

COTTONWOOD UNION SCHOOL DISTRICT
20512 West First Street
Cottonwood, CA 96022

AGENDA FOR Tuesday, February 12, 2019, 6:30 P.M.
Regular Board Meeting, West Cottonwood Library

Rules and Procedures

The Cottonwood Union School District Board desires that its meetings be conducted in an open fashion and encourages public participation. Persons attending a meeting who wish to speak concerning an agenda item should notify the Board Chairperson of their desire to speak prior to the start of the meeting and should come forward during the time set aside for public comment and communication. It may be necessary, at times, for the Chairperson to limit discussions due to time considerations.

Arrangements to place an item on the agenda and make a presentation concerning said item must be established with the Superintendent, or any Board Member, at least ten calendar days in advance of the meeting. The request to address the Board shall be submitted in writing and the proposed stated in, or with, the request.

1.0 Call Regular Meeting to Order

2.0 Pledge of Allegiance

3.0 Approval of Agenda

**4.0 Recognition (Students, Staff, Curriculum) Curriculum Review
Star Performers – North Cottonwood
Elective Presentation – West Cottonwood**

5.0 Public Forum/Hearing of Person Wishing to Address the Board

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures: At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code [35145.5](#), Government Code [54954.2](#)) Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. (Government Code [54954.2](#)) Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. Comments shall be limited to 3 minutes per person and 20 minutes for all comments, unless different time limits are set by the Chairman subject to the approval of the Board.

6.0 Consent Agenda

6.1 Review of Consent Agenda

6.1.1 Approval of Board Meetings for:

Regular Board Meeting held on **January 15, 2019** (pg. 4 – 6)

6.1.2 Accept Letter of Resignation from:

Bethany Duggan, Teacher (pg. 7)

Letters of Retirement from:

Certificated Personnel: (pg. 8 - 13)

Teachers: **Maureen Coonfield, Kathleen Dawson, Michael Livingston, Linda Shumate, Trent Teesdale, Glenda White**

Classified Personnel: (pg. 14 - 19)

Carmen Boss – Instructional Aide, **Norma Haller** – Bus Driver, **Patty Krueger** – Instructional Aide, **Polly Leo** – Special Ed Instructional Aide, **Don Luzier** – Bus Driver/Mechanic, **Michael Luzier** - Custodian

6.2 Approval of Consent Agenda**7.0 Discussion/Action Items:**

- 7.1 Consider approval of the Commercial Warrants** (pg. 20 - 39)
- 7.2 Consider approval: Board Policies/Administrative Regulations Policy Guide** (pg. 40)
BP/AP 5148.3 – Preschool/Early Childhood Education (pg. 41– 59)
BP/AR 6145.2 – Athletic Competition (pg. 60 - 76)
BP 6170.1 – Transitional Kindergarten (pg. 77 - 82)
BP 6190 – Evaluation of the Instructional Program (pg. 83 - 86)
BB 9110 – Terms of Office (pg. 87 - 88)
- 7.3 Board Members to complete Statement of Economic Interest Forms. (Due to District Office by April 1, 2019) The form 700 and Pamphlet are available at <http://www.fppc.ca.gov/Form700.html>**
- 7.4 Consider approval of Resolution #2019-1 Intent to Implement Government Code 20586 PERS Two Years Additional Service Credit**
(pg. 89)
- 7.5 Consider approval of Resolution #2019-2–Retirement Incentive Program**
(pg. 90)
- 7.6 Consider approval of the 2017/18 SARC Report for West Cottonwood Junior High**
(pg. 91 -101)
- 7.7 Consider approval of the 2017/18 SARC Report for North Cottonwood Elementary School**
(pg. 102 - 112)
- 7.8 Consider approval of the School Plan for Student Achievement for West Cottonwood**
(pg. 113 - 153)
- 7.9 Consider approval of the School Plan for Student Achievement for North Cottonwood**
(pg. 154 - 198)
- 7.10 Consider approval of the Comprehensive School Safety Plan – North Cottonwood**
- 7.11 Consider approval of the Comprehensive School Safety Plan – West Cottonwood**
- 7.12 Consider approval of the Low Performing Students Block Grant Plan**
- 7.13 Consider approval to change North Cottonwood’s Open House and Districtwide Minimum Day from May 16, 2019 to May 30, 2019 on the 2018/2019 School Calendar**
(pg. 199)

8.0 Informational Items:

- 8.1 CTA Report
- 8.2 Superintendent’s Report
- 8.3 Principal’s Report

9.0 Information/Communication Items.

- 9.1 Enrollment (pg. 200)
- 9.2 Shasta County Pooled Investment Report for December 31, 2018 (pg. 201 - 202)
- 9.3 AB 1200 Letter from Shasta County Office of Education Regarding Interim Report for 2018/19 (pg. 203 - 204)

10.0 Governing Board Discussion and Suggested Agenda Items

11.0 Future Meetings:

- 11.1 Regular Board Meeting, **Tuesday, March 19, 2019, 6:30 p.m.** in the West Cottonwood School Library, 20512 w. First Street, Cottonwood, CA 96022.

12.0 Closed Session: Adjournment to Closed Session during this meeting to consider and/or take action upon the following items:

- 12.0 Pursuant to Government Code Section 54957
Public Employee / Discipline / Dismissal / Release

Public Notice of Action Taken in Closed Session

13.0 Adjournment

AMERICAN WITH DISABILITIES ACT NOTICE

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the Board of Trustees meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the District

Office at (530) 347-3165. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodation, auxiliary aids or services.

DOCUMENT AVAILABILITY

Documents provided to a majority of the Governing Board regarding an open session item on this agenda, including documents distributed to the board less than 72 hours in advance of a board meeting are available for public inspection at the District office located at 20512 West First Street, Cottonwood, CA 96022 during normal business hours.

NOTE: Copies of the agenda, approved board minutes and board packets may be reviewed/downloaded on the Cottonwood Union School District’s website at www.cwusd.com Each month’s board packet will be available on the website after 3:00 p.m. on the Friday prior to the Regular Board Meeting.

To review and/or print a board packet:

Go to www.cwusd.com

Click on [Board of Trustees](#) in the right hand column

Click on [Board Meeting Documents](#) in the left hand column, and

Click on [Meeting Agendas, Minutes, or Board Meeting Packets](#) to review or download as you would like.

COTTONWOOD UNION SCHOOL DISTRICT

20512 West First Street
Cottonwood, California 96022

MINUTES Tuesday, January 15, 2019, 6:30 P.M. Regular Board Meeting, West Cottonwood Library

Members Present. Mrs. Cordova, Mr Iles, Mrs McDougall, Mrs Semingson, Mr. Vazquez
Members Absent None
Others Present Superintendent Doug Geren
Principals. Don Ray, Terri Wright
Laura Merrick, Business Manager
Terri Stratte, Administrative Assistant
Staff Six staff members were present along with approximately sixty community members

1.0 **Call Regular Meeting to Order** – Mrs Cordova called the regular meeting to order at 6 30 p m.

2.0 **Pledge of Allegiance** was led by Mrs Cordova

3.0 **Approval of Agenda**

ACTION: Mrs Semingson moved, seconded by Mr Vazquez to approve the agenda as presented.

VOTE: Unanimous in favor

4.0 **Recognition (Students, Staff, Curriculum) /Curriculum Review**

North Cottonwood –**Star Performers** -Principal, Mr. Ray, recognized thirteen students
West Cottonwood – **Elective Presentation** – None at this time

5.0 **Public Forum/Hearing of Persons Wishing to Address the Board**

Brian Moore introduced himself to the Board

6.0 **Consent Agenda**

6.1 **Review of Consent Agenda**

6 1 1 Approval of Board Meeting Minutes for
Regular Board Meeting held on December 18, 2018

6.2 **Approval of Consent Agenda**

ACTION: Mr Iles moved, seconded by Mrs McDougall to approve the Consent Agenda as presented

VOTE: Unanimous in favor

7.0 Discussion/Action Items:

7.1 Consider approval of the Commercial Warrants

ACTION: Mrs Semingson moved, seconded by Mr. Vazquez to approve the Commercial Warrants

VOTE: Unanimous in favor

7.2 Consider approval: Board Policies/ Administrative Regulations- Checklist & Policy Guide

AR – Claims and Actions Against the District

AR – Financial Reports and Accountability

BP 4114 – Transfers

BP/AR 5141 6 – School Health Services

BP/AR 5144 1 – Suspension and Expulsion/Due Process

ACTION: Mr. Vazquez moved, seconded by Mrs McDougall to approve the Board Policies & Administrative Regulations

VOTE: Unanimous in favor

7.3 Consider approval of the Annual Audit Report for the 2017/2018 Fiscal Year for the Cottonwood Union School District.

ACTION: Mr Vazquez moved, seconded by Mr. Iles to accept the Annual Audit for 2017/2018 Fiscal Year

VOTE: Unanimous in favor

7.4 Consider approval of Request for Proposal for District Cabling

Mr Moore explained this is an E-Rate project in which the District is seeking to replace existing building-to-building copper connections with fiber-optic connections.

ACTION: Mr Vazquez moved, seconded by Mrs Semingson to approve posting the Request for Proposal for District Cabling

VOTE: Unanimous in favor

7.5 Consider approval of Request for Proposal for District Network Electronics

Mr. Moore explained this is an E-Rate project in which the District is seeking to provide Uninterruptable Power Supplies (UPS) with bundled network cards to support existing switching and router infrastructure and add to existing networking equipment

ACTION: Mr. Vazquez moved, seconded by Mrs Semingson to approve posting the Request for Proposal for District Network Electronics

VOTE: Unanimous in favor

8.0 Information Items:

8.1 CTA Report – Mrs Booth and Mrs Kostelec reported on the Kindergarten Conference they recently attended along with new kindergarten teachers They saw Principal Gary in person and thanked the Board for the opportunity to attend.

8.2 Superintendent's Report – Mr. Geren reported the Cottonwood Community Park lot line adjustment is moving forward No vandalism occurred over winter break, teachers and staff returned with positive attitudes LCAP meetings are getting scheduled and we have been busy working on SARC's and Safety Plans SCOE is working with our Differentiated Assistance team We qualify for County assistance due to our suspension rate and absenteeism Mr Geren also reported he will be attending the Superintendent's Symposium in Monterey at the end of January.

8.3 Principal's Report

Mr. Ray reported they are piloting math enrichment, centered around the State's Performance Tasks A chess group has been started with fourth grade students and a playground chart with alternatives, such as games, etc. This has been very successful Desktops have been moved out of the computer lab to make more room for music The maintenance team did a great job over the break cleaning up the campus.

Mrs. Wright reported follow-up SST meetings for 5th through 8th grades have been scheduled. January 16th will be a district wide collaboration day to review the Safety Chart and SST procedures with the staff The Community Service and Cooking Elective classes, hosted a dinner for approximately fifty community seniors. The food was cooked and served by students and dessert was provided by the Elegant Bean It was an amazing event The sixth and seventh grade basketball teams both placed first place in the Wes Martin Tournament, held January 12th and 13th.

9.0 Information/Communication Items.

- 9 1 Enrollment
- 9 2 Shasta County Pooled Investment Report for November 30, 2018
- 9 3 Annual Certification Regarding Workers' Compensation from STISIG
- 9 4 Quarterly Report on Williams Uniform Complaints (October-December 2018)

10.0 Governing Board Discussion and Suggested Agenda Items.

None at this time.

11.0 Future Meeting:

11.1 Regular Board Meeting, Tuesday, February 12, 2019, 6:30 p.m. in the West Cottonwood School Library, 20512 West First Street, Cottonwood, CA 96022

12.0 Closed Session: Adjournment to Closed Session at 7:14 p.m. to consider and/or take action upon the Following items:

- 12 1 Pursuant to Government Code Section 54957
Public Employee / Discipline / Dismissal / Release

Public Notice of Action Taken in closed Session:

No action taken

13.0 Adjournment – the meeting adjourned at 8 11 p m

Kim Cordova, President

Matt Iles, Clerk

Deidre McDougall, Member

Tom Vazquez, Member

Judy Semingson, Member

Laura Merrick

From: Bethany Duggan <bethany.duggan@cwusd.net>
Sent: Tuesday, January 29, 2019 4:58 PM
To: Laura Merrick
Subject: Decision

Hello,

After careful consideration and prayer, my husband and I have decided it would be best for me to remain home this following year to raise our 1yr old daughter. My desire to be a teacher is still very strong and I miss it! That being said, with our little girl being so young I feel I may regret not taking the opportunity to spend as much time as possible with her. I can't express how much I appreciate everything Cottonwood Union School District has done for me!
Thank you so much!

Bethany Duggan

Maureen R. Coonfield
19611 Little Woods Road
Cottonwood, CA 96022
April 30, 2018

RECEIVED
4/30/18

Cottonwood Union School District
Doug Geren
20512 First Street
Cottonwood, CA 96022

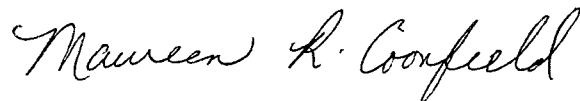
Dear Mr. Geren,

This letter is to inform you of my intent to retire at the end of the 2018-2019 school year. My intention is dependent upon the offer of the Golden Handshake as presented in the Tentative Agreement with CTA on May 18, 2017.

If it is deemed that the Golden Handshake is not going to save the district money, and thus not be honored as stated in the agreement, I rescind my intention of retiring at the end of the 2018-2019 school year.

To say that it is an honor and a privilege, and yes, a blessing, to be a part of the West Cottonwood community and family, is an understatement.

