.00	364,220.00	-3.5%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	171,857.00	10,157.00	182,014.00	170,514.00	11,597.00	182,111.00	0.1%
Other Classified Salaries		2900	46,476.00	9,831.00	56,307.00	44,484.00	9,831.00	54,315.00	-3.5%
TOTAL, CLASSIFIED SALARIES			655,157.00	96,533.00	751,690.00	632,697.00	109,197.00	741,894.00	-1.3%
EMPLOYEE BENEFITS									
STRS		3101-3102	294,761.00	21,474.00	316,235.00	325,614.00	22,940.00	348,554.00	10.2%
PERS		3201-3202	80,799.00	13,398.00	94,197.00	87,889.00	16,958.00	104,847.00	11.3%
OASDI/Medicare/Alternative		3301-3302	81,573.00	10,100.00	91,673.00	81,205.00	12,826.00	94,031.00	2.6%
Health and Welfare Benefits		3401-3402	388,438.00	16,105.00	404,543.00	410,516.00	28,356.00	438,872.00	8.5%
Unemployment Insurance		3501-3502	1,435.00	134.00	1,569.00	1,375.00	130.00	1,505.00	-4.1%
Workers' Compensation		3601-3602	72,842.00	6,522.00	79,364.00	68,413.00	6,412.00	74,825.00	-5.7%
OPEB, Allocated		3701-3702	27,368.00	0.00	27,368.00	10,037.00	0.00	10,037.00	-63.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			947,216.00	67,733.00	1,014,949.00	985,049.00	87,622.00	1,072,671.00	5.7%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	108,312.00	17,200.00	125,512.00	62,000.00	55,000.00	117,000.00	-6.8%
Books and Other Reference Materials		4200	3,157.00	0.00	3,157.00	8,000.00	0.00	8,000.00	153.4%
Materials and Supplies		4300	207,206.00	44,731.00	251,937.00	160,875.00	59,124.00	219,999.00	-12.7%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2017-18 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Noncapitalized Equipment		4400	66,646.00	885.00	67,531.00	0.00	0.00	0.00	-100.0%
Food		4700	0.00	5,000.00	5,000.00	0.00	0.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			385,321.00	67,816.00	453,137.00	230,875.00	114,124.00	344,999.00	-23.9%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	83,170.00	83,170.00	0.00	131,924.00	131,924.00	58.6%
Travel and Conferences		5200	8,889.00	5,755.00	14,644.00	7,000.00	6,000.00	13,000.00	-11.2%
Dues and Memberships		5300	7,922.00	0.00	7,922.00	8,160.00	0.00	8,160.00	3.0%
Insurance		5400 - 5450	31,237.00	0.00	31,237.00	32,178.00	0.00	32,178.00	3.0%
Operations and Housekeeping Services		5500	100,385.00	0.00	100,385.00	88,950.00	0.00	88,950.00	-11.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	124,491.00	0.00	124,491.00	108,730.00	0.00	108,730.00	-12.7%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(475.00)	0.00	(475.00)	0.00	0.00	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	440,866.00	189,428.00	630,294.00	419,049.00	373,050.00	792,099.00	25.7%
Communications		5900	51,597.00	0.00	51,597.00	49,100.00	0.00	49,100.00	-4.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			764,912.00	278,353.00	1,043,265.00	713,167.00	510,974.00	1,224,141.00	17.3%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals Unrestricted (A)	2016-17 Estimated Actuals Restricted (B)	2016-17 Estimated Actuals Total Fund col. A + B (C)	2017-18 Budget Unrestricted (D)	2017-18 Budget Restricted (E)	2017-18 Budget Total Fund col. D + E (F)	% Diff Column C & F
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	3,427.00	0.00	3,427.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			3,427.00	0.00	3,427.00	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	105,288.00	105,288.00	0.00	104,857.00	104,857.00	-0.4%
Payments to County Offices		7142	12,167.00	112,555.00	124,722.00	12,167.00	112,932.00	125,099.00	0.3%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		249,498.00	249,498.00		256,561.00	256,561.00	2.8%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	111,814.00	111,814.00	0.00	111,814.00	111,814.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2017-18 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			12,167.00	579,155.00	591,322.00	12,167.00	586,164.00	598,331.00	1.2%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(444.00)	444.00	0.00	(1,285.00)	1,285.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(1,400.00)	0.00	(1,400.00)	(3,460.00)	0.00	(3,460.00)	147.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(1,844.00)	444.00	(1,400.00)	(4,745.00)	1,285.00	(3,460.00)	147.1%
TOTAL, EXPENDITURES			5,073,044.00	1,260,729.00	6,333,773.00	4,794,134.00	1,568,344.00	6,362,478.00	0.5%

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

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals Unrestricted (A)	2016-17 Estimated Actuals Restricted (B)	2016-17 Estimated Actuals Total Fund col. A + B (C)	2017-18 Budget Unrestricted (D)	2017-18 Budget Restricted (E)	2017-18 Budget Total Fund col. D + E (F)	% Diff Column C & F
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(292,951.00)	292,951.00	0.00	(424,644.00)	424,644.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(292,951.00)	292,951.00	0.00	(424,644.00)	424,644.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(292,951.00)	292,951.00	0.00	(424,644.00)	424,644.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	112,280.00	108,869.00	-3.0%
3) Other State Revenue		8300-8599	8,627.00	8,716.00	1.0%
4) Other Local Revenue		8600-8799	59,246.00	58,922.00	-0.5%
5) TOTAL, REVENUES			180,153.00	176,507.00	-2.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	59,380.00	60,885.00	2.5%
3) Employee Benefits		3000-3999	22,927.00	24,996.00	9.0%
4) Books and Supplies		4000-4999	74,624.00	74,624.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	4,821.00	5,821.00	20.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	1,400.00	3,460.00	147.1%
9) TOTAL, EXPENDITURES			163,152.00	169,786.00	4.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			17,001.00	6,721.00	-60.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			17,001.00	6,721.00	-60.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	64,549.00	81,550.00	26.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			64,549.00	81,550.00	26.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			64,549.00	81,550.00	26.3%
2) Ending Balance, June 30 (E + F1e)			81,550.00	88,271.00	8.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	7,774.14	0.00	-100.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	73,775.86	88,271.00	19.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	52,578.34		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	100.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	7,774.14		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			60,452.48		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			60,452.48		

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	112,280.00	108,869.00	-3.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			112,280.00	108,869.00	-3.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	8,627.00	8,716.00	1.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			8,627.00	8,716.00	1.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	58,934.00	58,610.00	-0.5%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	312.00	312.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			59,246.00	58,922.00	-0.5%
TOTAL, REVENUES			180,153.00	176,507.00	-2.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	54,343.00	55,045.00	1.3%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	5,037.00	5,840.00	15.9%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			59,380.00	60,885.00	2.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	8,238.00	9,456.00	14.8%
OASDI/Medicare/Alternative		3301-3302	4,997.00	4,067.00	-18.6%
Health and Welfare Benefits		3401-3402	8,261.00	9,991.00	20.9%
Unemployment Insurance		3501-3502	33.00	27.00	-18.2%
Workers' Compensation		3601-3602	1,398.00	1,455.00	4.1%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			22,927.00	24,996.00	9.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	9,510.00	9,510.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	65,114.00	65,114.00	0.0%
TOTAL, BOOKS AND SUPPLIES			74,624.00	74,624.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	4,000.00	5,000.00	25.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	821.00	821.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,821.00	5,821.00	20.7%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	1,400.00	3,460.00	147.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			1,400.00	3,460.00	147.1%
TOTAL, EXPENDITURES			163,152.00	169,786.00	4.1%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	380.00	650.00	71.1%
5) TOTAL, REVENUES			380.00	650.00	71.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	55,275.00	15,000.00	-72.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			55,275.00	15,000.00	-72.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(54,895.00)	(14,350.00)	-73.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(54,895.00)	(14,350.00)	-73.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	107,097.00	52,202.00	-51.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			107,097.00	52,202.00	-51.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			107,097.00	52,202.00	-51.3%
2) Ending Balance, June 30 (E + F1e)			52,202.00	37,852.00	-27.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	52,202.00	37,852.00	-27.5%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	52,218.16		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			52,218.16		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			52,218.16		

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	380.00	650.00	71.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			380.00	650.00	71.1%
TOTAL, REVENUES			380.00	650.00	71.1%

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

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	55,275.00	15,000.00	-72.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			55,275.00	15,000.00	-72.9%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			55,275.00	15,000.00	-72.9%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	60.00	150.00	150.0%
5) TOTAL, REVENUES			60.00	150.00	150.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			60.00	150.00	150.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			60.00	150.00	150.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	19,957.00	20,017.00	0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19,957.00	20,017.00	0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19,957.00	20,017.00	0.3%
2) Ending Balance, June 30 (E + F1e)			20,017.00	20,167.00	0.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	20,017.00	20,167.00	0.7%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	20,034.50		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			20,034.50		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			20,034.50		

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
OTHER STATE REVENUE					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	60.00	150.00	150.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			60.00	150.00	150.0%
TOTAL, REVENUES			60.00	150.00	150.0%

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

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	32.00	80.00	150.0%
5) TOTAL, REVENUES			32.00	80.00	150.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			32.00	80.00	150.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			32.00	80.00	150.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	60,638.00	60,670.00	0.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			60,638.00	60,670.00	0.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			60,638.00	60,670.00	0.1%
2) Ending Balance, June 30 (E + F1e)			60,670.00	60,750.00	0.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	60,670.00	60,750.00	0.1%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	60,680.29		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			60,680.29		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			60,680.29		

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	32.00	80.00	150.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			32.00	80.00	150.0%
TOTAL, REVENUES			32.00	80.00	150.0%

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

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	13,001.00	560.00	-95.7%
5) TOTAL, REVENUES			13,001.00	560.00	-95.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	475.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			475.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			12,526.00	560.00	-95.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			12,526.00	560.00	-95.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	67,055.00	79,581.00	18.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			67,055.00	79,581.00	18.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			67,055.00	79,581.00	18.7%
2) Ending Balance, June 30 (E + F1e)			79,581.00	80,141.00	0.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	79,581.00	80,141.00	0.7%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	82,590.54		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			82,590.54		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			82,590.54		

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	250.00	560.00	124.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	12,751.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			13,001.00	560.00	-95.7%
TOTAL, REVENUES			13,001.00	560.00	-95.7%

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

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	475.00	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			475.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			475.00	0.00	-100.0%

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

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	190.00	390.00	105.3%
5) TOTAL, REVENUES			190.00	390.00	105.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			190.00	390.00	105.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			190.00	390.00	105.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	52,335.00	52,525.00	0.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			52,335.00	52,525.00	0.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			52,335.00	52,525.00	0.4%
2) Ending Balance, June 30 (E + F1e)			52,525.00	52,915.00	0.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	52,525.00	52,915.00	0.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	52,541.26		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			52,541.26		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			52,541.26		

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	190.00	390.00	105.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			190.00	390.00	105.3%
TOTAL, REVENUES			190.00	390.00	105.3%

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

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

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	2,790.00	3,047.00	9.2%
4) Other Local Revenue		8600-8799	565,646.00	566,854.00	0.2%
5) TOTAL, REVENUES			568,436.00	569,901.00	0.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	549,535.00	570,488.00	3.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			549,535.00	570,488.00	3.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			18,901.00	(587.00)	-103.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			18,901.00	(587.00)	-103.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	509,865.00	528,766.00	3.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			509,865.00	528,766.00	3.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			509,865.00	528,766.00	3.7%
2) Ending Balance, June 30 (E + F1e)			528,766.00	528,179.00	-0.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	528,766.00	528,179.00	-0.1%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	526,414.54		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			526,414.54		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			526,414.54		

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	2,790.00	3,047.00	9.2%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			2,790.00	3,047.00	9.2%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	545,814.00	564,854.00	3.5%
Unsecured Roll		8612	12,629.00	0.00	-100.0%
Prior Years' Taxes		8613	726.00	0.00	-100.0%
Supplemental Taxes		8614	4,250.00	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	2,227.00	2,000.00	-10.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			565,646.00	566,854.00	0.2%
TOTAL, REVENUES			568,436.00	569,901.00	0.3%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	235,000.00	270,000.00	14.9%
Bond Interest and Other Service Charges		7434	314,535.00	300,488.00	-4.5%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			549,535.00	570,488.00	3.8%
TOTAL, EXPENDITURES			549,535.00	570,488.00	3.8%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Superintendent's Report

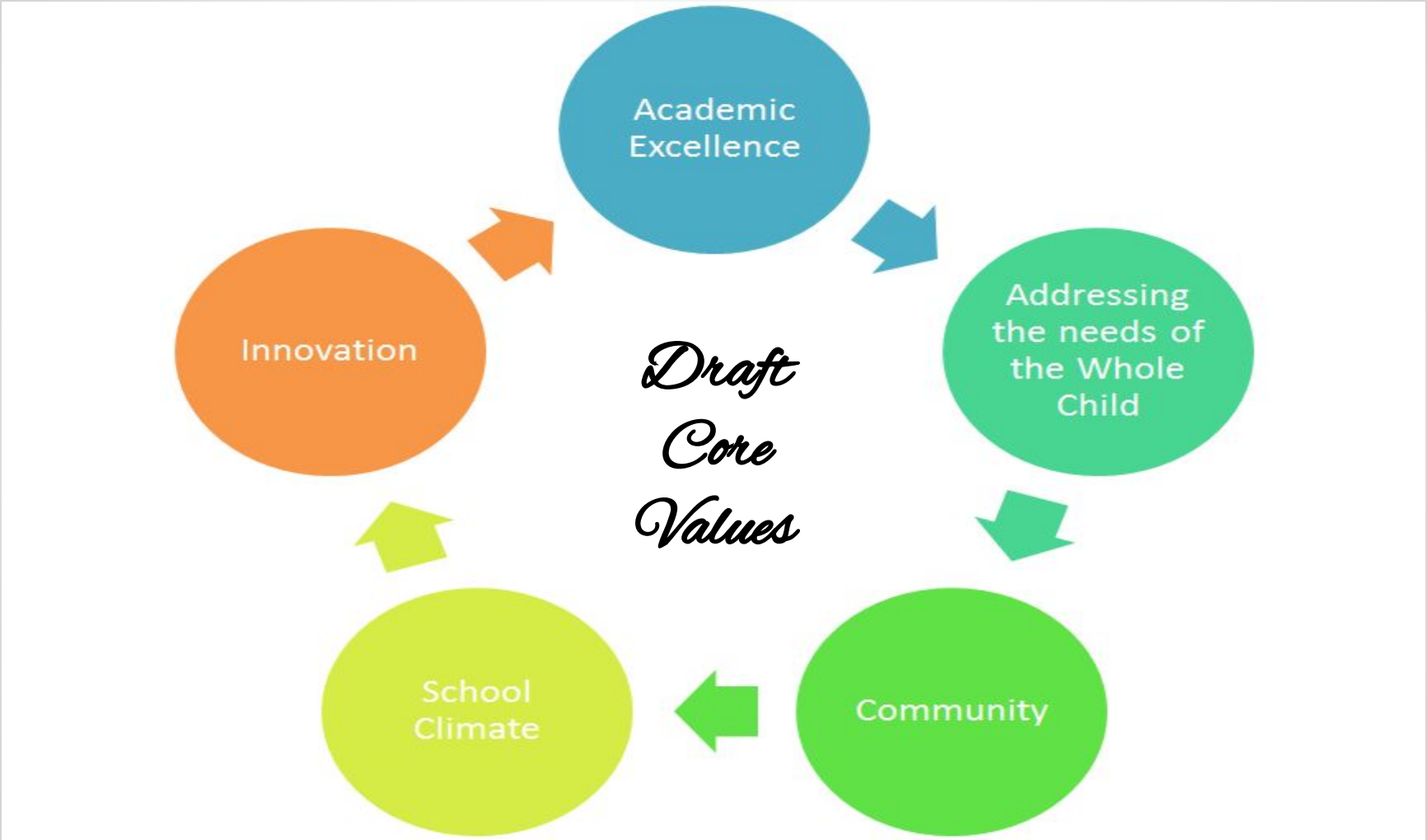
May 16, 2017



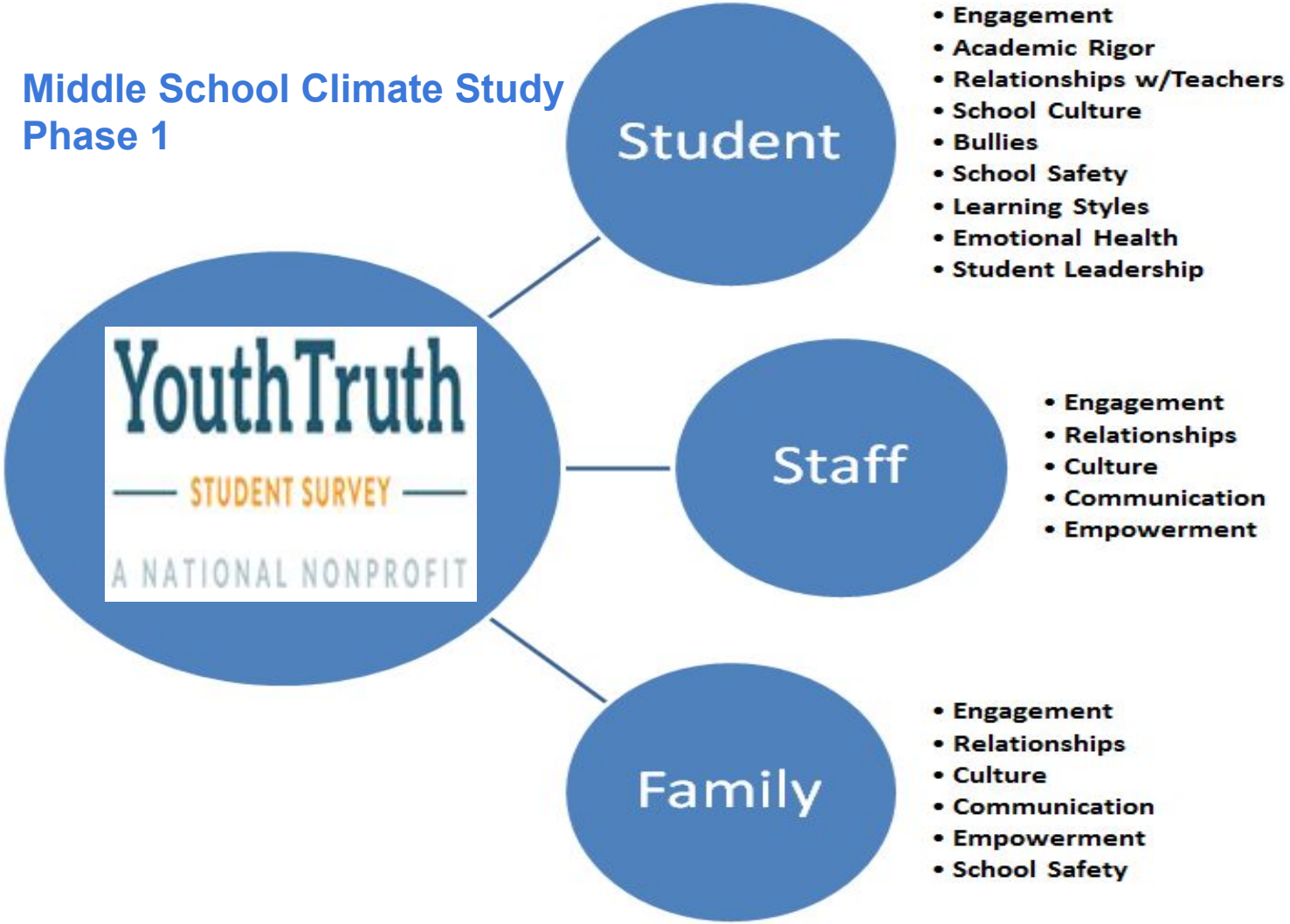
The Work Ahead….. Creating a Vision and Mission for Mesa Union




core values
The principles that guide our decision-making!

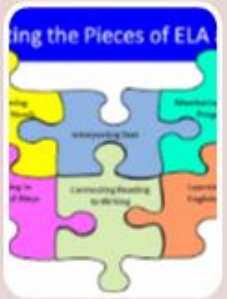

Academic Excellence
Addressing the needs of the Whole Child
Community
School Climate
Innovation
Draft Core Values

Middle School Climate Study
Phase 1



ELA/ELD Adoption Process Update













October 26th	November 10th	January 25th	March 26th	May 25th	May 5th -June 6th
Adoption Process Overview Introduction to Tool KIt Location: VCOE Curriculum LIbrary 1 to 5 p.m.	Evaluate ELA/ELD Materials Location: VCOE Curriculum LIbrary 3:30 to 5:30 p.m	Launch ELA/ELD Pilot Sesssion 1 Location: Mesa Multipurpose RM. 3:30 to 5:30 p.m	ELA/ELD Pilot Session 1 Debrief Launch ELA/ELD Pilot Session 2 Location: Mesa Multipurpose RM. 3:30 to 5:30 p.m	ELA/ELD Pilot Session 2 Debrief Location: Mesa Multipurpose RM. 3:30 to 5:30 p.m	Material Public Viewing Adoption Recommendations to the Board of Trustees June 6th

ELA/ELD Adoption Parameters

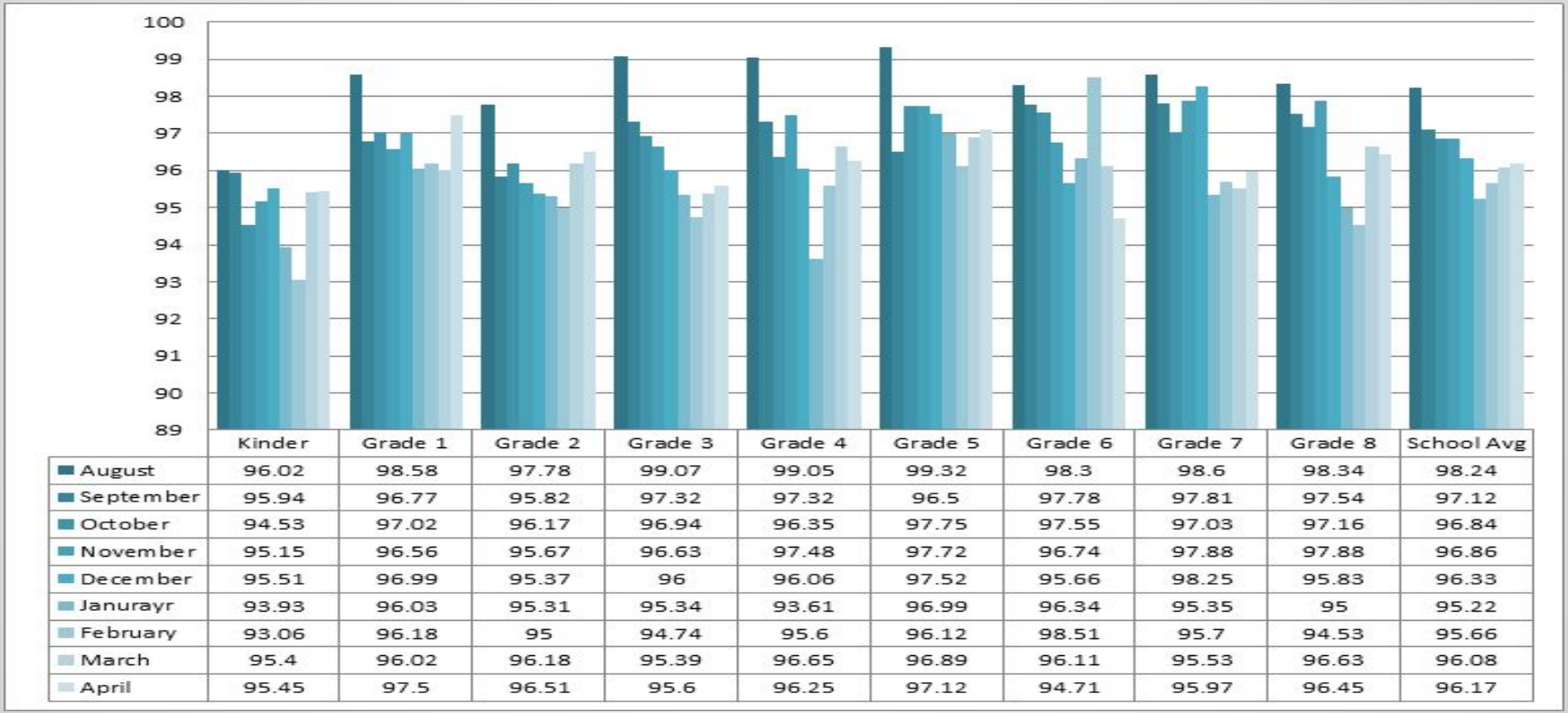
- Adopted materials must provide a strong English Language Arts/English Language Development Program
- Adopted materials must provide a K-8 curriculum
- Adopted materials must have a strong correlation to the English Language Development and California Common Core State (English Language Arts) Standards
- Adopted Materials must support both Designated and Integrated English Language Development instruction
- Participating teachers will pilot two programs for six weeks each

Piloting Materials

Elementary K-5		
Textbook	Publisher	Copyright
Reading Wonders	McGraw-Hill	2017
Journey's	Houghton-Mifflin/ Harcourt	2017

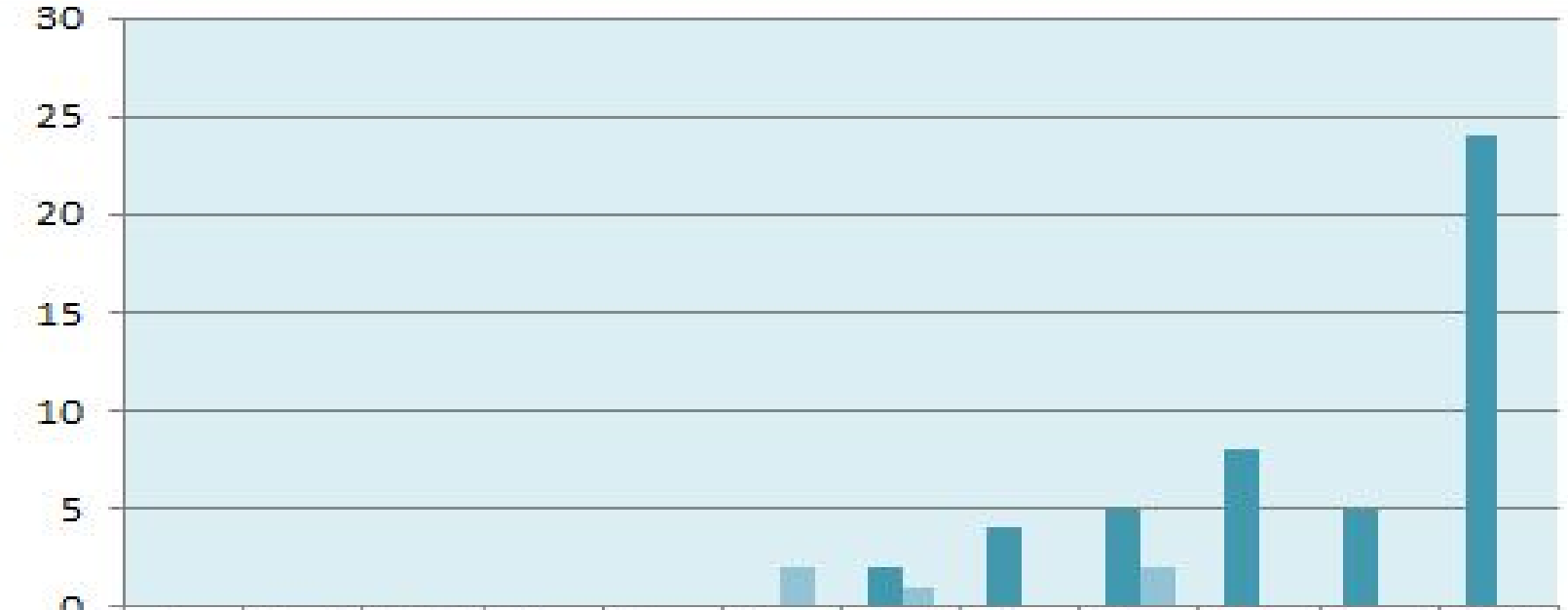
Middle School 6-8		
Textbook	Publisher	Copyright
StudySync	McGraw-Hill	2017
Collections	Houghton-Mifflin/ Harcourt	2017

Mesa Union School District Monthly Attendance Report



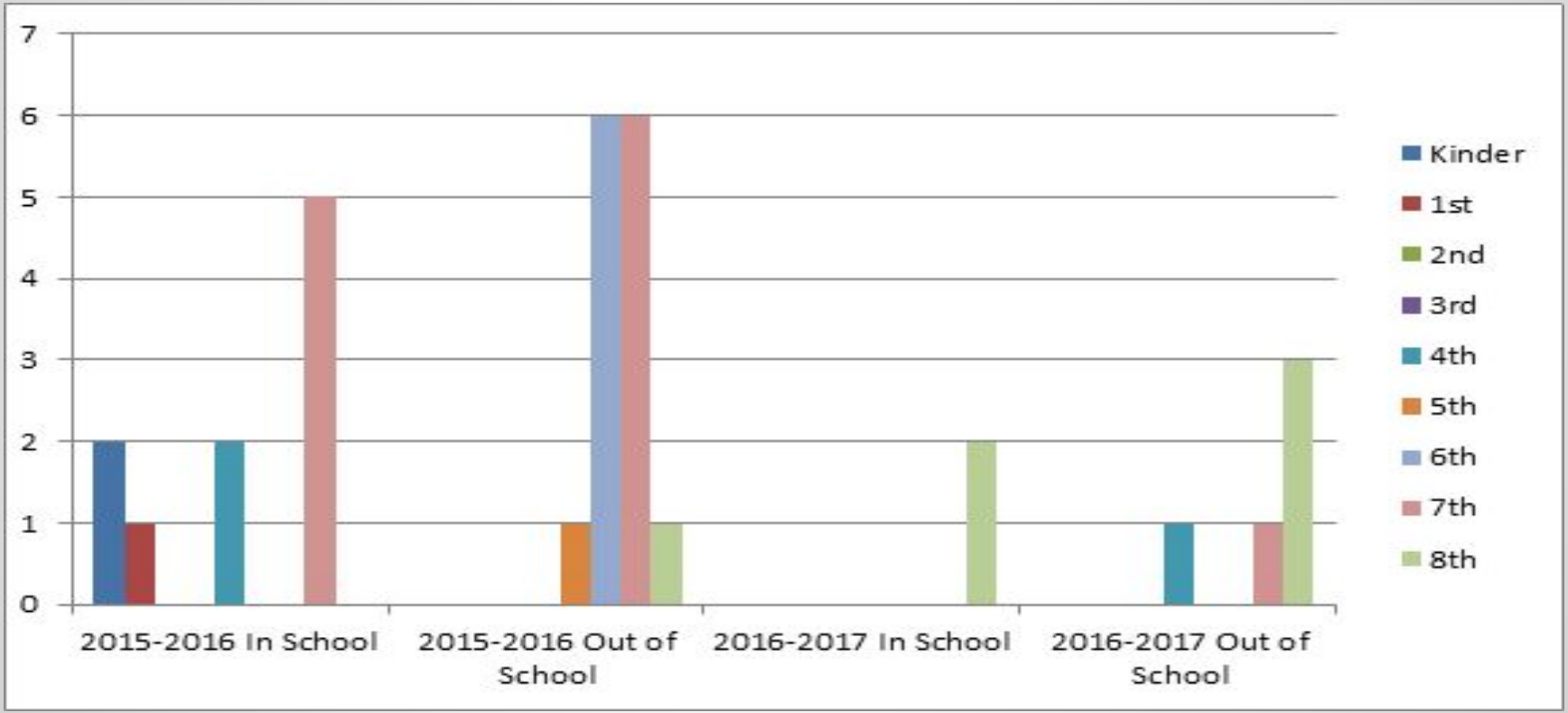
	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	School Avg
August	96.02	98.58	97.78	99.07	99.05	99.32	98.3	98.6	98.34	98.24
September	95.94	96.77	95.82	97.32	97.32	96.5	97.78	97.81	97.54	97.12
October	94.53	97.02	96.17	96.94	96.35	97.75	97.55	97.03	97.16	96.84
November	95.15	96.56	95.67	96.63	97.48	97.72	96.74	97.88	97.88	96.86
December	95.51	96.99	95.37	96	96.06	97.52	95.66	98.25	95.83	96.33
Janurayr	93.93	96.03	95.31	95.34	93.61	96.99	96.34	95.35	95	95.22
February	93.06	96.18	95	94.74	95.6	96.12	98.51	95.7	94.53	95.66
March	95.4	96.02	96.18	95.39	96.65	96.89	96.11	95.53	96.63	96.08
April	95.45	97.5	96.51	95.6	96.25	97.12	94.71	95.97	96.45	96.17

Mesa Union School District Monthly Suspension Report



	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
2016	0	0	0	0	0	0	2	4	5	8	5	24
2017	0	0	0	0	0	2	1	0	2			

Suspension Report
2015-2017



Includes Purchase Orders dated 04/01/2017 - 04/30/2017 **Board Meeting Date 5/16/2017**

PO Number	Vendor Name	Order Location	Object Description	Resource Description	Account Amount
B0317-00076	GOLDEN VALLEY CHARTER SCHOOL	MESA UNION	TsfrAppt D	IDEA Basic	111,814.00
				SpecialEd	249,498.00
B0317-00091	PLEASANT VALLEY SCHOOL DIST	MESA UNION	ExcssCostD	SpecialEd	1,430.00
B0317-00092	RICOH USA, INC	MESA UNION	RntRprNCap	Unrestrict	617.60
B0317-00093	VTA CNTY OFFICE OF EDUCATION	MESA UNION	ExcssCostC	IDEA Basic	674.00
				IDEA Basic	1,443.00
				SpecialEd	63,571.00
P0317-00290	INFINITY COMMUNICATIONS	MESA UNION	Prof Svc	Unrestrict	4,500.00
P0317-00292	DURHAM SCHOOL SERVICES	MESA UNION	Prof Svc	Unrestrict	447.72
P0317-00293	VTA CNTY OFFICE OF EDUCATION	MESA UNION	STAFF DEV	NCLBIIPrtA	300.00
P0317-00294	CAROLINA BIOLOGICAL SUPPLY CO	MESA UNION	Mat'ls/Sup	Unrestrict	21.13
P0317-00295	OFFICE DEPOT	MESA UNION	NonCapEqui	Unrestrict	3,717.64
P0317-00296	AMAZON.COM	MESA UNION	Mat'ls/Sup	Foundation	735.01
P0317-00297	LAKESHORE LEARNING MATERIALS	MESA UNION	Mat'ls/Sup	Foundation	228.53
P0317-00298	ELITE FIRE PROTECTION	MESA UNION	Prof Svc	Unrestrict	2,175.00
P0317-00299	VTA CNTY OFFICE OF EDUCATION	MESA UNION	EmployFees	Unrestrict	53.00
P0317-00300	MARK-IT PLACE	MESA UNION	Mat'ls/Sup	Unrestrict	125.05
P0317-00301	NATIONAL COUNCIL OF	MESA UNION	Dues/Memb	Unrestrict	81.00
P0317-00302	ECOLAB INC	MESA UNION	Mat'ls/Sup	Unrestrict	191.24
P0317-00303	PACIFIC EQUIPMENT	MESA UNION	Mat'ls/Sup	Unrestrict	376.37
P0317-00304	MUSIC ROOM ENSEMBLES	MESA UNION	Prof Svc	Foundation	6,013.00
P0317-00305	CENTRAL COMMUNICATIONS	MESA UNION	Prof Svc	Unrestrict	59.45
P0317-00306	VCOE-SELPA	MESA UNION	Prof Svc	SpecialEd	1,163.09
P0317-00307	VCOE-SELPA	MESA UNION	Prof Svc	SpecialEd	225.00
P0317-00308	VTA CNTY OFFICE OF EDUCATION	MESA UNION	STAFF DEV	NCLBIIPrtA	150.00
P0317-00309	THE FILLMORE GAZETTE	MESA UNION	Prof Svc	Unrestrict	432.00
P0317-00310	CAL-COAST MACHINERY INC	MESA UNION	RntRprNCap	Unrestrict	847.41
P0317-00311	AMAZON.COM	MESA UNION	Mat'ls/Sup	Unrestrict	105.98
P0317-00312	HOME DEPOT CREDIT SERVICES	MESA UNION	Mat'ls/Sup	Foundation	152.45
P0317-00313	AMAZON.COM	MESA UNION	Mat'ls/Sup	Foundation	488.49
P0317-00314	AMAZON.COM	MESA UNION	Mat'ls/Sup	Unrestrict	531.80
		Total Number of POs	**28**	**Total**	**452,167.96**

Fund Recap

Fund	Description	PO Count	Amount
010	General Fund	28	452,167.96

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.

ESCAPE ONLINE

Includes Purchase Orders dated 04/01/2017 - 04/30/2017 **Board Meeting Date 5/16/2017**

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
B0317-00005	3,252.00	010-4300	General Fund/Mat'ls/Sup	1,252.00
B0317-00006	16,000.00	010-4300	General Fund/Mat'ls/Sup	1,000.00
B0317-00007	4,335.00	010-4300	General Fund/Mat'ls/Sup	1,335.00
B0317-00009	23,442.00	010-4300	General Fund/Mat'ls/Sup	17.30-
B0317-00013	15,510.00	010-4300	General Fund/Mat'ls/Sup	1,591.58
B0317-00017	39,740.00	010-5600	General Fund/RntRprNCap	.00
B0317-00032	5,300.00	130-4300	Cafeteria Fund/Mat'ls/Sup	234.72-
		130-4700	Cafeteria Fund/Food	1,075.24
			Total for B0317-00032	840.52
B0317-00033	53,314.00	130-4300	Cafeteria Fund/Mat'ls/Sup	2,301.48
B0317-00034	5,000.00	010-4700	General Fund/Food	586.90
B0317-00038	1,000.00	010-4300	General Fund/Mat'ls/Sup	1,000.00-
B0317-00073	14,470.00	010-5800	General Fund/Prof Svc	970.00
B0317-00088	14,762.92	010-5800	General Fund/Prof Svc	4,125.83
			Total PO Changes	**12,986.01**

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.

ESCAPE ONLINE

Checks Dated 04/01/2017 through 04/30/2017 — **Board Meeting Date 5/16/2017**

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5003810054	04/06/2017	DEL NORTE WATER CO	010-5504		90.00
5003810055	04/06/2017	SO CA EDISON CO	010-5502		3,797.80
5003810056	04/06/2017	VERIZON WIRELESS	010-5901		78.22
5003810057	04/06/2017	Stephen B. Bluestein	010-5200		88.49
5003810058	04/06/2017	ALTA DENA DAIRY	130-4700		927.75
5003810059	04/07/2017	RICOH USA, INC	010-5600		2,329.26
5003810060	04/07/2017	SO CA GAS CO	010-5501		846.71
5003810061	04/07/2017	Michele N. Waggoner	010-5220		163.20
5003810062	04/07/2017	POOLE OIL COMPANY	010-4310		579.84
5003810063	04/07/2017	RICOH USA, INC	010-4300		11.50
5003810064	04/07/2017	SELF-INSURED SCHOOLS OF CALIF	010-3701	2,628.56	
			010-9534	47,345.85	
			010-9537	2,263.84	52,238.25
5003810065	04/07/2017	SPARKLETTS	010-5504		53.95
5003810066	04/07/2017	SYSCO VENTURA	010-4700	85.72	
			130-4300	109.25	
			130-4700	1,330.59	1,525.56
5003810067	04/07/2017	TARANGO'S DIESEL REPAIR	010-4300	109.49	
			010-5600	914.60	1,024.09
5003810068	04/11/2017	Olivia A. Ford	010-5220		370.53
5003810069	04/11/2017	Erika D. Muhlitner	010-5220		349.66
5003810070	04/11/2017	Amy L. Catlett	010-5220		1,092.72
5003810071	04/11/2017	ART N' YOU	010-5800		1,370.00
5003810072	04/11/2017	DANIELS TIRE SERVICE	010-5600		1,196.50
5003810073	04/11/2017	DAVE BANG ASSOC, INC	010-4300		1,165.99
5003810074	04/11/2017	CYNTHIA Z HANSEN M.Ed	010-5800		450.00
5003810075	04/11/2017	MARIE BOU K12 INC	010-5800		560.00
5003810076	04/11/2017	MARK-IT PLACE	010-5800		135.08
5003810077	04/11/2017	MISSION LINEN SUPPLY	130-5600		55.70
5003810078	04/11/2017	REVOLVING ACCOUNT	010-4300		240.00
5003810079	04/11/2017	STAR OF CA Ventura	010-5800		4,125.00
5003810080	04/11/2017	SYSCO VENTURA	130-4700		103.63
5003810081	04/11/2017	TARANGO'S DIESEL REPAIR	010-4300	20.73	
			010-5600	579.70	600.43
5003810082	04/13/2017	DEL NORTE WATER CO	010-5504		2,012.13
5003810083	04/13/2017	E.J. HARRISON & SONS, INC	010-5505		70.22
5003810084	04/13/2017	RICOH USA, INC	010-5800		666.69
5003810085	04/13/2017	Jolana R. Ramirez	010-5220		480.13
5003810086	04/13/2017	ANDERSON REFRIGERATION INC	010-5600		511.38
5003810087	04/13/2017	ANIMAL & INSECT PEST MGMT INC	010-5506		108.50
5003810088	04/13/2017	BANK OF AMERICA	010-4300	86.20	
			010-5800	30.72	116.92
5003810089	04/13/2017	COASTAL OCC MED GRP	010-5804		100.00
5003810090	04/13/2017	DIAL SECURITY	010-5800		57.88
5003810091	04/13/2017	EMPIRE CLEANING SUPPLY	010-4300		44.62
5003810092	04/13/2017	GODOY STUDIOS	010-5800		450.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 04/01/2017 through 04/30/2017 — **Board Meeting Date 5/16/2017**

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5003810093	04/13/2017	HOUGHTON MIFFLIN HARCOURT	010-4300		475.00
5003810094	04/13/2017	MISSION LINEN SUPPLY	130-5600		55.70
5003810095	04/13/2017	REVOLVING ACCOUNT	010-5220		70.00
5003810096	04/13/2017	SYSCO VENTURA	010-4700	117.14	
			130-4300	159.78	
			130-4700	645.08	922.00
5003810097	04/13/2017	UNDERWOOD FAMILY FARMS	130-4300		283.01
5003810098	04/13/2017	VCOE-GRAPHIC SERVICES	010-4300		65.79
5003810099	04/13/2017	HOME DEPOT CREDIT SERVICES	010-4300	2,498.81	
			010-5800	18.49	2,517.30
5003810100	04/17/2017	VTA CNTY OFFICE OF EDUCATION	010-5800		22,500.00
5003810101	04/18/2017	EMPIRE CLEANING SUPPLY	010-4300		2,247.12
5003810102	04/18/2017	EmpireTherapeutic&CreativeServ	010-5800		3,105.00
5003810103	04/18/2017	MAYAN HARDWOOD INC	010-4300		82.22
5003810104	04/18/2017	MODESTO & SON'S PUMPING	010-5600		2,600.00
5003810105	04/18/2017	MODESTO & SON'S PUMPING	010-5600		2,600.00
5003810106	04/18/2017	PLEASANT VALLEY SCHOOL DIST	010-7141		1,430.00
5003810107	04/18/2017	SYSCO VENTURA	130-4300		19.36
5003810108	04/18/2017	VTA CNTY OFFICE OF EDUCATION	010-5804		53.00
5003810109	04/18/2017	VCOE-SELPA	010-5800		1,388.09
5003810110	04/18/2017	GOLDEN VALLEY CHARTER SCHOOL	010-8096		80,766.00
5003810111	04/21/2017	RICOH USA, INC	010-5600		2,329.26
5003810112	04/21/2017	Julee A. Vollmert	010-4300		22.39
5003810113	04/21/2017	Michele N. Waggoner	010-5220		103.44
5003810114	04/21/2017	CAL-COAST MACHINERY INC	010-5600		847.41
5003810115	04/21/2017	COASTAL PIPCO	010-4300		325.84
5003810116	04/21/2017	DAVIS DEMOGRAPHICS & PLANNING	010-5800		1,530.00
5003810117	04/21/2017	DUNN-EDWARDS CORP	010-4300		1,335.65
5003810118	04/21/2017	ECOLAB INC	010-4300		191.24
5003810119	04/21/2017	ELITE FIRE PROTECTION	010-5800		2,175.00
5003810120	04/21/2017	THE FILLMORE GAZETTE	010-5800		432.00
5003810121	04/21/2017	INFINITY COMMUNICATIONS	010-5800		4,500.00
5003810122	04/21/2017	LAKESHORE LEARNING MATERIALS	010-4300		228.53
5003810123	04/21/2017	LINDAMOOD-BELL LEARNING PRO	010-5800		3,168.00
5003810124	04/21/2017	MARK-IT PLACE	010-4300		125.05
5003810125	04/21/2017	MISSION LINEN SUPPLY	130-5600		111.40
5003810126	04/21/2017	MJP TECHNOLOGIES, INC	010-5800		75.00
5003810127	04/21/2017	MUSIC ROOM ENSEMBLES	010-5800		6,013.00
5003810128	04/21/2017	NCTM	010-5300		81.00
5003810129	04/21/2017	OFFICE DEPOT BUSINESS CREDIT	010-4300		2,408.42
5003810130	04/21/2017	PACIFIC EQUIPMENT	010-4300		376.37
5003810131	04/21/2017	POOLE OIL COMPANY	010-4310		354.09
5003810132	04/21/2017	REVOLVING ACCOUNT	010-4300	91.59	
			010-5220	20.00	
			010-5800	19.00	130.59

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Checks Dated 04/01/2017 through 04/30/2017					Board Meeting Date 5/16/2017
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5003810133	04/21/2017	UNDERWOOD FAMILY FARMS	130-4700		459.48
5003810134	04/21/2017	VTA CNTY OFFICE OF EDUCATION	010-7142		32,844.00
5003810135	04/25/2017	CAROLINA BIOLOGICAL SUPPLY CO	010-4300		21.13
5003810136	04/25/2017	OFFICE DEPOT BUSINESS CREDIT	010-4400		3,717.64
5003810137	04/25/2017	AMAZON/SYNCHRONY BANK	010-4300		531.80
5003810138	04/27/2017	E.J. HARRISON & SONS, INC	010-5505		799.10
5003810139	04/27/2017	EXCEL LD	010-5901		16.48
5003810140	04/27/2017	AMAZON/SYNCHRONY BANK	010-4300	1,470.59	
			010-5800	60.72	
			Unpaid Tax	3.93-	1,527.38
5003810141	04/27/2017	ATKINSON,ANDELSON,LOYA, et al	010-5899		1,640.63
5003810142	04/27/2017	COASTAL PIPCO	010-4300		925.36
5003810143	04/27/2017	INFINITY COMMUNICATIONS	010-5800		1,000.00
5003810144	04/27/2017	MISSION LINEN SUPPLY	130-5600		55.70
5003810145	04/27/2017	SO CA GAS CO	010-5501		472.07
5003810146	04/27/2017	SYSCO VENTURA	130-4300	32.10	
			130-4700	496.76	528.86
5003810147	04/27/2017	TAX DEFERRED SERVICES	010-9539		5,050.00
		Total Number of Checks	**94**		**277,821.23**

Fund Recap

Fund	Description	Check Count	Expensed Amount
010	General Fund	84	272,979.87
130	Cafeteria Fund	12	4,845.29
	Total Number of Checks	**94**	277,825.16
	Less Unpaid Tax Liability		3.93-
	Net (Check Amount)		**277,821.23**

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.

