

**GUADALUPE UNION SCHOOL DISTRICT
BOARD OF EDUCATION**

REGULAR SCHOOL BOARD MEETING - REVISED

Wednesday, July 11, 2018

5:00 pm – Call to Order, Adjournment to Closed Session

6:00 pm – Reconvene to Public Session

LOCATION OF MEETING: MARY BUREN ELEMENTARY SCHOOL
 MULTIPURPOSE ROOM
 1050 PERALTA STREET, GUADALUPE, CA

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent's Office at (805)343-2114. Notification of 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting.

Any of the materials related to items on this agenda are available for viewing at the Office of the District Superintendent, 4465 Ninth Street, Guadalupe, CA during regular business hours, 8:00 am to 5:00 pm, Monday through Friday; telephone 805-343-2114.

I. Call to Order

- A. Roll Call
- B. Pledge of Allegiance
- C. Approval of Agenda

II. Adjourn to closed session

Closed Session Public Comments: This section of the agenda is intended for members of the public to address the Board of Education on items involving the school district that are being considered **Closed Session**. Such testimony shall be limited to three (3) minutes each person and fifteen (15) minutes on each topic. If an answer to a specific question is requested, the Board President will, if appropriate, direct administration to respond in writing.

The Board will consider and may act upon any of the following items in closed session. Any action taken will be reported publicly at the end of the closed session.

- A. Certificated and/or Classified Personnel Order 2018/2019-01
- B. Public Employment Discipline/Dismissal/Release/Resignation pursuant to Gov. Code § 54957, 54954.5 (e).) (Possible Action)

III. Reconvene in open session; announce closed session actions

The Board will announce any action taken on Public Employees Certificated and/or Classified Personnel.

IV. Open Session – Public Comments

The Board of Trustees will receive comments about items and issues not appearing on tonight's agenda. We ask that those who address the Board limit their remarks to three (3) minutes. Open meeting laws and fairness to other residents, who may have an interest in your topic, prohibit the Board from taking action or engaging in an extended discussion of your concerns. The Board may direct its district staff to meet at a later date with speakers who have specific concerns or needs. The Board may also direct that an issue be placed on a future agenda for discussion and consideration. This permits the Board and staff members to prepare and receive necessary information and for the public to be aware that a topic is being formally considered. We appreciate your cooperation.

Any person may address the Board concerning any item on the agenda and may be granted three (3) minutes to make a presentation to the Board at the time a specific item is under discussion or, in the case of a closed session item, prior to the Board convening in closed session. A form is available from the Superintendent's secretary that should be completed and returned to her. Please indicate on the form if additional time is requested and state the reason. The president may grant additional time if circumstances permit.

The public may address the board on any matter pertaining to the school district that is not on the agenda.

V. Superintendent's Report

The Superintendent may report to the Board about various matters involving the district. There will be no board discussion except to ask questions or refer matters to staff, and no action will be taken. The item(s) may be listed on a subsequent agenda.

VI. Board Member Reports

Each member of the Board may report about various matters involving the district. There will be no board discussion except to ask questions or refer matters to staff, and no action will be taken. The item(s) may be listed on a subsequent agenda.

VII. Consent Agenda

The Board will be asked to approve all of the following items by a single vote, unless any member of the board or if the public asks that an item be removed from the consent agenda and considered and discussed separately.

- A. Approval of Minutes of the Special and Regular Board Meeting of June 20, 2018.
- B. Approval of Warrant Listing Report of Expenditures.
- C. Williams Uniforms Complaints Quarterly Report – (April-June)

It is being recommended that Consent Agenda Items VII. A, B and C be approved, as presented.

VIII. Items Scheduled for Action

A. General Functions

1. **Adoption of Resolution 2018/2019-01 Functional Responsibilities.** Resolution 2018/2019-01 is an update of functional responsibilities to the district. Resolution reflects recent staff changes in the district.

Roll Call will be taken for the approval and adoption of Resolution 2018/2019-01, as presented.

2. **First Reading – First Reading – Revised Board Policy and Administrative Regulations 2000’s – Administration of 2,000.** The Board is asked to review the Board Policies and Administration Regulations Numbered 2000 through 2250.

No action required as this time.

3. **Adoption of Revised Board Policy and Administrative Regulations 1000’s – Community Relations.** The Board is asked to review and approve the Board Policies and Administrative Regulations Numbered 1000 through 1700.

It is being recommended that the Board approve the Board Policies and Administrative Regulations 1000’s – Community Relations, as presented.

4. **Approval of Agreement for 2018/2019 Pupil Transportation Services between then Guadalupe Union School and Santa Barbara Transportation Corp. dba Student Transportation of America.** Prior to taking action the Board will review and consider approving Agreement for Pupil Transportation Services - July 1, 2018 through June 30, 2019.

It is being recommended that the Board approve the Agreement for Pupil Transportation between the Guadalupe Union School District and Santa Barbara Transportation Services, as presented.

B. Business and Financial

1. **Approval of 2018/2019 Revised Field Experience and Student Teaching Agreement between the Guadalupe Union School District and California Polytechnic State University, San Luis Obispo.** Prior to taking action the Board will review and consider approving Revised Agreement for Field Experience and Student Teaching.

It is being recommended that the Board approve the Revised Agreement for Field Experience and Student Teaching between the Guadalupe Union School District and California Polytechnic State University, San Luis Obispo, as presented.

2. **Approval of Agreement for 2018/2019 Crossing Guard Services between the Guadalupe Union School District and All City Management Services.**
Prior to taking action the Board will review and consider approving Agreement for Crossing Guard Services – July 1, 2018 – June 30, 2019.

It is being recommended that the Board approve the Agreement for Crossing Guard between the Guadalupe Union School District All City Management Services, as presented.

Curriculum and Instruction

1. **Approval and Adoption of the Guadalupe Union School District Revised Local Control Accountability Plan (LCAP) – July 1, 2018 – June 30, 2019.**
The Board will review to consider the approval and adoption of the Guadalupe Union School District Revised Local Control Accountability Plan (LCAP).

It is being recommended that the Board approve and adopt the Guadalupe Union School District Revised Local Control Accountability Plan (LCAP) for July 1, 2018 – June 30, 2019, as presented.

C. Financial and Business

No Items to Report

D. Child Nutrition/Food Services

No Items to Report

E. Facilities

1. **Request for the Use of School Property/Equipment/Buildings and Waive of Fees.** Ernest Righetti High School has submitted a request for the use of facilities/properties for the purpose of their Summer School Program to begin on June 6, 2018 through July 2, 2018. Ernest Righetti High School requests that the Board waive the fees. The board is asked to consider Ernest Righetti High School request to waive the fees for the use of school facilities/properties.

It is being recommended that the Board is asked to consider that approve the use of the school facilities/properties request and waiver of fees, as submitted.

IX. Items Scheduled for Information/Discussion

A. General Functions

1. Board/Superintendent Retreat
2. Admin/Superintendent Workshop

B. Facilities

1. Gymnasium Design Updates

C. Business/Finance

1. Fund Balance Summary

D. Pupil Personnel

1. Interdistrict Attendance Summary – July 2018

X. Future Agenda Items

XI. Adjournment

Future Meetings:

Regular School Board Meeting - Wednesday, August 8, 2018, 5:00 pm at Mary Buren Elementary School, 1050 Peralta Street, Guadalupe, CA 93434.

**GUADALUPE UNION SCHOOL DISTRICT
BOARD OF EDUCATION**

**SPECIAL SCHOOL BOARD MINUTES
Wednesday, June 20, 2018**

Board President, Diana Arriola, called the regular board meeting of June 20, 2018, to order at 3:03 pm. The flag salute was held at this time.

MEMBERS PRESENT	Diana Arriola, MaryLou Sabedra-Cuello, Sheila Cepeda and David Hosking
ABSENT	José Pereyra
PRESENT	Ed Cora, Superintendent/Board Secretary; Gloria Grijalva, CBO; Anne Rigali, Director of Pupil Services; Peter Bedolla, Operations Lead; Anita Flores, Interim Executive Assistant to the Superintendent; Carla Benevedo, Executive Assistant to the Superintendent.
OTHERS PRESENT	None
MOTION	<p>A motion was made by Mrs. Sabedra-Cuello, seconded by Mr. Hosking and carried to approve the agenda as presented.</p> <p>Ayes: Arriola, Sabedra-Cuello, Cepeda, and Hosking Absent: José Pereyra</p>
Closed Session Public Comments	None
ITEMS SCHEDULED FOR ACTION	
Resolution	<p>Roll Call was taken for the adoption of Resolution # 2017/2018-27, to Layoff and Reduce Hours for two (2) Case Manager/Educator positions (1.0 FTE) and one (1) Community Liaison I position (1 FTE) due to the separation between the Little House by the Park and the Guadalupe Union School District as of June 30, 2018, as approved at the June 13, 2018 board meeting.</p> <p>Ayes: Arriola, Sabedra-Cuello, Cepeda, and Hosking Absent: José Pereyra</p>
Closed Session	Board adjourned to Closed Session at 3:08 pm
Reconvene	<p>A motion was made by Mr. Hosking, seconded by Mrs. Sabedra-Cuello to reconvene from the closed session. Board President, Diana Arriola calling the special board meeting back to order at 4:44 pm.</p> <p>Ayes: Arriola, Sabedra-Cuello, Cepeda, and Hosking Absent: Jose Pereyra</p> <p>Mrs. Arriola announced the following closed session action;</p> <ol style="list-style-type: none">1.) In closed session, the board directed Mr. Cora to contact the Guadalupe City Attorney to discuss the Use of Facility Agreement.

IV. WORK STUDY SESSION

LHBTP

Mr. Cora went over the cost for services from LHBTP to the Guadalupe Union School District. Mr. Cora also went over the services provided by LHBTP. Mr. Cora asked direction from the Board of Trustees on the amount to be offered to LHBTP.

The Board of Trustees verified LHBTP MOU is one year at a time and to be renewed every year. Board President, Diana Arriola said for the best interest of the district to stay with the approved LCAP cost of \$50,000. Mr. Cora clarified that the \$50,000 to be paid to LHBTP would be invoiced as services are rendered.

V. Adjournment

Motion was made by Ms. Cepeda, seconded by Mrs. Sabedra-Cuello and carried to adjourn the meeting at 5:02 pm.

AYES: Arriola, Sabedra-Cuello, Cepeda, Hosking
Absent: Jose Pereyra

VI. Next Regular Meeting:

July 11, 2018, 5:00 p.m. at Mary Buren Elementary School, 1050 Peralta Street, Guadalupe, CA 93434.

.

**GUADALUPE UNION SCHOOL DISTRICT
BOARD OF EDUCATION**

**BOARD MEETING MINUTES
Wednesday, June 20, 2018**

Board President, Diana Arriola, called the regular board meeting of June 20, 2018, to order at 5:03 pm. The flag salute was held at this time.

MEMBERS PRESENT	Diana Arriola, MaryLou Sabedra-Cuello, Sheila Cepeda and David Hosking
ABSENT	José Pereyra
PRESENT	Ed Cora, Superintendent/Board Secretary; Gloria Grijalva, CBO; Anne Rigali, Director of Pupil Services; Peter Bedolla, Operations Lead; Anita Flores, Interim Executive Assistant to the Superintendent; Carla Benevedo, Executive Assistant to the Superintendent.
OTHERS PRESENT	None
MOTION	<p>A motion was made by Mr. Hosking, seconded by Mrs. Sabedra-Cuello and carried to approve the agenda as presented.</p> <p>Ayes: Arriola, Sabedra-Cuello, Cepeda, and Hosking Absent: José Pereyra</p>
Closed Session Public Comments	None
Close Session	Board adjourned to Closed Session at 5:04 pm.
Reconvene	<p>Board President, Mrs. Arriola called the regular board meeting back to order at 5:42 pm. Mrs. Arriola announced the following action;</p> <p>1.) A motion was made, second and passed to accept the Certificated/Classified Personnel Order 2017/2018 – 12, submitted by Mr. Cora.</p> <p>AYES: Arriola, Sabedra-Cuello, Cepeda, and Hosking Absent: Jose Pereyra</p> <p>Mr. Cora introduced the new Assistant Superintendent of Curriculum and Instruction Gina Branum. Mr. Cora reported he would discuss with Ms. Branum her start date and time.</p>
Open Session Public Comments	None
Superintendent's Report	<p>Mr. Cora reported on their (Mrs. Grijalva, Mr. Bedolla, and Mrs. Rivera) trip to Bakersfield to see the completed buildings were they were able to see the next phase and finished classrooms. He also reported last Thursday the crane arrived and Friday they started moving the pieces to set them in place. Mr. Cora also said once all the building pieces are set they will be bolted and welded becoming a permanent building. They will start welding on Monday.</p>

Mr. Cora also reported that on today's construction meeting it was said to him by Vernon Edwards they are on schedule to end in July.

Mr. Cora thanked original Board of Trustees and the current Board of Trustees for supporting him during his seven years with the Guadalupe Union School District.

VI. Items Scheduled for Action

A. General Functions

1. Approval of the Minutes of the Regular Board Meeting of June 13, 2018.

A motion was made by Mr. Hosking, seconded by Mrs. Sabedra-Cuello and carried to approve the Minutes of the Regular Board Meeting of June 13, 2018.

Ayes: Arriola, Sabedra-Cuello, Cepeda, and Hosking
Absent: Pereyra

2. Approval of the draft Services Memorandum of Understanding between the Little House by the Park and the Guadalupe Union School District.

A motion was made by Ms. Cepeda, seconded by Mrs. Sabedra-Cuello and carried to approve the draft Services Memorandum of Understanding between the Little House by the Park and the Guadalupe Union School District not to exceed \$50,000.

AYES: Arriola, Sabedra-Cuello, Cepeda, and Hosking
Absent: José Pereyra

3. Approval of Resolution 2017/2018-25, Resolution Calling for Full and Fair Funding of California's Public Schools as requested of the California School Boards Association (CSBA).

Roll Call was taken for the adoption of Resolution 2017/2018- 25; Resolution for Designation of the Official Representatives to the Santa Barbara SIPE Joint Powers Authority Board of Directors.

AYES: Arriola, Sabedra-Cuello, Cepeda, and Hosking
Absent: José Pereyra

B. Curriculum and Instruction

1. Approval of the 2017/2018 Consolidated Application and Reporting System (CARS).

A motion was made by Mrs. Sabedra-Cuello, seconded by Mr. Hosking and carried to approve the 2017/2018 Consolidated Application and Reporting System (CARS).

AYES: Arriola, Sabedra-Cuello, Cepeda, and Hosking
Absent: Jose Pereyra

C. Financial and Business

1. Approval and Adoption of the Guadalupe Union School District Budget for 2018/2019.

A motion was made by Ms. Cepeda, seconded by Mr. Hosking and carried to approve the Adoption of the Guadalupe Union School District Budget for 2018/2019.

AYES: Arriola, Sabedra-Cuello, Cepeda, and Hosking

Absent: Jose Pereyra

2. Public Hearing – Education Protection Account (EPA) 2018/2019. At this time the Board will hold a Public Hearing to receive comments on the matter of the 2018/2019 Education Protection Account (EPA).

OPENED: 6:01 pm.

CLOSED: 6:02 pm.

3. Adoption of Resolution 2017/2018-26; The Education Protection Account (EPA) 2018/2019.

Roll Call was taken for the adoption of Resolution 2017/2018- 26, The Education Protection Account (EPA) 2018/2019.

AYES: Arriola, Sabedra-Cuello, Cepeda, and Hosking

Absent: José Pereyra

4. Approval and Adoption of the Guadalupe Union School District Local Control Accountability Plan (LCAP) – July 1, 2018 – June 30, 2019.

A motion was made by Mr. Hosking, seconded by Mrs. Sabedra-Cuello and carried to approve the Adoption of the Guadalupe Union School District Local Control Accountability Plan (LCAP) – July 1, 2018 – June 30, 2019.

AYES: Arriola, Sabedra-Cuello, Cepeda, and Hosking

Absent: Jose Pereyra

5. Approval of the Proposal for Facilities Coordination Services.

A motion was made by Mrs. Sabedra-Cuello, seconded by Ms. Cepeda and carried to approve the Adoption of the Facilities Coordination Services for an estimated fee of \$45,000.00 for the 2018-2019 school year.

AYES: Arriola, Sabedra-Cuello, Cepeda, and Hosking

Absent: Jose Pereyra

D. Facilities

Approval of the Kermit McKenzie Intermediate School's 8-Plex Building Project Contingency & Potential Change Orders.

A motion was made by Ms. Cepeda, seconded by Mr. Hosking and carried to approve the Kermit McKenzie Intermediate School's 8-Plex Building Project Contingency fund of \$160,000.00 & Potential Change Orders.

AYES: Arriola, Sabedra-Cuello, Cepeda, and Hosking

Absent: Jose Pereyra

VII. Items Scheduled for Information/Discussion

VIII. Future Agenda Items

1. Board of Trustees/Superintendent Workshop
2. Administration/Superintendent Workshop

IX. Adjournment: Motion was made by Ms. Cepeda, seconded by Mrs. Sabedra-Cuello and carried to adjourn the meeting at 6:30 pm.

Next Regular Meetings:

Regular School Board Meeting – Wednesday, July 11, 2018, 5:00 pm, Mary Buren Elementary School, 1050 Peralta Street, Guadalupe, CA 93434

**GUADALUPE UNION SCHOOL DISTRICT
SCHOOL DISTRICT BOARD APPROVAL LIST
July 11, 2018**

WARRANTS ISSUED FROM:

06/01/18 TO 06/30/18

DISTRICT VENDOR PAYMENTS	2,816,753.40
CERTIFICATED PAYROLL	711,153.30
CLASSIFIED PAYROLL	263,169.17
PAYROLL BENEFITS	286,423.66

TOTAL WARRANTS ISSUED	4,077,499.53
------------------------------	---------------------

The payable and payroll transactions listed above have been issued in accordance with the District's policies and constitute legal claims against the district. It is recommended that the Board of trustees approve them.

Pay Date 06/08/2018 through 06/29/2018

Fiscal Year 2017/18

EARNINGS by Earnings Code		Income	Adjustments
No Gross Pay			728.87-
Regular		974,322.47	
TOTAL		974,322.47	728.87-

EARNINGS by Group		Income	Adjustments
Regular			1,407.42
Base Pay		901,657.53	
Docks		1,111.80-	
Miscellaneous		17,552.57	2,136.29-
Overtime		2,245.50	
Stipends		53,978.67	
TOTAL		974,322.47	728.87-

EARNINGS		Person Type	Female Employees
Certificated	97	711,153.30	83
Classified	101	263,169.17	72
TOTAL	198	974,322.47	155

Vendor Summary for Pay Date 06/08/2018 thru 06/29/2018

Vendor Checks	52,113.67	19
Vendor Liabilities	595,915.67	86
	648,029.34	105

TAXES		Employee	Employer	Total	Subject Grosses
Federal Withholding		84,112.12		84,112.12	820,832.80
State Withholding		33,433.13		33,433.13	820,832.80
Social Security		15,103.23	15,103.23	30,206.46	243,599.99
Medicare		13,624.82	13,624.82	27,249.64	939,641.99
SUI			468.77	468.77	937,514.57
Workers' Comp			23,662.26	23,662.26	938,234.57
SUBTOTAL		146,273.30	52,859.08	199,132.38	

REDUCTIONS		Employee	Employer	Total	Subject Grosses
PERS		7,495.70	16,630.88	24,126.58	107,081.59
PERS / 62		5,602.29	13,385.87	18,988.16	86,188.13
STRS / 60		59,151.88	83,274.19	142,426.07	577,090.60
STRS / 62		10,399.90	16,303.07	26,702.97	112,980.22
TSA's		34,752.00		34,752.00	
Benefits		32,632.38	7,673.65	40,306.03	
Misc		1,315.23		1,315.23	
SUBTOTAL		151,349.38	137,267.66	288,617.04	

DEDUCTIONS		Employee	Employer	Total	Subject Grosses
Garn		50.00		50.00	
Benefits		14.76	94,365.74	94,380.50	
Misc		13,035.35	1,931.18	14,966.53	146,118.03
Summer Savings		50,882.89		50,882.89	367,201.48
SUBTOTAL		63,983.00	96,296.92	160,279.92	
TOTALS		361,605.68	286,423.66	648,029.34	

Cancel/Reissue for Process Date 06/08/2018 thru 06/29/2018

Reissued
Cancel Checks
Void ACH

NET

Gross Earnings	974,322.47	612,716.79	Net Pay	551,728.99	157
District Liability	286,423.66	361,605.68	Deductions	59,342.66	40
	<u>1,260,746.13</u>	<u>286,423.66</u>	Contributions	369.00	
		1,260,746.13			
			Partial Net ACH		
			Negative Net		
			Check Holds	1,276.14	2
			Zero Net		
			TOTAL	612,716.79	199

Checks Dated 06/01/2018 through 06/30/2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-519704	06/04/2018	Jeffrey R. Foote	01-4300	Monsanto Science Grant Reimburse teaching materials		309.97
01-519705	06/04/2018	Accountemps	01-5800	Substitute Coverage: Acct Tech I (D.S.)		757.20
01-519706	06/04/2018	Amazon Capital Services	01-5800	Speech/Preschool Supplies-C. Jones		205.69
01-519707	06/04/2018	American Cleaners & Laundry	13-5560	Nutrition Services Supplies		136.35
01-519708	06/04/2018	Berry Man, Inc. dba	13-4700	FFVP Food	1,039.60	
01-519709	06/04/2018	Edna's Bakery	13-4710	2017-18 Food Service	1,276.70	2,316.30
01-519710	06/04/2018	Ernest Packing Solutions	13-4710	Bakery Items for Cafeteria		321.00
01-519711	06/04/2018	Foster Farms Dairy	01-4300	Custodial Supplies		885.50
01-519712	06/04/2018	Frontier Communications	13-4710	Food Service:Milk		1,391.32
			01-5910	Phone Service 805-343-1599-092778-5	223.04	
				Phone Service 805-343-2124-071975-5	185.23	
			01-5911	Fiber MB 213-055-9238- #9238	812.93	1,221.20
				CirLUX016813		
01-519713	06/04/2018	Gold Star Foods	13-4710	Cafeteria: Food Supplies		8,845.04
01-519714	06/04/2018	Home Depot	01-4210	2-Carts for Library	127.44	
			01-4300	Maintenance Supplies	46.35	173.79
01-519715	06/04/2018	Jordano's	13-4710	Cafeteria: Food Supplies		908.88
01-519716	06/04/2018	LAHR Industrial Welding	01-5800	Welding Repairs		559.00
01-519717	06/04/2018	No Limit Tire	01-5640	Tires/Tire Repairs		939.00
01-519718	06/04/2018	Ocean Cities Pizza, Inc. dba Domino's Pizza	13-4710	Food Program School Lunch		2,332.39
01-519719	06/04/2018	Office Depot/bus Serv Division	01-4300	Office Supplies District Office		136.44
01-519720	06/04/2018	Postmaster	01-5919	Postmaster/Q4 Progress Report		123.41
01-519721	06/04/2018	Santa Barbara Co.Educ. Office	01-4300	District Forms Printed by SBCEO		350.00
01-519722	06/04/2018	Santa Maria J.U. High School	01-4300	Paper Purchase MB, KM, DO	48.95	
			01-4310	Paper Purchase MB, KM, DO	930.05	
			01-4380	Pupil Transportation 2017-2018	713.22	
01-519723	06/04/2018	Southwest School Office Supply	01-5640	Pupil Transportation 2017-2018	467.60	2,159.82
			01-4300	MB Office/Instructional Supplies 2016-17	4.10	
01-519724	06/04/2018	The Read & Write Proj. Netwkr	01-4310	MB Office/Instructional Supplies 2016-17	3.65	7.75
			01-5800	Reading/Writing Proj. Site Based Staff Dvlpmnt		5,812.89
01-520147	06/05/2018	Vernon Edwards	22-5640	8Plex Building at Kermit McKenzie	1,248,984.85	
			22-6266	KM Pre-Constr. Fees Proj.#17-063 8 Plex Retention Pmt	5,600.00	1,254,584.85
01-520662	06/11/2018	Jesely Alvarez-Masencup	01-4310	Reimb:Student Attendance Inc		95.90
01-520663	06/11/2018	Kevin S. Baldizon	01-4310	Reimb: Student Inc Prizes	213.97	

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

Page 1 of 9

Checks Dated 06/01/2018 through 06/30/2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-520663	06/11/2018	Kevin S. Baldizon		Reimb: Subway GC for students	225.00	438.97
01-520664	06/11/2018	Dena Boortz	13-4710	Reimb: Food Purchase		42.30
01-520665	06/11/2018	Kelsey A. Samuels	01-4310	Reimb: Science Materials		98.71
01-520666	06/11/2018	A., A., L., R., & R Attorneys at Law	40-6220	Attorney Fees for Facilities		15,022.87
01-520667	06/11/2018	All City Management	01-5800	Crossing Guards 2017-18		2,217.60
01-520668	06/11/2018	Amazon Capital Services	01-4400	Amazon Dell Monitor April 20, 2018	231.33	
				Open PO for projectors, othe equipment	2,302.87	
				Sony Over the Ear Headphones for Testing KM	1,130.76	
01-520669	05/11/2018	American Cleaners & Laundry		Unpaid Tax	225.38-	3,439.58
01-520670	05/11/2018	Armstrong's Lock And Key	01-4300	Windshield Towels, Rugs & Inventory Maint.	252.00	
01-520671	06/11/2018	Berry Man, Inc. dba	13-5560	Nutrition Services Supplies	211.15	463.15
			01-4300	Lock/Key Supplies		57.24
			13-4700	FFVP Food	917.20	
01-520672	06/11/2018	Burnham Benefits Ins. Services	13-4710	2017-18 Food Service	100.55	1,017.75
01-520673	06/11/2018	Casa Pacifica Centers	01-3901	Full-Service Consulting 17/18		2,333.33
			01-5800	Counseling Services 2016/17 Per Contract 7 Hrs/Wk		2,001.90
01-520674	06/11/2018	City Of Guadalupe	01-5530	Water Service:GUA-0002/MB	75.62	
				Water Service:GUA-0003/MB	450.08	
				Water Service:GUA-0015/MB	758.95	
				Water Service:GUS-0001/FSC	75.62	
				Water Service:MCK-0003/KM	339.01	
01-520675	06/11/2018	Culligan	13-5530	Water Service:GUA-0016/Cafe	2,218.87	3,918.15
01-520676	06/11/2018	Eagle Energy	01-5530	Bottled Water Unit:FSC		23.17
01-520677	06/11/2018	Ecolab	01-4370	Fuel for District Vehicles		1,125.18
01-520678	06/11/2018	Edna's Bakery	13-4790	Cafeteria Cleaning Supplies		720.69
01-520679	06/11/2018	Ernest Packing Solutions	13-4710	Bakery Items for Cafeteria		325.15
01-520680	06/11/2018	Foster Farms Dairy	13-4300	BIC Clear bags		1,008.33
01-520681	06/11/2018	Guadalupe Hardware Company Inc	13-4710	Food Service:Milk		1,661.58
01-520682	06/11/2018	Jay's Automotive	01-4300	Maintenance Supplies		273.56
01-520683	06/11/2018	Jordano's	01-5800	Smog Inspections/Repairs		55.00
01-520684	06/11/2018	Julie Avnit	13-4710	Cafeteria: Food Supplies		890.58
01-520685	06/11/2018	Kansas State Bank	01-5800	Facilities Coordinator -40 & Prop 39 -6230		4,760.00
			01-7438	Chromebooks KM - year 2 of 3 year lease	74.21	
			01-7439	Chromebooks KM - year 2 of 3 year lease	1,248.11	1,322.32
01-520686	06/11/2018	Kenco Construction Services	22-5800	Inspctr for Installation-KM Mod 8plex		14,960.00
01-520687	06/11/2018	Kenneth S. Klein	01-5800	Media Press Release Services		350.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE
Page 2 of 9

Checks Dated 06/01/2018 through 06/30/2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-520688	06/11/2018	Liebert Cassidy Whitmore	01-5830	SBC Legal Consortium		3,655.00
01-520689	06/11/2018	Medical Billing Technologies	01-5800	Medical Bill. Serv.:9120MAA,5640LEA		33.13
01-520690	06/11/2018	Nagsco	13-5640	Cafeteria Filters for Kitchen Hood		45.00
01-520691	06/11/2018	Noble Power Equipment	01-4300	MOT Supplies for Mower & Power Equip		76.94
01-520692	06/11/2018	Ocean Cities Pizza, Inc. dba Domino's Pizza	13-4710	Food Program School Lunch		925.47
01-520693	06/11/2018	Office Depot/bus Serv Division	01-4300	Office Supplies District Office	182.63	
				Office Supplies: KM Admin/Instr.	334.29	
			01-4310	Office Supplies: KM Admin/Instr.	188.21-	
				Supplies A.Mora ASES	149.61	
			01-5800	Ink for Preschool	107.98	
			01-5615	Canon Copier RentIDO#JWH16181	204.12	
01-520694	06/11/2018	Office Equip Finance System		Copier Lease DO #QTW13043	116.64	
				Copier Rent MB Library UMU057788W101	143.45	
				MB Front Office:Copier Fax Scanner	286.89	751.10
				WSB05104BW109		
01-520695	06/11/2018	P G & E 4794541299-8	01-5520	Electricity MB Peralta 4794541299-8		2,060.15
01-520696	06/11/2018	P G & E 6377505170-7	01-5520	Electricity (KM) 6377505170-7		3,265.62
01-520697	06/11/2018	Peoples'self-Help Housing Corp	01-5800	After School Program ASES		3,536.00
01-520698	06/11/2018	Perla Amaral Contreras	01-5800	Parent Engagement Coordinator	781.75	
				Parent Engagement EOY	2,326.25	3,108.00
01-520699	06/11/2018	PMSM Architects	25-6220	Modular Classroom Building		1,350.00
				PMSM#16155.01		
01-520700	06/11/2018	PMSM Architects	25-6220	Modular Classroom Building		11,220.00
				PMSM#16155.01		
01-520701	06/11/2018	Price, Postel & Parma LLP	01-5830	Attorney Services		3,437.03
01-520702	06/11/2018	Quality Pest Management	13-5800	Pest Control Services for MB & KM 2017-18		180.00
01-520703	06/11/2018	Rayne Water Conditioning	13-4300	Cafeteria:Soft Water Service		123.30
01-520704	06/11/2018	Ready Refresh by Nestle	01-5530	Water D.O., Breakroom, Curriculum	152.20	
				Water Mary Buren	38.87	
				Water McKenzie	85.30	
			13-4300	Water Mary Buren Cafeteria	124.58	400.95
01-520705	06/11/2018	Santa Maria J.u. High School	01-5800	High Speed Internet 17/18 Year		1,200.00
01-520706	06/11/2018	Self-Insured Schools Of Ca	67-9510	June 2018 Health Insurance Premium		115,242.00
01-520707	06/11/2018	So.cal Gas Co. 113-414-6400	01-5510	Natural Gas Service:Utility 4681 11th St.FSC		28.01
01-520708	06/11/2018	So.cal. Gas Co. 161-314-9900	01-5510	Natural Gas Service:Utility 1050 Peralta		165.14
01-520709	06/11/2018	So.cal.gas Co. 159-214-9900	01-5510	Natural Gas Service:Utility 1050 Peralta		271.89

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
Page 3 of 9

Checks Dated 06/01/2018 through 06/30/2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-520710	06/11/2018	So.cal.gas Co. 178-315-3500	01-5510	Natural Gas Service:Utility 4710 Main		321.99
01-520711	06/11/2018	Southwest School Office Supply	01-4300	MB Office/Instructional Supplies 2016-17		76.14
01-520712	06/11/2018	Total Compensation Systems	01-5810	Actuary Services for GUSD		2,160.00
01-520713	06/11/2018	Vavrinek,Trine,Day & Co.,LLP	01-5810	Auditing Services		5,600.00
01-520714	06/11/2018	Verizon Wireless	01-5910	Verizon Wireless & Mifi District Wide	1,083.15	
			13-5910	Verizon Wireless & Mifi District Wide	134.66	1,217.81
01-520715	06/11/2018	Waste Management - H S S	01-5570	Waste Removal/Recycling (FSC)	261.37	
			20074-25001			
			Waste Removal/Recycling KM		1,529.67	
			60078-05001			
			Waste Removal/Recycling MB/DO		515.80	
			60080-05007			
			13-5570	Waste Removal/Recycling Cafe MB	1,654.73	
			60079-85003			
			Waste Removal/Recycling KM		101.95	4,063.52
			60078-05001			
01-521789	06/18/2018	Alejandra Serrato Mora	01-4310	Reimburse: Pizza & Snacks Last Day of ASES		233.44
01-521790	06/18/2018	Access Information Protected	01-5570	Document Shredding Service		118.07
01-521791	06/18/2018	Accountemps	01-5800	Substitute Coverage: Acct Tech I (D.S.)		1,317.21
01-521792	06/18/2018	American Cleaners & Laundry	01-4300	Windshield Towels, Rugs & Inventory Maint.	252.00	
			13-5560	Nutrition Services Supplies	136.35	388.35
01-521793	06/18/2018	Armstrong's Lock And Key	01-4300	Lock/Key Supplies		759.29
01-521794	06/18/2018	Berry Man, Inc. dba	13-4710	2017-18 Food Service		1,585.90
01-521795	06/18/2018	Boys & Girls Club Of Sm Valley	01-5800	Services Provided - M.Buren & Mc Kenzie		11,261.26
01-521796	06/18/2018	Carquest Auto Parts	01-4300	Auto Parts & Supplies	267.88	
01-521797	06/18/2018	Children's Creative Project	01-5800	Children's Swing Dance Program		1,000.00
01-521798	06/18/2018	City Of Guadalupe	01-5800	Resource Officer 2017-2018	233.05	42,579.67
01-521799	06/18/2018	Edna's Bakery	13-4710	Bakery Items for Cafeteria	408.70	
01-521800	06/18/2018	Ewing Irrigation	22-6100	Landscaping Materials 2017-18	126.09	
01-521801	06/18/2018	Foster Farms Dairy	13-4710	Food Service:Milk		539.11
01-521802	06/18/2018	Frontier Communications	01-5910	DistWideAcc.Line 213-003-0371-091004-5	233.05	
				Phone Service 805-343-0961-071975-5	167.41	
				Phone Service 805-343-2911-081099-5	62.42	
			01-5911	Fiber KM 213-052-1039 #1039	601.11	
				Cir40LUXX016812		
				Fiber MB 213-055-9238- #9238	400.34	1,464.33
				CirLUXX016813		

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

Page 4 of 9

Checks Dated 06/01/2018 through 06/30/2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-521803	06/18/2018	Gold Star Foods	13-4710	Cafeteria: Food Supplies		2,049.54
01-521804	06/18/2018	Granite Telecommunications Client ID#311	01-5590	Phone Service 2017/18 Year	52.92	
01-521805	06/18/2018	J.Appleseed	01-5910	Phone Service 2017/18 Year	209.18	262.10
01-521806	06/18/2018	Laninis Plumbing, Inc.	01-4210	Library Books J. Appleseed		171.55
01-521807	06/18/2018	Medical Billing Technologies	01-5640	Plumbing Services		6,836.16
01-521808	06/18/2018	More Office Solutions	01-5800	Medical Bill. Serv.:9120MAA,5640LEA		62.30
01-521809	06/18/2018	Ocean Cities Pizza, Inc. dba Domino's Pizza	01-4312	Copiers MB/KM/DO/LHBTP		2,335.77
01-521810	06/18/2018	Office Depot/bus Serv Division	13-4710	Food Program School Lunch		360.00
01-521811	06/18/2018	Office Team	01-4310	Office Depot 1st Grade Supplies April 18, 2018		68.02
01-521812	06/18/2018	P G & E 0055322415-5	01-5800	Community Liaison Sub Brenda Alvarado		2,106.00
01-521813	06/18/2018	P G & E 5461621090-9	01-5520	Electricity MB 0055322415		1,548.60
01-521814	06/18/2018	P G & E 5888676235-8	01-5520	Electric Service (FSC)		169.43
01-521815	06/18/2018	P G & E 6544954354-8	01-5520	Electric MB Peralta&10th 5888676235-8		1,679.96
01-521816	06/18/2018	Peoples'self-Help Housing Corp	01-5520	Electric MB Peralta&11th 6544954354-8		447.79
01-521817	06/18/2018	Postmaster	01-5800	After School Program ASES		3,889.60
01-521818	06/18/2018	SBCEO - Health Linkages	01-5919	Postmaster/Q4 Report Cards		123.70
01-521819	06/18/2018	Select Staffing	01-5800	LHBP Stipends		4,161.00
01-521820	06/18/2018	The Read & Write Proj. Netwrk	01-5800	Ana Alcaez Covering Front Office MB		806.53
01-521821	06/18/2018	Townsend Public Affairs, Inc	01-5800	Reading/Writing Proj. Site Based Staff		12,082.88
01-521822	06/18/2018	U.S. Bank	Dvlpmnt			
			01-5800	Legislative & Funding Advocacy		3,000.00
			01-4110	USPS: Return Attainment Science Curr	6.23	
			01-4300	CRAIGSLIST: Job Ad. for Community Liason Position	20.00	
				JAYCEE TROPHY: Clock Plaque, Volunteer of the Year	99.97	
				SMARTNFINAL: Superintendent Search - Interviews	15.77	
				Steeles.com:Medical Equipment-Health Office	142.45	
				SUBWAY: Special Board Meeting Working Dinner	13.52	
			01-4310	Attendance Incentives MB Mar-June 18	695.76	
				Lakeshore:Science, Class Set of Bar Magnets	81.11	
				Michael's Crafts: Art Supplies	259.20	

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 06/01/2018 through 06/30/2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-521822	06/18/2018	U.S. Bank		MULTI HEALTH SYST: Testing Protocols for Sp. Ed. Students	4.25	
				Paypal=\$Tree: Trifold Presentation Boards	97.20	
				Purchasing Student Incentives for Good Behavior	2,676.86	
				Rite Aid: Pill Crusher for Student	5.71	
				S.Reynolds Lakeshore: Lopez Grant	1.86	
				THERAPRO: Testing Protocols for Sp Ed. Students	40.00	
				WEEBLY: Student Podcasts	39.95	
			01-5220	Basic Restorative Practices: HILTON GARDEN Lodging	401.66	
				CALSA Member Interview: Chevron Fuel	20.32	
				CALSA Member Interview: City Of Sac Parking	3.00	
				CALSA Mentor Interview: Chevron Fuel	85.98	
				CALSA Mentor Interview: Enterprise Rent-a-Car	95.29	
				CALSA: Registration Summer Institute	425.00	
				CALSA: Resort at Squaw Creek Lodging	362.89	
				SOUTHWEST: CSBA Superintendent Adv. Council Meeting	479.96	
			01-5630	PODS/Storage Container KM Band Equip.	501.65	
			01-5800	2-Apple13.3" MacBook Air	1,833.84	
				Keanerette Cleaners: Washing of Cafe.	93.50	
				Drapes KM		
				ReallyGoodStuff: Mobile 2 Sided Teaching Easel	597.54	
			01-5919	STAMPS.COM: Postage Paid	24.99	
				USPS: Postage Paid	250.00	
			12-5220	Preschool Admin. Training: Enterprise	130.22	
				Rent-A-Car		
				Preschool Admin. Training: EXXON:Fuel	62.98	
				Preschool Admin. Training: McDonald's Meal	7.41	
			13-4710	Nutrition Services Supplies	98.38	
			13-4790	Nutrition Services Supplies	8.62	
				Unpaid Tax	204.20	
01-521823	06/18/2018	Vernon Edwards	22-5640	8Plex Building at Kermit McKenzie		9,478.87
						961,862.24

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 06/01/2018 through 06/30/2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-521824	06/18/2018	Wells Fargo Vendor Fin Serv	22-7438	Apple Ipads, TVs, Set-up, Services Yr1-3yr Lease	133.94	
01-521825	06/18/2018	Western Exterminator Co.	22-7439	Apple Ipads, TVs, Set-up, Services Yr1-3yr Lease	4,584.73	4,718.67
01-522865	06/25/2018	Camelia R. Ortiz-Alvarez	01-5800	Gopher Extermination & Pest Control		320.00
01-522866	06/25/2018	Curtis Schwisow	01-4310	Teachers (Must Grab Now) Fund		100.00
01-522867	06/25/2018	Robin M. Sumabat	01-5220	AVID Summer Conference- Curtis Schwisow		493.95
01-522868	06/25/2018	A. A., L., R, & R Attorneys at Law	01-4310	Reimbursement remainder of grade level funds	297.73	
01-522869	06/25/2018	Accountemps	Teachers (Must Grab Now) Fund		100.00	397.73
01-522870	06/25/2018	All City Management	01-5800	2017/18 Prof.Develop. Consortium Membership Fees		1,500.00
01-522871	06/25/2018	American Cleaners & Laundry	01-5800	Substitute Coverage: Acct Tech I (D.S.)		993.83
01-522872	06/25/2018	Boys & Girls Club Of Sm Valley	01-5800	Crossing Guards 2017-18		1,993.99
01-522873	06/25/2018	Calif School Management Consul	01-4300	Windshield Towels, Rugs & Inventory Maint.	82.00	
01-522874	06/25/2018	Casa Pacifica Centers	13-5560	Nutrition Services Supplies	61.55	143.55
01-522875	06/25/2018	Charles Kim	01-5800	Services Provided - M.Buren & Mc Kenzie		2,870.50
01-522876	06/25/2018	Charter Communications	01-5800	Erate Program Services		1,250.00
01-522877	06/25/2018	City Of Guadalupe	01-5800	Counseling Services 2016/17 Per Contract 7 Hrs/Wk		2,001.90
01-522878	06/25/2018	Consolidated Electrical DISTR dba CALIFORNIA ELECTRIC SUPPL	01-5210	Mileage Reimbursement Apr 2018	181.38	
01-522879	06/25/2018	Crystal Alley		Mileage Reimbursement June 2018	41.86	
				Mileage Reimbursement May 2018	237.19	460.43
				Internet Service 17/18		39,545.10
				Water Hydrant Mater KM 8Plex	372.59	
				6" Waste Water Sewer Connection for 8Plex	38,494.00	38,866.59
				Electrical Supplies		189.92
				John Gonzalez - Wash Mower	20.00	
				John Gonzalez- Wash Mower	15.00	
				John Gonzalez-Wash Mower	60.00	
				Peter Bedolla- SM Car Wash	7.00	
				Peter Bedolla-SM Car Wash	7.00	
				Peter Bedolla-Wash Towels	10.00	119.00
01-522880	06/25/2018	CXTEC	22-4400	Phones for 8Plex Quote #11036881		1,994.59
01-522881	06/25/2018	Cynthia Lara	01-5800	Preschool Assessments		1,890.00
01-522882	06/25/2018	Document Tracking Services	01-5800	SARC & Licensing Agreement		895.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 7 of 9