Thank you for your consideration,



Maureen R. Coonfield

April 27, 2018

RECEIVED
4/27/18

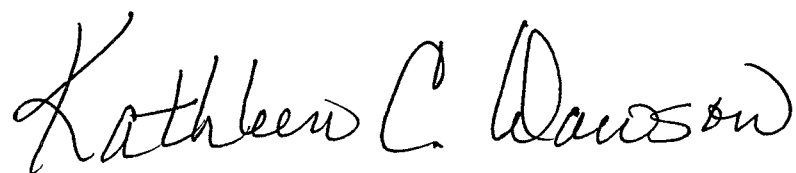
District Office Cottonwood Union School District

Mr. Doug Geren:

I am writing this letter to inform you that I will be retiring at the end of the 2018 - 2019 school year. I am accepting the districts "Golden Handshake" two year early incentive retirement.

I am extremely proud that I can say I have spent my whole teaching career at the Cottonwood School District. I am truly blessed that I have been able to do a job that I love. I have many fond memories of students, families, and friends that will be with me always.

Sincerely,



Kathleen C. Dawson

January 22, 2018

To: Mr. Geren - CWUSD Superintendent

From: Mike Livingston

Dear Doug,

I have decided that at the end of next year, after 30 years of working for the Cottonwood Union School District, it is time for me to retire. I plan to complete the 2018/2019 school year before officially retiring after the final day of my contract on June 7, 2019.

I am accepting the district's offer of a Golden handshake (2 year early retirement incentive) at the end of the 2018/2019 school year with the understanding that the district will be following through with the Golden Handshake incentive for the 2018/2019 school year.

I have enjoyed my years of teaching fourth graders and working with the wonderful people in our district. I will leave with the satisfaction that I have been able to help several generations of Cottonwood children.

Respectfully,



Michael L. Livingston

RECEIVED
1/22/18

RECEIVED
4/30/18

9670 Sunnywood Drive
Millville, CA 96062
April 29, 2018

Doug Geren, Superintendent
Cottonwood Union School District
20512 West First Street
Cottonwood, CA 96022

Dear Mr. Geren,

It is my intent to retire at the conclusion of the 2018-2019 school year contingent on receiving a Two-Year STRS Golden Handshake

Sincerely,



Linda Shumate
Kindergarten Educator
North Cottonwood School

RECEIVED
4/25/18

Trent Teesdale

911 Bahama Court
Redding, CA 96003
530-921-3861
teesfam5@charter.net

April 24, 2018

Mr. Doug Geren, Superintendent CUSD
20512 W. First Street
Cottonwood, CA 96022

Mr. Geren,

This letter is to inform you and the Board of Trustees of the Cottonwood Union School District of my intent to accept the district's offer of a "Golden Handshake", a two year early retirement incentive, for the 2018/2019 school year. This offer was emailed to all staff at the end of the 2016/2017 school year.

Along with this letter of intent, it is my hope that the district will continue to offer the retiree benefits stated in Article XIX of the current contract between the District and the Cottonwood Teacher's Association

I would like to thank the school district, the school board, and the teacher's association for this offer of early retirement.

Sincerely yours,



Trent Teesdale

w

April 18, 2018

RECEIVED
4/18/18

Mr Geren

After 33 years of teaching I will be retiring at the end of the 2018-2019 contract school year. My retirement is contingent on the District following through on the negotiated Golden Handshake for the 2018-2019 school year.

I have enjoyed working with the children and families of Cottonwood over the years and am looking forward to this next phase of my life.



Glenda White
3349 Kentwood Drive
Redding, Ca 96002
530-524-0886

LETTER OF INTEREST
PERS CLASSIFIED GOLDEN HANDSHAKE
(TWO YEARS ADDITIONAL SERVICE CREDIT)

Designated Window Period

From. **April 2, 2019**

To: **June 30, 2019**

(Please check all that apply)

I am not interested in participating in the Golden Handshake at this time

I would like to be considered for the Classified Golden Handshake which allows for Two Years additional service credit I meet the following qualifications.

On my retirement date I will be at least 50 years old.

I have at least 5 years of service credit with PERS.

I understand that my retirement date must fall within the designated window period but cannot be the first day of the window period.

My retirement date will be: June 6, 2019

I will not receive unemployment benefits between my last day of employment and my retirement date or at any time during the designated window period.

I understand (if all criteria is met) I will not receive the Two Years Additional Service Credit until the window period closes and PERS reconciles all involved accounts (Retro payment back to retirement date, 3 to 6 months after the window period closes.)

NOTE TO EMPLOYEE:

The criteria for net savings and/or reductions in the work force must be met by the District in order to qualify. This will be determined by Administration and you will be notified if the criteria was met.

Carmen Boss
Print Your Name

Instructional Aide
Classification

Carmen Boss
Signature

4-11-18
Date

Return To: District Office (N)

NO LATER THAN: 5/1/2018

LETTER OF INTEREST
PERS CLASSIFIED GOLDEN HANDSHAKE
(TWO YEARS ADDITIONAL SERVICE CREDIT)

Designated Window Period

From: April 2, 2018

To: June 30, 2018

(Please check all that apply)

I am not interested in participating in the Golden Handshake at this time.

I would like to be considered for the Classified Golden Handshake which allows for Two Years additional service credit. I meet the following qualifications:

On my retirement date I will be at least 50 years old.

I have at least 5 years of service credit with PERS.

I understand that my retirement date must fall within the designated window period but cannot be the first day of the window period.

My retirement date will be: 4-9-19

*Verified she means 2019
1/5/18 LLM*

I will not receive unemployment benefits between my last day of employment and my retirement date or at any time during the designated window period.

I understand (if all criteria is met) I will not receive the Two Years Additional Service Credit until the window period closes and PERS reconciles all involved accounts (Retro payment back to retirement date, 3 to 6 months after the window period closes)

NOTE TO EMPLOYEE:

The criteria for net savings and/or reductions in the work force must be met by the District in order to qualify. This will be determined by Administration and you will be notified if the criteria was met

NORMA Jean Haller
Print Your Name

Bus Driver
Classification

Norma J. Haller
Signature

10-23-17
Date

Return To: District Office

NO LATER THAN: 12/31/2017

RECEIVED
4-16-2018

LETTER OF INTEREST
PERS CLASSIFIED GOLDEN HANDSHAKE
(TWO YEARS ADDITIONAL SERVICE CREDIT)

Designated Window Period

From: April 2, 2019

To: June 30, 2019

(Please check all that apply)

- I am not interested in participating in the Golden Handshake at this time.
- I would like to be considered for the Classified Golden Handshake which allows for Two Years additional service credit I meet the following qualifications:
 - On my retirement date I will be at least 50 years old
 - I have at least 5 years of service credit with PERS
 - I understand that my retirement date must fall within the designated window period but cannot be the first day of the window period.

My retirement date will be June 30, 2019

- I will not receive unemployment benefits between my last day of employment and my retirement date or at any time during the designated window period.
- I understand (if all criteria is met) I will not receive the Two Years Additional Service Credit until the window period closes and PERS reconciles all involved accounts. (Retro payment back to retirement date, 3 to 6 months after the window period closes.)

NOTE TO EMPLOYEE:

The criteria for net savings and/or reductions in the work force must be met by the District in order to qualify. This will be determined by Administration and you will be notified if the criteria was met

Patty Krueger
Print Your Name

Teacher's Aide
Classification

Patty Krueger
Signature

4-16-18
Date

Return To: District Office (N)

NO LATER THAN: 5/1/2018

LETTER OF INTEREST
PERS CLASSIFIED GOLDEN HANDSHAKE
(TWO YEARS ADDITIONAL SERVICE CREDIT)

FAXED
5/1/2018

Designated Window Period

From: April 2, 2019

To: June 30, 2019

(Please check all that apply)

I am not interested in participating in the Golden Handshake at this time.

I would like to be considered for the Classified Golden Handshake which allows for Two Years additional service credit. I meet the following qualifications:

On my retirement date I will be at least 50 years old

I have at least 5 years of service credit with PERS.

I understand that my retirement date must fall within the designated window period but cannot be the first day of the window period.

My retirement date will be: 6/7/18

I will not receive unemployment benefits between my last day of employment and my retirement date or at any time during the designated window period.

I understand (if all criteria is met) I will not receive the Two Years Additional Service Credit until the window period closes and PERS reconciles all involved accounts. (Retro payment back to retirement date, 3 to 6 months after the window period closes.)

NOTE TO EMPLOYEE:

The criteria for net savings and/or reductions in the work force must be met by the District in order to qualify. This will be determined by Administration and you will be notified if the criteria was met.

Pilly Leo
Print Your Name

Speech Aide
Classification

Pilly Leo
Signature

5/1/18
Date

Return To: District Office

NO LATER THAN: 5/1/2018

January 29, 2019

To Mr Geren-CWUSD Superintendent

From Don Luzier

After 36+ years of working for the Cottonwood Union School District I decided that it is time for me to retire I plan to work through May 07th2019 I will be officially retired on May 8th 2019

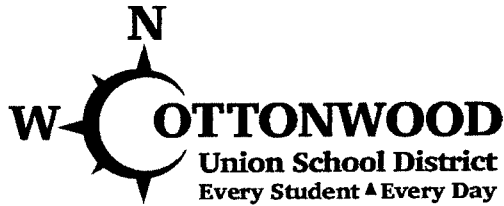
I am accepting the Golden Handshake (2-year early retirement incentive) in the 2019 school year with the understanding that the district will be following through with the Golden Handshake incentive, along with dental, vision as paid for by the district for 5 years As reviewed with the H R manager, my unused sick leave will be added towards retirement to PERS The district will pay out all unused vacation days upon retirement

Respectfully,

A handwritten signature in black ink, appearing to read "Donald Luzier", with a long horizontal flourish extending to the right.

Donald Luzier

RECEIVED
1/29/19



December 13, 2018

I want to notify the Cottonwood Union School District that I am going to retire as of July 1, 2019 and my last day of work will be June 28, 2019.

I want to thank the School Board for the opportunity to work here in the Cottonwood District for the last forty years. I have enjoyed my time here and the relationships I have built. I want to wish the District all the best as I move in to my retirement. Thanks again!

Sincerely,

A handwritten signature in cursive script that reads 'Michael Luzier'. The signature is written in black ink and is positioned below the word 'Sincerely,'.

Michael Luzier

ReqPay05a

Payment Register

Scheduled 02/04/2019 - 02/07/2019 Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor AMAZON/ SYNCB (000560/2) P O BOX 530958 ATLANTA, GA 30353-0958										
F	2018/19	12/09/18	R4819-00298	REPLACEMENT BATTERY KIT	558865363655	02/05/19	Audit	134 99		134 99
			2019 (003887)	01-001-0000-2420-4310-0000-2420-LC1-						
				Batchld		Check Date		PO# P4819-00298	Register #	
F	2018/19	12/17/18	R4819-00299	STAINLESS STEEL STIR PADDLE CAFETERIA	837335836334	02/05/19	Audit	26 71		26 71
			2019 (001889)	13-001-5310-0000-4510-0000-3700-000-						
				Batchld		Check Date		PO# P4819-00299	Register #	
F	2018/19	12/21/19	R4819-00304	HAND DRYERS FOR GIRLS & BOYS RESTROOMS (2)	644788578546	02/05/19	Audit	1,720 00	124 70	1,844 70
			2019 (001244)	01-020-0000-8200-4510-0000-8200-100-			1,844 70			
				Batchld		Check Date		PO# P4819-00304	Register #	
Total Invoice Amount								1,881 70	Check	

AP Vendor ANDERSON-COTTONWOOD DISP SRVCE (000005/1) PO BOX 541065 LOS ANGELES, CA 90054-1065										
	2018/19	02/01/19	R4819-00020	GARBAGE DISPOSAL 18/19	1924356-0531-1	02/07/19	Audit	906 73		906 73
			2019 (002086)	01-001-0000-8240-5510-0000-8200-000-						
				Batchld		Check Date		PO# P4819-00020	Register #	
	2018/19	02/01/19	R4819-00020	GARBAGE DISPOSAL 18/19	1924606-0531-9	02/07/19	Audit	741 20		741 20
			2019 (002086)	01-001-0000-8240-5510-0000-8200-000-						
				Batchld		Check Date		PO# P4819-00020	Register #	
Total Invoice Amount								1,647 93	Check	

AP Vendor ARDEN'S TREE SERVICE (000835/1) PO BOX 432 COTTONWOOD, CA 96022										
F	2018/19	01/06/19	R4819-00124	TREE TRIMMING	0193064	02/07/19	Audit	5,950 00		5,950 00
			2019 (004692)	01-020-8150-8110-5801-0000-8110-LC3-						
				Batchld		Check Date		PO# P4819-00124	Register #	

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, Payment Status(s) IN ('7'), On Hold? = Y, Approval Batch Id(s) = 017556, Page Break by Check/Advice? = N, Zero? = Y) ESCAPE **ONLINE**

ReqPay05a

Payment Register

Scheduled 02/04/2019 - 02/07/2019

Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
								Total Invoice Amount	5,950 00	Check
Direct Vendor BATTERIES PLUS BULBS (000751/1) 1355 CHURN CREEK RD #C-8 REDDING, CA 96003										
2018/19	01/18/19		EXIT LIGHT	450-P10623601	02/05/19	Audit		14 96		14 96
			BATTERY							
		2019 (001244)	01-020-0000-8200-4510-0000-8200-100-							
								Total Invoice Amount	14 96	Check
Direct Vendor BLUE STAR GAS (000796/1) 6775 EASTSIDE ROAD ANDERSON, CA 96007										
2018/19	12/05/18		PROPANE NORTH	1071668-IN	02/05/19	Audit		2,765 88		2,765 88
		2019 (001307)	01-001-0000-8260-5510-0000-8200-000-							
2018/19	01/16/19		PROPANE NORTH	1081918-IN	02/05/19	Audit		2,930 04		2,930 04
		2019 (001307)	01-001-0000-8260-5510-0000-8200-000-							
2018/19	10/05/19		TANK	0101020-IN	02/05/19	Audit		1 07		1 07
		2019 (001307)	01-001-0000-8260-5510-0000-8200-000-							
2018/19	10/05/19		TANK	020239-IN	02/05/19	Audit		1 07		1 07
		2019 (001307)	01-001-0000-8260-5510-0000-8200-000-							
								Total Invoice Amount	5,698 06	Check
AP Vendor CALIFORNIA SAFETY CO (000021/1) PO BOX 990956 REDDING, CA 96099-0956										
2018/19	02/06/19	R4819-00019	ALARM JULY18- JUNE19	411493	02/06/19	Audit		130 00		130 00
		2019 (003205)	01-001-0000-0000-5630-0000-3600-000-							
		2019 (001335)	01-020-0000-2700-5630-0000-2700-100-							
		2019 (001324)	01-050-0000-2700-5630-0000-2700-100-							
			BatchId							
						130 00	Check Date	PO# P4819-00019	Register #	
2018/19	02/06/19	R4819-00019	ALARM JULY18- JUNE19	411494	02/06/19	Audit		232 50		232 50
		2019 (003205)	01-001-0000-0000-5630-0000-3600-000-							
		2019 (001335)	01-020-0000-2700-5630-0000-2700-100-							
		2019 (001324)	01-050-0000-2700-5630-0000-2700-100-							
			BatchId							
						232 50	Check Date	PO# P4819-00019	Register #	