Fund 010 - General Fund

Fiscal Year 2016/17 Through April 2017

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	Rev Lim/LCFF	2,918,523.00	2,858,700.00	2,365,720.00	492,980.00	82.76
8012	Education Protection Act	742,273.00	742,714.00	565,173.00	177,541.00	76.10
8019	Revenue Limit State Aid Prior			88,011.00	88,011.00-	NO BDGT
8021	Homeowners' Exemption	17,603.00	18,173.00	8,745.30	9,427.70	48.12
8041	Secured Rolls Tax	2,062,498.00	2,117,449.00	2,135,845.26	18,396.26-	100.87
8042	Unsecured Roll Taxes	73,186.00	75,958.00	67,030.24	8,927.76	88.25
8043	Prior Years' Taxes	4,231.00	3,412.00	4,557.75	1,145.75-	133.58
8044	Supplemental Taxes	60,655.00	72,871.00	61,063.92	11,807.08	83.80
8045	Education Rev Augmentation Fd	88,600.00	13,899.00	55,286.96-	69,185.96	-397.78
8096	Charter School Trans In Lieu P	1,271,876.00-	1,210,756.00-	1,055,979.00-	154,777.00-	87.22
	Total LCFF Revenue Sources	**4,695,693.00**	**4,692,420.00**	**4,184,880.51**	**507,539.49**	**89.18**
Federal Revenue						
8181	Special Education Entitlement	222,291.00	211,292.00	1,825.01	209,466.99	0.86
8182	Special Education Discretiona	2,117.00	2,117.00		2,117.00	
8290	All Other Federal Revenue	87,269.00	80,872.00	44,414.03	36,457.97	54.92
	Total Federal Revenue	**311,677.00**	**294,281.00**	**46,239.04**	**248,041.96**	**15.71**
Other State Revenues						
8550	Mandated Cost Reimbursements	141,686.00	141,065.00	141,385.00	320.00-	100.23
8560	State Lottery Revenue	110,007.00	121,106.00	61,963.67	59,142.33	51.16
8590	All Other State Revenues		147.00	146.79	.21	99.86
	Total Other State Revenues	**251,693.00**	**262,318.00**	**203,495.46**	**58,822.54**	**77.58**
Other Local Revenue						
8660	Interest	5,200.00	5,200.00	7,349.09	2,149.09-	141.33
8677	Interagency Services Between L	53,397.00	53,397.00		53,397.00	
8689	All Other Fees and Contracts	20,800.00	20,800.00	17,675.90	3,124.10	84.98
8699	All Other Local Revenue	50,531.00	93,654.00	53,212.43	40,441.57	56.82
8792	Transfers of Apportionments Fr	564,918.00	674,643.00	431,925.00	242,718.00	64.02
	Total Other Local Revenue	**694,846.00**	**847,694.00**	**510,162.42**	**337,531.58**	**60.18**
	Total Year To Date Revenues	**5,953,909.00**	**6,096,713.00**	**4,944,777.43**	**1,151,935.57**	**81.11**

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

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 603, Starting Period = 1, Ending Account Period = 10, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

Fund 010 - General Fund							Fiscal Year 2016/17 Through April 2017
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Certificated Salaries (continued)							
1100	Teachers' Salaries	2,000,621.00	1,974,841.00	334,691.36	1,600,085.10	40,064.54	81.02
1110	Substitute Teacher	49,350.00	63,530.00		59,055.60	4,474.40	92.96
1130	Stipend	13,630.00	21,225.00		9,930.00	11,295.00	46.78
1140	Extra Duty	50,488.00	84,315.00		53,228.32	31,086.68	63.13
1200	Certificated Pupil Support Sal	39,376.00	55,224.00	8,706.02	46,517.73	.25	84.23
1301	Superintendent	157,000.00	164,850.00	27,475.00	137,375.00		83.33
1303	Principal	107,274.00	111,013.00	18,502.16	92,510.80	.04	83.33
1900	Other Certificated Salaries	1,540.00	770.00			770.00	
1940	Extra Duty-Parent Technology		105.00		105.00		100.00
	Total Certificated Salaries	**2,419,279.00**	**2,475,873.00**	**389,374.54**	**1,998,807.55**	**87,690.91**	**80.73**
Classified Salaries							
2100	Instructional Aides' Salaries	106,198.00	110,116.00	22,516.38	91,175.78	3,576.16-	82.80
2110	Substitute Aide	2,125.00	2,485.00		5,697.48	3,212.48-	229.27
2130	Extra Duty Aide	1,200.00	2,235.00		2,230.87	4.13	99.82
2150	Instructional Aide Overtime		2,382.00		2,902.22	520.22-	121.84
2200	Classified Support Salaries	329,867.00	340,150.00	57,481.04	269,719.04	12,949.92	79.29
2214	Substitute Maintenance		1,785.00		4,105.82	2,320.82-	230.02
2216	Substitute Bus Driver	427.00	427.00			427.00	
2218	Substitute Lib/Comp Res		448.00		1,064.61	616.61-	237.64
2250	Classified Support Overtime	10,000.00	23,912.00		29,639.27	5,727.27-	123.95
2400	Clerical and Office Salaries	148,194.00	161,896.00	27,174.98	131,535.60	3,185.42	81.25
2410	Clerical Sub	190.00	190.00		253.17	63.17-	133.25
2450	Clerical/Office Overtime	8,741.00	13,185.00		18,164.25	4,979.25-	137.76
2900	Other Classified Salaries	49,303.00	55,726.00	8,774.34	40,672.77	6,278.89	72.99
2910	Substitute Noon Duty		290.00		325.88	35.88-	112.37
2950	OTHER CLASS OVERTIME	175.00	234.00		254.34	20.34-	108.69
	Total Classified Salaries	**656,420.00**	**715,461.00**	**115,946.74**	**597,741.10**	**1,773.16**	**83.55**
Employee Benefits							
3101	STRS, certificated positions	304,347.00	312,225.00	48,983.30	248,592.95	14,648.75	79.62
3102	STRS, classified positions	3,820.00	3,820.00	722.32	3,353.27	255.59-	87.78
3202	PERS, classified positions	82,798.00	89,164.00	14,417.64	66,864.50	7,881.86	74.99
3301	OASDI/Medicare/Alternative, ce	35,862.00	36,358.00	5,418.18	29,106.71	1,833.11	80.06
3302	OASDI/Medicare/Alternative, cl	46,784.00	52,527.00	8,087.00	42,330.48	2,109.52	80.59
3401	Health & Welfare Benefits, cer	294,512.00	281,734.00	53,619.72	224,477.69	3,636.59	79.68
3402	Health & Welfare Benefits, cla	124,684.00	132,338.00	23,770.86	94,344.92	14,222.22	71.29

Fund 010 - General Fund

Fiscal Year 2016/17 Through April 2017

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3501	SUI, certificated positions	1,175.00	1,196.00	186.78	965.35	43.87	80.71
3502	SUI, classified positions	316.00	353.00	54.88	286.43	11.69	81.14
3601	Work Comp Ins, certificated po	59,919.00	61,317.00	9,644.10	49,504.61	2,168.29	80.74
3602	Work Comp Ins, classified posi	15,664.00	17,115.00	2,867.38	14,782.05	534.43-	86.37
3701	Retiree Benefits, certificated		27,368.00		24,623.66	2,744.34	89.97
	Total Employee Benefits	**969,881.00**	**1,015,515.00**	**167,772.16**	**799,232.62**	**48,510.22**	**78.70**
Books and Supplies							
4100	Textbooks	126,000.00	130,312.00	7,812.01	116,576.46	5,923.53	89.46
4200	Books Other Than Textbooks		2,857.00		2,843.45	13.55	99.53
4300	Materials and Supplies	135,450.00	214,153.00	20,681.22	184,312.22	9,159.56	86.07
4310	Bus Fuel	12,000.00	12,000.00	2,720.80	9,270.66	8.54	77.26
4319	Supplies Undesignated	83,941.00	37,826.00			37,826.00	
4400	Non-Capitalized Equipment	80,750.00	66,646.00	2,998.29	63,044.49	603.22	94.60
4700	Food	4,000.00	5,000.00		4,413.10	586.90	88.26
	Total Books and Supplies	**442,141.00**	**468,794.00**	**34,212.32**	**380,460.38**	**54,121.30**	**81.16**
Services and Other Operating Expenditures							
5100	Sub Agreements for Prof Servic	66,680.00	76,511.00		4,436.71	72,074.29	5.80
5200	Travel and Conferences	600.00	1,100.00		776.50	323.50	70.59
5201	Car Allowance	4,800.00	2,400.00	400.00	2,000.00		83.33
5220	STAFF DEVELOPMENT	12,900.00	10,764.00	885.00	6,874.68	3,004.32	63.87
5300	Dues and Memberships	7,186.00	7,922.00		7,909.88	12.12	99.85
5450	Other Insurance	31,731.00	31,237.00		31,235.69	1.31	100.00
5501	Natural Gas	5,750.00	5,750.00		5,827.66	77.66-	101.35
5502	Electricity	65,290.00	60,290.00	18,330.46	41,669.54	290.00	69.12
5504	Water	6,250.00	6,250.00	1,170.41	5,354.39	274.80-	85.67
5505	Rubbish	5,455.00	8,755.00		8,843.67	88.67-	101.01
5506	Pest Control	2,460.00	9,390.00	2,303.00	7,661.00	574.00-	81.59
5600	Rentals,Leases,Repairs & Nonca	90,978.00	106,371.00	6,610.80	104,327.14	4,566.94-	98.08
5750	Direct Costs for Interfund Ser		475.00-		471.20-	3.80-	99.20
5800	Professnl/Consult Serv & Opera	294,174.00	425,411.00	54,601.78	327,936.46	42,872.76	77.09
5801	Audit	20,400.00	20,400.00	3,750.00	5,750.00	10,900.00	28.19
5803	Business Services Authority	123,087.00	123,087.00	41,029.00	82,058.00		66.67
5804	Employment Fees	2,200.00	3,203.00	380.00	2,401.00	422.00	74.96
5819	Holding	31,930.00					NO BDGT
5899	Legal Services	47,000.00	32,000.00	4,305.45	27,694.55		86.55

Fund 010 - General Fund							Fiscal Year 2016/17 Through April 2017
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5901	Phone Services	6,275.00	7,937.00	1,091.06	5,301.03	1,544.91	66.79
5902	Internet Services	21,000.00	42,700.00	79.52	41,900.48	720.00	98.13
5903	Postage	3,120.00	2,620.00		1,916.62	703.38	73.15
	Total Services and Other Operating Expenditures	**849,266.00**	**983,623.00**	**134,936.48**	**721,403.80**	**127,282.72**	**73.34**
Capital Outlay							
6200	Buildings and Improvement of B		3,427.00		3,425.92	1.08	99.97
	Total Capital Outlay	**.00**	**3,427.00**	**.00**	**3,425.92**	**1.08**	**99.97**
Tuition							
7141	Other Tuition/Excess Costs to	138,589.00	138,589.00		1,430.00	137,159.00	1.03
7142	Other Tuition/Excess Costs to	174,201.00	143,437.00	32,844.00	41,560.30	69,032.70	28.97
	Total Tuition	**312,790.00**	**282,026.00**	**32,844.00**	**42,990.30**	**206,191.70**	**15.24**
Other Transfers Out							
7221	Transfers of Apportionments to	423,964.00	412,965.00	72,874.59	288,437.41	51,653.00	69.85
	Total Other Transfers Out	**423,964.00**	**412,965.00**	**72,874.59**	**288,437.41**	**51,653.00**	**69.85**
Transfers of Indirect/direct support costs							
7350	Direct Support/Indirect Costs	1,412.00-	1,412.00-			1,412.00-	
	Total Transfers of Indirect/direct support costs	**1,412.00-**	**1,412.00-**	**.00**	**.00**	**1,412.00-**	
	Total Year To Date Expenditures	**6,072,329.00**	**6,356,272.00**	**947,960.83**	**4,832,499.08**	**575,812.09**	**76.03**

Fund 010 - General Fund						Fiscal Year 2016/17 Through April 2017
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	5,953,909.00	6,096,713.00		4,944,777.43	1,151,935.57	81.11
B. Expenditures	6,072,329.00	6,356,272.00	947,960.83	4,832,499.08	575,812.09	76.03
C. Subtotal (Revenue LESS Expense)	118,420.00-	259,559.00-		112,278.35	576,123.48	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	118,420.00-	259,559.00-		112,278.35	576,123.48	
F. Fund Balance:						
Beginning Balance (9791)	2,005,845.00	1,961,982.00		1,961,980.98		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	2,005,845.00	1,961,982.00		1,961,980.98		
G. Calculated Ending Balance	1,887,425.00	1,702,423.00		2,074,259.33		
*Components of Ending Fund Balance						
Legally Restricted (9740)	219,876.00	147,804.00				
Other Designations (9780)						
Undesig/Unapprop (9790)	1,363,933.00	1,240,890.00				
Other	303,616.00	313,729.00		947,960.83		

Fund 130 - Cafeteria Fund — Fiscal Year 2016/17 Through April 2017

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	Child Nutrition Programs	102,740.00	109,137.00	73,371.37	35,765.63	67.23
	Total Federal Revenue	**102,740.00**	**109,137.00**	**73,371.37**	**35,765.63**	**67.23**
Other State Revenues						
8520	Child Nutrition Programs	8,143.00	8,716.00	5,653.20	3,062.80	64.86
	Total Other State Revenues	**8,143.00**	**8,716.00**	**5,653.20**	**3,062.80**	**64.86**
Other Local Revenue						
8634	Food Services Sales	55,482.00	53,625.00	37,852.42	15,772.58	70.59
8660	Interest	115.00	160.00	130.93	29.07	81.83
	Total Other Local Revenue	**55,597.00**	**53,785.00**	**37,983.35**	**15,801.65**	**70.62**
	Total Year To Date Revenues	**166,480.00**	**171,638.00**	**117,007.92**	**54,630.08**	**68.17**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Classified Salaries							
2200	Classified Support Salaries	43,997.00	44,052.00	7,797.44	33,589.68	2,664.88	76.25
2212	Subsitute Cafeteria Worker	4,740.00	4,740.00		2,376.96	2,363.04	50.15
2250	Classified Support Overtime	2,445.00	5,139.00		5,506.12	367.12-	107.14
2400	Clerical and Office Salaries	4,536.00	5,025.00	931.74	4,105.14	11.88-	81.69
	Total Classified Salaries	**55,718.00**	**58,956.00**	**8,729.18**	**45,577.90**	**4,648.92**	**77.31**
Employee Benefits							
3202	PERS, classified positions	7,614.00	8,179.00	1,212.30	5,967.28	999.42	72.96
3302	OASDI/Medicare/Alternative, cl	3,486.00	4,719.00	586.06	3,064.36	1,068.58	64.94
3402	Health & Welfare Benefits, cla	17,725.00	8,261.00	2,181.56	12,134.89	6,055.45-	146.89
3502	SUI, classified positions	23.00	31.00	3.82	20.00	7.18	64.52
3602	Work Comp Ins, classified posi	1,308.00	1,387.00	215.88	1,127.25	43.87	81.27
	Total Employee Benefits	**30,156.00**	**22,577.00**	**4,199.62**	**22,313.78**	**3,936.40-**	**98.83**
Books and Supplies							
4300	Materials and Supplies	10,010.00	10,010.00	2,269.38	6,845.11	895.51	68.38
4700	Food	60,509.00	63,637.00	12,382.32	49,231.68	2,023.00	77.36
	Total Books and Supplies	**70,519.00**	**73,647.00**	**14,651.70**	**56,076.79**	**2,918.51**	**76.14**
Services and Other Operating Expenditures							
5220	STAFF DEVELOPMENT	213.00					NO BDGT
5600	Rentals,Leases,Repairs & Nonca	4,885.00	4,000.00	824.62	2,104.38	1,071.00	52.61

Fund 130 - Cafeteria Fund

Fiscal Year 2016/17 Through April 2017

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5800	Professnl/Consult Serv & Opera	821.00	821.00		743.00	78.00	90.50
	Total Services and Other Operating Expenditures	**5,919.00**	**4,821.00**	**824.62**	**2,847.38**	**1,149.00**	**59.06**
Transfers of Indirect/direct support costs							
7350	Direct Support/Indirect Costs	1,412.00	1,412.00			1,412.00	
	Total Transfers of Indirect/direct support costs	**1,412.00**	**1,412.00**	**.00**	**.00**	**1,412.00**	
	Total Year To Date Expenditures	**163,724.00**	**161,413.00**	**28,405.12**	**126,815.85**	**6,192.03**	**78.57**

Fund 130 - Cafeteria Fund						Fiscal Year 2016/17 Through April 2017
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	166,480.00	171,638.00		117,007.92	54,630.08	68.17
B. Expenditures	163,724.00	161,413.00	28,405.12	126,815.85	6,192.03	78.57
C. Subtotal (Revenue LESS Expense)	2,756.00	10,225.00		9,807.93-	48,438.05	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	2,756.00	10,225.00		9,807.93-	48,438.05	
F. Fund Balance:						
Beginning Balance (9791)	51,610.00	64,549.00		64,548.93		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	51,610.00	64,549.00		64,548.93		
G. Calculated Ending Balance	54,366.00	74,774.00		54,741.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)	54,366.00	74,774.00				
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other				28,405.12		

Fund 140 - Deferred Maintenance Fund

Fiscal Year 2016/17 Through April 2017

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	380.00	380.00	293.82	86.18	77.32
	Total Other Local Revenue	**380.00**	**380.00**	**293.82**	**86.18**	**77.32**
	Total Year To Date Revenues	**380.00**	**380.00**	**293.82**	**86.18**	**77.32**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5600	Rentals,Leases,Repairs & Nonca	15,000.00	55,275.00		55,275.00		100.00
5607	Plumbing	15,000.00					NO BDGT
	Total Services and Other Operating Expenditures	**30,000.00**	**55,275.00**	**.00**	**55,275.00**	**.00**	**100.00**
	Total Year To Date Expenditures	**30,000.00**	**55,275.00**	**.00**	**55,275.00**	**.00**	**100.00**

Fund 140 - Deferred Maintenance Fund					Fiscal Year 2016/17 Through April 2017	
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	380.00	380.00		293.82	86.18	77.32
B. Expenditures	30,000.00	55,275.00		55,275.00		100.00
C. Subtotal (Revenue LESS Expense)	29,620.00-	54,895.00-		54,981.18-	86.18	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	29,620.00-	54,895.00-		54,981.18-	86.18	
F. Fund Balance:						
Beginning Balance (9791)	106,330.00	107,097.00		107,096.54		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	106,330.00	107,097.00		107,096.54		
G. Calculated Ending Balance	76,710.00	52,202.00		52,115.36		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	76,710.00	52,202.00				

Fund 150 - Pupil Transportation Equipment

Fiscal Year 2016/17 Through April 2017

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	60.00	60.00	58.06	1.94	96.77
	Total Other Local Revenue	**60.00**	**60.00**	**58.06**	**1.94**	**96.77**
	Total Year To Date Revenues	**60.00**	**60.00**	**58.06**	**1.94**	**96.77**

Fund 150 - Pupil Transportation Equipment						Fiscal Year 2016/17 Through April 2017
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	60.00	60.00		58.06	1.94	96.77
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	60.00	60.00		58.06	1.94	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	60.00	60.00		58.06	1.94	
F. Fund Balance:						
Beginning Balance (9791)	19,910.00	19,957.00		19,957.03		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	19,910.00	19,957.00		19,957.03		
G. Calculated Ending Balance	19,970.00	20,017.00		20,015.09		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	19,970.00	20,017.00				

Fund 171 - S/R Capital Outlay-Technology					Fiscal Year 2016/17 Through April 2017	
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues						
B. Expenditures						
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance						
F. Fund Balance:						
Beginning Balance (9791)	50,036.00	50,036.00		50,036.01		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	50,036.00	50,036.00		50,036.01		
G. Calculated Ending Balance	50,036.00	50,036.00		50,036.01		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	50,036.00	50,036.00				

Fund 173 - S/R Capital Outlay-Equipment

Fiscal Year 2016/17 Through April 2017

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	32.00	32.00	31.54	.46	98.56
	Total Other Local Revenue	**32.00**	**32.00**	**31.54**	**.46**	**98.56**
	Total Year To Date Revenues	**32.00**	**32.00**	**31.54**	**.46**	**98.56**

Fund 173 - S/R Capital Outlay-Equipment						Fiscal Year 2016/17 Through April 2017
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	32.00	32.00		31.54	.46	98.56
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	32.00	32.00		31.54	.46	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	32.00	32.00		31.54	.46	
F. Fund Balance:						
Beginning Balance (9791)	10,581.00	10,602.00		10,601.96		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	10,581.00	10,602.00		10,601.96		
G. Calculated Ending Balance	10,613.00	10,634.00		10,633.50		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	10,613.00	10,634.00				

Fund 211 - Building Fund					Fiscal Year 2016/17 Through April 2017	
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues						
B. Expenditures						
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance						
F. Fund Balance:						
Beginning Balance (9791)	6.00					
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	6.00	.00		.00		
G. Calculated Ending Balance	6.00	.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	6.00					

Fund 251 - Developer Fees — Fiscal Year 2016/17 Through April 2017

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	185.00	250.00	220.60	29.40	88.24
8681	Mitigation/Developer Fees		12,751.00	15,706.54	2,955.54-	123.18
	Total Other Local Revenue	**185.00**	**13,001.00**	**15,927.14**	**2,926.14-**	**122.51**
	Total Year To Date Revenues	**185.00**	**13,001.00**	**15,927.14**	**2,926.14-**	**122.51**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5750	Direct Costs for Interfund Ser		475.00		471.20	3.80	99.20
5800	Professnl/Consult Serv & Opera	2,200.00	2,200.00			2,200.00	
	Total Services and Other Operating Expenditures	**2,200.00**	**2,675.00**	**.00**	**471.20**	**2,203.80**	**17.61**
	Total Year To Date Expenditures	**2,200.00**	**2,675.00**	**.00**	**471.20**	**2,203.80**	**17.61**

Fund 251 - Developer Fees						Fiscal Year 2016/17 Through April 2017
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	185.00	13,001.00		15,927.14	2,926.14-	122.51
B. Expenditures	2,200.00	2,675.00		471.20	2,203.80	17.61
C. Subtotal (Revenue LESS Expense)	2,015.00-	10,326.00		15,455.94	5,129.94-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	2,015.00-	10,326.00		15,455.94	5,129.94-	
F. Fund Balance:						
Beginning Balance (9791)	63,540.00	67,055.00		67,054.81		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	63,540.00	67,055.00		67,054.81		
G. Calculated Ending Balance	61,525.00	77,381.00		82,510.75		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)	61,525.00	77,381.00				
Undesig/Unapprop (9790)						
Other						

Fund 355 - School Facilities Hardship						Fiscal Year 2016/17 Through April 2017
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest		190.00	154.75	35.25	81.45
	Total Other Local Revenue	**.00**	**190.00**	**154.75**	**35.25**	**81.45**
	Total Year To Date Revenues	**.00**	**190.00**	**154.75**	**35.25**	**81.45**

Fund 355 - School Facilities Hardship						Fiscal Year 2016/17 Through April 2017
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues		190.00		154.75	35.25	81.45
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	.00	190.00		154.75	35.25	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	190.00		154.75	35.25	
F. Fund Balance:						
Beginning Balance (9791)	52,181.00	52,335.00		52,334.75		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	52,181.00	52,335.00		52,334.75		
G. Calculated Ending Balance	52,181.00	52,525.00		52,489.50		
*Components of Ending Fund Balance						
Legally Restricted (9740)	52,181.00	52,525.00				
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

Fund 401 - Sp Res Cap Outlay Proj, Constr					Fiscal Year 2016/17 Through April 2017	
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues						
B. Expenditures						
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance						
F. Fund Balance:						
Beginning Balance (9791)	245.00					
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	245.00	.00		.00		
G. Calculated Ending Balance	245.00	.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	245.00					

Fund 510 - Bond Interest & Redem 67117056						Fiscal Year 2016/17 Through April 2017	
Object	Description	Adopted Budget	Revised Budget		Revenue	Balance	% Rcvd
Revenue Detail							
Other State Revenues							
8571	Voted Indebtedness Levies, HOP	1,515.00	1,395.00		697.58	697.42	50.01
	Total Other State Revenues	**1,515.00**	**1,395.00**		**697.58**	**697.42**	**50.01**
Other Local Revenue							
8611	Voted Indebtedness Levies, Sec	280,207.00	258,642.00		275,532.57	16,890.57-	106.53
8612	Voted Indebtedness Levies, Uns	6,146.00	6,058.00		6,358.39	300.39-	104.96
8613	Voted Indebtedness Levies, P/Y				446.55	446.55-	NO BDGT
8614	Voted Indebtedness Levies, Sup				2,128.34	2,128.34-	NO BDGT
8660	Interest	400.00	400.00		568.57	168.57-	142.14
	Total Other Local Revenue	**286,753.00**	**265,100.00**		**285,034.42**	**19,934.42-**	**107.52**
	Total Year To Date Revenues	**288,268.00**	**266,495.00**		**285,732.00**	**19,237.00-**	**107.22**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	Bond Redemptions	125,000.00	125,000.00		125,000.00		100.00
7434	Bond Interest and Other Servic	148,000.00	148,000.00		148,000.00		100.00
	Total Debt Service	**273,000.00**	**273,000.00**	**.00**	**273,000.00**	**.00**	**100.00**
	Total Year To Date Expenditures	**273,000.00**	**273,000.00**	**.00**	**273,000.00**	**.00**	**100.00**

Fund 510 - Bond Interest & Redem 67117056						Fiscal Year 2016/17 Through April 2017
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	288,268.00	266,495.00		285,732.00	19,237.00-	107.22
B. Expenditures	273,000.00	273,000.00		273,000.00		100.00
C. Subtotal (Revenue LESS Expense)	15,268.00	6,505.00-		12,732.00	19,237.00-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	15,268.00	6,505.00-		12,732.00	19,237.00-	
F. Fund Balance:						
Beginning Balance (9791)	237,088.00	259,093.00		259,092.51		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	237,088.00	259,093.00		259,092.51		
G. Calculated Ending Balance	252,356.00	252,588.00		271,824.51		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	252,356.00	252,588.00				

Fund 511 - Bond Interest & Redem 67118381						Fiscal Year 2016/17 Through April 2017
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	Voted Indebtedness Levies, HOP	1,499.00	1,395.00	697.53	697.47	50.00
	Total Other State Revenues	**1,499.00**	**1,395.00**	**697.53**	**697.47**	**50.00**
Other Local Revenue						
8611	Voted Indebtedness Levies, Sec	277,183.00	258,643.00	270,281.08	11,638.08-	104.50
8612	Voted Indebtedness Levies, Uns	6,069.00	5,982.00	6,271.04	289.04-	104.83
8613	Voted Indebtedness Levies, P/Y			278.80	278.80-	NO BDGT
8614	Voted Indebtedness Levies, Sup			2,121.70	2,121.70-	NO BDGT
8660	Interest	450.00	450.00	545.15	95.15-	121.14
	Total Other Local Revenue	**283,702.00**	**265,075.00**	**279,497.77**	**14,422.77-**	**105.44**
	Total Year To Date Revenues	**285,201.00**	**266,470.00**	**280,195.30**	**13,725.30-**	**105.15**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	Bond Redemptions	110,000.00	110,000.00		110,000.00		100.00
7434	Bond Interest and Other Servic	163,475.00	163,475.00		166,535.00	3,060.00-	101.87
	Total Debt Service	**273,475.00**	**273,475.00**	**.00**	**276,535.00**	**3,060.00-**	**101.12**
	Total Year To Date Expenditures	**273,475.00**	**273,475.00**	**.00**	**276,535.00**	**3,060.00-**	**101.12**

Fund 511 - Bond Interest & Redem 67118381

Fiscal Year 2016/17 Through April 2017

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	285,201.00	266,470.00		280,195.30	13,725.30-	105.15
B. Expenditures	273,475.00	273,475.00		276,535.00	3,060.00-	101.12
C. Subtotal (Revenue LESS Expense)	11,726.00	7,005.00-		3,660.30	10,665.30-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	11,726.00	7,005.00-		3,660.30	10,665.30-	
F. Fund Balance:						
Beginning Balance (9791)	232,903.00	250,772.00		250,771.58		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	232,903.00	250,772.00		250,771.58		
G. Calculated Ending Balance	244,629.00	243,767.00		254,431.88		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	244,629.00	243,767.00				

MESA UNION SCHOOL DISTRICT **ENROLLMENT REPORT** **5/8/2017**

Teacher	Subject	Period	Total Enrolled	
Coe	Transitional		13	
Coe	Kinder		9	
Ainsworth	Kinder		21	
Reyes	Kinder		23	
White	Kinder		**22**	
		Total	88	
Garza	First		25	
Vollmert	First		**23**	
		Total	48	
Puga	Second		21	
Sakai	Second		21	
Webster	Second		**21**	
		Total	63	
Best/Catlett	Third		25	
Ford	Third		25	
Mayes	Third		**25**	
		Total	75	
Kuklenski	Fourth		36	
Mitchell	Fourth		36	
		Total	**72**	
Demaria	Fifth		25	
Muhlitner	Fifith		24	
Willey (Skeens)	Fifth		24	
		Total	**73**	
			419	
Sixth Grade			**70**	
Seventh Grade			**62**	
Eighth Grade			**62**	
			194	
			613	
Mckenna	Homeroom	0	**35**	
McKenna	Science 6	1	35	
McKenna	Science 6	5	35	
McKenna	Social Studies 6	2	35	
McKenna	Social Studies 6	6	35	
Mckenna	Agriculture 6	3	35	
Mckenna	Agriculture 6	6	**35**	
Wiley	Homeroom	0	**35**	
Wiley	English Lang 6	1	35	
Wiley	English Lang 6	2	35	
Wiley	PE6	3	35	

Wiley	PE7	5	**31**	
Wiley	PE8	6	**32**	
Jahr	Homeroom	0	**31**	
Jahr	Science 8	1	32	
Jahr	Science 8	3	30	
Jahr	Science 7	2	31	
Jahr	Science 7	4	31	
Jahr	Marine Biology 7	5	31	
Jahr	Marine Biology 7	6	**31**	
Grogan	Homeroom	0	**31**	
Grogan	English Lang 7	1	31	
Grogan	English Lang 7	3	31	
Grogan	Social Studies 7	2	31	
Grogan	Social Studies 7	4	31	
Grogan	Poetry 7	5	31	
Grogan	Poetry 7	6	**31**	
Dwork	Homeroom	0	**32**	
Dwork	Social Studies 8	1	30	
Dwork	Social Studies 8	3	32	
Dwork	English Lang 8	2	32	
Dwork	English Lang 8	4	30	
Dwork	Elective	5	32	
Dwork	Elective	6	**32**	
Nguyen	Homeroom	0	**30**	
Nguyen	Math 8-1	1	23	
Nguyen				
Nguyen	Math 6-1	5	35	
Nguyen	Math 6-2	6	36	
Nguyen	Computational Thinking 6	6	34	
Nguyen	Computational Thinking 6	4	34	
Poole	Math 7	1	31	
Poole	Math 7	3	31	
Poole	Math 8	2	*13*	
Poole	Math 8	4	26	
Poole	Robotics 8	5	32	
Poole	Robotics 8	6	32	

Rosen	PE 6	3	35	
Rosen	PE 7	5	31	
Rosen	PE 8	6	32	

STUDENT OF THE MONTH
APRIL 2017

TEACHER	SOM	PRINCIPAL'S AWARD CONFIDENCE
AINSWORTH	CORA DICKEY ISAAC SONNENSCHEIN	KAYLA MENDOZA JAASIELHOPE AURBREE LOWE
MORGAN	JOHN ZENDEJAS JOSHUA DOBBIN	AMELIA CAPPS LILY HARMON
REYES	VICTORIA RAMIREZ CHARLY NEWMAN JOAQUIN MAYO	OLIVIA ERHARDT LILY ELLISON
WHITE	AUBRI MARINO ELIAS PEREZ-MERCADO GRAYSEN VILLAUBI	ALDO CAMPOS JONATHAN CHAVEZ
GARZA	BO CARSON EMILIA LOPEZ GLORIA SAMANIEGO SOPHIA RAMIREZ	DOMINIC ALFARO OLIVIA DRYDEN LEILANI TOFIGA
VOLLMERT	KLARISA LARA LEVI ZAVALA	COOPER NOWAK SARA HENTLEY
PUGA	KAEDE HAMLYN YURIDIA RAMOS	JUAN CAMPOS COLTON CARSON
SAKAI	JOEL CRUZ MAEVE HOOLMAA COLLIN WONG	SAM MATHIS BELINDA SILVA BRONSEN JONES
WEBSTER	MANUEL SILVA ABEL MORALES	CALEB CAPPS COURTNEY PINKERTON

STUDENT OF THE MONTH
APRIL 2017

TEACHER	SOM	PRINCIPAL'S AWARD CONFIDENCE
CATLETT	ADRIAN AVALOS JANELLE FIGUEROA MELINA RUSSELL	TYLER NOWAK LAYLA LEMOS
FORD	JORDAN GILBREATH CHARLOTTE DEARDORFF	DELAYNIE ABERNATHY BRIAN DAVIS-BOCCALI
MAYES	KRYSTAL NAVA OSHO MIGLINO	JACOB CAMARILLO IAN TOREJA
KUKLENSKI	ANGEL VEGA KIARA RUSSELL NOAH PROVENCIO	IAN DOBBIN LEXIE PINKERTON COREY MUHLITNER
MITCHELL	STEFANO POZZI AZAIRIA CHACON	MITCHEL TARAZON ALEXANDRA DULLAM
DEMARIA	DYAN DAVIS-BOCCALI EMILY MALLOY	NICHOLAS SAWYER BRIAN VILLEGAS
MUHLITNER	JACOB SOLIS JISELLE GARCIA KIELA ORTIGUERRA	GISELLE FIGUEROA NICHOLAS RILLO
WILLEY	XITLALI ROMO ALLYSON HALFAR OMAR VILLA	JACKSON WALEA ALISON GENGO

Q 1	6th grade	7th grade	8th grade
Math	Jennifer Rucker, Dhruv Patel	Kate Lan, Dhilan Patel	Charlotte Weymer, Justin Lan, Ian Wiebelhaus
Science	Alex DeArcos, Daniella Cervantes	Armando Solorio, Samuel Morales-Zapien	Isabella Pozzi, Tommy Dullam
Social Studies	Victoria Luna, Colin Donally	Mia Pfeiffer, Vanessa Tovias	Natalie Mummery, Ally Hess
English/L. Arts	Lex Young, Lina Solis	Gia Boisselier, Kate Lan	Robert Dykes, Morgan Fanner
PE	Aniah Dixon, Julian Alfaro	Olivia Bryant, Isaac Lozano	Cassandra O'Reily, Parker Lynch
Student of Excellence	Lina Solis	Gia Boisselier	Charlotte Weymer
Spirit Award	Johnny Cruz	Jason Ulmer	Marcos Alatorre

Q 2	6th grade	7th grade	8th grade
Math	Colin Donnelly, Angelina Solis	Tony Hanna, Benjamin Grooms	Morgan Fanner, Robert Dykes, Tommy Dullam
Science	Lex Young, Colin Donnelly	Malaya Aspuria, Malia Tarazon	David Estrada, Melissa Gomez
Social Studies	Alex DeArcos, Alondra Garcia	Dhilan Patel, Torben Stupar	Stephanie Zager, Riley Stotko
English/L. Arts	Victoria Luna, Daniella Cervantes	Kate Lan, Samuel Morales-Zapien	Charlotte Weymer, Ian Wiebelhaus
PE	Victor Andrade, Leslie Bucio	Torben Stupar, Tiana Pacion	Natalie Mummery, Derek Gonzalez
Student of Excellence	Alondra Garcia	Dhilan Patel	Justin Lan, Morgan Fanner
Spirit Award	Emilia Centeno	Perla Flores	Ashley Duong

Q 3	6th grade	7th grade	8th grade
Math	Lex Young, Kristin Rosenmund, Daniella Cervantes	Vanessa Tovias, Torben Stupar	Ashley Kytlica, Isabella Pozzi
Science	Alondra Garcia, Leo Young	Peter Lippold, Areana Vega-Morales	Max Ominsky, Sakura Okamura
Social Studies	Dhruv Patel, Lina Solis	Kate Lan, Samuel Morales-Zapien	Morgan Fanner, Charlotte Weymer
English/L. Arts	Terilyn Huang, Colin Donnelly	Mia Pfeiffer, Gia Boisselier	Stephanie Zager, Justin Lan
PE	Kathy Martinez,Jacob Armstrong	Caitlin Crull,Trevor Ortiguerra	Ashley Duong, Ian Wiebelhaus
Student of Excellence	Colin Donnelly	Kate Lan	Robert Dykes, Stephanie Zager
Spirit Award	Janessa Mares	Jalen Patton	Mitchell Zager

Q 4	6th grade	7th grade	8th grade

MESA UNION SCHOOL 2016-2017
HONOR ROLL/MERIT ROLL
THIRD QUARTER

HONOR ROLL

6TH GRADE

ARELLANO, SYDNEY
CENTENO, EMILIA
CERVANTES, DANIELLA
DEARCOS, ALEJANDRO
DONNELLY, COLIN
ESPINOSA, ROLAND
GARCIA, ALONDRA
GARCIA, JAMIE
HOLMES, BRAELON
HUANG, TERILYN
LUNA, VICTORIA
MARTINEZ, KATHERINE
MIZE, KACIE
NISWANDER, MADISON
PATEL, DHRUV
ROSENMUND, KRISTIN
RUCKER, JENNIFER
SABEDRA, SAMUEL
SOLIS, ANGELINA
VELASQUEZ, ALEXANDER
YOUNG, ALEXIO
YOUNG, EMILIO

MERIT ROLL

6TH GRADE

ARMSTRONG, JACOB
BARRAGAN ELISA
DIXON, ANIAH
EHLER, CLARK
HERNANDEZ, REGINA
LOPEZ, OMAR
MEDINA, CASSANDRA
MILBOURN, TAYLOR
MORENCY, REECE
MORTEZAI, KAMELIA
QUDDUS, BILAL
SENTINELLA, TAYLOR
VEGA, AMANDA
WOLBERT, OLIVIA

HONOR ROLL

7TH GRADE

ASPURIA, MALAYA
BOISSELIER, GIA
CAMMACK, QUINN
CARSON, THOMAS
GROOMS, BENJAMIN
HANNA, TONY
LAN, KATE
LIPPOLD, PETER
MORALES-ZAPIEN, SAMUEL
ORTIGUERRA, TREVOR
PATEL, DHILAN
PFEIFFER, MIA
SOLORIO, ARMANDO
STUPAR, TORBEN
TARAZON, MALIA
TOVIAS, VANESSA
ULMER, JASON
VEGA-MORALES, AREANA

MERIT ROLL

7TH GRADE

BRYANT, OLIVIA
COMPTON, COLE
DUONG, ANDREW
GARCIA, JAEVIN
GONZALEZ,, JACLYN
PACION, TIANA
PATTON, JALEN
PETERSEN, SOPHIA
RYLAND, ANDREW
ZIEGLER, ANDILYN

HONOR ROLL

8TH GRADE

ALATORRE, MARCOS
CORONADO, KYLE
DULLAM, THOMAS
DUONG, ASHLEY
DYKES, ROBERT
FANNER, MORGAN
GONZALEZ, ALESSANDRO
HESS, ALYSSA
HESS, ANDREW
KYTLICA, ASHLEY
LAN, JUSTIN
LUNA, DIEGO
LYNCH, PARKER
MAGDALENO, JULIAN
MEJIA, JESSICA
MILBOURN, HUNTER
MUMMERY, NATALIE
OKAMURA, SAKURA
OMINSKY, MAX
POZZI, ISABELLA
STOTKO, BRYAN
WEYMER, CHARLOTTE
WIEBELHAUS, IAN
WOLBERT, JOHN
ZAGER, MITCHELL
ZAGER, STEPHANIE

MERIT ROLL

8TH GRADE

ALVAREZ, MARTIN
BERNAL, BRIANNA
GARCIA, BRISA
GOMEZ, MELISSSA
KOSLOW, JULIA
MARTINEZ, YAQUELYN
RUSSELL, BRYCE
TRONCOSO, MARCO

Ventura County Office of Education
5189 Verdugo Way
Camarillo, CA 93012

Technology Services

AGREEMENT FOR FINANCIAL/ESCAPE PAYROLL/PERSONNEL SYSTEM

This agreement is made between the Ventura County Schools Business Services Authority of Ventura County, including; ACE (Architecture, Construction and Engineering), Bridges Charter School, Briggs Elementary, MATES (Meadow Arts and Technology Elementary School), Mesa Union Elementary, Mupu, River Oaks Academy Charter School, Santa Clara Elementary, Somis Union Elementary, and Ventura Charter School of Arts and Global Education; hereinafter referred to as "District," and the Ventura County Office of Education, hereinafter referred to as "VCOE."

It is Hereby Agreed between the Parties as Follows:

1. **Time Period**
   VCOE agrees to furnish the District services in processing and reporting for the fiscal year July 1, 2017 through June 30, 2018 and thereafter on a yearly basis unless written notice to the contrary is received by VCOE prior to the fifteenth of January of any year in which the services are rendered.

2. **Services Provided**
   VCOE shall provide services and transactions available in the Escape Payroll/Personnel System.

3. **Exclusions**
   Software support does not include:
   A. Programming required because of changes in computer equipment or configuration.
   B. Problems resulting from equipment failure.
   C. Unauthorized alterations to the programs.

4. **Charges**
   Charges will be determined by multiplying the District's prior year P-2 ADA as of June 1 of the prior fiscal year by an ADA factor from the following table.

P-2 ADA	Per ADA Factor
0-4999	$12.38

   All reports printed at VCOE will be charged at $.0800 per page.

5. **Payment Schedule**
   The District agrees that the ADA based fees shall be paid in a single installment to be billed in December.

Approved this _____ day of _____, 20 _____.

_____
School District Authorized Representative

Approved this _____ day of _____, 20 _____.

_____
VCOE Authorized Representative

VENTURA COUNTY SELPA

AGREEMENT

FOR OCCUPATIONAL THERAPY SERVICES

2017-2018

This will serve as evidence of Mesa Union School District commitment to cover hourly costs for services provided by Ventura County SELPA staff as follows:

Occupational Therapy (Includes services by Occupational Therapist (OT) –or- Certified Occupational Therapy Assistant (COTA)

Hours/Days per week: 4 Hours per week

Cost per hour: $85.00 -OTR; $75.00 –COTA

$85 x 4 =**$340.00 x 44weeks=$14,960.00 (10 months)**

This is a ten-month program, from September 1st-June 30th each year. SELPA OTs and COTAs and are classified employees of the Ventura County Superintendent Office of Education (VCOE) and will be paid for any regularly scheduled work day of the VCOE, regardless of District calendar, including paid vacations. Some staff are ten-month employees, in which case district would be billed for September 1st to June 30th only.

SELPA OTs and COTAs and District Administrator will work together to develop a schedule of duties to best meet the District's needs. The SELPA director will assign staff to districts according to scheduling requirements, which may change during the term of this agreement. SELPA OTs and COTAs will be accountable to the District for carrying out these duties, and will keep a log of all **direct services** to students, with teacher/paraeducator signature as verification. Other duties such as assessments, reports, phone calls, and meetings will not be logged.

The District will be responsible for costs for OTs and COTAs for **all regularly scheduled times**, regardless of whether or not direct services are provided. *Prior authorization by District Administrator must be obtained* if extra overtime hours are necessary in order to accomplish duties requested by the District. Overtime hours will be accrued as compensation time at 1 ½ hours per hour, to be used September 1- June 30th. If additional time is necessary beyond regular schedule to complete assessments, the district will be billed accordingly.

Acceptable reasons for not providing regularly scheduled direct services to students may be District request for other duties (such as assessments or IEP meetings), student absence or unavailability, staff vacations, compensation time, and sick leave or inservice.

SELPA Director will work with staff to schedule compensation time, vacations, and other employee absences to result in minimal disruption of services to students, absorbed as equally as possible by all Districts within the OT or COTA's schedule. SELPA Director will provide supervision to staff.