Checks Dated 06/01/2018 through 06/30/2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-522883	06/25/2018	Edna's Bakery	13-4710	Bakery Items for Cafeteria		78.90
01-522884	06/25/2018	Enterprise Rent-A-Car	01-5220	CSBA Supt. Ad. Meet-Ed. Cora CSBA-Ed. Cora	86.69 172.77	259.46
01-522885	06/25/2018	Ernest Packing Solutions	01-4300	Custodial Supplies		3,071.70
01-522886	06/25/2018	Ewing Irrigation	22-6100	Landscaping Materials 2017-18		70.01
01-522887	06/25/2018	Federal Express	01-5919	Interview Candidate Portfolio		27.97
01-522888	06/25/2018	Ferguson Enterprises Inc.#1350	01-4300	Plumbing Supplies		245.78
01-522889	06/25/2018	Foster Farms Dairy	13-4710	Food Service:Milk		335.99
01-522890	06/25/2018	Frontier Communications	01-5590	FSC Internet 310-006-0508-102594-5		82.02
01-522891	06/25/2018	Guadalupe Hardware Company Inc	01-4300	Maintenance Supplies		346.68
01-522892	06/25/2018	Isom Advisors	01-5800	Bond: Financial Planning Service		3,000.00
01-522893	06/25/2018	Noble Power Equipment	01-4300	MOT Supplies for Mower & Power Equip		212.40
01-522894	06/25/2018	Office Equip Finance System	01-5615	Copier Rent: MB, KM, DO (Curr.)#0421592		159.98
01-522895	06/25/2018	Office Team	01-5800	Community Liaison Sub Brenda Alvarado		864.00
01-522896	06/25/2018	Pearson Clinical	01-4300	Speech Kit and Record Forms- C. Jones		650.88
01-522897	06/25/2018	PMSM Architects	25-6220	Modular Classroom Building PMSM#16155.01		11,220.00
01-522898	06/25/2018	PMSM Architects	25-6220	Modular Classroom Building PMSM#16155.01		8,415.00
01-522899	06/25/2018	S.M.Valley Chamber Of Commerce	01-4300	Business/Ed Partnership Luncheon		125.00
01-522900	06/25/2018	Santa Barbara Co.Educ. Office	01-4400	SBCEO Battle of the Books April 18, 2018	15.00	
01-522901	06/25/2018	Santa Barbara County Selpa	01-5800	APE Services-P.Lowden	7,306.14	7,321.14
01-522902	06/25/2018	SHI	01-5630	Regional Housing Cost 17-18 Year		8,038.91
01-522903	06/25/2018	Southwest School Office Supply	01-7439	Electronic Recycling Tax		111.67
01-522904	06/25/2018	Student Transport.of America	01-4310	1st Grade Supplies		2.76
01-524954	06/29/2018	Accountemps	01-5800	Student Transportation 2017-2018		12,572.50
01-524955	06/29/2018	All City Management	01-5800	Substitute Coverage: Acct Tech I (D.S.)		843.96
01-524956	06/29/2018	American Cleaners & Laundry	01-5800	Crossing Guards 2017-18		887.04
01-524957	06/29/2018	American Leak Detection	13-5560	Nutrition Services Supplies		136.35
01-524958	06/29/2018	Aramco Inc	01-5800	MB Commercial Gas Line Locate		360.00
01-524959	06/29/2018	Armstrong's Lock And Key	01-4300	Maintenance Supplies		170.39
01-524960	06/29/2018	De la Paz Woodworks, Inc.	40-4400	Lock/Key Supplies		8.64
01-524961	06/29/2018	Ewing Irrigation	22-5800	8Plex Teaching Walls Cabinet Construction		43,823.08
01-524962	06/29/2018	Foster Farms Dairy	22-6100	Landscaping Materials 2017-18		439.75
01-524963	06/29/2018	Frontier Communications	13-4710	Food Service:Milk		483.22
01-524964	06/29/2018	Gold Star Foods	01-5910	Phone Service 805-343-2124-071975-5		355.81
01-524965	06/29/2018	Guadalupe Hardware Company Inc	13-4710	Cafeteria: Food Supplies		3,864.77
			01-4300	Maintenance Supplies		412.71

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 06/01/2018 through 06/30/2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
01-524966	06/29/2018	Hayward Lumber Company	01-4300	Maintenance Supplies		115.30
01-524967	06/29/2018	Kenco Construction Services	22-5800	1-Inspctr for Fabrication of Mod. Clssrm		12,500.00
01-524968	06/29/2018	Liebert Cassidy Whitmore	01-5830	SBC Legal Consortium		4,190.82
01-524969	06/29/2018	Mid-Coast Fire Protection Inc	01-5800	Annual Service: Fire Extinguishers	342.14	
01-524970	06/29/2018	Nagsco	13-5800	Annual Service: Fire Extinguishers	48.18	390.32
01-524971	06/29/2018	Noble Power Equipment	13-5640	Cafeteria Filters for Kitchen Hood		45.00
01-524972	06/29/2018	Ocean Cities Pizza, Inc. dba Domino's Pizza	01-4400	MOT Supplies for Mower & Power Equip		52.33
01-524973	06/29/2018	Office Depot/bus Serv Division	13-4710	Food Program School Lunch		216.00
			01-4300	Office Supplies District Office	206.15	
				Office Supplies Pupil Services Rigali	85.95-	
			01-4310	Office Supplies: KM Admin/Instr.	10.88	
			13-4300	Cafeteria Office Supplies	15.45-	115.63
01-524974	06/29/2018	Peoples'self-Help Housing Corp	01-5800	After School Program ASES		884.00
01-524975	06/29/2018	Smith Pipe & Supply Inc.	01-4300	Maintenance: Supplies		772.42
01-524976	06/29/2018	State Of California Office Of Food Distr.	13-4710	Cafeteria - Food Supplies		528.90
01-524977	06/29/2018	Student Transport.of America	01-5800	Student Transportation 2017-2018		2,832.25
01-524978	06/29/2018	Western Exterminator Co.	01-5800	Gopher Extermination & Pest Control		185.00
Total Number of Checks					178	2,816,323.82

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	129	281,521.03
12	Child Dvlpmnt Fund	1	200.61
13	Cafeteria Spec Rev Fund	41	38,607.38
22	Building Fund 2 - Measure N	11	2,333,945.87
25	Capital Facilities Fund	4	32,205.00
40	Spec Resv Cap Outlay Proj 1	2	15,031.51
67	Self-Insurance Fund 1	1	115,242.00
Total Number of Checks		178	2,816,753.40
Less Unpaid Tax Liability			429.58
Net (Check Amount)			2,816,323.82

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.

Quarterly Report
on
Williams/Valenzuela Uniform Complaints
[Education Code § 35186]
2018

District: {select district name from drop-down box} _____

Name of person completing this form: _____

Title of person completing this form: _____

Please provide the date when this information will be reported publicly at the district governing board meeting:

Quarterly report submission date (check one):

- ☐ April (Jan.—March)
☒ July (April—June)
☐ October (July—Sept.)
☐ January (Oct.—Dec.)

General Subject Area	Total no. of complaints	No. of complaints resolved	No. of complaints unresolved
Textbooks and instructional materials			
Teacher vacancy or misassignment			
Facilities conditions			
Valenzuela/CAHSEE intensive instruction and services			
TOTALS	0	0	0

Signature of district superintendent

Date



**GUADALUPE UNION SCHOOL DISTRICT
RESOLUTION 2018/2019-01
FUNCTIONAL RESPONSIBILITIES**

WHEREAS, effective administration of a school district is dependent upon assignment of functional responsibilities; and

WHEREAS, the Board of Education of the Guadalupe Union School District is required to process the payrolls of the District at the times prescribed by the Superintendent of Schools of Santa Barbara County; and

WHEREAS, the payrolls are to be signed by a person authorized by the Board of Education of the Guadalupe Union School District; and

WHEREAS, the Board of Education of the Guadalupe Union School District is desirous of participating in Federal financial assistance under provisions of Public Law 864; and

WHEREAS, the Guadalupe Union School District purchases property from the California State Educational Agency for Surplus Property; and

WHEREAS, the Board of Education of the Guadalupe Union School District receives requests of employees desiring to avail themselves of the annuity purchase and deferred income tax provision of Section 403(b) of the Internal Revenue Code of the United States; and

WHEREAS, the Guadalupe Union School District by resolution of the Board of Education has been authorized to conduct negotiations with the California State Teachers' Retirement System and insurance company duly qualified and authorized to do business in the State of California and to sell annuity contract and policies of life insurance to public employees in this state:

BE IT HEREBY RESOLVED by the Board of Education of the Guadalupe Union School District that the following persons are authorized as agents for the Guadalupe Union School District and its Governing Board as described:

1. In accordance with sections 42632, 42633, 85232, and 85233 of the Education Code, that any one of the following persons all members of the Board of Education, are duly authorized to sign orders drawn on the funds of the Guadalupe Union School District commencing June 14, 2018: **Diana Arriola, MaryLou Sabedra-Cuello, Sheila Marie Cepeda, José E. Pereya and David Hosking.**

2. **Emilio Handall, Ed.D.**, District Superintendent, is designated Secretary to the Board of Education of the Guadalupe Union School District.

3. **Emilio Handall, Ed.D.**, District Superintendent, be designated agent in connection with requests for use of School District building and facilities.

4. **Emilio Handall, Ed.D.**, District Superintendent, is designated as authorized agent for the school district and its Governing Board in connection with the school district's site acquisition and construction program, including new construction and modernization projects and is authorized to sign applications to State and Federal agencies involved and to otherwise administer the program in a manner consistent with the action and approved plans of the Governing Board.

5. **Emilio Handall, Ed.D.**, District Superintendent, be designated as duly authorized agent and representative of the school district for the purpose of filing applications and other necessary documents for Federal financial assistance under the provisions of Public Law 874 and Public Law 864.

6. Under provisions of Education Codes 42632, 42633, 85232, 85233, **Emilio Handall, Ed.D.**, District Superintendent and Secretary of the Board; is hereby authorized to sign payrolls drawn upon the funds of the Guadalupe Union School District.

7. **Emilio Handall, Ed.D.**, District Superintendent, **Anne Rigali**, Director of Pupil Services, **Anita Flores**, Interim Executive Assistant to the Superintendent are designated agents in connection with the school district's Student Activity Accounts, Clearing Account and the Revolving Cash Fund, and are authorized to sign orders drawn upon the funds of such accounts.

8. **Emilio Handall, Ed.D.**, District Superintendent, **Anita Flores**, Interim Executive Assistant to the Superintendent, **Gloria Grijalva**, Chief Business Official, and **Crystal Alley**, Accounting Technician II are authorized to receive cash receipts collected.

9. **Emilio Handall, Ed.D.**, District Superintendent, is authorized to execute Purchase Orders.

10. **Anne Rigali**, Director of Pupil Services, **Anita Flores**, Interim Executive Assistant to the Superintendent are authorized to execute Purchase Orders up to a limited amount of three hundred (\$300.00) as authorized by the Superintendent.

11. **Emilio Handall, Ed.D.**, District Superintendent, be authorized to sign Warehouse and Issue Sheets (SEASP form 109) of the California State Educational Agency For Surplus Property on behalf of the Guadalupe Union School District.

12. **Emilio Handall, Ed.D.**, District Superintendent, is authorized to sign application forms for tax shelter annuities, which constitute an agreement between the employee and the California State Teachers' Retirement System of an insurance company duly qualified and authorized to sell annuity contracts and policies of life insurance to public employees of the State of California.

13. **Emilio Handall, Ed.D.**, District Superintendent, **Anita Flores**, Interim Executive Assistant to the Superintendent and **Gloria Grijalva**, Chief Business Official are authorized to deposit funds in the form of Time Deposit Open Accounts or in the form of Certificates of Deposits in order or bearer form; accept and direct delivery of any Certificate of Deposit, all of which authority extends to any and all renewals of such deposits. Authority is further given to make withdrawals from any account established hereby and to endorse for deposit, encashment or negotiation any Certificate of Deposit.

BE IT FURTHER RESOLVED by the Board of Education of the Guadalupe Union School District that:

14. In the absence of the District Superintendent, the following administrative officials, as available in the order listed, are assigned the responsibility of action on behalf of the District Superintendent, in the conduct of school affairs, in addition to their regularly assigned responsibilities;

1. **Mrs. Gina Branum**, Director of Educational Services
2. **Mrs. Anne Rigali**, Director of Pupil Services
3. **Mrs. Jesely Alvarez**, School Site Principal
4. **Mr. Gabriel T. Solorio**, School Site Principal

15. When any of the designated officials is acting on behalf of the District Superintendent in his or other staff members' absence, that administrator is designated as Acting Superintendent of the Board of Education; and

BE IT FURTHER RESOLVED that such authorization and designations shall become effective immediately.

AMENDMENT PASSED AND ADOPTED by the Governing Board of the Guadalupe Union School District the 11th day of July, 2018 by the following votes:

AYES:

NOES:

ABSENT:

Sheila Marie Cepeda
GUSD Governing Board Clerk

NOTE: The CSBA comprehensive index is a standard index system designed to provide a table of contents for this manual while at the same time accommodating future policies/regulations. This manual contains only those Board policies (BP), administrative regulations (AR) and/or exhibits (E) specified in the right-hand column.

		CODE	
0.	Concepts and Roles	2000	BP
A.	Goals and Objectives	2010	
1.	Superintendent	2100	
A.	Superintendent Responsibilities and Duties	2110	BP
1.	Superintendent Governance Standards	2111	BP
B.	Superintendent Recruitment and Selection	2120	BP
1.	Superintendent's Contract	2121	BP
C.	Professional Development	2130	
D.	Evaluation of the Superintendent	2140	BP
2.	Administrative Operations	2200	
A.	Administrative Discretion Regarding Board Policy	2210	BP
B.	[Future Topic]	2220	
C.	Representative and Deliberative Groups	2230	BP
D.	Management and Communication Systems	2240	
E.	Teacher-in-Charge/Principal's Designee	2250	

CONCEPTS AND ROLES

The Board of Trustees recognizes that district administration performs essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of noninstructional operations. The Superintendent or designee may make decisions concerning district operations within the parameters of law and Board policy.

(cf. 2110 - Superintendent Responsibilities and Duties)
(cf. 9310 - Board Policies)

The Superintendent shall provide leadership in developing administrative regulations and organizational structures, decision-making processes, and staff action plans that allow the district to fulfill its vision and goals. The Board also expects the Superintendent to help shape the culture and environment of the district in a manner that focuses district operations on enhancing student achievement, encourages positive relationships within the community, and instills confidence in district schools.

(cf. 0000 - Vision)
(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 0500 - Accountability)
(cf. 2111 - Superintendent Governance Standards)

The Board and Superintendent shall work together as a team in the exercise of district governance. The Board and Superintendent shall establish protocols that describe how the governance team will operate, including, but not limited to, agreements regarding Board meeting operations and communications between the Superintendent and the Board.

(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)

Because the Superintendent is the only district employee who is directly selected and evaluated by the Board, the Board has a responsibility to ensure that the Superintendent possesses the skills and attributes that best meet the needs of the district.

(cf. 2120 - Superintendent Recruitment and Selection)

The Board and Superintendent shall agree upon a system for evaluating the Superintendent, including the evaluation criteria, method, evaluation instrument, process, and timeline.

(cf. 2140 - Evaluation of the Superintendent)

The Superintendent may delegate to other district staff any duties imposed upon him/her by the Board. This delegation shall not relieve the Superintendent of responsibility for actions taken by his/her designees.

CONCEPTS AND ROLES (continued)

(cf. 1220 - Citizen Advisory Committees)
(cf. 2210 - Administrative Discretion Regarding Board Policy)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 4300 - Administrative and Supervisory Personnel)
(cf. 4301 - Administrative Staff Organization)

Legal Reference:

EDUCATION CODE

35020 Duties of employees fixed by governing board
35026 Employment of district superintendent by certain district
35028 Qualifications for employment
35029 Waiver of credential requirements
35031 Term of employment
35033 District superintendent for certain districts
35034 District superintendent of certain districts
35035 Powers and duties of superintendent
35160 Authority of governing boards
35160.1 Broad authority of school districts
35161 Powers and duties generally

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Superintendent Selection and Employment, 2006
Maximizing School Board Governance: Superintendent Evaluation, 2005
Superintendent Governance Standards, 2001
CSBA Professional Governance Standards, 2000

WEB SITES

CSBA: <http://www.csba.org>
American Association of School Administrators: <http://www.aasa.org>
Association of California School Administrators: <http://www.acsa.org>

SUPERINTENDENT RESPONSIBILITIES AND DUTIES

The Board of Trustees desires to establish a productive working relationship with the Superintendent and to ensure that the work of the Superintendent is focused on student learning and achievement and the attainment of the district's vision and goals. The Board also desires to provide a fair basis for holding the Superintendent accountable. The responsibilities of the Superintendent are detailed in law, in the Superintendent's contract, and throughout Board policies and administrative regulations.

(cf. 0000 - Vision)

(cf. 2000 - Concepts and Roles)

(cf. 2111 - Superintendent Governance Standards)

(cf. 2121 - Superintendent's Contract)

The Board shall clarify expectations and goals for the Superintendent at the beginning of every evaluation year.

(cf. 2140 - Evaluation of the Superintendent)

As the chief executive officer of the district, the Superintendent shall implement all Board decisions and manage the instructional and noninstructional operations of the schools. The Superintendent also serves as a member of the district's governance team and has responsibilities to support Board operations and decision making.

(cf. 2210 - Administrative Discretion Regarding Board Policy)

(cf. 9000 - Role of the Board)

(cf. 9122 - Secretary)

The Superintendent may delegate any of his/her responsibilities and duties to other district staff, but he/she remains accountable to the Board for all areas of operation under the Superintendent's authority.

(cf. 4301 - Administrative Staff Organization)

Legal Reference: (see next page)

SUPERINTENDENT RESPONSIBILITIES AND DUTIES (continued)

Legal Reference:

EDUCATION CODE

17604 Delegation of powers to agents

17605 Delegation of authority to purchase supplies, equipment and services

35020-35046 Powers and duties of superintendent

48900 Authority of superintendent to recommend suspension or expulsion

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance

Superintendent Governance Standards, 2001

WEB SITES

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

American Association of School Administrators: <http://www.aasa.org>

Association of California School Administrators: <http://www.acsa.org>

SUPERINTENDENT GOVERNANCE STANDARDS

The Board of Trustees recognizes that effective district governance requires strong collaboration and teamwork with the Superintendent. Because the Board and Superintendent each have their unique roles and responsibilities, both contribute to the responsible governance of the district and the quality of education provided to the community's students.

(cf. 2000 - Concepts and Roles)

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

The Superintendent is expected to hold himself/herself to the highest standards of ethical conduct and professionalism.

To support the Board in the governance of the district, the Superintendent:

1. Promotes the success of all students and supports the efforts of the Board to keep the district focused on learning and achievement
2. Values, advocates and supports public education and all stakeholders
3. Recognizes and respects the differences of perspective and style on the Board and among staff, students, parents/guardians and the community and ensures that the diverse range of views inform Board decisions
4. Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior
5. Serves as a model for the value of lifelong learning and supports the Board's continuous professional development

(cf. 9240 - Board Development)

6. Works with the Board as a "governance team" and assures collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture

(cf. 0000 - Vision)

7. Recognizes that the Board/Superintendent governance relationship is supported by the management team in the district
8. Understands the distinctions between Board and staff roles, and respects the role of the Board as the representative of the community
9. Understands that authority rests with the Board as a whole; provides guidance to the Board to assist in decision-making; and provides leadership based on the direction of the Board as a whole

SUPERINTENDENT GOVERNANCE STANDARDS (continued)

10. Communicates openly with trust and integrity, including providing all members of the Board with equal access to information and recognizing the importance of both responsive and anticipatory communications
11. Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the district

Legal Reference:

EDUCATION CODE

35020 Duties of employees set by governing board

Management Resources:

CSBA PUBLICATIONS

Superintendent Governance Standards, 2001

CSBA Professional Governance Standards, 2000

AASA PUBLICATIONS

Professional Standards for the Superintendency, 1993

WEB SITES

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

ACSA: <http://www.acsa.org>

American Association of School Administrators: <http://www.aasa.org>

SUPERINTENDENT RECRUITMENT AND SELECTION

The Board of Trustees recognizes that it has a direct responsibility to select and employ the Superintendent. Whenever it becomes necessary for the Board to fill a vacancy in the position of Superintendent, the Board shall work diligently to employ a person whose management and leadership abilities are most closely aligned with district needs.

(cf. 2000 - Concepts and Roles)

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 2111 - Superintendent Governance Standards)

(cf. 9000 - Role of the Board)

The Board shall establish and implement a search and selection process that includes consideration of:

1. The district's current and long-term needs, including a review of the district's vision and goals

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

2. The desired characteristics of a new Superintendent, including professional experience, educational qualifications, leadership characteristics, philosophy of education, and other management, technical, interpersonal and conceptual skills, as well as the priorities the Board wants to place on different abilities, traits and levels of knowledge
3. The scope of the search, including whether to promote from within the district or broaden the search to include both internal and external candidates and, if external candidates will be considered, whether to conduct a statewide or nationwide search
4. The salary range and benefits to be offered
5. Basic elements to be included in the Superintendent's contract
6. Whether to hire a professional adviser to facilitate the process
7. How and when to involve the community in certain phases of the selection process

(cf. 1000 - Concepts and Roles)

(cf. 1220 - Citizen Advisory Committees)

8. The best methods for advertising the vacancy and recruiting qualified candidates
9. The process for screening applications and determining how the screener(s) will be selected

SUPERINTENDENT RECRUITMENT AND SELECTION (continued)

10. Interview questions, processes and participants

11. How and when candidates' qualifications will be verified through reference checks

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

12. Other actions necessary to ensure a fair selection process and a smooth transition to new leadership

Even if a professional adviser is used to facilitate the process, the Board shall retain the right and responsibility to oversee the process and to review all applications if desired.

The Board shall select candidates to be interviewed based on recommendations of the screener(s) and the Board's own assessment of how candidates meet the criteria established by the Board.

The Board shall interview preliminary and final candidates in closed session and determine the most likely match for the district. (Government Code 54957)

The selected candidate shall hold both a valid school administration certificate and a valid teacher's certificate. The Board may waive any credential requirement, but shall not employ a person whose credential has been revoked by the Commission on Teacher Credentialing pursuant to Education Code 44421-44427. (Education Code 35028, 35029, 35029.1)

Before offering the position to the selected candidate or making any announcements, Board members may visit that candidate's current district, as appropriate, to obtain verification of his/her qualifications.

The Board shall deliberate in closed session to affirm the selection of the candidate and shall report the selection in open session. (Government Code 54957)

(cf. 2121 - Superintendent's Contract)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

The Board shall conduct these proceedings in accordance with legal and ethical obligations regarding confidentiality and equal opportunity.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

SUPERINTENDENT RECRUITMENT AND SELECTION (continued)

As necessary, the Board may appoint an interim superintendent to manage the district during the selection process.

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

35026 Employment of superintendent by board

35028 Certification

35029-35029.1 Waiver of credential requirement

35031 Term of employment

44420-44440 Revocation and suspension of certification documents

GOVERNMENT CODE

11135 Unlawful discrimination

12900-12996 California Fair Employment and Housing Act

53260-53264 Employment contracts

54954 Time and place of regular meetings

54957 Closed session personnel matters

54957.1 Closed session, public report of action taken

CODE OF REGULATIONS, TITLE 2

11019 Terms, conditions and privileges of employment

UNITED STATES CODE, TITLE 29

794 Section 504 of the Vocational Education Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX, 1972 Education Act Amendments

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 Compliance information

106.9 Dissemination of nondiscrimination policy

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Superintendent Selection and Employment

WEB SITES

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

ACSA: <http://www.acsa.org>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

Office of Civil Rights: <http://www.ed.gov/offices/OCR>

Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

SUPERINTENDENT'S CONTRACT

The Board of Trustees believes that the Superintendent's employment contract should outline the framework through which the Board and Superintendent are to work together to achieve district goals and objectives. When approving the Superintendent's employment contract, the Board shall consider the need for stability in district administration and shall ensure the best use of district resources.

(cf. 0200 - Goals for the School District)

(cf. 2120 - Superintendent Recruitment and Selection)

(cf. 4312.1 - Contracts)

(cf. 9000 - Role of the Board)

The contract shall be reviewed by the district's legal counsel and may include the following:

1. Term of the contract, which shall be for no more than four years pursuant to Education Code 35031
2. Length of the work year and hours of work
3. Salary, health and welfare benefits, and other compensation for the position

(cf. 4154/4254/4354 - Health and Welfare Benefits)

4. Reimbursement of work-related expenses, including mileage reimbursement, consistent with Board policies, regulations, and guidelines applicable to other professional administrative staff

(cf. 3350 - Travel Expenses)

The contract may also address payment for professional dues and activities, the district's provision of cell phones or other technological devices, and the Superintendent's use of his/her personal vehicle.

(cf. 4040 - Employee Use of Technology)

5. Vacation, illness and injury leave, and personal leaves

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)

(cf. 4161.5/4261.5/4361.5 - Military Leave)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

6. General duties and responsibilities of the position

(cf. 2110 - Superintendent Responsibilities and Duties)

SUPERINTENDENT'S CONTRACT (continued)

7. Criteria, process, and procedure for annual evaluation of the Superintendent

(cf. 2140 - Evaluation of the Superintendent)

8. A statement that any subsequent increase in the Superintendent's salary shall be at the sole discretion of the Board
9. A statement that there shall be no automatic renewal or extension of the contract, although the Board can enter into a new contract with the Superintendent prior to the expiration of the existing contract
10. Timeline for providing written notice to the Superintendent if the Board does not wish to enter into a new contract, which shall be at least 45 days in advance of the expiration of the term of the contract pursuant to Education Code 35031, and the responsibility of the Superintendent to remind the Board in a timely manner of the requirement to give notice

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

11. Conditions and process for termination of the contract, including the maximum cash settlement that the Superintendent may receive if the contract is terminated prior to its expiration date
12. Matters related to liability and indemnification against demands, claims, suits, actions, and legal proceedings brought against the Superintendent in his/her official capacity in the performance of duties related to his/her employment

The Board may deliberate about terms of the contract in closed session at a regular meeting. Discussions regarding the salary, salary schedule, or other compensation may occur in closed session only as permitted under Government Code 54957.6 between the Board and its designated representative(s) (the "labor exception"), for the purpose of reviewing the Board's position or instructing the designated representative(s) prior to or during bona fide negotiations with the current or prospective Superintendent. (Government Code 54956, 54957, 54957.6)

The Board may consult with district legal counsel prior to holding a closed session with the designated representative(s) to discuss compensation to be paid to the current or prospective Superintendent.

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

SUPERINTENDENT'S CONTRACT (continued)

Terms of the contract shall remain confidential until the ratification process commences.

(cf. 9011 - Disclosure of Confidential/Privileged Information)

The Board shall take final action on the Superintendent's contract in an open meeting, which shall be reflected in the Board's minutes. Copies of the contract shall be available to the public upon request. (Government Code 53262, 54957.6)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Termination of Contract

Prior to the expiration of the contract, the Board may terminate the Superintendent's employment contract in accordance with law and applicable contract provisions.

(cf. 4117.5/4217.5/4317.5 - Termination Agreements)

In such an event, any cash settlement that the Superintendent may receive upon termination of the contract shall not exceed his/her monthly salary multiplied by the number of months left on the contract or, if the unexpired term of the contract is more than 18 months and the contract was executed prior to January 1, 2016, no greater than the Superintendent's monthly salary multiplied by 18. For any contract executed on or after January 1, 2016, any cash settlement shall not exceed the Superintendent's monthly salary multiplied by 12. (Government Code 53260)

The cash settlement shall not include any noncash items other than health benefits, which may be continued for the same duration of time as covered in the settlement or until the Superintendent finds other employment, whichever occurs first. (Government Code 53260, 53261)

However, when the termination of the Superintendent's contract is based upon the Board's belief and subsequent confirmation through an independent audit that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, no cash or noncash settlement of any amount shall be provided. (Government Code 53260)

In addition, if the Superintendent is convicted of a crime involving an abuse of his/her office or position, he/she shall reimburse the district for payments he/she receives as paid leave salary pending investigation or as cash settlement upon his/her termination, and for any funds expended by the district in his/her defense against a crime involving his/her office or position. (Government Code 53243-53243.4, 53260)

SUPERINTENDENT'S CONTRACT (continued)

Legal Reference:

EDUCATION CODE

35031 *Term of employment*

41325-41329.3 *Conditions of emergency apportionment*

GOVERNMENT CODE

3511.1-3511.2 *Local agency executives*

53243-53243.4 *Abuse of office*

53260-53264 *Employment contracts*

54954 *Time and place of regular meetings*

54956 *Special meetings*

54957 *Closed session personnel matters*

54957.1 *Closed session, public report of action taken*

54957.6 *Closed sessions regarding employee matters*

UNITED STATES CODE, TITLE 26

105 *Self-insured medical reimbursement plan; definition of highly compensated individual*

UNITED STATES CODE, TITLE 42

300gg-16 *Group health plan; nondiscrimination in favor of highly compensated individuals*

CODE OF FEDERAL REGULATIONS

1.105-11 *Self-insured medical reimbursement plan*

COURT DECISIONS

San Diego Union v. City Council, (1983) 146 Cal.App.3d 947

ATTORNEY GENERAL OPINIONS

57 Ops. Cal. Atty. Gen. 209 (1974)

Management Resources:

CSBA PUBLICATIONS

Superintendent Contract Template, 2015

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Local Legislative Bodies, 2003

WEB SITES

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

Association of California School Administrators: <http://www.acsa.org>

Office of the Attorney General, Department of Justice: <http://caag.state.ca.us/>

EVALUATION OF THE SUPERINTENDENT

The Board of Trustees recognizes that, in order to effectively fulfill its responsibilities for setting direction, ensuring accountability, and providing community leadership for the district, it must adopt measures for holding the Superintendent accountable. At a minimum, the Board shall annually conduct a formal evaluation of the Superintendent's performance to assess his/her effectiveness in leading the district toward established goals. In addition, the evaluation process may include opportunities during the year for review of the Superintendent's progress toward meeting the goals. The evaluation shall be in accordance with the provisions of the Superintendent's contract and any applicable Board policy.

(cf. 0000 - Vision)

(cf. 2121 - Superintendent's Contract)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

Evaluation criteria shall be agreed upon by the Board and Superintendent prior to the evaluation and shall include, but not be limited to, district goals and success indicators; educational, management, and community leadership skills; and the Superintendent's professional relationship with the Board.

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 2111 - Superintendent Governance Standards)

The Board and Superintendent shall jointly determine the evaluation method(s) and schedule that will best serve the district and the structure and format of the instrument to be used.

Prior to the evaluation, the Superintendent shall provide to the Board for its review a report of progress toward district goals, the Superintendent's self-appraisal of accomplishments and performance, and a statement of actions taken to address any Board recommendation from the previous evaluation.

Each Board member shall independently evaluate the Superintendent's performance. Based on these individual evaluations, the Board president shall produce a document that summarizes the individual evaluations. The Board shall then take action on this document and present it to the Superintendent for his/her response.

The evaluation shall provide commendations in areas of strength and achievement, provide recommendations for improving effectiveness in areas of concern and unsatisfactory performance, and serve as a basis for making decisions about salary increase and/or contract extension.

The Board shall meet in closed session with the Superintendent to discuss the evaluation.
(Government Code 54957)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

EVALUATION OF THE SUPERINTENDENT (continued)

The Superintendent shall have an opportunity to ask questions, respond verbally and in writing to the evaluation, and present additional evidence of his/her performance or district progress.

After the Board and Superintendent have discussed the evaluation, the Board president and Superintendent shall sign the evaluation and it shall be placed in the Superintendent's personnel file.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

At the open session after the Superintendent's evaluation or at a subsequent meeting, the Board and Superintendent shall jointly identify performance goals for the next year.

(cf. 9400 - Board Self-Evaluation)

Legal Reference:

GOVERNMENT CODE

53262 *Employment contracts, superintendent*

54957 *Closed session, personnel matters*

COURT DECISIONS

Duval v. Board of Trustees, (2001) 93 Cal.App.4th 902

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Superintendent Evaluation, 2006

WEB SITES

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

Association of California School Administrators: <http://www.acsa.org>

ADMINISTRATIVE DISCRETION REGARDING BOARD POLICY

The Board of Trustees desires to be proactive in communicating its philosophy, priorities, and expectations for the district; clarifying the roles and responsibilities of the Board, Superintendent, and other senior administrators; and setting direction for the district through written policies. However, the Board recognizes that, in the course of operating district schools or implementing district programs, situations may arise which may not be addressed in written policies.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 9000 - Role of the Board)

(cf. 9310 - Board Policies)

In any situation in which immediate action is needed to avoid any risk to the safety or security of district students, staff, or property or disruption to student learning, the Superintendent or designee shall have the authority to act on behalf of the district.

As necessary, the Superintendent or designee shall consult with other district staff, including the legal counsel and/or the chief business official, regarding the exercise of this authority.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516.5 - Emergency Schedules)

The Superintendent or designee shall notify the Board as soon as practicable after he/she exercises this authority. The Board president and the Superintendent shall schedule a review of the action at the next regular Board meeting. If the action indicates the need for additions or revisions to Board policies, the Superintendent or designee shall make the necessary recommendations to the Board.

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

Legal Reference: (see next page)

ADMINISTRATIVE DISCRETION REGARDING BOARD POLICY (continued)

Legal Reference:

EDUCATION CODE

35010 Control of district, prescription and enforcement of rules

35035 Powers and duties of superintendent

35160 Authority of governing boards

35161 Powers and duties; authority to delegate

35163 Official actions, minutes and journal

Management Resources:

CSBA PUBLICATIONS

Impact of Local Control Funding Formula on Board Policies, Policy Brief, November 2013

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

REPRESENTATIVE AND DELIBERATIVE GROUPS

The Board of Trustees believes that broad input on district operations and policy from staff, parents/guardians, students and members of the public can provide the district with a diversity of viewpoints and expertise, help build a sense of ownership of the schools, enhance district efficiency and assist district communications. As desired, the Superintendent or designee may establish a management team, administrative councils, task forces, cabinets or committees in accordance with law.

(cf. 1220 - Citizen Advisory Committees)

(cf. 4301 - Administrative Staff Organization)

The membership, composition and responsibilities of these groups shall be defined by the Superintendent or designee. The Superintendent or designee may establish, change or dissolve these groups at his/her discretion.

Groups established by the Superintendent or designee shall act in an advisory capacity unless specifically authorized to act on behalf of the Superintendent or designee. Advisory groups shall submit their recommendations to the Superintendent or designee, who may report the recommendations to the Board as appropriate.

(cf. 9130 - Board Committees)

Expenses incurred for consulting services, materials, travel or other related operations shall be approved by the Superintendent or designee in advance.

(cf. 3350 - Travel Expenses)

Legal Reference:

EDUCATION CODE

35160.1 Broad authority of school districts

45100.5 Senior classified management positions

45256.5 Designation of certain senior classified management positions

GOVERNMENT CODE

3540.1 Definitions

54952 Legislative body, definition

ARTICLE 1

COMMUNITY RELATIONS

(Series 1000)

NOTE: The CSBA comprehensive index is a standard index system designed to provide a table of contents for this manual while at the same time accommodating future policies/regulations. This manual contains only those Board policies (BP), administrative regulations (AR) and/or exhibits (E) specified in the right-hand column.

	CODE	
0. Concepts and Roles.....	1000	BP
A. Goals and Objectives	1010	
B. Youth Services.....	1020	BP
1. Communication with the Public.....	1100	BP
A. Media	1110	
1. School-Sponsored Publications	1111	
2. Media Relations.....	1112	BP
3. District and School Web Sites.....	1113	BP AR
4. District-Sponsored Social Media.....	1114	BP AR
B. Governing Board Meetings.....	1120	BP
C. Commendations and Awards	1150	BP
D. Political Processes	1160	BP
2. Participation by the Public	1200	
A. School Community Associations.....	1210	
B. Citizen Advisory Committees.....	1220	BP AR
C. School-Connected Organizations	1230	BP AR
D. Volunteer Assistance	1240	BP AR
E. Visitors/Outsiders	1250	BP AR
F. Educational Foundation	1260	BP
3. Public Activities Involving Staff, Students or School Facilities	1300	
A. Relations between Public and the Schools.....	1310	
1. Complaints Concerning the Schools	1312	
a. Complaints Concerning District Employees	1312.1	BP AR
b. Complaints Concerning Instructional Materials.....	1312.2	BP AR E
c. Uniform Complaint Procedures	1312.3	BP AR
d. Williams Uniform Complaint Procedures	1312.4	AR E
B. Gifts to School Personnel	1313	BP
C. Relations between Public and Students	1320	
1. Solicitation of Funds from and by Students	1321	BP AR
2. Advertising and Promotion.....	1325	BP
D. Use of School Facilities	1330	BP AR E
1. Joint Use Agreements.....	1330.1	BP
E. Access to District Records.....	1340	BP AR
4. Relations Between Other Governmental Agencies and the Schools.....	1400	BP
A. Local Agencies	1410	
B. State Agencies	1430	
1. Waivers	1431	BP
C. Federal Agencies	1440	

ARTICLE 1

COMMUNITY RELATIONS
-continued-

(Series 1000)

	CODE	
5. Relations Between Area, County, State, Regional and National Associations and the Schools	1500	
6. Relations Between Other Education Organizations and the Schools	1600	
A. Colleges and Universities	1610	
B. Elementary and Secondary Schools	1620	
1. Home-Based Schooling	1621	
7. Relations Between Private Industry and the Schools	1700	BP

CONCEPTS AND ROLES

The Board of Trustees desires to represent the community and provide leadership in addressing community issues related to education. In order to identify community concerns and enlist support for the schools, the Board shall establish effective two-way communication systems between schools and the community.

Schools, parents/guardians, community members and local organizations must continually collaborate as partners. The Board and the Superintendent or designee shall work together with city and county agencies and organizations to promote and facilitate coordinated services for children, and shall seek to develop partnerships with local businesses.

(cf. 1020 - Youth Services)

(cf. 1700 - Relations Between Private Industry and the Schools)

The Board recognizes that schools are an important community resource and encourages community members to make appropriate use of school facilities. Community members are also encouraged to attend Board meetings, participate in school activities, and take an active interest in issues that affect the schools. The Board and Superintendent or designee shall keep community members well informed about district needs and accomplishments and shall ensure that they have opportunities to share in developing educational policies, programs and evaluation processes.

(cf. 0510 - School Accountability Report Card)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1240 - Volunteer Assistance)

(cf. 1330 - Use of School Facilities)

(cf. 6020 - Parent Involvement)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 9323 - Meeting Conduct)

The Board recognizes that its ability to fulfill the community's expectations for a high-quality educational program depends on the level of support provided by the state and federal government as well as the community. The Board therefore shall study legislative processes and issues, establish ongoing relationships with state and local leaders and the media, adopt positions on key issues, set priorities for advocacy, and collaborate with other organizations and coalitions in legislative and legal advocacy efforts.

(cf. 1112 - Media Relations)

(cf. 1160 - Political Processes)

(cf. 9000 - Role of the Board)

Legal Reference: (see next page)

CONCEPTS AND ROLES (continued)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35172 Promotional activities

YOUTH SERVICES

The Board of Trustees desires to help all district students achieve to their highest potential regardless of their social, health, or economic circumstances and recognizes that schools alone cannot meet all the complex needs of children. The district shall provide support services for children and families to the extent possible and shall work with other local governments, businesses, foundations, and community-based organizations, as appropriate, to improve the health, safety, and well-being of the community's youth.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5030 - Student Wellness)
(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5136 - Gangs)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5141.52 - Suicide Prevention)
(cf. 5141.6 - School Health Services)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)

The Board shall initiate or participate in collaborative relationships with city and county elected officials to design and coordinate multi-agency programs that respond to the needs of children and families and provide more efficient use of district and community resources. The Board may establish or participate in formal structures for governance teams to regularly meet and discuss issues of mutual concern.

(cf. 0200 - Goals for the School District)
(cf. 9140 - Board Representatives)

The Superintendent and appropriate staff shall cooperate with public and private entities in the planning and implementation of joint projects or activities within the community. The Superintendent or designee may designate a coordinator to ensure effective implementation of the district's responsibilities in any such collaborative project.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)

In order to identify priorities for youth services, the Board shall encourage a periodic assessment of children's needs within the community, which may include, but not be limited to, needs based on poverty, child abuse and neglect, poor physical or mental health, homelessness, placement in foster care, lack of access to child care, substance abuse, or violence. The needs assessment also should examine the extent to which those needs are being met through existing services in the district and in the community, the costs of providing those services, and any gaps, delay, or duplication of services.