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, Payment Status(s) IN ('?'), On Hold? = Y, Approval Batch Id(s) = 017556, Page Break by Check/Advice? = N, Zero? = Y)

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Scheduled 02/04/2019 - 02/07/2019 Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor CALIFORNIA SAFETY CO (00021/1) (continued) (continued)											
2018/19	07/07/19	R4819-00019	ALARM JULY18- JUNE19	329937	02/05/19	Audit		150 00		150 00	
		2019 (003205)	01-001-0000-0000-5630-0000-3600-000-								
		2019 (001335)	01-020-0000-2700-5630-0000-2700-100-			150 00					
		2019 (001324)	01-050-0000-2700-5630-0000-2700-100-								
			Batchld			Check Date		PO# P4819-00019		Register #	
Total Invoice Amount								512 50	Check		
AP Vendor CASCWA - DELTA SIERRA (000854/1) PO BOX 565 WOODLAND, CA 95776											
F	2018/19	01/10/19	R4819-00317	ATTENDANCE CERTIFICATION TRAINING WEST - 2	04454	02/07/19	Audit	75 00		75 00	
			2019 (001278)	01-020-0000-2700-5210-0000-2700-100-			75 00				
			2019 (001286)	01-050-0000-2700-5210-0000-2700-100-							
			Batchld			Check Date		PO# P4819-00317		Register #	
	2018/19	01/10/19	R4819-00317	ATTENDANCE CERTIFICATION TRAINING WEST - 2	04455	02/07/19	Audit	75 00		75 00	
			2019 (001278)	01-020-0000-2700-5210-0000-2700-100-			75 00				
			2019 (001286)	01-050-0000-2700-5210-0000-2700-100-							
			Batchld			Check Date		PO# P4819-00317		Register #	
	2018/19	01/16/19	R4819-00317	ATTENDANCE CERTIFICATION TRAINING WEST - 2	04522	02/07/19	Audit	75 00		75 00	
			2019 (001278)	01-020-0000-2700-5210-0000-2700-100-			75 00				
			2019 (001286)	01-050-0000-2700-5210-0000-2700-100-							
			Batchld			Check Date		PO# P4819-00317		Register #	
	2018/19	01/16/19	R4819-00317	ATTENDANCE CERTIFICATION TRAINING WEST - 2	04524	02/07/19	Audit	75 00		75 00	
			2019 (001278)	01-020-0000-2700-5210-0000-2700-100-			75 00				
			2019 (001286)	01-050-0000-2700-5210-0000-2700-100-							
			Batchld			Check Date		PO# P4819-00317		Register #	
Total Invoice Amount								300 00	Check		

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, Payment Status(s) IN ('?'), On Hold? = Y, Approval Batch Id(s) = 017556, Page Break by Check/Advice? = N, Zero? = Y)

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Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor			COASTAL BUSINESS SYSTEMS LEASING COMPANY (000270/1) 336 FIRST ST EUREKA, CA 95501							
2018/19	01/23/19		DOCSTAR UPGRADE	AR31938	02/06/19	Audit		2,850 00		2,850 00
		2019 (001358)	01-001-0000-7200-5801-0000-7200-000-							
F	2018/19	01/23/19	R4819-00246	DOCSTAR SCANNER AND INSTALLATION	AR31939	02/06/19	Audit	4,157 44		4,157 44
		2019 (003519)	01-001-0000-2420-4410-1110-1000-100-							
				Batchld		Check Date		PO# P4819-00246		Register #
Total Invoice Amount								7,007 44	Check	
Direct Vendor			COTTONWOOD CREEK CHRTR SCH (000721/1) PO BOX 1648 COTTONWOOD, CA 96022							
2018/19	01/25/19		OT for	9010802836	02/05/19	Audit		612 50		612 50
		2019 (002527)	01-001-6500-0204-5101-5770-1190-100-							
Total Invoice Amount								612 50	Check	
Direct Vendor			COTTONWOOD UNION SCHOOL DIST (000390/1) CAFETERIA FUND 20512 W FIRST ST COTTONWOOD, CA 96022							
2018/19	01/15/19		2ND QTR GRANDPARENTS	INV19-00080	02/05/19	Audit		48 00		48 00
		2019 (001188)	01-050-1100-0000-4310-1110-1000-100-							
2018/19	01/15/19		VETERANS DAY LUNCH	INV19-00081	02/05/19	Audit		208 00		208 00
		2019 (001162)	01-020-1100-0000-4310-1110-1000-100-							
Total Invoice Amount								256 00	Check	
AP Vendor			COTTONWOOD WATER DISTRICT (000002/1) PO BOX 2130 COTTONWOOD, CA 96022							
2018/19	01/26/19		R4819-00021	WATER 18-19	4576974	02/06/19	Audit	951 80		951 80
		2019 (001309)	01-001-0000-8230-5510-0000-8200-000-							

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ESCAPE ONLINE

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Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor	COTTONWOOD WATER DISTRICT (000002/1)			(continued)						

				BatchId	Check Date	PO# P4819-00021	Register #
					Total Invoice Amount	951 80	Check

Direct Vendor	CRESSWELL PHYSICAL THERAPY (000271/1)									
	PO BOX 492006									
	REDDING, CA 96049									

2018/19	01/11/19		OT SERVICES	67	02/05/19	Audit		950 00		950 00
	2019 (002527)	01-001-6500-0204-5101-5770-1190-100-								
2018/19	01/18/19		OT SERVICES	68	02/05/19	Audit		1,562 50		1,562 50
	2019 (002527)	01-001-6500-0204-5101-5770-1190-100-								
2018/19	01/25/19		OT SERVICES	69	02/05/19	Audit		1,287 50		1,287 50
	2019 (002527)	01-001-6500-0204-5101-5770-1190-100-								
2018/19	02/01/19		OT for	11	02/05/19	Audit		162 50		162 50
			SSID#8193892860							
	2019 (002527)	01-001-6500-0204-5101-5770-1190-100-								
2018/19	02/01/19		OT SERVICES	70	02/05/19	Audit		2,350 00		2,350 00
	2019 (002527)	01-001-6500-0204-5101-5770-1190-100-								
								Total Invoice Amount	6,312 50	Check

AP Vendor	CROSS PETROLEUM (000083/1)									
	PO BOX 492200									
	REDDING, CA 96049-2200									

2018/19	01/15/19	R4819-00022	FUEL FOR	CL76513	02/05/19	Audit		995 35		995 35
			VEHICLES 18/19							
	2019 (003195)	01-001-0000-0000-4601-0000-3600-000-						909 30		
	2019 (001250)	01-001-0000-8120-4510-0000-8110-100-						86 05		
	2019 (001889)	13-001-5310-0000-4510-0000-3700-000-								
				BatchId	Check Date		PO# P4819-00022	Register #		
2018/19	01/31/19	R4819-00022	FUEL FOR	CL76914	02/05/19	Audit		2,139 33		2,139 33
			VEHICLES 18/19							
	2019 (003195)	01-001-0000-0000-4601-0000-3600-000-						2,051 08		
	2019 (001250)	01-001-0000-8120-4510-0000-8110-100-						11 41		
	2019 (001889)	13-001-5310-0000-4510-0000-3700-000-						76 84		
				BatchId	Check Date		PO# P4819-00022	Register #		
								Total Invoice Amount	3,134 68	Check

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, Payment Status(s) IN ('7'), On Hold? = Y, Approval Batch Id(s) = 017556, Page Break by Check/Advice? = N, Zero? = Y)

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor CSM CONSULTING INC (000315/1) PO BOX 4408 EL DORADO HILLS, CA 95762										
2018/19	12/31/19		ERATE QTRLY	9816	02/05/19	Audit		750 00		750 00
		2019 (003156)	01-001-0000-2420-5801-0000-2420-LC2-							
Total Invoice Amount								750 00	Check	

Direct Vendor EVIE LECHLEITER (000748/1) 35725 CORINTHIANS WAY SHINGLETOWN, CA 96088										
2018/19	01/29/19		TRANS OVERSIGHT	012919	02/05/19	Audit		100 00		100 00
		2019 (003204)	01-001-0000-0000-5801-0000-3600-100-							
Total Invoice Amount								100 00	Check	

Direct Vendor FIRST NATIONAL BANK OMAHA MASTERCARD (000129/1) PO BOX 2818 OMAHA, NE 68103-2818										
2018/19	01/29/19		FEE	012919	02/05/19	Audit		8 71		8 71
		2019 (001359)	01-001-0000-2700-5801-0000-2700-000-							
Total Invoice Amount								8 71	Check	

Direct Vendor FIRST NATIONAL BANK OMAHA VISA (000130/1) PO BOX 2818 OMAHA, NE 68103-2818										
2018/19	01/29/19		FEE	012919	02/05/19	Audit		11 92		11 92
		2019 (001359)	01-001-0000-2700-5801-0000-2700-000-							
F	2018/19	02/01/19	R4819-00192	PORTOLA HOTEL- SUPTS SYMPOSIUM	3120510	02/04/19	Audit	811 68		811 68
		2019 (001275)	01-001-0000-7200-5210-0000-7200-000-							
						Batchld	Check Date	PO# P4819-00192	Register #	
Total Invoice Amount								823 60	Check	

AP Vendor FLINN SCIENTIFIC, INC (000592/1) P O BOX 71721 CHICAGO, IL 60694-1721										
2018/19	01/22/19	R4819-00258	SCIENCE MATERIALS	2307773	02/05/19	Audit		584 51		584 51
		2019 (001162)	01-020-1100-0000-4310-1110-1000-100-							

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			FLINN SCIENTIFIC, INC (000592/1)		(continued)					
					Batchld	Check Date	PO# P4819-00258	Register #		
F	2018/19	11/30/19	R4819-00258	SCIENCE MATERIALS	2294180	02/05/19	Audit	224 88		224 88
2019 (001162) 01-020-1100-0000-4310-1110-1000-100-					Batchld	Check Date	PO# P4819-00258	Register #		
Total Invoice Amount								809 39	Check	
Direct Vendor			FRANZ FAMILY BAKERIES (000537/1)							
			P O BOX 742654							
			LOS ANGELES, CA 90074-2654							
	2018/19	01/09/19		BAKERY - CAFE	049300500904	02/05/19	Audit	151 00		151 00
2019 (001890) 13-001-5310-0000-4710-0000-3700-000-										
	2018/19	01/09/19		BAKERY - CAFE	049300501413	02/05/19	Audit	158 40		158 40
2019 (001890) 13-001-5310-0000-4710-0000-3700-000-										
	2018/19	01/22/19		BAKERY - CAFE	049300502208	02/05/19	Audit	26 00		26 00
2019 (001890) 13-001-5310-0000-4710-0000-3700-000-										
	2018/19	01/28/19		BAKERY - CAFE	049300502808	02/05/19	Audit	141 10		141 10
2019 (001890) 13-001-5310-0000-4710-0000-3700-000-										
Total Invoice Amount								476 50	Check	
Direct Vendor			GIBSON HEATING & AC (000711/1)							
			1153 PRESTIGE WAY							
			REDDING, CA 96003							
	2018/19	01/08/19		NORTH RM 305 & 308	33341	02/05/19	Audit	1,061 00		1,061 00
2019 (001322) 01-050-0000-8200-5630-0000-8200-100-										
Total Invoice Amount								1,061 00	Check	
Direct Vendor			GOLD STAR FOODS, INC (000630/2)							
			P O BOX 4328							
			ONTARIO, CA 91761							
	2018/19	01/03/19		FOOD - STORAGE FEE	2620889	02/05/19	Audit	120 00		120 00
2019 (001890) 13-001-5310-0000-4710-0000-3700-000-										
	2018/19	01/09/19		FOOD - STATE FEE	2625616	02/05/19	Audit	10 80		10 80
2019 (001890) 13-001-5310-0000-4710-0000-3700-000-										
	2018/19	01/17/19		FOOD - CAFE	2628978	02/05/19	Audit	674 64		674 64
2019 (001890) 13-001-5310-0000-4710-0000-3700-000-										

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, Payment Status(s) IN ('7'), On Hold? = Y, Approval Batch Id(s) = 017556, Page Break by Check/Advice? = N, Zero? = Y)

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Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor			GOLD STAR FOODS, INC (000630/2)		(continued)		(continued)			
2018/19	01/17/19		FOOD - CAFE	2628978 (continued)	02/05/19	Audit		(continued)		
	2019	(001890)	13-001-5310-0000-4710-0000-3700-000-							
2018/19	11/20/19		FOOD - STATE FEE	2587481	02/05/19	Audit		109 80		109 80
	2019	(001890)	13-001-5310-0000-4710-0000-3700-000-							
Total Invoice Amount								915 24	Check	