SELPA Director will forward quarterly invoices for services to District for payment. Questions or concerns should be forwarded to the SELPA Director or Secretary, Juanita Delgadillo.

This agreement may be modified or voided within 60 days notice to SELPA Director.

This agreement is in effect from September 1, 2017 thru June 30, 2018.

District Administrator _____

Title _____ Date _____

SELPA Director _____ Date _____

Rev. 6-22-15

Special Populations Educational Support
Cal-SAFE - (805) 437-1527
Foster Youth Services - (805) 437-1525
Homeless Education Project - (805) 437-1525
Migrant Education, Region XVII - (805) 437-1521
5189 Verdugo Way, Camarillo, CA 93012 • FAX: (805) 437-1519

VENTURA COUNTY OFFICE OF EDUCATION

Stanley C. Mantooth, County Superintendent of Schools

MEMORANDUM OF UNDERSTANDING
Between
Region 17, Migrant Education Program
Ventura County Office of Education
And
Mesa Union School District
3901 North Mesa School Road, Somis, California 93066

This is an agreement to provide supplementary educational services for the Mesa Elementary School District. This agreement is between the Ventura County Office of Education, Migrant Education Program, Region 17, hereinafter referred to as the Region and the Mesa Elementary School District, hereinafter referred to as the District.

The period covered by this agreement shall be from July 1, 2017 to June 30, 2018 inclusive.

The Region agrees to:

1.0 Reimburse the District upon receipt of an invoice for any and all supplementary services provided to eligible migrant students and/or eligible migrant parents/guardians eligible to receive services as previously agreed and approved by the Region.
2.0 Verify eligibility of students and parents by an official State approved Certificate of Eligibility and/or a regional computer printout.
3.0 Provide any and all necessary training for the District staff, classified and/or certificated, working directly or indirectly with eligible migrant students.
4.0 Provide a qualified Recruiter to identify and recruit any and all potential migrant students and/or parents.
5.0 Provide and maintain an official Migrant Education Program lap computer for use in the identification and recruitment services, when necessary.
6.0 Provide supervision and evaluation of the Recruiter in the performance of his/her duties.
7.0 Provide any necessary and relevant office supplies, materials, forms, and documents in the provision of the Migrant Education Program supplementary services.
8.0 Provide emergency health services to eligible migrant students as determined by the Region and deemed appropriate and necessary and providing there are sufficient funds.

9.0 Provide educational supplementary services to eligible migrant students in the areas of language arts, math, science, music, art, and any other relevant cultural, social, and educational activities provided in the State Core Standards, within the funds available and provided by the Region.

10.0 Provide supplementary educational services to Priority For Service and At-Risk Migrant Students Far Below Basic and Below Basic before serving Basic and Above migrant students.

The District agrees to:

1.0 Submit a monthly invoice with appropriate supportive documentation to the Region for reimbursement for any and all supplementary service costs provided to eligible migrant students and eligible migrant parents previously agreed and approved by the Region and the District jointly in writing.

2.0 Provide appropriate office space with desk, chair, phone, file cabinet, and any other relevant furniture and/or equipment relevant and necessary for the Recruiter to perform his/her duties.

TERMINATION:

Either party, in writing, may terminate this MOU at any time upon 30 days' written notice to the other Party.

REVISION/AMENDMENT:

This MOU may be revised and/or amended by mutual agreement of both parties at any time during the duration of the agreement.

IDEMNIFICATION/HOLD HARMLESS:

Each party agrees that it will indemnify, hold harmless and defend the other party, its officers, employees, and agents, from all claims, losses and damages, including property damage, personal injury, death, attorney fees and liability of every kind, directly or indirectly arising from the negligent acts or omissions, or willful misconduct, of that party.

The parties have evidenced their acceptance of this Memorandum of Understanding by their signatures affixed below.

Mesa Elementary School District
3901 North Mesa School Road
Somis, California 93066

By:_____
Signature Superintendent or Designee

_____
Print Name

_____
Print Title

_____
Date

Ventura County Office of Education
5189 Verdugo Way
Camarillo, California 93012

By:_____
Signature Superintendent or Designee

Dr. Roger Rice
Print Name

Deputy Superintendent
Print Title

_____
Date

Mesa Union School District

Continuing Disclosure Annual Report
Fiscal Years Ended:
June 30, 2016

Prepared by:

Isom Advisors A Division of
URBAN FUTURES | Incorporated

Mesa Union School District
3901 North Mesa School Rd.
Somis, CA 93066-9734

Table of Contents

I. Introduction 3
II. Audited Financial Statements 3
III. Adopted Budget 3
IV. Secured Tax Charges and Delinquencies 3
V. Assessed Valuation 3
VI. Largest Taxpayers 3
Appendix A 4

I. Introduction

The Mesa Union School District ("District") hereby provides its continuing disclosure annual report pursuant to the Continuing Disclosure Agreements in connection with the following financings for the fiscal year ended June 30, 2016 ("Annual Report"):

Exhibit 1
Financings
Mesa Union School District

Base CUSIP	Financing	Dated
590595	General Obligation Bonds, 2008 Election, Series A	08/14/2008
590595	2011 General Obligation Refunding Bonds	09/13/2011
590595	2014 General Obligation Refunding Bonds	12/31/2014

II. Audited Financial Statements

The District's audited financial statements for fiscal year ended June 30, 2016 has been submitted separately to EMMA (Electronic Municipal Market Access).

III. Adopted Budget

The District's adopted budget for fiscal years 2016-17 has been submitted separately to EMMA (Electronic Municipal Market Access).

IV. Secured Tax Charges and Delinquencies

Ventura County participates in the Teeter Plan, therefore the District does not realize property tax delinquencies but is paid 100% of property taxes levied in the District, regardless of delinquencies.

V. Assessed Valuation

See Appendix A for assessed valuation in the District for the current fiscal year.

Source: California Municipal Statistics, Inc.

VI. Largest Taxpayers

See Appendix A for the largest local secured taxpayers in the District for the current fiscal year.

Source: Urban Futures, Inc.

Appendix A

Assessed Valuation
Largest Taxpayers

February 24, 2017

MESA UNION SCHOOL DISTRICT

2016-17 Assessed Valuation

Local Secured	Utility	Unsecured	Total
$1,048,471,944	$0	$26,569,565	$1,075,041,509

MESA UNION SCHOOL DISTRICT

Largest 2016-17 Local Secured Taxpayers

	Property Owner	Primary Land Use	2016-17 Assessed Valuation	% of Total [1]
1.	MITTAG FARMS & RANCHES	Agricultural	30,774,179	2.94%
2.	SANTA CLARA AVENUE OXNARD LP	Agricultural	25,659,320	2.45%
3.	VINTAGE PETROLEUM LLC	Oil & Gas	24,837,560	2.37%
4.	NAKAMURA TSUYAKO N TR	Agricultural	13,154,979	1.25%
5.	BERRY LAND MANAGEMENT CO	Agricultural	9,727,388	0.93%
6.	BEARDSLEY ASSOCIATES	Agricultural	9,115,096	0.87%
7.	KIRSCHBAUM LLC	Agricultural	8,769,764	0.84%
8.	SATICOY COUNTRY CLUB	Recreational	8,557,294	0.82%
9.	HISSON LLC	Recreational	8,500,000	0.81%
10.	PLACCO LLC	Agricultural	7,798,648	0.74%
11.	CAMAROSA HOLDINGS, LLC	Agricultural	7,128,952	0.68%
12.	SANTA ELENA FARMS LLC	Agricultural	6,953,102	0.66%
13.	AMS MELINDA LLC	Agricultural	6,938,497	0.66%
14.	LAS POSAS COUNTRY CLUB	Recreational	6,618,469	0.63%
15.	PLUM VISTA LP	Agricultural	6,408,529	0.61%
16.	SEACOAST FARMS LLC	Agricultural	6,115,436	0.58%
17.	GREEN HILLS RANCH LLC	Agricultural	6,111,498	0.58%
18.	CONNELLY WILLIAM TEST TR A-B	Agricultural	5,862,390	0.56%
19.	GRETHER FARMING CO INC	Agricultural	5,449,385	0.52%
20.	MEYERSTEIN ARNOLD-JERILYN TR	Agricultural	5,380,833	0.51%
			$209,861,319	20.02%

(1) 2016-17 Local Secured Assessed Valuation: $1,048,471,944

Source: *Urban Futures, Inc.* with information from the Ventura County 2016-17 Secured Property Tax Roll.

Ventura County Office of Education
Williams Activity Report for the 3rd Quarter
Fiscal Year 2016-17

California Education Code Section 1240 requires that the County Superintendent annually visit the 54 schools in Ventura County that were ranked in deciles 1 to 3 of the 2012 Academic Performance Index. The purpose of the visit is to insure that all students have access to sufficient textbooks and/or instructional materials, to assess the condition of the facilities and identify any emergency or urgent threats to the health or safety of pupils or staff, and to determine if the school has provided accurate data for the annual school accountability report card (SARC) related to instructional materials and facilities conditions.

During the first four weeks of the 2016-17 school year, County Office of Education inspectors visited all "Williams" schools to determine if sufficient textbooks and/or instructional materials were available, and to assess the condition of the school facilities. The findings of these visits were summarized in the 1st Quarter Williams Activity Report published in October 2016. In summary, the inspection process found that the students in Ventura County have access to sufficient textbooks and/or instructional materials and that school facility conditions do not pose an emergency or urgent threat to the health or safety of pupils or staff.

While much of the specific Williams related activities occur during the 1st quarter, several activities take place throughout the fiscal year. These activities include:

The annual review of teacher assignments and vacancies in deciles 1 to 3 schools, as required by Education Code Section 44258.

The annual review of the prior fiscal year audit reports to identify any audit findings relating to Williams issues and determine how those findings will be corrected.

The annual review of each school's school accountability report card to verify that known Williams related issues are correctly reported.

The results of these reviews will be published in our annual Williams report in November of 2017.

If you have any questions about the Williams Settlement process or the information contained in this 3rd Quarter Williams Activity Report, please call Paula Driscoll, Executive Director, School Business and Advisory Services, at 805-383-1981.

MEMORANDUM OF UNDERSTANDING

BETWEEN THE

MESA UNION SCHOOL DISTRICT AND

GOLDEN VALLEY CHARTER SCHOOL

RECITALS

A. CHARTER GRANTED TO GOLDEN VALLEY CHARTER SCHOOL

The governing board of the Mesa Union School District ("District") granted a Charter ("Charter") to Golden Valley Charter School ("Charter School") on December 18, 2000 pursuant to the terms of the California Charter Schools Act of 1992, as amended. This Charter, among other matters, calls for the District and the School to enter into a mutually agreeable memorandum of understanding regarding the funding entitlements of the Charter School pursuant to Education Code Section 47612.

B. PURPOSE OF THIS MEMORANDUM

This Memorandum Of Understanding ("Agreement") outlines the specific funding sources anticipated to be available to the Charter School, the specific terms under which the District will claim funding entitlements on behalf of the Charter School, and the District will make such funding available to the Charter School. It also outlines and defines the operational relationship between Charter School, and District, and resolves other matters of mutual interest.

C. ENFORCED AS PART OF CHARTER

To the extent that this Agreement is inconsistent with any of the terms of the Charter, this Agreement shall supersede the terms of the Charter. Violation of this Agreement may be enforced by the District as violation of the Charter under Education Code Section 47607.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, the Charter School and the District do hereby agree as follows:

1. TERM

This Agreement shall cover the fiscal year beginning July 1, 2017~~6~~ and ending June 30, 2017~~8~~.

2. RENEWAL

The Charter School and the District intend to use this Agreement as the basis for developing similar understandings in future fiscal years. Both parties agree to meet and discuss the terms of this and future agreements in good faith and in a timely manner.

3. DESIGNATION OF STATUS OF CHARTER SCHOOL

A. The Charter School covered by this Agreement shall be known as the Golden Valley Charter School. The Charter School shall be operated as a non-profit public benefit corporation pursuant to California law and shall be responsible for all functions of the Charter School subject to the terms and conditions set forth in this Agreement and its charter.

B. Grade Levels: It is recognized that the Charter School will serve students in grades TK-12.

C. The educational program and grade level offerings shall be in compliance with the charter petition approved by the District on December 18, 2000, and any subsequently authorized amendments.

D. Charter School Authority: The Charter School, in performing its duties and obligations under the Charter and this Agreement, shall have the power and authority, consistent with federal and state law, to:

(1) Contract for goods and services with the District and/or any appropriate third party;

(2) Prepare and operate within a budget;

(3) Perform, or contract for, required personnel services;

(4) Procure insurance;

(5) Lease, purchase, or otherwise contract with any appropriate third party for the use of facilities for Charter School purposes and the operation and maintenance thereof;

(6) Purchase, lease or rent operational furniture, equipment and supplies;

(7) Accept and expend gifts, donations or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and are not contrary to any of the terms of this Agreement;

(8) Perform, or contract for, the business administration services necessary for the operation of the Charter School, maintaining compliance with state and District oversight requirements;

(9) Establish and conduct an educational program and curriculum as provided in the Charter;

(10) Conduct extra and co-curricular activities and programs;

(11) Conduct professional development for all principals, instructional personnel, and non-instructional personnel;

(12) Select and acquire instructional materials, equipment and supplies;

(13) Exercise such other powers as are provided for elsewhere in this Agreement to the extent consistent with this Agreement; and

(14) Generally, take such other actions as may be necessary or desirable to properly and efficiently operate the Charter School.

(15) Investigate and respond to complaints against the charter school in accordance with applicable charter policies and the provisions of this MOU.

4. PROGRAMMATIC AUDIT

The Charter School will compile and provide to the District an annual performance audit. This audit will, at a minimum, include the following data:

A. Summary of data showing student progress toward the goals and outcomes specified in the Charter using the assessment instruments and techniques listed in the Charter.

B. Information reflecting the Charter School has complied with any applicable~~the~~ h~~H~~igh s~~S~~chool e~~E~~xit e~~E~~xamination, ~~provisions of the Education Code (Stats. 1999, Chap. 1X) and any applicable regulations adopted thereunder including the limitation on graduation, and information regarding the number of students taking, and passage rate on, the High School Exit Exam, if applicable grades levels are being served.~~

C. Analysis of whether student performance is meeting the goals specified in the Charter. This data will be displayed on both a school-wide basis and dis-aggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.

D. Data on the level of parent involvement in the Charter School's governance (and other aspects of the Charter School, if applicable) and a summary of data from an annual parent and student satisfaction survey, together with a summary of actions taken or planned to correct deficiencies or improve results in the foregoing.

E. Data regarding the number of staff working at the Charter School and their qualifications.

F. A copy of the Charter School's health and safety policies and/or a summary of any major change to those policies during the year, as well as a summary of all health and safety issues arising since the last report, and a summary of actions taken or planned to correct deficiencies or improve results in the foregoing.

G. Analysis and comparison of the racial and ethnic makeup of charter pupils as compared to the general population of residents within the territorial boundaries of the District, including outreach actions taken to strive to achieve the charter pupil population is reflective of the general population of the District.

H. Analysis of the Charter School's admissions practices, data regarding the numbers of students enrolled, dis-enrolled, denied admission and the reasons therefore, the number on waiting lists, and information on any plans for expansion to accommodate more pupils, including those on the waiting lists.

I. Analysis of the effectiveness of the Charter School's internal and external dispute mechanisms, and data on the number and resolution of disputes and complaints.

J. Other information regarding the educational program and the administrative, legal, and governance operations of the Charter School relative to compliance with the terms of the charter, generally.

5. FUNDING

A. To the extent that the Charter School is required to submit records or information to the District or the County Office of Education in order to confirm funding, those records must be prepared by or for the Charter School in conformance with District or County procedures and software requirements.

B. In addition to the statutory Local Control Funding Formula (LCFF) allocation, the parties recognize the authority of the Charter School to pursue additional sources of funding.

(1) The District has no obligation to apply for additional sources of funding for the Charter School. However, if the District applies for additional sources of funding in the form of grants and/or categorical funding at the request of and for the benefits of the Charter School, the District will receive an amount equal to the District's state-approved indirect cost rate of such funds to be allocated to the Charter School as an indirect charge, or as required by the specific grant or by law. Funds may be allocated to the Charter School on a prorated basis related to the formula which generates the funds. For example, if funds are generated on a per eligible student basis, they may be allocated to the Charter school on a per eligible student basis minus the administration fee (indirect charge fee) charged by the District. The Charter School shall cooperate fully with the District in any application made by the District on behalf of the students of the Charter School.

(2) It is anticipated that the Charter School may be entitled to funding from formula-based categorical or restricted-use funding programs, including—, Special Education, Lottery Instructional Materials,—, a variety of state and federal application based programs, as well as various grant opportunities. Except as otherwise noted in this agreement, it shall be the responsibility of the Charter School to apply for this funding which is beyond the basic statutory entitlement. Charter School agrees to comply with all regulations related to expenditures and receipt of such funds.

(3) The Charter School elects to receive the state aid portion of the LCFF in accordance with Education Code section 47651(a)(1). Funds for the Charter School will be deposited directly into a treasury account held by the Ventura County Office of Education (VCOE) and then issued directly to the Charter School.

(4) The Charter School will be entitled to the charter school LCFF allocation per ADA. The in-lieu amount to be transferred by the District to the Charter School shall be the estimated amount certified by the California Department of Education. The District shall transfer funding in lieu of property taxes to the Charter School in monthly installments by no later than the fifteenth of each month in accordance with Education Code Section 47635 unless agreed to otherwise in writing by both the Charter School and the District.

(5) It is anticipated that the Charter School may qualify for funding from sources that are otherwise not listed herein. Such sources may include Title I and Title VI. It is the charter school's responsibility and authority to determine its eligibility and apply for any such funding, and to choose whether to apply for these sources of funding.

C. Mandated Costs

(1) The Charter School is responsible for applying for the Mandate Block Grant Program pursuant to Government Code Section 17581.6(e) if the Charter chooses to participate in the program.

D. The Charter School will not request or negotiate for any of the following: parcel taxes, developer fees, or local donations given to the District unless they are specifically donated to the Charter School.

E. The Charter School may receive funding from new or "one-time" funding sources available to schools or school districts provided by the State of California in the current year Budget Act and/or related legislation only to the extent that the Charter School and its students generate, apply and qualify for such entitlements.

F. The District shall transfer funds received on behalf of the Charter School to the Charter School as soon as possible and within 30 days of receipt of the funds or apportionment.

G. The Charter School agrees that all revenue obtained from the District shall only be used for the provision of educational services for school age children enrolled in and attending the Charter School and shall not be used for purposes other than those set forth in the approved Charter, any authorized amendments, and this agreement.

6. LEGAL RELATIONSHIP

A. The Parties recognize that the Charter School is a separate legal entity. The Charter School shall be operated as a non-profit public benefit corporation under Education Code Section 47604. As such, the District shall not be liable for the debts or obligations of the Charter School.

B. The Parties agree and understand that employees of the Charter School are not employees of the District, but shall be employees of the Charter School, and that the Charter School shall be the employer for purposes of collective bargaining as provided in Education Code Section 47605(b)(5)(O).

C. With respect to all of its operations under this Agreement, the Charter School shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the District, its trustees, officers, agents and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs, including without limitation attorneys' fees and costs, arising in any way out of operation of the Charter School and/or caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the Charter School or its trustees, officers, employees, agents and/or consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the District, its trustees, officers, agents and employees. The District shall be named as an additional insured under all insurance carried on behalf of the Charter School.

D. Any complaints/concerns received by the District about any aspect of the operation of the Charter School or about the Charter School shall be forwarded by the District to the Charter School. The Charter School will provide the District with written documentation of how such concerns/complaints were addressed within 60 days of the submission of the complaint to the Charter School. If the Charter School fails to provide such documentation, the District retains the right to investigate such concerns/complaints. Any costs borne by the District in conducting such an investigation will be paid by the Charter School.

E. Facilities: As to any facilities provided by Charter School and not by District:

(1) The Charter School will obtain required sites and facilities, as necessary, and will be responsible for all costs of maintenance and operations thereof;

(2) Such facilities shall meet all applicable health and fire codes requirements and shall be of sufficient size to safely house anticipated enrollment and purposes;

(3) The parties acknowledge the decision of the Charter School to comply with the State Building Code rather than the Field Act Standards. Charter School may offer educational programs in facilities that are not otherwise approved under the Field Act;

(4) Charter School facilities and programs must conform with the Americans with Disabilities Act and any other federal or State requirement that may be applicable to charter schools;

F.The Charter School agrees not to avail itself of any rights it may have for facilities of the District pursuant to Education Code Section 47614.

G. Special Program/Services and/or Activities/Sports: In the event that either party to this agreement wishes to have its students and or staff participate in a program/service/activity offered by the other party, advance approval and arrangements must be made. It is fully recognized that expenses for such participation may be charged. Such arrangements must be made with the appropriate site administration in advance and confirmed in writing.

H. The Charter School will be responsible for procuring its own legal counsel and for the costs of such service.

I. Jurisdiction: The parties agree that for all legal action the appropriate jurisdiction is Ventura County, State of California.

J. To the extent that the combined ADA for the District and the Charter School causes the District to lose the Direct Services Funding from VCOE, the Charter School shall reimburse to District any lost funding or the cost of lost services and/or the like.

7. SUPERVISORIAL OVERSIGHT

A. The Charter School and the District agree that "oversight" and "supervisorial oversight," as used in Education Code Sections 47604.32 and 47613 shall include the following:

(1) All activities related to the charter revocation and renewal processes, and described in Section 47607;

(2). Activities relating to monitoring the performance and compliance of the Charter School with respect to the terms of its Charter, related agreements, and all applicable laws;

(3) Participating in the dispute resolution process as described in the Charter;

(4) Review and timely response to the Charter School's Annual School Performance Report and Annual Independent Fiscal Audit;

(5) Identification of at least one District staff member as a contact person for the Charter School;

(6) A visit to the Charter School at least annually;

(7) Ensuring that the Charter School complies with all reports required of charter schools by law;

(8) Monitoring the fiscal condition of the Charter School:

(9) Providing timely notification to the department if any of the following circumstances occur or will occur with regard to the Charter School: (i) a renewal of the charter is granted or denied, (ii) the charter is revoked, (iii) the Charter School will cease operation for any reason.

B. Oversight Fee: The parties agree District will incur costs in connection with performance of such supervisorial activities, that the cost to be incurred by District will meet or exceed the statutory cap on reimbursement, and that for such reason it is not in the best interests of either party to require a mechanical assessment, accounting, billing and payment process to compensate District for such matters. For this reason, the parties agree the reasonable value of the supervisorial oversight services provided by District shall be deemed to be and liquidated at:

[check one] _X_ (1) 1% of the revenue [1] of the Charter School.

____ (2) 3% of the revenue of the Charter School, in light of the facilities being provided essentially rent-free to the Charter School. The facilities provided by District include: ***[specify]***

_____.

C. Charter School shall pay the District the indicated amount annually within seventy five (75) days of the end of the fiscal year for each year this agreement is in effect.

[1] "Revenue" is defined as the Charter School's total LCFF allocation including the base grant, grade span adjustment, supplemental grant and concentration grant in accordance with Education code Section 47613(f) as defined in Education Code Sections 47632, 47632(a) and (b), pursuant to 42238.02, as implemented by 42238.03.

D. The parties agree that should District be requested or required to perform services other than as outlined above, it will incur additional costs or expenses, which Charter School agrees are not included within the services under the indicated cap, and which Charter School agrees to reimburse on invoice by District. Upon request, the District shall provide the Charter School with additional information documenting the fees incurred by the District, including but not limited to the initial request or requirement which led to the services of the District. Charter School will require a written contract from District prior to District commencing services.

E. A complete board packet, including without limitation all Board meeting agendas, budget, enrollment, cash-flow updates and all other meeting information being disseminated to any legislative body of the Charter School will be sent to the District in sufficient time prior to the meetings to allow for inclusions to be made by the District.

F. Charter School agrees to provide regular information packets to District on the workings of the Charter School, including the budget information and other data noted in the Data Reporting section of this MOU, and other such information as may be requested by District as part of its oversight and supervision duty.

8. FISCAL RELATIONSHIP

A. The District and the Charter School agree that the District shall not be required to act as the fiscal agent for the Charter School. It is understood that, as between the District and the Charter School, the Charter School shall be responsible for all fiscal services such as payroll, purchase orders, attendance reporting and state budget forms.

B. Charter School may, if it chooses, contract with the District for services by way of a separate written agreement. The provision of such services shall be at no cost to the District.

C. To the extent that the District is required to submit financial forms on behalf of the Charter School, the Charter School is responsible for providing the necessary information to the District in a timely manner and in a format consistent and compatible with District software systems. The Charter School agrees to follow processing schedules and District business office procedures.

D. The Charter School agrees that they will not take out loans or incur any long-term debt without the prior approval of the District, which approval shall not be unreasonably withheld. The Charter School shall establish a fiscal plan for repayment of any loans received by the Charter School in advance of application for such loans. Repayment of all loans sought by the Charter School shall be the sole responsibility of the Charter School and the District shall have no obligation for repayment.

E. A copy of any lease or contract which financially obligates the Charter School for an amount of $15,000 or more, or for a term of which is greater than one year, shall be provided to the District at least ten (10) working days prior to execution.

F. Payroll Services: The Charter School may contract with the District or with a reputable, bonded, and insured payroll contractor, by separate written agreement, to prepare payroll checks, tax and retirement withholdings, tax statements and to perform other payroll support functions.

G. Absent a written agreement otherwise, the District shall not be required to advance any funds to the Charter School, nor be required to provide a line of credit for the Charter School.

H. The Charter School shall be solely responsible for any transportation, and the costs thereof, offered to students who enroll in the Charter School.

9. FISCAL CONTROLS

A. Budget:

(1) The Charter School shall develop and monitor its budget in accordance with an annual budget development and monitoring calendar to be developed by the Charter School.

(2) The Charter School shall maintain a reserve equivalent to that of a school district of similar size.

(3) The Charter School shall adopt and meet generally accepted accounting principles and shall adopt policies to ensure the Charter School's funds are used to most effectively support the Charter School's mission and to ensure that funds are budgeted, accounted for, expended, and maintained in an appropriate fashion. Such policies will include, but not be limited to, principles that ensure that: (i) expenditures are authorized by and in accord with amounts specified in the Board-adopted budget; (ii) the Charter School's funds are managed and held in a manner that provides a high degree of protection of the Charter School's assets; and (iii) all transactions are recorded and documented in an appropriate manner that allow reporting to the State as required by the Charter School, the District, the County Office of Education or Department of Education.

(4) The Charter School will establish a system for internal fiscal management, to include cash flow check points, hiring of auditor, audit timeline, and attendance and other reporting as further outlined in this agreement.

(5) The Charter School shall prepare and submit to the District (i) by July 1of each year, a proposed budget for the upcoming fiscal year showing estimate revenues and expenditures based on identified and reasonable assumptions, and (ii) monthly financial reports displaying the financial status of the Charter School. Such reports shall display budgeted revenues and expenditures as compared with actual figures to date and projected year-end figures, by major category of revenue and expenditure.

B. All service purchases and materials and/or equipment purchases over 25,000must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. Neither the Charter School Board nor the Charter School Director shall approve purchase orders or check requests lacking such documentation. Documentation shall be attached to all such check and purchase order requests showing that at least three (3) competitive proposals were obtained. Such documentation shall be maintained until the annual audit has been completed. All purchases in excess of public contract code bid amounts must be bid by in accordance with the law.

C. Annual Audit: The Charter School shall not be part of the annual District fiscal auditing process. The Charter School shall be responsible for having an annual independent financial audit done of the entire Charter School operation in accordance with all applicable laws. Such audit shall include all revenue and income, regardless of source, and all expenditures and/or allocations of the Charter School. The audit shall be completed, and a copy of the audit report shall be submitted to the District, VCOE , the State Controller, and the State Department of Education on or before December 15 of each year. The Charter School and its employees at the Charter School agree to implement all final audit recommendations unless other terms are agreed to between the District and the Charter School. The Charter School reserves the right to pursue any available legal remedy to dispute an audit finding.

D. Banking Arrangements: The Charter School will maintain its accounts either in the county treasury or at a federally-insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally insured savings or checking accounts or invested in non-speculative federally backed instruments. The Charter School's business manager will reconcile the Charter School's ledger(s) with its bank accounts or accounts in the county treasury on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement. The Charter School Director will regularly review these statements. The Charter School will deposit all funds received as soon as practical upon receipt.

E. Property Inventory: The Charter School Executive Director shall establish and maintain an inventory of all non-consumable goods and equipment over $500. This inventory shall include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting the Charter School's assets.

F. Payroll And Employee Expense Accounting: The Charter School shall establish and oversee a system to prepare time and attendance reports and submit payroll check requests.

The Charter School Executive Director and/or Business Manager will review payroll statements monthly to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks. Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation including a federal I-9 form, tax withholding forms, retirement data and use of sick leave.

G. Other Fiscal Control Policies: The Charter School shall develop and maintain other fiscal control policies as recommended by independent certified public accountants retained by the Charter School to advise it on fiscal control policy matters.

10. SPECIAL EDUCATION

A. Charter School shall be deemed a public school of the District, which shall be the LEA for the purposes of compliance with all provisions of federal law and implementing regulations on the education of individuals with exceptional needs (20 U.S.C. Chapter 33, the Individuals with Disabilities Education Act) and eligibility for federal and state special education funds. The Charter School shall work cooperatively with the District to ensure provision of services to pupils with special needs.

B. District Oversight, Special Education: The District is responsible for oversight of the Special Education program of the Charter School, as outlined in EC47646 (a) *"The agency that granted the charter shall ensure that all children with disabilities enrolled in the charter school receive special education and designated instruction and services in a manner that is consistent with their individualized education program and is in compliance with the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and implementing regulations."* It is agreed the District's special education obligations will include only the following:

(1) Representing the interests of the Charter School on the Ventura County SELPA governance council;

(2) The District shall serve as the Charter School's LEA for purposes of Special Education. Ventura County SELPA shall allocate funding to the District for the provision of special education services in accordance with their AB 602 Implementation Plan, and the District will distribute said funds to the Charter School for purposes of special education up to the limit of special education revenue generated by the Charter School each year.

(3) Ensuring that the Charter School Administration participates in any relevant communications between the District and SELPA;

(4) Providing a District contact who will work collaboratively with the Charter School and who is responsible for oversight of the Charter School's special education program;

(5) Submitting all required reporting, filings, etc., to fully comply with SELPA and state requirements, and to receive entitled funding;

(6) Reviewing the Charter School's special education program, policies and procedures to ensure compliance with District and SELPA policies, and all applicable State and Federal laws;

(7) Cooperating with the Charter School in the resolution of all Special Education complaints, mediations, Fair Hearings and related legal actions.

(8) Under this agreement, the District in conjunction with the Charter School will be responsible for ensuring special education services are provided to all students enrolled in the charter regardless of their residency.

C. The Charter School shall assure a free appropriate public education (FAPE) be provided for all children with disabilities attending Golden Valley in accordance with state and federal legal mandates. A full continuum of special education programs and related services shall be provided by the Charter School as required by individual student's IEPs.

D. Special Education Student Services: The Charter School will deliver required and appropriate special education services to students enrolled in the Charter School, unless other agreements have been reached between District and Charter School and agreed to in writing by both parties. These services provided by Charter School shall include but not be limited to:

(1) Child Find;

(2) Initial, Annual and Triennial evaluations;

(3) IEP development and implementation;

(4) Delivery of all special education services as delineated on all Charter students' IEPs;

(5) Special Education Transportation as indicated on a Charter School student's IEP's;

(6) Due Process, compliance proceedings, and related attorney fees;

(7) Inter and Intra SELPA placements;

(8) Nonpublic School / Agency placement;

(9) Submission of all required reports, filings, etc. to fully comply with District, SELPA, and State requirements.

E. Charter School, as the party responsible for provision of required special education services, shall either contract for provision of such services with a qualified provider or utilize a Charter School employee who possesses appropriate special education credential(s). The District and the Charter School's goals are to employ "highly qualified staff" to provide special education services as outlined in *No Child Left Behind (NCLB)* legislation. Parents of special education students will be notified in writing if highly qualified staff is not available.

F. Special Education Compliance: The District is responsible, as the LEA, for the Charter School's compliance with all applicable Ventura County SELPA policies, and applicable State and Federal law. The Charter School shall maintain pupils' cumulative ("CUM") files, use appropriate forms/software, and file reports necessary to maintain legal compliance. The District shall inspect ~~all~~ Charter school pupils' cumulative ("CUM") and Special Education related files for legal compliance on a periodic basis, as mutually agreed.

G In recognition of its responsibilities under Education Code Section 47646, the District shall provide the Charter School all state and federal revenues that are generated by students attending the Charter School and distributed by the SELPA. The Charter School will be funded as a public school of the District and the Charter School's AB 602 base funding is calculated as follows:

The State portion of the AB 602 funding is allocated monthly to the SELPA and then passed through to the District. The District will reimburse the Charter up to the Charter's portion of the District's AB 602 funding as generated by students attending the Charter School based on invoices received indicating actual special education expenditures with detailed backup. The Federal portion is allocated by the state to the District in a reimbursement model. The District will reimburse the Charter up to the Charter's portion of the District's Federal Special Education funding as generated by students attending the Charter School based on invoices received indicating actual special education expenditures with detailed backup.

Reimbursements will be made by the District to the Charter School within five (5) business days after receipt of the invoice(s) and detailed backup.

The Charter School will be required to account for all state Special Education funding by using the 6500 resource and any federal IDEA funding by using the 3310 resource. All funding received by the Charter School designated for a particular fiscal year must be spent within the fiscal year.

Any special education funding received from the District by the Charter School that is not used for special education expenditures during the current fiscal year shall be returned to the District within seventy-five days (75) of the end of the fiscal year.

H. ~~Equitable Contribution to District: As part of its obligation to make an equitable contribution to the overall special education costs of District, Charter School shall do the following:~~

(1) Charter School shall be responsible for payment of all special education costs of the Charter School, using funding received for such purposes to the extent such funding covers the costs; <u>If such funding does not cover the costs, Charter School shall be solely responsible for any additional cost associated with the provision of special education and related services to eligible student</u>

(2) To the extent the Charter School special education revenue is not expended for provision of special education services to Charter School pupils, such funds shall be

refunded to District within seventy-five (75) days of the end of the fiscal year and be applied to District special education costs;

~~(3) Charter School shall also pay to District a proportional share of the encroachment into District's general revenue caused by special education costs. The proportional share shall be determined by dividing District's special education encroachment in the last school year by the District and Charter School combined ADA, the result to be multiplied by the ADA of Charter School. Charter School's share of special education encroachment shall be paid with a check/warrant with a full reconciliation occurring within 75 days of the end of a fiscal year. The District special education encroachment shall be defined as the total of all special education costs in excess of funding received, including, but not limited to, all certificated and classified staff costs including administration, all materials, equipment, facilities upkeep and maintenance costs, all assessment costs whether internal or from outside sources, all non-public school costs and expenses, the cost of all payments in-lieu of compensatory education services, all judgments, awards and attorney's fees paid to claimants, if any, and all attorney's fees incurred by the District for special education matters, and all other costs related to provision of special education services, but not to include payments by District to Charter School for reimbursement of excess special education costs of the Charter School over funding received. Upon request by the Charter School, District shall provide documentation to support the District's calculation of encroachment.~~

~~(4) Should Charter School's costs of performing its obligations as noted, above, exceed the funding received, both state and federal, Charter School shall pay such costs and District shall reimburse Charter School proportionally for its share of the excess costs over funding received by Charter School within seventy five (75) days of the end of the fiscal year. The District's proportional contribution shall be determined in the same manner as Charter School's proportional contribution to District-wide special education costs, as described and defined in section 3 above and the proportional payments by Charter School toward the District's encroachment shall not be included in the computation;~~

(5) To the extent the special education funding status of District should change within the local SELPA due in any degree to the Charter School, or the status of District as LEA for special education for the Charter School, Charter School shall reimburse to District any lost funding or the cost of lost services and/or the like;

(6) To the extent District is required to provide any special education services to pupils, it shall be by written agreement only, and District shall be entitled to compensation for such services. District may deduct the cost of such services from the Charter School special education revenue, to the extent such revenue has not already been reimbursed to Charter School, and Charter School shall pay any additional District costs not paid out of the revenue;

(7) Charter School shall defend District from and against any and all claims of liability arising from acts or omissions related to the provision of special education services to students enrolled in Charter School for the time period in which the student was enrolled in the Charter School. This obligation shall include the legal defense of District, its officials, employees, and agents against special education due process hearing requests

and/or complaints to state or federal agencies. This defense provision shall survive and be in effect following any termination of this Agreement.

I. Charter School, in cooperation with District, shall document how all state and federal special education funds are used, and that such funds are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities.

J. Charter School may, following approval by District, access SELPA funding for low incidence equipment and materials as appropriate or as specified on a student's IEP, following the existing guidelines developed within the SELPA. Charter School shall be responsible for inventory, maintenance, and training on the use of the equipment. The equipment shall remain the property of the SELPA.

K. If the Charter School elects to pursue LEA status within a SELPA, the Charter School must give notice to the District by December 31 of the year prior to the year in which the status change will become effective.

L. The term "enrolled" as used herein includes disputes related to the question of whether or not a pupil was enrolled, should have been enrolled, or was improperly dis-enrolled from the Charter School.

11. DATA REPORTING AND RECORDKEEPPING

A. District Reports: The District agrees to file any reports specifically required by law to be filed with either the California Department of Education or any other state or federal agency by a local educational agency on behalf of the District and/or the Charter School. The Charter School shall promptly provide the District with any information, data, or documentation necessary for the District to timely file such reports in accordance with law. The Charter School shall be responsible for filing all other reports as may be required by law.

B. Charter School Attendance Reporting and Other Data

(1) "Average Daily Attendance" shall mean the attendance of Charter School pupils while engaged in educational activities required by Charter School, and making satisfactory progress, as defined under Education Code Section 47612, and in Title V, Section 11960, of the California Code of Regulations.

(2) The Charter School will develop and provide the District with a copy of its annual attendance reporting calendar and shall establish and maintain a system to record and account for average daily attendance.

(3) The Charter School will be responsible for its daily and monthly attendance accounting. The Charter School will submit the attendance reports, in accordance with the District format and State law and regulations, to the District's attendance officer in a timely manner.

(4) The Charter School shall complete and submit enrollment and other necessary demographic information, if necessary through the District, to the California Basic Education Data System (CBEDS).

C. Student/Teacher Ratio: Upon request, the Charter School shall provide the District with documentation of the student/teacher ratio for the Charter School. The charter school may elect to use the student to teacher ratio of the largest unified school district in the County, or a ratio of 25:1. Should the State Legislature or State Board of Education change this cap through legislation or regulation, the Charter School reserves the right to change its student to teacher ratio accordingly.

D. Standardized Testing and Reporting Program (Star) Testing: The Charter School shall annually notify the District in writing at least sixty (60) calendar days in advance of the date and location of STAR testing, and the total number of STAR tests to be administered. Under direction of the Charter School Director, the Charter School shall institute measures to ensure the security of all testing materials. The Charter School shall provide the District with individual pupil and school-wide STAR test results.

E. The Charter School shall comply and maintain appropriate records of compliance with all applicable workplace safety laws and regulations.

F. Pupil Records

(1) The Charter School shall maintain CUM files and immunization and other health records, for all pupils enrolled in the Charter School. Charter School shall make such files and records available to the District, and to any other public school district, upon enrollment of the pupil in that other district.

(2) The Charter School shall provide the District with a monthly enrollment report, including the names, addresses, districts of residence, and other directory information on all pupils enrolled in the Charter School.

(3) FERPA: The District hereby designates employees of the Charter School as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C.A.1232g, the Family Educational Rights and Privacy Act and California Education Code 49076 (b)(6) ("FERPA") as to District pupils who are enrolled in the Charter School. The Charter School hereby designates the employees of the District as having a legitimate educational interest such that they are entitled to access to education records under FERPA. The Charter School, its officers and employees shall comply with FERPA at all times.

G. All records that relate in any way to the operation of the Charter School are public records subject to the requirement of the Public Records Act (Government Code Section 6250 et seq.) unless excluded under law, as well as to Education Code Section 47604.3. Charter School shall comply with said requirements in connection with any requests for access to or copies of said records.

12. INSURANCE AND RISK MANAGEMENT

A. The Charter School will maintain, at its own expense, its own insurance policies for the operation of the Charter School. Additional insurance may also be obtained by the Charter School as necessary or required by law. The Charter School must provide the District certificates of insurance before commencing instruction to students, and upon change or renewal of insurance policies. Such insurance shall include public liability and property liability damage insurance to protect the Charter School and District, their trustees, officers, agents, servants, representatives and employees from all claims for personal injury and property damage arising from operations under the Charter School, in amounts as set forth as follows:

(1) Public Liability: $500,000 for each person and $1,000,000 for each accident;

(2) Property Damage: $100,000 for each accident and $500,000 aggregate.

(3) Charter School Board Liability, Professional Liability, and EPL (Employment Practices Liability): a minimum of $1,000,000.00.

B. Certificates and insurance policies shall include the following:

(1) A clause stating: "This policy shall not be cancelled or reduced in required limits of liability or amounts of insurance until notice has been mailed to Mesa Union School District stating date of cancellation or reduction. Date of cancellation or reduction may not be less than thirty (30) calendar days after date of mailing notice."

(2) Language stating in particular those insured, extent of insurance, locations and operations to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

(3) A statement that the District and its trustees, officers, employees and agents are named as additional insureds under this policy described and that such insurance policy shall be primarily to any insurance or self-insurance maintained by the District.

(4) Provisions waiving subrogation rights against District its officers, agents, servants, representatives and employees.

C. Each insurance company shall be an admitted insurer and rated "A" or better according to the current edition of Best's Key Rating Guide, published by A.M. Best Company, Oldwick, New Jersey, 08858.

13. BROWN ACT

The Charter School shall conduct its meetings of the Board of Directors and other legislative bodies according to the requirements of the Brown Act, which requires legislative bodies to conduct their business in pre-announced and agendized open session unless specific conditions exist that justify the meeting of a body in closed session.

14. CHARTER SCHOOL POLICIES AND PROCEDURES

Copies of all policies and procedures applicable to the Charter School shall be provided to the District promptly upon adoption, and on revision, by the Charter School. Such policies/procedures shall include but are not limited to:

A. Student rules/regulations for suspension and expulsion, including as pertains to students qualifying for special education instruction or services;

B. Admission requirements, if any, and procedures for random drawings;

C. Staff rules/regulations, including expense reimbursements, conflicts of interest, incompatible activities, disciplinary, evaluation, hiring, promotion and termination;

D. Membership process for applicable boards, advisory councils or committees;

E. The decision-making process to be followed by the Charter School governing body and/or administration;

F. Job descriptions for each position at the Charter School.

15. MISCELLANEOUS PROVISIONS

A. Entire Agreement: This Agreement and any attachments hereto shall constitute the full and complete agreement between the parties hereto. All prior representations, understandings and/or agreements are merged herein and are superseded by this Agreement.

B. Amendments: This agreement may be amended or modified, in whole or in part only by an agreement in writing developed in the same manner as this Agreement.

C. Severability: The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the District's and Charter School's Board of Trustees or unless the terms that are unenforceable or invalid would warrant revocation of the charter. The District and Charter School agree to meet to discuss and resolve any issues or differences relating to provisions in a timely, good faith fashion. The Charter School shall propose amendments to the Charter, as necessary.

D. Notification: All notices, requests, and other communications under this agreement shall be in writing and mailed to the proper addresses as follows:

To the District at:
Mesa Union School District
Attn: Superintendent

3901 N. Mesa School Road
Somis, CA 93066

To the Charter School at:
Golden Valley Charter School
Attn: Ms.Terri Schiavone,
Executive Director
3585 Maple St., Suite 101
Ventura, CA 93003

E. Conflicts: In the event of a conflict between a term of this Agreement with the Charter or with any rule, regulation or procedure of or applicable to the Charter School, in any such event, federal and state law, the terms of this Agreement, the terms of the Charter, in that order of priority, shall control.

F. Nondiscrimination: The Charter School covenants and agrees that it shall not discriminate against any person or group thereof upon the basis of race, color, religion, sex, ancestry, physical and/or mental disability, marital status or national origin in the operation of the Charter School.

G. Survival: All representations, warranties and indemnities made herein shall survive closure of the Charter School and/or termination of this Agreement.

For Mesa Union School District and Golden Valley Charter School

IN WITNESS WHEREOF, the parties to this agreement have duly executed it on the day and year set forth below:

By: _____

Superintendent, Mesa Union School District Date

By: _____

Executive Director, Golden Valley Charter School Date

Mesa Union School District
3901 Mesa School Rd,
Somis, CA 93066

INDEPENDENTCONTRACTORAGREEMENT
FOR SPECIAL SERVICES

This Independent Contractor Agreement for Special Services ("Agreement") is made and entered into on, July 1 2017, and will terminate on June 30, 2020 by and between **Mesa Union School District,** a public school district and a political subdivision of the State of California, Ventura County, hereinafter referred to as the "District," and the Ventura County Office of Education, a Local Education Agency (LEA) hereinafter referred to as the "Contractor" (hereinafter referred to collectively as, "Parties").

RECITALS

WHEREAS, the District is utilizing State of California and Federal funds ("Funds") to provide an after school program targeting underperforming students in the 2nd-8th grades and

WHEREAS, the District will provide the Funds to the Program so that the District may partner with a Contractor (LEA) to provide services in furtherance of the Program's purpose to deliver literacy and educational enrichment activities for the benefit of student from the ending of each regular school day for a total of 3 hours.; and

WHEREAS, the Contractor desires to provide Program services for the District's students to include literacy and educational activities; and

WHEREAS, the Contractor is an LEA organized pursuant to the laws of the State of California; and

WHEREAS, the District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is in need of such special services and advice to provide the Program's academic enrichment and recreational activities for District students of all ages; and

WHEREAS, the Contractor is specially trained, experienced and competent to perform the special Program services for the benefit of District students, and District requires such services on a limited basis.