YOUTH SERVICES (continued)

The Board shall approve the services to be offered by the district, the resources that will be allocated to support collaboration, any use of school facilities for services, and any development or joint use of facilities with other jurisdictions.

(cf. 1330 - Use of School Facilities)
(cf. 3100 - Budget)

All agreements with other agencies to coordinate services or share resources shall be in writing. The Board may establish joint powers agreements or memorandums of understanding, when feasible, to formalize the responsibilities and liabilities of all parties in a collaborative activity.

The Superintendent or designee shall work with interagency partners to explore funding opportunities available through each agency, state and national grant programs, and/or private foundations for youth service coordination and delivery.

In order to facilitate service delivery or determination of eligibility for services, the district may share information with other appropriate agencies with parent/guardian consent and in accordance with laws pertaining to confidentiality and privacy.

(cf. 3553 - Free and Reduced Price Meals)
(cf. 5125 - Student Records)

The Board shall receive regular reports of progress toward the identified goals of the collaborative effort. The reports may include, but not be limited to, feedback from staff and families regarding service delivery, numbers of children and families served, specific indicators of conditions of children, and indicators of system efficiency and cost effectiveness.

(cf. 0500 - Accountability)

The Board shall communicate with the community about the district's collaborative efforts and the conditions of children within the schools. The Board may advocate for local, state, and national policies, programs, and initiatives designed to improve the conditions of children and youth.

(cf. 1100 - Communication with the Public)
(cf. 1160 - Political Processes)
(cf. 9000 - Role of the Board)

Legal Reference: (see next page)

YOUTH SERVICES (continued)

Legal Reference:

EDUCATION CODE

8800-8807 *Healthy Start support services for children*

49073 *Privacy of student records*

49075 *Parent/guardian permission for release of student records*

49557.2 *Sharing of information for MediCal eligibility*

HEALTH AND SAFETY CODE

120440 *Immunization records; release to local health departments*

130100-130155 *Early childhood development; First 5 Commission*

WELFARE AND INSTITUTIONS CODE

5850-5883 *Mental Health Services Act*

18961.5 *Computerized database; families at risk for child abuse; sharing of information*

18980-18983.8 *Child Abuse Prevention Coordinating Council*

18986-18986.30 *Interagency Children's Services Act*

18986.40-18986.46 *Multidisciplinary services teams*

18986.50-18986.53 *Integrated day care program*

18987.6-18987.62 *Family-based services*

Management Resources:

CSBA PUBLICATIONS

Expanding Access to High-Quality Preschool Programs: A Resource Guide for School Leaders, rev. April 2008

Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008

Mental Health Services Act (Proposition 63): Collaborative Opportunity to Address Mental Health, Policy Advisory, October 2007

Maximizing School Board Governance: Community Leadership, 1996

CHILDREN NOW PUBLICATIONS

California Report Card: The State of the State's Children, 2008

CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS

Healthy Children, Healthy Communities: An Action Guide for California Communities, 2006

Stretching Community Dollars: Cities, Counties and School Districts Building for the Future, 2006

YOUTH LAW CENTER PUBLICATIONS

Model Form for Consent to Exchange Confidential Information among the Members of an Interagency Collaborative, 1995

WEB SITES

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

California Department of Education, Learning Support: <http://www.cde.ca.gov/lr>

California Department of Public Health: <http://www.cdph.ca.gov>

California Department of Social Services: <http://www.dss.cahwnet.gov>

California State Association of Counties: <http://www.csac.counties.org>

Children Now: <http://www.childrennow.org>

Cities, Counties and Schools Partnership: <http://www.ccspartnership.org>

First 5 California: <http://www.ccfc.ca.gov>

League of California Cities: <http://www.cacities.org>

Youth Law Center: <http://www.ylc.org>

Policy
adopted:

GUADALUPE UNION SCHOOL DISTRICT
Guadalupe, California

COMMUNICATION WITH THE PUBLIC

The Board of Trustees recognizes the district's responsibility to keep the public informed regarding the goals, programs, achievements, and needs of the schools and district and to be responsive to the concerns and interests of the community. The Superintendent or designee shall establish strategies for effective two-way communications between the district and the public and shall consult with the Board regarding the role of Board members as advocates for the district's students, programs, and policies.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 9000 - Role of the Board)

The Superintendent or designee shall provide the Board and staff with communications protocols and procedures to assist the district in presenting a consistent, unified message on district issues. Such protocols and procedures may include, but are not limited to, identification of the spokesperson(s) authorized to speak to the media on behalf of the district, strategies for coordinating communications efforts and activities, and legal requirements pertaining to confidentiality as well as the public's right to access records.

(cf. 1112 - Media Relations)

(cf. 1340 - Access to District Records)

(cf. 2111 - Superintendent Governance Standards)

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 9005 - Governance Standards)

(cf. 9010 - Public Statements)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

The Superintendent or designee shall utilize a variety of communications methods in order to provide the public with access to information. Such methods may include, but are not limited to, district and school newsletters, web sites, social networking pages or other online communications technologies, direct email communications, mailings, notices sent home with students, recorded telephone messages for parent/guardian information, community forums and public events, news releases, meetings with education reporters and editorial boards, presentations at parent organization meetings, and meetings with representatives of local governments, community organizations, and businesses.

(cf. 0510 - School Accountability Report Card)

(cf. 1020 - Youth Services)

(cf. 1113 - District and School Web Sites)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

In developing communications strategies, the Superintendent or designee shall take into account the needs of all members of the public, including individuals with disabilities and those whose primary language is not English.

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

COMMUNICATION WITH THE PUBLIC (continued)

The Superintendent or designee shall ensure that staff members are responsive to requests by parents/guardians or members of the public for information or assistance and may provide staff with professional development in their "customer service" role as needed.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall provide multiple opportunities for members of the public to give input on district and school issues and operations. Community members are encouraged to become involved in school activities, participate on district and school committees, provide input at Board meetings, submit suggestions to district staff, and use the district's complaint procedures as appropriate.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

(cf. 1260 - Educational Foundation)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3555 - Nutrition Program Compliance)

(cf. 6020 - Parent Involvement)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

Prohibition Against Mass Mailings at Public Expense

No newsletter or other mass mailing, as defined in Government Code 82041.5 and 2 CCR 18901, shall be sent by the district at public expense if such material aggrandizes one or more Board members. The name, signature, or photograph of a Board member may be included in such materials only as permitted by 2 CCR 18901. (Government Code 82041.5, 89001; 2 CCR 18901)

Any newsletter or mass mailing regarding ballot measures, candidates, legislative activities, or any other campaign activities shall be sent and distributed in accordance with law and Board policy.

(cf. 1160 - Political Processes)

Comprehensive Communications Plan

The Superintendent or designee shall develop a written communications plan which establishes priorities for proactive community outreach to build support for district programs

COMMUNICATION WITH THE PUBLIC (continued)

and issues. The plan shall identify specific communications goals aligned with the district's vision and goals for student learning. For each communications goal, the plan shall identify key messages, individuals or groups that can help the district achieve its goal, strategies tailored to each target audience, timelines, persons responsible for each activity, and budget implications.

(cf. 0200 - Goals for the School District)

As appropriate for each issue, target audiences may include parents/guardians, the media, local governmental agencies, businesses, community organizations and civic groups, postsecondary institutions, health care professionals, child care providers, community leaders, state or federal legislators or agencies, and/or other segments of the public.

The plan shall incorporate strategies for effective communications during a crisis or other emergency situation that may arise.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee shall periodically evaluate the implementation and effectiveness of the district's communications plan and recommend to the Board whether the goals and key issues identified in the plan need to be revised to meet changing circumstances or priorities.

Legal Reference: (see next page)

COMMUNICATION WITH THE PUBLIC (continued)

Legal Reference:

EDUCATION CODE

7054 *Use of district property or funds re: ballot measures and candidates*

35145.5 *Board meetings, public participation*

35172 *Promotional activities*

38130-38138 *Civic Center Act*

48980-48985 *Parental notifications*

GOVERNMENT CODE

54957.5 *Meeting agendas and materials*

82041.5 *Mass mailing*

89001 *Newsletter or mass mailing*

CODE OF REGULATIONS, TITLE 2

18901 *Mass mailings sent at public expense*

18901.1 *Campaign-related mailings sent at public expense*

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 *Americans with Disabilities Act*

Management Resources:

WEB SITES

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

California School Public Relations Association: <http://www.calspra.org>

Fair Political Practices Commission: <http://www.fppc.ca.gov>

MEDIA RELATIONS

The Board of Trustees respects the public's right to information and recognizes that the media significantly influence the community's understanding of school programs. In order to develop and maintain positive media relations, the Board and the Superintendent desire to reasonably accommodate media requests for information and to provide accurate, reliable and timely information.

Media representatives are welcome at all Board meetings and shall receive meeting agendas upon request in accordance with Board policy.

(cf. 9322 - Agenda/Meeting Materials)

Media representatives, like all other visitors, shall register immediately upon entering any school building or grounds when school is in session.

(cf. 1250 - Visitors/Outsiders)

(cf. 3515.2 - Disruptions)

Staff may provide the media with student directory information, including, but not limited to, the name of a student, school of attendance, grade level, honors, and activities, unless the student's parent/guardian has submitted a written request that such information not be disclosed. The district shall not release information that is private or confidential as required by law, Board policy or administrative regulation. No other access to student records or personally identifiable student information may be provided without written parent/guardian permission.

(cf. 1340 - Access to District Records)

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

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 9010 - Public Statements)

(cf. 9321.1 - Closed Session Actions and Reports)

Interviewing and Photographing Students

The district shall not impose restraints on students' right to speak freely with media representatives at those times which do not disrupt a student's educational program. However, interviews of students may not create substantial disorder or impinge on the rights of others. Therefore, in order to minimize possible disruption, media representatives who wish to interview students at school are strongly encouraged to make prior arrangements with the principal. At their discretion, parents/guardians may instruct their children not to communicate with media representatives.

(cf. 5145.2 - Freedom of Speech/Expression)

MEDIA RELATIONS (continued)

In order to protect the privacy and safety of students, a media representative who wishes to photograph students on school grounds should first make arrangements with the principal or designee.

When interviewing or photographing a special education student, he/she shall not be identified as a special education student without prior, written parent/guardian permission.

Media Communications Plan

In order to help develop strong relations with the media, the Superintendent or designee shall develop a proactive media communications plan. This plan may include, but not be limited to, information related to district programs and needs, student awards, school accomplishments and events of special interest.

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1160 - Political Processes)

The plan shall specify the district's and/or site's primary media contact to whom all media inquiries shall be routed. Spokespersons designated to speak to the media on behalf of the district include the Board president, Superintendent and public information officer. Other Board members and staff may be asked by the Superintendent or designee to speak to the media on a case-by-case basis, depending on their expertise on an issue.

The Superintendent or designee shall provide training on effective media relations to all designated spokespersons.

(cf. 9240 - Board Development)

Crisis Communications Plan

During a disturbance or crisis situation, the first priority of school staff is to assure the safety of students and staff. However, the Board recognizes the need to provide timely and accurate information to parents/guardians and the community during a crisis. The Board also recognizes that the media have an important role to play in relaying this information to the public. In order to help ensure that the media and district work together effectively, the Superintendent or designee shall develop a crisis communications plan to identify communication strategies to be taken in the event of a crisis.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

MEDIA RELATIONS (continued)

The crisis communications plan may include but not be limited to identification of a media center location, development of both internal and external notification systems, and strategies for press conference logistics.

The Superintendent or designee shall include local law enforcement and media representatives in the crisis planning process.

Legal Reference:

EDUCATION CODE

32210-32212 *Willful disturbance of public school or meeting*

35144 *Special meetings*

35145 *Public meetings*

35160 *Authority of governing boards*

35172 *Promotional activities*

EVIDENCE CODE

1070 *Refusal to disclose news source*

PENAL CODE

627-627.10 *Access to school premises*

COURT DECISIONS

Lopez v. Tulare Joint Union High School District, (1995) 34 Cal.App.4th 1302

ATTORNEY GENERAL OPINIONS

95 *Ops. Cal. Atty. Gen.* 509 (1996)

Management Resources:

CSBA PUBLICATIONS

911: *A Manual for Schools and the Media During a Campus Crisis*, 2001

WEB SITES

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

DISTRICT AND SCHOOL WEB SITES

To enhance communication with students, parents/guardians, staff, and community members, the Board of Trustees encourages the Superintendent or designee to develop and maintain district and school web sites. The use of district and school web sites shall support the district's vision and goals and shall be coordinated with other district communications strategies.

(cf. 0000 - Vision)

(cf. 0440 - District Technology Plan)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1114 - District-Sponsored Social Media)

(cf. 6020 - Parent Involvement)

Design Standards

The Superintendent or designee shall establish design standards for district and school web sites in order to maintain a consistent identity, professional appearance, and ease of use.

The district's design standards shall address the accessibility of district-sponsored web sites to individuals with disabilities, including compatibility with commonly used assistive technologies.

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

Guidelines for Content

The Superintendent or designee shall develop content guidelines for district and school web sites and shall assign staff to review and approve content prior to posting.

Board policy pertaining to advertising in district and school publications, as specified in BP 1325 - Advertising and Promotion, shall also apply to advertising on district and school web sites.

(cf. 1325 - Advertising and Promotion)

Privacy Rights

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on district and school web sites.

(cf. 1340 - Access to District Records)

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

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5125 - Student Records)

DISTRICT AND SCHOOL WEB SITES (continued)

Telephone numbers and home and email addresses of students and/or their parents/guardians shall not be published on district or school web sites.

(cf. 5125.1 - Release of Directory Information)

Photographs of individual students may be published, together with their names, except when their parent/guardian has notified the district in writing to not release the student's photograph without prior written consent in accordance with BP/AR 5125.1 - Release of Directory Information.

Photographs of groups of students, such as at a school event, may be published provided that students' names are not included.

Staff members' home addresses or telephone numbers shall not be posted on district or school web sites.

The home address or telephone number of any elected or appointed official including, but not limited to, a Board member or public safety official, shall not be posted on district or school web sites without the prior written permission of that individual. (Government Code 3307.5, 6254.21, 6254.24)

No public safety official shall be required to consent to the posting on the Internet of his/her photograph or identity as a public safety officer for any purpose if that officer reasonably believes that the disclosure may result in a threat, harassment, intimidation, or harm to the officer or his/her family. (Government Code 3307.5)

(cf. 3515.3 - District Police/Security Department)

Legal Reference: (see next page)

DISTRICT AND SCHOOL WEB SITES (continued)

Legal Reference:

EDUCATION CODE

35182.5 Contracts for advertising
35258 Internet access to school accountability report cards
48907 Exercise of free expression; rules and regulations
48950 Speech and other communication
49061 Definitions, directory information
49073 Release of directory information
60048 Commercial brand names, contracts or logos

GOVERNMENT CODE

3307.5 Publishing identity of public safety officers
6254.21 Publishing addresses and telephone numbers of officials
6254.24 Definition of public safety official
11135 Nondiscrimination; accessibility to state web sites

PENAL CODE

14029.5 Prohibition against publishing personal information of person in witness protection program

UNITED STATES CODE, TITLE 17

101-1101 Federal copyright law

UNITED STATES CODE, TITLE 20

1232g Federal Family Educational Rights and Privacy Act

UNITED STATES CODE, TITLE 29

794 Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 Children's Online Privacy

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

COURT DECISIONS

Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112

Management Resources:

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Accessibility of State and Local Government Websites to People with Disabilities, June 2003

WORLD WIDE WEB CONSORTIUM PUBLICATIONS

Web Content Accessibility Guidelines, December 2008

WEB SITES

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

California Department of Education, Web Accessibility Standards:
<http://www.cde.ca.gov/re/di/ws/webaccessstds.asp>

California School Public Relations Association: <http://www.calspra.org>

U.S. Department of Justice, Americans with Disabilities Act: <http://www.ada.gov>

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

DISTRICT AND SCHOOL WEB SITES

Guidelines for Content

District and school web sites shall provide current information regarding district/school programs, activities, and operations. Such information shall be appropriate for both internal and external audiences and may include district mission and goals, district or school news, agendas and minutes of Board of Trustees meetings, School Accountability Report Cards, school calendars, and links to educational resources.

(cf. 0440 - District Technology Plan)

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 6020 - Parent Involvement)

With approval of the principal, individual teachers may create web pages linked to the district or school web site to provide information pertaining to class assignments, expectations, and activities.

Student work may be published on district or school web sites provided that both the student and his/her parent/guardian provide written permission or the work is part of an existing publication such as a school newspaper.

The Superintendent or designee shall ensure that copyright laws are not violated in the use of materials on district and school web sites. If any copyrighted material is posted, a notice shall be included crediting the original producer of the material and noting how and when permission to reprint the material was granted.

(cf. 4132/4232/4332 - Publication or Creation of Materials)

(cf. 6162.6 - Use of Copyrighted Materials)

Whenever a district or school web site includes links to external web sites, it shall include a disclaimer that the district is not responsible for the content of external web sites.

Roles and Responsibilities

Any employee assigned as a district or school webmaster shall be responsible for the uploading of material to the web site(s) upon approval of the Superintendent or designee. He/she shall ensure consistency of the material with district standards, regularly check links for accuracy and appropriateness, keep the web server free of outdated or unused files, and provide technical assistance as needed.

The Superintendent or designee may assign additional staff members to conduct an editorial review of all materials submitted for publication on district or school web sites and to make corrections as needed in spelling, grammar, or accuracy of content.

DISTRICT AND SCHOOL WEB SITES (continued)

The Superintendent or designee shall provide staff development opportunities related to district content guidelines, design standards, and accessibility laws and standards to district communications and technology staff, district and school webmasters, and/or other appropriate staff.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Security

The Superintendent or designee shall establish security procedures for the district's computer network to prevent unauthorized access and changes to district and school web sites. To the extent possible, the host computer(s) shall be in a lockable room with restricted access.

DISTRICT-SPONSORED SOCIAL MEDIA

The Board of Trustees recognizes the value of technology such as social media platforms in promoting community involvement and collaboration. The purpose of any official district social media platform shall be to further the district's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members.

(cf. 0000 - Vision)

(cf. 0440 - District Technology Plan)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 6020 - Parent Involvement)

(cf. 6145.5 - Student Organizations and Equal Access)

The Superintendent or designee shall develop content guidelines and protocols for official district social media platforms to ensure the appropriate and responsible use of these resources and compliance with law, Board policy, and regulation.

Guidelines for Content

Official district social media platforms shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. By creating these official sites and allowing for public comment, the Board does not intend to create a limited public forum or otherwise guarantee an individual's right to free speech.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6145.5 - Student Organizations and Equal Access)

The Superintendent or designee shall ensure that the limited purpose of the official district social media platforms is clearly communicated to users. Each site shall contain a statement that specifies the site's purposes along with a statement that users are expected to use the site only for those purposes. Each site shall also contain a statement that users are personally responsible for the content of their posts.

Official district social media platforms may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.

(cf. 5131 - Conduct)

Staff or students who post prohibited content shall be subject to discipline in accordance with district policies and administrative regulations.

(cf. 4040 - Employee Use of Technology)

(cf. 4118 - Suspension/Disciplinary Action)

DISTRICT-SPONSORED SOCIAL MEDIA (continued)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

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

(cf. 5144 - Discipline)

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

(cf. 6163.4 - Student Use of Technology)

Users of official district social media platforms should be aware of the public nature and accessibility of social media and that information posted may be considered a public record subject to disclosure under the Public Records Act. The Board expects users to conduct themselves in a respectful, courteous, and professional manner.

(cf. 1340 - Access to District Records)

(cf. 9012 - Board Member Electronic Communications)

Privacy

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media platforms.

Board policy pertaining to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, as specified in BP 1113 - District and School Web Sites, shall also apply to official district social media platforms.

(cf. 5125.1 - Release of Directory Information)

Social media and networking sites and other online platforms shall not be used by district employees to transmit confidential information about students, employees, or district operations.

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

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5125 - Student Records)

Legal Reference: (see next page)

DISTRICT-SPONSORED SOCIAL MEDIA (continued)

Legal Reference:

EDUCATION CODE

32261 School safety, definitions of bullying and electronic act

35182.5 Contracts for advertising

48900 Grounds for suspension and expulsion

48907 Exercise of free expression; rules and regulations

48950 Speech and other communication

49061 Definitions, directory information

49073 Release of directory information

60048 Commercial brand names, contracts or logos

GOVERNMENT CODE

3307.5 Publishing identity of public safety officers

6250-6270 Public Records Act, especially:

6254.21 Publishing addresses and phone numbers of officials

6254.24 Definition of public safety official

54952.2 Brown Act, definition of meeting

UNITED STATES CODE, TITLE 17

101-1101 Federal copyright law

UNITED STATES CODE, TITLE 20

1232g Federal Family Educational Rights and Privacy Act

UNITED STATES CODE, TITLE 29

157 Employee rights to engage in concerted, protected activity

794 Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

COURT DECISIONS

Page v. Lexington County School District, (2008, 4th Cir.) 531 F.3d 275

Downs v. Los Angeles Unified School District, (2000) 228 F.3d 1003

Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112

Perry Education Association v. Perry Local Educators' Association, (1983) 460 U.S. 37

Board of Education, Island Trees Union Free School District, et.al. v. Pico, (1982) 457 U.S. 853

NATIONAL LABOR RELATIONS BOARD DECISIONS

18-CA-19081 Sears Holdings, December 4, 2009

Management Resources:

FACEBOOK PUBLICATIONS

Facebook for Educators Guide, 2011

WEB SITES

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

California School Public Relations Association: <http://www.calspra.org>

Facebook in Education: <http://www.facebook.com/education>

Facebook for Educators: <http://facebookforeducators.org>

Facebook, privacy resources: <http://www.facebook.com/fbprivacy>

DISTRICT-SPONSORED SOCIAL MEDIA**Definitions**

Social media means any online platform for collaboration, interaction, and active participation, including, but not limited to, social networking sites such as Facebook, Twitter, YouTube, LinkedIn, or blogs.

Official district social media platform is a site authorized by the Superintendent or designee. Sites that have not been authorized by the Superintendent or designee but that contain content related to the district or comments on district operations, such as a site created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal site, are not considered official district social media platforms.

(cf. 1230 - School-Connected Organizations)

(cf. 1260 - Educational Foundations)

Authorization for Official District Social Media Platforms

The Superintendent or designee shall authorize the development of any official district social media platform. Teachers and coaches shall obtain approval from the principal before creating an official classroom or team social media platform.

Guidelines for Content

The Superintendent or designee shall ensure that official district social media platforms provide current information regarding district programs, activities, and operations, consistent with the goals and purposes of this policy and regulation. Official district social media platforms shall contain content that is appropriate for all audiences.

(cf. 0440 - District Technology Plan)

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 6020 - Parent Involvement)

(cf. 6145.5 - Student Organization and Equal Access)

The Superintendent or designee shall ensure that copyright laws are not violated in the use of material on official district social media platforms.

(cf. 4132/4232/4332 - Publication or Creation of Materials)

(cf. 6162.6 - Use of Copyrighted Materials)

The Superintendent or designee shall ensure that official district social media platforms are regularly monitored. Staff members responsible for monitoring content may remove posts

DISTRICT-SPONSORED SOCIAL MEDIA (continued)

based on viewpoint-neutral considerations, such as lack of relation to the site's purpose or violation of the district's policy, regulation, or content guidelines.

Each official district social media platform shall prominently display:

1. The purpose of the site along with a statement that users are expected to use the site only for those intended purposes.
2. Information on how to use the security settings of the social media platform.
3. A statement that the site is regularly monitored and that any inappropriate post will be promptly removed. Inappropriate posts include those that:
 - a. Are obscene, libelous, or so incite students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation
 - b. Are not related to the stated purpose of the site, including, but not limited to, comments of a commercial nature, political activity, and comments that constitute discrimination or harassment

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

(cf. 1160 - Political Processes)

(cf. 1325 - Advertising and Promotion)

4. Protocols for users, including expectations that users will communicate in a respectful, courteous, and professional manner.
5. A statement that users are personally responsible for the content of their posts and that the district is not responsible for the content of external online platforms.
6. A disclaimer that the views and comments expressed on the site are those of the users and do not necessarily reflect the views of the district.
7. A disclaimer that any user's reference to a specific commercial product or service does not imply endorsement or recommendation of that product or service by the district.
8. The individual(s) to contact regarding violation of district guidelines on the use of official district social media platforms.

DISTRICT-SPONSORED SOCIAL MEDIA (continued)

Appropriate Use by District Employees

District employees who participate in official district social media platforms shall adhere to all applicable district policies and procedures, including, but not limited to, professional standards related to interactions with students.

(cf. 4040 - Employee Use of Technology)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

When appropriate, employees using official district social media platforms shall identify themselves by name and district title and include a disclaimer stating that the views and opinions expressed in their post are theirs alone and do not necessarily represent those of the district or school.

All staff shall receive information about appropriate use of the official district social media platforms.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

GOVERNING BOARD MEETINGS

Meetings of the Board of Trustees are conducted for the purpose of accomplishing district business. As a matter of district policy and state law, meetings shall ordinarily be held in public. The Board may conduct closed meeting sessions to discuss certain matters which are confidential.

(cf. 9321 - Closed Meetings)

The Board encourages community involvement in the schools as an essential element of effective schools. The Board and administration shall actively seek the input of parents/guardians and interested community members on Board agenda items.

Board meetings shall be conducted in accordance with applicable laws and with Board Bylaws adopted by the Board to govern its actions and the actions of individual Board members.

(cf. 9320 - Meetings)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

(cf. 9323.2 - Actions by Board)

Legal Reference:

EDUCATION CODE

78 "Governing board" defined

35144 Special meetings

35145 Public meetings

35145.5 Agenda; public participation; regulations

35146 Closed sessions

52034 Reasonable opportunities for each school site council or its representatives to meet with governing board (c)

GOVERNMENT CODE

54950-54957.9 Meetings, especially

54951 Local agency, definition

54953 Meetings to be open and public; attendance

54954 Time and place of regular meeting; holidays, emergencies

54954.3 Agenda item allowing public input

54960.1 Board actions; challenges

54956 Special meetings; call; notice

54956.5 Special meeting in emergency situation

54957 Closed session

COMMENDATIONS AND AWARDS

To encourage community involvement in district programs and activities, the Board of Trustees may publicly recognize and commend parents/guardians, community members, businesses, and organizations that make outstanding contributions or provide longstanding service to the district or district students.

(cf. 1000 - Concepts and Roles)

(cf. 1020 - Youth Services)

(cf. 1240 - Volunteer Assistance)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 3290 - Gifts, Grants and Bequests)

Any Board member, employee, parent/guardian, student, or community member may recommend an individual or organization for Board recognition. He/she shall submit to the Superintendent or designee the name of the individual or organization and a description of the outstanding contribution or service.

At the Board's discretion, the Board may present a letter of recognition, Board resolution, plaque, or other award at a public Board meeting or may hold a reception or informal recognition activity. The Board also may designate a day, week, or month for special recognition of volunteers.

The Board encourages similar forms of recognition for achievement or services as part of school-level commendation programs.

(cf. 4156.2/4256.2/4356.2 - Awards and Recognition)

(cf. 5126 - Awards for Achievement)

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

44015 Awards to employees and students

CALIFORNIA CONSTITUTION

Article 16, Section 6 Gifts of public funds

POLITICAL PROCESSES

The Board of Trustees has a responsibility to actively advocate fiscal and public policy that supports the district's schools and the children in the community. The Board shall be proactive in defining the district's advocacy agenda based on the district's vision and goals and the needs of the district and community. The Board's advocacy efforts shall be conducted in accordance with legal requirements.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

(cf. 9000 - Role of the Board)

(cf. 9010 - Public Statements)

Ballot Measures/Candidates

No district funds, services, supplies, or equipment shall be used to urge the support or defeat of any ballot measure or candidate, including any candidate for election to the Board. (Education Code 7054)

The Board may discuss and study the potential effect of proposed or qualified ballot measures on the district's schools at an open and agendized Board meeting. The Board's discussion of the effect of such measures shall include an opportunity for staff and members of the public to speak on all sides of the issue. At that meeting, the Board may adopt a position or resolution in support of or in opposition to a ballot measure. The language in any resolution adopted by the Board shall not urge the public to take any action regarding the measure.

(cf. 9320 - Meetings and Notices)

The Board's position on a ballot measure, including any resolution, shall be publicized only through normal district procedures and consistent with regular district practice for reporting Board actions. Such publicity shall be for informational purposes and shall not attempt to influence voters.

The Superintendent or designee may use district resources to provide students, parents/guardians, and community members with fair and impartial information related to ballot measures, including information about the impact of ballot measures on the district. (Education Code 7054)

(cf. 1100 - Communication with the Public)

In preparing or distributing such informational material, the Superintendent or designee shall analyze the material to help ensure that it is an appropriate informational activity, provides a fair analysis of the issues, and does not advocate passage or defeat of a measure or candidate.

POLITICAL PROCESSES (continued)

District resources, including email or computer systems, shall not be used to disseminate campaign literature. In addition, district resources shall not be used to purchase advertisements, bumper stickers, posters, or similar promotional items that advocate an election result or urge voters to take any action in support of or in opposition to a measure.

(cf. 1325 - Advertising and Promotion)

Political activity related to district bond measures shall, in addition to the above, be subject to the following conditions:

1. The Superintendent or designee may research, draft, and prepare a district bond measure or other initiative for the ballot, but shall not use district resources to influence voters or otherwise campaign for the measure.
2. Upon request, Board members and district administrators may appear at any time before a citizens' group to explain why the Board called for an election on a bond measure and to answer questions. (Education Code 7054.1)

If the presentation occurs during working hours, the employee representing the district shall not urge a citizens' group to vote for or against the bond measure.

3. The Board or any individual Board member may file a written argument for the ballot that is either for or against any school measure. (Elections Code 9501)

Legislation

The Board's responsibility as an advocate for the district may include lobbying and outreach at the state, national, and local levels. The Board and Superintendent or designee shall work to establish and maintain ongoing relationships with elected officials, community leaders, and the media in order to communicate district positions and concerns.

(cf. 1020 - Youth Services)

(cf. 1112 - Media Relations)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 7131 - Relations with Local Agencies)

The Board and Superintendent shall develop an advocacy action plan to define expectations and responsibilities. This plan may include, but is not limited to, legislative priorities, strategies for outreach to the media and community, development of key messages and talking points, and adoption of positions on specific legislation, regulations, or budget proposals.

POLITICAL PROCESSES (continued)

In order to strengthen legislative advocacy efforts, the district may work with organizations and coalitions and may join associations whose representatives lobby on behalf of their members in accordance with Government Code 53060.5.

The district may provide fair and impartial information about legislative issues affecting schools and children and shall inform the community about its advocacy activities. However, informational materials about legislation shall not urge the public to lobby the legislature, Governor, or state agencies on behalf of the district.

As necessary, the Board may direct the Superintendent or designee to draft legislative or regulatory proposals which serve the district's interests.

Legal Advocacy

The Board recognizes that some issues are more appropriately addressed judicially rather than legislatively. When a legal issue is likely to set a state or national precedent, the district may join with other districts or parties in order to resolve the issue through litigation or other appropriate means.

(cf. 9124 - Attorney)

(cf. 9321 - Closed Session Purposes and Agendas)

Political Forums

Forums on political issues may be held in district facilities as long as the forum is made available to all sides of the issue on an equitable basis. (Education Code 7058)

(cf. 1330 - Use of School Facilities)

Legal Reference: (see next page)

POLITICAL PROCESSES (continued)

Legal Reference:

EDUCATION CODE

7050-7058 Political activities of school officers and employees, including:

7054 Use of district property

7054.1 Requested appearance

7056 Soliciting or receiving political funds

35160 Authority of governing boards

35172 Promotional activities

ELECTIONS CODE

9501 School district elections, arguments for or against a measure

GOVERNMENT CODE

8314 Unlawful use of state resources

53060.5 Attendance at legislative body; expenses

54953.5 Right to record proceedings

54953.6 Broadcasts of proceedings

81000-91015 Political Reform Act, including:

82031 Definition of independent expenditure

CODE OF REGULATIONS, TITLE 2

18600-18640 Lobbyists

18901.1 Campaign related mailings sent at public expense

COURT DECISIONS

Vargas v. City of Salinas, (2009) 46 Cal. 4th 1

Santa Barbara County Coalition Against Automobile Subsidies v. Santa Barbara County Association of Governments, (2008) 167 Cal.App.4th 1229

Yes on Measure A v. City of Lake Forest, (1997) 60 Cal.App.4th 620

Choice-in-Education League et al v. Los Angeles Unified School District, (1993) 17 Cal.App.4th 415

League of Women Voters v. Countywide Criminal Justice Coordination Committee, (1988) 203 Cal.App.3d 529

Miller v. Miller, (1978) 87 Cal.App.3d 762

Stanson v. Mott, (1976) 17 Cal. 3d 206

ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 46 (2005)

73 Ops.Cal.Atty.Gen. 255 (1990)

Management Resources:

CSBA PUBLICATIONS

Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates, Fact Sheet, February 2011

Legal Guidelines for Lobbying Activity, Fact Sheet, February 2011

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

Legal Issues Associated with Use of Public Resources and Ballot Measure Activities, June 2010

WEB SITES

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

Fair Political Practices Commission: <http://www.fppc.ca.gov>

Institute for Local Government: <http://www.ca-ilg.org>

Policy
adopted:

GUADALUPE UNION SCHOOL DISTRICT
Guadalupe, California

CITIZEN ADVISORY COMMITTEES

The Board of Trustees recognizes that citizen advisory committees enable the Board to better understand the interests and concerns of the community.

The Board shall establish citizen advisory committees when required by law, to strengthen the effectiveness of district and school operations, or to enhance student learning. The purpose of any such committees shall be clearly defined and aligned to the district's vision, mission, and goals. The Board may dissolve any advisory committee not required by law when the committee has fulfilled its duties or at any time the Board deems it necessary.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0420 - School Plans/Site Councils)
(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 3280 - Sale or Lease of District-Owned Real Property)
(cf. 5030 - Student Wellness)
(cf. 6020 - Parent Involvement)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 9130 - Board Committees)

The Superintendent or designee may establish advisory committees which shall report to him/her in accordance with law, Board policy, and administrative regulation.

Citizen advisory committees shall serve in an advisory capacity; they may make recommendations, but their actions shall not be binding on the Board or Superintendent.

The membership of citizen advisory committees should reflect the diversity of the community and represent a diversity of viewpoints.

The Superintendent or designee shall provide training and information, as necessary, to enable committee members to understand the goals of the committee and to fulfill their role as committee members.

Within budget allocations, the Superintendent or designee may approve requests for committee travel and may reimburse committee members for expenses at the same rates and under the same conditions as those provided for district employees.

(cf. 3350 - Travel Expenses)

Legal Reference: (see next page)

CITIZEN ADVISORY COMMITTEES (continued)

Legal Reference:

EDUCATION CODE

8070 Career technical education advisory committee

11503 Parent involvement program

15278-15282 Citizens' oversight committee

15359.3 School facilities improvement districts

17387-17391 Advisory committees for use of excess school facilities

35147 School site councils and advisory committees

44032 Travel expense payment

52060 Local control and accountability plan

52063 Local control and accountability plan; advisory committees

52176 Advisory committees, limited-English proficient students program

52852 Site council, school-based program coordination

54425 Advisory committees, compensatory education

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

62002.5 Continuing parent advisory committees

64001 Single plan for student achievement

GOVERNMENT CODE

810.2 Tort claims act, definition employee

810.4 Tort claims act, definition employment

815.2 Injuries by employees within scope of employment

820.9 Members of local public boards not vicariously liable

6250-6270 California Public Records Act

54950-54963 Brown Act

UNITED STATES CODE, TITLE 42

1758b Local wellness policy

COURT DECISIONS

Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Community Leadership, 1996

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

CITIZEN ADVISORY COMMITTEES

Committee Charge

When committees are appointed, committee members shall receive written information including, but not limited to:

1. The committee members' names
2. The procedure to be used in the selection of the committee chairperson and other committee officers
3. The name(s) and contact information of staff member(s) assigned to support the work of the committee
4. The goals and specific charge(s) of the committee, including its topic(s) for study
5. The specific period of time that the committee is expected to serve
6. Legal requirements regarding meeting conduct and public notifications
7. Resources available to help the committee perform its tasks
8. Timelines for progress reports and/or final report
9. Relevant Board policies and administrative regulations

Members of advisory committees are not vicariously liable for injuries caused by the act or omission of the district or a committee and are not liable for injuries caused by an act or omission of a committee member acting within the scope of his/her role as a member of the committee. However, a member may be liable for injury caused by his/her own wrongful conduct. (Government Code 815.2, 820.9)

(cf. 1240 - Volunteer Assistance)

(cf. 3530 - Risk Management/Insurance)

Committees Subject to Brown Act Requirements

Any committee created by formal action of the Board of Trustees shall comply with Brown Act requirements pertaining to open meetings, notices, and public participation pursuant to Government Code 54950-54963, including, but not necessarily limited to, the following:

1. Advisory committee established pursuant to Education Code 56190-56194 related to special education

(cf. 0430 - Comprehensive Local Plan for Special Education)

CITIZEN ADVISORY COMMITTEES (continued)

2. Advisory committee established pursuant to Education Code 8070 related to career technical education

(cf. 6178 - Career Technical Education)

3. Committee established to assist in development of a student wellness policy pursuant to 42 USC 1758b

(cf. 5030 - Student Wellness)

4. Committee established pursuant to Education Code 17387-17391 related to the use or disposition of excess real property

(cf. 3280 - Sale or Lease of District-Owned Real Property)

5. Citizens' oversight committee established to examine the expenditure of general obligation bond or school facilities improvement bond revenues passed with a 55 percent majority of the voters pursuant to Education Code 15278 and 15359.3

(cf. 7213 - School Facilities Improvement Districts)

(cf. 7214 - General Obligation Bonds)

6. Parent advisory committee and English learner parent advisory committee established pursuant to Education Code 52063 to review and comment on the local control and accountability plan (LCAP) and, if applicable, any advisory committee established pursuant to Education Code 52060 to consult with the district on LCAP development

(cf. 0460 - Local Control and Accountability Plan)

(cf. 9130 - Board Committees)

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

(cf. 9323 - Meeting Conduct)

Committees Not Subject to Brown Act Requirements

The following committees are exempt from the Brown Act but must conform with procedural meeting requirements established in Education Code 35147:

1. School site councils established pursuant to Education Code 52852 and 64001 to develop and approve a single plan for student achievement

(cf. 0420 - School Plans/Site Councils)

CITIZEN ADVISORY COMMITTEES (continued)

2. District or school advisory committees established pursuant to Education Code 52176 related to programs for English learners

(cf. 6174 - Education for English Language Learners)

3. School advisory committees established pursuant to Education Code 54425(b) related to compensatory education

(cf. 6171 - Title I Programs)

4. Any district advisory committee established pursuant to Education Code 54444.2 related to migrant education programs

(cf. 6175 - Migrant Education Program)

5. School committees established pursuant to Education Code 11503 related to parent involvement

(cf. 6020 - Parent Involvement)

Meetings of the above councils or committees shall be open to the public. Any member of the public shall have the opportunity to address the council or committee during the meeting on any item within its jurisdiction. Notice of the meeting shall be posted at the school site or other appropriate accessible location at least 72 hours before the meeting, specifying the date, time, and location of the meeting and containing an agenda that describes each item of business to be discussed or acted upon. (Education Code 35147)

The above councils or committees shall not take action on any item not listed on the agenda unless all members present unanimously find that there is a need to take immediate action and that this need came to the council's or committee's attention after the agenda was posted. In addition to addressing items on the agenda, members of the council, committee, or public may ask questions or make brief statements that do not have a significant effect on district students or employees or that can be resolved solely by providing information. (Education Code 35147)

Any council or committee violating the above procedural requirements must, at the demand of any person, reconsider the item at the next meeting, first allowing for public input on the item. (Education Code 35147)

Any materials provided to a school site council shall be made available to any member of the public upon request pursuant to the California Public Records Act. (Education Code 35147; Government Code 6250-6270)

(cf. 1340 - Access to District Records)

CITIZEN ADVISORY COMMITTEES (continued)

Committees created by the Superintendent or designee to advise the administration and which do not report to the Board are not subject to the requirements of the Brown Act or Education Code 35147.

(cf. 2230 - Representative and Deliberative Groups)

Regulation
approved:

GUADALUPE UNION SCHOOL DISTRICT
Guadalupe, California

SCHOOL-CONNECTED ORGANIZATIONS

The Board of Trustees recognizes that parents/guardians and community members may wish to organize parent organizations and/or booster clubs for the purpose of supporting the district's educational and extracurricular programs. The Board appreciates the contributions made by such organizations toward the Board's vision for student learning and for providing all district students with high-quality educational opportunities.

(cf. 0200 - Goals for the School District)

(cf. 6020 - Parent Involvement)

Persons proposing to establish a school-connected organization shall submit a request to the Board for authorization to operate within the district or at a district school.

A school-connected organization, including a booster club, parent-teacher association or organization, or other organization that does not include an associated student body or other student organization, shall be established and maintained as a separate entity from the school or district. Each school-connected organization shall be subject to its own bylaws and operational procedures or to the rules or bylaws of its affiliated state or national organization, as applicable.

In addition, activities by school-connected organizations shall be conducted in accordance with law, Board policies, administrative regulations, and any rules of the sponsoring school.