AP Vendor			JW PEPPER (000692/1) 6735 SIERRA COURT STE E DUBLIN, CA 94568-2618							
F	2018/19	01/30/19	R4819-00334	CHOIR SUPPLIES	13811101	02/07/19	Audit	260 40		260 40
		2019	(004124)	01-020-0100-2205-4310-1110-1000-LC2-						
				BatchId		Check Date		PO# P4819-00334		Register #
Total Invoice Amount								260 40	Check	

AP Vendor			LAUNDRY WORLD (000141/1) PO BOX 98 ANDERSON, CA 96007							
	2018/19	12/26/18	R4819-00343	LAUNDRY SERVICE	180147	02/05/19	Audit	12 05		12 05
		2019	(001306)	01-001-0000-8250-5510-0000-8200-000-						
				BatchId		Check Date		PO# P4819-00343		Register #
	2018/19	12/26/18	R4819-00343	LAUNDRY SERVICE	180148	02/05/19	Audit	67 69		67 69
		2019	(001306)	01-001-0000-8250-5510-0000-8200-000-						
				BatchId		Check Date		PO# P4819-00343		Register #
	2018/19	12/26/18	R4819-00343	LAUNDRY SERVICE	180149	02/05/19	Audit	91 37		91 37
		2019	(001306)	01-001-0000-8250-5510-0000-8200-000-						
				BatchId		Check Date		PO# P4819-00343		Register #
	2018/19	01/09/19	R4819-00343	LAUNDRY SERVICE	180824	02/05/19	Audit	12 05		12 05
		2019	(001306)	01-001-0000-8250-5510-0000-8200-000-						
				BatchId		Check Date		PO# P4819-00343		Register #
	2018/19	01/09/19	R4819-00343	LAUNDRY SERVICE	180825	02/05/19	Audit	67 69		67 69
		2019	(001306)	01-001-0000-8250-5510-0000-8200-000-						
				BatchId		Check Date		PO# P4819-00343		Register #

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, Payment Status(s) IN ('7'), On Hold? = Y, Approval Batch Id(s) = 017556, Page Break by Check/Advice? = N, Zero? = Y)

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor	LAUNDRY WORLD (000141/1)			(continued)						(continued)
2018/19	01/09/19	R4819-00343	LAUNDRY SERVICE 18-19	180827	02/05/19	Audit		91 37		91 37
	2019	(001306)	01-001-0000-8250-5510-0000-8200-000-	BatchId		Check Date		PO# P4819-00343	Register #	
2018/19	01/16/19	R4819-00343	LAUNDRY SERVICE 18-19	181320	02/05/19	Audit		12 05		12 05
	2019	(001306)	01-001-0000-8250-5510-0000-8200-000-	BatchId		Check Date		PO# P4819-00343	Register #	
2018/19	01/16/19	R4819-00343	LAUNDRY SERVICE 18-19	181321	02/05/19	Audit		67 69		67 69
	2019	(001306)	01-001-0000-8250-5510-0000-8200-000-	BatchId		Check Date		PO# P4819-00343	Register #	
2018/19	01/16/19	R4819-00343	LAUNDRY SERVICE 18-19	181322	02/05/19	Audit		91 37		91 37
	2019	(001306)	01-001-0000-8250-5510-0000-8200-000-	BatchId		Check Date		PO# P4819-00343	Register #	
2018/19	01/23/19	R4819-00343	LAUNDRY SERVICE 18-19	181740	02/05/19	Audit		12 05		12 05
	2019	(001306)	01-001-0000-8250-5510-0000-8200-000-	BatchId		Check Date		PO# P4819-00343	Register #	
2018/19	01/23/19	R4819-00343	LAUNDRY SERVICE 18-19	181741	02/05/19	Audit		67 69		67 69
	2019	(001306)	01-001-0000-8250-5510-0000-8200-000-	BatchId		Check Date		PO# P4819-00343	Register #	
2018/19	01/23/19	R4819-00343	LAUNDRY SERVICE 18-19	181742	02/05/19	Audit		91 37		91 37
	2019	(001306)	01-001-0000-8250-5510-0000-8200-000-	BatchId		Check Date		PO# P4819-00343	Register #	
2018/19	01/30/19	R4819-00343	LAUNDRY SERVICE 18-19	182144	02/05/19	Audit		12 05		12 05
	2019	(001306)	01-001-0000-8250-5510-0000-8200-000-	BatchId		Check Date		PO# P4819-00343	Register #	
2018/19	01/30/19	R4819-00343	LAUNDRY SERVICE 18-19	182145	02/05/19	Audit		67 69		67 69
	2019	(001306)	01-001-0000-8250-5510-0000-8200-000-	BatchId		Check Date		PO# P4819-00343	Register #	

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, Payment Status(s) IN ('7'), On Hold? = Y, Approval Batch Id(s) = 017556, Page Break by Check/Advice? = N, Zero? = Y)

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			LAUNDRY WORLD (000141/1) (continued)		(continued)					
2018/19	01/30/19	R4819-00343	LAUNDRY SERVICE 18-19	182146	02/05/19	Audit		91 37		91 37
2019 (001306)			01-001-0000-8250-5510-0000-8200-000- BatchId							
								Total Invoice Amount	855 55	Check
Direct Vendor			MT SHASTA SPRING WATER (000036/1) 1878 TWIN VIEW BLVD REDDING, CA 96003-1501							
2018/19	01/22/19		DO WATER	166391	02/06/19	Audit		14 95		14 95
2019 (003223)			01-001-0000-0000-4510-0000-3600-100-							
2018/19	01/24/19		TRANS WATER	167212	02/06/19	Audit		78 16		78 16
2019 (003223)			01-001-0000-0000-4510-0000-3600-100-							
								Total Invoice Amount	93 11	Check
Direct Vendor			NORTH STATE GROCERY, INC (000476/1) P O BOX 439 COTTONWOOD, CA 96022							
2018/19	01/10/19		COOKING ELECTIVE	41401	02/05/19	Audit		22 40		22 40
2019 (004125)			01-020-0100-2206-4310-1110-1000-LC2-							
2018/19	02/04/19		COOKING ELECTIVE	41302	02/05/19	Audit		41 71		41 71
2019 (004125)			01-020-0100-2206-4310-1110-1000-LC2-							
								Total Invoice Amount	64 11	Check
AP Vendor			OFFICE DEPOT BUSINESS SERV DIV (000091/2) PO BOX 70025 LOS ANGELES, CA 90074-0025							
F	2018/19	01/11/19	R4819-00313	PRINTER TONER, FILE FOLDER LABELS EXPO STICKS	258195584001	02/05/19	Audit	84 84		84 84
2019 (004069)			01-020-1100-1111-4310-1110-1000-177-							
2019 (001159)			01-020-1100-2420-4310-0000-2420-100-							
								Total Invoice Amount	40 80	
								Total Invoice Amount	44 04	
			BatchId		Check Date		PO# P4819-00313		Register #	
F	2018/19	01/28/19	R4819-00319	LABEL MAKER & TAPE (TRANSPORTATION)	265729255001	02/05/19	Audit	54 41		54 41
2019 (003223)			01-001-0000-0000-4510-0000-3600-100-							

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, Payment Status(s) IN ('7'), On Hold? = Y, Approval Batch Id(s) = 017556, Page Break by Check/Advice? = N, Zero? = Y)

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor			OFFICE DEPOT BUSINESS SERV DIV (000091/2)				(continued)	(continued)			
					BatchId	Check Date	PO# P4819-00319	Register #			
Total Invoice Amount								139 25	Check		
Direct Vendor			PACE ENGINEERING, INC (000821/1) 1730 SOUTH ST REDDING, CA 96001								
2018/19	01/10/19		ARCHITECT FOR NORTH MINI CAMPUS	34485	02/06/19	Audit		5,019 00		5,019 00	
			2019 (004694) 01-050-0000-0000-6211-0000-8500-000-								
Total Invoice Amount								5,019 00	Check		
AP Vendor			PAUL BURBANK (000851/1) 1232 HAWTHORNE AVE REDDING, CA 96002								
F	2018/19	01/30/19	R4819-00305	PAUL BURBANK - STUDY SYNCE-PROF DEV-JAN 30TH	002	02/07/19	Audit	300 00		300 00	
			2019 (004718) 01-020-0000-1110-5801-0000-1000-100-								
					BatchId	Check Date	PO# P4819-00305	Register #			
Total Invoice Amount								300 00	Check		
Direct Vendor			PRESENCE LEARNING, INC (000669/3) P O, BOX 743532 LOS ANGELES, CA 90074-3532								
2018/19	01/10/19		SPEECH SET-UP DEC	INV26521	02/06/19	Audit		663 20		663 20	
			2019 (002527) 01-001-6500-0204-5101-5770-1190-100-								
Total Invoice Amount								663 20	Check		
Direct Vendor			PRODUCERS DAIRY (000203/1) PO BOX 1231 FRESNO, CA 93715-1231								
2018/19	01/12/19		DAIRY - CAFE	21134445	02/05/19	Audit		536 05		536 05	
			2019 (001890) 13-001-5310-0000-4710-0000-3700-000-								
2018/19	01/12/19		DAIRY - CAFE	21134446	02/05/19	Audit		776 10		776 10	
			2019 (001890) 13-001-5310-0000-4710-0000-3700-000-								

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		PRODUCERS DAIRY (000203/1)			(continued)					(continued)
2018/19	01/19/19		DAIRY - CAFE	21137081	02/05/19	Audit		567 47		567 47
	2019	(001890)	13-001-5310-0000-4710-0000-3700-000-							
2018/19	01/19/19		DAIRY - CAFE	21137082	02/05/19	Audit		601 14		601 14
	2019	(001890)	13-001-5310-0000-4710-0000-3700-000-							
2018/19	01/26/19		DAIRY - CAFE	21139708	02/05/19	Audit		284 29		284 29
	2019	(001890)	13-001-5310-0000-4710-0000-3700-000-							
2018/19	01/26/19		DAIRY - CAFE	21139709	02/05/19	Audit		231 15		231 15
	2019	(001890)	13-001-5310-0000-4710-0000-3700-000-							
Total Invoice Amount								2,996 20	Check	

Direct Vendor		PROFESSIONAL EXTERMINATORS (000403/1) PO BOX 991507 REDDING, CA 96099								
2018/19	01/16/18		PEST CONTROL	0107475	02/06/19	Audit		45 00		45 00
	2019	(004214)	01-020-0000-8110-5801-0000-8110-100-							
Total Invoice Amount								45 00	Check	

Direct Vendor		PROPACIFIC FRESH (000491/1) P O BOX 1069 DURHAM, CA 95938								
2018/19	01/08/19		FOOD - CAFE	6652726	02/05/19	Audit		612 38		612 38
	2019	(001890)	13-001-5310-0000-4710-0000-3700-000-							
2018/19	01/11/19		FOOD - CAFE	6653933	02/05/19	Audit		739 00		739 00
	2019	(001890)	13-001-5310-0000-4710-0000-3700-000-							
2018/19	01/18/19		FOOD - CAFE	6655923	02/05/19	Audit		156 99		156 99
	2019	(001890)	13-001-5310-0000-4710-0000-3700-000-							
2018/19	01/23/19		FOOD - CAFE	6657298	02/05/19	Audit		196 53		196 53
	2019	(001890)	13-001-5310-0000-4710-0000-3700-000-							
2018/19	01/25/19		FOOD - CAFE	6658181	02/05/19	Audit		820 66		820 66
	2019	(001890)	13-001-5310-0000-4710-0000-3700-000-							
Total Invoice Amount								2,525 56	Check	

AP Vendor		READ NATURALLY (000108/1) 1284 CORPORATE CENTER DR STE 600 SAINT PAUL, MN 55121								
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Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, Payment Status(s) IN ('7'), On Hold? = Y, Approval Batch Id(s) = 017556, Page Break by Check/Advice? = N, Zero? = Y)

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			READ NATURALLY (000108/1) (continued)							
F	2018/19	01/31/19	R4819-00316	READ NATURALLY LICENSES (60) RSP/READING SKILLS	230580	02/05/19	Audit	1,380 00		1,380 00
2019 (001182) 01-020-6300-0000-4310-1110-1000-LC1-				Batchld	Check Date	PO# P4819-00316	Register #			
Total Invoice Amount								1,380 00	Check	
AP Vendor			SBCSS / C/O ROBIN ROBBINS (000857/1) 670 E CARNEGIE DRIVE SAN BERNADINO, CA 92408							
F	2018/19	02/06/19	R4819-00351	ADR CONFERENCE - (HILL) MARCH 7 - 8, RIVERSIDE	020619	02/06/19	Audit	275 00		275 00
2019 (003355) 01-020-6500-0201-5210-5770-1110-100-				Batchld	Check Date	PO# P4819-00351	Register #			
Total Invoice Amount								275 00	Check	
AP Vendor			SCHOOL HEALTH CORP (000082/1) 6764 EAGLE WAY CHICAGO, IL 60678-1067							
F	2018/19	12/26/19	R4819-00309	PROBE COVERS, ALCOHOL PADS, LENS CASE & SOAP	3539868-00	02/07/19	Audit	238 76		238 76
2019 (001248) 01-001-5640-0000-4510-0000-3140-100-				Batchld	Check Date	PO# P4819-00309	Register #			
Total Invoice Amount								238 76	Check	
AP Vendor			SCHOOL NURSE SUPPLY (000552/1) P O BOX 68968 SCHAUMBURG, IL 60168							
F	2018/19	01/29/19	R4819-00322	MEDICAL SUPPLIES - NORTH	0722066	02/07/19	Audit	374 84		374 84
2019 (001248) 01-001-5640-0000-4510-0000-3140-100-				Batchld	Check Date	PO# P4819-00322	Register #			
Total Invoice Amount								374 84	Check	