NOW, THEREFORE, the Parties agree as follows:

1. **Services-**The Contractor shall provide the Program services as described in **Exhibit "A,"** attached hereto and incorporated herein by this reference ("Services").

2. Time of Performance - The term of this Agreement shall commence on July 1, 2017, and terminate on June 30, 2018. All work and services contracted for under the terms of this Agreement shall be undertaken and completed in such sequence as to assure their full completion in accordance with the terms and conditions set forth in this Agreement.

3. Program Location-The Contractor shall provide the Services at the following sites (collectively, "District Facilities"):

- Mesa Union Elementary (3901 North Mesa School Road Somis, California 93066)

4. Indemnification-Contractor agrees to defend, indemnify, and hold harmless District, its Governing Board, officers, agents, employees, and/or volunteers from any and all claims, demands, losses, damages and expenses, including legal fees and costs, however caused, resulting directly or indirectly from or connected with Contractor's negligence or wrongful acts or omissions.

District agrees to defend, indemnify, and hold harmless Contractor, its officers, agents, employees, and/or volunteers from any and all claims, demands, losses, damages and expenses, including legal fees and costs, however caused, resulting directly or indirectly from or connected with District's negligence or wrongful acts or omissions.

5. Insurance-District and Contractor each participate in the Ventura County Schools Self-Funding Authority (VCSSFA), and therefore collectively self-insure for workers' compensation, general liability, and property coverage under the VCSSFA self-insurance programs.

District and Contractor each participate in the Ventura County Schools Self-Funding Authority (VCSSFA), and therefore collectively self-insure for workers' compensation, general liability, and property coverage under the VCSSFA self-insurance programs.

6. Priority of Use-Throughout the term of this Agreement, District Programs, including athletic and recreational programs, shall take precedence and priority over Contractor's right to use District Facilities. Contractor's use of District Facilities shall be solely for Contractor's performance of the Services. Any use of Facilities for other than Contractor's performance of the Services is prohibited without the prior written consent of the District.

7. Compensation- District agrees to pay the Contractor for Services satisfactorily rendered pursuant to this Agreement a total fee not to exceed $110,000 for the 2017-18 school year (180 days). District shall pay Contractor according to the following terms and conditions:

7.1 All payments will be based on invoices submitted to the District by the Contractor and approved by the District's authorized representative. The Contractor will provide the District with invoices not more frequently than monthly for Services actually performed. Payment for the Services shall be made for all undisputed amounts in installment payments within thirty (30) days after the Contractor submits an invoice to the District for Services actually completed and after the District's written approval of the Services, or the portion of the Services for which payment is to be made.

7.2 Contractor shall cooperate with the District in preparing documentation and/or submitting information that may be required for purposes of obtaining Funds from the appropriate administering agency for the Program, as requested by the District.

8. Expenses-District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing Services for District.

9. **Staffing-** Under the supervision of the Contractor's leadership team, the Contractor shall hire, supervise, train and assign **three** (3) staff members to provide Services under this Agreement as follows:

- (1) Site Coordinator to manage and supervise program
- (2) Mesa Union Elementary Front Line Staff

For each activity/component, there shall not be more than 25 students for each Front Line staff. The Site Coordinator in addition to his/her supervisory duties will be assigned 10 students as part of the programs leadership group. Prior to commencing the performance of Services pursuant to this Agreement, Contractor shall require its employees to submit evidence of an examination within the past sixty (60) days to determine that he or she is free of active tuberculosis. Contractor agrees Contractor's employees who skin test negative shall thereafter be required to take a tuberculosis test at least once every four (4) years pursuant to Education Code Section 49406. As noted in Section 4 above, the Contractor is required to submit a Tuberculosis Clearance certificate in the form attached hereto as Exhibit "C."

10. **Plan to Ensure Daily Staffing-** The Contractor shall establish and maintain qualified substitute staff member system to ensure the staff-to-student ratio will be maintained in the daily delivery of Services despite employee absences.

11. **Security Clearance-** Contractor shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in Education Code Section 45125.1. Contractor's responsibility shall extend to all Program staff and subcontractors, regardless of whether such individuals are paid or unpaid, concurrently employed by the District, and/or acting as independent contractors of the Contractor. Contractor shall not permit any employee to have any contact with District students until Contractor has verified in writing to the District's Board of Education ("Board") that such employee has not been convicted of a felony, as defined in Education Code Section 45125.1. Verification of compliance with this Section shall be provided in writing to the District prior to each individual's commencement of employment or the provision of Services pursuant to the Program and prior to permitting contact with students participating in the Program. As noted in Section 4 above, the Contractor is required to submit a Fingerprinting/Criminal Background Investigation Certification in the form attached hereto as Exhibit "B."

12. **Qualifications and Licenses-** Contractor shall be responsible for verifying the credentials, certificates, and licenses of Program staff, agents, subcontractors or volunteers or any other evidence of such individual's qualifications and fitness for participation in the Program. All Program staff and volunteers shall be subject to the health screening requirements in current law and District policy for school personnel and' volunteers in the District. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide in the District. Verification hall extend to motor vehicle licenses and possession of adequate vehicle insurance coverage, if such individuals will be required to be

provide transportation services as part of their Program duties. Employee verification of said qualifications for each staff member shall be provided to the district from the contractor and updates for new employees will be submitted to the district prior to their start date.

13. **Staff Performance and Evaluation-** The Contractor will assign a program coordinator to work with the District on the Program ("Program Coordinator"). The Program Coordinator will provide information as he

or she deems appropriate for the Contractor's consideration in its evaluation of its assigned employees. At the District's request, the Contractor will dismiss employees whose performance is determined by the District, and or Contractor, to be incompatible with the goals or requirements of the Program.

14. **Documentation of Hours Worked-** Staff of the Contractor shall maintain records of hours worked at their respective District Facility and shall sign in and out daily on a time **log maintained by the District's Program Coordinator.**

15. **Coordination with the School Staff-** Staff of the Contractor shall communicate with the District regarding any issues or conflicts that might arise concerning the use of space, equipment, student safety and security, or other items covered by this Agreement.

16. **District Facility Usage- The District Facilities to be used include: an after school office,** assigned classrooms, computer lab, the cafeteria, and playground at each site. The Contractor will leave District Facilities and school equipment at each site in the same condition in which the Contractor found them; reasonable wear and tear expected. If the Contractor fails to return the District Facilities and school equipment to their original condition, the Contractor shall be responsible for whatever costs may be involved in restoring the District Facilities and school equipment to that condition.

16.1 **Computer Accounts.** Certain members of Contractor's staff may be assigned a District computer account to use for Program-related purposes. District equipment shall be used by Contractor in accordance with applicable law and District policy and procedure. Only the staff person actually assigned the District computer account may use said account. No sharing of District computer accounts amongst Contractor staff is permitted.

16.2 **Access to Student Information System.** Contractor's staff will have access to student records for the purpose of monitoring their academic progress, parent contact, emergency and attendance information

17. **Materials-** Contractor shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the Services to be provided pursuant to this Agreement, except as follows:

17.0 Current materials, equipment, and licenses in the schools shall be made available to the Contractor's after school program

17.1 Program supplies for the activities delivered by the Contractor will be provided by the District as approved by the Program Coordinator.

17.2 The District will be responsible for providing snacks.

18. **Field Trips-**The Contractor shall sponsor and must obtain advance approval from the District Educational Service Department for any field trips or other off-site travel planned for students in the Program. Signed parental/guardian permission forms with appropriate release of liability for the District and Contractor form, attached hereto as **Exhibit "D,"** must be obtained in advance for each participating student. Any activity organized by the Contractor shall be considered an activity in the sole control and direction of Contractor. Contractor shall assume all responsibility for the care and control of students while participating in any activity, whether on-site or off-site that is offered as part of the Program.

19. **Parental Visits-** Contractor shall provide for reasonable parental access to all of District's Facilities being used by Contractor to the extent allowed by applicable law. Contractor shall ensure that parental visits are in agreement with applicable court orders, if any. District shall provide any court orders for students participating in the after school program.

20. **Medications-** Contractor shall ensure that medications are distributed and/or administered to students participating in the Program only when there is a written statement on file with both the Contractor and District from a licensed physician detailing the type, administration, method, amount, and time schedule of how the medication is administered. Contractor shall not distribute or administer any prescribed medication to any student unless pursuant to a written statement by the student's parent on file with both Contractor and District. Contractor shall keep a written log of medication dispensation and/or administration. Any change in medication dispensation or administration (such as method, amount, and schedule) by Contractor must be previously authorized in writing by a licensed physician an parent on file with Contractor and District.

21. **Accidents and Incidents-** Contractor shall complete a written accident report and provide it to the District when a student has suffered an injury that requires medical attention of a licensed medical professional. Contractor shall complete a written accident report and provide it to the District when Contractor becomes aware of circumstances that require notification be made to other agencies. The circumstances may include, without limitation, allegations of molestation, child abuse, and injuries resulting from physical restraint. Contractor assures District that all staff members, including volunteers, are familiar with child and dependent adult abuse reporting obligations and procedures as specified in the California Penal Code. Contractor shall maintain confidential reports of suspected child abuse and general concerns regarding the health and safety of a student that may impair the student's educational program, including the need for mental health services, and shall inform the District by facsimile or U.S. mail within twenty-four (24) hours of when Contractor becomes aware of those circumstances.

22. **Acknowledgement of Receipt of Policies and Procedures-**All contractor staff providing Services related to the operation of the Program will be provided a copy of the following District policies and procedures and must acknowledge, in writing that they have read and agree to abide by the District policies and procedures listed below:

- Use of District Facilities, space, and equipment
- Student discipline (school discipline, search and seizure, suspension, and expulsion)
- Site emergency plan and protocol (e.g., lockdown, shelter in place, contracts for emergency)
- Release of students from school's custody (release to parent/guardian, late pick-up policy, sign in/sign out process.
- After School Programs including early release provisions
- Safety (e.g., students who walk home, visitors/outsiders, School Safety Plan, accident procedures)
- Child abuse and neglect
- Privacy rights of parents and students-custody issues
- Health care
- Emergency medical information and emergency medical release forms
- Administration and storage of medication
- Pupil records and access to data system
- Emergencies
- Alcohol and other drug policies
- Student wellness and child nutrition
- Registration of visitors/outsiders and disruption of service
- Parental notifications and consent
- Nondiscrimination and complaints
- Special education and Section 504 of Rehabilitation Act
- Using of District technology and electronic systems

All rules and regulations of the Board and all Federal, State and local laws, ordinances, and regulations, are to be observed strictly by Contractor and all those using District Facilities and grounds with the Contractor's permission or pursuant to this Agreement.

23. **Anti-Discrimination(employees)- It** is the policy of the District that in connection with all work

performed under District contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

24. **Anti-Discrimination(students)- It** is the policy of the District that in connection with all work performed under District contracts there be no discrimination against any student who participates in the Program based on actual or perceived race or ethnicity, national origin or nationality, physical or mental disability, religion, sex or gender, color, age, sexual orientation, limited proficiency in English, or anyone associated with a person or group associated with one or more of the above actual or perceived characteristics and therefore the Contractor agrees to comply with applicable Federal and California laws, including, but not limited to the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, the Individuals with Disabilities Education Act, and District policy. Contractor agrees to require compliance by all its employees and subcontractor(s). The contractor shall make reasonable accommodations or modifications to the Program as necessary to avoid discrimination on the basis of a disability, such as training of Program staff. Contractor shall implement the reasonable accommodations or modifications of the Program provided by the District, and require compliance by all its employees and subcontractors.

25. **Prohibited Activities-**The following are prohibited in or about the District Facilities or at any time during which Services are being provided under this Agreement, even if Services are being provided off-site: possession or use of tobacco products, intoxicants, or narcotics, the use of profane language, quarreling, fighting, or gambling.

26. **Quality Assurance-**The Contractor shall document its provision of agreed upon Services and submit required documentation to the District semiannually.

27. **Records-**The Contractor will maintain full and accurate records in connection with this agreement and will make them available to the District for inspection at any time.

28. **Independent Contractor Status-** Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payments of all Federal, State and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees. In the performance of the Services herein contemplated, Contractor is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained.

Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.

29. **Governing Law and Venues- Contractor hereby** Contractor hereby acknowledges and agrees that Agreement and the obligations of the District is a public entity, which is subject to certain requirements and limitations. This Agreement and the obligations of District hereunder are subject to all applicable federal, state and local laws, rules, and regulations, as currently written or as they may be amended from time to time.

This agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California. Contractor hereby waives and expressly agrees to not assert, in any way, any claim or allegation that it is not personally subject to jurisdiction of the courts named above. Contractor further agrees to waive any claim or allegation that the suit, action, or proceeding is either brought in an inconvenient forum or that the related venue is "improper."

30. **Dispute Resolution.** Both parties agree that any dispute arising from this agreement will be resolved according to the current Alternative Dispute Resolution Process, published in the VCSSFA Coverage Documents. The Alternative Dispute Resolution Process is incorporated into this agreement by this reference.

31. **No Rights In Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

32. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors-** The District may evaluate the Contractor in any way the District is- entitled pursuant to applicable law. Contractor shall allow District access during Contractor's provision of Services for this purpose. The District's evaluation may include, without limitation:

32.1 Requesting the District employee(s) evaluate the performance of Contractor and Contractor's employees and subcontractors during the provision of Services.

32.2 Announced and unannounced observance of Contractor, Contractor's employee (s), and/or subcontractor(s).

33. **Confidentiality**-The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. Contractor understands that student records are confidential and agrees to comply with all State and Federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

This section specifically includes internet privacy as required by State and Federal laws

34. **Notices**-Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

CONTRACTOR:	**DISTRICT:**
Name:VCOE	District: Mesa Union School District
Address: 5189 Verdugo Way	Address: 3901 Mesa School Rd, Somis,
Camarillo, CA 93012	CA 93066
ATTN: Amy Cranston, Director	ATTN: Jeff Turner, Superintendent

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice ·given by mail shall be effective three (3) days after deposit in the United States mail.

35. No claim or right arising out of a breach of this Agreement can be discharged in whole or in part by a waiver or renunciation of the claim or right unless such waiver is in writing.

36. **Severability-** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

37. **Captions and Interpretations-** Paragraph heading in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Agreement shall be constructed as if jointly prepared by the Parties.

38. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.

39. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each party has been properly authorized and empowered to enter into this Agreement.

40. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

41. **Incorporation of Recitals and Exhibits.** The recitals and each exhibit attached hereto are hereby incorporated herein by reference.

42. **Subcontract and Assignment.** Neither party shall assign its rights, duties, or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties, or privileges under this Agreement on any third party, without the written consent of the other party. Contractor may enter into subcontracts only with the prior written authorization of District.

43 **Entire Agreement of Parties**-This Agreement sets forth the entire agreement between parties and supersedes all other oral or written representations. This Agreement may be amended or modified only by a written instrument executed by both parties.

44. **Termination.**

Termination or Amendment- This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 60 days advance written notice. In the event of cancellation prior to completion of the specified services, all finished or unfinished projects, documents, data, studies, and reports prepared by the Contractor under this agreement shall, at the option of the District, become District property. The Contractor shall be entitled to receive just and equitable compensation for any satisfactory work completed on such items prior to termination of the Agreement.

The parties to this Agreement shall be excused from performance thereunder during the time and to the extent they are prevented from obtaining, delivering, or performing due to act(s) of God. Satisfactory evidence thereof to the other party is required, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.

45. Compliance with State Regulations. The Contractor agrees to comply with all terms and conditions and exhibits of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date first above written.

LEA (CONTRACTOR)	**District (DISTRICT)**
By: _____	**By: _____**
Title: _____	**Title: _____**
Name: _____	**Name: _____**

EXHIBIT "A"

DESCRIPTION OF SERVICES TO BE PERFORMED BY CONTRACTOR

The Contractor shall provide the following Services:

1. Educational and literacy enrichment activities at the school sites listed in the Agreement from the time of student release at the end of the instructional day for a total of three (3) hours, Monday through Friday except for days such as minimum attendance days, staff development days, or when performance is excused in writing by the District.

2. Trained, qualified, and supervised staff to help implement the Program.

3. Educational and literacy components in the form of one or more of areas, such as STEM: Physical sciences of flight (NASA), Multicultural Education for Resource Issues Threatening Oceans (MERITO), Math intervention, language arts and homework assistance.

4. Educational enrichment which may include fine arts, recreation, physical fitness, student wellness, youth development and prevention activities.

EXHIBIT "B"

FINGERPRINTING/CRIMINAL BACKGROUND INVESTIAGATIONS CERTIFICATION

One of the two boxes below must be checked, with the corresponding certification provided, and this form attached to the Independent Contractor Agreement for Special Services ("Agreement"):

☐ **[To be completed by authorized District employee only.]** The LEA ("Contractor") employees and agents will have only limited contact, if any, with District students and the District will take appropriate steps to protect the safety of any students that may come in contact with Contractor's employees so that the fingerprinting and criminal background investigation requirements of Education Code Section 45125.1 shall not apply to Contractor for the Services under this Agreement. As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certified, and am authorized to execute this certificate on behalf of the District. (Education Code Section 45125

Date: _____

District Representative's Name and Title: _____

Signature: _____

☐ The fingerprinting and criminal background investigation requirements of Education Code Section 45125.1 apply to Contractor's Services under this Agreement and Contractor certifies its compliance with these provisions as follows:

Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code Section 45125.1 with respect to all Contractor's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Contractor, who may have contact with District pupils in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code Section 45122. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto.

I am an authorized representative of the Contractor entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Date: _____

Name of Contractor or Company: _____

Signature: _____

Print Name and Title: _____

_____

EXHIBIT "C"

TUBERCULOSISCLEARANCE

The undersigned does hereby certify to the Governing Board of the District as follows:

I am a representative of the Ventura County Office of Education ("Contractor") currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Contractor's responsibility for tuberculosis clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District students regardless of whether they are designated as employees or acting as independent contractors of the Contractor.

Contractor certifies that at least one of the following items applies to the Services that are the subject of the Agreement:

☐ The Contractor has complied with the tuberculosis requirements of Education Code Section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District students in the course of providing Services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code Section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District students during the course and scope of the Agreement is attached hereto; and/or

☐ Contractor's Services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District students.

Date: _____

Name of Contractor: _____

Signature: _____

Print Name and Title: _____

EXHIBIT "D"

FIELD TRIP OR EXCURSION AUTHORIZATION AND MEDICAL TREATMENT AUTHORIZATION (Minor)

Completion of this form is required for all field trips / excursions.

Name of Student _____ Date of Birth (for emergency purposes) _____

Student Address _____ Name of School _____

Class/ Program _____ Teacher _____

Date(s) of Field Trip/Excursion _____ Location of Field Trip/Excursion _____

Transportation Provider _____

1. **I hereby give permission** for my child or ward (named above) to participate in this Field Trip or Excursion.
2. **Regarding special assistance/accommodations:** Is special assistance/accommodation necessary for your child or ward to participate in this Field Trip or Excursion?
   ❑ No ❑ Yes. Please explain _____
3. **Regarding administration of medication:** All medications must be prescribed, **including** over-the-counter medications. Is your child or ward required to take medication during the course of this Field Trip or Excursion?
   ❑ No ❑Yes **Parent/Guardian must contact the school office** to obtain form SFA-5010, "Authorization for Any Medication Taken during School Hours," form SFA-5030, "Authorization For Medications Taken During School Hours, School Activities and Field Trips" or form SFA-5040, "Extended Field Trip or Excursion Medication Authorization" (which must be signed by parent/guardian and child or ward's physician).
4. **If you have health insurance, please list:**

   Health Insurance Company _____ Policy Number _____ Group Number _____
5. **Please list additional emergency contacts, should the parent/guardian be unavailable:**

   Emergency Contact _____ Telephone _____

   Emergency Contact _____ Telephone _____
6. **Conduct**: I fully understand that all participants are to abide by and accept all rules and requirements governing conduct during the Field Trip or Excursion. To the extent permitted by the Education Code, any participant determined to be in violation of behavior standards will be sent home at their own or their parent/guardian's expense.
7. **Waiver of Claims for Liability:** I understand that California Education Code, Section 35330 provides:

   "All persons making the field trip or excursion shall be deemed to have waived all claims against the district, a charter school, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of pupils taking out-of-state field trips or excursions shall sign a statement waiving all claims."

   In providing consent for my child or ward to attend and participate in this Field Trip or Excursion, I waive all claims against the district for injury, accident, illness, or death occurring during or by reason of this Field Trip or Excursion.

   I understand that the District does not require my child or ward to participate in the Field Trip or Excursion and I make this request voluntarily because I desire my child or ward to participate in the Field Trip or Excursion. I also understand that, if I do not consent to my child or ward's participation, my child or ward will be involved in alternative supervised activities, for which my child or ward will receive full credit.
8. **In the event of illness or injury**, I hereby consent to whatever transportation, x-ray, examination, anesthetic, medical, dental, or surgical diagnosis or treatment and hospital care from a licensed physician as deemed necessary for the safety and welfare of my child or ward. It is understood that the resulting expenses will be the responsibility of the child or ward's parent(s)/guardian(s).
9. **I have carefully read this authorization and fully understand its contents and voluntarily consent to its terms and conditions.**

Signature of Parent/Guardian _____ Date _____

Home telephone _____ Work telephone _____ Mobile telephone or pager _____

White – Field Trip Supervisor *Yellow – School/Facility* *Pink – Parent/Guardian*

SFA 2010, Rev. 6/17/2014

Es un requisito completen esta forma para todos las paseos educativos o excursiones.

Nombre del Estudiante

Feche de Nacimiento (para los propósitos de emergencia)

Dirección del Estudiante

Nombre de la Escuela

Clase/Programa

Maestro

Fecha(s) de Paseo Educativo/ la Excursión

Ubicación del Paseo Educativo / la Excursión

Proveedor de Transporte Escolar

1. **Por medio de la presente autorizó que mi hijo(a) o menor de edad (nombre escrito anteriormente) para participar en este paseo educativo o excursión**.
2. **Con respecto a la asistencia especial o modificaciones**: ¿Es necesario que se le facilite asistencia especial o modificaciones a su hijo(a) o menor de edad para que participe en este paseo educativo o excursión?

   ❑ No ❑ Si Explique por favor. _____
3. **Con respecto a la administración de medicamento**: Todos los medicamentos deben ser recetados, **incluyendo** los medicamentos sin receta. ¿Es requisito que su hijo(a) o menor de edad tome medicamento durante el curso de este paseo educativo o excursión?

   ❑ No ❑ Si **El padre o tutor legal debe comunicarse con su escuela** para obtener la solicitud SFA-5010S, "Autorización para tomar cualquier medicamento durante el horario escolar," forma SFA-5030S, "Autorización Para Cualquier Medicamento Tomado Durante Horas Escolares, Actividades Escolares, Y Paseo," o la forma SFA-5040S, "Extensión de la solicitud de autorización para tomar medicamento durante el paseo educativo y la excursión" (el cual debe ser firmado por el padre o tutor legal o el médico del niño(a) o menor de edad).
4. **Si usted tiene seguro médico, por favor registrelo:**

   Compañía de Seguro Médico | Número de Póliza | Número de Grupo
5. **Por favor enumere los nombres de contacto de emergencia adicional, si el padre/tutor no están disponible:**

   Contacto de emergencia | Teléfono

   Contacto de emergencia | Teléfono
6. **Conducta:** Yo comprendo cabalmente que todos los participantes deben de acatar y aceptar todas las reglas y los requisitos que rigen la conducta durante el Paseo Educativo o la Excursión. Hasta cierto punto permitido por el Código de Educación, cualquier participante que se determine estar en violación de las normas de conducta será enviado a casa a gasto propio del participante o gasto de sus padres o tutores legales.
7. **Renuncia de reclamaciones:** Comprendo que el artículo 35330 del Código Educativo de California establece la siguiente información:

   "Todas las personas participantes en los paseos educativos o las excursiones considerarán renunciar a todos los derechos (reclamaciones) en contra del distrito, una escuela autónoma, o el Estado de California por motivo de una lesión, un accidente, una enfermedad o fallecimiento ocurrido durante ó a causa del paseo educativo o la excursión. Todos los adultos que realicen paseos educativos o excursiones fuera del estado y todos los padres de familia o tutores legales de los alumnos que participen en paseos educativos o excursiones fuera del estado firmarán una declaración renunciando a todos los derechos."

   Al proveerle consentimiento a mi hijo(a) o al menor de edad para asistir y participar en este paseo educativo o excursión, yo renuncio a todas las reclamaciones en contra del distrito por motivo de una lesión, un accidente, una enfermedad, o fallecimiento ocurrido durante o por consecuencia de este paseo educativo o excursión.

   Yo comprendo que el distrito no requiere la participación de mi hijo(a) o del menor de edad en este paseo educativo o excursión y yo presento esta petición voluntariamente, debido a que deseo que mi hijo(a) o el menor de edad participe en el paseo educativo o excursión. Igualmente, comprendo que, si no autorizo la participación de mi hijo(a) o del menor de edad, éste participará en actividades alternativas, por las cuales mi hijo(a) o el menor de edad recibirá créditos completos.
8. **En caso de una enfermedad o una lesión**, por la presente doy consentimiento de cualquier transporte, radiografías, examen, anestesia, diagnostico quirúrgico médico, dental o tratamiento y cuidado de hospital por parte de un médico acreditado considerado necesario para la seguridad y el bienestar de mi hijo o del menor de edad. Queda entendido que los gastos generados serán la responsabilidad del (de los) padre(s) / del (de los) tutor(es) del menor de edad.
9. **He leído cuidadosamente esta solicitud, comprendo cabalmente su contexto y voluntariamente acepto los términos y su proceso.**

Firma de los Padres/Tutor

Fecha

Teléfono de Casa | Teléfono de Trabajo | Teléfono de celular o bíper

Blanco – Supervisor de Paseo Educativo/Excursión *Amarillo – Escuela* *Rosa – Padre/Madre/Guardián*

SFA 2010S, Rev. 6/17/2014

Mesa Union School District

After School Program Description

Focus: STEAM, SEL, Student and Family Engagement, Positive School Climate, and Academic Enrichment

VCOE Program Implementation, Management, and Professional Development (in-kind)
The following PD and services are available and can be implemented as needed throughout the year:

- **EDGE Up University:** The Ventura County Office of Education has created: Edge Up University, which provides access to free online professional development resources. VCOE outlines a reflection process format to maximize classroom management efficiency and also provides a suggested implementation plan. The course catalog includes many different areas for professional development: classroom management, homework help/tutoring, instruction, language arts, mathematics, physical activity, science, STEM/STEAM, social and emotional learning (SEL), technology, 21st century skills, and continuous quality improvement.

- **Supporting English Language Learners in After School Programs: F**ocus on strategies that build and support oral academic language skills with all students, while specifically targeting English Learners. Participants will learn to recognize second language gaps, build on their cultural understanding of the needs of English Learners and focus on specific effective instructional strategies.

- **Bullying Awareness Training Course:** Training will give up-to-date information about bullying, cyber bullying, and best practices in implementing bullying prevention programming. The course also addresses the important role that K-12 school administrators and after school staff can play in addressing this issue and provides practical tools and strategies for these leaders.

- **Implementing Technology in After School:** Training will guide after school program staff to engage students and spark creativity, critical thinking, collaboration and communication through the creation of videos and games using technology and web-based applications.

- **Improving Nutrition, Physical Activity, and Student Well-Being:** Enrichment activities and PD focusing on nutrition, physical activity, and social-emotional health, and how they are essential for student learning. Strategies to promote healthy environments and practices that support learning.

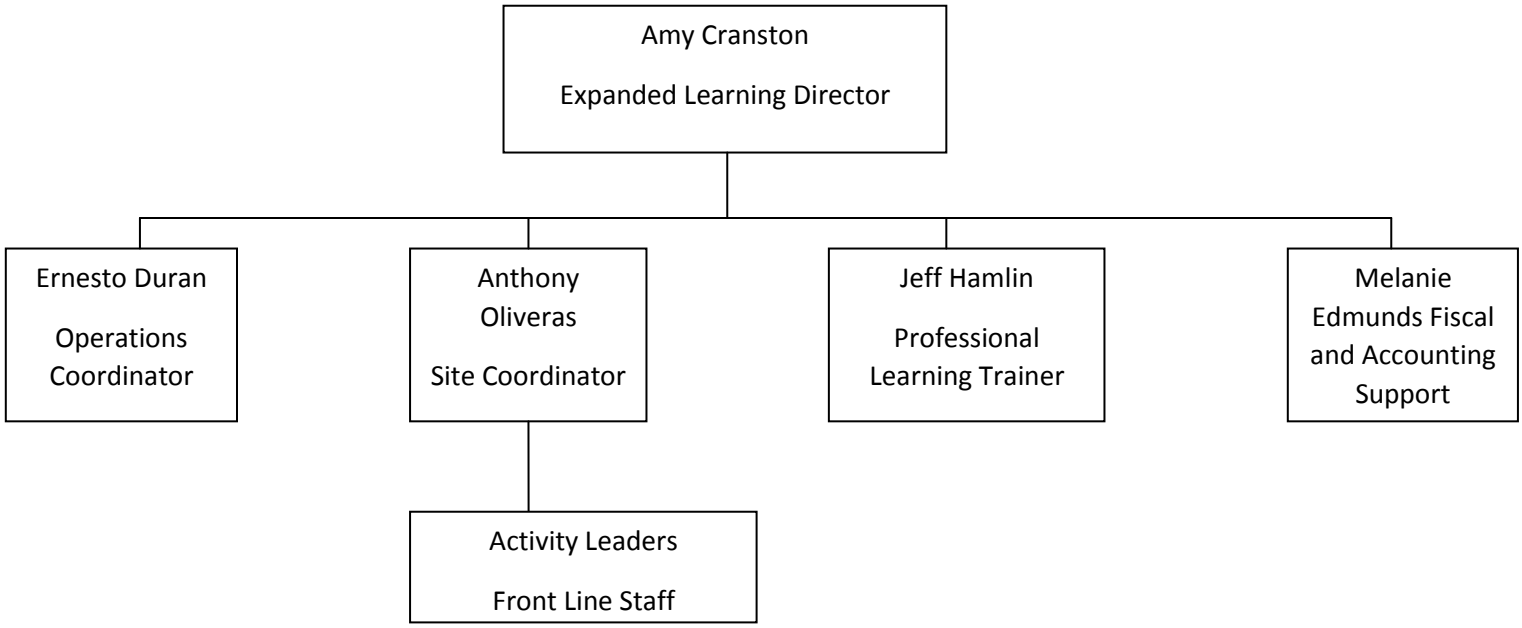
- **Positive Behavior Intervention and Support:** Training will support the implementation of a Positive Behavior Intervention and Support (PBIS) system in After School Program settings at the elementary and middle school/junior high levels. Participants will become familiar with school-wide and/or program-wide PBIS and understand application of PBIS principles in after school programs. The training will bridge current PBIS from the instructional day to after school.

- **Classroom Management:** Training will consist of program wide strategies that can be utilized to provide a safe environment and atmosphere conducive to academic and enrichment activities.

- **Risk Management, First aid/CPR and Mandated Reporting trainings**

- **Academic Enrichment Activities and Field Trips which support and complement academic instruction.**

VCOE-Program Management Organizational Chart



VCOE Departments Supporting Mesa Union's After School Program:

- Expanded Learning Services
- Human Resources
- Business Office
- Curriculum and Instruction
- Comprehensive Health and Prevention Programs

13 – CONTRACTOR AGREEMENT

THIS AGREEMENT is entered into by and between the Mesa Union Elementary School District, hereinafter called "District", and MJP TECHNOLOGIES INC, hereinafter called "Contractor,". District and Contractor are sometimes individually referred to as "Party" and collectively as "Parties." This Agreement is made with reference to the following facts:

WHEREAS, The District published a Request for Proposal and seeks to procure the work covered in the Agreement in accordance with Public Contract Code 20118.2;

WHEREAS, The Contractor understands that the Agreement is contingent on the District's receipt of federal and/or state funds for the work covered in this Agreement. If the District does not receive adequate federal and/or state funds, this Agreement shall be null and void. In the event that the Agreement is rendered void, the District will not be liable for any costs incurred by the Contractor prior to the issuance of a Notice to Proceed; and

NOW, THEREFORE, the Parties, in consideration of the mutual covenants hereinafter set forth, agree as follows:

1. Contract Documents. The complete contract includes all of the "Project Documents" provided in the Request for Proposal, including all modifications, addenda and amendments thereto. The Contract Documents are complementary and what is called for by any one shall be as binding as if called for by all.

2. Scope of Work. The Contractor agrees to furnish all tools, equipment, apparatus, facilities, labor, and material necessary to perform and complete, in a good workmanlike manner, the work in strict accordance with the **Request for Proposal** 0197-16C.1 Network Electronics.

   It is understood and agreed that the work shall be performed and completed as required in strict accordance to the Contract Documents including, without limitation, the Drawings and Specifications, under the direction and supervision of, and subject to, the approval of the District or its authorized representative.

3. Total Contract Price. As full consideration for the faithful performance of the agreement, District shall pay to Contractor, subject to any additions or deductions as provided in the Contract Documents, the sum of:

   Total sum of Base Bid

   FORTY EIGHT THOUSAND, EIGHT HUNDRED TWENTY TWO AND 89/100 Dollars ($ 48,822.89).

   Total sum of Alternate #1

   _____ Dollars ($_____).

   Contingency amount (if applicable)

   _____ Dollars ($_____).

CONTRACTOR LEAVE BLANK TO BE FILLED IN BY THE OWNER
Total sum of Base Bid + Contingency and Additive Alternates #1____, #2____, #3____, #4 ____, #5 ____,
_____Dollars ($_____).

4. Contingency Fee: Contractor agrees that the Contingency Fee shall be used for adds, moves, and changes requested and authorized by the District in writing. If applicable, the Contract Price will be reduced by the amount of the unused Contingency Fee at the completion of the Project. Per the requirement of the Erate program, the District will file a Form 500 to reduce the amount of the E-rate eligible committed funding accordingly.

5. Work to Commence. It is hereby understood and agreed that the wok under this Agreement shall not commence until after the issuance of the Notice to Proceed. No work may commence until after April 1, 2017, per the requirements of the E-rate Program.

6. Time for Completion. Project must be completed within Ninety (90) consecutive calendar days from the date specified in the District's Notice to Proceed. Agreement may be extended if mutually agreed on by both parties in writing.

   Should the Contractor fail to complete this Contract, and the Work provided herein, within the time fixed for completion, due allowance being made for the contingencies provided for herein, the Contractor shall become liable to the District for all loss and damage that the District may suffer on account thereof.

7. Liquidated Damages: Time is of the essence for all work under this Agreement. It is hereby understood and agreed that it is and will be difficult and/or impossible to ascertain and determine the actual damage that the District will sustain in the event of and by reason of Contractor's delay; therefore, in accordance with Government Code section 53069.85, Contractor agrees that it shall pay to the District the sum of **Five Hundred Dollars and Zero Cents ($500.00)** per day as liquidated damages for each and every day's delay beyond the time herein prescribed in finishing the Work.

   It is hereby understood and agreed that this amount is not a penalty. In the event any portions of the liquidated damages are not paid to the District, the District may deduct that amount from any money due or that may become due the Contractor under this Agreement. The District's right to assess liquidated damages is as indicated herein and in the General Conditions.

   The time during which the Contract is delayed for cause as hereinafter specified may extend the time of completion for a reasonable time as the District may grant. This provision does not exclude the recovery of damages for delay by either party under other provisions in the Contract Documents.

8. Coordination of Work: The Contractor shall coordinate its work with the Work of all other contractors. The District shall not be liable for delays resulting from Contractor's failure to coordinate its Work with other contractors in a manner that will allow timely completion of Contractor's Work. Contractor shall be liable for delays to other contractors caused by Contractor's failure to coordinate its Work with the work of other contractors.

9. Loss Or Damage: The District and its authorized representatives shall not in any way or manner be answerable or suffer loss, damage, expense, or liability for any loss or damage that may happen to the Work, or any part thereof, or in or about the same during its construction and before acceptance, and the Contractor shall assume all liabilities of every kind or nature arising from the Work, either by accident, negligence, theft, vandalism, or any cause whatever; and shall hold the District and its authorized representatives harmless from all liability of every kind and nature arising from accident, negligence, or any cause whatever.

10. Classification of Contractor's License: Contractor hereby acknowledges that it currently holds valid Contractor's license(s) issued by the State of California, Contractor's State Licensing Board, in accordance with division 3, chapter 9, of the Business and Professions Code and in the classification called for in the Contract Documents.

11. Payment of Prevailing Wages: The Contractor and all Subcontractors under the Contractor shall pay all workers on all Work performed pursuant to this Agreement not less than the general prevailing rate of per diem wages and the general prevailing rate for holiday and overtime work as determined by the Director of the Department of Industrial Relations, State of California, for the type of work performed and the locality in which the work is to be performed within the boundaries of the District, pursuant to sections 1770 et seq. of the California Labor Code. The Contractor and all Subcontractors under the Contractor shall comply with the Davis Bacon Act, applicable reporting requirements, and any other applicable requirements for federal funding. If a conflict exists, the more stringent provision shall control over this Agreement.

12. Labor Compliance: If the District has adopted a labor compliance program which is applicable to the Project or if the Project is subject to State labor compliance monitored and enforced by the Compliance Monitoring Unit of the Department of Industrial Relations, Contractor specifically acknowledges and understands that it shall perform the Work of this Agreement while complying

with all the applicable provisions of the District's labor compliance program or State labor compliance, if applicable, including, without limitation, the requirement that the Contractor and all of its Subcontractors shall timely submit complete and accurate certified payroll records as required by the Contract Documents, or the District cannot issue payment.

13. Payment. On or before the twentieth (20th) day of each month, Contractor shall submit to the District an itemized application for payment for Work completed during the prior month. The application shall include all information required by the District and shall be in a format approved by the District.

    Contractor may be required to furnish a detailed schedule of values upon request of the District and in such detail and form as the District shall request, showing the quantities, unit prices, overhead, profit, and all other expenses involved in order to provide a basis for determining the amount of progress payments. No progress payments will be made for Work not completed in accordance with this Agreement or for any amounts withheld by the District due to punchlist items, disputed work or stop notices, upon final completion.

    District shall make said payment of any balance due to the Contractor promptly upon filing the Notification of Completion for the Project, receipt of a release of lien and claims from the Contractor pursuant to Civil Code section 3262, and its acceptance of the Work. In the event that the District is required to withhold amounts from payment due to punchlist items, disputed work or stop notices, Contractor shall execute a Conditional Waiver and Release upon Final Payment on the form prescribed in Civil Code section 3262 and shall execute an Unconditional Waiver and Release upon Final Payment on the form prescribed in Civil Code Section 3262, upon the District's payment of any amounts originally withheld from payment. Pursuant to California law, should a dispute arise between the Contractor and District, including amounts withheld for punch list items, District may withhold from the payment an amount not to exceed one hundred and fifty percent (150%) of the disputed amount and/or the amount of the punch list work.

    Unless otherwise directed by the District, the Contractor agrees to comply with the Erate Program's "Service Provider Invoicing" (SPI) method (Form 474) for paymentst.

14. Public Safety. During the performance of the Project, Contractor shall take over all the necessary precautions and place proper guards for the prevention of accidents and shall be liable to the District for all damages and costs resulting from the Contractor's acts or omissions in the performance of the Project or from any improper materials used in its construction.

15. Insurance. Contractor shall take out and maintain, during the performance of all work under this Agreement, in amounts not less than specified herein, Commercial General Liability Insurance, in a form at least as broad as Insurance Services Office (ISO) Commercial General Liability Coverage (Occurrence Form CG 0001) and with insurance companies acceptable to the District.

    At all times during the performance of the Project under this Agreement, Contractor shall maintain Automobile Liability Insurance for bodily injury and property damage including coverage for owned, non-owned and hired vehicles, in a form at least as broad as Insurance Services Office (ISO) Business Auto Coverage (Form CA 0001), covering Symbol 1 (any auto) and with insurance companies acceptable to the District.

    At all times during the performance of the Project under this Agreement and until the date of Project completion and acceptance by the District, Contractor shall maintain workers' compensation in compliance with applicable statutory requirements and Employer's Liability Coverage in amounts indicated herein.

16. The following insurance limits are required for the Agreement:

Combined Single Limit	
Commercial General Liability	**$1,000,000** per occurrence / **$2,000,000** aggregate for bodily injury, personal injury and property damage
Automobile Liability	**$1,000,000** per occurrence for bodily injury and property damage
Employer's Liability	**$1,000,000** per occurrence

17. Fingerprinting Requirements. Contractor shall comply with the applicable requirements of Education Code Sections 45125.1 and 45125.2 with respect to fingerprinting of employees who may have contact with the District's pupils. Contractor shall also ensure that its subcontractors on the Project comply with the applicable requirements of Sections 45125.1 and 45125.2. To this end, Contractor and its subcontractors must provide for the completion of the certification form provided in the Request for Proposal and incorporated herein by reference prior to commencing work on the Project. In no event shall any employees of Contractor or its subcontractors come into contact with the District's pupils before the certification is completed.

18. Bonds. The Contractor shall be required to furnish a Payment and a Performance Bond, in an amount not less than one hundred percent (100%) of the Contract Price within ten (10) days of the District's issuance of the Notice to Proceed and prior to the performance of any work or the ordering of any Equipment for the Project. The bonds shall be secured from a surety company satisfactory to District, shall be submitted on the prescribed bond forms include in the request for Proposal. The bond must be executed by an admitted Surety approved to conduct business in the State of California, pursuant to Code of Civil Procedure section 995.120. Failure to submit acceptable bonds will be cause of termination of the Agreement.

19. Additional Work. To the extent that additional work is required for the proper completion of the Work due to unforeseen circumstances and/or site conditions and is, therefore, not set forth in Contract Documents, the Parties may execute a change order to this Agreement setting forth the scope of such additional work, the time for completion for such additional work and the amount of additional compensation.

20. Assignment of Contract. Neither Party shall not assign, transfer, convey, or otherwise dispose of this Agreement or of his/her right, title of interest in or to the same or any part thereof without previous consent in writing from the other Party's authorized representative.

21. Suspension/Termination of Contract. If Contractor fails to commence work as provided in the Agreement, or fails to make delivery of materials promptly as ordered and such delivery is so late as to amount to gross negligence or willful misconduct, or if in the opinion of District's authorized representative, Contractor is not carrying out the provisions of the Agreement in their true intent and meaning, written notice will be served on Contractor to provide, within a specified time to be fixed by District's authorized representative, for satisfactory compliance with this Agreement. If Contractor neglects or refuses to comply with such notice within the time therein fixed, he/she shall not thereafter exercise any rights under said Agreement or be entitled to receive any of the benefits thereof, except as hereinafter provided, and District's authorized representative may with the approval of the District Board perform any part of the Project or purchase any or all of the material included in the Agreement or required for the completion thereof, or take possession of all or any part of the machinery, tools, appliances, materials and supplies used in the Project covered by the Agreement or that have been delivered by or on account of Contractor for use in connection therewith, and the same may be used either directly by District or by other parties for it, in the completion of the Project.

    District has the right to terminate or abandon any portion or all of the Project under this agreement by giving ten (10) calendar days written notice to Contractor and its Surety. In such event, District shall be immediately given title and possession to all original field notes, drawings and specifications, written reports and other documents produced or developed for that portion of the Project completed and/or being abandoned. District shall pay Contractor the reasonable value of services rendered for any portion of the Project completed prior to termination. If said termination occurs prior to the issuance of the Notice to Proceed, the District shall not be liable to the Contractor for any costs or amounts whatsoever under this Agreement. If said termination occurs prior to completion of any task for the Project for which a payment request has not been received, the charge for services performed during such task shall be the reasonable value of such services, based on an amount mutually agreed to by District and Contractor of the portion of such task completed but not paid prior to said termination. District shall not be liable for any costs other than the charges or portions thereof which are specified herein. Contractor shall not be entitled to payment for unperformed services, and shall not be entitled to damages or compensation for termination of the Project.

Contractor may terminate its obligation to provide further services under this Agreement upon thirty (30) calendar days' written notice to District only in the event of substantial failure by District to perform in accordance with the terms of this agreement through no fault of Contractor.

22. Permits and Licenses. Contractor shall maintain any required licenses or professional certifications required to perform the Scope of Work specified herein throughout the duration of the performance of the Project. Contractor and its subcontractors, if any, shall comply with all laws, ordinances, rules and regulations relating to the Project and to the preservation of public health and safety, obtaining all necessary permits and licenses for the construction of the Project and posting all deposits or bonds required by law.

23. Assignment of Anti-Trust Claims. Contractor offers and agrees to assign to the District all rights, title and interest in and to all causes of action as it may have under Section 4 of the Clayton Act (15 U.S.C. Section 15) or under the Cartwright Act (Chapter 2, commencing with Section 16700 of Part 2 of Division 7 of Business and Professions Code), and any other applicable laws, arising from purchase of goods, services, or materials, pursuant to this Agreement. This assignment shall become effective at the time that District tenders final payment to Contractor, without further acknowledgment by the parties. Contractor shall have the rights set forth in Sections 4553 and 4554 of the Government Code.

24. Notice of Third-Party Claims. Pursuant to Public Contract Code section 9201, the District shall provide the Contractor with timely notification of the receipt of any third-party claim, relating to the Agreement. The District is entitled to recover its reasonable costs incurred in providing such notification.

25. Substitution of Security. If the Contract Price will be paid over a series of progress payments, from which the District is required to withhold a percentage of the progress payment pursuant to California law, pursuant to Public Contract Code section 22300, Contractor may substitute securities for any money withheld by District for progress payments to ensure the performance under the Agreement.