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

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall establish appropriate rules for the relationship between school-connected organizations and the district.

A school-connected organization shall obtain the written approval of the Superintendent or designee prior to soliciting funds upon the representation that the funds will be used wholly or in part for the benefit of a district school or the students at that school. (Education Code 51521)

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 1330 - Use of School Facilities)

(cf. 3452 - Student Activity Funds)

A school-connected organization may consult with the principal to determine school needs and priorities.

Any participation in fundraising activities by students and their parents/guardians and/or any donation of funds or property shall be voluntary. (Education Code 49011)

(cf. 3260 - Fees and Charges)

Legal Reference: (see next page)

SCHOOL-CONNECTED ORGANIZATIONS (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

35160 Authority of governing boards

38130-38138 Civic Center Act, use of school property for public purposes

48931 Authorization for sale of food by student organization

48932 Authorization for fund-raising activities by student organization

49011 Student fees

49431-49431.7 Nutritional standards

51520 Prohibited solicitation on school premises

51521 Fund-raising project

BUSINESS AND PROFESSIONS CODE

17510-17510.95 Solicitations for charitable purposes

25608 Alcohol on school property; use in connection with instruction

GOVERNMENT CODE

12580-12599.7 Fundraisers for Charitable Purposes Act

PENAL CODE

319-329 Lottery, raffle

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

15500 Food sales in elementary schools

15501 Food sales in high schools and junior high schools

15575-15578 Requirements for foods and beverages outside the federal meals program

CODE OF REGULATIONS, TITLE 11

300-312.1 Fundraising for charitable purposes

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

CODE OF FEDERAL REGULATIONS, TITLE 7

210.11 Competitive food services

220.12 Competitive food services

COURT DECISIONS

Serrano v. Priest, (1976) 18 Cal. 3d 728

Management Resources:

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

2015 ASB Accounting Manual, Fraud Prevention Guide and Desk Reference

WEB SITES

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

California Office of the Attorney General, charitable trust registry: <http://caag.state.ca.us/charities>

California State PTA: <http://www.capta.org>

Fiscal Crisis and Management Assistance Team (FCMAT); <http://www.fcmat.org>

SCHOOL-CONNECTED ORGANIZATIONS

A school-connected organization's request for authorization to operate within the district or at a district school shall contain, as appropriate:

1. The name and purpose of the organization
2. The date of application
3. Bylaws, rules, and procedures under which the organization will operate, including procedures for maintaining the organization's finances, membership qualifications, if any, and an agreement that the group will not engage in unlawful discrimination

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

4. The names, addresses, and phone numbers of all officers
5. A list of specific objectives
6. An agreement to grant the district the right to audit the group's financial records, either by district personnel or a certified public accountant, whenever any concern is raised regarding the use of the funds
7. The name of the bank where the organization's account will be located and the names of those authorized to withdraw funds
8. The signature of the principal of the supporting school
9. Planned use for any money remaining at the end of the year if the organization is not continued or authorized to continue in the future
10. An agreement to provide evidence of liability and/or directors and officers insurance when and in the manner required by law

(cf. 1330 - Use of School Facilities)

Requests for subsequent authorization shall be annually submitted to the Superintendent or designee, along with a financial statement showing all income and expenditures from fundraisers. If the Superintendent or designee proposes to deny the request for reauthorization, he/she shall present his/her recommendation to the Board of Trustees for approval.

When deemed necessary by the Board or the Superintendent or designee, the authorization for a school-connected organization to conduct activities in the district may be revoked at any time.

SCHOOL-CONNECTED ORGANIZATIONS (continued)

Each school-connected organization shall abide by the following rules:

1. The organization shall not act as an agent of the district or school.
2. The organization shall not use the district's tax-exempt status and identification number. It shall be responsible for its own tax status, accounting, internal controls, financial reporting, retention of records, and other operations.
3. The organization shall use a separate name and logo. Any use of a name or logo affiliated with the district, a district school, or a school team shall require the prior consent of the Superintendent or designee.
4. Funds of the school-connected organization shall not be co-mingled with district funds, including associated student body funds.
5. The organization shall not hire or directly pay any district employee. If a school-connected organization wishes to pay for additional and/or extracurricular services, the person to provide the services shall be hired through the district's personnel department, provided the Board approves the position. At their discretion, employees may volunteer to perform activities for school-connected organizations during nonworking hours.

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

VOLUNTEER ASSISTANCE

The Board of Trustees recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The Board encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students.

(cf. 1000 - Concepts and Roles)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)
(cf. 6171 - Title I Programs)

The Superintendent or designee shall develop and implement a plan for recruiting, screening, and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. He/she may also recruit community members to serve as mentors to students and/or make appropriate referrals to community organizations.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The Board prohibits harassment of any volunteer on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status. (Government Code 12940)

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

As appropriate, the Superintendent or designee shall provide volunteers with information about school goals, programs, and practices and an orientation or other training related to their specific responsibilities. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program.

Volunteer work shall be limited to those projects that do not replace the normal duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school and comply with employee negotiated agreements.

(cf. 4141/4241 - Collective Bargaining Agreement)

The Superintendent or designee shall establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative regulation for the types of duties they will perform.

VOLUNTEER ASSISTANCE (continued)

Volunteers shall act in accordance with district policies, regulations, and school rules. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.

(cf. 3515.2 - Disruptions)

The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

(cf. 1150 - Commendations and Awards)

The Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.

(cf. 0500 - Accountability)

Workers' Compensation Insurance

The Board desires to provide a safe environment for volunteers and minimize the district's exposure to liability.

Upon the adoption of a resolution by the Board, volunteers shall be entitled to workers' compensation benefits for any injury sustained while engaged in the performance of service for the district. (Labor Code 3364.5)

(cf. 3530 - Risk Management/Insurance)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

Legal Reference: (see next page)

VOLUNTEER ASSISTANCE (continued)

Legal Reference:

EDUCATION CODE

8482-8484.6 *After School Education and Safety program*
8484.7-8484.9 *21st Century Community Learning Center program*
35021 *Volunteer aides*
35021.1 *Automated records check*
35021.3 *Registry of volunteers for before/after school programs*
44010 *Sex offense; definition*
44814-44815 *Supervision of students during lunch and other nutrition periods*
45125 *Fingerprinting requirements*
45125.01 *Interagency agreements for criminal record information*
45340-45349 *Instructional aides*
45360-45367 *Teacher aides*
48981 *Parental notifications*
49024 *Activity Supervisor Clearance Certificate*
49406 *Examination for tuberculosis*

GOVERNMENT CODE

3543.5 *Prohibited interference with employees' rights*
12940 *Prohibited discrimination and harassment*

HEALTH AND SAFETY CODE

1596.871 *Fingerprints of individuals in contact with child day care facility clients*

LABOR CODE

1720.4 *Public works; exclusion of volunteers from prevailing wage law*
3352 *Workers' compensation; definitions*
3364.5 *Authority to provide workers' compensation insurance for volunteers*

PENAL CODE

290 *Registration of sex offenders*
290.4 *Information re: sex offenders*
290.95 *Disclosure by person required to register as sex offender*
626.81 *Sex offender; permission to volunteer at school*

CODE OF REGULATIONS, TITLE 22

101170 *Criminal record clearance*
101216 *Health screening, volunteers in child care centers*

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Whisman Elementary School District, (1991) PERB Decision No. 868

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Parents/Family and Community: <http://www.cde.ca.gov/lsp/>
California Department of Justice, Megan's Law: <http://www.meganslaw.ca.gov>
California Parent Teacher Association: <http://www.capta.org>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

VOLUNTEER ASSISTANCE

Duties of Volunteers

The Superintendent or designee may assign volunteers to:

1. Assist certificated personnel in the performance of their duties, including in the supervision of students and in the performance of instructional tasks which, in the judgment of the certificated personnel to which the volunteer is assigned, may be performed by a person not licensed as a classroom teacher (Education Code 35021, 45343, 45344, 45349)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

2. Serve as nonteaching aides under the immediate supervision and direction of certificated personnel to perform noninstructional work which assists certificated personnel in the performance of teaching and administrative responsibilities (Education Code 35021)
3. Supervise students during lunch, breakfast, or other nutritional periods (Education Code 35021, 44814, 44815)
4. Work on short-term facilities projects pursuant to the section below entitled "Volunteer Facilities Projects"
5. Perform other duties in support of district or school operations as approved by the Superintendent or designee

(cf. 6163.1 - Library Media Centers)

Volunteers shall not be authorized to assign grades to students, and shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021, 45344)

(cf. 4217.3 - Layoff/Rehire)

Basic Skills Proficiency Requirement

Volunteers who supervise or provide instruction to students pursuant to Education Code 45349 shall submit evidence of basic skills proficiency to the Superintendent or designee. (Education Code 45344.5, 45349)

(cf. 4212 - Appointment and Conditions of Employment)

VOLUNTEER ASSISTANCE (continued)**Criminal Background Check**

Prior to assuming a volunteer position working with students in a district-sponsored student activity program, a volunteer shall obtain fingerprint clearance through the Department of Justice (DOJ) and Federal Bureau of Investigation. At his/her discretion, the volunteer may choose to meet this requirement by obtaining an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing. Student activity programs include, but are not limited to, scholastic programs, interscholastic programs, and extracurricular activities sponsored by the district or a school booster club, such as cheer team, drill team, dance team, and marching band. (Education Code 49024)

(cf. 4112.5/4212.5/4312.5 - Criminal Background Check)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

(cf. 6145 - Extracurricular and Cocurricular Activities)

The Superintendent or designee shall determine which volunteer positions in the district are subject to the above requirement.

The criminal background check requirement shall not apply to volunteer supervisors for breakfast, lunch, or other nutritional periods or to volunteer nonteaching aides under the immediate supervision and direction of certificated personnel pursuant to Education Code 35021, including parents/guardians volunteering in a classroom or on a field trip or community members providing noninstructional services. (Education Code 49024)

Registered Sex Offenders

The Superintendent or designee may require all volunteers to disclose whether they are a registered sex offender and/or to provide the district with sufficient information in order to allow verification of this status on the DOJ's Megan's Law web site.

The principal may grant a registered sex offender, who is not the parent/guardian of a student at the school, permission to come into a school building or upon school grounds to volunteer at the school. At least 14 days prior to the first date for which permission has been granted, the principal or designee shall notify the parent/guardian of each student at the school, using one of the methods specified in Education Code 48981, that a person who is required to register as a sex offender pursuant to Penal Code 290 has been granted permission to come into a school building or upon school grounds, the date(s) and times for which permission has been granted, and the parent/guardian's right to obtain information regarding the person from a designated law enforcement agency. (Penal Code 626.81)

(cf. 5145.6 - Parental Notifications)

However, no person who is required to register as a sex offender pursuant to Penal Code 290 shall be assigned as a volunteer to assist certificated personnel in the performance of their

VOLUNTEER ASSISTANCE (continued)

duties; supervise students during lunch, breakfast, or other nutritional period; or serve as a nonteaching aide to perform noninstructional tasks. In addition, a person who is required to register as a sex offender because of a conviction for a crime where the victim was a minor under age 16 shall not serve as a volunteer in any capacity in which he/she would be working directly and in an unaccompanied setting with minors on more than an incidental and occasional basis or have supervision or disciplinary power over minors. (Education Code 35021, 45349; Penal Code 290.95)

(cf. 3515.5 - Sex Offender Notification)

Tuberculosis Assessment/Examination

Upon initial volunteer assignment, a volunteer shall have on file with the school a certificate showing that he/she has submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. (Education Code 49406)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

The Superintendent or designee may exempt from the tuberculosis risk assessment and/or examination those volunteers whose functions do not require frequent or prolonged contact with students. (Education Code 49406)

Volunteer Facilities Projects

All volunteer facilities projects shall have approximate start and completion dates and shall be approved by the principal in advance. Projects also shall be approved in advance by the Superintendent or designee if they involve the following types of work:

1. Alterations, additions, or repairs to buildings and grounds
2. Construction involving wall or roof penetration, drilling, or nailing
3. Structural modifications
4. Electrical, electronic, plumbing, or heating and cooling work
5. Painting
6. Installation of carpet, playground equipment, benches, sprinkler systems, marquees or signs
7. Paving

VOLUNTEER ASSISTANCE (continued)

8. Tree planting, pruning, or removal

The Superintendent or designee shall ensure that volunteers possess the appropriate license and/or have sufficient expertise required for the project. He/she shall also ensure that such projects comply with building and safety codes and other applicable laws and collective bargaining agreements. The district shall provide on-site assistance and supervision for such projects as necessary.

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 7140 - Architectural and Engineering Services)

Regulation
approved:

GUADALUPE UNION SCHOOL DISTRICT
Guadalupe, California

VISITORS/OUTSIDERS

The Board of Trustees believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

(cf. 1240 - Volunteer Assistance)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during noninstructional time.

(cf. 6116 - Classroom Interruptions)

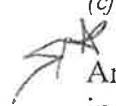
Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3515.2 - Disruptions)

 Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission.

VISITORS/OUTSIDERS (continued)

~~Presence of Sex Offender on Campus~~ *move to page a**

The principal shall indicate on the written permission the date(s) and times for which permission has been granted. (Penal Code 626.81)

Legal Reference:

EDUCATION CODE

32210 Willful disturbance of public school or meeting

32211 Threatened disruption or interference with classes; misdemeanor

32212 Classroom interruptions

35160 Authority of governing boards

35292 Visits to schools (board members)

49091.10 Parental right to inspect instructional materials and observe school activities

51101 Parent Rights Act of 2002

51512 Prohibited use of electronic listening or recording device

EVIDENCE CODE

1070 Refusal to disclose news source

LABOR CODE

230.8 Discharge or discrimination for taking time off to participate in child's educational activities

PENAL CODE

290 Sex offenders

626-626.10 Schools

626.81 Misdemeanor for registered sex offender to come onto school grounds

627-627.10 Access to school premises, especially:

627.1 Definitions

627.2 Necessity of registration by outsider

627.7 Misdemeanors; punishment

COURT DECISIONS

Reeves v. Rocklin Unified School District, (2003) 109 Cal.App.4th 652

ATTORNEY GENERAL OPINIONS

95 Ops.Cal.Atty.Gen. 509 (1996)

VISITORS/OUTSIDERS

The Superintendent or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Education Code 32211; Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors/outsideers while they are on school grounds.

Outsider Registration

Outsiders shall register upon entering school premises during school hours. Any person other than the following is considered an outsider: (Evidence Code 1070; Penal Code 627.1, 627.2)

1. A student of the school, unless currently under suspension
2. A parent/guardian of a student of the school
3. A Board of Trustees member or district employee
4. A public employee whose employment requires being on school grounds, or any person who is on school grounds at the school's request
5. A representative of a school employee organization who is engaged in activities related to the representation of school employees
6. An elected public official
7. A publisher, editor, reporter, or other person connected with or employed by a newspaper, magazine, other periodical publication, press association or wire service, radio station, or television station

(cf. 1112 - Media Relations)

Registration Procedure

In order to register, an outsider shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. His/her name, address, and occupation
2. His/her age, if less than 21

VISITORS/OUTSIDERS (continued)

3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Principal's Registration Authority

The principal or designee may refuse to register any outsider if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke any outsider's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff. (Penal Code 627.4)

(cf. 3515.2 - Disruptions)

(cf. 3515.3 - District Police/Security Department)

When an outsider fails to register, or when the principal or designee denies or revokes an outsider's registration privileges, the principal or designee may request that the individual promptly leave school grounds. When an outsider is directed to leave, the principal or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or principal by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Regulation
approved:

GUADALUPE UNION SCHOOL DISTRICT
Guadalupe, California

EDUCATIONAL FOUNDATION

The Board of Trustees recognizes the importance of community support of district programs, including voluntary financial contributions, to assist the district in achieving its goals for student learning.

(cf. 0200 - Goals for the School District)
(cf. 1230 - School-Connected Organizations)
(cf. 5030 - Student Wellness)
(cf. 6020 - Parent Involvement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

The Board desires to work cooperatively with the educational foundation in determining the purposes for which funds may be used to meet the changing needs of the district and its students. The Board recognizes that an educational foundation is a separate legal entity, independent of the district. However, the foundation is encouraged to provide regular reports to the Board on the status of its work and to communicate ways that the district can help support the foundation's activities.

(cf. 3290 - Gifts, Grants and Bequests)
(cf. 9140 - Board Representatives)

With the consent of the Superintendent or designee, the educational foundation, as appropriate, may use the district's name, a school's name, a school team's name, or any logo attributable to a school or the district.

The Board supports foundation allocations that serve all district schools equitably.

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

Legal Reference: (see next page)

EDUCATIONAL FOUNDATION (continued)

Legal Reference:

EDUCATION CODE

38130-38138 *Civic Center Act, use of school property for public purposes*

BUSINESS AND PROFESSIONS CODE

12580-12599.7 *Fundraisers for Charitable Purposes Act*

17510-17510.95 *Solicitations for charitable purposes*

25608 *Alcohol on school property; use in connection with instruction*

PENAL CODE

319-329 *Lottery, raffle*

CODE OF REGULATIONS, TITLE 11

300-312.1 *Fundraising for charitable purposes*

COURT DECISIONS

Serrano v. Priest, (1976) 18 Cal. 3d 728

Management Resources:

WEB SITES

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

California Consortium of Education Foundations: <http://www.cceflink.org>

California Office of the Attorney General, charitable trust registry: <http://caag.state.ca.us/charities>

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

The Board of Trustees accepts responsibility for providing a means by which the public can hold employees accountable for their actions. The Board desires that complaints be resolved expeditiously without disrupting the educational process.

The Superintendent or designee shall develop regulations which permit the public to submit complaints against district employees in an appropriate way. These regulations shall protect the rights of involved parties. The Board may serve as an appeals body if the complaint is not resolved.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3515.2 - Disruptions)

The Board prohibits retaliation against complainants. The Superintendent or designee at his/her discretion may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint. The district will not investigate anonymous complaints unless it so desires.

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

35146 Closed sessions

44031 Personnel file contents and inspection

44811 Disruption of public school activities

44932-44949 Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)

48987 Child abuse guidelines

GOVERNMENT CODE

54957 Closed session; complaints re employees

54957.6 Closed session; salaries or fringe benefits

PENAL CODE

273 Cruelty or unjustifiable punishment of child

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction of juvenile court

Management Resources:

CDE LEGAL ADVISORIES

0910.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site (LO:4-93)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

The Superintendent or designee shall determine whether a complaint should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4144/4244/4344 - Complaints)

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against district employees:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the principal.
3. All complaints related to district personnel other than administrators shall be submitted in writing to the principal or immediate supervisor. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to a principal or central office administrator shall be initially filed in writing with the Superintendent or designee. Complaints related to the Superintendent shall be initially filed in writing with the Board.
4. When a written complaint is received, the employee shall be notified within five days or in accordance with collective bargaining agreements.
5. A written complaint shall include:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it
 - c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter
6. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.
7. Both the complainant and the employee against whom the complaint was made may appeal a decision by the principal or immediate supervisor to the Superintendent or

COMPLAINTS CONCERNING DISTRICT EMPLOYEES (continued)

designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Superintendent or designee's decision as final. However, the complainant, the employee, or the Superintendent or designee may ask to address the Board regarding the complaint.

8. Before any Board consideration of a complaint, the Superintendent or designee shall submit to the Board a written report concerning the complaint, including but not limited to:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response
 - c. A copy of the signed original complaint
 - d. A summary of the action taken by the Superintendent or designee, together with his/her specific finding that the problem has not been resolved and the reasons
9. The Board may uphold the Superintendent's decision without hearing the complaint.
10. All parties to a complaint may be asked to attend a Board meeting in order to clarify the issue and present all available evidence.
11. A closed session may be held to hear the complaint in accordance with law.

(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9323 - Meeting Conduct)

12. The decision of the Board shall be final.

Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law, Board policy and administrative regulation.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS

The Board of Trustees uses a comprehensive process to adopt district instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the involvement of parents/guardians and community members. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their child's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the administrative regulation.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of children enrolled in a district school.

When deliberating upon challenged materials, the Superintendent and/or review committee shall consider the educational philosophy of the district, the professional opinions of teachers of the subject and of other competent authorities, reviews of the materials by reputable bodies, the teacher's stated objectives in using the materials, community standards, and the objections of the complainant.

Complainants are encouraged to accept the Superintendent's or review committee's decision. However, if the complainant finds that decision unsatisfactory, he/she may appeal the decision to the Board.

(cf. 9322 - Agenda/Meeting Materials)

The district's decision shall be based on educational suitability of the materials and the criteria established in Board policy and administrative regulation.

(cf. 6144 - Controversial Issues)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

When any challenged instructional material is reviewed by the district, it shall not be subject to further reconsideration for 12 months, unless the Superintendent determines that reconsideration is warranted.

Complaints related to sufficiency of textbooks or instructional materials shall be resolved pursuant to the district's Williams uniform complaint procedure at AR 1312.4.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS (continued)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

18111 Exclusion of books by governing board
35010 Control of district; prescription and enforcement of rules
35186 Williams Uniform Complaint Procedures
44805 Enforcement of course of studies; use of textbooks, rules and regulations
51501 Subject matter reflecting on race, color, etc.
60000-60005 Instructional materials, legislative intent
60040-60048 Instructional requirements and materials
60119 Public hearing on sufficiency of materials
60200-60206 Elementary school materials
60226 Requirements for publishers and manufacturers
60400-60411 High school textbooks
60510-60511 Donation of sale of obsolete instructional materials

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

1002.90 Selection of Instructional Materials, CIL: 90/91-02

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Standards for Evaluation of Instructional Materials with Respect to Social Content, 1986 edition, revised 2001

WEB SITES

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

California Department of Education, Curriculum and Instruction: <http://www.cde.ca.gov/ci>

COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS**Step 1: Informal Complaint**

If a staff member, district resident, or parent/guardian of a student enrolled in a district school has a complaint regarding the content or use of any specific instructional material, he/she shall informally discuss the material in question with the principal.

Step 2: Formal Complaint

If the complainant is not satisfied with the principal's initial response, he/she shall present a written complaint to the principal. Complaints regarding printed material shall name the author, title, and publisher and shall identify the objection by page and item numbers. In the case of nonprinted material, written information specifying the precise nature of the objection shall be given. Complainants shall sign all complaints and provide identifying information so that the district is able to make a proper reply. Anonymous complaints will not be accepted.

Upon receiving a complaint, the principal shall acknowledge its receipt and answer any questions regarding procedure. The principal then shall notify the Superintendent or designee and the teacher(s) involved of the complaint.

During the investigation of the complaint, the challenged material may remain in use until a final decision has been reached. However, upon request of the parent/guardian who has filed the complaint, his/her child may be excused from using challenged materials until a resolution has been reached. The teacher shall assign the student an alternate material of equal merit.

Step 3: Superintendent Determination

The Superintendent or designee shall determine whether a review committee should be convened to review the complaint.

If the Superintendent or designee determines that a review committee is not necessary, he/she shall issue a decision regarding the complaint.

Step 4: Review Committee

If the Superintendent or designee determines that a review committee is necessary, he/she shall appoint a committee composed of administrators and staff members selected from relevant instructional and administrative areas. The Superintendent or designee may also appoint community members to serve on the committee.

The review committee shall review the criteria specified in Board policy and shall determine the extent to which the challenged material supports the curriculum, the educational appropriateness of the material, and its suitability for the age level of the student.

COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS (continued)

Within 30 days of being convened, the review committee shall summarize its findings in a written report. The Superintendent or designee shall notify the complainant of the committee's decision within 15 days of receiving the committee's report.

Step 5: Appeal to the Board of Trustees

If the complainant remains unsatisfied, he/she may appeal the Superintendent's or the review committee's decision to the Board. The Board's decision shall be final.

(cf. 9322 - Agenda/Meeting Materials)

Regulation
approved:

GUADALUPE UNION SCHOOL DISTRICT
Guadalupe, California

COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS**REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

This form is for use only by district employees, district residents, or parents/guardians of children enrolled in a district school to challenge the content or use of an instructional material. For complaints regarding sufficiency of instructional materials, please use the Williams Uniform Complaint Procedure complaint form.

Date: _____

Name of person filing complaint: _____
Anonymous complaints will not be accepted.

Group represented (if any): _____

Phone: _____ E-mail address, if any: _____

Address: _____

Material Being Challenged:

Title: _____

Author: _____

Publisher: _____ Date of Edition: _____

Name of school/classroom material was used: _____

1. Please specifically state the nature of your concern or objection and identify your objection by page, tape sequence, video frame, or words, as appropriate. You may use additional pages if necessary.
2. Did you read/view the entire selection?
3. For what age group would you recommend this material?
4. If not, what percentage did you read/view, or what parts?
5. What do you feel might be the result if a student reads/views this material?

COMPLAINTS CONCERNING INSTRUCTIONAL MATERIALS (continued)

6. What would you like the school to do about this material?

- ☐ Do not assign it to my child
- ☐ Withdraw it from all students
- ☐ Reconsider it

Signature of complainant

For District Use:

Request received by: _____ Date: _____

Title: _____

Action taken: _____ Date: _____

Exhibit
version:

GUADALUPE UNION SCHOOL DISTRICT
Guadalupe, California

UNIFORM COMPLAINT PROCEDURES

The Board of Trustees recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, after school education and safety programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, consolidated categorical aid programs, and any other district-implemented program which is listed in Education Code 64000(a) (5 CCR 4610)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 3555 - Nutrition Program Compliance)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 6159 - Individualized Education Program)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)
(cf. 6200 - Adult Education)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

UNIFORM COMPLAINT PROCEDURES (continued)

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

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

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

(cf. 3260 - Fees and Charges)

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

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)

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

(cf. 6152 - Class Assignment)

UNIFORM COMPLAINT PROCEDURES (continued)

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

(cf. 6142.7 - Physical Education and Activity)

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

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

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

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

UNIFORM COMPLAINT PROCEDURES (continued)

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

(cf. 3580 - District Records)

Non-UCP Complaints

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

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference: (see next page)

UNIFORM COMPLAINT PROCEDURES (continued)

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination*
 222 *Reasonable accommodations; lactating students*
 8200-8498 *Child care and development programs*
 8500-8538 *Adult basic education*
 18100-18203 *School libraries*
 32289 *School safety plan, uniform complaint procedures*
 35186 *Williams uniform complaint procedures*
 48853-48853.5 *Foster youth*
 48985 *Notices in language other than English*
 49010-49013 *Student fees*
 49060-49079 *Student records*
 49069.5 *Rights of parents*
 49490-49590 *Child nutrition programs*
 51210 *Courses of study grades 1-6*
 51223 *Physical education, elementary schools*
 51225.1-51225.2 *Foster youth and homeless children; course credits; graduation requirements*
 51228.1-51228.3 *Course periods without educational content*
 52060-52077 *Local control and accountability plan, especially:*
 52075 *Complaint for lack of compliance with local control and accountability plan requirements*
 52160-52178 *Bilingual education programs*
 52300-52490 *Career technical education*
 52500-52616.24 *Adult schools*
 52800-52870 *School-based program coordination*
 54400-54425 *Compensatory education programs*
 54440-54445 *Migrant education*
 54460-54529 *Compensatory education programs*
 56000-56867 *Special education programs*
 59000-59300 *Special schools and centers*
 64000-64001 *Consolidated application process*

GOVERNMENT CODE

11135 *Nondiscrimination in programs or activities funded by state*
 12900-12996 *Fair Employment and Housing Act*

PENAL CODE

422.55 *Hate crime; definition*
 422.6 *Interference with constitutional right or privilege*

CODE OF REGULATIONS, TITLE 5

3080 *Application of section*
 4600-4687 *Uniform complaint procedures*
 4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

1221 *Application of laws*
 1232g *Family Educational Rights and Privacy Act*
 1681-1688 *Title IX of the Education Amendments of 1972*
 6301-6577 *Title I basic programs*
 6801-6871 *Title III language instruction for limited English proficient and immigrant students*
 7101-7184 *Safe and Drug-Free Schools and Communities Act*
 7201-7283g *Title V promoting informed parental choice and innovative programs*

Legal Reference continued: (see next page)

UNIFORM COMPLAINT PROCEDURES (continued)

Legal Reference: (continued)

UNITED STATES CODE, TITLE 20 (continued)

7301-7372 Title V rural and low-income school programs

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Notification of nondiscrimination on the basis of age

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

Family Policy Compliance Office: <http://familypolicy.ed.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>

U.S. Department of Justice: <http://www.justice.gov>

UNIFORM COMPLAINT PROCEDURES

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

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

Compliance Officers

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Superintendent
4465 9th Street
P.O. Box 788
Guadalupe, CA 93434
(805) 343-2114
edcora@sbceo.org

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at

UNIFORM COMPLAINT PROCEDURES (continued)

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

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

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

Notifications

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

The Superintendent or designee shall annually provide written notification of the district's UCP, including information regarding unlawful student fees, local control and accountability plan (LCAP) requirements, and requirements related to the educational rights of foster youth and homeless students, to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 48853, 48853.5, 49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 3260 - Fees and Charges)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

UNIFORM COMPLAINT PROCEDURES (continued)

The annual notification and complete contact information of the compliance officer(s) may be posted on the district web site and, if available, provided through district-supported social media.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.

UNIFORM COMPLAINT PROCEDURES (continued)

- c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
- d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.
- e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation reveals that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

- f. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
- g. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.
- h. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.
- i. A foster youth or homeless student who transfers into a district high school or between district high schools shall be notified of the district's responsibility to:

UNIFORM COMPLAINT PROCEDURES (continued)

- (1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed
 - (2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency
 - (3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1
- j. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.
- In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with the CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.
- k. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
- l. Copies of the district's UCP are available free of charge.

District Responsibilities

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

UNIFORM COMPLAINT PROCEDURES (continued)

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

UNIFORM COMPLAINT PROCEDURES (continued)

4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed to through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

UNIFORM COMPLAINT PROCEDURES (continued)

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

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

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

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

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

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

UNIFORM COMPLAINT PROCEDURES (continued)**Report of Findings**

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

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

In resolving any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be sent the district's decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Final Written Decision

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR 4631)

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

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

UNIFORM COMPLAINT PROCEDURES (continued)

For all complaints, the decision shall include: (5 CCR 4631)

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

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

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

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed
- e. The size of the school, location of the incidents, and context in which they occurred

UNIFORM COMPLAINT PROCEDURES (continued)

- f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
 - b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
 - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's and respondent's right to appeal the district's decision to the CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

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

- 1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
- 2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
- 3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

UNIFORM COMPLAINT PROCEDURES (continued)**Corrective Actions**

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others

UNIFORM COMPLAINT PROCEDURES (continued)

4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

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

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

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, he/she, in the same manner as the complainant, may file an appeal with the CDE.

UNIFORM COMPLAINT PROCEDURES (continued)

The complainant or respondent shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant or respondent has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

WILLIAMS UNIFORM COMPLAINT PROCEDURES**Types of Complaints**

The district shall use the procedures described in this administrative regulation only to investigate and resolve the following: (Education Code 35186; 5 CCR 4680-4683)

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that:
 - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
 - b. A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.
 - c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
 - d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

2. Complaints regarding teacher vacancy or misassignment, including any complaint alleging that:
 - a. A semester begins and a teacher vacancy exists.
 - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.

(cf. 4112.22 - Staff Teaching English Language Learners)

- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

Beginning of the year or semester means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

3. Complaints regarding the condition of school facilities, including any complaint alleging that:

- a. A condition poses an emergency or urgent threat to the health or safety of students or staff.

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

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

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

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

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

(cf. 3514 - Environmental Safety)

(cf. 3517 - Facilities Inspection)

Filing of Complaint

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

Investigation and Response

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her at the mailing address indicated on the complaint form within 45 working days of the initial filing of the complaint. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

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

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Board of Trustees at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3a in the section "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

(cf. 1340 - Access to District Records)

Reports

On a quarterly basis, the Superintendent or designee shall report, to the Board at a regularly scheduled public Board meeting and to the County Superintendent of Schools, summarized data on the nature and resolution of all complaints. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. (Education Code 35186; 5 CCR 4686)

Forms and Notices

The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

Legal Reference: (see next page)

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

Legal Reference:

EDUCATION CODE

234.1 Prohibition of discrimination, harassment, intimidation, and bullying
1240 County superintendent of schools, duties
17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account
33126 School accountability report card
35186 Williams uniform complaint procedures
35292.5 Restrooms, maintenance and cleanliness
48985 Notice to parents in language other than English
60119 Hearing on sufficiency of instructional materials
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
4680-4687 Williams uniform complaint procedures

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California County Superintendents Educational Services Association: <http://www.ccsesa.org>
California Department of Education, Williams case: <http://www.cde.ca.gov/eo/ce/wc>
State Allocation Board, Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

Regulation
approved:

GUADALUPE UNION SCHOOL DISTRICT
Guadalupe, California

WILLIAMS UNIFORM COMPLAINT PROCEDURES

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

Parents/Guardians, Students, and Teachers:

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

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

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

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

4. A complaint form may be obtained at the school office or district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc>. However, a complaint need not be filed using either the district's complaint form or the complaint form from the California Department of Education.

WILLIAMS UNIFORM COMPLAINT PROCEDURES**COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES**

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, or teacher vacancy or misassignment. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ☐ Yes ☐ No

Contact information: (if response is requested)

Name: _____

Address: _____

Phone number: Day: _____ Evening: _____

E-mail address, if any: _____

Date problem was observed: _____

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

School name/address: _____

Course title/grade level and teacher name: _____

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

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

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

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

- ☐ A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
- ☐ A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.
- ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

- ☐ A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4682)
- ☐ A semester begins and a teacher vacancy exists. A *teacher vacancy* is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
 - ☐ A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.
 - ☐ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
3. Facilities conditions: (Education Code 17592.72, 35186, 35292.5; 5 CCR 4683)
- ☐ A condition exists that poses an emergency or urgent threat to the health or safety of students or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; and any other condition deemed appropriate by the district.
 - ☐ A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers.
 - ☐ The school has not kept all restrooms open during school hours when students are not in classes and has not kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when temporary closing of the restroom is necessary for student safety or to make repairs.

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of students or staff.

Please file this complaint at the following location:

(principal or title of designee of the Superintendent)

(address)

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

 (Signature)

 (Date)

GIFTS TO SCHOOL PERSONNEL

Gifts from Students

District staff may accept gifts offered by students or parents/guardians in appreciation for services rendered in district programs.

(cf. 3452 - Student Activity Funds)

Gifts from Vendors

District employees shall not accept any gift, commission or expense-paid trip from individuals or companies doing business with the district. The district may reject bids from vendors who offer such incentives.

District employees who work for or serve as consultants for potential vendors shall not participate in evaluating any equipment, materials or services of that vendor or of its competitors.

(cf. 3310 - Purchasing Procedures)

(cf. 3290 - Gifts, Grants and Bequests)

Legal Reference:

EDUCATION CODE

60071 Bribery of school official by publisher or manufacturer

60072 Acceptance of bribe by school official

60073 Penalties for violation of article

60074 Supplying sample copies

60075 Receiving sample copies

60076 Inapplicability of article; royalties or other compensation of school official for writing or preparing instructional materials; claim of district to royalty

Policy
adopted: January 9, 1990
revised:

GUADALUPE UNION SCHOOL DISTRICT
Guadalupe, California

SOLICITATION OF FUNDS FROM AND BY STUDENTS

The Board of Trustees recognizes that student participation in fund-raising activities for the schools and nonprofit, nonpartisan charitable organizations can help develop a sense of social responsibility in students, enhance the relationship between the school and community, and contribute to the improvement of the school program.

(cf. 1325 - Advertising and Promotion)
(cf. 4135/4235/4335 - Soliciting and Selling)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 6142.4 - Service Learning/Community Service Classes)

Whether solicitations are made on behalf of the school or on behalf of a charitable organization, students shall not be barred from an event or activity because they did not participate in fund-raising. Potential donors, including parents/guardians and members of the community, should not be unduly pressured to contribute to the school system or charitable organizations. Staff is expected to emphasize the fact that donations are always voluntary.

The Superintendent or designee shall ensure that parents/guardians are informed of the purpose of fund-raisers.

Solicitations on Behalf of the School

With the prior written approval of the Superintendent or designee, official school-related organizations may organize fund-raising events involving students.

(cf. 0420 - School Plans/Site Councils)
(cf. 1230 - School-Connected Organizations)
(cf. 1260 - Educational Foundation)
(cf. 3290 - Gifts, Grants and Bequests)
(cf. 3554 - Other Food Sales)

After the fund-raiser has been held, parents/guardians shall be informed how much money was raised and how it was spent.

Solicitations on Behalf of Charities

When approved in advance by the Superintendent or designee, nonprofit, nonpartisan organizations that are properly chartered or licensed by state or federal law may solicit students on school grounds during school hours and within one hour before school has opened and one hour after school has closed. (Education Code 51520)

Legal Reference: (see next page)

SOLICITATION OF FUNDS FROM AND BY STUDENTS (continued)

Legal Reference:

EDUCATION CODE

51520 Prohibited solicitations on school premises

51521 Unlawful solicitations of contribution or purchase of personal property for benefit of public school or student body; exception

BUSINESS AND PROFESSIONS CODE

17510-17510.95 Charitable solicitations

PENAL CODE

319-329 Raffles

REVENUE AND TAX CODE

6361 Sales tax exemption for certain sales

CODE OF REGULATIONS, TITLE 8

11706 Dangerous activities and occupations

Management Resources:

CSBA PUBLICATIONS

Healthy Food Policy Resource Guide, 2003

ATTORNEY GENERAL PUBLICATIONS

Guide to Charitable Solicitation, 1999

Attorney General's Guide for Charities, 1988

WEB SITES

Office of the Attorney General: <http://caag.state.ca.us>

SOLICITATION OF FUNDS FROM AND BY STUDENTS

The Superintendent or designee shall approve all fund-raising activities at least 15 days before the activity. If the event involves a contract with a commercial vendor, the Superintendent or designee shall review the contract.

In order to minimize interruptions to the educational program, staff shall limit fund-raising activities to appropriate time periods designated by the principal.

(cf. 6116 - Classroom Interruptions)

No student shall be required to raise a specified amount of money in order to participate in an activity sponsored by a school-related organization.

(cf. 1230 - School-Connected Organizations)

Students engaged in fund-raising activities on behalf of the school or for school-related projects are expected to be courteous and respectful towards all individuals and businesses.

Door-to-Door Sales

Students under 16 years old may engage in door-to-door sales of newspaper or magazine subscriptions, candy, cookies, flowers or other merchandise only under the following conditions:

1. The students shall work in pairs, as a team, on the same or opposite side of the street. (8 CCR 11706)
2. The students shall be supervised by an adult, with one adult for every crew of 10 or fewer students. (8 CCR 11706)
3. The students must be within the sight or sound of their adult supervisor at least once every 15 minutes. (8 CCR 11706)
4. The students shall be returned to their respective homes or meeting places after each day's work. (8 CCR 11706)
5. The students shall not engage in door-to-door sales after dark.
6. The students shall not work outside of their immediate neighborhood.
7. Students in grades K-3 shall not be involved in any door-to-door sales or solicitations.

Regulation
approved:

GUADALUPE UNION SCHOOL DISTRICT
Guadalupe, California

ADVERTISING AND PROMOTION

The Board of Trustees establishes this policy to ensure effective and consistent implementation of its directions related to advertisements and promotions by nonschool groups in school-sponsored publications, web sites, and social media and on school facilities. Student speech shall be regulated in accordance with BP/AR 5145.2 - Freedom of Speech/Expression.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 1330 - Use of School Facilities)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6145.5 - Student Organizations and Equal Access)

Limited Public Forum

The Board desires to promote positive relationships between district schools and the community in order to enhance community support and involvement in the schools. The Superintendent or designee may approve:

1. Distribution of noncommercial materials that publicize services, special events, public meetings, or other gatherings of interest to students or parents/guardians

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6162.8 - Research)

2. Distribution of promotional materials of a commercial nature to students or parents/guardians

(cf. 1700 - Relations Between Private Industry and the Schools)

3. Paid advertisements on school property, including, but not limited to, advertisements on billboards and scoreboards
4. Paid advertisements in school-sponsored publications, yearbooks, announcements, and other school communications, including web sites and social media
5. Products and materials donated by commercial enterprises for educational use, including those that bear the name and/or logo of the donor, as long as they do not unduly promote the donor or any commercial activity or product

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 6161.11 - Supplementary Instructional Materials)

Prior to the distribution, posting, or publishing of any nonschool group's promotional materials or advertisement, the Superintendent, principal, or designee shall review the materials or advertisement based on the criteria listed below. He/she may not disapprove materials or advertisement in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by Board policy.

ADVERTISING AND PROMOTION (continued)

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

As necessary, the Superintendent, principal, or designee shall require a disclaimer on any nonschool group's promotional materials to be distributed, posted, or published, stating that the distribution, posting, or publishing of the materials does not imply district endorsement of the group's activities, products, or services. District- and school-sponsored publications shall include a disclaimer stating that the district or school does not endorse any advertised products or services.

Criteria for Approval

The Superintendent, principal, or designee shall not accept for distribution any materials or advertisements that:

1. Are lewd, obscene, libelous, or slanderous
2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools
3. Promote any particular political interest, candidate, party, or ballot measure, unless the candidates or advocates from all sides are provided the opportunity to present their views to the students during school hours or during events scheduled pursuant to the Civic Center Act

(cf. 1160 - Political Processes)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

4. Proselytize or position the district on any side of a controversial issue

(cf. 6144 - Controversial Issues)

5. Discriminate against, attack, or denigrate any group on account of any unlawful consideration

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

6. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, non-nutritious foods and beverages, and movies or products unsuitable for children

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

ADVERTISING AND PROMOTION (continued)

7. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy

(cf. 1321 - Solicitation of Funds from and by Students)

8. Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee also may consider the educational value of the materials or advertisements, the age or maturity of the students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit the students, or are of intrinsic value to the students or their parents/guardians.