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor SHASTA CO OFFICE OF EDUCATION (000055/1) 1644 MAGNOLIA AVE REDDING, CA 96001										
2018/19	01/15/19		PSYCH SVCS JUL-DEC 18	INV19-00559	02/06/19	Audit		38,888 12		38,888 12
2019	(004150)	01-001-6500-0000-5101-5770-3120-100-								
2018/19	01/17/19		SP ED TRANS	INV19-00568	02/06/19	Audit		18,282 00		18,282 00
2019	(003119)	01-001-0000-0000-7142-0000-9200-000-								
2018/19	01/23/19		PROJECT SHARE DEC	INV19-00580	02/06/19	Audit		19,098 27		19,098 27
2019	(001375)	01-020-6010-0000-5805-1110-4100-100-								
2018/19	01/23/19		18/19 SARB SERVICES	INV19-00588	02/06/19	Audit		1,336 29		1,336 29
2019	(001368)	01-001-0000-2700-5805-0000-2700-000-								
Total Invoice Amount								77,604 68	Check	
Direct Vendor SHASTA FAMILY YMCA (000333/1) 1155 NORTH COURT ST REDDING, CA 96001										
2018/19	01/31/19		AFTERSCHOOL JAN	85218	02/06/19	Audit		11,340 00		11,340 00
2019	(002059)	01-050-6010-0000-5101-1110-4100-100-								
Total Invoice Amount								11,340 00	Check	
Direct Vendor SHASTA OFFICIALS c/o LES REMLEY (000550/1) 3095 SILVER STREET #201 ANDERSON, CA 96007										
2018/19	01/09/19		4/5TH BASKETBALL	2019 5000	02/05/19	Audit		450 00		450 00
2019	(001372)	01-001-0000-0070-5805-1110-4200-100-								
Total Invoice Amount								450 00	Check	
Direct Vendor SHELBY'S PLUMBING (000225/1) 20175 GAS POINT RD COTTONWOOD, CA 96022										
2018/19	01/29/19		RESTROOM REPAIR	012919	02/06/19	Audit		175 74		175 74
2019	(001322)	01-050-0000-8200-5630-0000-8200-100-								
Total Invoice Amount								175 74	Check	

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AP Vendor			SIERRA PRINTING (000058/1) PO BOX 619 COTTONWOOD, CA 96022-0619							
F	2018/19	01/11/19	R4819-00306	EMERGENCY RESPONSE CHARTS	15486	02/05/19	Audit	406 69		406 69
			2019 (001247)	01-001-0000-2700-4510-0000-2700-100-						
				Batchld		Check Date		PO# P4819-00306		Register #
						Total Invoice Amount		406 69	Check	

Direct Vendor			SYSCO FOOD SVCS OF SACRAMENTO (000169/1) PO BOX 138007 SACRAMENTO, CA 95813-8007							
	2018/19	01/10/19		FOOD - CAFE	231104005	02/05/19	Audit	1,132 25		1,132 25
			2019 (001890)	13-001-5310-0000-4710-0000-3700-000-			1,085 90			
			2019 (001891)	13-001-5310-0000-4790-0000-3700-000-			46 35			
	2018/19	01/17/19		FOOD - CAFE	231112730	02/05/19	Audit	851 69		851 69
			2019 (001890)	13-001-5310-0000-4710-0000-3700-000-			728 78			
			2019 (001891)	13-001-5310-0000-4790-0000-3700-000-			122 91			
	2018/19	01/24/19		FOOD - CAFE	231121847	02/05/19	Audit	1,436 83		1,436 83
			2019 (001889)	13-001-5310-0000-4510-0000-3700-000-			339 03			
			2019 (001890)	13-001-5310-0000-4710-0000-3700-000-			1,061 34			
			2019 (001891)	13-001-5310-0000-4790-0000-3700-000-			36 46			
	2018/19	01/31/19		FOOD - CAFE	231130689	02/05/19	Audit	1,213 18		1,213 18
			2019 (001890)	13-001-5310-0000-4710-0000-3700-000-			1,123 41			
			2019 (001891)	13-001-5310-0000-4790-0000-3700-000-			89 77			
						Total Invoice Amount		4,633 95	Check	

AP Vendor			TAYLOR AUTO PARTS #2 (000004/1) 2500 BALLS FERRY RD ANDERSON, CA 96022							
	2018/19	01/08/19	R4819-00143	BUS PARTS/SUPPLIES	972735	02/05/19	Audit	12 28		12 28
			2019 (003198)	01-001-0000-0000-4605-0000-3600-000-						
			2019 (003199)	01-001-0000-0000-4606-0000-3600-000-			12 28			
			2019 (001245)	01-020-0000-8110-4510-0000-8110-100-						
			2019 (001889)	13-001-5310-0000-4510-0000-3700-000-						
				Batchld		Check Date		PO# P4819-00143		Register #

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, Payment Status(s) IN ('7'), On Hold? = Y, Approval Batch Id(s) = 017556, Page Break by Check/Advice? = N, Zero? = Y)

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AP Vendor	TAYLOR AUTO PARTS #2 (000004/1)		(continued)							(continued)	
2018/19	01/10/19	R4819-00143	BUS	180148	02/05/19	Audit		12 89		12 89	
			PARTS/SUPPLIES								
			2019 (003198)	01-001-0000-0000-4605-0000-3600-000-				12 89			
			2019 (003199)	01-001-0000-0000-4606-0000-3600-000-							
			2019 (001245)	01-020-0000-8110-4510-0000-8110-100-							
			2019 (001889)	13-001-5310-0000-4510-0000-3700-000-							
				BatchId		Check Date		PO# P4819-00143	Register #		
2018/19	01/22/19	R4819-00143	BUS	973518	02/05/19	Audit		82 57		82 57	
			PARTS/SUPPLIES								
			2019 (003198)	01-001-0000-0000-4605-0000-3600-000-							
			2019 (003199)	01-001-0000-0000-4606-0000-3600-000-							
			2019 (001245)	01-020-0000-8110-4510-0000-8110-100-				82 57			
			2019 (001889)	13-001-5310-0000-4510-0000-3700-000-							
				BatchId		Check Date		PO# P4819-00143	Register #		
2018/19	01/22/19	R4819-00143	BUS	973521	02/05/19	Audit		139 32		139 32	
			PARTS/SUPPLIES								
			2019 (003198)	01-001-0000-0000-4605-0000-3600-000-							
			2019 (003199)	01-001-0000-0000-4606-0000-3600-000-							
			2019 (001245)	01-020-0000-8110-4510-0000-8110-100-				139 32			
			2019 (001889)	13-001-5310-0000-4510-0000-3700-000-							
				BatchId		Check Date		PO# P4819-00143	Register #		
2018/19	01/22/19	R4819-00143	BUS	973538	02/05/19	Audit		24 70		24 70	
			PARTS/SUPPLIES								
			2019 (003198)	01-001-0000-0000-4605-0000-3600-000-							
			2019 (003199)	01-001-0000-0000-4606-0000-3600-000-							
			2019 (001245)	01-020-0000-8110-4510-0000-8110-100-				24 70			
			2019 (001889)	13-001-5310-0000-4510-0000-3700-000-							
				BatchId		Check Date		PO# P4819-00143	Register #		
2018/19	01/23/19	R4819-00143	BUS	973583	02/05/19	Audit		102 90		102 90	
			PARTS/SUPPLIES								
			2019 (003198)	01-001-0000-0000-4605-0000-3600-000-							
			2019 (003199)	01-001-0000-0000-4606-0000-3600-000-				102 90			
			2019 (001245)	01-020-0000-8110-4510-0000-8110-100-							
			2019 (001889)	13-001-5310-0000-4510-0000-3700-000-							
				BatchId		Check Date		PO# P4819-00143	Register #		
Total Invoice Amount								374 66	Check		

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor THE DANIELSON COMPANY (000495/1) 435 SOUTHGATE COURT CHICO, CA 95928										
2018/19	01/08/19		FOOD - CAFE	185287	02/05/19	Audit		1,404 99		1,404 99
	2019 (001890)	13-001-5310-0000-4710-0000-3700-000-				1,339 88				
	2019 (001891)	13-001-5310-0000-4790-0000-3700-000-				65 11				
2018/19	01/14/19		FOOD - CAFE	185908	02/05/19	Audit		709 45		709 45
	2019 (001890)	13-001-5310-0000-4710-0000-3700-000-								
2018/19	01/22/19		FOOD - CAFE	186595	02/05/19	Audit		819 81		819 81
	2019 (001890)	13-001-5310-0000-4710-0000-3700-000-								
2018/19	01/28/19		FOOD - CAFE	187289	02/05/19	Audit		751 54		751 54
	2019 (001890)	13-001-5310-0000-4710-0000-3700-000-				689 01				
	2019 (001891)	13-001-5310-0000-4790-0000-3700-000-				62 53				
Total Invoice Amount								3,685 79	Check	

Direct Vendor TOTAL COMPENSATION SYSTEMS INC (000794/1) 5655 LINDERO CANYON ROAD, SUITE #223 WESTLAKE VILLAGE, CA 91362										
2018/19	01/13/19		GASB75F 2ND INSTALLMENT	6898	02/06/19	Audit		945 00		945 00
	2019 (001358)	01-001-0000-7200-5801-0000-7200-000-								
Total Invoice Amount								945 00	Check	

Direct Vendor US BANK EQUIPMENT FINANCE (000558/1) P O BOX 790448 ST LOUIS, MO 63179-0448										
2018/19	01/31/19		COPIERS	374976918	02/06/19	Audit		3,070 12		3,070 12
	2019 (001312)	01-020-1100-1120-5610-1110-1000-100-				1,535 06				
	2019 (001321)	01-050-1100-1120-5610-1110-1000-100-				1,535 06				
Total Invoice Amount								3,070 12	Check	

AP Vendor VALLEY WEST ACE HARDWARE (000241/1) 20639 GAS POINT RD COTTONWOOD, CA 96022											
2018/19	01/07/19	R4819-00077	MAINTENANCE SUPPLIES BLANKET PO FOR 2018/19	060260	02/06/19	Audit		20 45		20 45	
	2019 (001245)	01-020-0000-8110-4510-0000-8110-100-									
					BatchId	Check Date	PO# P4819-00077	Register #			

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AP Vendor	VALLEY WEST ACE HARDWARE (000241/1)		(continued)						(continued)	
2018/19	01/10/19	R4819-00078	MAINTENANCE SUPPLIES BLANKET PO 2018/19	062089	02/06/19	Audit		69 70		69 70
		2019 (001255)	01-050-0000-8110-4510-0000-8110-100- BatchId			Check Date		PO# P4819-00078	Register #	
2018/19	01/10/19	R4819-00078	MAINTENANCE SUPPLIES BLANKET PO 2018/19	062090	02/06/19	Audit		21 43		21 43
		2019 (001255)	01-050-0000-8110-4510-0000-8110-100- BatchId			Check Date		PO# P4819-00078	Register #	
2018/19	01/14/19	R4819-00077	MAINTENANCE SUPPLIES BLANKET PO FOR 2018/19	062137	02/06/19	Audit		46 10		46 10
		2019 (001245)	01-020-0000-8110-4510-0000-8110-100- BatchId			Check Date		PO# P4819-00077	Register #	
2018/19	01/14/19	R4819-00077	MAINTENANCE SUPPLIES BLANKET PO FOR 2018/19	062140	02/06/19	Audit		12 86		12 86
		2019 (001245)	01-020-0000-8110-4510-0000-8110-100- BatchId			Check Date		PO# P4819-00077	Register #	
2018/19	01/15/19	R4819-00077	MAINTENANCE SUPPLIES BLANKET PO FOR 2018/19	062152	02/06/19	Audit		31 30		31 30
		2019 (001245)	01-020-0000-8110-4510-0000-8110-100- BatchId			Check Date		PO# P4819-00077	Register #	
2018/19	01/15/19	R4819-00077	MAINTENANCE SUPPLIES BLANKET PO FOR 2018/19	062153	02/06/19	Audit		60 04		60 04
		2019 (001245)	01-020-0000-8110-4510-0000-8110-100- BatchId			Check Date		PO# P4819-00077	Register #	
2018/19	01/16/19	R4819-00077	MAINTENANCE SUPPLIES BLANKET PO FOR 2018/19	062169	02/06/19	Audit		2 54		2 54
		2019 (001245)	01-020-0000-8110-4510-0000-8110-100- BatchId			Check Date		PO# P4819-00077	Register #	

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, Payment Status(s) IN ('7'), On Hold? = Y, Approval Batch Id(s) = 017556, Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE ONLINE

ReqPay05a

Payment Register

Scheduled 02/04/2019 - 02/07/2019

Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			VALLEY WEST ACE HARDWARE (000241/1)		(continued)					
2018/19	01/17/19	R4819-00077	MAINTENANCE SUPPLIES BLANKET PO FOR 2018/19	062180	02/06/19	Audit		13 92		13 92
2019 (001245)			01-020-0000-8110-4510-0000-8110-100-		BatchId		Check Date	PO# P4819-00077	Register #	
2018/19	01/23/19	R4819-00077	MAINTENANCE SUPPLIES BLANKET PO FOR 2018/19	062237	02/06/19	Audit		4 28		4 28
2019 (001245)			01-020-0000-8110-4510-0000-8110-100-		BatchId		Check Date	PO# P4819-00077	Register #	
2018/19	01/31/19	R4819-00077	MAINTENANCE SUPPLIES BLANKET PO FOR 2018/19	062331	02/06/19	Audit		20 54		20 54
2019 (001245)			01-020-0000-8110-4510-0000-8110-100-		BatchId		Check Date	PO# P4819-00077	Register #	
Total Invoice Amount								303 16	Check	
Direct Vendor			WILGUS FIRE CONTROL, INC (000660/1)							
			1703 SONOMA ST							
			REDDING, CA 96001							
2018/19	01/07/19		ANNUAL FIRE SPRINKLER	31732	02/06/19	Audit		750 00		750 00
2019 (004217)			01-050-0000-8110-5801-0000-8110-100-							
Total Invoice Amount								750 00	Check	