26. Procedure for Resolving Disputes. The parties to this Agreement are subject to the provisions of Article 1.5 (commencing with Section 20104) of Chapter 1 of Part 3 of the Public Contract Code (as amended by the Statutes of 1990, Chapter 1414, effective January 1, 1991), which requires compliance with the following procedures to resolve any claim by the contractor of $375,000 or less regarding an extension of time, a change order, extra work, or any other disputed amount: If following the meet and confer conference the claim or any portion remains in dispute, the claimant must file a claim pursuant to Chapter 1 (commencing with Section 900) and Chapter 2 (commencing with Section 910) of Part 3 of Division 3.6 of Title 1 of the Government Code.

27. Indemnification. To the fullest extent permitted by law, Contractor shall indemnify, defend and hold harmless District against any and all claims involving any type of property damage or personal injury, including death, that may be asserted by any person or type of entity, arising out of or in connection with the performance of work, both on and off the job site; provided however, Contractor shall only be liable to the extent of its negligence or willful misconduct. Contractor will defend any action filed in connection with any of said claims, damages, penalties, obligations or liabilities and will pay all costs and expenses, including attorney fees in connection therewith. Contractor will promptly pay any judgment rendered against Contractor or District arising out of or in connection with such work, operation or activities of Contractor hereunder and Contractor agrees to save and hold District harmless there from. District may retain to the extent it deems necessary, the money due to Contractor under and by virtue of this Agreement until disposition has been made of such actions or claims for damages as specified herein above.

28. Interpretation. In interpreting this Agreement, it shall be deemed that it was prepared jointly by the Parties with full access to legal counsel of their own. No ambiguity shall be resolved against any party on the premise that it or its attorneys were solely responsible for drafting this Agreement or any provision thereof.

29. Governing Law. This Agreement shall be construed in accordance with and be governed by the laws of the State of California. The Parties agree that Kern County, California is the proper venue for enforcement of the terms of this Agreement. The prevailing party in any action to enforce this Agreement or otherwise concerning the terms of the settlement of the action shall be awarded costs and attorney's fees.

30. Guarantee of Project. Contractor warrants all work under the Agreement (which for purposes of this Section shall be deemed to include unauthorized work which has not been removed and any non-conforming materials incorporated into the Work) to be of good quality and free from any defective or faulty material and workmanship. Contractor agrees that for a period of one year after the date of final acceptance (or the period of time specified elsewhere in the Agreement or in any guarantee or warranty provided by any manufacturer or supplier of equipment or materials incorporated into the Work, whichever is later), Contractor shall within ten (10) days after being notified in writing by the District of any defect in the Work or non-conformance of the Work to the Agreement, commence and prosecute with due diligence all Work necessary to fulfill the terms of the warranty at its sole cost and expense. In the event that Contractor fails to perform its obligations under this Section, or under any other warranty or guaranty under this Agreement, to the reasonable satisfaction of the District, the District shall have the right to correct and replace any defective or non-conforming Work and any work damaged by such work or the replacement or correction thereof at Contractor's sole expense. Contractor shall be obligated to fully reimburse the District for any expenses incurred hereunder upon demand. Nothing in this section shall limit the District's legal remedies for defective work, including but not limited to remedies pursuant to California Code of Civil Procedure section 337.15.

31. Equipment Warranty. Contractor shall maintain a guarantee that all items delivered under this Agreement are protected against imperfections of materials and/or workmanship during the period of the Agreement. Within thirty (30) days of completion of the Project, the Contractor shall assign any manufacturers or other equipment warranties to the District and shall provide the District with any relevant document(s) thereto.

    Should the contract warrant an additional term above the already established term

32. Integrated Agreement. This Agreement embodies the entire understanding between the Parties pertaining to the matters described herein. Each party acknowledges that no party, agent or representative of the other party has made any promise, representation or warranty, express or implied, not expressly contained in this Agreement, that induced the other party to sign this document. No modification of this Agreement shall be valid unless agreed to in writing by the Parties. This Agreement may be executed in separate counterparts, the whole of which shall constitute a binding agreement. Facsimile or E-mail signatures, when received, shall have the same force and effect as original signatures.

33. Contract Expiration. This agreement expires on the date listed below. The contract may be extended upon agreement by both parties. Contract Expiration Date: September 30, 2018

IN WITNESS WHEREOF, the parties hereto have caused this Amendment to be duly executed and delivered as of the Effective Date set forth in the introductory paragraph above.

"DISTRICT"		"CONTRACTOR"	
Mesa Union Elementary School District		MJP Technologies, Inc.	
By:	Jeffrey D. Turner	By:	
Name:	Jeffrey D. Turner	Name:	MANPREET BAJRA
Title:	Superintendent	Title:	DIRECTOR
Date:	4/28/17	Date:	04/20/2017

MESA UNION SCHOOL DISTRICT
TEMPORARY LOANS BETWEEN DISTRICT FUNDS
FISCAL YEAR 2017-18
RESOLUTION NO. 16-17-11

WHEREAS, pursuant to Education Code section 42603, the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations. The transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account. Amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. Borrowing shall occur only when the fund or account receiving the money will earn sufficient income, during the current fiscal year, to repay the amount transferred. No more than 75 percent of the maximum of moneys held in any fund or account during a current fiscal year may be transferred.

WHEREAS, when there are insufficient funds to meet district obligations in the fund, and

WHEREAS, funds can be temporarily transferred from one or more funds to another fund of the district to be used for the payment of district obligations, and

WHEREAS, repayment of the temporary loan will be made from income received, and

THEREFORE, BE IT RESOLVED that the Board of Education of the Mesa Union School District authorizes the temporary transfer of cash from one district fund to another in order to meet the financial obligations of the District as the need may arise during the 2017-18 fiscal year.

PASSED AND ADOPTED this 16th day of May, 2017 by the Governing Board of the Mesa Union School District of Ventura County, California, by the following vote:

AYES: **NOES:** **ABSENT:**

_____Authorized Agent

APPROPRIATION TRANSFERS
FISCAL YEAR 2017-18
RESOLUTION NO. 16-17-12

WHEREAS, the Mesa Union School District may have a need during the fiscal year to make appropriation transfers to permit the payment of obligations of the district, and

WHEREAS, the District may authorize a district employee to make such transfers between unappropriated fund balances and any expenditure classifications to balance any expenditure classification,

THEREFORE, BE IT RESOLVED that the Mesa Union School District authorizes the appropriation transfers necessary to permit payment of obligations of the District incurred during the 2017-18 fiscal year. These transfers are to be presented for ratification at the next board meeting.

ADOPTED this 16th day of May, 2017.

AYES: **NOES:** **ABSENT:**

THIS IS TO CERTIFY that the above resolution was adopted by the Board of Trustees at a regular meeting of the Board.

_____

Authorized Agent

MESA UNION SCHOOL DISTRICT
RESOLUTION #16-17-13
AUTHORITY FOR THE MESA UNION SCHOOL DISTRICT TO IMPROVE COMPENSATION AND BENEFITS FOR CERTAIN CATEGORIES OF EMPLOYEES AFTER JULY 1, 2017

The recommendation is that the Board of Education reserves the right to grant to those employees who are members of the confidential, supervisory, or management groups, and as such are not covered by labor contracts, the right to compensation improvements. This Resolution would remove any doubt that the Board of Education has the right to improve compensation to non-represented employees on or after July 1, 2017, and to set the amounts and effective date of any such improvements.

WHEREAS, employees who are in confidential, supervisory, or management positions, whether certificated or classified, and as such, not members of collective bargaining units, and their compensation is not negotiated in labor contracts; and,

WHEREAS, the Board of Education believes that compensation consideration should be given to employees in confidential, supervisory, or management positions,

THEREFORE BE IT RESOLVED that the Board of Education of Mesa Union School District School District reserves the right to consider and to improve compensation of confidential, supervisory or management employees in Fiscal Year 2017-18 and to make any such compensation improvements effective July 1, 2017, or at any date thereafter during Fiscal Year 2017-18.

This is to certify that the above Resolution was adopted by the Board of Education at a regular meeting of the Board held on May 16th, 2017.

Attest: _____

_____

RESPONSIBILITY AGREEMENT BETWEEN
VENTURA COUNTY OFFICE OF EDUCATION AND DISTRICT

This serves as Addendum B to the Memorandum of Understanding between the **Mesa Union School District** and the **Ventura County Office of Education (VCOE).** This responsibility agreement stipulates that both parties partner together to provide the highest quality pathway for employees of the District to obtain appropriate licensure according to the VCOE Induction program approved and accredited by the California Commission on Teacher Credentialing (CTC).

1. **Ventura County Office of Education Induction Program agrees to:**
   a. Provide a total of five professional development training sessions to New Mentors, as well as Goal Setting Collaborations and one Colloquium with participating candidates. New Mentor trainings will be held at VCOE; Goal Setting Collaborations and Colloquium will be held in District cohorts. *(See item 2b.)*
   b. Provide a total of four professional development training sessions to Returning Mentors, as well as Goal Setting Collaborations and one Colloquium with participating candidates. Returning Mentor trainings will be held in District cohorts. *(See item 2b.)*
   c. Provide a total of four professional development training sessions to Advanced Mentors, as well as Goal Setting Collaborations and one Colloquium with participating candidates. Advanced Mentor trainings will be held at VCOE.
   d. Provide one conference to Year 1 candidates and one conference to Year 2 candidates.
   e. Provide monthly meetings/trainings for District cohort coordinators and instructors.
   f. Develop professional development training materials for District cohort instructors.
   g. Provide reimbursement for meals at District cohort professional development Mentor trainings. Not to exceed $6 per Mentor and/or Candidate for each professional development training. *Original receipts for meal reimbursements are required.*
   h. Maintain accreditation with Commission on Teacher Credentialing.
   i. Provide a system for data collection, analysis and required state accreditation reporting.
   j. Support, monitor and provide feedback to the candidate to ensure completion of all program requirements, i.e., Individualized Learning Plan (ILP) and program course work. Facilitate the reassignment of mentor if the pairing of candidate and mentor is not effective.
   k. Provide advisement, registration and credential recommends upon completion of program.

2. **Mesa Union School District agrees to:**
   a. Identify and provide a district administrator and coordinator to work collaboratively with the Ventura County Office of Education.
   b. Identify and provide a district instructor to attend monthly meetings/trainings in order to deliver trainings in District cohorts. *Each cohort must have a minimum of 15 Mentors to run a District Cohort. If this minimum is not met all Mentor training sessions will be held at VCOE.*
   c. Monitor District Mentors to assure that each Candidate receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the Mentor. Coordinate the reassignment of mentor if the pairing of candidate and mentor is not effective.
   d. Provide administrative input to each Candidate and assigned mentor to determine individual areas of need in conjunction with district/site goals.
   e. Provide facilities and meals for District professional development Mentor and/or Candidate trainings. *(See item 1f.)*
   f. Adhere to "Schedule of Fees" for fiscal year 2017-2018.

Please see reverse for signatures.

2017–2018
Ventura County Teacher Support Services
Fee Schedule

Program	Registration/ Recommendation Fee per Year	Program Fee Year One Candidate (Semesters 1 & 2)	Program Fee Year Two Candidate (Semesters 3 & 4)
General Education Induction			
Clear *Mentor stipend paid by the site/district*	$175	$3500	$3500
Clear with Early Completion Option (includes additional application requirements, advisement, observation, and evaluation) *Mentor stipend paid by the site/district*	$175 Registration and $250 Application	$4000	N/A
Education Specialist Induction			
Clear Only *Mentor stipend paid by the site/district*	$175	$3500	$3500
Clear and LAD Credential Option *(subject to enrollment numbers)* *Mentor stipend paid by the site/district*	$175	$3500	$5300
Administrative Services Credential		**Program Fee: 12 Months**	
Clear *(Year 1 Candidate)* *Coach stipend paid by the site/district*	$175	$3000	
Clear *(Year 2 Candidate)* *Coach stipend paid by the site/district*	$0	$2500	
Added Authorization and Other Credential Programs (Veteran Teachers)		**Program Fee: 2 Semesters**	
OIAA *(subject to enrollment numbers)* (for Veteran Teachers and requires equivalencies from Mild/Moderate or Moderate/Severe Credential)	$175	$5300	
LAD *(subject to enrollment numbers)* (for Veteran Teachers and requires equivalencies from Mild/Moderate or Moderate/Severe Credential)	$175	$5300	
Designated Subjects Credential	**Recommendation/ Registration Fee**	**Program Fee: 12 Months**	
Adult Education *Mentor and Field-Based Supervisor stipends paid by the site/district*	$125/$150	$2750	
Career Technical Education (includes initial and advanced preparation) *Mentor and Field-Based Supervisor stipends paid by the site/district*	$125/$150	$2750	
Career Technical Education (for Veteran Teachers and requires equivalencies from Multiple or Single Subject Credential)	$125/$150	$800	

1. Nothing in this document prevents VCOE from charging candidate additional fees as per the Teacher Support Services Handbook.
2. Program fees are subject to change annually, per MOU.
3. This document is "VCOE Teacher Support Services Fee Schedule within County/Public including Charters and Las Virgenes," as referred to in MOU "Schedule of Fees."

REV 03/27/17

SCHOOL DISTRICT
CERTIFICATION OF SIGNATURES

I, Jeffery Turner, Secretary to the Board of Education of the Mesa Union School District of Ventura County, California certify that the signatures shown below are the verified signatures of the members of the Governing Board of the above-named school district (Part 1). Verified signatures of the person or persons authorized to sign orders drawn on the funds of the school district, Notices of Employment, Contracts, etc., appear in Part 2. These certifications are made in accordance with the provisions of Education Code Sections indicated.* If those authorized to sign orders shown in Part 2 are unable to do so, the law requires the signatures of the majority of the Governing Board.

These approved signatures will be considered valid for the period of July 1, 2017 to December 15, 2017.

Date of Board Action: May 16, 2017

Signature: _____
Secretary of the Board

PART I

Signatures of Members of the Board

Signature: _____
Print/Type: Bryan Stotko
President of the Board of Education

Signature: _____
Print/Type: Carolyn Rodriguez
Member of the Board of Education

Signature: _____
Print/Type: Mary Crull
Vice President of the Board of Education

Signature: _____
Print/Type: _____
Member of the Board of Education

Signature: _____
Print/Type: Steven Sullivan
Clerk of the Board of Education

Signature: _____
Print/Type: _____
Member of the Board of Education

Signature: _____
Print/Type: Tonya Brunett
Member of the Board of Education

*K-12 Districts
42632
42633

PART 2

Signatures of Personnel and/or Members of the Governing Board authorized to Sign Checks, Orders for Salary Payment, Notices of Employment, Contracts, etc. Please list after each name all items that a person is authorized to sign.

Signature: _____
Print/Type: Jeffery Turner
Title: Superintendent
Authorized to Sign: A-G, 1-5

Signature: _____
Print/Type: Stephen Bluestein
Title: Principal
Authorized to Sign: A-G, 1-5

Signature: _____
Print/Type: Erica Magdaleno
Title: Executive Assistant
Authorized to Sign: A-G, 1-5

Signature: _____
Print/Type: Irene Ramirez
Title: School Secretary
Authorized to Sign: E, 5

Signature: _____
Print/Type: Tami Peterson
Title: Chief Business Official
Authorized to Sign: _____

Please attach an extra sheet for additional signatures if needed. If the Board has given special instructions for the signing of checks or orders, please attach a copy of the resolution.

PART 2 Continued

Signatures of Personnel and/or Members of the Governing Board authorized to Sign Checks, Orders for Salary Payment, Notices of Employment, Contracts, etc. Please list after each name all items that a person is authorized to sign.

Signature: _____
Print/Type: Benny Martinez
Title: Director of School Business Services
Authorized to Sign: A-G, 1-5

Signature: _____
Print/Type: Renee Schaniel
Title: Senior Accountant
Authorized to Sign: A-G, 1-5

Signature: _____
Print/Type: Maria Eva Lopez
Title: Senior Accountant
Authorized to Sign: A-G, 1-5

Signature: _____
Print/Type: _____
Title: _____
Authorized to Sign: _____

Please attach an extra sheet for additional signatures if needed. If the Board has given special instructions for the signing of checks or orders, please attach a copy of the resolution.

The following documents must be filed with School Business and Advisory Services:

A. Authorization to sign reports, budgets, and all documents requiring signature of Secretary or Clerk.

B. Authorization to approve payroll orders.

C. Authorization to approve commercial check orders.

D. Authorization to sign collection reports to the county.

E. Authorization to sign board approved budget transfers.

F. Authorization to sign Interfund and Intrafund Transfers.

G. Authorization to sign Contracts after Board Approval.

Examples of documents requiring district authority (not required to be filed with School Business and Advisory Services):

1. Authorization to sign Employment Contracts.

2. Appointment of authorized agents, for federal and state applications.

3. Appointment of representatives to acquire surplus property.

4. Authorization to sign cafeteria reports.

5. Authorization to sign checks on district bank accounts, i.e., cafeteria; clearing account.

Districts must notify School Business and Advisory Services in writing and submit Board Approved signature authorization amendments as staff and/or organizational changes occur mid-year.

Field Trip Request Form

DISTRICT/CHARTER Mesa Union

Trip Date 6/16/17 Destination Las Posas Country Club

Type of Activity: ☐ Learning Activity ☐ Athletic Activity ■ Other (please describe) graduation activity/swimming

Academic Focus/Purpose of Trip graduation activity

Lunch Request ____ Sack ____ Cafeteria X Other

Transportation: ☐ Walking ■ Vehicle: Bus ____ Contract Bus ____ Van *____ Private Car *____

Number of Students 62 Chaperones 10+ Drivers 1

Departure time from School 9:00 a.m. Departure time from Destination 11:45 a.m.

Bus to remain with group? ☐ Yes ■ No Driver's Proof of Liability on File ____

List any other planned stops none

Teacher(s) Dwork/Nguyen Grade(s) 8

Cost ____ Funding Source ____ Bill to ____ Account # ____ (Program or Resource #)

Approved ☐ Yes ☐ No **Board Action** ☐ **Yes** ☐ **No** **Date of Board Action** ____

Applicant's Signature

Principal's or Superintendent's Signature

Driver's Use Only

Vehicle Number ____ Check in Time ____

Ending Odometer ____ Departure time from school ____

Beginning Odometer ____ Return time to school ____

Odometer difference ____ Check out time ____

Driver's Signature ____

Use for Split Trips Only

Vehicle Number ____

Ending Odometer ____ Departure time from school ____

Beginning Odometer ____ Return time to school ____

Odometer difference ____ Check out time ____

Driver's Signature ____

District's Routing Instructions

_____ Teacher(s) mark your calendars to avoid conflicts
_____ School Office Staff
_____ Kitchen Staff
_____ Other (List) ____

BSA Office Use Only

____ Miles x ____ Rate = ____ TOTAL

* Driver of his/her personal vehicle must submit an Employee/Volunteer Personal Vehicle Use form to the district office prior to trip.

White – Transportation Department *Yellow – BSA Office* *Pink – District Approved Copy* *Gold – Originator's Copy*

CSBA Sample

Board Policy

Local Control And Accountability Plan

BP 0460

Philosophy, Goals, Objectives and Comprehensive Plans

Note: The following policy is optional. Education Code 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a local control and accountability plan (LCAP). Pursuant to Education Code 52060, the LCAP must include goals and actions aligned with eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based instructional materials, and facilities are maintained in good repair; (2) implementation of and student access to state academic content and performance standards; (3) parent/guardian involvement; (4) student achievement; (5) student engagement; (6) school climate; (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of the local control funding formula); and (8) student outcomes in the specified course of study. Education Code 52060 provides that, in addition to addressing the state priorities in the LCAP, the district may establish and address local priorities. Examples include priorities for student wellness and other conditions of children, professional development, community involvement, and effective governance and leadership. See the accompanying administrative regulation for further information about the required content of the LCAP.

Note: The LCAP is a key component of the state accountability system. Pursuant to Education Code 52064.5, the State Board of Education (SBE) has adopted evaluation rubrics (called the "California School Dashboard") which will assist districts in evaluating their progress toward the goals in their LCAP. Under the flexibility provided by the federal Every Student Succeeds Act (ESSA) (P.L. 114-95), California has begun to streamline local, state, and federal requirements into a single, coherent system for planning, accountability, and school improvement and support.

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions and to facilitate continuous improvement of district practices.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)

***Note: A template for the LCAP and related requirements are contained in 5 CCR 15494-15497.5. According to California Department of Education (CDE) correspondence dated January 18, 2017, for the 2017-18 school year, districts scheduled for Federal Program Monitoring and/or applying for Title III funds must also complete an LCAP Addendum that was

developed by the CDE to ensure alignment of local, state, and federal planning efforts. Districts may use an electronic template, accessible on the CDE's web site, to create their LCAP.***

The Board shall adopt a districtwide local control and accountability plan (LCAP), following the template provided in 5 CCR 15497.5, that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and subsequent two fiscal years. (Education Code 52060; 5 CCR 15497.5)

(cf. 3100 - Budget)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" and other underperforming students.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth and are counted only once for purposes of the local control funding formula. (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Language Learners)

Note: Education Code 52062 requires the district to ensure that the specific actions included in the LCAP are consistent with strategies in the single plan for student achievement (SPSA) submitted by each school pursuant to Education Code 64001; see BP/AR 0420 - School Plans/Site Councils for SPSA requirements. In addition, the LCAP template in 5 CCR 15497.5 allows for the LCAP to be supplemented with information contained in other plans, including the Title I local educational agency plan required by 20 USC 6312 (see BP/AR 6171 - Title I Programs).

The Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0400 - Comprehensive Plans)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

Note: Education Code 52060 requires consultation on plan development with all of the groups listed below. The Board may delegate responsibility for arranging meetings and other input opportunities to the Superintendent or designee.

Note: 5 CCR 15495 defines what it means to consult with students, including unduplicated students and other numerically significant student subgroups, and gives examples of methods that may be used for this consultation. Pursuant to Education Code 52052, a numerically significant subgroup includes ethnic subgroups, students with disabilities, socioeconomically disadvantaged students, English learners, foster youth, and homeless students, when there are at least 30 students in the subgroup (or 15 foster youth or homeless students) in the school or district. For schools or districts with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction (SPI) with approval of the SBE.

Note: State regulations do not provide examples of consultation with groups other than students, but consultations might include the establishment of an advisory committee consisting of representatives of all the specified groups, solicitation of feedback from the groups after a draft plan is available, discussion of the LCAP at staff meetings, and communication with parent organizations, student councils, school site councils, or other established committees or organizations.

Note: The district may expand the following paragraph to reflect district practice.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees)
(cf. 4140/4240/4340 - Bargaining Units)
(cf. 6020 - Parent Involvement)

Public Review and Input

Note: Pursuant to Education Code 52063 and 5 CCR 15495, the Board is required to establish a parent advisory committee that is composed of a majority of parents/guardians and includes at least one parent/guardian of an unduplicated student. In addition, if district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board is required to establish an English learner parent advisory committee which, pursuant to 5 CCR 15495 as amended, must include a majority of parents/guardians of English learners. The district may use existing parent advisory committees for these purposes if the committee composition complies with Education Code 52063 and 5 CCR 15945. However, the district should consider whether such opportunities need to be expanded to achieve significant levels of stakeholder involvement in the planning process as intended by the law.

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include at least one parent/guardian of an unduplicated student as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

Note: Education Code 52062 requires notification to the public of the opportunity to submit written comments on the proposed LCAP, including notification in the primary language of parents/guardians when required by Education Code 48985. Pursuant to Education Code 48985, whenever 15 percent or more of the students in a school speak a single primary language other than English, notifications sent to parents/guardians of such students must be written in the primary language as well as in English; see BP 5145.6 - Parental Notifications.

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

***Note: Pursuant to Education Code 305, as amended by Proposition 58 (November 2016) and effective July 1, 2017, the LCAP parent and community engagement process must include

solicitation of input as described in the following paragraph. Also see BP/AR 6174 - Education for English Language Learners for further information regarding the types of language acquisition programs that may be offered to students.***

As part of the parent and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

Note: Pursuant to Education Code 42127, the Board cannot adopt a district budget until the LCAP is in place for the budget year; see BP 3100 - Budget. The budget must include the expenditures necessary to implement the plan that will be effective during the subsequent fiscal year. If it does not, the County Superintendent of Schools will disapprove the district's budget.

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing.

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Note: Education Code 52070 requires the district to submit the LCAP to the County Superintendent. The County Superintendent may seek written clarification of the contents of the plan and may submit recommendations for amendments as provided below. He/she is required to approve the LCAP on or before October 8 if he/she determines that (1) the LCAP adheres to the template in 5 CCR 15497.5; (2) the district budget includes expenditures sufficient to implement the specific actions in the LCAP; and (3) the LCAP adheres to supplemental and concentration grant expenditure requirements specified in Education Code 42238.07 for unduplicated students. In determining whether the district has fully demonstrated that it will use supplemental and concentration funds to increase or improve services for unduplicated students, 5 CCR 15497 requires the County Superintendent to review any descriptions of districtwide or schoolwide services provided.

Not later than five days after adoption of the LCAP, the Board shall file the LCAP with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

Monitoring Progress

Note: The following optional paragraph may be revised to reflect the district's timeline for reviewing evaluations of the progress and effectiveness of strategies included in the LCAP. Such reports should be provided to the Board in sufficient time to allow for any necessary changes in the annual update to the LCAP by July 1 of each year, as required by Education Code 52060-52061. The California School Dashboard provides a tool to assist in evaluation of district and school performance and includes all of the state priorities for the LCAP described in Education Code 52060.

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance based on evaluation rubrics adopted by the State Board of Education pursuant to Education Code 52064.5. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

Technical Assistance/Intervention

Note: Pursuant to Education Code 52071, the Board may, at its discretion and at the district's expense, request technical assistance as described in items #1-3 below. In addition, the County Superintendent is required to provide such technical assistance whenever he/she does not approve the district's LCAP and/or the district fails to improve student achievement across more than one state priority described in Education Code 52060, as determined using the SBE evaluation rubric.

When it is in the best interest of the district, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in the identification of district strengths and weaknesses in regard to state priorities and review of effective, evidence-based programs that apply to the district's goals

2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student

subgroups

3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

Note: Education Code 52072 provides that the SPI, with approval of the SBE, may intervene when a district meets both of the following criteria: (1) the district did not improve the outcomes for three or more student subgroups identified pursuant to Education Code 52052, or all of the student subgroups if the district has fewer than three subgroups, in regard to more than one state or local priority in three out of four consecutive school years; and (2) the California Collaborative for Educational Excellence (CCEE) has provided advice and assistance to the district and submits a finding that the district failed or is unable to implement the CCEE's recommendations or that the district's inadequate performance is so persistent or acute as to require intervention. For any district identified as needing intervention, the SPI or an academic trustee appointed by the SPI may, with approval of the SBE, take one or more of the actions listed in items #1-3 below.

If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention pursuant to Education Code 52072, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the district's LCAP

2. Revision of the district's budget in accordance with changes in the LCAP

3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Legal Reference:
EDUCATION CODE
305-306 English language education
17002 State School Building Lease-Purchase Law, including definition of good repair
33430-33436 Learning Communities for School Success Program; grants for LCAP implementation
41020 Audits
42127 Public hearing on budget adoption
42238.01-42238.07 Local control funding formula
44258.9 County superintendent review of teacher assignment

48985 Parental notices in languages other than English
51210 Course of study for grades 1-6
51220 Course of study for grades 7-12
52052 Academic Performance Index; numerically significant student subgroups
52060-52077 Local control and accountability plan
52302 Regional occupational centers and programs
52372.5 Linked learning pilot program
54692 Partnership academies
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission
60811.3 Assessment of language development
64001 Single plan for student achievement
99300-99301 Early Assessment Program
CODE OF REGULATIONS, TITLE 5
15494-15497.5 Local control and accountability plan and spending requirements
UNITED STATES CODE, TITLE 20
6312 Local educational agency plan
6826 Title III funds, local plans

Management Resources:
CSBA PUBLICATIONS
Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
Every Student Succeeds Act - Update #6, January 18, 2017
LCFF Frequently Asked Questions
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

(10/13 4/15) 3/17

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 students' participation in the district's educational program are made available to them at no cost.

No student shall be required to pay a fee, deposit, or other charge for his/her 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 district students' families and their ability to pay.

(cf. 3250 - Transportation Fees)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(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 California Department of Education's (CDE) Fiscal Management Advisory 15-01, Pupil Fees:

Parent Service Hours, the prohibition against student fees does bar a district from requiring volunteer hours or payment in lieu of performing volunteer hours as a condition of admission, enrollment, continued enrollment, sibling preference, attendance, participation in educational activities, or receipt of credit or privileges related to educational activities.***

The prohibition against student fees shall not restrict the district from soliciting for donations, participating in fundraising activities, or providing prizes or other recognition for participants in such activities and events. The Superintendent or designee shall emphasize that participation of students, parents/guardians, district employees, volunteers, or educational or civic organizations in such activities and events is voluntary. The district shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. It also shall not remove or threaten to remove from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 3290 - Gifts, Grants and Bequests)

Note: The following paragraph is optional and may be revised to reflect district practice.

The Superintendent or designee may provide information or professional development opportunities to administrators, teachers, and other personnel regarding permissible fees.

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

Complaints

Note: Pursuant to Education Code 49013, a district is mandated to adopt policy and procedures which allow complaints to be filed using the uniform complaint procedures when the district is alleged to have violated the prohibition against requiring unauthorized student fees. See BP/AR 1312.3 - Uniform Complaint Procedures for language implementing this mandate.

A complaint alleging district noncompliance with the prohibition against requiring student fees, deposits, or other charges shall be filed in accordance with the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 49013)

(cf. 1312.3 - Uniform Complaint Procedures)

Note: Education Code 49013 requires districts found in violation of the prohibition against student fees to design a remedy which may include reasonable efforts to fully identify and reimburse all affected individuals as specified in 5 CCR 4600. See AR 1312.3 - Uniform 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)

Legal Reference:
EDUCATION CODE
8239 Preschool and wraparound child care services
8250 Child care and development services for children with disabilities
8263 Child care eligibility
8422 21st Century High School After School Safety and Enrichment for Teens programs
8482.6 After School Education and Safety programs
8760-8774 Outdoor science and conservation programs
17453.1 District sale or lease of Internet appliances or personal computers to students or parents
17551 Property fabricated by students
19910-19911 Offenses against libraries
32033 Eye protective devices
32221 Insurance for athletic team member
32390 Fingerprinting program
35330-35332 Excursions and field trips
35335 School camp programs
38080-38086.1 Cafeteria establishment and use
38120 Use of school band equipment on excursions to foreign countries
39801.5 Transportation for adults
39807.5 Payment of transportation costs
39837 Transportation of students to places of summer employment
48050 Residents of adjoining states
48052 Tuition for foreign residents
48904 Liability of parent or guardian
49010-49013 Student fees
49065 Charge for copies
49066 Grades, effect of physical education class apparel
49091.14 Prospectus of school curriculum
51810-51815 Community service classes
52612 Tuition for adult classes

52613 Nonimmigrant foreign nationals
56504 School records; students with disabilities
60410 Students in classes for adults
GOVERNMENT CODE
6253 Request for copy; fee
CALIFORNIA CONSTITUTION
Article 9, Section 5 Common school system
CODE OF REGULATIONS, TITLE 5
350 Fees not permitted
4600-4687 Uniform complaint procedures
UNITED STATES CODE, TITLE 8
1184 Foreign students
COURT DECISIONS
Driving School Assn of CA v. San Mateo Union HSD (1993) 11 Cal. App. 4th 1513
Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251
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: Damage to School Property, Fiscal Management Advisory 16-01, September 16, 2016
Pupil Fees: Parent Service Hours, Fiscal Management Advisory 15-01, January 20, 2015
Pupil Fees, Deposits, and Other Charges: Cap and Gown for High School Graduation Ceremony, Addendum to Fiscal Management Advisory 12-02, October 4, 2013
Fees, Deposits and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

(11/12 4/14) 3/17

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 12-02, 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 may 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 12-02, the 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. However, Education Code 35330 prohibits the use of district funds or district transportation allowances for an out-of-state field trip, and thus the district must charge participating students a fee for such trips and/or use non-district funds such as donations from a parent-teacher or community organization, education foundation, or school fundraiser specifically designated for this purpose.

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 associated with the program (Education Code 32390)

(cf. 5142.1 - Identification and Reporting of Missing Children)

5. School camp programs in outdoor science education, conservation education, or forestry operated pursuant to Education Code 8760-8774, provided that the fee is not mandatory and no student is denied the opportunity to participate for nonpayment of the fee (Education Code 35335)

(cf. 6142.5 - Environmental Education)

Note: Education Code 17551 permits the district to sell to a student any nonperishable property of the district which has been fabricated by the student, as provided in item #6 below. CDE Fiscal Management Advisory 12-02 clarifies that this cost applies to materials the student will take home for his/her own possession and use, such as wood shop, art, or sewing projects.

6. Reimbursement for the direct cost of materials provided by the district to a student for the fabrication of nonperishable personal property the student will take home for his/her own possession and use, such as wood shop, art, or sewing projects kept by the student (Education Code 17551)

7. Home-to-school transportation and transportation between regular, full-time day schools and regional occupational centers, programs, or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and exemptions are made for indigent and disabled students (Education Code 39807.5)

(cf. 3250 - Transportation Fees)

8. Transportation for students to and from their places of employment in connection with any summer employment program for youth (Education Code 39837)

9. Deposit for school band instruments, music, uniforms, and other regalia which school band members take on excursions to foreign countries (Education Code 38120)

10. Sale or lease of personal computers or of Internet appliances that allow a person to connect to or access the district's educational network, provided that the items are sold or leased to parents/guardians at no more than cost and the district provides network access for families who cannot afford it (Education Code 17453.1)

(cf. 0440 - District Technology Plan)

(cf. 6163.4 - Student Use of Technology)

11. An adult education or secondary school community service class in civic, vocational, 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. As allowed in law, replacement cost or reimbursement for lost or willfully damaged district books, supplies, or property, or for district property loaned to a student that he/she 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. 5111.2 - Nonresident Foreign Students)

18. Adult education books, materials, transportation, and classes, except that no fee may be charged for classes in elementary subjects, classes for which high school credit is granted when taken by a person who does not hold a high school diploma, or classes in English and citizenship (Education Code 39801.5, 52612, 60410)

(cf. 6200 - Adult Education)

19. Preschool and child care and development services, in accordance with the fee schedule established by the Superintendent of Public Instruction, unless the family qualifies for subsidized services or the program is for severely disabled children and the student is eligible to enroll in it (Education Code 8239, 8250, 8263)

(cf. 5148 - Child Care and Development)
(cf. 5148.3 - Preschool/Early Childhood Education)

Note: Pursuant to Education Code 8422 and 8482.6, as amended by AB 2615 (Ch. 470, Statutes of 2016), districts are permitted to charge family fees for participation in After School Education and Safety (ASES) programs, 21st Century Community Learning Centers (21st CCLC), and 21st Century High School After School Safety and Enrichment for Teens programs, as long as fees are waived or reduced for families with students who are eligible for free or reduced-price meals. In regard to ASES and 21st CCLC, commencing July 1, 2017, no fees may be charged if the district knows the student is a homeless youth or in foster care.

20. Participation in a before-school or after-school program that is funded as an After School Education and Safety (ASES) program, 21st Century Community Learning Center (21st CCLC), or 21st Century High School After School Safety and Enrichment for Teens program, provided that fees are waived or reduced for families with students who are eligible for free or reduced-price meals and, in regard to ASES and 21st CCLC programs, fees are not charged if the district knows the student is a homeless or foster youth (Education Code 8422, 8482.6)

(cf. 5148.2 - Before/After School Programs)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)

Note: In Fiscal Management Advisory 12-02, the CDE lists Advanced Placement and International Baccalaureate examination fees as permissible. Some districts choose to reduce the cost of the fees for low-income students through the use of district funds or other funding sources; see BP 6141.4 - International Baccalaureate Program and BP 6141.5 - Advanced Placement.

21. Advanced Placement and International Baccalaureate Diploma examinations for college credits, as long as the examination is not a course requirement and the results have no impact on student grades or credits in the course

(cf. 6141.4 - International Baccalaureate Program)
(cf. 6141.5 - Advanced Placement)

Note: In its Addendum to Fiscal Management Advisory 12-02 issued in October 2013, the CDE clarifies that a district that requires its students to wear a cap and gown as a condition for their participation in the high school graduation ceremony may not require such students to purchase the cap and gown. CDE recommends that such districts provide the graduates with a cap and gown for their use at the graduation ceremony and inform them that those interested may purchase a cap and gown from a vendor.

(11/12 4/14) 3/17

CSBA Sample
Administrative Regulation
Staff Teaching English Learners

AR 4112.22
Personnel

Note: To be assigned to provide English language development (ELD), specially designed academic instruction in English (SDAIE), and/or primary language instruction, as defined below, a teacher must hold an appropriate authorization from the Commission on Teacher Credentialing (CTC).

Note: Education Code 44258.9 requires the County Superintendent of Schools to monitor district teacher assignments and vacancies and to investigate district efforts to ensure that a teacher in an assignment requiring authorization to teach English learners completes the necessary requirements. See BP 4113 - Assignment.

Definitions

Note: Proposition 58 (November 2016) amended Education Code 306 to revise the definition of "English learner" to conform with federal law, as follows.

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Instruction for English language development (ELD) means instruction designed specifically for English learners to develop their listening, speaking, reading, and writing skills in English. (Education Code 44253.2)

Specially designed academic instruction in English (SDAIE) means instruction in a subject area, delivered in English, that is specially designed to meet the needs of English learners. (Education Code 44253.2)

Primary language instruction includes both primary language development designed to develop

English learners' listening, speaking, reading, and writing skills in their primary language and content instruction delivered in the primary language in any subject area. (Education Code 44253.2)

(cf. 6174 - Education for English Learners)

Teacher Qualifications

Note: Education Code 44253.1-44253.11, related Title 5 regulations, and CTC leaflet CL-622, Serving English Learners, describe requirements pertaining to the qualifications of teachers of English learners.

Note: It is the authorization listed on a document issued by the CTC, not the title of the document, which determines if and how an individual is authorized to serve English learners. Teacher preparation programs for multiple subject, single subject, and education specialist candidates include embedded coursework that allows them to earn an English learner authorization (authorizing ELD and SDAIE instruction) or a bilingual authorization (authorizing ELD, SDAIE, and primary language instruction) directly on their teaching credential. A teacher also may qualify to provide ELD and SDAIE instruction by completing coursework and/or passing CTC-approved examinations leading to a Crosscultural, Language and Academic Development (CLAD) certificate. The CTC is no longer issuing new Bilingual, Crosscultural, Language and Academic Development (BCLAD) certificates, but current holders of valid BCLAD certificates may continue to provide ELD, SDAIE, and primary language instruction.

Note: Pursuant to Education Code 44253.11, a teacher with an appropriate prerequisite credential may enroll in a CTC-approved staff development program and, upon successful completion, may apply to the CTC for a Certificate of Completion of Staff Development authorizing the teacher to provide instruction in SDAIE.

Note: 5 CCR 80021 and 80021.1 provide that all Short-Term Staff Permits and Provisional Internship Permits will be issued with an English learner authorization, unless the district requests the bilingual authorization and the applicant verifies target-language proficiency. The CTC also may issue emergency CLAD and bilingual authorization permits pursuant to 5 CCR 80024.7-80024.8. See AR 4112.2 - Certification.

Note: The CTC's "Frequently Asked Questions Concerning Appropriate Assignment and Authorizations to Serve English Learners in California" clarifies that any teacher with one or more K-12 English learner students in his/her class is required to have a CTC authorization to provide ELD, SDAIE, and/or primary language instruction, as appropriate. State law does not specify any exemption based on the number of English learners in a class, the type of class (e.g., elective), or type of setting (e.g., special education or career technical education). According to the FAQs, districts have discretion to establish an employment requirement that all teachers, even those who currently have no English learners, possess an authorization to teach English learners. Districts that choose to do so should modify the following paragraph accordingly.

Only a teacher who possesses an appropriate authorization issued by the Commission on Teacher Credentialing (CTC) shall provide ELD, SDAIE, and/or primary language instruction in a class with one or more English learners.

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4112.2 - Certification)
(cf. 4112.21 - Interns)
(cf. 4113 - Assignment)
(cf. 4131 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)

The district may, for the purpose of providing primary language instruction, hire bilingual teachers who are employed in public or private schools of a foreign country, state, territory, or possession, provided such teachers speak English fluently and hold the necessary sojourn credential issued by the CTC. After the initial two-year sojourn credential expires, the teacher may annually apply to the CTC for an extension for a total period of not more than five years. Any application for renewal shall include verification by the Superintendent or designee that termination of the employment would adversely affect an existing bilingual program and that attempts to secure the employment of a qualified certificated California teacher have been unsuccessful. (Education Code 44856)

Legal Reference:
EDUCATION CODE
306 Definition, English learner
44253.1-44253.11 Qualifications of teachers of English learners
44258.9 County superintendent review of teacher assignments
44259.5 Standards for teachers of all students, including English language learners
44380-44386 Alternative certification
44856 Employment of teachers from foreign countries
52160-52178 Bilingual-Bicultural Act of 1976
62001-62005. 5 Evaluation and sunsetting of programs
CODE OF REGULATIONS, TITLE 5
80015 Requirements for the CLAD certification or English learner authorization
80015.1-80015.4 Requirements for CLAD, English learner authorization or bilingual authorization
80021 Short-Term Staff Permit
80021.1 Provisional Internship Program
80024.7-80024.8 Emergency CLAD and bilingual permits
UNITED STATES CODE, TITLE 20
6601-6651 Training and recruiting high-quality teachers
6801-7014 Language instruction for English learners and immigrant students
7801 Definition of English learner
COURT DECISIONS
Teresa P. et al v. Berkeley Unified School District et al (1989) 724 F.Supp. 698

Management Resources:
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
Administrator's Assignment Manual
Frequently Asked Questions Concerning Appropriate Assignment and Authorizations to Serve English Learners in California
CL-622 Serving English Learners
CL-626B Bilingual Authorizations
CL-626C Crosscultural, Language and Academic Development (CLAD) Certificate
CL-568 The Sojourn Certificated Employee Credential
CL-824 Certificate of Completion of Staff Development
WEB SITES
CSBA: http://www.csba.org
California Association for Bilingual Education: http://www.gocabe.org
California Department of Education, English Learners: http://www.cde.ca.gov/sp/el
California Teachers of English to Speakers of Other Languages: http://www.catesol.org
Commission on Teacher Credentialing: http://www.ctc.ca.gov
U.S. Department of Education: http://www.ed.gov

(3/07 7/11) 3/17

CSBA Sample

Exhibit

Employee Notifications

E 4112.9 4212.9, 4312.9
Personnel

Note: The following exhibit lists notices which the law requires be provided to employees. See the referenced Board policy, administrative regulation, or Board bylaw for further information about related program and notice requirements.