(cf. 0000 - Vision)

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks, as deemed appropriate by the Superintendent or designee in accordance with law and Board policy.

Legal Reference: (see next page)

ADVERTISING AND PROMOTION (continued)

Legal Reference:

CALIFORNIA CONSTITUTION

Article 1, Section 2 Free speech rights

EDUCATION CODE

7050-7058 Political activities of school officers and employees

35160 Authority of governing boards

35160.1 Broad authority of school districts

35172 Promotional activities

38130-38138 Civic Center Act

BUSINESS AND PROFESSIONS CODE

25664 Advertisements encouraging minors to drink

U.S. CONSTITUTION

Amendment 1, Freedom of speech and expression

COURT CASES

Hills v. Scottsdale Unified School District 48, (2003) 329 F.3d 1044

DiLoreto v. Downey Unified School District, (1999) 196 F.3d 958

Yeo v. Town of Lexington, (1997) U.S. First Circuit Court of Appeals, No. 96-1623

Henry v. School Board of Colorado Springs, (D.Col. 1991) 760 F.Supp. 856

Bright v. Los Angeles Unified School District, (1976) 134 Cal. Rptr. 639, 556 P.2d 1090, 18 Cal. 3d 350

Lehman v. Shaker Heights, (1974) 418 U.S. 298

Management Resources:

CSBA PUBLICATIONS

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

WEB SITES

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

USE OF SCHOOL FACILITIES

The Board of Trustees believes that school facilities and grounds are a vital community resource which should be used to foster community involvement and development. Therefore, the Board authorizes the use of school facilities by district residents and community groups for purposes specified in the Civic Center Act, to the extent that such use does not interfere with school activities or other school-related uses.

(cf. 6145.5 - Student Organizations and Equal Access)

The Superintendent or designee shall give priority to school-related activities in the use of school facilities and grounds. Other uses authorized under the Civic Center Act shall be on a first-come, first-served basis.

For the effective management and control of school facilities and grounds, the Superintendent or designee shall maintain procedures and regulations that: (Education Code 38133)

1. Aid, encourage, and assist groups desiring to use school facilities for approved activities
2. Preserve order in school facilities and on school grounds and protect school facilities, designating a person to supervise this task, if necessary

(cf. 0450 - Comprehensive School Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work

Subject to prior approval by the Board, the Superintendent or designee may grant the use of school facilities or grounds on those days on which district schools are closed. (Education Code 37220)

(cf. 6115 - Ceremonies and Observances)

There shall be no advertising on school facilities and grounds except as allowed by district policy specified in BP 1325 - Advertising and Promotion.

(cf. 1325 - Advertising and Promotion)

As necessary to ensure efficient use of school facilities, the Superintendent or designee may, with the Board's approval, enter into an agreement for the joint use of any school facilities or grounds. The Board shall approve any such agreement only if it determines that it is in the best interest of the district and the community.

(cf. 1330.1 - Joint Use Agreements)

USE OF SCHOOL FACILITIES (continued)**Fees**

The Board shall adopt a comprehensive schedule of fees to be charged for community use of school facilities and grounds, including, but not limited to, the multipurpose room(s), playing or athletic field(s), track and field venue(s), tennis court(s), and outdoor basketball court(s). The schedule of fees shall be prepared in accordance with 5 CCR 14037-14041. (5 CCR 14041)

Use of district facilities by the community during non-business hours or on days the schools are closed, will be charged a minimum of two hours for custodial services at the current district rate for custodial services. The amount of hours for custodial services will depend on the hours approved on the facilities use form.

(cf. 9320 - Meetings and Notices)

The Board authorizes the use of school facilities or grounds without charge by nonprofit organizations, clubs, or associations organized to promote youth and school activities. As specified in Education Code 38134(a), these groups include, but are not limited to, Girl Scouts, Boy Scouts, Camp Fire USA, YMCA, parent-teacher associations, and school-community advisory councils. Other groups that request the use of school facilities under the Civic Center Act, including nonprofit groups not organized to promote youth and school activities and for-profit groups, shall be charged an amount not exceeding direct costs determined in accordance with 5 CCR 14037-14041. (Education Code 38134)

Additionally, when any use of school facilities or grounds is for religious services, the district shall charge an amount at least equal to the district's direct costs. (Education Code 38134)

In determining direct costs to be charged for community use of each, or each type of, school facility or grounds, the Superintendent or designee shall calculate, in accordance with 5 CCR 14038, the community's proportionate share of the following costs: (Education Code 38134; 5 CCR 14038-14041)

1. Capital direct costs calculated in accordance with 5 CCR 14039, including the estimated costs of maintenance, repair, restoration, and refurbishment of non-classroom space school facilities or grounds

However, capital direct costs shall not be charged to organizations retained by the district or school to provide instruction or instructional activities to students during school hours or for classroom-based programs that operate after school hours, including, but not limited to, after-school, tutoring, and child care programs. (5 CCR 14037)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

USE OF SCHOOL FACILITIES (continued)

2. Operational direct costs calculated in accordance with 5 CCR 14040, including estimated costs of supplies, utilities, janitorial services, other services of district employees and/or contracted workers, and salaries and benefits paid to district employees directly associated with the administration of the Civic Center Act to operate and maintain school facilities and grounds

Direct cost fees shall not be discounted to any group or organization except when the discount is specifically authorized in the adopted fee schedule. (5 CCR 14041)

Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students. (Education Code 38134)

Expending Funds Collected as Capital Direct Costs

Any funds collected as capital direct costs shall be deposited into a special fund to be used only for capital maintenance, repair, restoration, and refurbishment of school facilities and grounds. (5 CCR 14042)

Legal Reference: (see next page)

USE OF SCHOOL FACILITIES (continued)

Legal Reference:

EDUCATION CODE

10900-10914.5 *Community recreation programs*

32282 *School safety plan*

37220 *School holidays*

38130-38138 *Civic Center Act, use of school property for public purposes*

BUSINESS AND PROFESSIONS CODE

25608 *Alcoholic beverage on school premises*

GOVERNMENT CODE

54950-54963 *The Ralph M. Brown Act*

MILITARY AND VETERANS CODE

1800 *Definitions*

CODE OF REGULATIONS, TITLE 5

14037-14042 *Proportionate direct costs for use of school facilities and grounds*

UNITED STATES CODE, TITLE 20

7905 *Equal access to public school facilities*

COURT DECISIONS

Good News Club v. Milford Central School, (2001) 533 U.S. 98

Lamb's Chapel v. Center Moriches Union Free School District, (1993) 508 U.S. 384

Cole v. Richardson, (1972) 405 U.S. 676

Connell v. Higgenbotham, (1971) 403 U.S. 207

ACLU v. Board of Education of Los Angeles, (1961) 55 Cal.2d 167

Ellis v. Board of Education, (1945) 27 Cal.2d 322

ATTORNEY GENERAL OPINIONS

82 *Ops.Cal.Atty.Gen.* 90 (1999)

79 *Ops.Cal.Atty.Gen.* 248 (1996)

Management Resources:

CSBA PUBLICATIONS

Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, February 2010

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

USE OF SCHOOL FACILITIES

Application for Use of Facilities

Any person applying for the use of any school facilities or grounds on behalf of any society, group, or organization shall present written authorization from the group or organization to make the application.

Persons or organizations applying for the use of school facilities or grounds shall submit a facilities use statement indicating that they uphold the state and federal constitutions and do not intend to use school premises or facilities to commit unlawful acts.

Civic Center Use

Subject to district policies and regulations, school facilities and grounds shall be available to citizens and community groups as a civic center for the following purposes: (Education Code 32282, 38131)

1. Public, literary, scientific, recreational, educational, or public agency meetings
2. The discussion of matters of general or public interest
3. The conduct of religious services for temporary periods, on a one-time or renewable basis, by any church or religious organization
4. Child care programs to provide supervision and activities for children of preschool and elementary school age

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

5. The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies
6. Supervised recreational activities, including, but not limited to, sports league activities that are arranged for and supervised by entities, including religious organizations or churches, and in which youth may participate regardless of religious belief or denomination
7. A community youth center

(cf. 1020 - Youth Services)

8. Mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

USE OF SCHOOL FACILITIES (continued)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

9. A ceremony, patriotic celebration, or related educational assembly conducted by a veterans' organization

A *veterans' organization* means the American Legion, Veterans of Foreign Wars, Disabled American Veterans, United Spanish War Veterans, Grand Army of the Republic, or other duly recognized organization of honorably discharged soldiers, sailors, or marines of the United States, or any of their territories. (Military and Veterans Code 1800)

10. Other purposes deemed appropriate by the Board of Trustees

The district may grant the use of school facilities on those days on which the public school is closed. (education Code 37220)

Restrictions

School facilities or grounds shall not be used for any of the following activities:

1. Any use by an individual or group for the commission of any crime or any act prohibited by law
2. Any use which is inconsistent with the use of the school facilities for school purposes or which interferes with the regular conduct of school or school work
3. Any use which involves the possession, consumption, or sale of alcoholic beverages or any restricted substances, including tobacco

(cf. 3513.3 - Tobacco-Free Schools)

The district may exclude certain school facilities from nonschool use for safety or security reasons.

Damage and Liability

Groups, organizations, or persons using school facilities or grounds shall be liable for any property damage caused by the activity. The district may charge the amount necessary to repair the damages and may deny the group further use of school facilities or grounds. (Education Code 38134)

Any group or organization using school facilities or grounds shall be liable for any injuries resulting from its negligence during the use of district facilities or grounds. The group shall bear the cost of insuring against this risk and defending itself against claims arising from this risk. (Education Code 38134)

USE OF SCHOOL FACILITIES (continued)

Groups or organizations shall provide the district with evidence of insurance against claims arising out of the group's own negligence when using school facilities. (Education Code 38134)

As permitted, the Superintendent or designee may require a hold harmless agreement and indemnification when warranted by the type of activity or the specific facilities being used.

Regulation
approved:

GUADALUPE UNION SCHOOL DISTRICT
Guadalupe, California

USE OF SCHOOL FACILITIES

GUADALUPE UNION SCHOOL DISTRICT

FACILITIES USE STATEMENT

The undersigned, _____, is duly authorized by _____ (*name of organization*) _____, to act on its behalf in requesting the use of school facilities, including, but not limited to, executing any agreement or undertaking required by law and district policy and regulations governing the use of the facilities.

The organization shall comply with all restrictions placed on the use of the school facilities by law or district policy or regulations.

The organization recognizes that, in accordance with Education Code 38134, it is liable for any damage to the school facilities or for any injury to any person due to the organization's negligence in using the school facilities.

(Signed)

(Date)

(Organization)

JOINT USE AGREEMENTS

In order to ensure the efficient use of public resources and increase access to needed services, the Board of Trustees may enter into an agreement with any public agency, public institution, and/or community organization to use community facilities for school programs or to make school facilities or grounds available for use by those entities. Such an agreement shall be based on an assessment of student and community needs and may be designed to increase access to spaces for recreation and physical activity, library services, school health centers, preschool programs, child care centers, before- or after-school programs, or other programs that benefit students and the community.

(cf. 1020 - Youth Services)

(cf. 1330 - Use of School Facilities)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5030 - Student Wellness)

(cf. 5141.6 - School Health Services)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

(cf. 6163.1 - Library Media Centers)

(cf. 7000 - Concepts and Roles)

(cf. 7131 - Relations with Local Agencies)

When it is determined that joint use of facilities is in the best interest of the district and community, the Superintendent or designee shall identify a potential partner agency, institution, or organization. He/she shall involve that partner, appropriate district and school staff, and community members in establishing planning processes, goals and priorities for joint use, locations where programs or facilities are most needed, and protocols for ongoing communication and coordination between the partners.

(cf. 1220 - Citizen Advisory Committees)

The Superintendent or designee shall work with the partner agency, institution, or organization to develop a written site-specific joint use agreement that delineates the terms and conditions for joint use of the district or community facilities and the responsibilities of all parties. As appropriate, the agreement may address:

1. The underlying philosophy or reasons for entering into the joint use agreement
2. The specific district or community facilities or grounds that will be made available to the other party and areas that will be restricted
3. Priorities for use of the property
4. Hours that the property will be available for use by the district, the partner, or other parties

JOINT USE AGREEMENTS (continued)

5. Projected capital costs, if any, and operating costs

(cf. 7110 - Facilities Master Plan)
(cf. 7150 - Site Selection and Development)
(cf. 7210 - Facilities Financing)

6. Resources to be allocated by the district and the partner

(cf. 3100 - Budget)

7. Rental or other fees, if any, to be charged to either party or third parties using the facilities

8. Responsibilities for management, scheduling, maintenance, on-site supervision, accounting, and other operations

9. Procedures and timelines for requesting use of the facilities

10. Code of conduct for users of the facilities and consequences for violations of the code

(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3515.2 - Disruptions)
(cf. 5131 - Conduct)
(cf. 5131.5 - Vandalism and Graffiti)

11. Provision for regular inspection and notification of damage, as well as restitution and repair of property

(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 3517 - Facilities Inspection)

12. Safety and security measures

(cf. 0450 - Comprehensive School Safety Plan)
(cf. 3515 - Campus Security)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 5142 - Safety)

13. Liability, insurance, and risk management issues

(cf. 3320 - Claims and Actions Against the District)
(cf. 3530 - Risk Management/Insurance)
(cf. 9260 - Legal Protection)

14. Duration of the agreement, process for amending the agreement, and the bases for cancelling or terminating the agreement before the expiration date

JOINT USE AGREEMENTS (continued)

15. Process for resolving disputes regarding any aspect of the agreement
16. How any equipment purchased or other investments made through the agreement will be disposed of at the termination of the agreement

The agreement shall be reviewed by legal counsel and approved by the Board.

The Superintendent or designee shall provide regular reports to the Board regarding progress toward project goals, including, but not limited to, levels of participation in joint use programs held at school or community facilities, feedback from program participants, and any report of damage to property or harm to individuals resulting from the joint use. As needed, the Superintendent or designee shall recommend amendments to the joint use agreement.

(cf. 0500 - Accountability)

Legal Reference: (see next page)

JOINT USE AGREEMENTS (continued)

Legal Reference:

EDUCATION CODE

8482-8484.6 *After School Education and Safety Program*
8484.7-8484.9 *21st Century Community Learning Centers*
10900-10914.5 *Community recreation programs*
17051-17052 *Joint use*
17077.40-17077.45 *Eligibility for joint use funding*
17565-17592 *Board duties re property maintenance and control*
35200-35214 *Liabilities*
37220 *School holidays; use of facilities when school is closed*
38130-38138 *Civic Center Act, use of school property for public purposes*
44808 *Exemption from liability when students not on school property*

BUSINESS AND PROFESSIONS CODE

25608 *Alcoholic beverages on school premises*

GOVERNMENT CODE

814-825.6 *Liability of public entities and employees*
830-840.6 *Liability; dangerous conditions on property*
895-895.8 *Liability; agreement between public entities*
989-991.2 *Local public entity insurance*

UNITED STATES CODE, TITLE 20

7171-7176 *21st Century Community Learning Centers*
7905 *Equal access to public facilities*

Management Resources:

CSBA PUBLICATIONS

Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, rev. February 2010

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

NATIONAL POLICY AND LEGAL ANALYSIS NETWORK TO PREVENT CHILDHOOD OBESITY PUBLICATIONS

Model California Joint Use Agreements

Liability for Use of School Property After Hours: An Overview of California Law, July 2009

Checklist for Developing Joint Use Agreements, March 2009

PUBLIC HEALTH LAW AND POLICY PUBLICATIONS

Opening School Grounds to the Community After Hours: A Toolkit for Increasing Physical Activity Through Joint Use Agreements, 2010

WEB SITES

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

California Project LEAN (Leaders Encouraging Activity and Nutrition):
<http://www.californiaprojectlean.org>

Cities Counties and Schools Partnership: <http://www.ccspartnership.org>

Joint Use Statewide Task Force: <http://www.jointuse.org>

National Policy and Legal Analysis Network: <http://www.nplan.org>

Public Health Law and Policy: <http://www.phlpnet.org>

ACCESS TO DISTRICT RECORDS

The Board of Trustees recognizes the right of citizens to have access to public records of the district. The Board intends the district to provide any person reasonable access to the public records of the schools and district during normal business hours and within the requirements of law. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3580 - District Records)

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

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

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 6162.5 - Student Assessment)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

(cf. 9321 - Closed Session Purposes and Agendas)

The district may charge for copies of public records or other materials requested by individuals or groups. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in administrative regulation.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

Legal Reference: (see next page)

ACCESS TO DISTRICT RECORDS (continued)

Legal Reference:

EDUCATION CODE

35145 *Public meetings*
35170 *Authority to secure copyrights*
35250 *Duty to keep certain records and reports*
41020 *Requirement for annual audit*
42103 *Publication of proposed budget; hearing*
44031 *Personnel file contents and inspections*
44839 *Medical certificates; periodic medical examination*
49060-49079 *Pupil records*
49091.10 *Parental review of curriculum and instruction*
52850 *Applicability of article (School-Based Program Coordination Plan availability)*

GOVERNMENT CODE

3547 *Proposals relating to representation*
6250-6270 *California Public Records Act*
6275-6276.48 *Other exemptions from disclosure*
53262 *Employment contracts*
54957.2 *Minute book record of closed sessions*
54957.5 *Agendas and other writings distributed for discussion or consideration*
81008 *Political Reform Act, public records; inspection and reproduction*

CALIFORNIA CONSTITUTION

Article 1, Section 3 Right of access to governmental information

CODE OF REGULATIONS, TITLE 5

430-438 *Individual pupil records*

COURT DECISIONS

International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County, (2007) 42 Cal.4th 319

Los Angeles Times v. Alameda Corridor Transportation Authority, (2001) 88 Cal.App.4th 1381

Kleitman v. Superior Court, (1999) 74 Cal.App. 4th 324

Fairley v. Superior Court, (1998) 66 Cal.App. 4th 1414

North County Parents Organization for Children with Special Needs v. Department of Education, (1994) 23 Cal.App. 4th 144

ATTORNEY GENERAL OPINIONS

71 *Ops. Cal. Atty. Gen.* 235 (1988)

64 *Ops. Cal. Atty. Gen.* 186 (1981)

Management Resources: (see next page)

ACCESS TO DISTRICT RECORDS (continued)

Management Resources:

ATTORNEY GENERAL PUBLICATIONS

Summary of the California Public Records Act, 2004

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

The People's Business: A Guide to the California Public Records Act, 2008

WEB SITES

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

California Attorney General's Office: <http://www.caag.state.ca.us>

Institute for Local Government: <http://www.cacities.org/index.jsp?zone=ilsg>

State Bar of California: <http://www.calbar.ca.gov>

ACCESS TO DISTRICT RECORDS

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

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

Definitions

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

Emails discussing district business are considered public records. However, the law is unclear as to whether emails discussing district business sent from an employee's or Governing Board member's home computer or personal digital assistant would be considered a public record that is "retained in the normal course of business" and thus subject to disclosure. Although an appellate court ruled that the California Public Records Act does not require public access to communications by public officials using exclusively private cell phones or email accounts, the case has been appealed to the California Supreme Court. If a district receives a request for such records, legal counsel should be consulted, as appropriate. See BB 9012 - Board Member Electronic Communications.

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

(cf. 3580 - District Records)

(cf. 9012 - Board Member Electronic Communications)

Writing means any handwriting, typewriting, printing, photostating, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

Member of the public means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of his/her membership, agency, office, or employment. (Government Code 6252)

Public Records

Note: While not specifically enumerated in Government Code 6252, items #1-15 below are items which fall within the definition of "public records."

ACCESS TO DISTRICT RECORDS (continued)

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

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

2. Statistical compilations

3. Reports and memoranda

4. Notices and bulletins

5. Minutes of public meetings (Education Code 35145)

(cf. 9324 - Minutes and Recordings)

6. Meeting agendas (Government Code 54957.5)

(cf. 9322 - Agenda/Meeting Materials)

7. Official communications between the district and other government agencies

8. School-based program plans (Education Code 52850)

(cf. 0420 - School Plans/Site Councils)

9. Information and data relevant to the evaluation and modification of district plans

(cf. 0440 - District Technology Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

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

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

ACCESS TO DISTRICT RECORDS (continued)

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

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

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

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

(cf. 9270 - Conflict of Interest)

Note: Generally, the names and salaries of public employees are subject to disclosure under the Public Records Act. However, in International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County, the California Supreme Court recognized that, in some instances, the salaries of certain employees might be exempt from disclosure, depending on the facts and circumstances. Additionally, in Sacramento County Employees Retirement System v. Superior Court, a California Court of Appeal held that the names and corresponding pension benefits of members of a county retirement system are subject to disclosure and are not considered "individual records of members" protected by Government Code 31532.

13. Documents containing names, salaries, and pension benefits of district employees
14. Employment contracts and settlement agreements (Government Code 53262)

(cf. 2121 - Superintendent's Contract)
(cf. 4117.5/4217.5/4317.5 - Termination Agreements)
(cf. 4141/4241 - Collective Bargaining Agreement)

15. Instructional materials including, but not limited to, textbooks (Education Code 49091.10)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Access to public records of the district shall be granted to Board of Trustees members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 6252.5, 6252.7)

ACCESS TO DISTRICT RECORDS (continued)

Note: Government Code 6254.29 specifies that the Public Records Act does not require a district to disclose an employee's social security number and states the Legislature's intent that districts redact social security numbers from any records being disclosed to the public. In addition, Government Code 6254.3, as amended by AB 2843 (Ch. 830, Statutes of 2016), prohibits disclosure of an employee's personal cell phone number and birth date.

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code 6254.29, 6254.3)

Confidential Public Records

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

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

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

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

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

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

- a. To an agent or a family member of the employee

ACCESS TO DISTRICT RECORDS (continued)

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

Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, or birth date, and the district shall remove this information from any mailing list of the district except a list used exclusively to contact the employee.

(cf. 4140/4240/4340 - Bargaining Units)

- d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

(cf. 4154/4254/4354 - Health and Welfare Benefits)

- 4. Student records, except directory information and other records to the extent permitted under the law, when disclosure is authorized by law

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.3 - Challenging Student Records)

- 5. Test questions, scoring keys, and other examination data except as provided by law (Government Code 6254)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

- 6. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)

ACCESS TO DISTRICT RECORDS (continued)

7. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in unfair competitive disadvantage to the person supplying the information (Government Code 6254)
8. Library circulation and patron use records of a borrower or patron including, but not limited to, his/her name, address, telephone number, email address, borrowing information, or use of library information resources, except when disclosure is to a person acting within the scope of his/her duties in the administration of the library, to a person authorized in writing by the individual to whom the records pertain, or by court order (Government Code 6254, 6267)

(cf. 6163.1 - Library Media Centers)

Note: The following exemption protects attorney-client privileged communications and attorney work product, as well as other work product prepared for use in pending litigation or claims. Pursuant to the Rules of Professional Conduct of the State Bar of California, when an attorney has been hired to represent the district as a whole, this privilege may only be waived by the Board.

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

(cf. 9124 - Attorney)

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

(cf. 0450 - Comprehensive Safety Plan)

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

(cf. 9223 - Filling Vacancies)

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

(cf. 9321 - Closed Session Purposes and Agendas)

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

ACCESS TO DISTRICT RECORDS (continued)

14. Information security records, the disclosure of which would reveal vulnerabilities to, or otherwise increase potential for an attack on, the district's information technology system (Government Code 6254.19)
15. Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 6254, 6255)

(cf. 5141.6 - School Health Services)

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

Note: Item #17 below reflects an exemption often referred to as the "catch-all" or "public interest" exemption pursuant to Government Code 6255. This exemption allows a district to withhold a record based on analysis of the specific facts of the situation and in light of the competing public interests. This exemption also includes the "deliberative process privilege" which is designed to protect a district's decision-making process in order to encourage candid discussions within the district. Legal counsel should be consulted to determine whether a request for a record falls under this exemption.

17. Any other records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 6255)

Inspection of Records and Requests for Copies

Note: Court decisions have held that a public record request may be made orally, by phone, or in writing, including by email, fax, or hand delivery. The district may ask, but not require, that the person put an oral request in writing.

Any person may request a copy or inspection of any district record that is open to the public and not exempt from disclosure. (Government Code 6253)

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The Superintendent or designee shall promptly inform the person making the request of his/her determination and the reasons for the decision. (Government Code 6253)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the

ACCESS TO DISTRICT RECORDS (continued)

extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 6253)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request
3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the request or among two or more components of the district (e.g., two different school sites) with substantial interest in the request
4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

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

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

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

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

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

ACCESS TO DISTRICT RECORDS (continued)

Note: Pursuant to Government Code 6253, as amended by AB 2853 (Ch. 275, Statutes of 2016), in addition to having public records available for inspection during office hours, the district may, in response to a public records request, post public records on its web site and refer the requesting member of the public to the location on the web site where the public record is posted, as provided below.

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

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

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

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals.
2. The request would require data compilation, extraction, or programming to produce the record.

Assistance in Identifying Requested Records

Note: Government Code 6253.1 requires the district to assist a person requesting to inspect or obtain a copy of a public record as specified below. This assistance is not required if the district grants the request and the records are made available or if the request is denied on the grounds that the records are confidential.

If the Superintendent or designee denies a request for disclosable records, he/she shall assist the requester in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

ACCESS TO DISTRICT RECORDS (continued)

If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the Public Records Act shall not be construed so as to delay or obstruct the inspection or copying of public records. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 6253)

RELATIONS BETWEEN OTHER GOVERNMENTAL AGENCIES AND THE SCHOOLS

The Board of Trustees recognizes that agencies at all levels of government share its concern and responsibility for the health, safety, and welfare of youth. The Board and Superintendent or designee shall initiate and maintain good working relationships with representatives of these agencies in order to help district schools and students make use of the resources which governmental agencies can provide.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1020 - Youth Services)
(cf. 1330 - Use of School Facilities)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 3515.5 - Sex Offender Notification)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 5030 - Student Wellness)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)
(cf. 5145.12 - Search and Seizure)
(cf. 7131 - Relations with Local Agencies)

The district may enter into agreements with other agencies which involve the exchange of funds or reciprocal services. Such agreements shall be approved by the Board and executed in writing.

Elections/Voter Registration

If a city or county elections official specifically requests the use of a school building as a polling place, the Board shall allow its use for such purpose. The Board may authorize the use of school buildings as polling places on any election day, and may also authorize the use of school buildings, without cost, for the storage of voting machines and other vote-tabulating devices. If school will be in session, the Superintendent or designee shall identify to elections officials the specific areas of the school buildings not occupied by school activities that will be allowed for use as polling places. (Elections Code 12283)

(cf. 6111 - School Calendar)

When a school is used as a polling place, the Superintendent or designee shall provide the elections official a site with an adequate amount of space that will allow the precinct board to perform its duties in a manner that will not impede, interfere, or interrupt the normal process of voting and shall make a telephone line for Internet access available for use by local elections officials if so requested. He/she shall make a reasonable effort to ensure that the site is accessible to disabled persons. (Elections Code 12283)

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

RELATIONS BETWEEN OTHER GOVERNMENTAL AGENCIES AND THE SCHOOLS (continued)

Legal Reference:

EDUCATION CODE

10900-10914.5 Cooperative community recreation programs
12400 Authority to receive and expend federal funds
12405 Authority to participate in federal programs
17050 Joint use of library facilities
17051 Joint use of park and recreational facilities
32001 Fire alarms and drills
32288 Notice of safety plan
35160 Authority of governing boards
35160.1 Broad authority of school districts
48902 Notification of law enforcement agencies
48909 District attorney may give notice student drug use, sale or possession
49305 Cooperation of police and California Highway Patrol
49402 Contracts with city, county or local health departments
49403 Cooperation in control of communicable disease and immunization
51202 Instruction in personal and public health and safety

ELECTIONS CODE

2145-2148 Distribution of voter registration forms
12283 Polling places: schools

WELFARE AND INSTITUTIONS CODE

828 Disclosure of information minors by law enforcement agency
828.1 School district police department; disclosure of juvenile criminal records

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Secretary of State: <http://www.ss.ca.gov>
California Voter Foundation: <http://www.calvoter.org>
Cities, Counties, and Schools Partnership: <http://www.ccspartnership.org>

WAIVERS

The Board of Trustees recognizes that strict compliance with the law may sometimes hinder the district's ability to provide its students with an effective, well-rounded educational program. When it is in the interest of district students, the Board may request that the State Board of Education (SBE) waive any provision of state or federal law or regulation which it has authority to waive pursuant to Education Code 33050.

Any waiver request to be submitted to the SBE shall first be approved by the Board. The Superintendent or designee shall ensure that each proposed waiver request includes all information necessary for the Board to analyze the need for the waiver and make an informed decision.

Prior to presenting the proposed request for Board approval, the Superintendent or designee shall consult with and obtain the approval of any advisory committee or site council when required by law.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

In addition, the Superintendent or designee shall involve the exclusive representative of district employees in the development of the waiver request, and shall include in the request the exclusive representative's position regarding the waiver. (Education Code 33050)

(cf. 4140/4240/4340 - Bargaining Units)

To receive public testimony on each waiver request proposal, the Board shall hold a properly noticed public hearing during a Board meeting. (Education Code 33050)

The notice, which shall state the time, date, location, and subject of the public hearing, may be printed in a newspaper of general circulation or posted at each school and three public places in the district.

(cf. 9320 - Meetings and Notices)

When the district has requested and received the same general waiver from the SBE for two consecutive years, the Board is not required to reapply annually if the information contained on the request remains current. However, the district shall apply annually for the renewal of any waiver regarding teacher credentialing. (Education Code 33051)

Legal Reference: (see next page)

WAIVERS (continued)*Legal Reference:*EDUCATION CODE*305-311 Structured English immersion program; parental exception waivers**5000-5033 Governing board elections**8750-8754 Grants for conservation education**10400-10407 Cooperative improvement programs**17047.5 Facilities used by special education students**17291 Portable school buildings**33050-33053 General waiver authority**37202 Equity length of time**41000-41360 School finance**41381 Minimum school day**41600-41854 Computation of allowances**41920-42842 Budget requirements; local taxation by school districts**44520-44534 New Careers Program**44666-44669 School-Based Management and Advanced Career Opportunities**44681-44689 Administrator Training and Evaluation**45108.7 Maximum number of senior management positions**48660-48666 Community day schools**48800 Attendance at community college**49550-49560 Meals for needy students**51224.5 Algebra instruction**51745.6 Charter school independent study ratio**52160-52178 Bilingual-Bicultural Education Act of 1976**52340-52346 Career Guidance Centers**52522 Plans for adult education**52850-52863 School-Based Program Coordination**54100-54145 Miller-Unruh Basic Reading Program**54407 Waiver for compensatory education programs**56000-56867 Special education programs**58407 Waiver related to individualized instruction program**58900-58928 Restructuring demonstration programs**60119 Public hearing on sufficiency of instructional materials**60851 High school exit examination, waiver for student with disabilities*CODE OF REGULATIONS, TITLE 5*1032 Academic Performance Index**3100 Resource specialist caseload waivers**3945 Cooperative programs**9531 Instructional materials funding**11960 Charter school attendance**11963.4 Charter school percentage funding**13017 Waivers, compensatory education New Careers in Education Program**13044 Waivers, compensatory education Professional Development and Program Improvement Programs**Legal Reference continued: (see next page)*

WAIVERS (continued)

Legal Reference: (continued)

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

7115 Safe and Drug Free Schools, authorized activities

Management Resources:

WEB SITES

California Department of Education, Waiver Office: <http://www.cde.ca.gov/re/lr/wr>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy
adopted:

GUADALUPE UNION SCHOOL DISTRICT
Guadalupe, California

RELATIONS BETWEEN PRIVATE INDUSTRY AND THE SCHOOLS

The Board of Trustees recognizes that private industry and the schools have a mutual interest in maximizing student achievement in order to prepare students to be productive citizens and contribute to the economic health of the community. The Board shall encourage local business involvement in efforts that support the core mission and goals of the district and promote the academic, social, and physical well-being of students.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

The Board and the Superintendent or designee shall develop strategies to initiate business partnerships and shall communicate with business partners about district needs and priorities. The Superintendent or designee may assign district staff to coordinate community/business outreach efforts on behalf of the district and work to ensure equitable distribution of business involvement across all district schools.

(cf. 9000 - Role of the Board)

Businesses and industry and/or their representatives may support district schools and programs by:

1. Volunteering in the classroom or school, providing special instructional programs or assemblies, and serving as tutors or mentors for individual students

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

2. Donating funds, products, instructional materials, or services that serve an educational purpose

(cf. 1260 - Educational Foundation)

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 9270 - Conflict of Interest)

3. Purchasing advertisements in school-sponsored publications or on school property in accordance with law and Board policy

(cf. 1325 - Advertising and Promotion)

(cf. 3312 - Contracts)

4. Serving on advisory committees in order to provide business expertise or perspectives

(cf. 1220 - Citizen Advisory Committees)

(cf. 5030 - Student Wellness)

RELATIONS BETWEEN PRIVATE INDUSTRY AND THE SCHOOLS (continued)

5. Working with district staff to ensure the relevance and rigor of the district's career technical education program and providing work opportunities for students enrolled in these programs

(cf. 5113.2 - Work Permits)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work-Based Learning)

6. Engaging in other activities approved by the Superintendent or designee that are designed to increase student learning or support school operations

The Board urges employers to further support the schools by recognizing their employees' needs as parents/guardians, accommodating their needs for child care, and supporting their involvement with their children's schools.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

The Superintendent or designee may publicly acknowledge the support of a business partner in district communications and/or by allowing the use of the business name or logo on donated products or materials, but shall not unduly promote or endorse any commercial activity or products. He/she also may recommend Board commendation to those individuals and/or businesses that have made extraordinary contributions to the district.

(cf. 1150 - Commendation and Awards)

The Superintendent or designee shall regularly report to the Board regarding the district's progress in establishing and sustaining business partnerships and the ways in which businesses have supported district programs.

(cf. 0500 - Accountability)

Legal Reference: (see next page)

RELATIONS BETWEEN PRIVATE INDUSTRY AND THE SCHOOLS (continued)

Legal Reference:

EDUCATION CODE

8070 *Career technical education advisory committee*

35160 *Authority of governing boards*

35160.1 *Broad authority of school districts*

41030-41037 *Gifts and bequests*

51760-51769.5 *Work experience education*

52300-52499.66 *Career technical education*

UNITED STATES CODE, TITLE 20

2301-2414 *Carl D. Perkins Career and Technical Education Act of 2006, especially:*

2354 *Local plan for career technical education, business involvement*

Management Resources:

CSBA PUBLICATIONS

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

Maximizing School Board Governance: Community Leadership, 1996

COUNCIL FOR CORPORATE AND SCHOOL PARTNERSHIPS PUBLICATIONS

A How-To Guide for School-Business Partnerships

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS

Building Business Support for School Health Programs, 1999

WEB SITES

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

California Consortium of Education Foundations: <http://www.cceflink.org>

California Department of Education, Parents/Family and Community: <http://www.cde.ca.gov/ls/pf>

Council for Corporate and School Partnerships: <http://www.corpschoolpartners.org>

National Association of State Boards of Education: <http://www.nasbe.org>

PUPIL TRANSPORTATION SERVICE AGREEMENT BETWEEN

GUADALUPE UNION SCHOOL DISTRICT

AND

**SANTA BARBARA TRANSPORTATION CORP. dba STUDENT
TRANSPORTATION OF AMERICA**

On this 30th day of June 2018, the **GUADALUPE UNION SCHOOL DISTRICT** herewith called **"CUSTOMER"** and **SANTA BARBARA TRANSPORTATION CORP., dba STUDENT TRANSPORTATION OF AMERICA**, herewith called **"CONTRACTOR"** agree to the following:

1. To extend the Pupil Transportation Services Contract.
2. Except as stated herein or in any prior extensions, the existing contract terms and conditions will remain the same.
3. The term of this agreement is renewed for a period of one year to be effective **July 1, 2018** through **June 30th, 2019**
4. The rate for the one year period will be adjusted as follows:
 - a. For the 2018-2019 school year rates will be adjusted upward by 4.1% which is the Los Angeles area Consumer Price Index (CPI), May 2018.

IN WITNESS WHEREOF, the parties have caused this instrument to be duly executed the 29th day of June 2018.

**SANTA BARBARA TRANSPORTATION CORP. dba
STUDENT TRANSPORTATION OF AMERICA**

By: _____
Paul Okunewitch
Area General Manager

Date

GUADALUPE UNION SCHOOL DISTRICT

By: _____
Superintendent

Date

June 18, 2018

Ed Cora
Superintendent
Guadalupe Union School District
P.O. Box 788
Guadalupe, CA 93434-0788

Dear Mr. Cora,

On behalf of the School of Education, we thank you for welcoming Cal Poly teacher candidates into your schools for their clinical practice experience.

Due to new guidelines from the California Commission on Teacher Credentialing and updates to our workers' compensation policies, the *Field Experience and Student Teaching Agreement* has been edited.

Enclosed you will find two (2) copies of the 2018-2020 *Field Experience and Student Teaching Agreement* between your district and California Polytechnic State University, San Luis Obispo.

After necessary approvals and signatures have been obtained, please keep one copy for your records and return the second signed copy to:

Traice Muguira
School of Education
California Polytechnic State University
1 Grand Avenue, Bldg 02-120B
San Luis Obispo, CA 93407-0389

If you have any questions, please do not hesitate to contact our office at (805) 756-1503.

Again, thank you for your support of our teacher preparation program.

Sincerely,



J. Kevin Taylor, Director
School of Education

RECEIVED JUN 20 2018

CAL POLY SCHOOL *of* EDUCATION

Field Experience and Student Teaching Agreement



CAL POLY
School of Education

THIS AGREEMENT entered into by and between the State of California through the Trustees of The California State University on behalf of the State University, noted below, all of which are hereinafter called State University, and the School or School District, noted below, hereinafter called the School District:

WITNESSETH

WHEREAS, The School District is authorized to enter into agreements with the State University, to provide Field Experience and Student Teaching assignments to students enrolled in teacher and other educator preparation curricula of the State University; and

WHEREAS, any such agreement provides benefits to both parties in terms of the preparation of new, qualified teachers and other educators for California schools; and

WHEREAS, any such agreement will not provide for any payment for services rendered by the School District; and

WHEREAS, it has been determined between the parties hereto that State University will provide general liability insurance coverage on Teaching Candidates as outlined below;

NOW, THEREFORE, it is mutually agreed between the State University and the School District as follows:

SPECIAL PROVISIONS

The State University and the School District are as follows:

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

and

**Guadalupe Union School District
County of Santa Barbara**

The TERM of Agreement is from June 1, 2018 to June 30, 2020.

GENERAL TERMS

The District shall provide to State University students, Field Experiences and Student Teaching assignments in schools and classes of the District as set forth below. Such assignments shall be in schools or classes of the District, and under the direct supervision and instruction of employees of the District, as agreed upon by the District and the State University.

The matching of a Teacher Candidate to appropriate Field Experiences and Student Teaching assignments must be a collaborative process between the school district and the SOE program.

The District may, for good cause, refuse to accept for Field Experience or Student Teaching any student of the State University assigned in the District. Upon request of the District, the State University, with good cause, shall terminate the assignment of any student of the State University placed in the District. Good cause, as used herein, shall be determined by the District in its sole discretion, after conferring with the State University. Nothing in this Agreement shall be regarded as creating employment or employment rights for the involved students.

"Student Teaching" as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of qualified teaching personnel at the assigned school site.



"Field Assignments" as used herein and elsewhere in this agreement means observation and occasional participation in the duties and functions of classroom teaching, including special education; guidance counseling; administration; reading and literacy; and other curriculum and instruction under the direct supervision and instructions of employees of the District.

2. Patterns of Field Assignments and Student Teaching are outlined below:

Multiple Subject:

○ **Clinical Experience I (4 units):**

The 4 unit assignment consists of two full days per week for 10-11 weeks (or equivalent, subject to change depending on needs of the program or district).

○ **Clinical Experience II (8 units):**

The 8 unit assignment consists of three full days per week for 10-11 weeks (or equivalent, subject to change depending on needs of the program or district).

○ **Clinical Experience III (12 units):**

The 12 unit assignment consists of a five-day, full-day, field assignment for 10-11 weeks.

Single Subject:

○ **Clinical Experience I – Early Start/Practicum (4 units):**

The 4 unit assignment consists of approximately 15-20 hours per week, or equivalent, subject to change depending on needs of the program or district. Early Start begins when instruction commences at the school site and is typically 5 half days (3 hours) plus 5 additional hours to be determined by the CT and TC. Practicum begins when instruction commences at Cal Poly and is typically two full days per week.

○ **Clinical Experience II (8 units):**

The 8 unit assignment consists of five half days per week for 10-11 weeks (or equivalent, subject to change depending on needs of the program or district).

○ **Clinical Experience III (12 units):**

The 12 unit assignment consists of a five-day, full-day, field assignment for 10-11 weeks.

Special Education:

• **Field Experiences in Special Education (4 units):**

The 4-unit assignment consists of a blend of two full days per week at the Primary/Major Placement, and one full day per week at the Secondary/Minor placement (or equivalent, subject to change depending on needs of the program or district).

• **Special Education Student Teaching (8 units):**

The 8-unit assignment consists of five full days per week for 10-11 weeks.

Educational Leadership and Administration Placements:

• **Administrative Services Fieldwork (9 units):**

The 9-units will consist of three 10-11 week assignments. Assignments include supervised fieldwork in school administration for supervision at the elementary and secondary level and must involve some multicultural experience.