EXPENSES BY FUND - Bank Account COUNTY			
Fund	Expense	Cash Balance	Difference
01	142,982 19	3,243,555 35	3,100,573 16
13	15,336 79	2,887 70	12,449 09-
Total	158,318 98		

Number of Payments	124
Number of Checks	48
Number of ACH Advice	0
Number of vCard Advice	0
Total Check/Advice Amount	\$158,194 28
Total Unpaid Sales Tax	\$124 70
Total Expense Amount	\$158,318 98
CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS	
\$0 - \$99	5
\$100 - \$499	15
\$500 - \$999	11
\$1,000 - \$4,999	10
\$5,000 - \$9,999	5
\$10,000 - \$14,999	1
\$15,000 - \$99,999	1
\$100,000 - \$199,999	
\$200,000 - \$499,999	
\$500,000 - \$999,999	
\$1,000,000 -	
***** ITEMS OF INTEREST *****	
* Number of payments to a different vendor	
! Number of Prepaid payments	
@ Number of Liability payments	
& Number of Employee Also Vendors	
? denotes check name different than payment name	
F denotes Final Payment	

APPROVAL FEBRUARY 12, 2019

Report Totals - Payment Count 124 Check Count 48 ACH Count 0 vCard Count 0 Total Check/Advice Amount 158,194 28

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, Payment Status(s) IN ('7'), On Hold? = Y, Approval Batch Id(s) = 017556, Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE **ONLINE**

POLICY GUIDE SHEET

Note Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits Editorial changes have also been made Districts and county offices of education should review the sample materials and modify their own policies accordingly

BP/AR 5148.3 - Preschool/Early Childhood Education

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 1808)** which (1) exempts CSPP programs from specified licensure and regulation requirements if they are operated in a school building and (2) requires that the district's Williams uniform complaint procedures be used to resolve allegations of deficiencies related to health and safety requirements in license-exempt CSPP programs Policy and regulation reflect a provision of AB 1808 which allows districts to commingle 4-year-old children enrolled in a CSPP program with children enrolled in a transitional kindergarten (TK) program under specified conditions Regulation also reflects **NEW LAW (AB 2626)** which changes the birthdate by which children are eligible for CSPP programs, **NEW LAW (AB 273, 2017)** which revises eligibility criteria for CSPP preschool to include parents/guardians engaged in an educational program for English learners or for attainment of a high school diploma or general educational development certificate, and **NEW LAW (AB 752, 2017)** which prohibits the expulsion or unenrollment of a child enrolled in a CSPP program unless the district has taken specified steps and the child's continued enrollment presents a serious safety threat to the child or other enrolled children

BP/AR 6145.2 - Athletic Competition

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 2009)** which requires any district that offers an interscholastic athletic program to develop a written emergency action plan to be followed in the event of sudden cardiac arrest or other medical emergency Regulation updated to reflect requirement of AB 2009 to make an automated external defibrillator available at athletic events Regulation also includes new section on "Heat Illness" reflecting **NEW LAW (AB 2800)** which requires coaching education programs to include training on the signs and symptoms of, and appropriate response to, heat illness

BP 6170.1 - Transitional Kindergarten

(BP revised)

Policy updated to reflect **NEW LAW (AB 1808)** which allows districts to place 4-year-old children enrolled in a CSPP program into a TK program and to commingle children from both programs into the same classroom under specified conditions

BP 6190 - Evaluation of the Instructional Program

(BP revised)

Policy updated to delete references to the obsolete API and add the California School Dashboard as a source for multiple state and local indicators of strengths and areas in need of improvement in each priority area addressed by the LCAP Section on "Federal Program Monitoring" deleted as the focus of the policy is on program effectiveness rather than compliance with program requirements

BB 9110 - Terms of Office

(BB revised)

Bylaw updated to reflect **NEW LAW (AB 2449)** which changes the commencement of the term of office of board members from the first Friday in December following their election to the second Friday in December Bylaw also provides that, if the district chooses or is required to consolidate its board elections with the local municipal or state primary or general elections, elections could occur in even-numbered years and the term of incumbent board members would be extended to align with the next election

CSBA Sample Board Policy

Students

BP 5148.3(a)

PRESCHOOL/EARLY CHILDHOOD EDUCATION

Note The following **optional** policy may be used by districts that operate their own preschool/early childhood education programs and/or collaborate to provide preschool opportunities within the community CSBA's publication What Boards of Education Can Do about Kindergarten Readiness provides information about characteristics of effective preschool programs and actions that the district and Governing Board can take to encourage and/or provide high-quality preschool education Education Code 8492, as added by AB 1808 (Ch 32, Statutes of 2018), establishes the Early Education Expansion Program to provide grants for the purpose of increasing access to inclusive early care and education programs for children with and without disabilities

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development, knowledge, skills, abilities, and attributes necessary for a successful transition into the elementary education program The Board desires to provide children ages 3-4 years access to developmentally appropriate activities in a safe, adequately supervised, and cognitively rich environment.

Note The following **optional** paragraphs may be used by all districts, regardless of whether they provide their own preschool programs, and may be revised to reflect district practice

Education Code 8499-8499.7 establish county-level child care and development planning councils, with members selected by the County Board of Supervisors and County Superintendent of Schools, to identify local priorities for child care, including preschool programs, and to develop policies to meet identified needs; see BP 5148 - Child Care and Development Such councils may also develop centralized student eligibility lists, see section on "Eligibility and Enrollment" in the accompanying administrative regulation

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs

(cf 14002 - Relations Between Other Governmental Agencies and the Schools)

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

(cf 5148 - Child Care and Development)

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

District Preschool Programs

Note The following **optional** section is for use by districts that choose to provide preschool/early childhood education programs for children ages 3-4 years and should be revised to reflect district practice

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

The district may contract with the California Department of Education (CDE) to offer a program through the California State Preschool Program (CSPP) pursuant to Education Code 8235-8239.1 The CSPP consolidates a number of state programs that serve children ages 3-4, including state preschool programs (Education Code 8235-8237), family literacy programs (Education Code 8238-8238.4), and general child care and development programs to the extent that they serve children ages 3-4 (Education Code 8240-8243). Children ages 3-4 years from low-income or otherwise disadvantaged families may be eligible for subsidized services. See the accompanying administrative regulation for major program requirements for CSPP.

Preschool programs may also receive funding through the state migrant child care and development program (Education Code 8230-8233), child care and development services for children with special needs program (Education Code 8250-8252), federal Head Start program (42 USC 9831-9852), Title I preschool program (20 USC 6311-6322), or other funding sources available to the district.

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

Note: Beginning July 1, 2019 or upon the adoption of emergency regulations, whichever comes first, Health and Safety Code 1596.792, as amended by AB 99 (Ch. 15, Statutes of 2017) and AB 1808 (Ch. 32, Statutes of 2018), exempts CSPP programs from specified licensure and regulation requirements if they are operated in a school building by a school district under contract with CDE. However, such CSPP programs are required to comply with other specified health and safety requirements.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

Note: 5 CCR 18130 specifies the state regulations for child care and development programs that are applicable to CSPP programs, including the requirement in 5 CCR 18271 that the Board approve a written philosophical statement, goals, and objectives addressing each program component specified in 5 CCR 18272-18281. See the accompanying administrative regulation and AR 5148 - Child Care and Development for further information about these required program components.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

(cf 6171 - Title I Programs)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

Preschool classroom needs shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

(cf 1330 1 - Joint Use Agreements)
(cf 7110 - Facilities Master Plan)
(cf 7210 - Facilities Financing)

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning

(cf 5020 - Parent Rights and Responsibilities)
(cf 6020 - Parent Involvement)

Note The following optional paragraph provides for coordination of the preschool program with the transitional kindergarten (TK) program and may be revised to reflect district practice Pursuant to Education Code 48000, children whose fifth birthday is between September 2 and December 2 must be offered a TK program which operates as the first year of a two-year kindergarten program, see BP 6170 1 - Transitional Kindergarten

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge.

(cf 6011 - Academic Standards)
(cf 6170 1 - Transitional Kindergarten)

Note CDE has developed voluntary "preschool learning foundations" which describe the knowledge, skills, and competencies that children are expected to exhibit as they complete their first or second year of preschool These standards address essential skills in the subject areas listed below The standards and companion preschool curriculum frameworks are available on CDE's web site

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The district's preschool program shall provide appropriate services to support the needs of at-risk children

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

- (cf 0415 - Equity)*
- (cf 6164 4 - Identification and Evaluation of Individuals for Special Education)*
- (cf 6173 - Education for Homeless Children)*
- (cf 6173 1 - Education for Foster Youth)*
- (cf 6173 2 - Education of Children of Military Families)*
- (cf 6174 - Education for English Learners)*
- (cf 6175 - Migrant Education Program)*

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

- (cf 3550 - Food Services/Child Nutrition Program)*
- (cf 5030 - Student Wellness)*
- (cf 5141 31 - Immunizations)*
- (cf 5141 32 - Health Screening for School Entry)*
- (cf 5141 6 - School Health Services)*

The district shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

- (cf 1240 - Volunteer Assistance)*

Note The Commission on Teacher Credentialing issues permits for child development program directors, site supervisors, master teachers, teachers, associate teachers, and assistants pursuant to criteria established in Education Code 8360-8370 and 5 CCR 80105-80125. The district may request from CDE a waiver of the qualification requirements for a site supervisor upon demonstration of a compelling need, in accordance with Education Code 8208(aa) and 5 CCR 18295.

Health and Safety Code 1596 7995 requires that employees and volunteers at a day care center be immunized against influenza, pertussis, and measles, with specified exemptions. In addition, Health and Safety Code 1597 05 requires that teachers in a day care center obtain a tuberculosis clearance. See the accompanying administrative regulation.

Education Code 8450 authorizes the district to create a reserve fund and use 10 percent of it for purposes of professional development for CSPP instructional staff. Professional development resources pertaining to preschool/early childhood education are available through CDE and organizations such as the California Preschool Instructional Network.

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

- (cf 4112 2 - Certification)*
- (cf 4112 4/4212 4/4312 4 - Health Examinations)*
- (cf 4112 5/4212 5/4312 5 - Criminal Record Check)*

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)*(cf 4131 - Staff Development)**(cf 4222 - Teacher Aides/Paraprofessionals)**(cf 4231 - Staff Development)**(cf 4331 - Staff Development)*

Note Pursuant to 5 CCR 18130, CSPP programs are subject to the requirements of 5 CCR 18105. CCR 18105 **mandates** that districts offering a CSPP program develop written admissions policies and procedures that conform to the requirements of 22 CCR 101218, as provided in the following paragraph. See the accompanying administrative regulation for additional language that fulfills this mandate.

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (CCR 18105; 22 CCR 101218)

Note Education Code 8263 and 5 CCR 18106 establish eligibility criteria and priorities for subsidized preschool services, as provided below and in the accompanying administrative regulation.

Eligibility is generally limited to children who reside within district boundaries. However, Education Code 8322 and 5 CCR 18107 authorize the Board to enter into an agreement with the boards of other districts to serve children who reside within those districts. The district may revise the following paragraph to reflect any such agreement approved by the Board.

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8263 and 5 CCR 18106.

Note The following paragraph is **optional**. Pursuant to Education Code 8235, programs operated under the CSPP are part-day programs only. Education Code 8239 encourages the provision of "wraparound child care services" which combine part-day preschool and general child care services to provide a full day of services for qualifying families. See the accompanying administrative regulation for program requirements.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's part-day preschool program is offered.

Note 5 CCR 18279-18281 require an annual evaluation using CDE's standardized "Desired Results for Children and Families" system. The system requires a self-evaluation that includes, but is not limited to, an assessment of the program by staff and the Board, a parent survey, and an environment rating scale using forms selected by CDE. In addition, every three years, CDE conducts a Federal Program Monitoring/Contract Monitoring Review (FPM/CMR) process with each contract agency which reviews compliance with program requirements. The FPM/CMR instrument is available on CDE's web site.