I. To All Employees

When/Whom to Notify: At the beginning of school year or upon employment
Education or Other Legal Code: Education Code 231.5, Government Code 12950, 2 CCR 11024
Board Policy/Administrative Regulation #: See AR 4119.11/4219.11/4319.11
Subject: The district's policy on sexual harassment, legal remedies, complaints

When/Whom to Notify: Annually to all employees and 72 hours before pesticide application
Education or Other Legal Code: Education Code 17612
Board Policy/Administrative Regulation #: See AR 3514.2
Subject: Use of pesticide product, active ingredients, Internet address to access information

When/Whom to Notify: To all employees, prior to implementing year-round schedule
Education or Other Legal Code: Education Code 37616
Board Policy/Administrative Regulation #: See BP 6117
Subject: Public hearing on year-round implementing year-round program schedule

When/Whom to Notify: To all employees, prior to implementing alternative schedule
Education or Other Legal Code: Education Code 46162
Board Policy/Administrative Regulation #: See AR 6112
Subject: Public hearing on alternative schedule

When/Whom to Notify: To all employees
Education or Other Legal Code: Education Code 49013; 5 CCR 4622
Board Policy/Administrative Regulation #: See AR 1312.3; See BP 0460; See BP 3260
Subject: Uniform complaint procedures, appeals, civil law remedies, coordinator, complaints about student fees and local control accountability plan

When/Whom to Notify: To all employees
Education or Other Legal Code: Education Code 49414
Board Policy/Administrative Regulation #: See AR 5141.21
Subject: Request for volunteers to be trained to administer epinephrine auto-injectors

When/Whom to Notify: At least once per year
Education or Other Legal Code: Education Code 49414.3
Board Policy/Administrative Regulation #: See AR 5141.21
Subject: Request for volunteers to be trained to administer opioid antagonist

When/Whom to Notify: To all employees
Education or Other Legal Code: Government Code 1126
Board Policy/Administrative Regulation #: See BP 4136/4236/4336
Subject: Prohibition of activities that are inconsistent, incompatible, in conflict with, or inimical to duties; discipline; appeal

When/Whom to Notify: Prior to beginning employment
Education or Other Legal Code: Government Code 3102
Board Policy/Administrative Regulation #: See AR 4112.3/4212.3/4312.3
Subject: Oath or affirmation of allegiance required of disaster service workers

When/Whom to Notify: To all employees
Education or Other Legal Code: Government Code 8355; 41 USC 8102; 34 CFR 84.205, 84.210
Board Policy/Administrative Regulation #: See BP 4020, See BP 4159/4259/4359
Subject: District's drug- and alcohol-free workplace; actions that will be taken if violated; available employee assistance programs

When/Whom to Notify: Upon employment
Education or Other Legal Code: Government Code 21029
Board Policy/Administrative Regulation #: None
Subject: Right to purchase PERS service credit for military service performed prior to public employment

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

When/Whom to Notify: To all employees, if the 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: District's tobacco-free schools policy and enforcement procedures

When/Whom to Notify: Annually to all employees, or more frequently if there is new information
Education or Other Legal Code: Health and Safety Code 120875, 120880
Board Policy/Administrative Regulation #: See AR 4119.43/4219.43/4319.43

Subject: AIDS and hepatitis B, methods to prevent exposure

When/Whom to Notify: To all employees, with each paycheck
Education or Other Legal Code: Labor Code 246
Board Policy/Administrative Regulation #: See AR 4161.1/4261.1/4361.1
Subject: Amount of sick leave available

When/Whom to Notify: To covered employees and former employees
Education or Other Legal Code: Labor Code 2800.2
Board Policy/Administrative Regulation #: See AR 4154/4254/4354
Subject: Availability of COBRA/Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage

When/Whom to Notify: To every new employee, either at the time employee is hired or by end of first pay period
Education or Other Legal Code: Labor Code 3551
Board Policy/Administrative Regulation #: See BP 4157.1/4257.1/4357.1
Subject: Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor

When/Whom to Notify: Prior to beginning employment
Education or Other Legal Code: Penal Code 11165.7, 11166.5
Board Policy/Administrative Regulation #: See AR 5141.4
Subject: Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law

When/Whom to Notify: Upon employment, and when employee goes on leave for specified reasons
Education or Other Legal Code: Unemployment Insurance Code 2613
Board Policy/Administrative Regulation #: See AR 4154/4254/4354
Subject: Disability insurance rights and benefits

When/Whom to Notify: To all employees and job applicants
Education or Other Legal Code: 2 CCR 11023; 34 CFR 104.8, 106.9
Board Policy/Administrative Regulation #: See BP 0410, See BP 4030
Subject: District's policy on nondiscrimination and related complaint procedures

When/Whom to Notify: To all employees via employee handbook, or to each new employee
Education or Other Legal Code: 2 CCR 11091, 11095; 29 CFR 825.300
Board Policy/Administrative Regulation #: See AR 4161.8/4261.8/4361.8
Subject: Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 days' notice of need for leave when possible

When/Whom to Notify: Annually to all employees
Education or Other Legal Code: 40 CFR 763.84, 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

II. To Certificated Employees

When/Whom to Notify: To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire
Education or Other Legal Code: Education Code 22455.5
Board Policy/Administrative Regulation #: See AR 4121
Subject: Criteria for membership in retirement system; right to elect membership at any time

When/Whom to Notify: Upon employment of a retired certificated individual
Education or Other Legal Code: Education Code 22461
Board Policy/Administrative Regulation #: See AR 4117.14/4317.14
Subject: Postretirement earnings limitation or employment restriction; monthly report of compensation

When/Whom to Notify: To certificated employees
Education or Other Legal Code: Education Code 35171
Board Policy/Administrative Regulation #: See AR 4115, See BP 4315
Subject: District regulations related to performance evaluations

When/Whom to Notify: 30 days before last day of school year for instructional staff, or by June 30 for noninstructional certificated staff, in any year in which employee is evaluated
Education or Other Legal Code: Education Code 44663
Board Policy/Administrative Regulation #: See AR 4115
Subject: Copy of employee's evaluation

When/Whom to Notify: To a certificated employee with unsatisfactory evaluation, once per year for probationary employee or at least once every other year for permanent employee
Education or Other Legal Code: Education Code 44664
Board Policy/Administrative Regulation #: See AR 4115
Subject: Notice and description of the unsatisfactory performance

When/Whom to Notify: By May 30, if district elects to issue reemployment notices to certificated employees
Education or Other Legal Code: Education Code 44842
Board Policy/Administrative Regulation #: See AR 4112.1
Subject: Request that the employee notify district of intent to remain in service next year

When/Whom to Notify: To certificated employees upon employment and to nonpermanent employees in July of each school year
Education or Other Legal Code: Education Code 44916
Board Policy/Administrative Regulation #: See AR 4112.1, See AR 4121
Subject: Employment status and salary

When/Whom to Notify: To probationary employees in district with ADA of 250 or more, by March 15 of employee's second consecutive year of employment
Education or Other Legal Code: Education Code 44929.21
Board Policy/Administrative Regulation #: See AR 4117.6
Subject: Whether or not employee is reelected for next school year

When/Whom to Notify: When certificated employee is subject to disciplinary action for cause, at any time of year or, for charge of unsatisfactory performance, during instructional year
Education or Other Legal Code: Education Code 44934, 44934.1, 44936
Board Policy/Administrative Regulation #: See BP 4118; See AR 4118
Subject: Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice

When/Whom to Notify: To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/dismissal notice
Education or Other Legal Code: Education Code 44938
Board Policy/Administrative Regulation #: See BP 4118
Subject: Notice of deficiency and opportunity to correct

When/Whom to Notify: To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year
Education or Other Legal Code: Education Code 44938
Board Policy/Administrative Regulation #: See BP 4118
Subject: Notice of deficiency and opportunity to correct

When/Whom to Notify: To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings
Education or Other Legal Code: Education Code 44940.5
Board Policy/Administrative Regulation #: See AR 4118
Subject: Notice of intent to dismiss 30 days from notice unless employee demands hearing

When/Whom to Notify: To probationary employees 30 days prior to dismissal during school year, but not later than March 15 for second- year probationary employees
Education or Other Legal Code: Education Code 44948.3
Board Policy/Administrative Regulation #: See AR 4118
Subject: Reasons for dismissal and opportunity to appeal

When/Whom to Notify: By March 15 when necessary to reduce certificated personnel, with final notice by May 15
Education or Other Legal Code: Education Code 44949, 44955
Board Policy/Administrative Regulation #: See BP 4117.3
Subject: Reasons for personnel reduction and employees' right to hearing; final notice of Board decision re: termination

When/Whom to Notify: On or before June 30, to temporary employee who served 75 percent of school year but will be released

Education or Other Legal Code: Education Code 44954
Board Policy/Administrative Regulation #: See BP 4121
Subject: District's decision not to reelect employee for following school year

When/Whom to Notify: To teacher, when a student engages in or is reasonably suspected of specified acts
Education or Other Legal Code: Education Code 49079
Board Policy/Administrative Regulation #: See AR 4158/4258/4358
Subject: Student has committed specified act that constitutes ground for suspension or expulsion

When/Whom to Notify: To certificated employee upon change in employment status due to alleged misconduct
Education or Other Legal Code: 5 CCR 80303
Board Policy/Administrative Regulation #: See AR 4117.7/4317.7
Subject: Contents of state regulation re: report to Commission on Teacher Credentialing

III. To Classified Employees

When/Whom to Notify: To classified employee charged with mandatory leave of absence offense, in merit system district
Education or Other Legal Code: Education Code 44940.5
Board Policy/Administrative Regulation #: See AR 4218
Subject: Notice of intent to dismiss in 30 days

When/Whom to Notify: When classified employee is subject to disciplinary action for cause, in nonmerit district
Education or Other Legal Code: Education Code 45113
Board Policy/Administrative Regulation #: See AR 4218
Subject: Notice of charges, procedures, and employee rights

When/Whom to Notify: To classified employees at least 60 days prior to layoff, or by April 29 if specially funded program that expires at end of school year
Education or Other Legal Code: Education Code 45117
Board Policy/Administrative Regulation #: See AR 4217.3
Subject: Notice of layoff and reemployment rights

When/Whom to Notify: To classified employees upon employment and upon each change in classification
Education or Other Legal Code: Education Code 45169
Board Policy/Administrative Regulation #: See AR 4212
Subject: Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek

When/Whom to Notify: To classified permanent employee whose leave is exhausted
Education or Other Legal Code: Education Code 45192, 45195
Board Policy/Administrative Regulation #: See AR 4261.1, See AR 4261.11

Subject: Exhaustion of leave, opportunity to request additional leave

When/Whom to Notify: To school bus drivers and school activity bus drivers prior to expiration of specified documents
Education or Other Legal Code: 13 CCR 1234
Board Policy/Administrative Regulation #: See AR 3542
Subject: Expiration date of driver's license, driver's certificate and medical certificate; need to renew

When/Whom to Notify: To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter
Education or Other Legal Code: 13 CCR 2480
Board Policy/Administrative Regulation #: See AR 3542
Subject: Limitations on vehicle idling; consequences of not complying

When/Whom to Notify: To school bus drivers, prior to district drug testing program and thereafter upon employment
Education or Other Legal Code: 49 CFR 382.601
Board Policy/Administrative Regulation #: See BP 4112.42/4212.42/4312.42
Subject: Explanation of federal requirements for drug testing program and district's policy

IV. To Administrative/Supervisory Personnel

When/Whom to Notify: To deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract
Education or Other Legal Code: Education Code 35031
Board Policy/Administrative Regulation #: See BP 4312.1
Subject: Decision not to reelect or reemploy upon expiration of contract or term

When/Whom to Notify: Upon request by administrative or supervisory employee transferred to teaching position
Education or Other Legal Code: Education Code 44896
Board Policy/Administrative Regulation #: See AR 4313.2
Subject: Statement of the reasons for the release or reassignment

When/Whom to Notify: By March 15 to employee who may be released/reassigned the following school year
Education or Other Legal Code: Education Code 44951
Board Policy/Administrative Regulation #: See AR 4313.2
Subject: Notice that employee may be released or reassigned the following school year

V. To Individual Employees Under Special Circumstances

When/Whom to Notify: In the event of a breach of security of district records to affected employees
Education or Other Legal Code: Civil Code 1798.29

Board Policy/Administrative Regulation #: See BP 3580
Subject: Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies

When/Whom to Notify: Prior to placing derogatory information in personnel file
Education or Other Legal Code: Education Code 44031
Board Policy/Administrative Regulation #: See AR 4112.6/4212.6/4312.6
Subject: Notice of derogatory information, opportunity to review and comment

When/Whom to Notify: To employees who volunteer to administer epinephrine auto-injector
Education or Other Legal Code: Education Code 49414
Board Policy/Administrative Regulation #: See AR 5141.21
Subject: Defense and indemnification from civil liability by the district

When/Whom to Notify: To employees returning from military leave of absence, within 30 days of return
Education or Other Legal Code: Government Code 20997
Board Policy/Administrative Regulation #: See AR 4161.5/4261.5/4361.5
Subject: Right to receive PERS service credit for military service; application form

When/Whom to Notify: 24 hours before Board meets in closed session to hear complaints or charges against employee
Education or Other Legal Code: Government Code 54957
Board Policy/Administrative Regulation #: See BB 9321
Subject: Employee's right to have complaints/charges heard in open session

When/Whom to Notify: When taking disciplinary action against employee for disclosure of confidential information
Education or Other Legal Code: Government Code 54963
Board Policy/Administrative Regulation #: See BP 4119.23/4219.23/4319.23
Subject: Law prohibiting disclosure of confidential information obtained in closed session

When/Whom to Notify: Within one working day of work-related injury or victimization of crime
Education or Other Legal Code: Labor Code 3553, 5401
Board Policy/Administrative Regulation #: See BP 4157.1/4257.1/4357.1
Subject: Potential eligibility for workers' compensation benefits, claim form

When/Whom to Notify: When adverse employment action is based on DOJ criminal history information or subsequent arrest notification
Education or Other Legal Code: Penal Code 11105, 11105.2
Board Policy/Administrative Regulation #: See AR 4112.5/4212.5/4312.5
Subject: Copy of DOJ notification

When/Whom to Notify: To any employee with exposure to blood or potentially infectious materials, upon initial employment and at least annually thereafter
Education or Other Legal Code: 8 CCR 3204, 5193

Board Policy/Administrative Regulation #: See AR 4119.42/4219.42/4319.42
Subject: The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records

When/Whom to Notify: To any employee assigned to a work area where hazardous chemical are present, upon initial assignment and upon new exposure situation
Education or Other Legal Code: 8 CCR 5191
Board Policy/Administrative Regulation #: See AR 3514.1
Subject: Location and availability of chemical hygiene plan, exposure limits, signs and symptoms of exposure, location of reference material

When/Whom to Notify: To any employee who may be exposed to hazardous substances in the work area, upon initial assignment and when new hazard is introduced into work area
Education or Other Legal Code: 8 CCR 5194
Board Policy/Administrative Regulation #: See AR 3514.1
Subject: Any presence of hazardous substances in the work area, location and availability of hazard communication program, new material safety data sheet, employee rights

When/Whom to Notify: To employee eligible for military leave
Education or Other Legal Code: 38 USC 4334
Board Policy/Administrative Regulation #: See AR 4161.5/4261.5/4361.5
Subject: Notice of rights, benefits, and obligations under military leave

When/Whom to Notify: Within five days of employee's request for family care and medical leave, receipt of supporting information, or district's knowledge that the requested leave may qualify as FMLA leave
Education or Other Legal Code: 29 CFR 825.300; 2 CCR 11049, 11091
Board Policy/Administrative Regulation #: See AR 4161.8/4261.8/4361.8
Subject: Designation of leave as FMLA or non-FMLA; if not eligible, reason not eligible; requirement to use paid leave; any requirement for fitness-for-duty certification; any subsequent changes in designation notice

When/Whom to Notify: Whenever notice of eligibility for FMLA is provided to employee
Education or Other Legal Code: 29 CFR 825.300
Board Policy/Administrative Regulation #: See AR 4161.8/4261.8/4361.8
Subject: Rights and responsibilities re: use of FMLA; consequences of failure to meet obligations

CSBA Sample
Board Policy
Admission

BP 5111
Students

Note: Pursuant to Education Code 48200, all children ages 6-18 years are subject to compulsory full-time education, unless specifically exempted. See BP/AR 5112.1 - Exemptions from Attendance for further information about such exemptions.

The Governing Board encourages the enrollment and appropriate placement of all school-aged children in school. The Superintendent or designee shall inform parents/guardians of children entering a district school at any grade level about admission requirements and shall assist them with enrollment procedures.

Note: Admission requirements include age criteria for grades K-1; see the accompanying administrative regulation. Other admission requirements are addressed in AR 5111.1 - District Residency, BP/AR 5141.31 - Immunizations, and AR 5141.32 - Health Screening for School Entry.

Before enrolling any child in a district school, the Superintendent or designee shall verify the child's age, residency, immunization, and other applicable eligibility criteria specified in law, the accompanying administrative regulation, or other applicable Board policy or administrative regulation.

(cf. 5111.1 - District Residency)
(cf. 5125 - Student Records)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)

Note: State and federal law require the immediate enrollment of homeless youth (Education Code 48850, 48852.7; 42 USC 11432) and foster youth (Education Code 48853.5), regardless of their ability to provide the school with records normally required for enrollment; see BP/AR 6173 - Education for Homeless Children and AR 6173.1 - Education for Foster Youth. In addition, Education Code 49701 requires the district to facilitate the enrollment of children of military families and to ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements; see BP/AR 6173.2 - Education of Children of Military Families.
The Superintendent or designee shall ensure that the enrollment of a homeless or foster child of a military family is not delayed because of outstanding fees or fines owed to the last school or for his/her inability to produce previous academic, medical, or other records

normally required for enrollment.

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

Note: Education Code 48645.5 prohibits the district from denying enrollment to a child solely for reason of his/her contact with the juvenile justice system as specified in the following paragraph. Also see AR 6173.3 - Education for Juvenile Court School Students. Pursuant to Education Code 48647, districts are strongly encouraged to work together with other agencies, including, but not limited to, the county office of education and the county probation department, to facilitate smooth transition of children from the juvenile court schools into regular schools.
In addition, no child shall be denied enrollment in a district school solely on the basis of his/her arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other contact with the juvenile justice system. (Education Code 48645.5)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 6173.3 - Education for Juvenile Court School Students)

Note: In Plyler v. Doe, the U.S. Supreme Court ruled that, under the Fourteenth Amendment of the U.S. Constitution, students cannot be denied a free public education on the basis of their citizenship or immigration status, including their status as undocumented children. As discussed in a Dear Colleague Letter and fact sheet, Information on the Rights of All Children to Enroll in School, jointly issued by the U.S. Department of Justice's Civil Rights Division and U.S. Department of Education's Office for Civil Rights, it may be a violation of federal law for districts to adopt a policy or procedure that prohibits or discourages children from enrolling in school because they or their parents/guardians are not United States citizens or are undocumented.

Note: Undocumented children in California not only have a right to attend school, but are mandated to do so under state compulsory education laws (Education Code 48200). Furthermore, every student has a right to attend school free from discrimination, harassment, violence, intimidation, and bullying; see BP 0410 - Nondiscrimination in District Programs and Activities and BP/AR 5145.3 - Nondiscrimination/Harassment.

Note: Although districts may require proof of residency within the district (e.g., utility or phone bill, property tax payment receipt, rental property lease agreement, etc.), they should not request visas, passports, or other documentation that would discourage undocumented children from enrolling in school; see BP/AR 5111.1 - District Residency.
Note: If the district becomes aware of the citizenship or immigration status of any student, it is prohibited from disclosing such information to U.S. Immigration and Customs Enforcement, as such disclosure is not among the limited exceptions specified in law for which student records may be released without parental consent or a lawful judicial order.

Note: For further discussion of these issues, see CSBA's Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status. The legal guidance also includes a sample board resolution that may be used to inform students, parents/guardians, and the community of students' rights under current law to attend a district school regardless of their citizenship or immigration status.

The Superintendent or designee shall not inquire into or request documentation of a student's citizenship or immigration status, and shall not deny a student enrollment in a district school on the basis of the citizenship or immigration status of the student or his/her parents/guardians. Any information obtained about a student's or parent/guardian's citizenship or immigration status shall not be shared without parent/guardian consent or a lawful judicial order, in accordance with laws pertaining to the confidentiality of student records.
(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)

Note: The following optional paragraph is for use by districts that request the social security number of a student or his/her parent/guardian for enrollment purposes. 5 USC 552a Note provides that a district may not deny enrollment to a student if he/she or his/her parent/guardian chooses not to provide a social security number. Thus, while CSBA's Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status recommends against requesting social security numbers, a district that chooses to do so must inform the enrolling student or parent/guardian that the disclosure is voluntary.
A student shall not be denied enrollment based on the parent/guardian's refusal to provide the student's or parent/guardian's social security number. During the enrollment process, students and parents/guardians shall be informed that disclosure of their social security number is voluntary. (5 USC 552a Note)

Note: The following optional paragraph may be revised to reflect district practice. Education Code 48354 requires the district to give priority for enrollment to students residing in the district, including students applying for intradistrict open enrollment, over students transferring from a school identified under the Open Enrollment Act (Education Code 48350-48361). Thus, the district needs to align the application windows for various attendance options in a manner that will allow the district to meet legal requirements pertaining to admissions priorities. See BP/AR 5116.1 - Intradistrict Open Enrollment and BP/AR 5118 - Open Enrollment Act Transfers for application windows applicable to those options.
When enrolling in any district school, including a school in their attendance area, children whose parents/guardians reside within district boundaries shall be subject to the timelines established by the Board for open enrollment. Children whose parents/guardians do not reside within the district or who are not otherwise eligible for enrollment in the district may apply for interdistrict attendance in accordance with the timelines specified in applicable Board policies and administrative regulations.

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)
(cf. 5118 - Open Enrollment Act Transfers)

Note: Education Code 49452.9, as amended by AB 2308 (Ch. 570, Statutes of 2016), extends beyond the 2017-18 school year the requirement that district enrollment forms include an informational item about affordable health care options and available enrollment assistance. Pursuant to Education Code 49452.9, the district could accomplish this by developing an informational item or amending its existing forms, or by using a template or attaching a fact sheet to be developed by the California Department of Education.

The district's enrollment application shall include information about the health care options and enrollment assistance available to families within the district. The district shall not discriminate against any child for not having health care coverage and shall not use any information relating to a child's health care coverage or his/her interest in learning about health care coverage in any manner that would harm the child or his/her family. (Education Code 49452.9)

Legal Reference:
EDUCATION CODE
46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten
46600 Agreements for admission of students desiring interdistrict attendance
48000 Minimum age of admission (kindergarten)
48002 Evidence of minimum age required to enter kindergarten or first grade
48010 Minimum age of admission (first grade)
48011 Admission from kindergarten or other school; minimum age
48050-48053 Nonresidents
48200 Children between ages of 6 and 18 years (compulsory full-time education)
48350-48361 Open Enrollment Act
48850-48859 Educational placement of homeless and foster youth
48645.5 Enrollment of former juvenile court school students
49076 Access to records by persons without written consent or under judicial order
49408 Information of use in emergencies
49452.9 Health care coverage options and enrollment assistance
49700-49704 Education of children of military families
HEALTH AND SAFETY CODE
120325-120380 Education and child care facility immunization requirements
121475-121520 Tuberculosis tests for students
CODE OF REGULATIONS, TITLE 5
200 Promotion from kindergarten to first grade
201 Admission to high school
CODE OF REGULATIONS, TITLE 17
6000-6075 School attendance immunization requirements
UNITED STATES CODE, TITLE 5

552a Note Refusal to disclose social security number
UNITED STATES CODE, TITLE 42
11431-11435 McKinney-Vento Homeless Assistance Act
COURT DECISIONS
Plyler v. Doe, 457 U.S. 202 (1982)

Management Resources:
CSBA PUBLICATIONS
Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
U.S. DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION AND U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS JOINT PUBLICATIONS
Fact Sheet: Information on the Rights of All Children to Enroll in School
Dear Colleague Letter: School Enrollment Procedures, May 8, 2014
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www2.ed.gov/about/offices/list/ocr
U.S. Department of Justice: https://www.justice.gov

(11/11 4/15) 3/17

CSBA Sample
Board Policy
District Residency

BP 5111.1
Students

Note: Education Code 48200 requires the district to provide an education to any student who resides within the district's attendance area. Education Code 48204, as amended by AB 224 (Ch. 554, Statutes of 2015), specifies additional circumstances under which students will be deemed to meet the residency requirements for school attendance, including, but not limited to, through parent/guardian employment within district boundaries under certain conditions and interdistrict transfers; see the accompanying administrative regulation.

Note: If the Governing Board elects to authorize investigations to verify students' residency, it is mandated to adopt policy with specified components pursuant to Education Code 48204.2, as added by AB 1101 (Ch. 170, Statutes of 2015). See sections "Investigation of Residency" and "Appeal of Enrollment Denial" below.

The Governing Board desires to admit all students who reside within district boundaries or who fulfill the district residency requirements through other means as allowed by law. The Superintendent or designee shall develop procedures to facilitate the receipt and verification of students' proof of residency.

(cf. 5116 - School Attendance Boundaries)

The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)
(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall require parents/guardians to provide documentation of the student's residency upon admission to a district school. A copy of the document or written statement offered as verification of residency shall be maintained in the student's mandatory permanent record. (5 CCR 432)

(cf. 5111 - Admission)
(cf. 5125 - Student Records)

***Note: In Plyler v. Doe, the U.S. Supreme Court ruled that, under the Fourteenth Amendment of the U.S. Constitution, students cannot be denied a free public education on the basis of their

citizenship or immigration status, including their status as undocumented children. As discussed in a Dear Colleague Letter and fact sheet, Information on the Rights of All Children to Enroll in School, jointly issued by the U.S. Department of Justice's Civil Rights Division and U.S. Department of Education's Office for Civil Rights, it may be a violation of federal law for districts to adopt a policy or procedure that prohibits or discourages children from enrolling in school because they or their parents/guardians are not United States citizens or are undocumented. Thus, while the district may require proof that a student resides within the district (see accompanying administrative regulation for allowable evidence of residency), it should not request visas, passports, or other documentation that would discourage undocumented children from enrolling in school. Also see BP 5111 - Admission and CSBA's Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status.***

When establishing a student's residency for enrollment purposes, the Superintendent or designee shall not inquire into a student's citizenship or immigration status.

Note: When a district chooses to grant residency status to students whose parent/guardian is employed within district boundaries for at least 10 hours per school week (see section "Residency Based on Parent/Guardian Employment (Allen Bill Transfers)" in the accompanying administrative regulation), Education Code 48204 encourages the district to notify the parent/guardian in writing when admission is denied and to provide reasons for the denial. The following optional paragraph provides that written notice will be provided to parents/guardians whenever enrollment is denied on any basis related to residency and may be revised to reflect district practice.

A student's enrollment may be denied when the submitted documentation is insufficient to establish district residency. In any such case, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.

Investigation of Residency

Note: The following section should be revised to reflect district practice. To conduct an investigation into the residency claim of a student as authorized by Education Code 48204.1, a district is mandated, pursuant to Education Code 48204.2, as added by AB 1101 (Ch. 170, Statutes of 2015), to adopt a policy with specified components. The policy must (1) identify the circumstances under which the district may initiate an investigation, including, at a minimum, a requirement that the district is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency; (2) describe the investigatory methods that may be used, including whether the district may employ the services of a private investigator; (3) require staff to make reasonable efforts to determine whether the student resides in the district before hiring a private investigator (if allowed at all); (4) prohibit surreptitious photographing or video-recording of students who are being investigated; and (5) provide for an appeals process.

Note: The district should consult legal counsel if questions arise regarding the appropriateness of efforts to verify residency.

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency. (Education Code 48204.1, 48204.2)

The Superintendent or designee may assign a trained district employee to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency.

If necessary, the Superintendent or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the Superintendent or designee shall make other reasonable efforts to determine whether the student resides in the district. (Education Code 48204.2)

The investigation shall not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view. (Education Code 48204.2)

Any employee or contractor engaged in the investigation shall truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation. (Education Code 48204.2)

Appeal of Enrollment Denial

~~***Note: If the district chooses to authorize investigations into the residency claim of a student as described in the section "Investigation of Residency" above, it is mandated pursuant to Education Code 48204.2, as added by AB 1101 (Ch. 170, Statutes of 2015), to adopt a policy which provides for an appeals process. The timelines specified in the following section may be revised to reflect district practice.***~~

If the Superintendent or designee, upon investigation, determines that a student does not meet district residency requirements and denies the student's enrollment in the district, he/she shall provide the student's parent/guardian an opportunity to appeal that determination. (Education Code 48204.2)

The Superintendent or designee shall send the student's parent/guardian written notice specifying the basis for the district's determination. This notice shall also inform the parent/guardian that he/she may, within 10 school days, appeal the decision and provide new evidence of residency.

The burden shall be on the parent/guardian to show why the district's determination to deny enrollment should be overruled. (Education Code 48204.2)

A student who is currently enrolled in the district shall be allowed to remain in attendance at his/her school pending the results of the appeal. A student who is not currently enrolled in the

district shall not be permitted to attend any district school unless his/her appeal is successful.

Note: The district may select and/or revise either of the following options to indicate who will be responsible for making the final decision regarding the student's residency claim. Option 1 is for use by districts that assign a district employee other than the Superintendent to make the initial residency determination, and provides that the Superintendent will make the final decision following the appeals process. Option 2 is for use by districts in which the Superintendent is responsible for the initial residency determination, and provides that the decision may be appealed to the Governing Board.

OPTION 1: In an appeal to the Superintendent of a determination that district residency requirements were not met, the Superintendent shall review any evidence provided by the parent/guardian or obtained during the district's investigation and shall make a decision within 10 school days of receipt of the parent/guardian's request for the appeal. The Superintendent's decision shall be final.

OPTION 2: In an appeal of the Superintendent's determination that district residency requirements were not met, the Board shall review any evidence provided by the parent/guardian or obtained during the district's investigation and shall make a decision at its next regularly scheduled meeting following the parent/guardian's request for the appeal. The Board's decision shall be final.

Enrollment Not Requiring District Residency

Note: The following optional paragraph is for use by any district maintaining grades 9-12 that (1) has petitioned for certification from the U.S. Department of Homeland Security's Student and Exchange Visitor Program to enroll a nonimmigrant foreign student who is in the United States on an F-1 visa and/or (2) admits high school students from other countries through an international exchange program under the sponsorship of a government-approved agency. For further information about enrollment of nonresident foreign students, see AR 5111.2 - Nonresident Foreign Students, BP/AR 6145.6 - International Exchange, and CSBA's Legal Guidance Regarding International Student Exchange Placement Organizations.

When approved by the Board and the appropriate agency, the district may enroll students from other countries who are in the United States on an F-1 visa or are participating in an international exchange program under the sponsorship of a government-approved agency.

(cf. 5111.2 - Nonresident Foreign Students)
(cf. 6145.6 - International Exchange)

Note: The following optional paragraph is for use by any district adjacent to another state or foreign country from which students may commute to the district and should be revised to reflect district circumstances. Pursuant to Education Code 48050 and 48052, any district that admits such students must be reimbursed by the parents/guardians of the students or by the district of residence for the total cost of educating the student and may not include such students in computing average daily attendance for purpose of obtaining apportionment of state funds.

The district may enroll a nonresident student living in an adjoining state or foreign country in accordance with Education Code 48050-48052.

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)

(cf. 6178.2 - Regional Occupational Center/Program)

Legal Reference:
EDUCATION CODE
220 Prohibition of discrimination
35160.5 Intradistrict open enrollment
35351 Assignment of students to particular schools
46600-46611 Interdistrict attendance permits
48050-48054 Nonresidents
48200-48208 Compulsory education law, especially:
48204 Residency requirements
48204.1-48204.2 Evidence of residency
48300-48316 Student attendance alternatives, school district of choice program
48350-48361 Open Enrollment Act transfers
48645.5 Former juvenile court school students, enrollment
48852.7 Education of homeless students; immediate enrollment
48853.5 Education of foster youth; immediate enrollment
48980 Notifications at beginning of term
52317 Regional occupational program, admission of persons including nonresidents
FAMILY CODE
6550-6552 Caregivers
GOVERNMENT CODE
6205-6210 Confidentiality of residence for victims of domestic violence
CODE OF REGULATIONS, TITLE 5
432 Retention of student records
UNITED STATES CODE, TITLE 42
11431-11435 McKinney-Vento Homeless Assistance Act
COURT DECISIONS
Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47

Management Resources:
CSBA PUBLICATIONS
Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
Legal Guidance Regarding International Student Exchange Placement Organizations, April 2014
U.S. DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION AND U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS JOINT PUBLICATIONS

Fact Sheet: Information on the Rights of All Children to Enroll in School
Dear Colleague Letter: School Enrollment Procedures, May 8, 2014
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Secretary of State, Safe at Home Program: http://www.sos.ca.gov/safeathome
U.S. Department of Education, Office for Civil Rights: http://www2.ed.gov/ocr
U.S. Department of Justice: http://www.justice.gov

(12/15) 3/17

CSBA Sample
Board Policy
Absences And Excuses

BP 5113
Students

Note: The following optional policy may be revised to reflect district practice. Pursuant to Education Code 48200, children ages 6-18 years are subject to compulsory, full-time education, except when otherwise exempted.

Note: Verification of absences is necessary for purposes of enforcement of compulsory education laws and for the determination of whether a student is truant. Pursuant to Education Code 48260, students with a valid excused absence are not truant.

Note: For examples of strategies for reducing chronic absences, see BP/AR 5113.1 - Chronic Absence and Truancy and CSBA's policy brief, Improving Student Achievement by Addressing Chronic Absence. For information about the impact of absences on a student's grades, see BP 5121 - Grades/Evaluation of Student Achievement.

The Governing Board believes that regular attendance plays an important role in student achievement. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct problems of chronic absence or truancy.

(cf. 5112.1 - Exemptions from Attendance)
(cf. 5112.2 - Exclusions from Attendance)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6154 - Homework/Makeup Work)

Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law, Board policy, and administrative regulation. (Education Code 48205)

Note: The following paragraph is optional. Pursuant to Education Code 46014, the Governing Board may allow students to be absent for religious exercises or instruction. If the Board allows such absences, it must first adopt a resolution permitting an excused absence for this purpose. The Board is also mandated to adopt regulations governing students' attendance at such exercises or instruction and the reporting of these absences; see accompanying administrative regulation.

Student absence for religious instruction or participation in religious exercises away from school

property may be considered excused subject to law and administrative regulation. (Education Code 46014)

Inasmuch as school attendance and class participation are integral to students' learning experiences, parents/guardians and students shall be encouraged to schedule medical and other appointments during non-school hours.

Note: Pursuant to Education Code 46010.1 and the California Supreme Court in American Academy of Pediatrics et al v. Lundgren et al. (1997), minor students do not need parent/guardian consent to obtain confidential medical services, and schools are authorized to excuse a student from school to obtain such services.

Students shall not be absent from school without their parents/guardians' knowledge or consent, except in cases of medical emergency or, as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

Note: 5 CCR 421 requires the Board to approve reasonable methods for verifying student absences due to illness or quarantine. See the accompanying administrative regulation for examples of methods of verification.

The Board shall, by resolution entered into its minutes, approve reasonable methods that may be used to verify student absences due to illness or quarantine. (5 CCR 421)

Legal Reference:
EDUCATION CODE
1740 Employment of personnel to supervise attendance (county superintendent)
37201 School month
37223 Weekend classes
41601 Reports of average daily attendance
42238-42250.1 Apportionments
46000 Records (attendance)
46010-46014 Absences
46100-46119 Attendance in kindergarten and elementary schools
46140-46147 Attendance in junior high and high schools
48200-48208 Children ages 6-18 (compulsory full-time attendance)
48210-48216 Exclusions from attendance
48240-48246 Supervisors of attendance
48260-48273 Truants
48292 Filing complaint against parent
48320-48324 School attendance review boards
48340-48341 Improvement of student attendance
48980 Parental notifications
49067 Unexcused absences as cause of failing grade
49701 Provisions of the interstate compact on educational opportunities for military children

ELECTIONS CODE
12302 Student participation on precinct boards
FAMILY CODE
6920-6929 Consent by minor for medical treatment
VEHICLE CODE
13202.7 Driving privileges; minors; suspension or delay for habitual truancy
WELFARE AND INSTITUTIONS CODE
601-601.4 Habitually truant minors
11253.5 Compulsory school attendance
CODE OF REGULATIONS, TITLE 5
306 Explanation of absence
420-421 Record of verification of absence due to illness and other causes
ATTORNEY GENERAL OPINIONS
87 Ops.Cal.Atty.Gen. 168 (2004)
66 Ops.Cal.Atty.Gen. 244 (1983)
COURT DECISIONS
American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:
CSBA PUBLICATIONS
Improving Student Achievement by Addressing Chronic Absence, Policy Brief, December 2010
WEB SITES
CSBA: http://www.csba.org

(11/99 11/11) 3/17

CSBA Sample
Administrative Regulation
Absences And Excuses

AR 5113
Students

Excused Absences

Note: Items #1-11 below reflect absences that are authorized by law to be considered as excused absences for purposes of enforcing the compulsory state attendance laws.

A student's absence shall be excused for any of the following reasons:

1. Personal illness (Education Code 48205)

2. Quarantine under the direction of a county or city health officer (Education Code 48205)

(cf. 5112.2 - Exclusions from Attendance)

3. Medical, dental, optometrical, or chiropractic appointment (Education Code 48205)

4. Attendance at funeral services for a member of the immediate family, which shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state (Education Code 48205)

Immediate family shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student's immediate household. (Education Code 45194, 48205)

5. Jury duty in the manner provided by law (Education Code 48205)

6. The illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)

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

7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)

a. Appearance in court

b. Attendance at a funeral service

c. Observation of a holiday or ceremony of his/her religion

d. Attendance at religious retreats for no more than four hours per semester

e. Attendance at an employment conference

f. Attendance at an educational conference offered by a nonprofit organization on the legislative or judicial process

8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)

(cf. 6142.3 - Civic Education)

9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

(cf. 6173.2 - Education of Children of Military Families)

Note: AB 1593 (Ch. 92, Statutes of 2016) amended Education Code 48205 to add attendance at the student's own naturalization ceremony as an excused absence.

10. To attend his/her naturalization ceremony to become a United States citizen. (Education Code 48205)

Note: Item #11 below should be listed only if the Governing Board has chosen to allow absences for religious instruction or exercises. See the accompanying Board policy. If these absences are allowed, Education Code 46014 mandates that the Board adopt regulations governing students' attendance at religious exercises or instruction and the reporting of such absences. These regulations should be included here and should include all of item #11a-c below.

11. Participation in religious exercises or to receive moral and religious instruction in accordance with district policy, subject to the following conditions: (Education Code 46014)

a. The student's parent/guardian shall provide written consent for the absence.

b. The student shall attend at least the minimum school day.

c. The student shall be excused from school for this purpose on no more than four days per school month.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Method of Verification

Note: 5 CCR 420-421 provide guidelines for verifying absences due to illness; quarantine; medical, dental, or eye appointments; or attending funeral service of a member of a student's immediate family. 5 CCR 421 authorizes a student's absence to be verified by a school or public health nurse, attendance supervisor, physician, principal, teacher, or any other qualified district employee assigned to make such verification. The following section should be revised to reflect district-adopted methods of verification and to specify employee(s) assigned to verify absences.

When a student who has been absent returns to school, he/she shall present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having control of the minor, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

The following methods may be used to verify student absences:

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.

2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:

a. Name of student

b. Name of parent/guardian or parent representative

c. Name of verifying employee

d. Date(s) of absence

e. Reason for absence

3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.

4. Physician's verification.

Note: The following optional paragraph provides a means of verifying an excuse for confidential medical services without inquiring into the nature of the medical services.

a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.

Note: The following optional paragraph provides that, after absences for illness on multiple occasions, the student may be required to bring a note from a physician to verify his/her illness. If a student does not have access to medical services in order to obtain such verification, the district may assist the student in obtaining the medical consultation if it is required.

b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall:

Note: The requirement in item #1 below is for use by districts that have chosen to allow absences for religious instruction or exercises. If the Board allows such absences to be excused, it must first adopt a resolution permitting an excused absence for this purpose. See the accompanying Board policy.

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)

Note: requirement in item #2 applies to all districts. Districts that maintain only elementary grades should delete the reference to students in grades 7-12 below.

2. Notify students in grades 7-12 and the parents/guardians of all students that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)

3. Notify parents/guardians that a student shall not have his/her grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time, and include the full text of Education Code 48205 in the notice (Education Code 48980)

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5145.6 - Parental Notifications)
(cf. 6154 - Homework/Makeup Work)

CSBA Sample
Board Policy
Suicide Prevention

BP 5141.52
Students

Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), mandates that the Governing Board of any district serving students in grades 7-12 adopt a policy on student suicide prevention, intervention, and postvention (i.e., intervention conducted after a suicide) with specified components. Those components are addressed in the following policy and the accompanying administrative regulation. Also see the California Department of Education's model policy required by Education Code 215.

Note: The following policy and accompanying administrative regulation should be revised to reflect district practice. Pursuant to Education Code 215, the policy must be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. It is recommended that districts also consult with legal counsel and the district's risk manager or insurance carrier, as appropriate.

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

(cf. 1020 - Youth Services)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Such measures and strategies shall include, but are not limited to:

Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), mandates that the district's policy address any training to be provided to teachers of students in grades 7-12 on suicide awareness and prevention. See the accompanying administrative regulation for additional language fulfilling this mandate. In addition, Education Code 49604 encourages each district to provide suicide prevention training at least once to each middle, junior high, and high school counselor. Item #1 may be revised to specify other categories of employees who will receive the training.

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students in the secondary grades

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

Note: Items #2-7 below reflect optional strategies for suicide prevention, intervention, and postvention and may be revised to reflect district practice.

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. 6142.8 - Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

6. Crisis intervention procedures for addressing suicide threats or attempts

7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), mandates that the district's policy specifically address the needs of high-risk groups, including, but not limited to, those listed in the following paragraph. See the accompanying administrative regulation for additional language fulfilling this mandate.

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

Legal Reference:
EDUCATION CODE
215 Student suicide prevention policies
32280-32289 Comprehensive safety plan
49060-49079 Student records
49602 Confidentiality of student information
49604 Suicide prevention training for school counselors
GOVERNMENT CODE
810-996.6 Government Claims Act
PENAL CODE
11164-11174.3 Child Abuse and Neglect Reporting Act
WELFARE AND INSTITUTIONS CODE
5698 Emotionally disturbed youth; legislative intent
5850-5883 Mental Health Services Act
COURT DECISIONS
Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008
Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS
Preventing Suicide, Guidelines for Administrators and Crisis Teams, 2015
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS
Preventing Suicide: A Toolkit for High Schools, 2012
National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012
WEB SITES
American Association of Suicidology: http://www.suicidology.org
American Foundation for Suicide Prevention: http://afsp.org
American Psychological Association: http://www.apa.org
American School Counselor Association: http://www.schoolcounselor.org
California Department of Education, Mental Health: http://www.cde.ca.gov/ls/cg/mh
California Department of Health Care Services, Suicide Prevention Program: http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx

Centers for Disease Control and Prevention, Mental Health: http://www.cdc.gov/mentalhealth
National Association of School Psychologists: http://www.nasponline.org
National Institute for Mental Health: http://www.nimh.nih.gov
Trevor Project: http://thetrevorproject.org
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: http://www.samhsa.gov

(6/96 7/09) 3/17

CSBA Sample
Administrative Regulation
Suicide Prevention

AR 5141.52
Students

Note: Pursuant to Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), districts serving students in grades 7-12 are mandated to adopt a policy on student suicide prevention, intervention, and postvention (i.e., intervention conducted after a suicide). See the accompanying Board policy. The following administrative regulation provides additional strategies that fulfill the mandate and may be revised to reflect district practice.

Note: Examples of suicide prevention strategies are available in the California Department of Education's (CDE) model policy created in response to AB 2246, the U.S. Department of Health and Human Services publication Preventing Suicide: A Toolkit for High Schools, and resources issued by other state and federal agencies and organizations. For further information about strategies to protect students from bullying, cyberbullying, and other harassment, see BP 5131 - Conduct, BP 5131.2 - Bullying, BP 5145.3 - Nondiscrimination/Harassment, and BP 5145.9 - Hate-Motivated Behavior.

Staff Development

Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), mandates that the district's policy and procedures address any training to be provided to teachers of students in grades 7-12 on suicide awareness and prevention. In addition, Education Code 49604 encourages each district to provide suicide prevention training at least once to each middle, junior high, and high school counselor. The following section may be revised to reflect district practice.

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students at the secondary level. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

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

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), mandates that the district's policy specifically address the needs of high-risk groups; see the accompanying Board policy. One strategy to specifically address their needs is to increase staff awareness of the higher rates of suicide among these groups, as provided in item #1 below.

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth

Note: Staff development may include training about risk factors associated with suicide, as provided in item #2 below. Information about risk factors is available from the CDE, Centers for Disease Control and Prevention, American Association of Suicidology, American Foundation for Suicide Prevention, Trevor Project, and other agencies and organizations.

2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent

4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community

5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health

6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

7. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide

Instruction

***Note: The state's content standards for health education include voluntary standards

pertaining to mental, emotional, and social health at selected elementary and secondary grades and suicide prevention instruction at grade 7 or 8 and in high school. The district may revise the following paragraph to reflect grade levels offered by the district.***

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide

2. Develop coping and resiliency skills and self-esteem

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. 1020 - Youth Services)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.6 - School Health Services)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6164.2 - Guidance/Counseling Services)

Intervention

Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), mandates that the district's policy and procedures address suicide intervention. The following section should be revised to reflect district practice.

Note: In addition, the district may choose to incorporate crisis intervention strategies in its comprehensive school safety plan adopted pursuant to Education Code 32280-32289; see BP/AR 0450 - Comprehensive Safety Plan.

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she shall promptly notify the principal or school counselor.

Note: Education Code 49602 generally protects the confidentiality of information of a personal nature disclosed to a school counselor by a student age 12 years or older or by a parent/guardian. However, in certain circumstances, the counselor may disclose such information to avert a clear and present danger to the health, safety, or welfare of the student. Also see BP 6164.2 - Guidance/Counseling Services.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary

2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened

3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5141 - Health Care and Emergencies)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. 5125 - Student Records)

Note: The following paragraph is optional. If a student's parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide, the Superintendent or designee shall consider whether a referral to child protective services for child neglect is needed. Pursuant to Penal Code 11164-11174.3, the Child Abuse and Neglect Reporting Act, school employees who are mandated reporters are required to report child abuse or neglect, as defined in law, when they have knowledge of or reasonably suspect that a child is a victim of child abuse or neglect. See BP/AR 5141.4 - Child Abuse Prevention and Reporting.

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

Postvention

Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), mandates that the district's policy and procedures address suicide postvention. The following section should be revised to reflect district practice.

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

Note: Research has identified an increased risk of suicide among youth who are grieving the suicide of another (so-called "suicide contagion"). The National Association of School Psychologists, in its Preventing Suicide, Guidelines for Administrators and Crisis Teams, recommends that memorials should be implemented with care so as not to sensationalize or glamorize suicide and thereby increase the suicide risk to other students. If a memorial is conducted for a student who dies by suicide, the association suggests a living memorial, such as making donations to a local crisis center, participating in an event that raises awareness about suicide prevention, or providing other opportunities for service activities in the school.

The Superintendent or designee shall implement procedures to address students' and staff's grief

and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112- Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

(6/96 7/09) 3/17

CSBA Sample
Exhibit
Parental Notifications

E 5145.6
Students

Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2016 (SB 826, Ch. 23, Statutes of 2016) extends the suspension of these requirements through the 2016-17 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: In addition to the notices required by law, there are other notices that districts are recommended to distribute. For example, AR 5145.3 - Nondiscrimination/Harassment includes an optional notice regarding the rights of transgender and gender-nonconforming students. Furthermore, although the California High School Exit Examination is suspended through the 2017-18 school year pursuant to Education Code 60851.5, and therefore the notice described in Education Code 60850 is not currently required, districts may choose to notify parents/guardians of the suspension of the exam and the possibility that it could subsequently be reinstated.