3. For Multiple Subject, Single Subject, Agriculture Education, and Special Education programs, the scope of Field Assignments and Student Teaching is significantly informed by the California Commission on Teacher Credentialing provisions outlined in the document "**Guidance on Clinical Practice and Supervision of Preliminary Multiple and Single Subject Teaching Candidates**" and by the **Cal Poly School of Education Clinical Practice Handbook**. By signing the Field

Assignment and Student Teaching Agreement, the District agrees to enable the Teacher Candidate to complete field experiences in line with state and program requirements, including:

- A minimum of 600 hours of supervised clinical experience in the field assignment setting, with at least 200 hours of “solo or co-teaching”.
- All experiences performed under the guidance and supervision of a Cooperating Teacher (unless approved and guided by the SOE, or as part of an established substitute teaching policy).
- Appropriate activities for field assignments and student teaching include: observations of classroom teaching (in classrooms selected or approved by the SOE); guided and supervised teaching of whole class, small groups, or other direct contact with students; co-planning time with the Cooperating Teacher for lessons that the candidate will deliver; working with Cooperating Teacher to grade, analyze student work, reflect on lessons, or plan for the needs of individual students; engaging with professional learning communities, grade level, and department meetings.
- Ineligible activities for field assignments and student teaching include: supervision of extracurricular activities.
- Required “solo or co-teaching” includes activities in which the Teacher Candidate is substantially involved in planning or co-planning lessons, delivering lessons, and assessing or grading student work. The Candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record.
- Placements must provide the candidate with experiences that allow him or her to practice and acquire the knowledge and skills included in the Teacher Performance Expectations (TPEs).
- Placements must provide the candidate with experiences implementing curriculum that is aligned with California’s adopted content standards and frameworks.
- Placements must provide the candidate with significant exposure to school settings that reflect the full diversity of California public schools, including: robust support for students from a variety of language backgrounds; inclusiveness for students with disabilities; and (to the extent possible) socioeconomic and cultural diversity.
- Placements must be with a qualified Cooperating Teacher who holds a clear California teaching credential in the subject area being taught; has at least 3 years of experience; and possesses knowledge of the California Standards for the Teaching Profession, as well as current trends and best practices in education. The Cooperating Teacher must be available to participate in 10 hours of initial orientation to SOE programs, effective supervision, adult learning theory, and instructional practices.
- Placements must have a fully qualified site administrator who holds at least a preliminary administrative services credential.
- Placements must provide the candidate with support to complete required Clinical Practice Observations and the Teacher Performance Assessment (edTPA). This may include supporting the candidate in evidence gathering and video capture, and support for obtaining media releases and permissions.

4. A single assignment of a student of the State University to Field Experience or Student Teaching in schools or classes of the District shall be, at the discretion of the State, for approximately 10-11 weeks (18 weeks for Agriculture or designated programs). Student may be given more than one assignment by the State University in such schools or classes within the same District.

The assignment of a student of the State University to Student Teaching in the District shall be deemed to be effective for purposes of this agreement no later than the first date of each State University quarter, or secondary school semester for Agriculture or designated programs.

5. The signed Field Assignment and Student Teaching Agreement will be returned by the District to the State University no later than June 1 of the current year.

LIABILITY INSURANCE & WORKERS' COMPENSATION

1. The State University shall take out and maintain a "claims-made" policy of general liability and professional liability insurance (including personal injury with limits not less than \$1 million per loss and damage to property of others up to \$5,000 per incident), with extended reporting period of three (3) years, covering Teaching Candidates, and naming School District as an additional named insured under such insurance policy or policies. Further, State University agrees to maintain professional and comprehensive general liability insurance, with no exclusion for molestation or abuse, at a minimum of Five Million Dollars (\$5,000,000) per occurrence and Twenty-Five Million Dollars (\$25,000,000) in aggregate throughout the course of this Agreement.

Further, State University shall provide written notice that should any of the above described policies be cancelled before the expiration thereof, notice will be delivered in accordance with the policy provisions. State University also agrees to maintain statutory Workers' Compensation coverage on Student Teachers, any individuals characterized as employees of State University and instructors working at School District pursuant to this Agreement at all times during the course of this Agreement.

State University shall provide certificates evidencing all coverage referred to in this Section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis. If the coverage is on a claims-made basis, State University hereby agrees that not less than thirty (30) days prior to the effective date of termination of State University's current insurance coverage or termination of this Agreement, State University shall either purchase three (3) year tail coverage per claim or provide proof of continuous coverage in the above stated amounts for all claims arising out of incidents occurring prior to termination of State University's current coverage or prior to termination of this Agreement, as applicable, and provide District a certificate of insurance evidencing such coverage.

The State University is permissibly self-insured through the State of California for automobile liability.

The School District shall be named as an additional insured or covered party on the liability coverages maintained by the State University set forth above, and such coverages shall be primary to any coverages maintained by the School District. Limits of liability for each type of liability coverage shall be at least \$1 million per claim per occurrence/ \$2 million aggregate.

2. The Parties agree that the School District is not to assume, nor shall it assume by this Agreement any liability under the California Workers' Compensation Insurance and Safety Act for, by or on behalf of any Teaching Candidate or State University employees while they are on the premises of the School District or while performing any duty whatsoever under the terms of the Agreement or while going to or from any of the internship placement sites. State University shall provide written notice to each Teaching Candidate regarding the lack of coverage of Workers' Compensation insurance by the District.

3. State University shall defend, indemnify and hold School District and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officials, agents, or employees.

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

CAL POLY SCHOOL *of* EDUCATION

Field Experience and Student Teaching Agreement



CAL POLY
School of Education

ADDITIONAL PROVISIONS

1. Nothing contained in this Agreement shall be deemed or construed to create a joint venture, partnership, principal-agent or employment relationship between the parties and neither party shall have the authority to bind the other party for any purpose.
2. This Agreement and the rights and obligations of the parties shall be governed and construed by the laws of the State of California. Any lawsuit concerning or arising out of this Agreement shall be venued in the county in which the School District is located.
3. This Agreement supersedes all prior and contemporaneous agreements and understandings between the parties, both oral and written, with respect to its subject matter and constitutes the complete agreement and understanding between the parties, unless modified in a writing executed by both parties.
4. In the event of a dispute between the parties arising from this Agreement, the parties agree to mediate the dispute before initiating litigation. The Parties agree that with regard to any dispute or claim related to this Agreement, prior to the initiation of a lawsuit or other legal action, they shall and must, in good faith, submit the claim or dispute to mediation with any mutually agreeable neutral. The costs of the neutral will be split equally between the Parties. The prevailing party shall be entitled to recovery from the losing party the prevailing party's reasonable expenses (fees and costs) incurred in the lawsuit or legal action as allowed by law.
5. If any provision of this Agreement is determined to be invalid or unenforceable, that provision shall be amended to achieve as nearly as possible the same effect as the original provision, and the remainder of this Agreement shall remain in full force and effect.
6. No delay or failure by either party to act in the event of a breach or default hereunder shall be construed as a waiver of that or any succeeding breach or a waiver of the provision itself.
7. This Agreement may be executed in any number of counterparts, each of which shall be an original as against any party whose signature appears and all of which together shall constitute one and the same instrument.
8. Notwithstanding any other provisions of this agreement, the State University shall not be obligated by this agreement to pay the District any amount for any other services rendered.

STATE OF CALIFORNIA

Trustees of the California State University

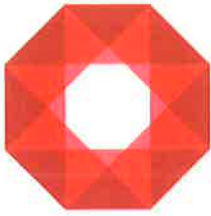
By _____

Dr. J. Kevin Taylor, Director
School of Education
College of Science and Mathematics

Guadalupe Union School District
County of Santa Barbara

By _____

Ed Cora
Superintendent




ALL CITY MANAGEMENT SERVICES

Amendment to Agreement between All City Management Services, Inc. and the Guadalupe Union School District for providing School Crossing Guard Services

The **Guadalupe Union School District** hereinafter referred to as the "City", and **All City Management Services, Inc.**, located at 10440 Pioneer Blvd., Suite 5, Santa Fe Springs, CA 90670, hereinafter referred to as the "Contractor", mutually agree to amend the existing Agreement entered into on August 8, 2015 as follows:

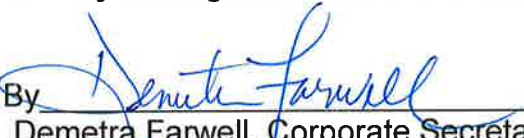
1. **Item #1** The District and the Contractor agree to extend the term of this Agreement for the 2018-2019 fiscal year beginning July 1, 2018 through June 30, 2019.
2. **Item #15** The District agrees to pay Contractor for services rendered pursuant to the Agreement the sum of Nineteen Dollars and Eighty-Three Cents, (\$19.83) per hour of guard service provided. It is understood that the cost of providing Two Thousand, One Hundred and Sixty (2,160) hours of service shall not exceed Forty-Two Thousand, Eight Hundred and Thirty-Three Dollars (\$42,833.00).
3. Except as provided for in Item #1 and Item #15, all other terms and conditions of the original Agreement and Amendments thereto between the District and the Contractor remain in effect.

Guadalupe Union School District

By 
Signature

Emilio M. Handall, Superintendent
Print Name and Title

All City Management Services, Inc.

By 
Demetra Farwell, Corporate Secretary

Date _____

Date: April 16, 2018

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Contact Name and Title

Email and Phone

Guadalupe Union School District

Ed Cora, Superintendent

edcora@gusdbobcats.com
(805) 343-2114

2017-20 Plan Summary

The Story

Our mission statement:

"The Guadalupe Union School District will provide each student the academic, social and technological skills that will assist them in becoming high school graduates, as well as, college and career ready. In collaboration with parents and community, the district will assist students in becoming independent thinkers, lifelong learners, and responsible, productive members of society in a nurturing, family-style atmosphere."

The Guadalupe Union School District (GUSD) is a K-8 district located on the beautiful California Central Coast, approximately 70 miles north of Santa Barbara and 32 miles south of San Luis Obispo. The city which is situated in the northwest section of Santa Barbara County has a population of approximately 7,000 residents. A new housing development has begun construction with an expected 800 homes. This will greatly increase our need for a third school bringing an estimated 560 additional students. In 2015, Guadalupe citizens approved two bond measures, M and N, which will be used to improve infrastructure, build new classrooms, a gymnasium, and provide much needed technology. Guadalupe is located in the rural agricultural section of the greater Santa Maria Valley. Agriculture is the biggest industry in and around the city.

Enrollment in October 2017 was 1,291 students in transitional kindergarten through 8th grades. The District serves families of Guadalupe as well as families from the neighboring farms and ranches. Approximately 4% of our students come from migrant families. The student population is 96.8% Hispanic, 1.72% White, 0.47% Black, 0.55% Asian and 0.23% American Indian or Alaska Native, 0% Pacific Islander and 0.23% Other. 92% of students are socioeconomically disadvantaged. There are five (5) foster youth.

There are a number of changes anticipated in the 2018-19 school year. There will be a new Superintendent and Assistant Superintendent of Curriculum and Instruction. There will be a reconfiguration of grade spans at the schools due to the completion of a new building at Kermit McKenzie Intermediate School which will provide eight additional classrooms. Mary Buren Elementary will provide services for students in Transitional Kindergarten through grade four. Kermit McKenzie Intermediate will provide services for students in fifth

through eighth grades. In addition, the District and Little House by the Park are restructuring the partnership to support students and families.

LCAP Highlights

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

The five LCAP goals were created based on the GUSD School Board's vision:

1. Student achievement, as based on State and local targets, will increase.
2. School environment will be well maintained, sustainable, safe, welcoming and used by the community.
3. Student participation in technology related College & Career Ready (CCR) and 21st Century Skills programs will increase.
4. Student understanding and demonstration of positive societal values will increase.
5. Parents, schools and community will work as partners to ensure students reach their full potential as global leaders of tomorrow.

GUSD continues to work towards consistent implementation of the Common Core State Standards curriculum supported by concentrated professional development and will implement the newly adopted Social Studies curriculum in Fall 2018 and pilot Science curriculum in Spring 2019.

Intervention is one of several on-going priorities to all stakeholders to increase academic achievement. Based on feedback from stakeholders and data analysis, the Summer School Academy for 2018-19 has been limited to transitional kindergarten, kindergarten and Extended School Year (ESY) for students receiving special education services.

The District successfully completed its first year of Special Education Pre-School with 7 students enrolled and receiving speech and language services and 8 additional students receiving only speech and language services.

Facilities will continue to be upgraded and remain safe and welcoming to the public. A new 8-classroom building will be completed this summer and 5th grade students will be moved to what will now be called Kermit McKenzie Intermediate School instead of junior high.

We completed our goal of 1 to 1 technology, or "One-to-Web," to better prepare students for the Smarter Balanced Assessment Consortium (SBAC) and next generation skills.

A strategic plan was created for the 2018-19 school year to assist the District in meeting the LCAP goals. Stakeholders provided input focusing on increasing student achievement and parent involvement (LCAP Goals One and Five). The strategic plan will guide the District with its priorities for the upcoming year.

Guadalupe Union School District Strategic Plan Summary

Mission: The Guadalupe Union School District will provide each student the academic, social and technological skills that will assist them in becoming high school graduates, as well as, college and career ready. In collaboration with parents and community, the district will assist students in becoming independent thinkers, lifelong learners, and responsible, productive members of society in a nurturing, family-style atmosphere.

Guadalupe Union School District (GUSD) uses its Local Control and Accountability Plan (LCAP) as a strategic planning tool—to provide direction and monitor results. The five LCAP goal areas*, along with high leverage strategies are as follows:

Goal Area 1: Student Achievement

- Fully implement English language arts, math, social studies and science State Standards at all grade levels.
- Provide professional development on student assessments and data analysis to evaluate learning and enhance instructional strategies.
- Implement specific services to promote the academic growth of ALL student groups.

Goal Area 2: School Environment

- Ensure clean, adequate and safe facilities.
- Coordinate training for all staff to monitor student and staff safety.
- Provide staffing to promote a positive and productive learning environment for the whole-child.

Goal Area 3: College & Career (CCR) and 21st Century Skills

- Maintain 1:1 device environment with appropriate staffing to support student access to the internet and learning software applications.
- Ensure district-wide access to high-speed internet.
- Offer professional development on strategies to enhance the use of technology as a teaching tool.

Goal Area 4: Positive Societal Values

- Utilize programs and strategies to promote character development (*e.g. Steps to Respect K-5, Second Step 7-8, Anti-Bullying, and Restorative Justice*).
- Provide and promote student participation in athletic, educational, and/or visual and performing arts programs.
- Schedule presentations and field trips to expand student knowledge of local and culturally diverse communities.

Goal Area 5: Parent, Family, and Community Engagement

- Supply guidance and instruction to parents and families on methods that promote academic achievement.
- Furnish and support opportunities for parent and family social and school community-building events.

- Implement multiple methods of communication to parents and guardians regarding academic progress and school activities.

*To see the LCAP in its entirety, please go to [insert link to LCAP here].

Guadalupe Union School District Strategic Plan Summary

GUSD will increase its level of focus for two subareas: 1. Intervention/Enrichment (part of the Academic Achievement goal) and 2. Parent Engagement (part of the Parent Involvement goal). Strategies for subareas were developed based on input from stakeholder focus groups (i.e. Board of Trustees, teachers, classified staff, parents, students and community members) from March - April 2018. These strategies will be the focus of additional improvement work for the 2018-19 school year, with the possibility of continued work based on the results of ongoing monitoring.

Focus Area: Student Achievement—Enrichment and Intervention

Start Date	Sub Area Strategies	Success Criteria	Person(s) Responsible
8/2018	Provide differentiated instruction and support to all students at all grade levels.	Completion of District Observation forms.	Principals, Assistant Superintendent
8/2018	Implement push-in intervention model to provide support for students at all grade levels.	Number of push in intervention hours at each grade level (base year).	Principals, Assistant Superintendent
8/2018	Offer higher-level English language arts and mathematics courses at multiple grade levels.	Class enrollment and course completion.	Principals, Assistant Superintendent
8/2018	Provide newcomer support at both school sites.	Increase in ELPAC scores.	Principals, Assistant Superintendent
8/2018	Reduce average class sizes in grades 4-8 to less than current class size average.	Class enrollment reports documenting decrease.	Principals, Assistant Superintendent
8/2018	Celebrate student success by multiple methods.	Documentation of monthly and biannual student recognition activities reported in regular Board meetings.	Principals
8/2018	Increase after-school activities (i.e. academic, athletic and visual and performing arts).	Documentation of activities and participation counts reported in regular Board meetings.	Principals

Focus Area: Parent, Family, and Community Engagement—Effective Engagement Practices

Start Date	Sub Area Strategies	Success Criteria	Person(s) Responsible
-------------------	----------------------------	-------------------------	------------------------------

8/2018	Increase the number of parent/family focused school activities (i.e. Math Night, Science Fair, Language classes).	Increase number of events and document participation.	Principals Superintendent
8/2018	Increase parent and community volunteers at all school sites.	Increase in number of qualified volunteers over 2017-18.	Principals Superintendent
8/2018	Provide interpretation, refreshments and childcare at ALL meetings.	Calendar events with interpretation, refreshments and childcare services.	Principals, Assistant Superintendent, Superintendent
8/2018	Develop a communication plan to ensure parents/families understand and have access district and school programs. Provide clear details in ALL parent communications.	Complete development of communication plan by August 2018 and post to district website and begin immediately.	Superintendent

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 proudest 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

Students with disabilities increased their SBAC math scores by 13.4 points (orange) and English language arts (ELA) scores by 10.4 points (orange). The intermediate school English learners scored 85.9 points, very high (blue) on progress towards proficiency.

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

The greatest need throughout the District is to increase student achievement. The State testing scores or SBAC scores for ELA and math are in the "very low" status or red zone for all students; except those for

students with disabilities which are orange and English learner progress was measured in medium status. The District plans to continue with the intensive SBAC test practice for all students, increase intervention services, provide additional newcomer support, and augment our designated ELD time at the elementary school with new supplemental curriculum.

GUSD	Performance	Status	Point Change
ENGLISH LANGUAGE ARTS			
ALL Students (grades 3-8)	RED	Very Low 73.8 points below level 3	Maintained -1.7
English Learners	RED	Very Low 85.4 points below level 3	Maintained -1.3
Socioeconomically Disadvantaged Students	RED	Very Low 75.2 points below level 3	Maintained -1.4
Students with Disabilities	ORANGE	Very Low 109.2 points below level 3	Increased +10.4
Hispanic Students	RED	Very Low 74.6 points below level 3	Maintained -1.4
MATHEMATICS			
ALL Students (grades 3-8)	RED	Very Low 106.6 points below level 3	Maintained -1.4
English Learners	RED	Very Low 115 points below level 3	Maintained -1.1
Socioeconomically Disadvantaged Students	RED	Very Low 108.3 points below level 3	Maintained -1.8
Students with Disabilities	ORANGE	Very Low 130.1 points below level 3	Increased +13.4
Hispanic Students	RED	Very Low 107.3 points below level 3	Maintained -1.2
ENGLISH LEARNER PROGRESS			
ALL Students (1-8)	YELLOW	Medium 68.6	Maintained -0.4%
SUSPENSION RATE (K-8)			
ALL Students	ORANGE	High 5.3%	Maintained +0.2%
English Learners	ORANGE	High 4.9%	Increased +0.3%
Socioeconomically Disadvantaged Students	ORANGE	High 5.3%	Increased +0.3%
Students with Disabilities	ORANGE	Very High 7.4%	Declined -0.3%
Hispanic Students	ORANGE	High 5.4%	Maintained +0.2%

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

Not applicable.

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.

Increased or Improved services

Since 92% of the students are unduplicated, all increased services target all students. Four community liaisons, two newcomer instructional assistants, two outreach consultants, an intermediate school dean of students, a Pupil Services Director and Assistant Superintendent of Curriculum and Instruction are all committed to increasing academic success of our at-risk students.

The completion of the One-to Web initiative will make a positive impact on student learning as they embrace Common Core practice and learn how to navigate the difficult Smart Balance Assessment (SBAC) tests, through interim assessments.

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

\$ 16,356,132

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

\$ 14,526,338

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.

Instructional Supplies	\$295,794
Prop 39 – Clean Energy Jobs Act	\$230,000
Professional Services (Legal, advertising, etc.)	\$233,000
Stipends, Coaches and Extra Hours	\$220,000
Substitute Teachers	\$180,000
PARS Contributions (Retirement System)	\$145,000
Equipment	\$140,000
Site Support Services	\$95,000
Professional Development	\$80,000
Donor Funds	\$76,000
Furniture / Desks	\$75,000
TOTAL 2018-19	\$1,769,794

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 13,782,007

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 1

Student Achievement, as measured by State and local targets, will increase.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4 & 8

Local Priorities: (1) Appropriately Assigned Teachers; (2) Access to Curriculum-Aligned Instructional Materials

Annual Measureable Outcomes

Expected

Actual

62.1 points below level 3 in SBAC ELA as indicated on the California Accountability Dashboard.

District maintained with a slight drop of 1.7 points to 73.8 points below level 3 (red).

95.1 points below level 3 in SBAC Math as indicated on the California Accountability Dashboard.

District maintained with a slight drop of 1.4 points to a 106.6 points below level 3(red).

91 points below level 3 in SBAC ELA for ELs as indicated on the California Accountability Dashboard.

District ranked at very low, with a drop of 12.6 points to a 113.6 points below level 3.

114.9 points below level 3 in SBAC Math for ELs as indicated on the California Accountability Dashboard.

District ranked at very low, with a drop of 10.2 points to a 135.1 points below level 3.

100% of teachers with appropriate credentials.

District maintained 100% of teachers with appropriate credentials.

Sufficient textbooks for all students.

District maintained sufficient textbooks for all students.

Expected

Actual

Standards aligned ELA and Math Curriculum, Social Studies pilot	Standards aligned ELA and math curriculum, Social Studies pilot
56.1% of ELs making one year of progress.	District ranked at medium, with a drop of 0.4 points to a 68.6 points below level 3 (yellow).
22.3% less than 5yr ELs attaining proficiency and 46% LTELs also attaining proficiency.	No data available due to changes from California English Language Development Test (CELDT) to English Language Proficiency Assessment for California (ELPAC) and testing period from Fall to Spring.
The Junior High will create benchmarks in Language Arts and Math aligned with standards and curriculum. We will create Science and Social Studies task forces. The Social studies task force will work toward adoption of the new Social Studies curriculum. We will use districtwide AVID strategies to help students achieve the standards.	The intermediate school began using SBAC interim assessments this year. A Social Studies task force piloted a new curriculum. District wide AVID strategies were used to help students meet standard.
All EL students have access to the core courses of Math, Social Studies, Science, ELA and PE.	All EL students have access to the core courses of Math, Social Studies, Science, ELA and Physical Education (PE).
21 students receive less than a 2.0 GPA in 8 th grade.	As of third quarter progress reporting, 40 students received less than a 2.0 grade-point average (GPA) in 8 th grade.

Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Maintain competitive salary schedules with neighboring districts, to appropriately assign fully credentialed teachers in all subject areas to provide the best pedagogy available to students.	District maintained competitive salary schedules with neighboring districts, to appropriately assign fully credentialed teachers in all subject areas to provide the best pedagogy available to students.	1000/3000: Unrestricted \$4,424,524.55 1000/3000: Supplemental & Concentration \$1,091,985.80	1000-3000: Unrestricted \$4,373,338 1000-3000: Supplemental & Concentration \$1,630,496

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. A primary intervention teacher will work with 1 st and 2 nd grade students at risk of falling behind in reading.	An intervention teacher worked with students at risk of falling behind in reading.	1000/3000: Special Education \$879,712.38	1000-3000: Special Education - \$780,913
3. 16 full and part-time instructional support positions in Special Education, DBE and kindergarten will assist with lower achieving students.	16 full and part-time instructional support positions in Special Education, Developmental Bilingual Education (DBE) and kindergarten assisted with lower achieving students.	1000-3000: Title II \$80,808.47 2000/3000: Education Protection Acct \$30,813.30 2000/3000: Title I \$74,493.27 2000/3000: Special Ed-IDEA \$120,051.63 2000/3000: Title III \$39,926.25 2000/3000: Special Ed \$303,217.22 2000/3000: Mental Health \$36,512.18	2000/3000: Education Protection Acct \$33,135 2000/3000: Title I \$94,881 2000/3000: Special Ed-IDEA \$125,789 2000/3000: Title III \$41,394 2000/3000: Special Ed \$309,070 2000/3000: Mental Health \$37,243
4. A 1.0 FTE district certificated librarian assists with professional collaboration prep time, the outdoor learning grant app, and has created a "Makers Space" at Mary Buren Elementary.	1.0 FTE district certificated librarian supports student learning and access to printed literature. Weekly library and information skills lessons were provided. as well as assistance with professional	1910/3000: Supplemental & Concentration \$106,141.57	1910/3000: Supplemental & Concentration \$97,049

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	collaboration prep time. Oversees the Lego Maker Space.		
5. 8.5 FTE classified office positions maintain daily operations.	8.5 FTE classified office positions maintained daily operations.	2000/3000: Unrestricted \$559,577.74 2000/3000: First Five \$55,769.74	2000/3000: Unrestricted \$556,308 2000/3000: First Five \$56,271
6. 7.0 FTE administrators oversee and run the schools and district (1-Superintendent, 2-Principals, 1-Assistant Principal, 1-Director of Educational Services, 1-Dean of Students, 1-Chief Business Official, 1-After-School Safety Coordination and 1- Family Services Center Coordinator.	9.0 FTE administrators oversee and run the schools and district (1-Superintendent, 2-Principals, 1-Assistant Principal, 1-Director of Educational Services, 1-Dean of Students, 1-Chief Business Official, 1-After-School Safety Coordination and 1- Family Services Center Coordinator.	1000/3000: Unrestricted \$1,026,225.50 1000/3000: Supplemental & Concentration \$202,671.80 1000/3000: Special Education \$107,096.65 2000/3000: Family Services Grant \$100,494.67	1000/3000: Unrestricted \$1,017,173 1000/3000: Supplemental & Concentration \$89,840 1000/3000: Special Education \$101,532 2000/3000: Family Services Grant \$0
7. A support teacher position in an off-site grant funded migrant preschool position assists migrant Pre-K students.	Provided a support teacher position at Riverview Pre-School as part of a Community Action Partnership-SLO. April – October 2017.	5800: Supplemental & Concentration \$15,000	5800: Supplemental & Concentration \$21,816
8. Fully implement (use of all resources) the new State standards aligned ELA and math curriculum at all grade levels, TK-8 for all teachers. Pilot and adopt social studies materials.	Fully implemented (use of all resources) the new State standards aligned ELA and math curriculum at all grade levels. Piloted Social Studies curriculum (Spring 2018)	4110: Supplemental & Concentration \$275,000 4110: LCAP Base Grant	4110: Supplemental & Concentration \$181,474 4110: LCAP Base Grant

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		\$83,000	\$47,178
		4110: Lottery-Restricted \$20,000	4110: Lottery-Restricted \$67,837
		5835: Lottery \$28,917	5835: Lottery \$645
9. Academic task force committees work on researched based instructional strategies, teaching materials, pacing guides, and scope and sequences.	Academic task force committees worked on researched based instructional strategies, teaching materials, pacing guides, and scope and sequences at the elementary school.	1000/3000: Supplemental & Concentration \$6,400	1000/3000: Supplemental & Concentration \$5,736
10. Test prep for all students on the California Assessment of Student Performance and Progress (CAASPP) improves knowledge of test taking on a computer.	Test prep for all students on the California Assessment of Student Performance and Progress (CAASPP) improved knowledge of test taking on a computer.	No budget. Action included in instructional day.	No budget. Action included in instructional day
11. The regional SELPA will provide additional services to students with disabilities, SWD, as adaptive P.E., speech therapy, etc.	The regional SELPA provided additional services to students with disabilities (SWD). These included but were not limited to occupational therapy, hard of hearing and mental services.	5800: Special Ed-IDEA \$29,000	5800: Special Ed-IDEA \$26,000
		5800: Mental Health \$18,000	5800: Mental Health \$15,778
12. A 1.0 FTE psychologist will work with Child Find compliance, Sp Ed assessment services, SS, Professional development and crisis prevention intervention.	1.0 FTE psychologist worked with Student Study Teams (SST), and provided professional development and crisis prevention intervention.	1000/3000: Supplemental & Concentration \$134,728.82	1000/3000: Supplemental & Concentration \$125,178
13. A 1.0 FTE Coordinator of Pupil Services supervises and supports special	1.0 FTE Coordinator of Pupil Services supervised and supported special education and health services staff.	1000/3000: Special Education \$107,096.72	1000/3000: Special Education \$101,531

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
education staff, nurse, truancy, suspensions, and expulsions.	Monitored student truancies, suspensions, and expulsions.	1000/3000: Supplemental & Concentration \$45,898.59	1000/3000: Supplemental & Concentration \$50,523
14. Provide a tiered intervention system for all students (K-8) in need of strategic or intensive intervention in ELA and/or Math to include universal screening.	Intervention was limited to reading at the primary grades. Reading and math interventions occurred at the intermediate school.	1000/3000: Title II \$104,834.81	1000/3000: Title II \$58,263
15. Summer Academy (TK-8) with a program that is focused on closing the achievement gap, will provide enrichment, and prepare students for the upcoming school year. This will include AVID Excel Bridge.	Summer Academy (TK-8) with a program that is focused on closing the achievement gap, provided enrichment, and prepared students for the upcoming school year. This included AVID Excel Bridge.	1000/3000: Supplemental & Concentration \$21,549.40 1000/3000: Education Protection Acct \$3,355.23 1000/3000: Title I \$61,166.73 1000/3000: Title I – Migrant \$3,611.80	1000/3000: Supplemental & Concentration \$20,876 1000/3000: Education Protection Acct \$2,803 1000/3000: Title I \$53,588 1000/3000: Title I – Migrant \$3,799
16. Teachers and principals monthly instructional rounds and informal observations focused on instructional practices for ELs will be supported with release time.	No formal structure was created for instructional rounds or informal peer observation.	1000/3000: Supplemental & Concentration \$19,000	1000/3000: Supplemental & Concentration \$0
17. After School tutoring will help students having difficulties in reading and math.	After school tutoring helped students with difficulties in reading and math at the intermediate school.	1000/3000: Title I \$36,000	1000/3000: Title I \$14,729

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			1000/3000: Supplemental & Concentration \$8,261
18. Fully implement the most recent SBE approved ELD curriculum (TK-8).	The most recent State Board of Education (SBE) approved English Language Development (ELD) curriculum (TK-8) was implemented at the Intermediate School.	4110/5835: Unrestricted-Instructional Supplies; Lottery-Restricted; Tier III-Immigrant Education; Title III-Limited English Proficient \$5000	4110/5835: Unrestricted-Instructional Supplies; Lottery-Restricted; Tier III-Immigrant Education; Title III-Limited English Proficient \$3,079
19. Follow all SBE instructional time requirements including ELD instruction and intervention times.	District followed all SBE instructional time requirements including ELD instruction and intervention times at the intermediate school and partially at the elementary school.	No budget. Action included in instructional day.	No budget. Action included in instructional day
20. The AVID District Director will provide PD to teachers, invited guest teachers, and paraprofessionals on AVID/SDAIE strategies for all teaching staff to ensure effective research-based instructional strategies in core content areas.	The AVID District Director provided professional development (PD) to teachers, and paraprofessionals on AVID/SDAIE strategies for all teaching staff to ensure effective research-based instructional strategies in core content areas.	1000/3000: Supplemental & Concentration \$68,667 1000/3000: Lottery-Unrestricted \$3,500 1000/3000: Title I \$85,497 1000/3000: Title II \$2,304.85 1000/3000: Title III-Limited English Proficient \$13,733.19	1000/3000: Supplemental & Concentration \$23,859 1000/3000: Lottery-Unrestricted \$10,335 1000/3000: Title I \$81,699 1000/3000: Title II \$3,822 1000/3000: Title III-Limited English Proficient \$18,980

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		5220: Travel & Conference \$25,000	5220: Travel & Conference \$0
21. Provide In-service on the ELPAC and EL reclassification process.	In-services on the English Language Proficiency Assessments for California (ELPAC) and (EL) reclassification process was provided.	No budget; included in 1.20.	No budget; included in 1.20.
22. Place students in ELD classes, with no more than two CELDT levels, based on multiple measures. Reassess these students on a regular basis.	Placed students in ELD classes, with no more than two CELDT levels, based on multiple measures.	No budget. Action included in instructional day.	No budget. Action included in instructional day
23. PD for teachers, invited guest teachers, and paraprofessionals will focus on effective strategies and understanding of the unique challenges of foster youth.	Individual support was provided to foster youth by Outreach Consultants and Administrators. PD was not provided.	No budget; included in 1.20.	No budget; included in 1.20.
24. Needed support will be provided to identified foster youth.	Foster Youth were provided support and services on an individual basis.	No budget; included with staffing.	No budget; included with staffing.

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.

Students were taught by fully credentialed teachers. Students received academic support in a number of ways. Instructional support was provided in special education, developmental bilingual education and to primary students who were behind in reading. Students had access to after school tutoring, a summer academy where AVID was offered, and test preparation for improving student capacity on the state computer based

assessments. The educational program was based on curriculum that is based on new State standards and supported by a tiered intervention system to provide intensive intervention to the students with the greatest needs.

The District provided a full-time psychologist, certificated librarian and a support teacher for migrant pre-K students.

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

According to the California Dashboard for Accountability, on the SBAC English Language Arts assessment, the District had 73.8 as distanced from level 3 for all students (red), 75.2 for socio-economically disadvantaged (red), 85.4 for ELs, and 109.2 points for students with disabilities(orange). On the SBAC Math assessment, the District had 106.6 as distanced from level 3 for all students (red), 108.3 for socio-economically disadvantaged students(red), 111.5 for ELs and for 130.1 for students with disabilities(orange). While these decreases were very slight, less than 2 points, the District was considered to have maintained its scores. For SWD we increased in ELA by 10.4 and math by 13.4.

The District attributes this maintenance to improved curriculum, professional development, and increased use of technology. The District continues to offer professional development on utilization of technology in the classroom, sustaining our 1-to-web technology environment and our Professional Learning Communities.

Principals plan to have a more concrete system for performing instructional rounds with staff and intervention remains a District target.

The District maintains a stable staff on certificated teachers and paraprofessionals. With minimum turnover, the instructional programs are able to continue with positive momentum.

As of June 2018, there were 137 students who received special education services and 15 students with services pending. SPED services range from special day and resource classes, speech and language, adaptive physical education (APE). There were 129 students who received reading intervention at Kermit McKenzie and 140 at Mary Buren. There were 34 students in Transitional Kindergarten. There were 340 students in the 2017 Summer School Academy (TK-8), There were 163 students in the After School Education and Safety program and 7 students in the new Special Education Pre-School. All students received library services.

Foster youth were supported on an individual basis since there are five (5) foster youths in the District.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: The Unrestricted amount was under budgeted by \$300,000 in the LCAP. Actuals for 2016-17 where \$1,339,428 without benefits. The Supplemental & Concentration amount did not include benefits. In Special Education, there were 2.0 FTE included in the budget but positions were filled at less than half-time.

Action 2: The State Title II allocation was reduced.

Action 3a: Budget did not include benefits.

Action 6: The Supplemental and Concentration budget included Director of Pupil Services but that was moved to a different goal. The Estimated Actual only reflects the Family Services Coordinator. The Family Services Grant was not used to for coordinator salary.

Action 7: Under budgeted.

Action 8: The Supplemental & Concentration budget included adoption of social studies curriculum but there was no adoption in 2017-18. The increase in Estimated Actual Expenditures in Lottery-Restricted in due to expenses or DBE and EL curriculum rather than from Supplemental & Concentration funds. The was a reduction in Lottery allocation.

Action 17: After school tutoring was offered at intermediate school but was budgeted for both sites.

Action 20: Supplemental & Concentration was budgeted to include a higher portion on AVID Director's compensation that Actual Expenditure. Lottery and Title III funds were used to provide professional development including Ed Tech Team presentations and Readers and Writers Workshops. Travel and conference expenses were paid using Lottery funds rather than EPA funds.

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.

Actions 7, 10, 19, 21, 22, 23 & 24 were removed since no dollar amounts were budgeted for these items. The actions/services continue to occur within our system. An instructional assistant to assist newcomers at the elementary school (Action 2) will be added in 2018-19. The primary school intervention teacher is moving into a classroom and the District is changing to a push-in model for the remaining intervention teacher at the elementary school. The District is evaluating the use of Wonders ELD supplemental curriculum to focus on designated ELD at the elementary level. The District believes that intensive focus on SBAC interim assessment practice will help students achieve a higher rate of academic success.

Goal 2

School environment will be well maintained, sustainable, safe, welcoming and used by the community.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, & 6

Local Priorities: (1) Providing additional classrooms due to increasing enrollment; (2) Safety of students, staff, and community will be a priority for the District.

Annual Measureable Outcomes

Expected	Actual
Positive staff responses on the Facilities/Environment Survey	The survey was not provided.
82% of 5 th grade students will feel very safe at school as measured by the CHKS.	California Healthy Kids Survey (CHKS) was not conducted. Survey is conducted biennially.
70% of 5 th grade students will report high levels of caring relationships with an adult at school.	Survey not conducted. Survey is conducted biennially.

Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. The Operations Department will maintain safe, clean and inviting facilities and provide appropriate transportation, including crossing guards and campus safety personnel.	The Operations Department maintained safe, clean and inviting facilities and provided appropriate transportation, including crossing guards. Campus safety personnel was provided through site funding.	2000/3000: Education Protection Acct \$605,285.48	2000/3000: Education Protection Acct \$610,690
2. Utilities, maintenance and other operational costs will maintain a safe and welcoming environment.	Utilities, maintenance and other operational costs maintained a safe and welcoming environment.	\$884,714 Actual Budget = \$575,000 2000/3000: Education Protection 4000/5000/6000: Ongoing & Major Maintenance	\$505,486 2000/3000: Education Protection \$610,690 4000/5000/6000: Ongoing & Major Maintenance \$472,952

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Transportation services, such as fuel, vehicles, repairs, etc. will keep students and staff safe.	Transportation services, such as fuel, vehicles, repairs, etc. kept students and staff safe.	2000/3000/4000/5000: Education Protection Acct \$117,158.50	2000/3000/4000/5000: Education Protection Acct \$122,230
4. A five year asphalt maintenance plan will keep students and staff safe on the playgrounds.	Five year asphalt maintenance plan was completed.	6000: Deferred Maintenance \$36,000 6000: Capital Projects \$76,000 5000: Redevelopment- Restricted for Facilities \$70,000	6000: Deferred Maintenance \$18,954 6000: Capital Projects \$144,825 5000: Redevelopment- Restricted for Facilities \$137,396
5. Two full time outreach consultants assist with counseling duties, discipline and attendance issues.	Two full time outreach consultants assisted with counseling duties, discipline and attendance issues.	2000/3000: Supplemental & Concentration \$107,350.92	2000/3000: Supplemental & Concentration \$107,276
6. Steps to Respect, K-5, and Second Step, 7-8) anti-bullying program and Restorative Justice Practices will improve discipline and positive school relationships.	Steps to Respect, K-5, and Second Step, 7-8) anti-bullying program and Restorative Justice Practices improved discipline and positive school relationships.	5800: Donor Funds \$20,000	5800: Donor Funds \$10,000
7. An afterschool homework club will increase participation and completion of homework.	An afterschool homework club increased completion of homework at the intermediate school.	1000/3000: Title I \$36,000 (See Goal 1: Action 17)	1000/3000: Title I \$8,261
8. Boys & Girls Club and People's Self Help will provide staff for After School Education and Safety (ASES) programs.	Boys & Girls Club and People's Self Help provided staff for ASES programs.	5800: After-School Education & Safety Grant \$117,000	5800: After-School Education & Safety Grant \$108,728
9. ASES will purchase district adopted New State standard aligned supplemental	ASES did not purchase district adopted new State standard aligned supplemental	4310: After-School Education & Safety Grant	4310: After-School Education & Safety Grant

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
materials to support student academic achievement.	materials to support student academic achievement due to unavailability.	\$1,000	\$1,587
10. Policy and infrastructure supports and monitors the educational success of Foster Youth students.	Infrastructure supported and monitored the educational success of foster youth students.	\$0	\$0
11. A 1.0 FTE PE teacher provides for articulation and collegial prep time.	1.0 FTE PE teacher provided physical education.	1000/3000: Supplemental & Concentration \$81,489.67	1000/3000: Supplemental & Concentration \$55,583
12. Health, dental, vision, and hearing screening for all students will help diagnose issues.	Health, dental, vision, and hearing screening for all students helped diagnose issues.	\$0	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

These actions and services remain a high priority necessary for the safety and well-being of our students. At the intermediate school, "Steps to Respect" and "Restorative Justice" were offered to address bullying and student discipline. There is an outreach consultant at each school to provide student support. An After-School Education and Safety (ASES) program is offered at three locations within the District to offer students' academic, enrichment, and physical activities. All actions were completed as stated, with the exception that after school tutoring was only at the intermediate school and there was no new curriculum for ASES available to purchase.

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

The focus on relationships with “Restorative Justice” practices have made marked improvements for our students’ inter-personal relationships and interactions.

In 2017-18, student enrollment in the ASES program was 163 students with 83 at Mary Buren Elementary, 40 at Kermit McKenzie Intermediate, and 40 at Riverview Townhomes Complex.