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

Education Code 8203 1 establishes the early learning quality rating and improvement system (QRIS) block grant to support continuous local improvement efforts that increase the number of low-income children in high-quality preschool programs Grant funds may be awarded to eligible local consortia, which then allocate funds to districts and other agencies contracting to provide CSPP programs Pursuant to Education Code 8203 1, QRIS is based on a tiered rating structure with progressively higher quality standards for each tier It is designed to (1) provide supports and incentives for programs, teachers, and administrators to reach higher levels of quality, (2) monitor and evaluate program impacts on child outcomes, and (3) disseminate information to parents/guardians and the public about program quality For further information about the QRIS block grant, see CDE's web site and its publication Dream Big for Our Youngest Children

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements (5 CCR 18279)

Note The following paragraph may be revised to reflect programs offered by the district Education Code 8235 5, as added by AB 1808 (Ch 32, Statutes of 2018), requires CSPP programs that are exempt from licensing pursuant to Health and Safety Code 1596 792 to utilize district complaint procedures, with modifications as necessary, to resolve any deficiencies related to the CSPP health and safety requirements of Health and Safety Code 1596.7925 The bill summary clarifies that the Williams uniform complaint procedures established pursuant to 5 CCR 4680-4687 are the applicable procedures See BP/AR 1312 4 - Williams Uniform Complaint Procedures

The district's Williams uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8235.5; 5 CCR 4610, 4611)

(cf 1312 4 - Williams Uniform Complaint Procedures)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

(cf 0500 - Accountability)

Legal Reference (see next page)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)*Legal Reference*EDUCATION CODE

8200-8499 10 *Child Care and Development Services Act, especially*
 8200-8209 *General provisions for child care and development services*
 8230-8233 *Migrant child care and development program*
 8235-8239 1 *California State Preschool Program*
 8240-8244 *General child care and development programs*
 8250-8252 *Programs for children with special needs*
 8263 *Eligibility and priorities for subsidized child development services*
 8263 3 *Disenrollment of families due to reduced funding levels*
 8264 8 *Center-based child care programs, staffing ratios*
 8273 1 *Family fees*
 8360-8370 *Personnel qualifications*
 8400-8409 *Contracts, administrative appeal procedure*
 8493-8498 *Facilities, capital outlay*
 8499 3-8499 7 *Local child care and development planning councils*
 44065 *Interchange between certificated and classified positions*
 44256 *Credential types*
 48000 *Transitional kindergarten*
 48985 *Notification, primary language other than English*

HEALTH AND SAFETY CODE

1596 70-1596 895 *California Child Day Care Act*
 1596 90-1597 21 *Day care centers*
 120325-120380 *Immunization requirements*

CODE OF REGULATIONS, TITLE 5

4680-4687 *Williams uniform complaint procedures*
 18000-18434 *Child care and development programs, especially*
 18130-18136 *California State Preschool Program*
 18295 *Waiver of qualifications for site supervisor*
 80105-80125 *Permits authorizing service in child development programs*

CODE OF REGULATIONS, TITLE 22

101151-101239 2 *General requirements, licensed child care centers, especially*
 101151-101163 *Licensing and application procedures*
 101212-101231 *Continuing requirements*
 101237-101239 2 *Facilities and equipment*

UNITED STATES CODE, TITLE 20

1406-1482 *Individuals with Disabilities Education Act*
 6301-6322 *Title I, relative to preschool*
 6371-6376 *Early Reading First*
 6381-6381k *Even Start family literacy programs*
 6391-6399 *Education of migratory children*

UNITED STATES CODE, TITLE 42

9831-9852c *Head Start programs*
 9857-9858r *Child Care and Development Block Grant*

CODE OF FEDERAL REGULATIONS, TITLE 45

1301 1-1305 2 *Head Start*

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

Management Resources

CSBA PUBLICATIONS

What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Preschool Learning Foundations

Dream Big for Our Youngest Children Final Report of the California Early Learning Quality Improvement System Advisory Committee, 2010

Preschool English Learners Principles and Practices to Promote Language, Literacy and Learning, 2nd ed., 2009

Prekindergarten Learning Development Guidelines, 2000

First Class A Guide for Early Primary Education, 1999

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016

Good Start, Grow Smart, April 2002

WEB SITES

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

California Association for the Education of Young Children <http://www.caeyc.org>

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

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

California Head Start Association <http://caheadstart.org>

California Preschool Instructional Network <http://www.cpin.us>

Child Development Policy Institute <http://www.cdpi.net>

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

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

National Institute for Early Education Research <http://nieer.org>

U.S. Department of Education <http://www.ed.gov>

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(11/12 7/15) 10/18

CSBA Sample Administrative Regulation

Students

AR 5148.3(a)

PRESCHOOL/EARLY CHILDHOOD EDUCATION

Note The following administrative regulation reflects the major requirements of the California State Preschool Program (CSPP) pursuant to Education Code 8235-8239.1 The CSPP consolidates state preschool programs (Education Code 8235-8237), family literacy programs (Education Code 8238-8238.4), and general child care and development programs to the extent that they serve children 3-4 years of age (Education Code 8240-8244)

The following administrative regulation does not reflect all requirements for other state and federally funded preschool program(s) The district may revise this administrative regulation to reflect other preschool program(s) it offers, such as the state migrant child care and development program (Education Code 8230-8233), child care and development services for children with special needs program (Education Code 8250-8252), federal Head Start program (42 USC 9831-9852), Title I preschool program (20 USC 6311-6322), or preschool program developed and funded by the district

In addition to the program requirements described below, preschool programs may be subject to other policies contained throughout the district's policy manual (e.g. BP/AR 1240 - Volunteer Assistance, AR 3514.2 - Integrated Pest Management, BP/AR 3550 - Food Service/Child Nutrition Program, and BP/AR 5148 - Child Care and Development) Districts should consult legal counsel if they have questions regarding the applicability of other laws to the district's preschool program

When approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP), the district may operate one or more part-day preschool programs in accordance with law and the terms of its contract with CDE.

(cf. 5148 - Child Care and Development)

Note 5 CCR 18130 specifies the state regulations for child care and development programs that are applicable to CSPP programs. These requirements include, but are not limited to, the program components listed in 5 CCR 18272-18281. See AR 5148 - Child Care and Development for details regarding these required program components

The district's preschool program shall include all required program components, as described in 5 CCR 18272-18281 and AR 5148 - Child Care and Development, for the educational program, the creation of a developmental profile for each child, staff development, parent involvement and education, community involvement, health and social services, nutrition, and program evaluation. (5 CCR 18271-28281)

Minimum Hours/Days of Operation

The district's part-day preschool program shall operate a minimum of three hours per day, excluding time for home-to-school transportation, and for a minimum of 175 days per year unless otherwise specified in the program's contract (Education Code 8235; 5 CCR 18136)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**Staffing**

The preschool program shall maintain an adult-child ratio of at least one adult for every eight children and a teacher-child ratio of at least one teacher for every 24 children. If the district cannot recruit a sufficient number of parents/guardians or volunteers to meet the required adult-child ratio, teacher aides shall be hired as necessary. (5 CCR 18135, 18290)

(cf 1240 - Volunteer Assistance)

(cf 6020 - Parent Involvement)

Note Health and Safety Code 1596 7995 requires employees and volunteers at a day care center to be immunized against influenza, pertussis, and measles, with specified exemptions. Health and Safety Code 1597 055 adds a requirement for such teachers to obtain a tuberculosis clearance. Pursuant to Health and Safety Code 1596 76, a day care center includes a preschool. See AR 5148 - Child Care and Development for further information regarding immunization requirements for staff and volunteers. Districts that have not adopted AR 5148 - Child Care and Development may revise the following paragraph accordingly and expand it to include the exemptions specified in Health and Safety Code 1596 7995

Any person employed at a district preschool and any volunteer who provides care and supervision to children at a preschool shall, unless exempted by law, be immunized against influenza, pertussis, and measles in accordance with Health and Safety Code 1596 7995 and AR 5148 - Child Care and Development. Documentation of required immunizations, or applicable exemptions, shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

(cf 4112 4/4212 4/4312 4 - Health Examinations)

(cf 4112 6/4212 6/4312 6 - Personnel Files)

In addition, preschool teachers shall present evidence of a current tuberculosis clearance and meet other requirements as specified in Health and Safety Code 1597.055.

Wraparound Child Care Services

Note The following section is **optional**. Because preschool programs operated under the CSPP are part-day programs only, Education Code 8329 encourages districts to contract with the California Department of Education (CDE) to offer "wraparound child care services" which combine preschool and general child care services to provide a full day of services for eligible families. Such programs must be consistent with requirements for general child care and development programs offered pursuant to Education Code 8240-8244, see BP/AR 5148 - Child Care and Development

In accordance with its contract with CDE, the district may offer full-day services to meet the needs of eligible families through a combination of part-day preschool and wraparound child care services that are offered for the remaining portion of the day or year following completion of the preschool services. Child care and development services offered through this program shall meet the requirements of general child care and development programs pursuant to Education Code 8240-8244. (Education Code 8239)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

Wraparound services shall operate a minimum of 246 days per year unless otherwise specified in the contract. Within this period of time, the part-day preschool program shall operate 175-180 days. After the completion of the preschool program, a part-time general child care and development program may operate a full day for the remainder of the year. (Education Code 8239)

Family Literacy Services

Note: The following section is **optional**. Contingent upon funding in the state Budget Act, Education Code 8238 and 8238.4 provide for the Superintendent of Public Instruction to distribute family literacy supplemental grant funds to qualifying CSPP contractors for the purposes described below.

When any district preschool program receives funding for family literacy services pursuant to Education Code 8238.4, the Superintendent or designee shall coordinate the provision of: (Education Code 8238)

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development
2. Parenting education for parents/guardians of children in participating classrooms to support their child's development of literacy skills, including, but not limited to, parent education in:
 - a. Providing support for the educational growth and success of their children
 - b. Improving parent-school communications and parental understanding of school structures and expectations
 - c. Becoming active partners with teachers in the education of their children

Improving parental knowledge of local resources for the identification of and services for developmental disabilities, including, but not limited to, contact information for the district special education referral
3. Referrals to providers of adult education and instruction in English as a second language as necessary to improve academic skills of parents/guardians

(cf 6200 - Adult Education)

4. Staff development for teachers in participating classrooms that includes, but is not limited to.

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

- a. Development of a pedagogical knowledge, including, but not limited to, improved instructional and behavioral strategies
- b. Knowledge and application of developmentally appropriate assessments of the prereading skills of children in participating classrooms
- c. Information on working with families, including the use of on-site coaching, for guided practice in interactive literacy activities
- d. Providing targeted interventions for all young children to improve kindergarten readiness upon program completion

(cf 4131 - Staff Development)

Eligibility and Enrollment

Note The following section reflects eligibility criteria and enrollment priorities for the CSPP pursuant to state law and regulations 5 CCR 18105 mandates that a district operating a CSPP program develop written admissions policies and procedures that conform to the requirements of 22 CCR 101218, including, but not limited to, criteria designating those children whose needs can be met by the program and services and the ages of children who will be accepted AB 2626 (Ch 945, Statutes of 2018) amended Education Code 8208 to change the birthdate by which children are eligible for CSPP, as provided below

Children eligible for the district's CSPP program include those who will have their third or fourth birthday on or before December 1 of the fiscal year that they are being served. Children who have their third birthday on or after December 2 may be enrolled on or after their third birthday. (Education Code 8208, 8235, 8236)

Note Pursuant to 5 CCR 18082-18083, the parent/guardian must submit an application for services which contains specified information and documentation The application form is available on CDE's web site Upon receiving an application, a person designated by the district must certify the family's or child's eligibility

Eligibility for the CSPP program shall be as follows.

1. Children shall be eligible for subsidized preschool services if their family is a current aid recipient, income eligible, or homeless and/or the children are recipients of protective services or have been identified as being, or at risk of being, abused, neglected, or exploited. (Education Code 8235, 8263, 8263.1)
2. Children shall be eligible for subsidized wraparound preschool and child care services if their family meets at least one of the criteria specified in item #1 above and needs child care services due to either of the following circumstances: (Education Code 8239, 8263)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

- a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services, as being or at risk of being neglected, abused, or exploited, or as being homeless.

(cf 6173 - Education for Homeless Children)

Note Education Code 8263, as amended by AB 273 (Ch 689, Statutes of 2017), provides that eligibility for child care and development programs may be established by parent/guardian engagement in an educational program for English learners or for attainment of a high school diploma or general educational development certificate

- b. The parents/guardians are engaged in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or for the attainment of a high school diploma or general educational development certificate; are employed or seeking employment, are seeking permanent housing for family stability; or are incapacitated.

Note The following paragraph may be revised to reflect district practice. Unless state funding is allocated to support the "centralized eligibility list" established in each county pursuant to Education Code 8499 5, such lists will be maintained only if locally funded. In situations where there is no locally funded centralized eligibility list or the district elects not to participate in the local list, the district must establish its own waiting list in accordance with admission priorities pursuant to 5 CCR 18106

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with admission priorities. As vacancies occur, applicants shall be contacted in order of their priority. (5 CCR 18106)

First priority for enrollment in a preschool program shall be given to neglected or abused children ages 3-4 who are recipients of child protective services or who, based upon written referral from a legal, medical, or social service agency, are at risk of being neglected, abused, or exploited. If unable to enroll a child in this category, the district shall refer the child's parent/guardian to local resource and referral services so that services for the child can be located. (Education Code 8236, 5 CCR 18131)

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

Note Pursuant to Education Code 8236, second priority for enrollment must be granted to children 4 years of age who are not enrolled in a transitional kindergarten (TK) program, as provided in the following paragraph

Education Code 8236, as amended by AB 2626 (Ch 945, Statutes of 2018), eliminates the requirement, for CSPP programs operating with funding that was initially allocated in a prior fiscal year, that at least one-half of the children enrolled at a preschool must be children who are age 4 years

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

After all children with first priority are enrolled, the district shall give second priority to eligible children 4 years of age who are not enrolled in a transitional kindergarten (TK) program prior to enrolling eligible children 3 years of age. (Education Code 8236)

Note Education Code 8235, as amended by AB 99 (Ch 15, Statutes of 2017), allows CSPP programs to provide services to children with disabilities whose family income is above the income eligibility threshold. Such children do not count towards the 10 percent limitation for otherwise ineligible children as described below

After all otherwise eligible children have been enrolled, the program may provide services to children with disabilities who are ages 3-4 and whose family income is above the income eligibility threshold. (Education Code 8235)

In addition, after enrolling all eligible children, up to 10 percent of the program's enrollment, calculated throughout the entire contract, may be filled with children who exceed the age limitations and children whose family income exceeds the income eligibility threshold by no more than 15 percent. (Education Code 8235; 5 CCR 18133)

The district may certify eligibility and enrollment up to 120 calendar days prior to the first day of the beginning of the preschool year. After establishing eligibility at the time of initial enrollment, a child shall remain eligible for the remainder of the program year. (Education Code 8237; 5 CCR 18082)

Note Pursuant to 5 CCR 18130, CSPP programs are subject to 5 CCR 18094 and 18118, which require the district to provide written notification to parents/guardians as to whether their application for subsidized services has been approved or denied. For this purpose, the district should use the Notice of Action form available on CDE's web site. If the services are denied, the parent/guardian may appeal the decision in accordance with 5 CCR 18120-18122, see section "Parent Hearing" below

The district's decision to approve or deny a child's enrollment shall be communicated to the family through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 18094, 18095, 18118)

(cf 5148.3 - Parental Notifications)

Note 5 CCR 18095 and 18119 require the district to notify a parent/guardian of any change in services or fees as described below. For such notification, the district should use the Notice of Action form available on CDE's web site. Parents/guardians may appeal such actions pursuant to 5 CCR 18120-18122, see section "Parent Hearing" below

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 18095, 18119)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that he/she no longer wants the service
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file including, but not limited to, a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 18130, 18133, 18081, 18084)

(cf 1340 - Access to District Records)
(cf 3580 - District Records)
(cf 5125 - Student Records)

Combined Preschool/Transitional Kindergarten Classroom

Note AB 1808 (Ch 32, Statutes of 2018) amended Education Code 8235 and 48000 to allow districts to place 4-year-old children enrolled in a CSPP program into a TK program and to commingle children from both programs in the same classroom as long as all of the requirements of each program are met and the district adheres to the requirements listed in the following section See BP 6170 1 - Transitional Kindergarten for eligibility requirements pertaining to the TK program pursuant to Education Code 48000

When a child is eligible for both the preschool program and the district's TK program, the district may place the child in a classroom which is commingled with children from both programs as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8235, 48000)

1. An early childhood environment rating scale, as specified in 5 CCR 18281, shall be completed for the classroom.
2. All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

3. The classroom shall be taught by a teacher who holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256.
4. The classroom shall comply with the adult-child ratio specified in Education Code 8264.8.
5. Contractors of the district shall report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068.
6. The classroom shall not include children enrolled in TK for a second year or children enrolled in a regular kindergarten classroom.