I. Annually

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 310
Board Policy/Administrative Regulation #: See BP 6174, See AR 6142.2
Subject: Information on the district's language acquisition programs

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
Subject: Use of pesticide product, active ingredients, Internet address to access information, and, if district uses certain pesticides, integrated pest management plan

When to Notify: Annually by February 1
Education or Other Legal Code: Education Code 35256, 35258
Board Policy/Administrative Regulation #: See BP 0510
Subject: School Accountability Report Card provided

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 35291, 48980
Board Policy/Administrative Regulation #: See AR 5144, See AR 5144.1
Subject: District and site discipline rules

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 46010.1
Board Policy/Administrative Regulation #: See AR 5113
Subject: Absence for confidential medical services

When to Notify: Beginning of each school year, if district has adopted policy on involuntary transfer of students convicted of certain crimes when victim is enrolled at same school
Education or Other Legal Code: Education Code 48929, 48980
Board Policy/Administrative Regulation #: See BP 5116.2
Subject: District policy authorizing transfer

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980
Board Policy/Administrative Regulation #: See BP 6111
Subject: Schedule of minimum days and student-free staff development days

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 231.5; 5 CCR 4917
Board Policy/Administrative Regulation #: See AR 5145.7
Subject: Copy of sexual harassment policy as related to students

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 32255-32255.6
Board Policy/Administrative Regulation #: See AR 5145.8
Subject: Right to refrain from harmful or destructive use of animals

When to Notify: Beginning of each school year
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: Education Code 49063
Board Policy/Administrative Regulation #: See AR 5125, See AR 5125.3
Subject: Challenge, review and expunging of records

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7
Board Policy/Administrative Regulation #: See AR 5125
Subject: Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria to determine legitimate educational interest, course prospectus availability

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37
Board Policy/Administrative Regulation #: See AR 5125.1
Subject: Release of directory information

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49520, 48980; 42 USC 1758; 7 CFR 245.5
Board Policy/Administrative Regulation #: See AR 3553
Subject: Free and reduced price meals

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 51513, 20 USC 1232h
Board Policy/Administrative Regulation #: See AR 5022, See BP 6162.8
Subject: Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 56301
Board Policy/Administrative Regulation #: See BP 6164.4
Subject: Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 58501, 48980
Board Policy/Administrative Regulation #: See AR 6181
Subject: Alternative schools

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 200.61
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

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 6174, See AR 6142.2
Subject: Information on the district's language acquisition programs

When to Notify: When child first enrolls in a public school, if the school offers a fingerprinting program
Education or Other Legal Code: Education Code 32390, 48980
Board Policy/Administrative Regulation #: See AR 5142.1
Subject: Fingerprinting program

When/Whom to Notify: When participating in driver training courses under the jurisdiction of the district
Education or Other Legal Code: Education Code 35211
Board Policy/Administrative Regulation #: None
Subject: Civil liability, insurance coverage

When to Notify: Upon registration in K-6, if students have not previously been transported
Education or Other Legal Code: Education Code 39831.5
Board Policy/Administrative Regulation #: See AR 3543
Subject: School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops

When to Notify: Beginning of each school year for high school students, if high school is open campus
Education or Other Legal Code: Education Code 44808.5, 48980
Board Policy/Administrative Regulation #: See AR 5112.5
Subject: Open campus

When to Notify: Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement
Education or Other Legal Code: Education Code 48980, 51225.3
Board Policy/Administrative Regulation #: See AR 6146.1
Subject: How each high school graduation requirement does or does not satisfy college entrance a-g course criteria; list of districts CTE courses that satisfy a-g criteria

When to Notify: Upon a student's enrollment
Education or Other Legal Code: Education Code 49063
Board Policy/Administrative Regulation #: See AR 5125, See AR 5125.3
Subject: Specified rights related to student records

When to Notify: When students enter grade 7
Education or Other Legal Code: Education Code 49452.7
Board Policy/Administrative Regulation #: See AR 5141.3
Subject: Specified information on type 2 diabetes

When to Notify: When in kindergarten, or first grade if not previously enrolled in public school
Education or Other Legal Code: Education Code 49452.8
Board Policy/Administrative Regulation #: See AR 5141.32
Subject: Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights

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 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 recruiters without prior written consent

III. When Special Circumstances Occur

When to Notify: In the event of a breach of security of district records, security of district records,
Education or Other Legal Code: Civil Code 1798.29
Board Policy/Administrative Regulation #: See BP 3580
Subject: Types of records affected, date of breach, description of incident, contact information for credit reporting agencies

When to Notify: Upon receipt of a complaint alleging discrimination
Education or Other Legal Code: Education Code 262.3
Board Policy/Administrative Regulation #: See AR 1312.3
Subject: Civil law remedies available to complainants

When to Notify: When determining whether an English learner should be reclassified as fluent English proficient
Education or Other Legal Code: Education Code 313; 5 CCR 11303
Board Policy/Administrative Regulation #: See AR 6174
Subject: Description of reclassification process, opportunity for parent/guardian to participate

When to Notify: When Student is identified as English learner and district receives Title I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year
Education or Other Legal Code: Education Code 440; 20 USC 6312
Board Policy/Administrative Regulation #: See AR 6174
Subject: Reason for classification, level of English proficiency, description of program(s), option to decline program or choose alternate, option to remove student from program at any

time, exit requirements of program

When to Notify: When homeless or foster youth applies for enrollment in before/after school program
Education or Other Legal Code: Education Code 8483
Board Policy/Administrative Regulation #: See AR 5148.2
Subject: Right to priority enrollment; how to request priority enrollment

When to Notify: Before high school student attends specialized secondary program on a university campus
Education or Other Legal Code: Education Code 17288
Board Policy/Administrative Regulation #: None
Subject: University campus buildings may not meet Education Code requirements for structural safety

When to Notify: At least 72 hours before use of pesticide product not included in annual list
Education or Other Legal Code: Education Code 17612
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: 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 #: See 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

When to Notify: When student identified as being at risk of retention
Education or Other Legal Code: Education Code 48070.5
Board Policy/Administrative Regulation #: See AR 5123
Subject: Student at risk of retention

When to Notify: When student excluded due to quarantine, contagious or infectious disease, danger to safety or health
Education or Other Legal Code: Education Code 48213
Board Policy/Administrative Regulation #: See AR 5112.2, See BP 5141.33
Subject: Student has been excluded from school

When to Notify: Before already admitted student is excluded for lack of immunization
Education or Other Legal Code: Education Code 48216; 17 CCR 6040
Board Policy/Administrative Regulation #: See AR 5141.31
Subject: Need to submit evidence of immunization or exemption within 10 school days; referral to medical care

When to Notify: When a student is classified as truant
Education or Other Legal Code: Education Code 48260.5, 48262
Board Policy/Administrative Regulation #: See AR 5113.1
Subject: Truancy, parental obligation, availability of alternative programs, student consequences, need for conference

When to Notify: When a truant is referred to a SARB or probation department
Education or Other Legal Code: Education Code 48263
Board Policy/Administrative Regulation #: See AR 5113.1
Subject: Name and address of SARB or probation department and reason for referral

When to Notify: When a school is identified on the state's Open Enrollment List
Education or Other Legal Code: Education Code 48354; 5 CCR 4702
Board Policy/Administrative Regulation #: See AR 5118
Subject: Student's option to transfer to another school

When to Notify: Within 60 days of receiving application for transfer out of open enrollment school

Education or Other Legal Code: Education Code 48357; 5 CCR 4702
Board Policy/Administrative Regulation #: See AR 5118
Subject: Whether student's transfer application is accepted or rejected; reasons for rejection

When/Whom to Notify: When student requests to voluntarily transfer to continuation school
Education or Other Legal Code: Education Code 48432.3
Board Policy/Administrative Regulation #: See AR 6184
Subject: Copy of district policy and regulation on continuation education

When to Notify: Prior to involuntary transfer to continuation school
Education or Other Legal Code: Education Code 48432.5
Board Policy/Administrative Regulation #: See AR 6184
Subject: Right to require meeting prior to involuntary transfer to continuation school

When/Whom to Notify: To person holding educational rights, prior to recommending placement of foster youth outside school of origin
Education or Other Legal Code: Education Code 48853.5
Board Policy/Administrative Regulation #: See AR 6173.1
Subject: Basis for the placement recommendation

When to Notify: When student is removed from class and teacher requires parental attendance at school
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
Education or Other Legal Code: Education Code 48916
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Reasons for denial; determination of assigned program

When to Notify: When expulsion occurs
Education or Other Legal Code: Education Code 48916
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Description of readmission procedures

When to Notify: At least 10 calendar days before expulsion hearing
Education or Other Legal Code: Education Code 48918
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Notice of expulsion hearing

When to Notify: When expulsion or suspension of expulsion occurs
Education or Other Legal Code: Education Code 48918
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Decision to expel; right to appeal to county board; obligation to inform new district of status

When to Notify: Before involuntary transfer of student convicted of certain crime when victim is enrolled at same school
Education or Other Legal Code: Education Code 48929, 48980
Board Policy/Administrative Regulation #: See BP 5116.2
Subject: Right to request a meeting with principal or designee

When to Notify: One month before the scheduled minimum day
Education or Other Legal Code: Education Code 48980
Board Policy/Administrative Regulation #: See BP 6111
Subject: When minimum days are scheduled after the beginning of the school year

When to Notify: When parents/guardians request guidelines for filing complaint of child abuse at a school site
Education or Other Legal Code: Education Code 48987
Board Policy/Administrative Regulation #: See AR 5141.4
Subject: Guidelines for filing complaint of child abuse at a school site with local child protective agencies

When to Notify: When student in danger of failing a course
Education or Other Legal Code: Education Code 49067
Board Policy/Administrative Regulation #: See AR 5121
Subject: Student in danger of failing a course

When to Notify: When student transfers from another district or private school
Education or Other Legal Code: Education Code 49068
Board Policy/Administrative Regulation #: See AR 5125
Subject: Right to receive copy of student's record and to challenge its content

When 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 or 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 #: See 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: Annually to parents/guardians of student athletes before their first practice or competition
Education or Other Legal Code: Education Code 49475
Board Policy/Administrative Regulation #: See AR 6145.2
Subject: Information on concussions and head injuries

When/Whom to Notify: To person holding educational rights, within 30 days of foster youth, homeless youth, or former juvenile court school student being transferred between high schools
Education or Other Legal Code: Educational Code 51225.1
Board Policy/Administrative Regulation #: See BP 6146.1, See AR 6173, See AR 6173.1, See AR 6173.3
Subject: Exemption from local graduation requirements, effect on college admission, option for fifth year of high school

When to Notify: Before any test/survey questioning personal beliefs
Education or Other Legal Code: Education Code 51513
Board Policy/Administrative Regulation #: See AR 5022
Subject: Permission for test, survey questioning personal beliefs

When to Notify: At least 14 days before HIV prevention or sexual health instruction, if arrangement made for guest speaker after beginning of school year
Education or Other Legal Code: Education Code 51938
Board Policy/Administrative Regulation #: See AR 6142.1
Subject: Instruction in HIV prevention or sexual health by guest speaker or outside consultant

When to Notify: Prior to administering survey regarding health risks and behaviors to students in 7-12
Education or Other Legal Code: Education Code 51938

Board Policy/Administrative Regulation #: See AR 5022
Subject: Notice that the survey will be administered

When to Notify: Within 30 calendar days of receipt of results of assessment or reassessment of English proficiency
Education or Other Legal Code: Education Code 52164.1, 52164.3; 5 CCR 11511.5
Board Policy/Administrative Regulation #: See AR 6174
Subject: Results of state test of English proficiency

When to Notify: When migrant education program is established
Education or Other Legal Code: Education Code 54444.2
Board Policy/Administrative Regulation #: See BP 6175, See AR 6175
Subject: Parent advisory council membership composition

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 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
Subject: Policies re: Approval or denial of services

When to Notify: Upon recertification or update of application for child care or preschool services
Education or Other Legal Code: 5 CCR 18095, 18119
Board Policy/Administrative Regulation #: See AR 5148, See AR 5148.3
Subject: Policies re: Any change in service, such as in fees, amount of service, termination of service

When to Notify: Upon child's enrollment in child care program
Education or Other Legal Code: 5 CCR 18114
Board Policy/Administrative Regulation #: See AR 5148
Subject: Policies re: Policy on fee collection

When to Notify: When payment of child care fees is seven days late
Education or Other Legal Code: 5 CCR 18114
Board Policy/Administrative Regulation #: See AR 5148
Subject: Policies re: Notice of delinquent fees

When to Notify: When district substantively changes policy on student privacy rights
Education or Other Legal Code: 20 USC 1232h
Board Policy/Administrative Regulation #: See AR 5022
Subject: Notice of any substantive change in policy or regulation

When to Notify: For districts receiving Title I funds, when a child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught
Education or Other Legal Code: 20 USC 6312
Board Policy/Administrative Regulation #: See AR 4112.24
Subject: Timely notice to parent/guardian of child's assignment

When to Notify: For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners
Education or Other Legal Code: 20 USC 6312
Board Policy/Administrative Regulation #: See AR 6174
Subject: Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose another program

When to Notify: For schools receiving Title I funds, upon development of parent involvement policy
Education or Other Legal Code: 20 USC 6316
Board Policy/Administrative Regulation #: See AR 6020
Subject: Notice of policy

When to Notify: When household is selected for verification of eligibility for free or reduced-price meals
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

When to Notify: When parent/guardian orally requests review of IEP
Education or Other Legal Code: Education Code 56343.5
Board Policy/Administrative Regulation #: See AR 6159
Subject: Need for written request

When to Notify: Within one school day of emergency intervention or serious property damage
Education or Other Legal Code: Education Code 56521.1
Board Policy/Administrative Regulation #: See AR 6159.4
Subject: Emergency intervention

When to Notify: Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services
Education or Other Legal Code: 20 USC 1415(c); 34 CFR 300.300, 300.503
Board Policy/Administrative Regulation #: See AR 6159, See AR 6159.1
Subject: Prior written notice

When/Whom to Notify: Upon filing of state complaint
Education or Other Legal Code: 20 USC 1415(d), 34 CFR 300.504
Board Policy/Administrative Regulation #: See AR 6159.1
Subject: Procedural safeguards notice

When/Whom to Notify: When disciplinary measures are taken or change in placement
Education or Other Legal Code: 20 USC 1415(k); 34 CFR 300.530
Board Policy/Administrative Regulation #: See AR 5144.2
Subject: Decision and procedural safeguards notice

When to Notify: Upon requesting a due process hearing
Education or Other Legal Code: 20 USC 1415(k); 34 CFR 300.508
Board Policy/Administrative Regulation #: See AR 6159.1
Subject: Child's name, address, school, description of problem, proposed resolution

When to Notify: Eligibility for services under Section 504
Education or Other Legal Code: 34 CFR 104.32, 104.36
Board Policy/Administrative Regulation #: See AR 6164.6
Subject: District responsibilities, district actions, procedural safeguards

V. Classroom Notices

When to Notify: In each classroom in each school
Education or Other Legal Code: Education Code 35186
Board Policy/Administrative Regulation #: See AR/E 1312.4
Subject: Complaints re: sufficiency of instructional materials, teacher vacancy and misassignment, maintenance of facilities, right of students who did not pass the exit exam to receive intensive instruction after grade 12

(4/15 5/16) 3/17

CSBA Sample
Board Policy
Before/After School Programs

BP 5148.2
Students

Note: The following optional policy is for use by districts providing before-school and/or after-school programs and should be revised to reflect the program(s) offered by the district. For eligible programs in grades K-9, the district may apply for funding from the state's After School Education and Safety Program (ASES) (Education Code 8482-8484.65) and/or the federal 21st Century Community Learning Center Program (21st CCLC) (Education Code 8484.7-8484.9; 20 USC 7171-7176). The federal 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs) (Education Code 8420-8428; 20 USC 7171-7176) provides funding for eligible programs in grades 9-12. See the accompanying administrative regulation for major requirements of each program.

Note: The following policy is applicable to all three programs, unless otherwise noted, and may be adapted by districts that offer other programs through district funding or alternative sources. If the district does not offer both a before-school and after-school program, it may modify the following policy as appropriate.

The Governing Board desires to provide before-school and/or after-school enrichment programs that support the regular education program in a supervised environment. In order to increase academic achievement of participating students, the content of such programs shall be coordinated with the district's vision and goals for student learning, local control and accountability plan, curriculum, and academic standards.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 5147 - Dropout Prevention)
(cf. 5148 - Child Care and Development)
(cf. 6011 - Academic Standards)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)
(cf. 6179 - Supplemental Instruction)

Note: The following paragraph reflects a requirement for collaborative planning for both ASES (Education Code 8482.5) and ASSETs (Education Code 8422). 21st CCLC programs must be developed in collaboration with the school(s) the students attend, but collaboration with other entities is at the discretion of the district. Districts offering only 21st CCLC programs may revise the following paragraph to reflect district practice.

The district's program shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422, 8482.5)

Note: The following optional paragraph may be revised to reflect district practice. Pursuant to Education Code 8482.5, in awarding funding for ASES programs, the state gives priority to schools with at least 50 percent of students eligible for free or reduced-price meals. Pursuant to 20 USC 7174, funding for the 21st CCLC and ASSETs programs is restricted to schools receiving federal Title I funding. In addition, 20 USC 7174 and Education Code 8422 and 8484.8 give competitive priority for these federal programs to applications jointly submitted by school districts and community organizations for programs that (1) are located in schools that are implementing comprehensive or targeted support and improvement activities pursuant to 20 USC 6311; (2) serve students at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or lacking strong positive role models; (3) provide activities not otherwise accessible to participating students or expand accessibility to high-quality services that may be available in the community; (4) continue or expand existing grants; and (5) for 21st CCLC programs, provide year-round expanded learning programming. For a further description of competitive priority for funding, see the California Department of Education's (CDE) "21st CCLC and ASSETs FAQs" and "Request for Applications for Programs Proposing to Serve High School Students."

To the extent feasible, the district shall give priority to establishing before-school and/or after-school programs in low-performing schools and/or programs that serve low-income and other at-risk students.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)

Any program to be established shall be approved by the Board and the principal of each participating school. (Education Code 8421, 8482.3)

Note: The following optional paragraph is applicable to all programs. Pursuant to Education Code 8483.4 (applicable to both ASES and 21st CCLC), the program administrator is required to establish qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise students meet the minimum qualifications for an instructional aide pursuant to district policies; see the accompanying administrative regulation. A district offering an ASSETs program must establish its expectations for staff qualifications.

The Superintendent or designee shall ensure that all staff who directly supervise students in the district's before-school and/or after-school program possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

(cf. 1240 - Volunteer Assistance)
(cf. 4131 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Each program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, each program may include support services that reinforce the educational component and promote student health and well-being.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 5030 - Student Wellness)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 6142.7 - Physical Education and Activity)

Note: Pursuant to Education Code 8482.6 (applicable to both ASES and 21st CCLC) and Education Code 8422 (applicable to ASSETs programs), as added and amended by AB 2615 (Ch. 470, Statutes of 2016), the district may charge fees to participating families as long as those fees are waived or reduced for families with students who are eligible for free or reduced-price meals. Option 1 below is for use by districts that choose not to charge family fees. Option 2 is for use by districts that will charge a permissible family fee to cover unfunded costs of the program.

OPTION 1: No fee shall be charged for participation in the program.

OPTION 2: A family fee may be charged to participating families based on the actual cost of services, as long as the fee is waived or reduced for families with students who are eligible for free or reduced-price meals. (Education Code 8422, 8482.6)

Note: The following paragraph is for use by districts selecting Option 2 that offer an ASES and/or 21st CCLC program, and may be modified to reflect program(s) offered by the district. Pursuant to Education Code 8482.6, as added by AB 2615 (Ch. 470, Statues of 2016), commencing July 1, 2017, no family fees may be charged for these programs if the district knows the participating student is a homeless youth or in foster care.

In regard to the After School Education and Safety program and/or 21st Century Community Learning Center program, no fee shall be charged for a student identified as a homeless or foster youth. (Education Code 8482.6)

(cf. 3260 - Fees and Charges)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)

***Note: The remainder of this policy is for use by districts that selected either Option 1 or 2

above.***

Note: The following optional paragraph is for use by districts with programs serving students ages 11-12 years. Education Code 8263.4 provides that the preferred placement for students ages 11-12 years is in a before-school or after-school program rather than in subsidized child care and development services. When subsidized child care services are also available, students ages 11-12 years will be eligible for subsidized child care services only for the portion of care that is not available in a before-school or after-school program. See AR 5148 - Child Care and Development.

Eligible students ages 11-12 years shall be placed in a before-school or after-school program, if and when available, rather than subsidized child care and development services. During the time that the before-school or after-school program does not operate, such students may be provided the option of enrolling in child care and development services in accordance with the priorities established in AR 5148 - Child Care and Development. (Education Code 8263.4)

Note: The following optional paragraph may be revised to reflect district practice.

Note: To assist in evaluations of program effectiveness, the district may refer to the California Department of Education's (CDE) Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality. In addition, CDE's publication A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools describes available assessment tools that are closely aligned with the program standards. These publications are available on CDE's web site.

Note: To the extent consistent with state and federal privacy laws, Education Code 8484.1 authorizes the district to share specified student data (i.e., school day attendance data, statewide assessment scores, high school exit examination scores, English language development test placement or reclassification scores, California Healthy Kids Survey results in aggregate form, student engagement and behavioral data, and other academic measures, including grades and course completion) with the operator of an after-school program with which the district has a contract that includes a confidentiality agreement. The district should consult with legal counsel if it has any questions regarding the sharing of student data.

Note: In addition, Education Code 8427 and 8484 require the after-school program to submit data on school and program attendance and program quality to the CDE; see the section "Reports" in the accompanying administrative regulation.

The Board and the Superintendent or designee shall monitor student participation rates and shall identify multiple measures that shall be used to evaluate program effectiveness. Such measures may include, but are not limited to, student outcome data; program self-assessments; feedback from staff, participating students, and parents/guardians; and observations of program activities.

(cf. 0500 - Accountability)

***Note: The following paragraph is for use by districts that offer an ASES or 21st CCLC

program, and may be adapted by districts that offer ASSETs or other programs. Education Code 8482.3 requires districts offering an ASES or 21st CCLC program to review program goals, program content, and outcome measures, selected from among those listed in Education Code 8484, every three years and to retain documentation for five years.***

Every three years, the Superintendent or designee shall review the after-school program plan, including, but not limited to, program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years.

(cf. 3580 - District Records)

Legal Reference:
EDUCATION CODE
8263 Eligibility and priorities for subsidized child development services
8263.4 Enrollment of students ages 11-12 years
8273.1 Family fees, exemptions
8350-8359.1 Programs for CalWORKS recipients
8360-8370 Personnel qualifications
8420-8428 21st Century After-School Program for Teens
8482-8484.65 After School Education and Safety Program
8484.7-8484.9 21st Century Community Learning Centers
8490-8490.7 Distinguished After School Health Recognition Program
17264 New construction; accommodation of before- and after-school programs
35021.3 After-school physical recreation instructors
45125 Criminal record check
45330 Paraprofessionals; instructional aides
45340-45349 Paraprofessionals; instructional aides
49024 Criminal background check; Activity Supervisor Clearance Certificate
49430-49434 Nutrition standards
49540-49546 Child Care Food Program
49553 Free or reduced-price meals
60851.1 Suspension of high school exit examination
69430-69460 Cal Grant program
UNITED STATES CODE, TITLE 20
6311 State plans
6314 Title I schoolwide programs
7171-7176 21st Century Community Learning Centers
UNITED STATES CODE, TITLE 42
1766-1766a Child and Adult Care Food Program
11434a Education for homeless children and youths
CODE OF FEDERAL REGULATIONS, TITLE 7
226.17 Child care center nutrition standards

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Quality Program Improvement Plan for Expanded Learning Programs in California 2016-17, November 2016
Request for Application for Programs Proposing to Serve High School Students, September 2016
21st Century Community Learning Centers (21st CCLC) FAQs Elementary/Middle School Programs, September 2016
A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools, 2014
Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, 2014
21st Century High School After School Safety and Enrichment for Teens Program Frequently Asked Questions, March 2012
California After School Physical Activity Guidelines, 2009
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
21st Century Community Learning Centers, Nonregulatory Guidance, February 2003
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Before and After School: http://www.cde.ca.gov/ls/ba
California Healthy Kids Survey: https://chks.wested.org
California School-Age Consortium: http://calsac.org
Commission on Teacher Credentialing: http://www.ctc.ca.gov
Partnership for Children and Youth: http://partnerforchildren.org
U.S. Department of Agriculture: http://www.fns.usda.gov/cnd/care/afterschool.htm
U.S. Department of Education: http://www.ed.gov

(11/06 7/15) 3/17

CSBA Sample
Administrative Regulation
Before/After School Programs

AR 5148.2
Students

Note: The district should revise the following administrative regulation to reflect the before and/or after school program(s) it offers and the grade levels at which the programs are offered. In addition to the program requirements described below, before-school and after-school programs may be subject to other district policies such as BP/AR 5148 - Child Care and Development, AR 3514.2 - Integrated Pest Management, and BP/AR 3550 - Food Service/Child Nutrition Program. The district should consult legal counsel if it has questions regarding the applicability of other laws to the district's programs.

Grades K-9

Note: The following section is for use by districts providing before-school and/or after-school programs funded by the state After School Education and Safety Program (ASES) (Education Code 8482-8484.65) or the federal 21st Century Community Learning Center program (21st CCLC) (Education Code 8484.7-8484.9; 20 USC 7171-7176). Both ASES and 21st CCLC programs serve students who are in grades K-9 in an elementary, middle, or junior high school. Pursuant to Education Code 8484.75, programs funded through the 21st CCLC program are generally subject to the same program requirements applicable to ASES programs, with the exception of specified provisions primarily related to allocation of funds.

Note: The following section applies to both ASES and 21st CCLC programs except where otherwise noted, and should be revised to reflect the program(s) offered by the district.

The district's After School Education and Safety (ASES) program or 21st Century Community Learning Center (21st CCLC) program shall serve students in any of grades K-9 as the district may determine based on local needs. (Education Code 8482.3, 8484.7, 8484.75, 8484.8)

The district's 21st CCLC program shall primarily serve students in Title I schoolwide programs or serve a high percentage of students from low-income families. (Education Code 8484.8; 20 USC 7173)

(cf. 6171 - Title I Programs)

Note: The remainder of this section applies to both ASES and 21st CCLC programs.

The district's ASES and 21st CCLC program(s) shall be operated in accordance with the following:

1. Program Elements

a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science. (Education Code 8482.3)

(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6142.93 - Science Instruction)
(cf. 6154 - Homework/Makeup Work)
(cf. 6163.4 - Student Use of Technology)

Note: Education Code 8482.3 requires that the program include an educational enrichment component which may include physical fitness. Pursuant to Education Code 8483.55 and 8484.8, the California Department of Education (CDE) has developed voluntary California After School Physical Activity Guidelines which are available on its web site.

b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, technology, physical fitness, and prevention activities. (Education Code 8482.3)

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)
(cf. 6142.6 - Visual and Performing Arts)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6178 - Career Technical Education)

Note: Pursuant to Education Code 8482.3, after-school programs may offer snacks or meals that conform to applicable state or federal nutrition standards. Reimbursement for providing snacks is available through the National School Lunch Program and the Child and Adult Care Food Program (CACFP) for participating districts. Pursuant to the Healthy, Hunger-Free Kids Act of 2010 (42 USC 1766-1766a), after-school programs participating in the at-risk after-school care component of the CACFP may be reimbursed for serving full meals. Further information is available on the web sites of the CDE and U.S. Department of Agriculture.

2. Nutrition

a. If snacks or meals are made available in the program, they shall conform to state nutrition standards specified in Education Code 49430-49434 or 42 USC 1766 as applicable. (Education Code 8482.3; 42 USC 1766-1766a; 7 CFR 226.17)

b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants. (Education Code 8483.1)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

Note: Education Code 8482.3 provides that a program may be offered at one or multiple school sites. Program applications and U.S. Department of Education (USDOE) nonregulatory guidance, 21st Century Community Learning Centers, state that programs may be located off campus as long as the facility is as available and accessible to students as if it were located at a school.

3. Location of Program

a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility. (Education Code 8482.3)

Note: Education Code 8482.8, as amended by AB 2615 (Ch. 470, Statutes of 2016), allows the district to provide services at another school site if there is a significant barrier to student participation in a program at the school of attendance and if the school to which the program will be transferred either (1) agrees to receive students from the transferring school and has an existing grant of the same type as the transferring school, or (2) does not have a 10-percent lower percentage of students eligible for free or reduced-price meals than the transferring school. Approval to provide services at another school site must be obtained from the Superintendent of Public Instruction prior to or during the grant application process. In addition, Education Code 8482.8 allows a district that is temporarily prevented from operating a program at a given site due to natural disaster, civil unrest, or imminent danger to students or staff to transfer funding to other program sites in order to meet attendance targets during that time period.

b. When there is a significant barrier to student participation in either the before-school or after-school component of a program at the school of attendance, the Superintendent or designee may, with the approval of the Superintendent of Public Instruction, provide services at another school site. Such transfer of services shall occur only if the school to which the program will be transferred agrees to receive students from the transferring school and has an existing grant of the same type as the transferring school, or does not have a 10-percent lower percentage of students eligible for free or reduced-price meals than the transferring school. A significant barrier includes any of the following: (Education Code 8482.8)

(1) Fewer than 20 students participating in the program component

(2) Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation

(3) A reduction in the program grant of an existing school due to its merging into a new school opened by the district or the splitting of its students with a new school

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of the educational and literacy elements with the regular school program of participating students. (Education Code

8482.8)

(cf. 3540 - Transportation)

4. Staffing

a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4, 45330, 45344, 45344.5)

(cf. 4222 - Teacher Aides/Paraprofessionals)

Note: Pursuant to Education Code 8483.4, program staff and volunteers are required to meet health screening and fingerprint clearance requirements. Education Code 49024 provides that the requirement to obtain an Activity Supervisor Clearance Certificate prior to beginning a paid or volunteer position is satisfied by clearing a Department of Justice and Federal Bureau of Investigation criminal background check.

b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy. (Education Code 8483.4)

(cf. 1240 - Volunteer Assistance)
(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

c. The student-to-staff ratio shall be no more than 20 to 1. (Education Code 8483.4)

5. Hours of Operation

a. A before-school program shall not operate for less than one and one-half hours per regular school day. (Education Code 8483.1)

b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (Education Code 8483)

6. Admissions

a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6)

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

b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:

***Note: Pursuant to Education Code 8483, as added by AB 2615 (Ch. 470, Statutes of 2016),

commencing July 1, 2017, first priority for enrollment shall be given to students who are identified as homeless or foster youth, as provided below.***

(1) First priority for enrollment shall be given to students who are identified as homeless youth, as defined by the McKinney-Vento Homeless Assistance Act (42 USC 11434a), at the time they apply for enrollment or at any time during the school year and to students who are identified by the program as being in foster care. (Education Code 8483, 8483.1)

The district is not required to disenroll a current student in order to secure the enrollment of a student who has priority for enrollment. (Education Code 8483, 8483.1)

The district shall inform the parent/guardian of a homeless or foster youth of the right of the child to receive priority enrollment and how to request priority enrollment. (Education Code 8483)

(cf. 5145.6 - Parental Notifications)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)

Note: Item #(2) below is for use by districts that maintain middle or junior high schools.

(2) Second priority for enrollment of middle or junior high school students shall be given to students who attend daily. (Education Code 8483, 8483.1)

Note: Items #(3)-(5) are optional and may be revised or expanded to include enrollment priorities established by the district.

(3) Third priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulations.

(cf. 6179 - Supplemental Instruction)

(4) Any remaining capacity shall be filled by students selected at random.

(5) A waiting list shall be established to accommodate additional students if space becomes available.

7. Attendance/Early Release

Note: Education Code 8483 and 8483.1 express legislative intent that elementary students attend the full program day of either the before-school or after-school program every day in which they participate. Education Code 8483 and 8483.1 allow districts to implement a flexible attendance schedule for students in middle or junior high school. Education Code 8483.1 specifies that, for before-school programs, students who attend less than one-half of the daily program hours may not be counted for attendance purposes.

Note: Pursuant to Education Code 8483, districts offering an after-school program are mandated to establish a policy regarding reasonable early daily release of students from the after-school program. Education Code 8483.1 mandates districts offering a before-school program to establish a policy regarding reasonable late daily arrival of students. The following items should be revised to reflect district practice.

a. Each student admitted into a district program shall be expected to attend the full number of hours that the program is in operation every day that he/she participates.

b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival of his/her child for the before-school program or the reasonable early daily release of his/her child from the after-school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

Note: Item #8 below is for use by districts that offer a program during summer, intersession, or vacation periods. Pursuant to Education Code 8483.76, a school that establishes a before-school or after-school program is eligible to receive a supplemental grant to operate the program in excess of 180 regular school days or during any combination of summer, weekends, intersession, or vacation periods for a maximum of 30 percent of the total grant amount awarded, per school year, to the school.

8. Summer/Intersession/Vacation Programs

a. A before-school program operating during summer, intersession, and/or vacation days shall be offered for a minimum of two hours per day. An after-school program offered during summer, intersession, and/or vacation days may be operated for either three hours or six hours per day in accordance with Education Code 8483.76. When both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2, 8483.76)

b. A program offered during summer, intersession, and/or vacation periods may open eligibility to every student attending a school in the district, with priority for enrollment given to students enrolled in the school that received the grant. (Education Code 8483.76)

c. To address the needs of students and school closures, the program may be conducted at an off-site location or an alternate school site. The program shall notify the California Department of Education (CDE) of the change of location and shall include a plan to provide safe transportation pursuant to Education Code 8484.6. (Education Code 8483.76)

d. Any program operating for six hours per day shall provide at least one nutritionally adequate free or reduced-price meal to each eligible student during each program day. (Education Code 8483.76)

***Note: Education Code 8483.76 mandates that a district operating a six-hour program adopt an attendance and early release policy for the program that is consistent with the district's early

release policy for the regular school day; see item #7 above. This policy must be included in the program plan submitted to the CDE.***

e. For any program operating six hours per day, district procedures pertaining to student attendance and early release as specified in item #7 above shall apply. (Education Code 8483.76)

(cf. 6177 - Summer Learning Programs)

Grades 9-12

Note: The following section is for use by districts providing before-school and/or after-school programs funded through 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs) program (Education Code 8420-8428; 20 USC 7171-7176).

The district's 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program shall serve students in any of grades 9-12 as the district may determine based on local needs. (Education Code 8421)

The program shall be operated in accordance with the following guidelines:

1. Program Elements

a. The program shall include an academic assistance element that is coordinated with the regular academic program and includes, but is not limited to, at least one of the following: (Education Code 8421)

Note: Education Code 8421 authorizes the district's ASSETs program to include preparation for the California High School Exit Examination, However, pursuant to Education Code 60851.1, administration of the exit exam has been suspended through the 2017-18 school year.

(1) Preparation for the high school exit examination

(cf. 6162.52 - High School Exit Examination)

(2) Tutoring

(3) Career exploration, including activities that help students develop the knowledge and skills that are relevant to their career interests and reinforce academic content

(4) Homework assistance

(5) College preparation, including information about the Cal Grant program pursuant to Education Code 69430-69460

b. The program shall include an enrichment element that may include, but is not limited to: (Education Code 8421)

(1) Community service

(2) Career and technical education

(3) Job readiness

(4) Opportunities for mentoring and tutoring younger students

(5) Service learning

(6) Arts

(7) Computer and technology training

(8) Physical fitness

(9) Recreation activities

(cf. 6142.4 - Service Learning/Community Service Classes)

Note: Education Code 8423 requires the ASSETs program to include a physical activity element. See the CDE's California After School Physical Activity Guidelines, available on its web site.

c. The program shall include a nutritional snack and/or meal and a physical activity element. (Education Code 8423)

Note: AB 2615 (Ch. 470, Statutes of 2016) amended Education Code 8423 to add the following requirement.

d. The program shall provide for access to, and availability of, computers and technology. (Education Code 8423)

e. The Superintendent or designee shall assess students' preferences for program activities. (Education Code 8423)

2. Location of Program

a. The district's program may operate on one or multiple school sites or at another location approved by the CDE. (Education Code 8421)

b. If applying for a location off school grounds, the Superintendent or designee shall ensure that safe transportation is available for students, if necessary, and the program is at least as

available and accessible as similar programs conducted on school sites. (Education Code 8421)

3. Hours of Operation

a. The district's program shall operate for a minimum of 15 hours per week. (Education Code 8421)

b. The district's program may be operated either after school only or for any combination of after school, before school, weekends, summer, intersession, and vacations. (Education Code 8422)

Volunteers

Note: The following optional section is for use by districts that choose to create a registry of volunteer after-school physical recreation instructors or other volunteers pursuant to Education Code 35021.3, and may be used by districts that provide an ASES, 21st CCLC, ASSETs, or any other local program. When the district opts to use a registry created by a county office of education pursuant to Education Code 35021.3 rather than develop its own, the following section may be revised to inform district staff about the county registry and encourage its use.

Note: Pursuant to Education Code 35021.3, after-school instruction in physical recreation provided by a volunteer does not count toward satisfaction of physical education requirements pertaining to the number of instructional minutes or course completion for high school graduation; see BP/AR 6142.7 - Physical Education and Activity and BP 6146.1 - High School Graduation Requirements.

The Superintendent or designee may establish a registry of volunteer after-school physical recreation instructors and other before-school and after-school program volunteers. (Education Code 35021.3)

Note: Education Code 35021.3 requires volunteers to submit to a criminal background check and authorizes, but does not require, the district to contribute funds to pay for all or part of the background check. Pursuant to Education Code 35021.3, the district may expand the following paragraph to impose additional requirements on volunteers (e.g., certification in cardiopulmonary resuscitation).

To be included in the registry, a volunteer shall submit to a criminal background check pursuant to Education Code 45125. He/she also shall submit current contact information to the district and shall update that information whenever the information changes. (Education Code 35021.3)

The Superintendent or designee may use a volunteer registered with the district or may select another person to provide physical recreation to students after school hours or to provide other services. (Education Code 35021.3)

Reports

Note: The following section applies to ASES, 21st CCLC, and ASSETs programs.

Note: Pursuant to Education Code 8426 and 8484, the CDE may terminate a grant if, for three consecutive years, the program fails to demonstrate measurable program outcomes or fails to attain 75 percent of its proposed attendance levels. For this purpose, the CDE may consider a comparison of participating and nonparticipating students at the same school site or other factors.

The Superintendent or designee shall annually submit to the CDE outcome-based data, including, but not limited to: (Education Code 8427, 8482.3, 8484)

1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis

Note: Education Code 8427 requires programs to submit evidence of a program quality improvement process that is based on standards developed by the CDE. The CDE's program quality standards, Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, are available on its web site.

2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards

(cf. 0500 - Accountability)

(3/08 7/15) 3/17

CSBA Sample
Board Policy
School Calendar

BP 6111
Instruction

Note: The following optional policy may be subject to collective bargaining agreements and should be modified to reflect district practice. The Public Employment Relations Board has determined that school calendar issues related to the work of employees, such as beginning and ending dates, summer vacations, and school holidays, are negotiable.

For each district school, the Governing Board shall adopt a school calendar that meets the requirements of law as well as the needs of the community, students, and the work year as negotiated with the district's employee organization(s). As appropriate, the Superintendent or designee shall ensure that the proposed calendar is aligned with assessment and accountability schedules in order to support the district's goals for student achievement.

(cf. 0200 - Goals for the School District)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6162.52 - High School Exit Examination)

Each school calendar shall show the beginning and ending school dates, legal and local holidays, staff development days, orientation days, minimum days, vacation periods, and other pertinent dates.

(cf. 6112 - School Day)
(cf. 6115 - Ceremonies and Observances)
(cf. 6117 - Year-Round Schedules)
(cf. 6177 - Summer Learning Programs)

Note: Education Code 41420 establishes 175 days of instruction as the minimum requirement to receive full average daily attendance (ADA) reimbursement. Education Code 46200 provides incentive funding for districts to increase to 180 days of instruction and imposes financial penalties, by way of withholding from the district's local control funding formula (LCFF) apportionment, upon districts that offer fewer than 180 days of instruction after receiving the incentive funding. However, pursuant to Education Code 46208, once a district meets or exceeds its LCFF funding target, it will be required to offer 180 days or more of instruction or will have a portion of its apportionment withheld. For more information about the impact of the LCFF on instructional time, see the California Department of Education's "LCFF and Instructional Time FAQs" located on its web site.

***Note: Before any reduction in the number of working days, the district must first negotiate

with employee organizations. In addition, constitutional equity issues may have to be considered. In Butt v. State of California, the California Supreme Court held that a district violated students' fundamental right to basic equality in public education when it shortened the school year by six weeks because of a lack of funds. Districts seeking to reduce instructional time should proceed cautiously and consult with legal counsel.***

The district shall offer a minimum of 175 days of instruction per school year, until it equals or exceeds the local control funding formula target established for it pursuant to Education Code 42238.02, at which time it shall offer 180 days or more of instruction per school year. (Education Code 41420, 46208)

(cf. 1431 - Waivers)

Note: The following optional paragraph is for use by districts that maintain one or more schools on a multitrack year-round schedule. Pursuant to Education Code 37670, such schools will be deemed to be in compliance with requirements pertaining to the minimum number of instructional days if they offer at least 163 school days per year and meet specified conditions. See BP 6117 - Year-Round Schedules.

However, district schools on a multitrack year-round schedule may be maintained for a minimum of 163 instructional days in accordance with Education Code 37670.

Note: Education Code 46300 identifies educational activities that are included in the computation of ADA. School districts may not receive ADA reimbursement for staff development programs conducted on regular school days.

Staff development days shall not be counted as instructional days.

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

Notification of the schedule of minimum days and student-free staff development days shall be sent to all parents/guardians at the beginning of the school year. If any minimum days or student-free staff development days are added to the schedule, the Superintendent or designee shall notify parents/guardians of the affected students as soon as possible and at least one month before the scheduled minimum day. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

Note: Pursuant to Elections Code 12283, the Governing Board may determine whether to keep a school open or closed on an election day when the school will be used as a polling place. In some cases, districts have closed the school for safety reasons, as a precaution against the large number of visitors on school grounds. Elections officials are required to request the use of the school within sufficient time in advance of the school year so that the Board can make this determination before school calendars are printed and distributed to parents/guardians.

If a school will be used as a polling place on an election day, the Board shall determine whether to continue school in session, designate the day for staff training and development, or close the school to students and nonclassified staff. (Elections Code 12283)

(cf. 1400 - Relations Between Governmental Agencies and the Schools)
(cf. 5113 - Absences and Excuses)

Legal Reference:
EDUCATION CODE
37200-37202 School calendar
37220-37223 Holidays
37600-37672 Continuous school programs: year-round schools, especially:
37618 School calendar
37700-37712 Four-day week
41420 Apportionment withholding, schools not maintained for 175 days
41422 Schools not maintained for 175 days
42238.02 Local control funding formula
46200-46208 Incentives for longer instructional day and year
46300 Method of computing ADA
48980 Notice at beginning of term
ELECTIONS CODE
12283 School closures, election days
COURT DECISIONS
Butt v. State of California, (1992) 4 Cal 4th 668
PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS
Davis Joint Unified School District, (1984) PERB Decision No. 474

Management Resources:
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Public Employment Relations Board: http://www.perb.ca.gov
Secretary of State's Office: http://www.sos.ca.gov

(11/09 7/11) 3/17

CSBA Sample

Board Policy

Year-Round Schedules

BP 6117
Instruction

Note: The following optional policy is for use by districts that operate or are considering the establishment of a year-round calendar in one or more schools, as authorized by Education Code 37610. Year-round schools generally have the same number of instructional days as schools on a traditional calendar. However, they maintain a different pattern of instruction and vacations than schools on a traditional calendar. While traditional calendar schools have nine months of instruction and three months of vacation during the summer, year-round schools operate on shorter blocks of time for instruction and vacation, such as 60 days of instruction followed by 20 days of vacation. Some year-round schools operate a "multitrack" plan as defined in Education Code 17017.7. Such a program is designed to increase the enrollment capacity of the school by dividing the student body and staff into groups or tracks (usually three to five groups) and rotating attendance so that, at any time during the school year, at least one group or track is on vacation while the other groups are attending school.

The Governing Board believes that a year-round school schedule could benefit the district and its students by providing continuous instruction and reducing learning loss in students over extended vacations, allowing timely interventions to improve academic achievement, and alleviating overcrowding in schools through efficient use of school facilities. The Board shall consider the feasibility of establishing year-round schedules based on current and projected enrollments, facilities needs, and instructional needs.

(cf. 6111 - School Calendar)
(cf. 7110 - Facilities Master Plan)

Before approving a year-round program in any district school, the Board shall consult in good faith, in an effort to reach agreement with certificated and classified employees of the school, parents/guardians of students who would be affected by the change, and the community at large. Such consultation shall include at least one public hearing for which adequate notice has been given to the employees and parents/guardians of affected students. (Education Code 37616)

(cf. 0420 - School Plans/Site Councils)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 5145.6 - Parental Notifications)
(cf. 9320 - Meetings and Notices)

When the Board is considering a year-round schedule for any school, the Superintendent or designee shall submit to the Board a comprehensive proposal that, at a minimum, shall address

the schedule to be operated, the number of tracks the school will have, any needed facilities modifications, a communications system for notifying off-track families of school activities and developments, and how the ethnic and socioeconomic composition of the school will be maintained within each track.

If the Board determines to operate a year-round program in a manner that would require any student to enroll, the Superintendent or designee shall publish, not later than November 1 of the school year preceding the commencement of the program, notice of the district's intention to operate the program. Such notice shall be published in a newspaper of general circulation within the district, or if there is no such newspaper, then in any newspaper of general circulation that is regularly circulated in the district. The notice shall be published once each week for three successive weeks or, if the newspaper is regularly published once a week or more often, at least three times with at least five days intervening between the respective publication dates not counting the publication dates. (Education Code 37611)

(cf. 5116.1 - Intradistrict Open Enrollment)

Note: Pursuant to Education Code 37612, after the district has published the above notice, residents may request that the school not establish such a schedule by presenting a petition to the County Superintendent of Schools. This petition must be signed by at least 25 percent of the registered voters of the district and be submitted no later than December 10 of the year in which the notice is given. If the County Superintendent finds the petition to be sufficient as required by law, he/she will order a proposition to be placed upon the ballot of the appropriate election as provided in Education Code 37613. Irrespective of whether or not a petition is presented, the Board may request that an election be called and conducted.