Our efforts to maintain a safe and welcoming environment continue to be very successful. Our grounds at both schools are noticeably improved with paint, murals, new fields and infrastructure improvements. One-way transportation was provided to 21% of students and round-trip for 37.7% students. The 5-year Asphalt Maintenance Plan was completed to improve safety for students and staff as well as improved aesthetics on the sites.

Surveys were not conducted this year which would have provided data to measure effectiveness. Surveys will be conducted in 2018-19.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2: The Budgeted Expenditure presented on the LCAP was not reflective of the Actual Budget which was \$575,000. District received additional E-rate (Universal Service Schools and Library Program for internet services) funds.

Action 4: Utilized Capital Projects and Redevelopment funds instead of Fund 14.

Action 6: District did not receive grant and costs were lower than expected.

Action 9: Additional supplies purchased for ASES.

Action 11: Teacher was not hired for until mid-way through school year.

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.

Actions 9, 10 and 12 will be removed as they are of no cost to the district, however they will remain as actions within the District.

Goal 3

Student participation in technology related College and Career Ready (CCR) and 21st Century Skills programs will increase.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7 & 8

Local Priorities: (1) Provide One to Web Student Technology Ratio

Annual Measureable Outcomes

Expected	Actual
Implement a 1-to-1 student technology ratio.	Implemented a 1-to-Web student technology ratio.
Student will complete a technology based project.	Students finished various technology based projects.

Actions / Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.The Internet Service Provider's maximum available bandwidth gives access to student technology usage.	The Internet Service Provider's maximum available bandwidth gave access to student technology usage.	5911: Supplemental & Concentration; Education Protection Acct \$62,500	5911: Supplemental & Concentration \$0 Education Protection Acct \$11,525
2.The technology upgrade plan including a fully wireless environment throughout the district, new switches and access points will bring a 21 st century learning environment to students.	The technology upgrade plan including a fully wireless environment throughout the district, new switches and access points was completed.	4000: Education Protection Acct \$15,000 5000: Education Protection Acct	4000: Education Protection Acct \$17,632 5000: Education Protection Acct

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		\$120,000 6000: Education Protection Acct \$12,000	\$73,535 6000: Education Protection Acct \$12,727
3. A 1.0 FTE Technology Support Position supports teachers and staff.	1.0 FTE Technology Support position supported teachers and staff. Added 0.4 FTE Administrative Technology Support position.	2000/3000: Supplemental & Concentration \$86,329.38	2000/3000: Supplemental & Concentration \$87,537
4. All classrooms meet the district approved minimum acceptable classroom technology standard.	All classrooms met the district approved minimum acceptable classroom technology standard.	4400: Education Protection Acct \$60,000	4400: Education Protection Acct \$56,550
5. A path for students to acquire CCR/21 st Century Skills (Ag Science, STEM, etc.) makes students competitive in a global economy.	A path for students to acquire CCR/21 st Century Skills (Ag Science, STEM, etc.) made students competitive in a global economy.	\$0	5000: Supplemental & Concentration \$9,957 5000: LCAP Base \$33,658
6. The purchase plan for a 1 to 1 environment for district approved technology (Chrome Book, tablet.) will provide 21 st Century Skills to students.	One to Web environment for district approved technology (Chrome Book, tablet) provided 21 st Century Skills to students.	4000: Supplemental & Concentration \$10,000	4000: Supplemental & Concentration \$56,550 6400: Supplemental & Concentration \$8,217
7. Create a 5 year phase-in plan for sustainability, which includes Learning Centers, Lab, and classroom computers.	We used a 5 year phase-in plan for sustainability, which includes Learning Centers, Lab, and classroom computers.	4000: Education Protection Acct \$56,000	4000: Lottery \$10,000

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 provided maximum available bandwidth to all classrooms with wireless connectivity with 1 to Web computer access to all students. Students at grades TK-2 are provided iPads and students in grades 3 to 8 are provided Chromebooks. Students at the intermediate school are able to take their devices home to provide for completion of homework and projects. The District provided 1 FTE to support maintenance of devices. The District also provides a 0.4 FTE Administrative Technology position to provide support for the software applications such as "School City". "School City" is used for interim assessment

The technology committee, MOT, and Administration continue to work diligently toward implementation and sustainability of this goal.

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

Funds from LCFF and a locally funded bond measure provided the resources to effectively implement the One to Web initiative. In 2017-18, the District purchased and installed new switches and devices. All classroom meets the minimum technology standard of having access to high-speed internet. The Technology Support staff provided services to keeping the devices and internet operating.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: E-rate funds were used instead of Supplemental & Concentration funds.

Action 2: Measure N Bond funds were used to purchase access point equipment and devices. Additional funds were used from the EPA account to meet District goal of One-to-Web environment.

Action 5: Supplemental & Concentration Grant funds were used for licensing agreements (i.e. Second Step, School Wide, Houfflin, Math 180, and Kinder Access). There was nothing budgeted.

Actions 6 and 7: Supplemental & Concentration Grant funds were used to purchase supplies and equipment necessary to meet technology plan after Bond Measure N funds were depleted (i.e. Chromebooks, carts, headphones, projectors, wall mounts, covers, headphones, and cords).

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.

Action 5 will be removed since it is of no cost to the district.

Goal 4

Student understanding and demonstration of positive societal values will increase.

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities: (1) Utilize programs and strategies to promote character development; (2) Provide and promote student participation in athletic, educational, and/or visual and performing arts; (3) Provide presentations and field trips to expand student knowledge of local and cult

Annual Measureable Outcomes

Expected	Actual
Decrease chronic absenteeism to 84 at Kermit McKenzie Intermediate School and 130 at Mary Buren Elementary School (MBES).	36 students at KMJS and 112 students at MBES (Source: Aeries)
Reach a 97% attendance rate.	96.28% attendance rate (Source: Aeries)
Drop disciplinary referrals at KMJHS to 26 and to 39 at MBES	18 at KMIS 50 at MBES
Drop suspension and expulsions to 31 and 0 at KMJHS and 84 and 0 at MBES.	20 students and 2 students at KMJHS and 50 students and 0 students at MBES
Maintain a 0 drop-out rate at KMJHS.	Maintained a 0 drop-out rate at intermediate school.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. AVID district wide, including AVID Excel for EL students to fidelity increases access to core curriculum.	AVID district wide, including AVID Excel for EL students to fidelity increases access to core curriculum. There were 33 students in the 6 th grade AVID elective class; 42 in 7 th grade; and 47 in 8 th grade.	5000: Supplemental & Concentration \$12,950	5000: Supplemental & Concentration \$12,367 5000: Title I \$10,107
2. Enrich current before-school, in school and after-school programs (visual performing arts, digital media, reading club program, athletics, etc.).	Before-school, in school and after-school programs (visual performing arts, digital media, reading club program, athletics, etc.), were increased and/or enriched. There were six (6) students in Ballet Folklórico and 22 students in the Leo's Service Club (Lion's Youth Program).	4000/5000: Supplemental & Concentration \$25,000	4000/5000: Supplemental & Concentration \$9,322
3. Contract with SMJUHSD for a before school band class at Kermit McKenzie.	Contracted with Santa Maria Joint Union High School District (SMJUHSD) for before school band class at Kermit McKenzie Intermediate School. There were five (5) students enrolled in Band course.	5800: Supplemental & Concentration \$17,000	5800: Supplemental & Concentration \$13,873
4. An ASES Coordinator works to provide enrichment experiences for students.	ASES Coordinator administered after-school enrichment experiences for students.	2000/3000: After School Education \$92,384.59	2000/3000: After School Education \$54,891
5. An articulated SST process will support students transitioning from elementary to junior high school.	An articulated SST process supported students transitioning from elementary to intermediate school.	\$0	\$0
6. Attendance incentive programs improve attendance.	Attendance incentive programs improved attendance.	4000: Lottery-Unrestricted \$5000	4000: Lottery-Unrestricted \$2,945

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7. Breakfast in the Classroom increases attendance.	Breakfast in the Classroom was provided at no charge for all students. There is no data available to determine the effect on attendance.	2000/3000/4000: Cafeteria Fund \$130,000	2000/3000/4000: Cafeteria Fund \$477,095

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 provided a number of support services to students to meet the goal of understanding and demonstrating positive societal values. An AVID program is offered district-wide and there is an AVID elective class offered at the intermediate site with 122 students enrolled. At the intermediate school, high interest elective classes were offered to students throughout the day, including before-school band and after school activities. In addition, an after-school program is available for students (ASES).

There was an emphasis placed on student recognition and celebrations of success. At Mary Buren Elementary, there were "Student of Month" assemblies, "Caught You Being Good" program, Students Carnivals, Field Day, and President's Awards

To increase student attendance and engagement the school held Student Study Team (SST) meetings and offered attendance incentives such as Attendance Dog Tags; "Rock N' Jump Awards; Ravine Waterpark Awards for perfect attendance; and Beach Bag Backpacks for classes with best attendance awards.

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

As a result of articulated goal's actions and services the measurable outcomes showed improvement. The overall rate of suspensions and number of referrals were reduced and targets met at the intermediate school while the number of suspensions were reduced at the elementary level. Overall, the attendance rate was 96.2%, just under target of 97%.

Many students participated in co-curricular and extra-curricular activities. There were 163 students in the After-School Programs, 22 in Leo's Club, 6 in Ballet Folklórico and five in Band class.

All students are provided breakfast in the classroom at no charge. All students also have access to free lunch since the District qualifies as Provision 2 through the National School Meal Program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2: Additional programs were not offered due to an increase in ASES enrollment.

Action 4: Budgeted Expenditures is different than Actual Estimated due to ASES Coordinator costs being changed to 75% ASES and 25% Supplemental and Concentration funding to support Goal 3.

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.

Action 7 will be removed since it comes from designated funding source other than LCAP or general funds.

Goal 5

Parents, schools and community will work as partners to ensure students reach their full potential as global leaders of tomorrow.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: (1) Supply guidance and instruction to parents and families on methods that promote academic achievement; (2) Provide and support opportunities for parent and family social and school community-building events; (3) Provide multiple methods of communication to parents and guardians regarding academic progress and school activities.

Annual Measureable Outcomes

Expected	Actual
Increase parent enrollment in Family Service Center GED, Parenting and Technology courses.	212 parents and family members enrolled in courses at Family Service Center (Little House by the Park).
Increase parent attendance at DELAC and Superintendents' Coffee meetings.	156 parents attended DELAC and Coffee with the Superintendent meetings. 146 parents attended meetings with the Superintendent regarding the reconfiguration of the intermediate school from a grades 6-8 school to a grades 5-8 school for 2018-19.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. A media consultant provides information to the public, parents, and community on school achievements.	A media consultant provided information to the public, parents, and community on school achievements.	5800: General Fund-Unrestricted \$4,200	5800: General Fund-Unrestricted \$4,200
2. Annual parent courses that focus on the theme of parents as "partners and leaders".	Annual parent course focused on the theme of parents as "partners and leaders" was offered by Santa Barbara County Public Health Department. 17 parents participated and developed a Parent Wellness Committee.	4000/5000: Family Service Center; First Five; Guadalupe Community Collaborative \$48,000	4000/5000: Family Service Center - \$14,134 First Five - \$50,063 Guadalupe Community Collaborative - \$0 Supplemental & Concentration - \$705
3. Classes for parents assist in supporting their children academically, learning at home strategies, parenting, and understanding the CA educational system.	Classes for parents assisted in supporting their children academically, learning at home strategies, parenting, and understanding the California educational	See Goal 5, Action 2	See Goal 5, Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	system were offered through Family Counseling Services, Little House by the Park.		
4. 21st Century Skills (technology) for parents provide support to students.	21st Century Skills (technology) courses for parents to provide support for students were offered through Family Counseling Services, Little House by the Park.	See Goal 5, Action 2	See Goal 5, Action 2
5. Parent education about student nutrition through the health and wellness committee supports a healthier environment.	Parent education about student nutrition were offered community partners such as Santa Barbara County Health Department, Dignity Health and Santa Barbara Food Bank as well as GUSD Wellness Committee.	See Goal 5, Action 2	See Goal 5, Action 2
6. Track parent attendance at DELAC and Superintendent's coffee meetings.	Tracked parent attendance at DELAC and Superintendent's coffee meetings.	\$0	\$0
7. A 1.0 FTE Family Services Coordinator supervises the "Little House by the Park," which supports district families. 2.0 FTE Case Workers work directly with families.	1.0 FTE Family Services Coordinator supervised the "Little House by the Park," which supports district families. 2.0 FTE Case Workers worked directly with families.	2000/3000: Family Services Center \$132,745.26 (FS Coordinator – See Goal 1, Action 6)	2000/3000: Family Services Center \$119,427 (FS Coordinator – See Goal 1, Action 6)
8. A 2.0 7 hour/day community liaisons increase student attendance and family communication.	2.0 7 hour/day community liaisons increased student attendance and family communication. There is one liaison at each site.	2000/3000: Supplemental & Concentration \$78,609.14	2000/3000: Supplemental & Concentration \$91,399
9. 2.0 8 hour/day community liaisons II increase student attendance and family communication.	2.0 8 hour/day community liaisons II increased student attendance and family communication. There is one liaison at each site.	2000/3000: Title I \$25,520.14 2000/3000: Supplemental & Concentration	2000/3000: Title I \$25,850 2000/3000: Supplemental & Concentration

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		\$76,560.41	\$66,805

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and services were available to families and guardians to support student academic achievement and build community engagement sponsored by the school sites, District and community partners. There were opportunities for family and community members to attend and participate in informational and social events (i.e. Coffee with the Superintendent, DELAC, Fourth Grade Parent Meeting with Superintendent, Strategic Plan Development Focus Groups, Diabetes Management Classes, Art Gala, Back-to-School Nights, Open House, Kindergarten Registration, Parent-Teacher Organization Movie Nights, Fall Festival and multiple student performances).

Multiple courses were available to parents and families through the Family Services Center (i.e. English language, GED, computer technology, parenting, arts, exercise, health and nutrition).

Both school sites utilize "Parent Square" to communicate with parents, guardians and staff. The information can be delivered in Spanish and can be sent by phone call, text message, or email. The District has a website to provide information to parents and the community that was updated this year to meet legal requirements for universal accessibility.

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

The District believes that the actions and services are effective to support parents, students and community members to create an environment to support academic achievement and promote global citizenship. Parent education and involvement continued to be a high priority in the District due to the belief that positive school, home and community environment support the development and achievement of the whole-child.

The Family Services Center, The Little House by the Park (LHBP), continues to improve the quality and quantity of adult courses, and community activities, as well as basic needs programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2: Entire amount funded through grants from First Five, Santa Barbara Foundation, fundraisers and MAA.

Action 7: The difference in budgeted versus actual is due to early resignation and the position not being filled.

Action 8: Additional expenditures due to utilization of temporary agency to provide service.

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 plans to contract services with The Little House by the Park, instead of operating it. The Little House by the Park is able to apply for grants as a 501C3. This will lead to the deletion of action 7.

Stakeholder Engagement

LCAP Year: 2018-19

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 LCAP committee comprised of 3 teachers, 3 classified staff, 3 parent/community members and 3 administrators met to discuss the annual update and continuation of the 2017-2020 plan. Meeting were held:

10/25/2017, 11/29/2017, 1/24/2018, 03/01/2018

Meetings held as part of LCAP/Annual Review and Analysis.

10/24/2018 KMJHS School Site Council

03/08/2028 DELAC

This year the Administration worked with the Center for Excellence in Education (CCEE) to create a Strategic Plan (see Appendix C) In order to place emphasis on increasing student achievement, LCAP goals 1 and 5 were highlighted. Goal 1 is to increase student academic achievement and Goal 5 is for parents, school and community members to work as partners to ensure students reach their full potential. A survey was emailed to all GUSD Staff and the Board of Trustees. It was also made available to students and parents via the website and meetings. Strategic Plan Development meetings were held to obtain stakeholder input:

03/01/18 - Parent's Meeting/Coffee with the Superintendent; 03/07/18 - CSEA; 03/07/18 - Board of Trustees; 03/15/2018 - Curriculum

Council; 03/21/18 - KMJHS Student Leadership; 03/22/18 - GUSD Teachers; 04/10/18 - Administrative Team; 04/16/18 - MBES Student

Leadership; 04/17/18 - Lions' Club; 04/23/18 - Kiwanis Club

Impact on LCAP and Annual Update

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

There were a number of ideas presented in stakeholder meetings throughout the year. These included, but were not limited to:

- Offer courses/opportunities for high achieving students (i.e. advanced mathematics, reading)
- Desire to reduce class sizes.
- Increase interventions to support student achievement
- Provide newcomer support to assist student in transitioning to a new school and/or environment
- Change to a “push-in” model to provide instructional support instead on a “pull-out” program so that students do not miss class time.
- Emotional/social counseling services offered after-school
- Add intervention teachers
- Additional funding for MESA (Mathematics, Engineering, Science Achievement) teacher
- Add instructional assistants
- Offer after-school activities (i.e. clubs, arts & craft, athletics)
- Expand tutoring services at both school
- Expand AVID and provide AVID Summer Curriculum in math and science
- Provide early intervention programs (i.e. First Five, pre-school)

Input was compiled and synthesized into a strategic plan for 2018-19. Several of the actions and services for 2018-19 include the ideas collected from stakeholder input. Other ideas will be evaluated goal and related actions and services are evaluated and funds are available.

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Student Achievement, as measured by State and local targets, will increase.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4 & 8

Local Priorities: (1) Fully implement English language, math, social studies and science State standards at all grade levels; (2) Provide professional development on student assessments and data analysis to evaluate learning and enhance instructional strategies; (3) Implement specific services to promote the growth of all students.

Identified Need:

Student achievement is low to very low in all subject areas.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Points of all students approaching level 3 each year in SBAC	District ranked very low, 72.1 points below level 3, with a 12.6 increase for 2015-2016. (orange)	District ranked at maintained with a slight drop of 1.7 points to 73.8 points below level 3 (red).	District expects to decrease score by 10 points.	District expects to decrease score by 10 points.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Arts as indicated in the California Accountability Dashboard				
Points of all students approaching level 3 each year in SBAC math assessment as indicated in the California Accountability Dashboard.	District ranked very low, at 105.1 points below level 3 with a 12.4-point increase for 2015-2016. (orange)	District ranked at maintained with a slight drop of 1.4 points to a 106.6 points below level 3 (red).	District expects to decrease score by 10 points.	District expects to decrease score by 10 points.
Points of the district's English Learners, ELs, approaching level 3 each year in SBAC ELA as indicated in the CA Accountability Dashboard.	District ranked very low, at 101 points below level 3 with a 21.7-point increase for 2015-2016.	District ranked at very low with a drop of 12.6 points to 113.6 below level 3.	District expects to decrease this number by 10 points.	District expects to decrease this number by 10 points.
Points of the district's English Learners, ELs, approaching level 3 each year in SBAC math as indicated in the CA Accountability Dashboard.	District ranked very low, at 124.9 points below level 3 with a 20.8-point increase for 2015-2016.	District ranked at very low with a drop of 10.2 to 135.1 below level 3.	District expects to decrease score by 10 points.	District expects to decrease score by 10 points.

Appropriate Teacher Credential	100% of teachers had appropriate credentials.	100% of teachers have appropriate credentials.	Maintain 100% rate.	Maintain 100% rate.
Williams Textbook Sufficiency	District has sufficient textbooks for all students.	District had sufficient textbooks for all students.	Maintain sufficient textbooks.	Maintain sufficient textbooks.
California Standards aligned curriculum	ELA and Math curriculum align with the new California standards.	District piloted social studies curriculum.	Adopt social studies and pilot science curriculum.	Adopt science curriculum.
EL Progress Rate	District-wide 54.1 students made one year of progress.	The dashboard ranks us medium at 68.6 points below level 3 and maintained with a 0.4 point decrease (yellow).	Increase of 2% in students making one year of progress on the ELPAC.	Increase of 2% in students making one year of progress on the ELPAC.
EL Proficiency Rate	20.3% for the less than 5 year cohort and 44% for LTELs, Long Term English Learners.	Data not available at this time due to change in test and testing period.	Increase of 2% in students attaining English proficiency.	Increase of 2% in students attaining English proficiency.
Implementation of Standards	Math and Language Arts task forces at the elementary level and have created school wide benchmarks for both. We also have departmental PLCs at the intermediate level working on implementation of standards aligned	The intermediate school began using SBAC interim assessments this year. A Social Studies task force piloted a new social studies curriculum. AVID strategies were used districtwide to help students meet standards.	Create Science task force to work toward adoption of science materials. Social studies curriculum will be adopted. District will use AVID strategies districtwide to help students meet and exceed standards.	Social studies will be the focus of professional development. Science curriculum will be adopted. District will use AVID strategies districtwide to help students meet and exceed standards.

	curriculum. WE use districtwide AVID strategies to help students achieve standard.				
EL access to core standards	All EL students have access to the courses of math, social studies, science, ELA and PE.	District maintained access to core courses for all EL students.	Maintain access to core courses for all EL students.	Maintain access to core courses for all EL students.	
EL access to ELD standards	ELD standards are integrated into core content and EL courses.	District maintained integration of the EL standards, and implemented Rosetta Stone for the small amount of newcomers at the intermediate school as our size could not accommodate a separate course for these students.	Maintain integration of the EL standards and evaluate piloting Wonders EL curriculum to supplement current ELA curriculum at the elementary school.	Maintain integration of the EL standards and implement designated ELD at the elementary school.	
8 th grade students receiving less than a 2.0 GPA.	23 students received less than a 2.0 GPA.	40 students received less than a 2.0 GPA at third quarter progress reporting.	Decrease this number by 2.	Decrease this number by 2.	

Planned Actions / Services

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Maintain competitive salary schedules with neighboring districts, to appropriately assign fully credentialed teachers in all subject areas to provide the best pedagogy available to students.

2018-19 Actions/Services

Maintain competitive salary schedules with neighboring districts, to appropriately assign fully credentialed teachers in all subject areas to provide the best pedagogy available to students.

2019-20 Actions/Services

Maintain competitive salary schedules with neighboring districts, to appropriately assign fully credentialed teachers in all subject areas to provide the best pedagogy available to students.

Budgeted Expenditures

Year 2017-18 2018-19 2019-20

Amount	a) \$4,424,525 b) \$1,091,986 c) \$879,712	a) \$4,835,310 b) \$1,691,312 c) \$892,330	a) \$4,889,324 b) \$1,713,288 c) \$908,014
Source	Base/Unrestricted (0000) Supplemental (0790) Special Education (6500)	Base/Unrestricted (0000) Supplemental (0790) Special Education (6500)	Base/Unrestricted (0000) Supplemental (0790) Special Education (6500)
Budget Reference	Objects 1000/3000 Certificated Salaries	Objects 1000/3000 Certificated Salaries	Objects 1000/3000 Certificated Salaries

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
16 full and part-time (or 12.53 FTE) instructional support positions in Special Education, DBE and kindergarten will assist with lower achieving students.	14.78 FTE instructional support positions in Special Education, DBE and kindergarten will assist with lower achieving students. One newcomer (MB) and two special education (KM) instructional assistants will be added.	14.78 FTE instructional support positions in Special Education, DBE and kindergarten will assist with lower achieving students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$30,813 b) \$74,493 c) \$120,052 d) \$39,926 e) \$303,217 f) \$36,512	a) \$32,683 b) \$105,311 c) \$172,035 d) \$40,754 e) \$321,189 f) \$37,897 g) \$83,698	a) \$34,113 b) \$107,145 c) \$174,837 d) \$42,235 e) \$326,630 f) \$38,597 g) \$84,472
Source	a) Education Protection Acct (1400) b) Title I (4203) c) Special Ed-IDEA (3310) d) Title III -(4203) e) Special Education (6500) f) Mental Health (6512)	a) Education Protection Acct (1400) b) Title I (4203) c) Special Ed-IDEA (3310) d) Title III -(4203) e) Special Education (6500) f) Mental Health (6512) g) Supplemental (0790)	a) Education Protection Acct (1400) b) Title I (4203) c) Special Ed-IDEA (3310) d) Title III -(4203) e) Special Education (6500) f) Mental Health (6512) g) Supplemental (0790)
Budget Reference	Objects 1000/3000 Certificated Salaries	Objects 1000/3000 Certificated Salaries	Objects 1000/3000 Certificated Salaries

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, school-wide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A 1.0 FTE district certificated librarian supports student learning and access to printed literature. Weekly library and information skills lessons are provided. as well as assistance with professional collaboration prep time. Oversees the Lego Maker Space.	A 1.0 FTE district certificated librarian supports student learning and access to printed literature. Weekly library and information skills lessons are provided. as well as assistance with professional collaboration prep time. Oversees the Lego Maker Space.	A 1.0 FTE district certificated librarian supports student learning and access to printed literature. Weekly library and information skills lessons are provided. as well as assistance with professional collaboration prep time. Oversees the Lego Maker Space.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$106,142	a) \$114,885 b) \$93,426	a) \$118,055 b) \$94,723
Source	LCFF Supplemental & Concentration (0790)	a) Supplemental (0790) b) Supplemental (0790)	a) Supplemental (0790) b) Supplemental (0790)

Year	2017-18	2018-19	2019-20
Budget Reference	Objects 2000/3000 Classified Salaries	Objects 1000/2000/3000 Certificated and Classified Salaries	Objects 1000/2000/3000 Certificated and Classified Salaries

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
8.75 FTE classified office positions maintain daily operations.	8.75 FTE classified office positions maintain daily operations.	8.75 FTE classified office positions maintain daily operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$559,578 b) \$55,770	\$624,450	\$639,943
Source	a) Base/Unrestricted (0000) b) First Five (9121)	Base/Unrestricted (0000)	Base/Unrestricted (0000)
Budget Reference	Objects 2000/3000 Classified Salaries	Objects 2000/3000 Classified Office	Objects 2000/3000 Classified Office

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

9.0 FTE administrators oversee and run the schools and district (1-Superintendent, 2-Principals, 1-Assistant Principal, 1-Director of Educational Services, 1-Dean of Students, 1-Chief Business Official, 1-Safety Coordination and 1-Family Services Center Coordinator).

2018-19 Actions/Services

8.0 FTE administrators oversee and run the schools and district (1-Superintendent, 2-Principals, 1-Assistant Principal, 1-Assst Superintendent of Curriculum & Instruction, 1-Dean of Students, 1-Chief Business Official, and 1-After-School Safety Coordinator).

2019-20 Actions/Services

8.0 FTE administrators oversee and run the schools and district (1-Superintendent, 2-Principals, 1-Assistant Principal, 1-Assst Superintendent of Curriculum & Instruction, 1-Dean of Students, 1-Chief Business Official, and 1-After-School Safety Coordinator).

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

a) \$1,026,226
b) \$202,672
c) \$107,097
d) \$100,495

a) \$1,222,088
b) \$39,804

a) \$1,237,390
b) \$40,500

Year 2017-18 2018-19 2019-20

Source	a) Unrestricted (0000) b) LCFF Supplemental & Concentration (0790) c) Special Education (6500)	a) Base/Unrestricted (0000) b) Supplemental (0790)	a) Base/Unrestricted (0000) b) Supplemental (0790)
Budget Reference	Objects 1000/3000 Certificated Salaries Objects 2000/3000 Classified Salaries	Objects 1000/3000 Certificated Salaries Objects 2000/3000 Classified Salaries	Objects 1000/3000 Certificated Salaries Objects 2000/3000 Classified Salaries

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Fully implement (use of all resources) the new State standards aligned ELA and math curriculum at all grade levels, TK-8, for all teachers. Pilot and adopt social studies materials.	Fully implement (use of all resources) the new State standards aligned ELA and math and social studies curriculum at all grade levels, TK-8, for all teachers. Pilot and adopt science materials.	Fully implement (use of all resources) the new State standards aligned ELA and math, social studies and science curriculum at all grade levels, TK-8, for all teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$275,000 b) \$83,000 c) \$20,000 d) \$48,200	a) \$51,603 b) \$235,675 c) \$60,141 d) \$645	a) \$51,603 b) \$235,675 c) \$60,141 d) \$645
Source	a) LCFF Supplemental & Concentration (0790) b) Base Grant (0000/0156) c) Lottery-Unrestricted (1100) d) Lottery (6300)	a) Base/Unrestricted (000) b) Supplemental (0790) c) Lottery-Restricted (6300) d) Title III (4035)	a) Base/Unrestricted (0000) b) Supplemental (0790) c) Lottery-Restricted (6300) d) Title III (4035)
Budget Reference	Objects 4110 Textbooks Objects 5835 Licenses	Objects 4110 Textbooks Objects 5835 Licenses	Objects 4110 Textbooks Objects 5835 Licenses

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Academic task force committees work on research based instructional strategies, teaching materials, pacing guides, and scopes and sequences.

2018-19 Actions/Services

Academic task force committees work on research based instructional strategies, teaching materials, pacing guides, and scopes and sequences.

2019-20 Actions/Services

Academic task force committees work on research based instructional strategies, teaching materials, pacing guides, and scopes and sequences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,400	\$17,960	\$17,960
Source	LCFF Supplemental & Concentration (0790)	Supplemental (0790)	Supplemental (0790)
Budget Reference	Objects 1000/3000 Certificated Salaries	Objects 1000/3000 Certificated Salaries	Objects 1000/3000 Certificated Salaries

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students with Disabilities

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The regional SELPA provided additional services to students with disabilities (SWD). These included but were not limited to occupational therapy, hard of hearing and mental services.	The regional SELPA will provide additional services to students with disabilities (SWD). These included but were not limited to occupational therapy, hard of hearing and mental services.	The regional SELPA will provide additional services to students with disabilities (SWD). These included but were not limited to occupational therapy, hard of hearing and mental services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$29,000 b) \$18,000	a) 131,000 b) \$27,000	a) 131,000 b) \$27,000
Source	a) Special Education b) Mental Health	a) SPED IDEA (3310) b) Mental Health (6512)	a) SPED IDEA (3310) b) Mental Health (6512)
Budget Reference	Object 5800 Professional / Consulting	Object 5800 Professional /Consulting	Object 5800 Professional /Consulting

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

A 1.0 FTE psychologist will work with SST, Professional Development and Crisis Prevention Intervention.

2018-19 Actions/Services

1.0 FTE psychologist will work with Student Study Teams (SST), Professional Development and Crisis Prevention Intervention.

2019-20 Actions/Services

1.0 FTE psychologist will work with SST, Professional Development and Crisis Prevention Intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$134,729	\$145,585	\$145,585
Source	LFCC Supplemental & Concentration	Supplemental (0790)	Supplemental (0790)
Budget Reference	Objects 1000/3000 Certificated Salaries	Objects 1000/3000 Certificated Salaries	Objects 1000/3000 Certificated Salaries

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students with Disabilities

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.0 FTE Director of Pupil Services supervises and supports special education staff, nurse, truancy, suspensions and expulsions.	1.0 FTE Director of Pupil Services supervises and supports special education staff and health services staff. Monitors student truancies, suspensions and expulsions.	1.0 FTE Director of Pupil Services supervises and supports special education staff and health services staff. Monitors student truancies, suspensions and expulsions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$107,097 b) 45,899	a) \$49,765 b) \$109,328	a) \$50,475 b) \$11,781
Source	a) Special Education b) LCFF Supplemental & Concentration	a) Supplemental (0790) b) Special Education (6500)	a) Supplemental (0790) b) Special Education (6500)
Budget Reference	Objects 1000/3000 Certificated Salaries	Objects 1000/3000 Certificated Salaries	Objects 1000/3000 Certificated Salaries

Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide a tiered intervention system for all students (K-8) in need of strategic or intensive intervention in ELA and/or math.

Provide a tiered intervention system for all students (K-8) in need of strategic or intensive intervention in ELA and/or math.

Provide a tiered intervention system for all students (K-8) in need of strategic or intensive intervention in ELA and/or math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	\$100,474	a) \$23,423 b) \$70,268	a) \$25,099 b) \$70,827
Source	Title II	a) Title II (4035) b) Supplemental (0790)	a) Title II (4035) b) Supplemental (0790)
Budget Reference	Objects 1000/3000 Certificated Salaries	Objects 1000/3000 Certificated Salaries	Objects 1000/3000 Certificated Salaries

Action 12

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
Students with Disabilities	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners and Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Summer Academy (TK-K and Extended School Year (ESY) SPED) program that is focused on closing the achievement gap, will provide enrichment, and prepare students for the upcoming school year. This will include AVID Excel Bridge.	Offer Summer Academy (TK-K and ESY SPED) programs that is focus on closing the achievement gap, will provide enrichment, and prepare students for the upcoming school year. This will include AVID Excel Bridge.	Offer Summer Academy (TK-K and ESY SPED) programs that focus on closing the achievement gap, will provide enrichment, and prepare students for the upcoming school year. This will include AVID Excel Bridge.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$20,963 b) \$3,264 c) \$59,501 d) \$3,513	a) \$27,883 b) \$3,177 c) \$53,684 d) \$3,816 e) \$1,099	a) \$27,883 b) \$3,177 c) \$53,684 d) \$3,816 e) \$1,099
Source	a) LCFF Supplemental & Concentration Education Protection Account Title I Title I - Migrant b) Education Protection Account c) Title I d) Title I - Migrant	a) Supplemental (0790) b) EPA (1400) c) Title I (3010) d) Title I – Migrant (3060) e) Supplemental (0790)	a) Supplemental (0790) b) EPA (1400) c) Title I (3010) d) Title I – Migrant (3060) e) Supplemental (0790)
Budget Reference	Objects 1000/3000 Certificated Salaries	Objects 1000/2000/3000, 5000 Classified and Certificated Salaries; Professional Services	Objects 1000/2000/3000, 5000 Classified and Certificated Salaries; Professional Services

Action 13

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Teachers and Principals monthly instructional rounds and informal observations focused on EL instructional practices will be supported with release time.

2018-19 Actions/Services

Teachers and Principals monthly instructional rounds and informal observations focused on EL instructional practices will be supported with release time.

2019-20 Actions/Services

Teachers and Principals monthly instructional rounds and informal observations focused on EL instructional practices will be supported with release time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,000	\$11,162	\$11,162
Source	LCFF Supplemental & Concentration	Supplemental (0790)	Supplemental (0790)
Budget Reference	Objects 1000/3000 Certificated Salaries	Objects 1140/3000 Certificated Salaries	Objects 1140/3000 Certificated Salaries

Action 14

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
After school tutoring will help students having difficulties in reading and math.	After school tutoring will help students having difficulties in reading and math.	After school tutoring will help students having difficulties in reading and math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$36,000	\$66,268	\$66,268
Source	Title I	Title I (3010)	Title I (3010)
Budget Reference	Objects 1000/3000 Certificated Salaries	Objects 1000/3000 Certificated Salaries	Objects 1000/3000 Certificated Salaries

Action 15

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Fully implement the most recent SBE approved ELD curriculum (TK-8)	Fully implement SBE approved ELD curriculum (TK-8)	Fully implement SBE approved ELD curriculum (TK-8)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	a) \$2,040 b) \$20,140 c) \$200 d) \$1,1248 e) \$4,060	a) \$2,040 b) \$20,140 c) \$200 d) \$1,1248 e) \$4,060

Year 2017-18 2018-19 2019-20

Source	a) Unrestricted-Instructional Materials b) Lottery-restricted c) Tier III - Immigrant Education d) Tier III – Limited English Proficient	a) Base/Unrestricted b) Lottery-Restricted c) Title III – Immigrant Ed (4201) d) Title III – LEP (4203) e) Title I – Migrant (3060)	a) Base/Unrestricted b) Lottery-Restricted c) Title III – Immigrant Ed (4201) d) Title III – LEP (4203) e) Title I – Migrant (3060)
Budget Reference	Objects 4110 Textbooks Object 5835 Licenses	Objects 4000/5000 Supplies and Professional Services Objects 1000/3000 Certificated Salaries	Objects 4000/5000 Supplies and Professional Services Objects 1000/3000 Certificated Salaries

Action 16

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Actions/Services

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners and Low Income

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The AVID District Director will provide PD to teachers, invited guest teachers, and paraprofessionals on AVID/SDAIE strategies for all teaching staff to ensure effective research-based instructional strategies in core content areas.	Professional development in AVID/SDAIE strategies will be provided for all teaching staff and paraprofessionals to ensure effective research-based instructional pedagogy in core content areas.	Professional development in AVID/SDAIE strategies will be provided for all teaching staff and paraprofessionals to ensure effective research-based instructional pedagogy in core content areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$68,668 b) \$3,500 c) \$85,497 d) \$2,305 e) \$13733 f) \$25,000	a) \$34,759 b) \$3,889 c) \$16,267 d) \$2,074 e) \$4,619 f) \$17,681	a) \$34,759 b) \$3,889 c) \$16,267 d) \$2,074 e) \$4,619 f) \$17,681
Source	a) LCFF Supplemental & Concentration b) Lottery – Unrestricted c) Title I d) Title II e) Title III – Limited English Proficient f) Educator Effectiveness	a) Supplemental (0790) b) Lottery-Unrestricted (1100) c) Title I (3010) d) Title II (4035) e) Title III LEP (4203) f) Supplemental (0790)	a) Supplemental (0790) b) Lottery-Unrestricted (1100) c) Title I (3010) d) Title II (4035) e) Title III LEP (4203) f) Supplemental (0790)

Year	2017-18	2018-19	2019-20
Budget Reference	Objects 1000/3000 Certificated Salaries Objects 5220 Travel & Conferences	Objects 1000/3000 Certificated Salaries Object 5200 Travel & Conferences	Objects 1000/3000 Certificated Salaries Object 5200 Travel & Conferences

Action 17

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Low Income	LEA-wide	All schools
------------------------------	----------	-------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
----------	----------	----------

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
After school tutoring will help students having difficulties in reading and math	Removed -- action is included in Goal 1, Action 14	Removed -- action is included in Goal 1, Action 14

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$36,000	See 1.14	See 1.14
Source	Title I		
Budget Reference	Objects 1000-3000 Certificated Salaries		

Action 18

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)		Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners		English Learners	English Learners

Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20	
Modified	Modified	Modified	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Fully implement the most recent SBE approved ELD curriculum (TK-8)	Removed – included in Goal 1 Action 15	Removed – included in Goal 1 Action 15

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	0	0
Source	a) Unrestricted Instructional Materials b) Lottery – Restricted c) Tier III Immigrant Education d) Title III Limited English Proficient		
Budget Reference	Object 4110 Textbooks		

Year	2017-18	2018-19	2019-20
	Object 5835 Licenses		

Action 19

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA wide

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

Follow all SBE instructional time requirements including ELD instruction and intervention times

2018-19 Actions/Services

Removed – No dollar amounts budgeted for this action

2019-20 Actions/Services

Removed – No dollar amounts budgeted for this action

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	Not applicable	Not applicable
Source			
Budget Reference	Included within the instructional day.		

Action 20

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA -wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The AVID District Director will provide PD to teachers, and paraprofessionals on AVID/SDAIE strategies for all teaching staff to ensure effective research-based instructional strategies in core content areas	Removed – Supplemental & Concentration was budgeted to include a higher portion on AVID Director's compensation than actual expenditure. Other funds were used for PD from Ed Tech Team and Readers & Writers Workshops. Conferences were budgeted elsewhere.	Removed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$68,667.95 b) \$3,500	Not Applicable	Not Applicable

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Source	c) \$85,497 d) \$2,304.85 e) \$13,733.19 f) \$25,000		
	a) LCFF Supplemental & Concentration b) Lottery – Unrestricted c) Title I d) Title II e) Title III Limited English Proficient f) Educator Effectiveness		
Budget Reference	Objects 1000/3000 Certificated Salaries Objecst 5220 Travel & Conference		

Action 21

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)		Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners		English Learners	English Learners

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide In-service on the ELPAC and EL reclassification process	Removed	Removed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			
Source			
Budget Reference	See 1.20	Not applicable	Not applicable

Action 22

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

Place students in ELD classes, with no more than two CELDT levels, based on multiple measures. Reassess these students on a regular basis.

2018-19 Actions/Services

Removed – included within the instructional day.

2019-20 Actions/Services

Removed – included within the instructional day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	Not applicable	Not applicable
Source			
Budget Reference			

Action 23

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth

LEA-wide

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
PD for teachers, invited guest teachers, and paraprofessionals will focus on effective strategies and understanding of the unique challenges of foster youth.	Removed	Removed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	Not applicable	Not applicable
Source			
Budget Reference	See 1.20		

Action 24

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth

LEA-wide

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Needed support will be provided to identified foster youth

Removed

Removed

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

\$0

Not applicable

Not applicable

Year	2017-18	2018-19	2019-20
Source			
Budget Reference	Included with staffing		

Goals, Actions, & Services

(Select from New Goal, Modified Goal, or Unchanged Goal)

Goal 2

School environment will be well maintained, sustainable, safe, welcoming and used by the community.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5 & 6

Local Priorities: (1) Ensure clean, adequate and safe facilities; (2) Coordinate training for all staff to monitor student and staff safety; (3) Provide staffing to promote a positive and productive learning environment for the whole-child.

Identified Need:

Students, staff and families must feel welcomed to succeed.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of 5 th grade students that feel very safe at school as measured by the California Healthy Kids Survey, CHKS, every other year.	80% of 5 th grade students feel safe or very safe at school.	Not measured this year.	Increase from 80% to 82%	Not measured this year.
Percentage of 5 th grade students that report high levels of caring relationships with an adult at school as measured by the CHKS every other year.	68% of 5 th grade students report high levels of caring relationships at school.	Not measured this year.	Increase from 70% to 72%	Not measured this year.
Percentage of faculty reporting feelings of safe environment on the CHKS, staff survey every other year.	Not used as metric.	Not used as metric.	Baseline year.	Increase of 2% in results.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

The Operations Department maintains safe, clean and inviting facilities and provide appropriate transportation, including crossing guards.
Campus safety personnel provide by sites.