On the Board's order, or upon a sufficient petition by the public to the County Superintendent of Schools after the above notice of intention is given by the district, an election shall be called to determine whether to permit a year-round program to be operated. (Education Code 37612)

Note: Education Code 37620 and 41420 establish 175 days of instruction as the minimum requirement to receive full average daily attendance (ADA) reimbursement. Districts have the ability to increase to 180 days of instruction with longer day or year incentives pursuant to Education Code 46200-46206. Pursuant to Education Code 46208, when a district equals or exceeds its funding target under the local control funding formula (LCFF), it will be required to offer 180 days of instruction in order to receive full ADA reimbursement. See BP 6111 - School Calendar. Year-round schools are subject to these requirements except that, pursuant to Education Code 37670, multitrack year-round schools will be in compliance if they are maintained for a minimum of 163 school days under the conditions described below. If all of the district's year-round schools operate on a multitrack schedule, the district may delete the following paragraph. For more information about the manner in which LCFF funding to districts may be impacted by instructional time, see the California Department of Education's (CDE) "LCFF and Instructional Time FAQ" and its accompanying "Instructional Time Table" located on the CDE's web site.

Each year-round school shall offer a minimum of 175 days of instruction per school year, until it

equals or exceeds the local control funding formula target established for it pursuant to Education Code 42238.02, at which time each school shall offer 180 days or more of instruction per school year. (Education Code 37620, 41420, 46208)

Note: The following paragraph is for use by districts that maintain one or more year-round schools on a multitrack schedule.

However, any school that operates on a multitrack schedule shall be deemed in compliance with these requirements if it offers a minimum of 163 instructional days per school year. To do so, the Board shall adopt a resolution at a regularly scheduled Board meeting certifying that the number of annual instructional minutes is not less than that of schools of the same grade levels utilizing the traditional school calendar and that it is not possible to maintain a multitrack schedule with the same number of instructional days provided by district schools on a traditional calendar given the facilities, program, class sizes, and projected number of students enrolled at the school site. The Superintendent or designee shall annually certify to the Superintendent of Public Instruction that any such school is maintained for at least 163 instructional days. (Education Code 37670, 46208)

(cf. 1431 - Waivers)
(cf. 6112 - School Day)

Each school operating on a year-round schedule shall be closed for all students and employees on regular school holidays. (Education Code 37619)

(cf. 6115 - Ceremonies and Observances)

The Superintendent or designee shall annually submit a report to the Board regarding each district school operating a year-round schedule. The report shall include results of the school's academic assessments and how they compare with those of other schools, necessary facilities maintenance or repairs, and costs incurred or saved on account of operating a year-round schedule at the school.

(cf. 0500 - Accountability)
(cf. 0510 - School Accountability Report Card)
(cf. 3460 - Financial Reports and Accountability)
(cf. 3517 - Facilities Inspection)

Assignment to Year-Round Tracks

The Superintendent or designee shall establish an unbiased process for determining assignment of students to tracks based on the following guidelines:

1. Students of the same family shall be placed in the same group or track unless one or more of such students are enrolled in a special education class or unless the parent/guardian requests that the students be placed in different groups. (Education Code 37617)

Note: Items #2-3 below reflect the CDE's Year Round Education Guide, available on its web site, and may be revised to reflect district practice.

2. Assignment based on ability level or special education needs shall be minimized. If a special population must be put on one track, isolation and segregation should be minimized by partial day integration or self-selection of track.

(cf. 6159 - Individualized Education Program)
(cf. 6172 - Gifted and Talented Student Program)

3. Each track should reflect the ethnic and socioeconomic composition of the entire school community.

4. Students shall be chosen on a lottery basis when the number of students requesting a particular track exceeds spaces available. Students' second choices of track assignment shall be accommodated to the extent possible.

The Superintendent or designee shall give parents/guardians adequate notice regarding their child's schedule.

Note: The following paragraph is optional and may be modified to reflect district practice. In its Year-Round Education Program Guide, the CDE lists an appeal process that includes referral of a parent/guardian's concern to a site administrator, then to an appeal committee consisting of an administrator, teacher, and Board member, and finally to the full Board.

Any parent/guardian who is dissatisfied with the track assignment of his/her child may appeal the assignment to the Superintendent or designee within five business days, stating the reason a different track is more appropriate for his/her child. The Superintendent or designee shall respond to the parent/guardian within five business days. The Superintendent's decision shall be final.

Once students are assigned to a track, priority shall be placed on keeping students on the same track each year unless the parent/guardian requests a change.

Legal Reference:
EDUCATION CODE
17017.5 Approval of applications; year-round education program
17017.6 Substantial enrollment, high school districts
17017.7 Priority for funding new construction
17071.40 Exemption from increase in school building capacity
17088.3 Qualifications for lease; submission of year-round multitrack educational program study
37202 Equity length of term, exceptions
37220-37223 Saturdays and holidays

37600-37644 Continuous school programs
37670-37672 Multitrack year round scheduling
37693 Concept 6 program elimination
41420 Minimum number of instructional days per year
42238.02 Local control funding formula
42250.1 Funding for air conditioning
46200-46208 Incentives for longer instructional day and year
CODE OF REGULATIONS, TITLE 5
855 Testing period
14030 School housing standards for multitrack programs

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Year-Round Education Program Guide
WEB SITES
California Department of Education, Multitrack Year-Round Education: http://www.cde.ca.gov/ls/fa/yr
National Association for Year-Round Education: http://www.nayre.org

(11/04 8/13) 3/17

CSBA Sample

Board Policy

World/Foreign Language Instruction

BP 6142.2
Instruction

Note: The following optional policy may be revised to reflect district practice.

Note: Districts that do not maintain secondary schools may adapt this policy to reflect any elementary school programs designed to develop student's literacy in a language other than English. Education Code 51212 states legislative intent to encourage programs of world language (foreign language) instruction as early as feasible for the district.

In order to prepare students for global citizenship and to broaden their intercultural understanding and career opportunities, the Governing Board shall provide students with opportunities to develop linguistic proficiency and cultural literacy in one or more world languages in addition to English.

Note: The California Department of Education's (CDE) Foreign Language Framework for California Public Schools encourages districts to offer as many language course options as possible. Within the context of the CDE's framework, American Sign Language is recognized as a foreign language. The following paragraph may be revised to reflect language courses available in the district.

The Superintendent or designee shall recommend world languages to be taught in the district's educational program based on student interest, community needs, and available resources. He/she shall also consider providing English learners the opportunity to study their heritage language, when such a course is available, in order to continue developing skills in that language. American Sign Language courses shall be open to all students regardless of hearing status.

(cf. 6174 - Education for English Learners)

Note: On January 7, 2009, the State Board of Education (SBE) adopted voluntary content standards for world languages for grades K-12; see the accompanying administrative regulation. Education Code 60605.5, as added by AB 2290 (Ch. 643, Statutes of 2016), requires the Superintendent of Public Instruction to recommend revisions to the standards and requires the SBE to adopt, reject, or modify the recommended revisions by March 31, 2019. The 2003 Foreign Language Framework for California Public Schools does not reflect current content standards and is scheduled to be updated in 2020.

***Note: In addition, Education Code 51228 requires districts to offer students in grades 7-12 a course of study that fulfills the requirements and prerequisites for admission to California colleges and universities; see BP 6143 - Courses of Study. Admissions criteria for California

State University and University of California include two years of coursework in one foreign language that has been approved by the University of California. "Frequently Asked Questions" in the University of California's A-G Guide, available on its web site, clarify that American Sign Language may be used to fulfill the requirement if used with a language other than English, but signing in English will not satisfy the requirement. The following paragraph may be revised by districts that do not maintain any of grades 7-12.***

The district shall offer a sequential curriculum aligned with the state content standards, state curriculum framework, and, as applicable, California university admission requirements for languages other than English.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)

Note: The following paragraph is for use by districts that maintain any of grades 7-12 and may be revised to reflect the grade levels at which instruction in world languages will be offered in the district. Education Code 51220 requires that the adopted course of study for grades 7-12, beginning no later than grade 7, include instruction in world languages designed to develop a facility for understanding, speaking, reading, and writing the particular language; see AR 6143 - Courses of Study.

Instruction in world languages shall be offered to secondary school students beginning no later than grade 7 and shall be designed to develop students' skills in understanding, speaking, reading, and writing the language. (Education Code 51220)

(cf. 6143 - Courses of Study)

Note: The following optional paragraph is for use by districts that maintain one or more high schools. Education Code 51225.3 requires high school students to complete a one-year course in either foreign language, American Sign Language, or visual and performing arts as a condition of high school graduation; see BP 6146.1 - High School Graduation Requirements. Pursuant to Education Code 51243-51245 and 5 CCR 1632, foreign language instruction completed in a private school must be granted credit toward high school graduation provided that the instruction meets specified standards and conditions; see BP/AR 6146.11 - Alternative Credits Toward Graduation.

Note: A number of districts have chosen to present a biliteracy award upon high school graduation to students who demonstrate proficiency in speaking, reading, and writing skills in one or more languages in addition to English; see BP/AR 5126 - Awards for Achievement.

Students shall obtain credit toward high school graduation requirements for completion of a one-year course in a world language or American Sign Language during grades 9-12.

(cf. 5126 - Awards for Achievement)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)

Note: The following optional paragraph is for use by districts that choose to offer a dual-language immersion program and may be revised to reflect district practice. Effective July 1, 2017, Proposition 58 (November 2016) amended Education Code 305-310 and repealed Education Code 311 to authorize parents/guardians of English learners to select a language acquisition program that best suits their child. Districts must offer a structured English immersion program in which nearly all of the instruction is in English, and may offer dual-language immersion programs or other language acquisition programs. Also see BP/AR 6174 - Education for English Learners.

Note: The CDE and the Center for Applied Linguistics note that dual-language immersion programs are often focused on the primary grades and that such programs may continue for five to seven years but optimally throughout grades K-12; also see the accompanying administrative regulation.

Note: For further information and recommendations regarding dual-language immersion programs, see CSBA's governance brief English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs.

The district may establish a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (Education Code 305-306)

Note: Pursuant to Education Code 60119, as a condition of receiving funds for instructional materials from any state source, the Governing Board is required to hold a public hearing to determine whether each student has sufficient textbooks and/or instructional materials in specified subjects, including foreign language, that are aligned to the state content standards or curriculum frameworks; see BP 6161.1 - Selection and Evaluation of Instructional Materials.

The Board shall ensure that students have access to high-quality instructional materials in world languages. In accordance with Board policy, teachers shall be encouraged to identify and use supplemental resources, such as literature, technology, newspapers and other media, dictionaries, and volunteers from the community to enhance the world language instructional program.

(cf. 1240 - Volunteer Assistance)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1- Library Media Centers)

The Superintendent or designee shall provide professional development as necessary to ensure that teachers of world languages have the knowledge and skills they need to implement an effective instructional program that helps students attain academic standards.

(cf. 4131 - Staff Development)

Note: The following optional paragraph should be revised to reflect indicators agreed upon by the Board and Superintendent for evaluating the district's world/foreign languages instructional program.

The Superintendent or designee shall provide periodic reports to the Board regarding the effectiveness of the district's world language program which may include, but not be limited to, a description of the district's curriculum and the extent to which it is aligned with the state's content standards and curriculum framework, student achievement of district standards for world language instruction, and student participation rates in each language course. Program evaluation shall be used to identify needed improvements and may be considered in determining the world languages to be taught in the district.

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:
EDUCATION CODE
300-310 Education for English learners
42238.02 Local control funding formula; class size requirements
44253.1-44253.11 Qualifications of teachers of English learners
44256-44257 Credential requirements, including teachers of foreign language
48980 Parental notifications
51212 Legislative intent to encourage foreign language instruction in grades 1-6
51220 Courses of study, grades 7-12
51225.3 High school graduation requirements
51243-51245 Alternative credits toward graduation for foreign language instruction in private school
60119 Public hearings, instructional materials
60605.3 Content standards for world language instruction
60605.5 Revision of state standards for world language instruction
CODE OF REGULATIONS, TITLE 5
1632 Alternative credits toward graduation for foreign language instruction in private school

Management Resources:
CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS
English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Two-Way Language Immersion Program FAQ
World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve, adopted January 7, 2009
Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
CENTER FOR APPLIED LINGUISTICS PUBLICATIONS

Guiding Principles for Dual Language Education, Second Edition, 2007
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
CL-622 Serving English Learners
UNIVERSITY OF CALIFORNIA PUBLICATIONS
A-G Guide
WEB SITES
CSBA: http://www.csba.org
American Council on the Teaching of Foreign Languages: http://www.actfl.org
California Association for Bilingual Education: http://www.gocabe.org
California Department of Education, Foreign Language: http://www.cde.ca.gov/ci/fl
California Foreign Language Project: http://www.stanford.edu/group/CFLP
California Language Teachers' Association: http://www.clta.net
Center for Applied Linguistics: http://www.cal.org
University of California, a-g Course Approval: http://www.ucop.edu/agguide

(3/09) 3/17

CSBA Sample
Administrative Regulation
World/Foreign Language Instruction

AR 6142.2
Instruction

Content of Instruction

Note: Items #1-5 below reflect the five categories of content standards for world languages adopted by the State Board of Education (SBE) on January 7, 2009. Within each category, the state standards describe four proficiency levels or performance benchmarks. Education Code 60605.5, as added by AB 2290 (Ch. 643, Statutes of 2016), requires the Superintendent of Public Instruction to recommend revisions to the standards and requires the SBE to adopt, reject, or modify the recommended revisions by March 31, 2019.

Note: The district may revise the following list to reflect the topics to be addressed in the district's program.

The district's instructional program for world languages shall be designed to help students gain knowledge about new language systems and use that knowledge to communicate. Students shall receive instruction which is aligned with state academic standards appropriate to their age and stage of linguistic and cultural proficiency in the following categories:

1. Content: Students shall be presented with a wide variety of content that is age and stage appropriate and increases in complexity.

(cf. 6011 - Academic Standards)

2. Communication: Students shall be taught to effectively convey and receive messages by engaging in or interpreting written, spoken, and/or signed languages.

3. Cultures: Students shall receive instruction that allows them to make connections and comparisons between language and culture.

(cf. 6142.94 - History/Social Science Instruction)

4. Structures: The curriculum shall address components of grammar, syntax, and language patterns appropriate to the language being taught.

5. Settings: To help students comprehend meaning and use language that is culturally appropriate, students shall develop knowledge of the context or setting in which language is used, such as common daily settings, interpersonal settings, and informal and formal settings.

Dual-Language Immersion Programs

Note: The following optional section is for use by districts that choose to establish a dual-language immersion program integrating native English speakers and English learners in a class that is taught in both English and a second language; see the accompanying Board policy.

Note: Effective July 1, 2017, Proposition 58 (November 2016) amended Education Code 305-310 and repealed Education Code 311 to authorize parents/guardians of English learners to select a language acquisition program that best suits their child. Districts must offer a structured English immersion program in which nearly all classroom instruction is provided in English, and may offer dual-language immersion programs or other language acquisition programs. See BP/AR 6174 - Education for English Learners.

Note: Items #1-2 below reflect program models on the California Department of Education's (CDE) web site and may be revised to reflect district practice.

The district's dual-language immersion programs may be based on either or both of the following models:

1. A 50:50 model in which instruction is provided in the non-English target language for 50 percent of the time and in English for 50 percent of the time, throughout the duration of the program

2. A 90:10 model in which instruction is provided in the non-English target language for 90 percent of the time and in English for 10 percent of the time during the first year of the program, decreasing the percentage of time in the non-English language in each subsequent year until there is a 50:50 balance of languages

(cf. 6174 - Education for English Learners)

Note: The following two paragraphs reflect recommendations of the CDE in its "Two-Way Language Immersion Program FAQ," available on its web site, and may be revised to reflect district practice.

Native English speakers shall generally be admitted into the program only during the first grade level at which the program is offered, and English learners during the first or second grade level at which the program is offered. Bilingual students may enter the program at any time. On a case-by-case basis, the Superintendent or designee may admit a student later in the program if he/she determines that the student is adequately prepared for and will benefit from the program.

In enrolling students for the program, the district shall strive to maintain a ratio of half native English speakers and half English learners, and such ratio shall not fall below one-third for either language group except under exceptional circumstances.

***Note: The following paragraph may be deleted by districts that do not offer a dual-language

immersion program in any of grades K-3. Pursuant to Education Code 310, as amended by Proposition 58 (November 2016), all language acquisition programs must comply with requirements related to class size in grades K-3.***

Any dual-language immersion program offered in grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

(cf. 6151 - Class Size)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the district's dual-language immersion program and other language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program. (Education Code 310)

(cf. 5145.6 - Parental Notifications)

Note: Teachers in a class serving one or more English learners are required to possess the qualifications described in Education Code 44253.1-44253.11 and CTC leaflet CL-622, Serving English Learners. Also see AR 4112.22 - Staff Teaching English Learners.

Whenever one or more English learners are enrolled in a dual-language immersion classroom, the class shall be taught by a teacher who possesses the appropriate authorization issued by the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Learners)

(3/09) 3/17

CSBA Sample
Board Policy
Controversial Issues

BP 6144
Instruction

Note: The following optional policy may be revised to reflect district practice.

The Governing Board recognizes that the district's educational program may sometimes include instruction related to controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.3 - Civic Education)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.94 - History-Social Science Instruction)
(cf. 6143 - Courses of Study)

Note: Recommended criteria for determining the appropriateness of supplementary instructional materials and/or the circumstances under which materials should be submitted to the principal or other designee for review prior to their use (e.g., when materials relate to controversial issues or are presented in a controversial manner or context, such as when materials contain nudity, sexual content, graphic violence, or extensive profanity) are addressed in BP 6161.11 - Supplementary Instructional Materials.

The Board expects administrators and teachers to exercise professional judgment when deciding whether or not a particular issue is suitable for study or discussion. They shall consult with the Superintendent or designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)

When providing instruction related to a controversial issue, the following guidelines shall apply:

1. The topic shall be suitable to the age and maturity of the students.

2. Instruction shall be presented in a balanced manner, addressing all sides of the issue

without bias or prejudice and without promoting any particular point of view.

3. In the classroom, teachers act on behalf of the district and are expected to follow the adopted curriculum. In leading or guiding class discussions about issues that may be controversial, a teacher may not advocate his/her personal opinion or viewpoint. When necessary, the Superintendent or designee may instruct teachers to refrain from sharing personal views in the classroom on controversial topics.

Note: The First Amendment of the U.S. Constitution and Article 1, Section 2 of the California Constitution guarantee freedom of speech, including freedom of speech for students. However, under court decisions and Education Code 48950, discipline may be imposed upon students for speech or conduct that constitutes harassment, threats, or intimidation. See BP 5145.2 - Freedom of Speech/Expression.

4. Students shall be assured of their right to form and express an opinion without jeopardizing their grades or being subject to discrimination, retaliation, or discipline, provided the viewpoint does not constitute harassment, threats, intimidation, or bullying or is otherwise unlawful.

(cf. 5022 - Student and Family Privacy Rights)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6145.5 - Student Organizations and Equal Access)

5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others.

(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)

6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions.

7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, or any other basis prohibited by law.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

8. The subject matter of the instruction shall not otherwise be prohibited by state or federal law.

When a guest speaker is invited to make a presentation related to a controversial issue, the

Superintendent or designee shall notify him/her of this policy and the expectations and goals regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

(cf. 6145.8 - Assemblies and Special Events)

Note: The following optional paragraph permits parents/guardians to excuse their child from certain types of instruction. For example, pursuant to Education Code 51938, districts must notify parents/guardians of the opportunity to request that their child not receive comprehensive sexual health and HIV prevention instruction. Districts must use a "passive consent" or "opt out" process in which the student receives the instruction unless the parent/guardian notifies the district in writing that the student should not receive the instruction; see BP/AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction. In addition, Education Code 51240 provides that parents/guardians may request in writing that their child be excused from any part of health instruction that conflicts with their religious training or beliefs; see AR 6142.8 - Comprehensive Health Education. Pursuant to Education Code 51513, districts may not administer exams, surveys, or questionnaires containing questions about a student's or his/her family's personal beliefs or practices in sex, family life, morality, and religion unless the student's parent/guardian has provided prior written consent. See AR 5022 - Student and Family Privacy Rights.

When required by law, such as in regards to comprehensive sexual health and HIV prevention education, parents/guardians shall be notified prior to instruction that they may request in writing that their child be excused from the instruction. Students whose parents/guardians decline such instruction may be offered an alternative activity of similar educational value.

A student or parent/guardian with concerns regarding instruction about controversial issues may communicate directly with the teacher or principal and/or use appropriate district complaint procedures.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)

Legal Reference:
EDUCATION CODE
220 Prohibition of discrimination
48950 Freedom of speech
51240 Excuse from health instruction due to religious beliefs
51500 Prohibited instruction or activity
51510 Prohibited study or supplemental materials
51511 Religious matters properly included in courses of study
51513 Materials containing questions about beliefs or practices
51530 Prohibition and definition regarding advocating or teaching communism with intent to indoctrinate

51930-51939 California Healthy Youth Act; comprehensive sexual health and HIV prevention education
60040 Portrayal of cultural and racial diversity
60044 Prohibited instructional materials
60045 Criteria for instructional materials
COURT DECISIONS
Johnson v. Poway Unified School District, (2011) 658 F.3d 954 (9th Cir.)
Mayer v. Monroe County Community School Corporation, (2007) 474 F.3d 477 (7th Cir.)
Garcetti v. Ceballos, (2006) 547 U.S. 410

(12/89 8/13) 3/17

CSBA Sample
Board Policy
Education For English Learners

BP 6174
Instruction

Note: The following policy may be revised to reflect district practice. State and federal law establish requirements for the identification, placement, and education of English learners.

Note: Proposition 58 (November 2016) amended Education Code 305-310 to authorize parents/guardians to select a language acquisition program that best suits their child and repealed Education Code 311 thereby eliminating the requirement that parents/guardians request a waiver from the district if they want to enroll their child in a program other than a structured English immersion program. See the section on "Language Acquisition Programs" below.

Note: 20 USC 6801-7014 (Title III) provide grant funds that may be used to supplement, but not supplant, funding from other sources for the purpose of ensuring that English learners attain English proficiency and meet the same challenging academic standards that are applicable to all students. During the Federal Program Monitoring (FPM) process, California Department of Education (CDE) staff will expect to see evidence that the district has complied with state and federal requirements. See the CDE web site for FPM compliance monitoring instruments.

The Governing Board intends to provide English learners with challenging curriculum and instruction that develop proficiency in English while facilitating student achievement in the district's regular course of study.

Note: Pursuant to Education Code 42238.02 and 42238.03, the local control funding formula provides additional funding based on the number and concentration of unduplicated counts of students who are English learners, foster youth, and/or eligible for free or reduced-price meals. Such funds must be used to increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number or concentration of unduplicated students; see BP 3100 - Budget.

Note: In addition, Education Code 52060 requires the district's local control and accountability plan (LCAP) to include annual goals and specific actions, aligned to state and local priorities, for all students and for each "numerically significant" student subgroup as defined in Education Code 52052, including English learners; see BP/AR 0460 - Local Control and Accountability Plan.

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

Note: The following paragraph may be revised to reflect district strategies for parent/guardian and community involvement. Education Code 305, as amended by Proposition 58 (November 2016), requires the district to solicit input on language acquisition programs as part of the parent and community engagement process during the development of the LCAP; see section on "Language Acquisition Programs" below. In addition, if district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, Education Code 52063 requires the establishment of an English learner parent advisory committee to review and comment on the district's LCAP; see the accompanying administrative regulation and BP 0460 - Local Control and Accountability Plan.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Note: Pursuant to Education Code 60811, in November 2012 the State Board of Education (SBE) adopted state academic content standards for English language development (ELD), aligned with the California Common Core State Standards for English language arts, for students whose primary language is a language other than English. In July 2014, the SBE adopted the English Language Arts/English Language Development Framework aligned to those standards. A supplementary resource, Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, specifies the correspondence between the state ELD standards and the California Common Core State Standards for mathematics and the Next Generation Science Standards.

English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6171 - Title I Programs)

***Note: Commission on Teacher Credentialing (CTC) leaflet CL-622, Serving English Learners, describes requirements pertaining to the qualifications of teachers of English learners. A teacher who is assigned to provide English language development, specially designed academic instruction in English, and/or primary language instruction to English learners must hold an appropriate authorization from the CTC; see AR 4112.22 - Staff Teaching English

Language Learners.***

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Learners)

Note: The following paragraph is for use by districts that receive federal Title III funds to improve the education of English learners. 20 USC 6825 lists the required uses of such funds, including the provision of professional development of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom. Pursuant to 20 USC 6825, such professional development must not include one-day or short-term workshops and conferences. Districts that do not receive Title III funds may delete or adapt the following paragraph to reflect district practice.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

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

To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

Identification and Assessment

Note: Education Code 313 requires any district that has one or more students who are English learners to assess the English language proficiency of those students using a state assessment designated by the SBE. The state is transitioning from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC), which are aligned with the 2012 state standards for ELD. The ELPAC will include a summative assessment, operational in spring 2018, for determining English learners' level of English proficiency and their progress in acquiring the skills of listening, speaking, reading, and writing in English. The ELPAC's initial screening test for identifying students who may be English learners will be operational July 1, 2018. The CDE also provides a home language survey to be used to identify students who should be tested for English proficiency. See the accompanying administrative regulation for further information about test administration and identification and reclassification criteria.

The Superintendent or designee shall maintain procedures for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

Note: In addition to testing the level of English proficiency of English learners, districts are required pursuant to Education Code 60640 to administer the California Assessment of Student Performance and Progress to English learners; see BP/AR 6162.51 - State Academic Achievement Tests. As needed, English learners may be provided with the testing resources (i.e., universal tools, designated supports, and accommodations) specified in 5 CCR 853.5 and 853.7 during test administration.

Note: Education Code 60640 also authorizes districts to administer a primary language assessment to English learners in grades 2-11 for the purpose of assessing students' competency in reading, writing, and listening in their primary language. The Standards-Based Test in Spanish may be used for this purpose until a test is available that is aligned with the most recent state ELD standards. The new California Spanish Assessment is expected to be operational in the 2018-19 school year.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 853.5 and 853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

(cf. 6152.51 - State Academic Achievement Tests)

Language Acquisition Programs

Note: Effective July 1, 2017, Proposition 58 (November 2016) amended Education Code 305-310 and repealed Education Code 311 to authorize parents/guardians to select a language acquisition program that best suits their child. At a minimum, the district must offer a structured English immersion program. It also may offer a dual-language immersion program, transitional and developmental program for English learners, or other language acquisition program as defined in Education Code 306; see the accompanying administrative regulation. The following section may be revised to reflect programs offered by the district.

Note: Pursuant to Education Code 310, as amended, when the parents/guardians of 30 or more students at a school or 20 or more students in any grade level at the school request a particular language acquisition program, the district shall offer that program at the school site to the extent possible.

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

Language acquisition programs are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. The language acquisition programs provided to students shall be informed by research and shall lead to grade-level proficiency and academic achievement in both English and another language. (Education Code 306)

The district shall offer English learners a structured English immersion program to ensure that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306)

~~***Note: The following optional paragraph may be revised to reflect district practice. The Education Code does not define the term "nearly all" for purposes of ensuring that nearly all instruction in the structured English immersion program is provided in English pursuant to Education Code 306. The following paragraph defines "nearly all" as to provide that all classroom instruction be conducted in English except for clarification, explanation, and support as needed. The district could instead establish a minimum percentage of classroom instructional time to be conducted in English or specify the types of courses to be conducted in English and the courses (e.g., science, algebra) to be taught in the student's primary language.***~~

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

~~***Note: Items #1-2 below are optional and may be revised to reflect district practice.***~~

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. The district may offer a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

(cf. 6142.2 - World/Foreign Language Instruction)

2. The district may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310)

Note: The following paragraph is for use by districts that maintain any of grades K-3. Education Code 310, as amended by Proposition 58 (November 2016), requires that language acquisition programs in grades K-3 comply with class size requirements specified in Education Code 42238.02. For further information, see BP 6151 - Class Size.

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

(cf. 6151 - Class Size)

Note: Education Code 310, as amended by Proposition 58 (November 2016), requires any district that implements a language acquisition program to distribute the following notification when a student enrolls in school or as part of the annual notification issued pursuant to Education Code 48980.

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program. (Education Code 310)

(cf. 5145.6 - Parental Notifications)

Note: As amended by Proposition 58 (November 2016), Education Code 305 no longer specifies that enrollment in a structured English immersion program is "not normally intended to exceed one year," nor does it address a timeline for students to be transferred from any other language acquisition program into an English language mainstream classroom. However, an English learner may transfer to an English language mainstream classroom when he/she has developed the English language skills necessary to succeed in an English-only classroom and, based on criteria established pursuant to Education Code 313 and 52164.6, is reclassified as fluent English proficient. See the accompanying administrative regulation. Furthermore, pursuant to 20 USC 6312, 34 CFR 100.3, and 5 CCR 11301, parents/guardians have a right to decline or opt their child out of a language acquisition program.

When an English learner is determined pursuant to state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and

52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

Note: The following section may be revised to reflect indicators agreed upon by the Board and Superintendent or designee for measuring the effectiveness of the district's educational program for English learners.

Note: Education Code 52061 requires that the annual update of the LCAP include a review of progress toward the goals included in the LCAP, an assessment of the effectiveness of the specific actions described in the LCAP toward achieving the goals, and a description of changes the district will make as a result of this review and assessment.

Note: Pursuant to Education Code 313.2, the CDE is required to annually determine the number of students in each district and school who are, or at risk of becoming, long-term English learners and to report that information to districts and schools. Definitions of "long-term English learner" and "English learner at risk of becoming a long-term English learner" are contained in Education Code 313.1.

Note: The federal Every Student Succeeds Act (ESSA) (P.L. 114-95) repealed 20 USC 6842, thereby eliminating the requirement that districts receiving federal Title III funding (20 USC 6841-6849) reach "annual measurable achievement objectives," including annual increases in the number or percentage of English learners making progress in English proficiency. Instead, 20 USC 6311, as amended by the ESSA, requires the inclusion of a performance indicator on English language proficiency within the state accountability system under Title I.

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English

2. The number and percentage of English learners reclassified as fluent English proficient

3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1

4. The achievement of English learners on standards-based tests in core curricular areas

5. Progress toward any other goals for English learners identified in the district's LCAP

6. A comparison of current data with data from at least the previous year

The Superintendent or designee also shall provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Legal Reference:
EDUCATION CODE
300-340 English language education, especially:
305-310 Language acquisition programs
313-313.5 Assessment of English proficiency
430-446 English Learner and Immigrant Pupil Federal Conformity Act
33050 State Board of Education waiver authority
42238.02-42238.03 Local control funding formula
44253.1-44253.11 Qualifications for teaching English learners
48980 Parental notifications
48985 Notices to parents in language other than English
52052 Numerically significant student subgroups
52060-52077 Local control and accountability plan
52130-52135 Impacted Languages Act of 1984
52160-52178 Bilingual Bicultural Act
56305 CDE manual on English learners with disabilities
60603 Definition, recently arrived English learner
60605.87 Supplemental instructional materials, English language development
60640 California Assessment of Student Performance and Progress
60810-60812 Assessment of language development
62005.5 Continuation of advisory committee after program sunsets
CODE OF REGULATIONS, TITLE 5
853.5-853.7 Test administration; universal tools, designated supports, and accommodations
11300-11316 English learner education
11510-11517 California English Language Development Test
UNITED STATES CODE, TITLE 20
1412 Individuals with Disabilities Education Act; state eligibility
1701-1705 Equal Educational Opportunities Act
6311 Title I state plan
6312 Title I local education agency plans
6801-7014 Title III, language instruction for English learners and immigrant students
7801 Definitions
CODE OF FEDERAL REGULATIONS, TITLE 34
100.3 Discrimination prohibited
200.16 Assessment of English learners
COURT DECISIONS
Valeria G. v. Wilson, (2002) 307 F.3d 1036
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:
CSBA PUBLICATIONS
English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016
English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016
English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015
Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014
Common Core State Standards for Mathematics, rev. 2013
Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, 2013
English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012
Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017
English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016
English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016
Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015
Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007
WEB SITES
CSBA: http://www.csba.org
California Association for Bilingual Education: http://www.gocabe.org
California Department of Education: http://www.cde.ca.gov/sp/el
National Clearinghouse for English Language Acquisition: http://www.ncela.us
U.S. Department of Education: http://www.ed.gov

CSBA Sample
Administrative Regulation
Education For English Learners

AR 6174
Instruction

Definitions

Note: The following section reflects definitions in Education Code 306, as amended by Proposition 58 (November 2016).

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Native speaker of English means a student who has learned and used English in his/her home from early childhood and English has been his/her primary means of concept formation and communication. (Education Code 306)

Identification and Assessments

Note: Education Code 52164.1 and 5 CCR 11307 require the district to administer a home language survey to all enrolled students. A sample home language survey form in English and Spanish is available on the California Department of Education's (CDE) web site.

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Note: When the home language survey indicates that a student's proficiency in English should be tested, Education Code 313 requires the district to administer a state assessment of English language proficiency. When fully operational in 2018, the English Language Proficiency Assessments for California (ELPAC) will be used for initial identification of language proficiency and subsequently for annual assessment of language proficiency.

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English proficiency using the state's designated English language proficiency test for initial identification. (Education Code 313, 52164.1; 5 CCR 11511)

Each year after a student is identified as an English learner and until he/she is redesignated as English proficient, the summative assessment of the state's designated English language proficiency test shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

Note: 5 CCR 11516-11516.6 specify allowable variations and accommodations in the administration of the state English language proficiency assessment. These variations and accommodations are generally the same as those allowed for other state assessments; see AR 6162.51 - State Academic Achievement Tests.

The state assessment shall be administered in accordance with test publisher instructions and 5 CCR 11511-11516.6. Variations and accommodations in test administration may be provided to English learners pursuant to 5 CCR 11516-11516.6.

Note: The Individuals with Disabilities in Education Act (20 USC 1412) requires that students with disabilities be included in all state assessments, including the annual assessment of English language proficiency as appropriate. English learners with disabilities must be allowed to take the test with accommodations as specified in their individualized education program or Section 504 plan. Pursuant to 5 CCR 11516.7, students with the most significant cognitive disabilities who cannot participate in the assessment, even with appropriate accommodations, must be given an alternate assessment of English proficiency. 34 CFR 200.16, as amended by 81 Fed. Reg. 86076, provides that, if an English learner with a disability is unable to take the assessment with accommodations, the state accountability system must include the student's score on any part(s) of the test for which it is possible to assess the student (i.e., speaking, reading, listening, writing).

Note: Education Code 56305, as added by AB 2785 (Ch. 579, Statutes of 2016), requires the CDE to develop, by July 1, 2018, a manual providing guidance on identifying, assessing, supporting, and reclassifying English learners with disabilities.

Any student with a disability who is identified as an English learner shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan. If the student is unable to participate in the assessment or a portion of the assessment even with such accommodations, an alternate assessment for English language proficiency shall be administered to the student as set forth in his/her IEP. (5 CCR 11516-11516.7; 20 USC 1412)

(cf. 6152.51 - State Academic Achievement Tests)

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

Note: The remainder of this section specifies notifications that must be sent to parents/guardians regarding assessment results and available programs for English learners. The CDE has developed sample notification letters, available on its web site in multiple translations, to notify parents/guardians of the initial identification of a student as an English learner or as initially fluent English proficient and to notify them of the results of an annual assessment.

Note: Pursuant to Education Code 48985, when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to their parents/guardians must be written in English and in the primary language and may be answered by the parent/guardian in either language.

The Superintendent or designee shall notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days following receipt of the results from the test contractor. (Education Code 52164.1; 5 CCR 11511.5)

(cf. 5145.6 - Parental Notifications)

Note: The following paragraph is for use by districts that receive federal funds under either Title I or Title III for services to English learners. Such districts are required to provide parents/guardians with notification of their child's identification as an English learner and placement in a language acquisition program. The Every Student Succeeds Act (P.L. 114-95) repealed 20 USC 7012 and moved the notification requirement to 20 USC 6312.

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program

2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement

3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:

a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction

b. The manner in which the program will meet the educational strengths and needs of the student

c. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation

d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable

e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP

4. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request

5. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available

6. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers

2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

Note: Education Code 313 and 52164.6 and 5 CCR 11303 require that the district's reclassification process include, at a minimum, the criteria specified in items #1-4 below. The district may expand the following list to reflect any additional criteria it has established. The CDE's CELDT Information Guide includes recommendations for assessing each of the following criteria and states that, for a student with disabilities, the student's IEP team or Section 504 team should determine any supplemental criteria to be used.

The measures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the state's English language proficiency assessment

2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student

3. Parent/guardian opinion and consultation

The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

Note: Pursuant to Education Code 313, the fourth criterion requires comparison of student performance on an objective assessment of basic skills that provides an empirically established range of performance of English proficient students of the same age. A letter from the CDE to district superintendents (Academic Criterion for Reclassification) dated August 11, 2014 clarifies that, when a state test of basic skills is unavailable, districts must select another measure which may include a local assessment. The CDE correspondence provides examples of appropriate measures and is available on the CDE web site.

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

Note: The following optional paragraph may be revised to reflect district practice.

The Superintendent or designee shall monitor students for at least two years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.

Advisory Committee

Note: The following section should be revised to reflect district practice. Pursuant to 5 CCR 11308, a parent/guardian advisory committee is required for any district with over 50 English learners and for each school with over 20 English learners. Duties of the advisory committee are specified in 5 CCR 11308.

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of

students in the school. (Education Code 52176; 5 CCR 11308)

The district's English language advisory committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)

1. The development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners

2. The districtwide needs assessment on a school-by-school basis

3. Establishment of a district program, goals, and objectives for programs and services for English learners

4. Development of a plan to ensure compliance with applicable teacher or aide requirements

5. Administration of the annual language census

6. Review of and comment on the district's reclassification procedures

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

LCAP Advisory Committee

Note: The following section is applicable if the district's student enrollment includes at least 15 percent English learners, with at least 50 students who are English learners. Education Code 52063 requires that such districts establish an English learner parent advisory committee to review and comment on the district's local control and accountability plan; see BP 0460 - Local Control and Accountability Plan. 5 CCR 15495 requires this committee to include a majority of parents/guardians of English learners.

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

(cf. 0460 - Local Control and Accountability Plan)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

(11/12 4/15) 3/17

CSBA Sample
Board Policy
Weekend/Saturday Classes

BP 6176
Instruction

Note: The following optional policy is for use by districts that choose to offer classes on Saturday and/or Sunday as authorized by Education Code 37223, and may be subject to collective bargaining agreements.

The Governing Board desires to increase educational opportunities outside the regular school week in order to meet student needs and promote academic achievement. When staffing, facilities, and other resources are available, the Board may approve the provision of classes on Saturday and/or Sunday that support and are integrated with other learning opportunities.

(cf. 5148.2 - Before/After School Programs)
(cf. 6111 - School Calendar)

Note: Education Code 37223 authorizes weekend classes of any of the types listed in items #1-4 below or other classes identified by the district. The following list should be revised or expanded to reflect those weekend classes approved by the Governing Board.

Weekend classes may include, but are not limited to:

1. Continuation classes (Education Code 37223)

(cf. 6184 - Continuation Education)

Note: Pursuant to Education Code 37223, voluntary attendance in special weekend activities for mentally gifted minors (item #2 below) cannot be included in the district's average daily attendance computation.

2. Special day classes for mentally gifted minors (Education Code 37223)

(cf. 6172 - Gifted and Talented Student Program)

Note: AB 2659 (Ch. 186, Statutes of 2016) amended Education Code 37223 to authorize weekend makeup classes for excused absences as well as unexcused absences.

3. Makeup classes for absences occurring during the week (Education Code 37223)

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 6154 - Homework/Makeup Work)

4. The programs of a regional occupational center or program (ROC/P) (Education Code 37223)

(cf. 6178 - Career Technical Education)
(cf. 6178.2 - Regional Occupational Center/Program)

~~***Note: Items #5-6 below are optional.***~~

5. Supplemental instruction for students who need additional assistance to meet academic standards or requirements

(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6179 - Supplemental Instruction)

6. Enrichment classes in core academic subjects

(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)

Except in ROC/Ps and as otherwise provided by law, any class offered on a Saturday or Sunday pursuant to Education Code 37223, shall be one offered during the regular Monday through Friday school week. (Education Code 37223)

Except in ROC/Ps, weekend attendance shall not result in crediting any student with more than five days of attendance per week. (Education Code 37223)

Attendance at weekend classes offered pursuant to Education Code 37223 shall be voluntary, except that truants, as defined in Education Code 48260, may be required to attend classes on one day of a weekend in order to make up lost instructional time. (Education Code 37223)

Note: Education Code 48205 specifies reasons that students must be excused from school, including observance of a holiday or ceremony of their religion. The reasons specified in Education Code 48205 are also applicable during weekend classes.

A student shall be excused from a weekend class if the student's parent/guardian notifies the school in writing that such attendance would be in conflict with his/her religious beliefs. Such students shall be given priority for enrollment in any other available supplemental instruction offered at a time other than during the weekend.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

A teacher shall not be assigned to work on a Saturday or Sunday if he/she objects in writing that the assignment would conflict with his/her religious beliefs or practices. In addition, a full-time

teacher employed by the district prior to the implementation of weekend classes shall not be required, without his/her consent, to teach for more than 180 full days during a school year or for more than the number of full days that district schools were maintained during the year preceding implementation of weekend classes, whichever is greater. (Education Code 44824)

(cf. 4113 - Assignment)

Note: Education Code 49550 requires that districts provide at least one nutritionally adequate meal each school day (breakfast and/or lunch) for students who are eligible for free and reduced-price meals; see BP/AR 3553 - Free and Reduced-Price Meals. If the school participates in the National School Lunch or Breakfast Program, it must make meals available to all students in attendance.

Note: According to the California Department of Education's (CDE) Management Bulletin NSD-SNP-03-2013, this requirement extends to Saturday classes unless the district or school receives a waiver. The CDE will consider a waiver when any two of the following criteria exist: (1) serving meals during the Saturday session would result in a financial loss to the district equal to one-third of the food service's net cash resources; (2) the Saturday session at the school is less than four hours and is completed by noon allowing students to go home during the lunch period; (3) less than 10 percent of the needy students attending the Saturday session are at the school for more than three hours per day; and/or (4) the school does not have proper refrigeration facilities to enable meals to be prepared on Friday and served on Saturday.

Unless the requirement is waived by the California Department of Education, the district shall provide at least one nutritionally adequate meal during the weekend session in accordance with Education Code 49550.

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3553 - Free and Reduced-Price Meals)
(cf. 5030 - Student Wellness)

Legal Reference:
EDUCATION CODE
37223 Weekend classes
41601 Reports of average daily attendance
44824 Weekend classes, assignment of certificated employees
48070-48070.5 Promotion and retention, supplemental instruction
48205 Excused absence for personal reasons
48260 Truants, definition
49550 Meals for needy students
52060-52077 Local control and accountability plan

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Requesting a Summer School Meal Waiver and/or a Saturday School Meal Waiver, Nutrition Services Division Management Bulletin NSD-SNP-03-2013, February 2013
WEB SITES
California Department of Education: http://www.cde.ca.gov

(11/00 12/13) 3/17

Board of Trustees:
Tonya Brunett
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Carolyn Rodriguez
Bryan Stotko
Steven Sullivan



Superintendent
Jeff Turner
Principal
Dr. Stephen Bluestein

"We teach students to create, connect, and collaborate—for life!"

This Services Agreement (the "Agreement") is made and entered into this 11th day of May , 2017 by and between Mesa Union School District (hereinafter referred to as "Provider District") and Somis School District, (hereinafter referred to as "Recipient District.")

Mesa School District Provider District	Mesa Union School District Recipient District
3901 North Mesa School Rd. Street Address	5268 North Street. Street Address
Somis, Ca 93010 City, State, Zip code	Somis, Ca 93066 City, State, Zip code
(805) 485-1411 Telephone Number	805-386-8258 Telephone Number
jturner@mesaschool.org Contact E-mail Address	dr.robertson@staff.somisusd.org Contact E-mail Address

SERVICES

Use of small 24 passenger bus for school field trip
Description of Services

5/12/2016	As mutual agreed	3901 North Mesa School Rd. Somis, Ca 93066
Date(s) of Service	Hour(s) of Service	Location

FEES

Compensation for Services	$ 0.00 +1.85 per mile
Other Ancillary Cost, as applicable	$ N/A
Total not to Exceed	$ N/A

PAYMENT. Recipient District will pay Provider District after receipt of an invoice, net 30 days.

CONDITIONS. Provider District will have no obligation to provide services until Recipient District returns a signed copy of this Agreement.

NATURE OF RELATIONSHIP. The parties agree the relationship created by this Agreement is that of independent contractor. The parties understand and agree that the Provider District, agents, employees, or subcontractors of Provider District are not entitled to any benefits normally offered or conveyed to District employees. The parties understand and agree that the Recipient District, agents, employees, or subcontractors of Recipient District are not entitled to any benefits normally offered or conveyed to Provider District employees.

AUTHORITY. Provider District represents and warrants that Provider District has all requisite authority, power, and means to execute, deliver, and perform this Agreement.

BINDING EFFECT. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

TERMINATION OR AMENDMENT. This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 30 days advance written notice.

DISPUTE RESOLUTION. The parties agree that, in the event of any dispute under the agreement, the parties will follow the "Alternate Dispute Resolution Process" which is incorporated within each of the Ventura County Schools Self-Funding Authority (VCSSFA) Coverage Documents that are in affect at the time of the dispute.

INDEMNIFICATION. Provider District Name and Recipient District each participate in the VCSSFA, and therefore collectively indemnify and defend the other for general liability coverage under the VCSSFA self-insurance program.

INSURANCE. Provider District Name and Recipient District each participate in the VCSSFA, and therefore collectively self-insure for workers' compensation, general liability, property, and automobile physical damage coverage under the VCSSFA self-insurance programs.

ACKNOWLEDGEMENT AND AGREEMENT

I have read this agreement and agree to its terms

_____ _____

Provider District signature Date

SITE AGREEMENT

_____ _____ _____

Site Administrator Signature Date

DISTRICT APPROVAL

_____ _____ _____

Recipient District Administrator Signature Date