2018-19 Actions/Services

The Operations Department maintains safe, clean and inviting facilities and provide appropriate transportation, including crossing guards.
Campus safety personnel provided by sites.

2019-20 Actions/Services

The Operations Department maintains safe, clean and inviting facilities and provide appropriate transportation, including crossing guards.
Campus safety personnel provided by sites.**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$605,285	\$807,386	\$815,766
Source	Education Protection Account (EPA)	EPA (1400)	EPA (1400)
Budget Reference	Objects 2000/3000 Classified Salaries	Objects 2000/3000 Classified Salaries	Objects 2000/3000 Classified Salaries

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Utilities, maintenance and other operational costs maintain a safe and welcoming environment.	Utilities, maintenance and other operational services maintain a safe and welcoming environment.	Utilities, maintenance and other operational services costs maintain a safe and welcoming environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$884,714	a) \$481,749 b) \$109,597 c) \$27,617	a) \$481,749 b) \$109,597 c) \$27,617
Source	a) Education Protection Account b) Maintenance – On-going & Major	a) EPA (1400) b) Maintenance (8150) c) Supplemental (0790)	a) EPA (1400) b) Maintenance (8150) c) Supplemental (0790)
Budget Reference	Objects 2000/3000 Classified Salaries Objects 4000/5000/6000 Operational Supplies & Equipment	Objects 4000/5000/6000	Objects 4000/5000/6000

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All schools
-----	-------------

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Unchanged
-----------	-----------	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Transportation services, such as fuel, vehicles, repairs, etc. keep students and staff safe.

Transportation services, such as fuel, vehicles, repairs, etc. keep students and staff safe.

Transportation services, such as fuel, vehicles, repairs, etc. keep students and staff safe.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$117,159	\$145,134	\$145,134

Year	2017-18	2018-19	2019-20
Source	Education Protection Account (EPA)	EPA (1400) Function (3600)	EPA (1400) Function (3600)
Budget Reference	Objects 2000/3000 Classified Salaries Object 4000 Materials & Supplies Object 5000 Services & Repairs	Objects 2000/3000 Classified Salaries Object 4000 Materials & Supplies Object 5000 Services & Repairs	Objects 2000/3000 Classified Salaries Object 4000 Materials & Supplies Object 5000 Services & Repairs

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A five year asphalt maintenance plan was completed to keep students and staff safe on playgrounds.	Asphalt will be maintained throughout the District.	Asphalt will be maintained throughout the District.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$36,000 b) \$76,000 c) \$70,000	a) 36,000 b) 15,000	a) 36,000 b) 15,000
Source	a) Maintenance – Deferred Capital Projects b) Redevelopment – Restricted for Facilities	a) Fund 14 – Deferred Maintenance b) Maintenance – On-going (8150)	a) Fund 14 – Deferred Maintenance b) Maintenance – On-going (8150)
Budget Reference	a) Object 6000 Site Improvements b) Object 6000 Site Improvements c) Object 5000 Services & Repairs	a) Object 6000 b) Object 500	a) Object 6000 b) Object 500

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth and Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Two full time outreach consultants assist with counseling duties, academic counseling, discipline and attendance issues.

Two full time outreach consultants assist with counseling duties, academic counseling, discipline and attendance issues.

Two full time outreach consultants assist with counseling duties, academic counseling, discipline and attendance issues.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$107,350.92	\$114,291	\$118,559
Source	LCFF Supplemental & Concentration	Supplemental (0790)	Supplemental (0790)
Budget Reference	Objects 2000/3000 Classified Salaries	Objects 2000/3000 Classified Salaries	Objects 2000/3000 Classified Salaries

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Steps to Respect, K-5 and Second Step, 7-8, anti-bullying program and Restorative Justice Practices improve discipline and positive school relationships.	Steps to Respect, K-5 and Second Step, 7-8, anti-bullying program and Restorative Justice Practices improve discipline and positive school relationships.	Steps to Respect, K-5 and Second Step, 7-8, anti-bullying program and Restorative Justice Practices improve discipline and positive school relationships.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$10,000	\$10,000
Source	Donor Funds	Title I	Title I
Budget Reference	Object 5800	Object 5800	Object 5800

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Low Income

LEA-wide

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Removed

Removed

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

An after-school homework club will increase participation and completion of homework.

Not applicable.

Not applicable.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

See 1.17

NA

NA

Year	2017-18	2018-19	2019-20
Source			
Budget Reference			

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Boys and Girls Club and People's Self Help will provide staff for ASES programs.	Boys and Girls Club and People's Self Help will provide staff for ASES programs.	Boys and Girls Club and People's Self Help will provide staff for ASES programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$117,000	\$145,484	\$145,484
Source	After School Safety & Education Grant	After School Safety & Education Grant	After School Safety & Education Grant
Budget Reference	Object 5800	Object 5800	Object 5800

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Students	LEA-wide	All schools

Actions/Services	Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
ASES will purchase district adopted New State standard aligned supplemental materials to support student academic achievement	Removed	Removed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$0	\$0
Source	After School Education & Safety (6010)		
Budget Reference	Object 4310 Instructional supplies	Not applicable	Not applicable

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth

LEA-wide

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Policy and infrastructure supports and monitors the educational success of Foster Youth students

Removed

Removed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	Not Applicable	Not applicable
Source			
Budget Reference			

Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners and Low Income

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

School-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Mary Buren Elementary

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Add 1.0 FTE PE teacher provides for articulation and collegial prep time.	Add 1.0 FTE PE teacher at Kermit McKenzie Intermediate School to provide physical education for additional students (5 th grade).	Maintain number of PE teachers at Kermit McKenzie Intermediate School to provide physical education for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$81,489.67	\$109,851	\$109,851
Source	LCFF Supplemental & Concentration	Supplemental (0790)	Supplemental (0790)
Budget Reference	Objects 1000/3000 Certificated Salaries	Objects 1000/3000 Certificated Salaries	Objects 1000/3000 Certificated Salaries

Action 12

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All students	LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Health, dental, vision and hearing screening for all students will help diagnose issues.	Removed	Removed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	Not applicable	Not applicable
Source			
Budget Reference			

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Student Participation in technology related College & Career Ready (CCR) and 21st Century Skills programs will increase.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,7 & 8

Local Priorities: (1) Maintain a One to Web device environment with appropriate staffing to support student access to the internet and learning software applications; (2) District-wide access to high-speed internet; (3) Provide professional development on strategies to enhance the use of technology as a teaching tool.

Identified Need:

Students must be adept in technology and related skills to succeed in today's society.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase student access to computers based on number of computers supplied to classrooms, library and lab.	764 computers	1-to-Web student: computer ratio implemented	Sustain 1: Web ratio	Sustain 1: Web ratio
Technology based project	Students produce projects based on teacher design	We will create a grade level culminating project	Students will successfully complete grade level project.	Number of students successfully completing the grade level project will increase.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

The Internet Service Provider's maximum available bandwidth provides access for student technology usage.

2018-19 Actions/Services

The Internet Service Provider's maximum available bandwidth provides access for student technology usage.

2019-20 Actions/Services

The Internet Service Provider's maximum available bandwidth provides access for student technology usage.

Budgeted Expenditures

Year 2017-18

Amount \$62,000

Source

- a) LCFF Supplemental & Concentration
- b) Education Protection Account

Budget Reference

Object 5911
Communications

2018-19

- a) \$29,442
- b) \$16,795

- a) Supplemental (0790)
- b) EPA (1400)

Object 5911
Communications

2019-20

- a) \$29,442
- b) \$16,795

- a) Supplemental (0790)
- b) EPA (1400)

Object 5911
Communications

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

The technology upgrade plan including a fully wireless environment throughout the district, with new switches and access points brings a 21st century learning environment to students.

2018-19 Actions/Services

Maintain level of access to wireless environment and devices for all students.

2019-20 Actions/Services

Maintain level of access to wireless environment and devices for all students.

Budgeted Expenditures

Year 2017-18 2018-19 2019-20

Amount	a) \$15,000 b) \$120,000 c) \$12,000	a) \$15,000 b) \$120,000 c) \$12,000	a) \$15,000 b) \$120,000 c) \$12,000
Source	Education Protection Account	Education Protection Account	Education Protection Account
Budget Reference	a) Object 4000 Materials & Supplies b) Object 5000 Services & Repairs c) Object 6000 Site Improvements	a) Object 4000 Materials & Supplies b) Object 5000 Services & Repairs c) Object 6000 Site Improvements	a) Object 4000 Materials & Supplies b) Object 5000 Services & Repairs c) Object 6000 Site Improvements

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners and Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.0 FTE Technology Support Position assists students and staff. Added 0.4 FTE Administrative Support position	1.0 FTE Technology Support position and 0.4 FTE Administrative position assists students and staff.	1.0 FTE Technology Support position and 0.4 FTE Administrative position assists students and staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$86,329.38	\$132,665	\$134,243
Source	LCFF Supplemental & Concentration	Supplemental (0790)	Supplemental (0790)
Budget Reference	Objects 2000/3000 Classified Salaries	Objects 2000/3000 Classified Salaries	Objects 2000/3000 Classified Salaries

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All classrooms meet the district approved minimum acceptable classroom technology standard.	All classrooms meet the district approved minimum acceptable classroom technology standard.	All classrooms meet the district approved minimum acceptable classroom technology standard.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,000	a) \$27,475 b) \$91,714	a) \$27,475 b) \$91,714
Source	Education Protection Account	a) EPA (1400) b) Supplemental (0790)	a) EPA (1400) b) Supplemental (0790)
Budget Reference	Object 4400 Non-Capitalized Equipment	Object 4400 Equipment – Non-capitalized	Object 4400 Equipment – Non-capitalized

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Students

LEA-wide

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

A path for students to acquire CCR/21st Century skills (Ag Science, STEM, etc.) makes students competitive in a global economy

2018-19 Actions/Services

Removed

2019-20 Actions/Services

Removed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	Not applicable	Not applicable
Source			
Budget Reference			

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners and Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The purchase plan for a 1 to 1 environment for district approved technology (i.e. Chromebook, tablets) will provide 21 st Century Skills to students.	Maintain the purchase plan for a 1 to 1 environment.	Maintain the purchase plan for a 1 to 1 environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$118,380	\$118,380
Source	LCFF Supplemental & Concentration	Supplemental (0790)	Supplemental (0790)
Budget Reference	Object 4000 Materials & Equipment	Object 4000 Materials & Equipment	Object 4000 Materials & Equipment

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners and Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Create a 5 year phase in plan for sustainability of Learning Centers, Lab and classroom computers.	Sustain computers.	Sustain computers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$56,000	a) \$7,600 b) \$27,317	a) \$7,600 b) \$27,317
Source	Education Protection Account (1400)	a) EPA (1400) b) Lottery - Unrestricted	a) EPA (1400) b) Lottery - Unrestricted

Year	2017-18	2018-19	2019-20
Budget Reference	Object 4000 Materials & Equipment	Object 4000 Materials & Equipment	Object 4000 Materials & Equipment

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Student understanding and demonstration of positive societal values will increase.

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities: (1) Utilize programs and strategies to promote character development; (2) Provide and promote student participation in athletic, educational, and/or visual and performing arts programs; (3) Provide presentations and field trips to expand student knowledge of local and culturally diverse communities.

Identified Need:

Student truancy and discipline rates need reduction.

Expected Annual Measureable Outcomes

Metrics/Indicators		Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism		89: Kermit McKenzie Intermediate School 135: Mary Buren Elementary School	36: KMJS 112: MBES	Decrease the rate from at 36 to 31 at KMIS and at 112 to 107 at MBES	Decrease the rate from at 31 to 26 KMIS and 107 to 102 at MBES
Attendance Rate		We had a 96.1% districtwide attendance rate.	We 96.28% districtwide attendance rate.	Increase to a 97% attendance rate.	Maintain a 97% attendance rate.
Disciplinary Referrals		26: KMJS 39:MBES	18: KMJS 50: MB	Decrease this rate from 18 to 15 at KMIS and from 50 to 47 at MBES.	Decrease this rate from 15 to 12 at KMIS and from 47 to 44 at MBES.
Suspension and Expulsions		36 Suspensions: MBES 89: Suspensions: KMJS 1 Expulsion: KMJS	20 Suspensions: MBES 50 Suspensions: KMJS 2 Expulsions: KMJS	Decrease this rate from 20 to 17 for suspensions at KMIS and 2 to 1 for expulsions and from 50 to 47 for suspensions at MBES.	Continue to decrease suspensions and expulsions.
Middle School drop-out rates will remain at 0.		0: KMJS	0:KMJS	Maintain 0 drop-outs at KMIS.	Maintain 0 drop-outs at KMIS.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners and Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

AVID district-wide, including AVID Excel for EL students, increase access to core curriculum.

2018-19 Actions/Services

AVID district-wide, including AVID Excel for EL students, increases access to core curriculum.

2019-20 Actions/Services

AVID district-wide, including AVID Excel for EL students, increases access to core curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,950	a) \$17,681 b) \$10,107	a) \$17,681 b) \$10,107
Source	LCFF Supplemental & Concentration (0790)	a) Supplemental (0790) b) Title I (3010)	a) Supplemental (0790) b) Title I (3010)
Budget Reference	Object 5000 Services & Repairs	Object 5000 Services & Repairs	Object 5000 Services & Repairs

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18		Select from New, Modified, or Unchanged for 2018-19		Select from New, Modified, or Unchanged for 2019-20	
Unchanged	Modified	Unchanged	Modified	Unchanged	Modified
2017-18 Actions/Services		2018-19 Actions/Services		2019-20 Actions/Services	
Enrich current before-school, in school and after-school programs (VAPA, digital media, reading club and athletics)		Expand and enrich current before-school, in school and after-school programs (VAPA, digital media, reading club and athletics)		Expand and enrich current before-school, in school and after-school programs (VAPA, digital media, reading club and athletics)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$10,000	\$10,000
Source	LCFF Supplemental & Concentration (0790)	Supplemental (0790)	Supplemental (0790)
Budget Reference	Object 4000 Materials & Equipment Object 5000 Services & Repairs	Object 4000 Materials & Equipment Object 5000 Services & Repairs	Object 4000 Materials & Equipment Object 5000 Services & Repairs

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners and Low Income	School-wide	KMJS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Contract with SMJUHSD for a before school band class at KMJS.	Contract with SMJUHSD for a before school band class at KMIS.	Contract with SMJUHSD for a before school band class at KMIS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,000	\$17,000	\$17,000
Source	LCFF Supplemental & Concentration (0790)	Supplemental (0790)	Supplemental (0790)

Year	2017-18	2018-19	2019-20
Budget Reference	Object 5800 Professional / Consulting / Operating Expenses	Object 5800 Professional / Consulting / Operating Expenses	Object 5800 Professional / Consulting / Operating Expenses

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
An ASES Coordinator provides enrichment experiences for students.	0.6 FTE ASES Coordinator provides enrichment experiences for students.	0.6 ASES Coordinator provides enrichment experiences for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$92,359	\$59,706	\$61,572
Source	After School Education & Safety (6010)	ASES (6010)	ASES (6010)
Budget Reference	Objects 2000/3000 Classified Salaries	Objects 2000/3000 Classified Salaries	Objects 2000/3000 Classified Salaries

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
An articulated SST process will support students transitioning from elementary to Junior High School	Removed	Removed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	Not applicable	Not applicable
Source			
Budget Reference			

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services

Attendance incentive programs improve attendance.

2018-19 Actions/Services

Attendance incentive programs improve attendance.

2019-20 Actions/Services

Attendance incentive programs improve attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000	\$5000	\$5000
Source	Lottery-Unrestricted (1100)	Supplemental (0790)	Supplemental (0790)
Budget Reference	Object 4000 Materials & Supplies	Object 4000 Materials & Supplies	Object 4000 Materials & Supplies

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Students

LEA-wide

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Breakfast in the classroom increases attendance

Removed

Removed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$130,000	Not applicable	Not applicable
Source	Cafeteria Fund 13		
Budget Reference	Objects 2000/3000 Classified Salaries Objects 4000 Materials and Supplies		

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18		Select from New, Modified, or Unchanged for 2018-19		Select from New, Modified, or Unchanged for 2019-20	
New		Modified		Unchanged	

2017-18 Actions/Services		2018-19 Actions/Services		2019-20 Actions/Services	
Hired 1 FTE Certificated Registered Nurse and 2 0.47 FTE Health Aides to provide healthcare services to students.		Increase 1 Health Aide to 0.75 FTE to provide additional health care services.		Maintain health services staffing.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	New	a) \$114,126 b) \$20,023 c) \$20,023	a) \$117,646 b) \$20,399 c) \$20,411
Source	LEA Medi-Cal (5640) MAA (0000)	a) EPA (1400) b) Supplemental (0790) c) MediCal (5640)	a) EPA (1400) b) Supplemental (0790) c) MediCal (5640)
Budget Reference	Objects 1000/3000 Certificated Salaries Objects 2000/3000 Classified Salaries	Objects 1000/3000 Certificated Salaries Objects 2000/3000 Classified Salaries	Objects 1000/3000 Certificated Salaries Objects 2000/3000 Classified Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Parents, schools, and community will work as partners to ensure students reach their full potential as global leaders of tomorrow.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: (1) Supply guidance and instruction to parents and families on methods that promote academic achievement; (2) Provide support opportunities for parent and family social and school community-building events; (3) Provide multiple methods of communication to parents and guardians regarding academic progress and school activities.

Identified Need:

Parent Education and support is needed.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase parent enrollment in GED, Parenting and Technology courses.	190 enrolled parents Jan.- May.	212 enrolled.	Increase number of course offerings and parents enrolled.	Increase number of course offerings and parents enrolled.
Increase parent attendance at DELAC meetings	Not collected	65	Increase parents by 5 to 70.	Increase parents by 5 to 75.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A media consultant provides information to the public, parents, and community on school achievements.	A media consultant provides information to the public, parents, and community on school achievements.	A media consultant provides information to the public, parents, and community on school achievements.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,200	\$4,200	\$4,200
Source	General Fund – Unrestricted (0000)	Base – Unrestricted (0000)	Base – Unrestricted (0000)
Budget Reference	Object 5800 Professional / Consulting Services	Object 5800 Professional / Consulting Services	Object 5800 Professional / Consulting Services

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Annual parent courses focus on the theme of parents as partners and leaders.	Annual parent courses focus on the theme of parents as partners and leaders.	Annual parent courses focus on the theme of parents as partners and leaders.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,000	\$50,000	\$50,000
Source	a) Family Services Center (9120) b) First Five (9121) c) Guadalupe Community Collaborative (9131)	Supplemental (0790)	Supplemental (0790)
Budget Reference	Object 4000 Materials & Equipment Object 5000 Services & Repairs	Object 5000 Services & Repairs	Object 5000 Services & Repairs

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

Classes for parents assist in supporting their children academically, learning at home strategies, parenting and understanding the California educational system.

2018-19 Actions/Services

Offer classes for parents to assist in supporting their children academically, parenting and understanding the California educational system.

2019-20 Actions/Services

Offer classes for parents to assist in supporting their children academically, parenting and understanding the California educational system.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 5.2	\$0 – Refer to 5.2	\$0 – Refer to 5.2
Source			
Budget Reference			

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
21 st Century skills (technology) for parents provide support to students	Offer classes in technology skills for parents provides support for students.	Offer classes in technology skills for parents provides support for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 5.2	\$0 – Refer to 5.2	\$0 – Refer to 5.2
Source			
Budget Reference			

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent education about student nutrition through the health and wellness committee supports a healthier environment.	Offer parent education about student nutrition and wellness to support a healthier environment.	Offer parent education about student nutrition and wellness to support a healthier environment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 5.2	\$0 – Refer to 5.2	\$0 – Refer to 5.2
Source			

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Budget Reference			
------------------	--	--	--

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Studentd

LEA-wide

All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Track parent attendance at DELAC and Superintendent's coffee meetings	Removed	Removed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	Not Applicable	Not Applicable
Source			
Budget Reference			

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)		Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Students		LEA-wide	All schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18		Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified		Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A 1.0 FTE Family Services Coordinator supervises the "Little House by the Park," which supports district families. 2.0 Case Workers work directly with families	Positions eliminated due to separation of LHBTP and becoming its own non-profit agency	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	(FS Coordinator – see 1.6) \$132,745.26	Not applicable	Not applicable
Source	Family Service Center		
Budget Reference	Objects 2000/3000		

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners and Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2.0 7 hour/day community liaisons increase student attendance and family communication.

2018-19 Actions/Services

2.0 7 hour/day community liaisons increase student attendance and family communication.

2019-20 Actions/Services

2.0 7 hour/day community liaisons increase student attendance and family communication.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$78,609	\$91,399	\$93,135
Source	LCFF Supplemental (0790)	Supplemental (0790)	Supplemental (0790)
Budget Reference	Objects 2000/3000 Classified Salaries	Objects 2000/3000 Classified Salaries	Objects 2000/3000 Classified Salaries

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners and Low Income	LEA-Wide	All Schools
---------------------------------	----------	-------------

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.0 8 hour/day community liaison II increase student attendance and family communication.	2.0 8 hour/day community liaison II increase student attendance and family communication.	2.0 8 hour/day community liaison II increase student attendance and family communication.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) \$25,520.14 b) \$76,560.41	a) \$86,692 b) \$23,763	a) \$89,350 b) \$24,649
Source	a) Title I b) LCFF Supplemental & Concentration	a) Supplemental (0790) b) Title I (3010)	a) Supplemental (0790) b) Title I (3010)
Budget Reference	Objects 2000/3000 Classified Salaries	Objects 2000/3000 Classified Salaries	Objects 2000/3000 Classified Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 3,676,904	37.53%

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 school-wide or LEA-wide basis. Include the required descriptions supporting each school-wide or LEA-wide use of funds (see instructions).

GUSD calculates its Minimum Proportionality Percentage (MPP) to be 33.42%. The percentage of unduplicated students in GUSD is 92% therefore, according to CCR 15496 supplemental and concentration grant funds may be expended on a districtwide basis. The services listed below such as materials for EL and LI students, summer school, etc. are all targeted to the 92% of students who are low-income, foster youth and/or English learners. Most services in the District are targeted to low income, English learner, Reclassified Fluent English Proficient (R-FEP), or foster youth students.

Guadalupe Union School District has a 92% student population that consists of English learners, low-income and foster youth. Additional support and services detailed in the plan are provided to all students. The following services are specifically targeted to the unduplicated pupils.

Goal 1: SST, professional development and crisis intervention will be provided by 1 FTE Psychologist for English Learners, foster youth and low income students.

Summer Academy (TK-K and ESY SpEd) programs, including AVID Excel Bridge for English learners.

Principals and teachers will conduct instructional rounds that focus on EL instructional practices.

AVID professional development will continue for all teaching staff.

Goal 2: Outreach consultants assist with counseling, discipline and attendance and coordination of community agency services for foster youth and their foster families.

Goal 3: Continue to provide and increase technology support to students and staff through translation and interpretation for EL students and families.

Goal 4: Increase access to core curriculum through AVID district-wide and AVID Excel for EL students.

Expand and enrich current before, in and after school programs for EL and low-income students.

Provide attendance incentives to English learners, foster youth and low-income students to improve school attendance.

Increase health services to low-income and foster students by increasing the Health Office Assistant to .75 FTE

Goal 5: Contract with the Little House by the Park to provide parent courses that focus on the theme of parents as partners and leaders, supporting their children academically. Courses will be provided to English learner and low-income families.

Offer technology courses to parents to provide support to their students. Courses will be provided to English learner and low-income

families.

Community liaisons continue to communicate with English learner, foster and low income families and provide support to increase student attendance.

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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/fq/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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “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 entering “Specific Schools” and identifying 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 the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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 enter "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 entering "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:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" 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.
- Enter "Unchanged Action" 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 enter "Unchanged Action" 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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?



Guadalupe Union School District

4465 Ninth St., Guadalupe, CA 93434-0788 ● 805-343-2114 ● Fax: 805-343-6155

To: Board of Trustees
Ed Cora, Superintendent

From: Gloria Grijalva
Chief Business Official

A handwritten signature in blue ink, appearing to be "G. Grijalva", is placed next to the name and title of the Chief Business Official.

BOARD MEETING DATE: Wednesday, June 20, 2018

BOARD AGENDA ITEM: Waiver of Facility Use Fees

Righetti High School has submitted an application for use of three Mary Buren Elementary School classrooms for the purpose of summer school for students from Guadalupe.

Righetti High School has been a longtime partner with GUSD in the use of facilities for the 8th grade promotion, including set up for the ceremony without a fee to the district. This request is to waive the \$989.40 fees for custodial services. GUSD custodial summer staff will be able to attend to the rooms during the regular summer schedule without overtime costs.

RECEIVED

APR 12 2018

GUADALUPE UNION SCHOOL DISTRICT

4465 Ninth Street, P.O. Box 788, Guadalupe, CA 93434-0788

APPLICATION AND PERMIT FOR USE OF SCHOOL PROPERTY

(Please Type or Print Clearly)

BY: DR.School or Facility to be Used MCKENZIE JUNIOR HIGHDate of Application: 4-12-18The RIGHETTI HIGH SCHOOL
(Name of Organization)represented officially by GENIE RICKMAN
(Name of Owner, Producer, Officer or other Authorized Agent)Hereby applies for permission to use 3 CLASSROOMS WITH WIFI
(Specify exact Facility or Rooms Needed)

(Indicate special needs such as P.A. System, Chairs, Flag, etc.)

Beginning Date: 6-8-18 Ending Date: 7-2-18 Day of Meeting: MON-FRIHours: 7:30 AM 2:30 PM For continuing use during school year, indicate day/week/month:
(Start) (End)Nature or Type of Use: SUMMER SCHOOL

Name of Speaker: _____ Topic: _____

A registration or admission charge or collection ☐ will ☐ will not be made. Amount: _____

Applicant hereby agrees to hold the Guadalupe Union School District and/or the Board of Trustees and individual members thereof, and all district officers, agents, and employees free and harmless from any loss, damage, liability, cost or expense that may arise during or be caused in any way by such use or occupancy of school facilities.

The permittee hereby agrees to abide by the laws, rules and regulations covering use of school property as printed on the reverse side of this form and as contained in the Education Code of the State of California.

AFFIDAVIT

(Education Code Section 38136)

The undersigned states that, to the best of his/her knowledge, the school property for use of which application is hereby made will not be used for the commission of any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the government of the United States by force, violence or other unlawful means;

That RIGHETTI HIGH SCHOOL, the organization on whose behalf he or she is making application for use of school property, does not, to the best of his or her knowledge, advocate the overthrow of the government of the United States of the State of California by force, violence, or other unlawful means, and that, to the best of his or her knowledge, it is not a Communist action organization or Communist front organization required by law to be registered with the Attorney General of the United States. This statement is made under the penalties of perjury.Applicant Signature: GRICKMAN Telephone Number: 805-937-2051 ext 2707Address: 941 E ROSTER RD, SANTA MARIA CA Zip Code: 93455

NOTE: [Please read and also sign & date on the reverse side of this page.]

SCHOOL/DISTRICT USE ONLY:**Facility Authorizations:****Rental Fee (If Required): \$**☒ Approved ☐ DeniedSchool Site Administrator: [Signature]Date: 4/16/18☒ Approved ☐ DeniedDistrict Superintendent: [Signature]Date: 4/17/18

(If Required) Approval by Board Of Trustees: _____ (Date)

Copy of Request to Dir-M/O/T: _____

REV: 10/02/03

#989.40

Received in District Office: _____

Fund 01 - General Fund		Fiscal Year 2018 through 06/30/2018				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
LCFF Revenue Sources	(8010-8099)	12,716,577.00	12,963,657.43		(247,080.43)	(2)%
Federal Revenue	(8100-8299)	733,220.53	415,947.67		317,272.86	43%
Other State Revenue	(8300-8599)	1,536,494.60	928,630.30		607,864.30	40%
Other Local Revenue	(8600-8799)	687,919.35	678,187.11		9,732.24	1%
Total Revenues		15,674,211.48	14,986,422.51		687,788.97	4%
EXPENDITURES						
Certificated Salaries	(1000-1999)	6,894,811.72	6,886,052.89	.00	8,758.83	0%
Classified Salaries	(2000-2999)	2,350,914.71	2,319,367.13	.00	31,547.58	1%
Employee Benefits	(3000-3999)	3,661,369.43	3,048,591.28	1,500.00	611,278.15	17%
Books and Supplies	(4000-4999)	1,026,729.65	689,183.20	51,505.68	286,040.77	28%
Services & Operating Expenses	(5000-5999)	1,782,147.76	1,568,431.32	157,764.83	55,951.61	3%
Capital Outlay	(6000-6999)	172,963.00	61,290.56	.00	111,672.44	65%
Other Outgo	(7100-7299, 7400-7499)	26,696.00	17,480.65	19,466.57	(10,251.22)	(38)%
Transfer of Indirect Costs	(7300-7399)	(41,396.00)	.00	.00	(41,396.00)	100%
Total Expenditures		15,874,236.27	14,590,397.03	230,237.08	1,053,602.16	7%
Operating Surplus/(Deficit)		(200,024.79)	396,025.48	165,788.40		
OTHER FINANCING SOURCES/USES						
Interfund Transfers Out	(7600-7629)	60,000.00	.00	.00	60,000.00	100%
Total Other Financing Sources/Uses		(60,000.00)	.00	.00	(60,000.00)	100%
Net Surplus/(Deficit)		(260,024.79)	396,025.48	165,788.40		
Beginning Fund Balance		1,471,289.35	1,471,289.35	1,471,289.35		
Net Ending Fund Balance		1,211,264.56	1,867,314.83	1,637,077.75		
*** calculated ***						
Components of Ending Fund Balance						
Unassigned/Unappropriated - 9790		1,211,264.56	.00			
Ending Fund Balance		1,211,264.56	.00			

Fund 07 - Tax Rev Anticipation Note Fund		Fiscal Year 2018 through 06/30/2018			
	Budget	Actual	Encumbrance	Balance	Avail
Beginning Fund Balance	.08	.08	.08		
Net Ending Fund Balance	.08	.08	.08		
*** calculated ***					
Components of Ending Fund Balance					
Unassigned/Unappropriated - 9790	.08	.00			
Ending Fund Balance	.08	.00			

Fund 12 - Child Dvlpmt Fund		Fiscal Year 2018 through 06/30/2018				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other State Revenue	(8300-8599)	81,532.00	10,634.00		70,898.00	87%
Other Local Revenue	(8600-8799)	.00	47.52		(47.52)	0%
Total Revenues		81,532.00	10,681.52		70,850.48	87%
EXPENDITURES						
Certificated Salaries	(1000-1999)	62,104.00	16,777.28	.00	45,326.72	73%
Classified Salaries	(2000-2999)	20,933.70	9,902.17	.00	11,031.53	53%
Employee Benefits	(3000-3999)	9,107.02	4,718.98	.00	4,388.04	48%
Books and Supplies	(4000-4999)	17,390.22	17,187.02	.00	203.20	1%
Services & Operating Expenses	(5000-5999)	9,059.68	5,661.90	.00	3,397.78	38%
Total Expenditures		118,594.62	54,247.35	.00	64,347.27	54%
Operating Surplus/(Deficit)		(37,062.62)	(43,565.83)	(43,565.83)		
Beginning Fund Balance		.00	42,387.12	42,387.12		
Net Ending Fund Balance		(37,062.62)	(1,178.71)	(1,178.71)		
*** calculated ***						
Components of Ending Fund Balance						
Unassigned/Unappropriated - 9790		(37,062.62)	.00			
Ending Fund Balance		(37,062.62)	.00			

Fund 13 - Cafeteria Spec Rev Fund		Fiscal Year 2018 through 06/30/2018				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Federal Revenue	(8100-8299)	1,068,843.80	1,059,203.32		9,640.48	1%
Other State Revenue	(8300-8599)	91,000.00	87,403.14		3,596.86	4%
Other Local Revenue	(8600-8799)	9,000.00	16,216.02		(7,216.02)	(80)%
Total Revenues		1,168,843.80	1,162,822.48		6,021.32	1%
EXPENDITURES						
Classified Salaries	(2000-2999)	457,746.10	460,402.50	.00	(2,656.40)	(1)%
Employee Benefits	(3000-3999)	154,935.88	143,168.85	201.21	11,565.82	7%
Books and Supplies	(4000-4999)	528,951.46	497,587.50	13,880.13	17,483.83	3%
Services & Operating Expenses	(5000-5999)	109,830.00	86,361.28	8,751.31	14,717.41	13%
Capital Outlay	(6000-6999)	8,000.00	13,742.63	.00	(5,742.63)	(72)%
Transfer of Indirect Costs	(7300-7399)	41,396.00	.00	.00	41,396.00	100%
Total Expenditures		1,300,859.44	1,201,262.76	22,832.65	76,764.03	6%
Operating Surplus/(Deficit)		(132,015.64)	(38,440.28)	(61,272.93)		
Beginning Fund Balance		182,337.24	182,337.24	182,337.24		
Net Ending Fund Balance		50,321.60	143,896.96	121,064.31		
*** calculated ***						
Components of Ending Fund Balance						
Unassigned/Unappropriated - 9790		50,321.60	.00			
Ending Fund Balance		50,321.60	.00			

Fund 14 - Deferred Maintenance Fund		Fiscal Year 2018 through 06/30/2018				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	800.00	373.63		426.37	53%
Total Revenues		800.00	373.63		426.37	53%
EXPENDITURES						
Services & Operating Expenses	(5000-5999)	76,088.99	13,300.00	.00	62,788.99	83%
Capital Outlay	(6000-6999)	38,500.00	5,653.86	.00	32,846.14	85%
Total Expenditures		114,588.99	18,953.86	.00	95,635.13	83%
Operating Surplus/(Deficit)		(113,788.99)	(18,580.23)	(18,580.23)		
OTHER FINANCING SOURCES/USES						
Interfund Transfers In	(8900-8929)	60,000.00	.00		60,000.00	100%
Total Other Financing Sources/Uses		60,000.00	.00		60,000.00	100%
Net Surplus/(Deficit)		(53,788.99)	(18,580.23)	(18,580.23)		
Beginning Fund Balance		53,788.99	53,788.99	53,788.99		
Net Ending Fund Balance		.00	35,208.76	35,208.76		
*** calculated ***						

Fund 21 - Building Fund 1 - Measure M		Fiscal Year 2018 through 06/30/2018				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	.00	5,696.35		(5,696.35)	0%
Total Revenues		.00	5,696.35		(5,696.35)	0%
EXPENDITURES						
Capital Outlay	(6000-6999)	52,906.88	40,232.00	.00	12,674.88	24%
Total Expenditures		52,906.88	40,232.00	.00	12,674.88	24%
Operating Surplus/(Deficit)		(52,906.88)	(34,535.65)	(34,535.65)		
Beginning Fund Balance		789,359.60	789,359.60	789,359.60		
Net Ending Fund Balance		736,452.72	754,823.95	754,823.95		
*** calculated ***						
Components of Ending Fund Balance						
Unassigned/Unappropriated - 9790		736,452.72	.00			
Ending Fund Balance		736,452.72	.00			

Fund 22 - Building Fund 2 - Measure N		Fiscal Year 2018 through 06/30/2018				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	.00	8,557.86		(8,557.86)	0%
Total Revenues		.00	8,557.86		(8,557.86)	0%
EXPENDITURES						
Books and Supplies	(4000-4999)	58,215.76	48,830.56	158.02	9,227.18	16%
Services & Operating Expenses	(5000-5999)	4,692,261.22	2,462,865.46	1,925,679.83	303,715.93	6%
Capital Outlay	(6000-6999)	383,169.26	274,562.54	2,236.53	106,370.19	28%
Other Outgo	(7100-7299, 7400-7499)	79,700.76	62,530.45	14,178.93	2,991.38	4%
Total Expenditures		5,213,347.00	2,848,789.01	1,942,253.31	422,304.68	8%
Operating Surplus/(Deficit)		(5,213,347.00)	(2,840,231.15)	(4,782,484.46)		
OTHER FINANCING SOURCES/USES						
Other Financing Sources	(8930-8979)	4,000,000.00	2,249,341.09		1,750,658.91	44%
Total Other Financing Sources/Uses		4,000,000.00	2,249,341.09		1,750,658.91	44%
Net Surplus/(Deficit)		(1,213,347.00)	(590,890.06)	(2,533,143.37)		
Beginning Fund Balance		1,369,641.31	1,369,641.31	1,369,641.31		
Net Ending Fund Balance		156,294.31	778,751.25	(1,163,502.06)		
*** calculated ***						
Components of Ending Fund Balance						
Unassigned/Unappropriated - 9790		156,294.31	.00			
Ending Fund Balance		156,294.31	.00			

Fund 25 - Capital Facilities Fund		Fiscal Year 2018 through 06/30/2018				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	254,140.00	419,546.01		(165,406.01)	(65)%
Total Revenues		254,140.00	419,546.01		(165,406.01)	(65)%
EXPENDITURES						
Services & Operating Expenses	(5000-5999)	144,379.50	.00	.00	144,379.50	100%
Capital Outlay	(6000-6999)	.00	130,800.00	.00	(130,800.00)	0%
Total Expenditures		144,379.50	130,800.00	.00	13,579.50	9%
Operating Surplus/(Deficit)		109,760.50	288,746.01	288,746.01		
Beginning Fund Balance		332,297.76	332,297.76	332,297.76		
Net Ending Fund Balance		442,058.26	621,043.77	621,043.77		
*** calculated ***						
Components of Ending Fund Balance						
Unassigned/Unappropriated - 9790		442,058.26	.00			
Ending Fund Balance		442,058.26	.00			

Fund 35 - Cnty Schl Facilities Fund 1		Fiscal Year 2018 through 06/30/2018				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other Local Revenue	(8600-8799)	12,000.00	21,390.52		(9,390.52)	(78)%
Total Revenues		12,000.00	21,390.52		(9,390.52)	(78)%
EXPENDITURES						
Services & Operating Expenses	(5000-5999)	33,726.00	31,523.09	.00	2,202.91	7%
Capital Outlay	(6000-6999)	2,476,524.00	1,702,570.69	.00	773,953.31	31%
Total Expenditures		2,510,250.00	1,734,093.78	.00	776,156.22	31%
Operating Surplus/(Deficit)		(2,498,250.00)	(1,712,703.26)	(1,712,703.26)		
Beginning Fund Balance		2,560,183.65	2,560,183.65	2,560,183.65		
Net Ending Fund Balance		61,933.65	847,480.39	847,480.39		
*** calculated ***						
Components of Ending Fund Balance						
Unassigned/Unappropriated - 9790		61,933.65	.00			
Ending Fund Balance		61,933.65	.00			

Fund 40 - Spec Resv Cap Outlay Proj 1		Fiscal Year 2018 through 06/30/2018				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other State Revenue	(8300-8599)	71,500.00	.00		71,500.00	100%
Other Local Revenue	(8600-8799)	.00	1,003.36		(1,003.36)	0%
Total Revenues		71,500.00	1,003.36		70,496.64	99%
EXPENDITURES						
Books and Supplies	(4000-4999)	.00	(205.38)	.00	205.38	0%
Services & Operating Expenses	(5000-5999)	38,500.00	31,940.00	6,560.00	0.00	0%
Capital Outlay	(6000-6999)	33,000.00	16,822.77	.00	16,177.23	49%
Total Expenditures		71,500.00	48,557.39	6,560.00	16,382.61	23%
Operating Surplus/(Deficit)		.00	(47,554.03)	(54,114.03)		
Net Surplus/(Deficit)		.00	(47,554.03)	(54,114.03)		
Net Ending Fund Balance		.00	(47,554.03)	(54,114.03)		
*** calculated ***						

Fund 51 - Bond Int & Redempt Fund 1 - M		Fiscal Year 2018 through 06/30/2018				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other State Revenue	(8300-8599)	.00	1,654.15		(1,654.15)	0%
Other Local Revenue	(8600-8799)	.00	133,960.85		(133,960.85)	0%
Total Revenues		.00	135,615.00		(135,615.00)	0%
EXPENDITURES						
Other Outgo	(7100-7299, 7400-7499)	.00	29,268.75	.00	(29,268.75)	0%
Total Expenditures		.00	29,268.75	.00	(29,268.75)	0%
Operating Surplus/(Deficit)		.00	106,346.25	106,346.25		
Beginning Fund Balance		2,958.13	2,958.13	2,958.13		
Net Ending Fund Balance		2,958.13	109,304.38	109,304.38		
*** calculated ***						
Components of Ending Fund Balance						
Unassigned/Unappropriated - 9790		2,958.13	.00			
Ending Fund Balance		2,958.13	.00			

Fund 55 - Bond Int & Redempt Fund 2 - N		Fiscal Year 2018 through 06/30/2018				
		Budget	Actual	Encumbrance	Balance	Avail
REVENUES						
Other State Revenue	(8300-8599)	.00	1,641.98		(1,641.98)	0%
Other Local Revenue	(8600-8799)	.00	133,541.17		(133,541.17)	0%
Total Revenues		.00	135,183.15		(135,183.15)	0%
EXPENDITURES						
Other Outgo	(7100-7299, 7400-7499)	.00	79,761.72	.00	(79,761.72)	0%
Total Expenditures		.00	79,761.72	.00	(79,761.72)	0%
Operating Surplus/(Deficit)		.00	55,421.43	55,421.43		
Beginning Fund Balance		36,964.83	36,964.83	36,964.83		
Net Ending Fund Balance		36,964.83	92,386.26	92,386.26		
*** calculated ***						
Components of Ending Fund Balance						
Unassigned/Unappropriated - 9790		36,964.83	.00			
Ending Fund Balance		36,964.83	.00			

Interdistrict Boundary Agreement Requests Summary

District Requesting	District Requested to
---------------------	-----------------------

[illegible]