(cf 5111 - Admission)

(cf 6170 1 - Transitional Kindergarten)

Fees and Charges

Fees for participation in the district's preschool program shall be assessed and collected in accordance with the fee schedule established by the Superintendent of Public Instruction (SPI). (Education Code 8273; 5 CCR 18078)

(cf 3260 - Fees and Charges)

However, no fee shall be charged to an income-eligible family whose child is enrolled in a part-day preschool program or a family that is receiving CalWORKs cash aid. (Education Code 8273.1; 5 CCR 18110)

Note Education Code 8273 1, as amended by AB 99 (Ch 15, Statutes of 2017), extends the length of time, from three months to 12 months, for which a family who establishes preschool eligibility on the basis of abuse or neglect may be exempt from family fees

A family may be exempt from the fees for up to 12 months if the child qualifies for preschool on the basis of being the recipient of child protective services or as being, or at risk of being, abused or neglected. (Education Code 8273.1)

Note Education Code 8273 3 authorizes a district offering a CSPP program to charge a fee for field trips and/or to require parents/guardians to provide diapers, but **mandates** that the district adopt policy to include parents/guardians in the decision-making about such fees, as provided below Pursuant to Education Code 8273 3, the fees cannot exceed \$25 per child in the contract year The following paragraph may be modified to delete diapers as appropriate for the age of the children served

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers and/or whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8273.3)

Disenrollment Based on Reduced Funding

Note Education Code 8263.3 specifies the order by which families will be disenrolled from child care and development services when funding levels are reduced. The following list applies that order of disenrollment to CSPP programs but takes into account the priority specified in Education Code 8236 to enroll children 4 years of age before enrolling children 3 years of age.

When necessary due to a reduction in state reimbursements, families shall be disenrolled in the following order: (Education Code 8236, 8263.3)

1. Children 3 years of age whose families have the highest income in relation to family size shall be disenrolled first, followed by children 4 years of age whose families have the highest income in relation to family size.

At each age level, if two or more families have the same income ranking, the child with disabilities shall be disenrolled last. If there are no families that have a child with disabilities, the child who has received services the longest shall be disenrolled first.

2. Families of children 3 or 4 years of age who are receiving child protective services or who have been documented to be at risk of being neglected or abused, regardless of income, shall be disenrolled last.

Expulsion/Unenrollment Based on Behavior

Note Education Code 8239.1, as added by AB 752 (Ch 708, Statutes of 2017), prohibits the expulsion or unenrollment of a child from a CSPP program because of the child's behavior unless the district has followed the steps specified below.

A district preschool program shall not expel or unenroll a child based on the child's behavior, unless the district first takes the following actions to address the child's behavior: (Education Code 8239.1)

1. Inform the parents/guardians of the child's persistent and serious challenging behaviors and consult with the parents/guardians and teacher in an effort to maintain the child's safe participation in the program.

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

2. If the child has an individualized family service plan (IFSP) or individualized education program (IEP), with written parent/guardian consent, contact the agency or district employee responsible for such plan or program to seek consultation in regard to serving the child

(cf 6159 - Individualized Education Program)

3. If the child does not have an IFSP or IEP, consider if it is appropriate to complete a universal screening of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, implementing behavior supports within the program, and considering an IEP for the child

If the district has taken the actions specified in items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/guardians to other potentially appropriate placements, the local child care resource and referral agency, or any other referral service available in the local community. Within 180 days of the start of the process, the district may unenroll the child. (Education Code 8239.1)

Note A joint statement by the U S Department of Education and U S Department of Health and Human Services, Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, clarifies that preschool children with disabilities who are eligible for services under the Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482) are entitled to the same disciplinary protections that apply to all other IDEA-eligible students with disabilities, may not be subjected to impermissible disciplinary changes of placement for misconduct that is caused by or related to their disability, and must continue to receive educational services consistent with their right to a free appropriate public education. The statement indicates the need for the child's individualized education program (IEP) team to consider the use of positive behavioral interventions and supports when developing or modifying the IEP to reduce the need for discipline of a child with disabilities and avoid suspension or expulsion from a preschool program

Children with disabilities may only be suspended or expelled in conformance with the procedures and limitations of the Individuals with Disabilities Education Act.

Parent Hearing

Note Pursuant to 5 CCR 18130, districts are subject to the requirements of 5 CCR 18120-18122 to provide due process to parents/guardians who disagree with certain district actions, such as when services are denied, there is a change in services or fees, or their child is disenrolled

If a parent/guardian disagrees with any district action to deny his/her child's eligibility for subsidized preschool services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

change the level of services, he/she may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 18120)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 18120 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, he/she may, within 14 calendar days, appeal the decision to CDE. (5 CCR 18120-18122)

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CSBA Sample Board Policy

Instruction

BP 6145.2(a)

ATHLETIC COMPETITION

Note Pursuant to Education Code 35179, the Governing Board has control of and responsibility for all aspects of district interscholastic athletic policies, programs, and activities.

Pursuant to Education Code 51242, the Board may exempt any high school student engaged in a school-sponsored interscholastic athletic program after regular school hours from the requirement to attend physical education courses, see BP 6142 7 - Physical Education and Activity

The Governing Board recognizes that the district's athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social, and emotional well-being and character development of participating students. The district's athletic program shall be designed to meet students' interests and abilities and shall be varied in scope to attract wide participation.

(cf 3541 1 - Transportation for School-Related Trips)

(cf 5030 - Student Wellness)

(cf 5137 - Positive School Climate)

(cf 6142 7 - Physical Education and Activity)

(cf 7110 - Facilities Master Plan)

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, sports skills, and sportsmanship. Athletic events shall be officiated by qualified personnel.

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

The Board encourages business and community support for district athletic programs, subject to applicable district policies and regulations governing advertisements and donations.

(cf 1260 - Educational Foundation)

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

(cf 1325 - Advertising and Promotion)

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

(cf 3200 - Gifts, Grants and Bequests)

Nondiscrimination and Equivalent Opportunities in the Athletic Program

Note Pursuant to Education Code 35179, the Board is responsible for ensuring that district and interscholastic athletic policies, programs, and activities are in compliance with law. Gender equity and nondiscrimination in district and interscholastic athletic programs and activities are governed by both federal law (Title IX, 20 USC 1681-1688) and state law (Education Code 200-262 4, 5 CCR 4900-4965).

ATHLETIC COMPETITION (continued)

In Mansourian v Regents of University of California, the Ninth Circuit Court of Appeals ruled that a university receiving federal funds can be held liable for failing to effectively accommodate the athletic interests of both men and women even if the aggrieved women did not first provide the appropriate university officials with notice of their disadvantageous treatment and an opportunity to cure it. See the accompanying administrative regulation for factors the district must consider in determining whether equivalent opportunities are being provided.

Education Code 221 2-221 3 (the California Racial Mascot Act) declare the use of racially derogatory or discriminatory school or athletic team names, mascots, or nicknames in public schools to be contrary to an equal education and specifically prohibit public schools from using the term "Redskins" as a school or athletic team name, mascot, or nickname. The following paragraph includes an expansion of this prohibition to cover any racially derogatory or discriminatory athletic team name, mascot, or nickname and may be revised to reflect district practice. Also see BP 0410 - Nondiscrimination in District Programs and Activities

The district's athletic program shall be free from discrimination and discriminatory practices prohibited by state and federal law, including, but not limited to, the use of any racially derogatory or discriminatory school or athletic team name, mascot, or nickname. The Superintendent or designee shall ensure that equivalent athletic opportunities are provided for males and females, and that students are permitted to participate in athletic activities consistent with their gender identity.

(cf 0410 - Nondiscrimination in District Programs and Activities)
(cf 5145 3 - Nondiscrimination/Harassment)
(cf 5145 7 - Sexual Harassment)

Any complaint alleging discrimination in the district's athletic program shall be filed in accordance with the district's uniform complaint procedures

(cf 1312 3 - Uniform Complaint Procedures)

California Interscholastic Federation

Note The following optional section is for use by districts that maintain grades 9-12. Pursuant to Education Code 35179, the district may join an association, such as the California Interscholastic Federation (CIF), for the purpose of providing regional or statewide interscholastic athletic programs and activities for district students. Pursuant to Education Code 33353, CIF is responsible for setting rules governing interscholastic athletic programs. Students who attend schools that participate in interscholastic sports are therefore subject to CIF regulations as well as applicable district rules.

Any district school that participates in the California Interscholastic Federation (CIF) shall conduct its athletic activities in accordance with CIF bylaws and rules and any applicable district policy and regulation. The Superintendent or designee shall have responsibility for the district's interscholastic athletic program, while the principal or designee at each participating school shall be responsible for site-level decisions, as appropriate.

ATHLETIC COMPETITION (continued)

Note Pursuant to CIF rules established in accordance with Education Code 33353, the Board is required to designate an individual from each school that participates in CIF sports to serve as a representative to the local CIF league. The name and contact information of these representatives must be annually reported to CIF. The following paragraph may be revised to reflect district practice.

The Board shall annually designate a representative to the local CIF league from each school that participates in CIF sports. The Superintendent or designee shall recommend a candidate for the position who demonstrates an understanding of the district's goals for student learning and interscholastic activities, knowledge of the athletic programs, awareness of the implications of league decisions for the school and the district, and interpersonal communication and leadership skills.

The designated representative(s) shall vote on issues that impact interscholastic athletics at the league and section levels, perform any other duties required by the CIF league, and report regularly to the Board on league, section, and statewide issues related to athletic programs.

(cf 0500 - Accountability)

Student Eligibility

Note The following section provides that student eligibility for participation in athletic programs shall be based on the same criteria adopted by the Board for all other extracurricular or cocurricular activities (see BP/AR 6145 - Extracurricular and Cocurricular Activities), and may be revised to reflect district practice.

Education Code 48850 specifies that a homeless student, or a foster youth whose residence changes pursuant to a court order or decision of a child welfare worker, shall be deemed to meet all residency requirements for participation in extracurricular activities and interscholastic sports, see AR 6173 - Education for Homeless Children and AR 6173 1 - Education for Foster Youth.

In addition, Education Code 49700-49701 establish a uniform means of assisting children of active duty military families transferred from one state to another, by reducing or eliminating the barriers to their educational success caused by the frequent moves and deployments of their parents/guardians; see BP/AR 6173 2 - Education of Children of Military Families. Among other things, Education Code 49701 requires flexibility of districts' local rules to facilitate eligibility for extracurricular activities of children of military personnel.

Eligibility requirements for student participation in the district's interscholastic athletic program, including requirements pertaining to academic achievement, shall be the same as those set by the district for participation in extracurricular and cocurricular activities.

(cf 3530 - Risk Management/Insurance)

(cf 5111 1 - District Residency)

(cf 5121 - Grades/Evaluation of Student Achievement)

(cf 6145 - Extracurricular and Cocurricular Activities)

(cf 6146 1 - High School Graduation Requirements)

(cf 6173 - Education for Homeless Children)

(cf 6173 1 - Education for Foster Youth)

(cf 6173 2 - Education of Children of Military Families)

ATHLETIC COMPETITION (continued)

Note The following **optional** paragraph is for use by districts that participate in CIF CIF bylaws specify eligibility criteria for participating student athletes, including criteria related to age, grade, attendance, scholastic achievement, residence, transfers, and discipline In addition, in accordance with CIF bylaws, students in home schooling or home study/independent study programs are not eligible for CIF interscholastic competition unless they are enrolled in a program under the jurisdiction of a CIF member school district (i.e., a program in which the district approves the curriculum, administers the program, and evaluates the student)

In addition, the Superintendent or designee shall ensure that students participating in interscholastic athletics governed by CIF satisfy CIF eligibility requirements.

Note Education Code 49010-49011 and the California Department of Education's (CDE) Fiscal Management Advisory 12-02, Pupil Fees, Deposits, and Other Charges, clarify that districts may not charge a fee for student participation in extracurricular activities, regardless of whether the activity is elective Such prohibited fees include, but are not limited to, the cost of uniforms, locks, lockers, and equipment

However, pursuant to Education Code 32220-32224, the district may charge a fee for required medical and accident insurance for athletic team members that is not paid for with school district or student body funds, as long as costs for insurance are covered for those determined to be financially unable to pay, see the accompanying administrative regulation and AR 5143 - Insurance The district may also charge a fee for other students to attend athletic events as spectators, since such attendance is not directly related to the educational program Districts are advised to seek legal counsel before charging a fee for any activity which may be construed as related to the educational program

Students shall not be charged a fee to participate in an athletic program, including, but not limited to, a fee to cover the cost of uniforms, locks, lockers, or athletic equipment.

(cf 3260 - Fees and Charges)
(cf 5143 - Insurance)

Sportsmanship

Note CIF has adapted a set of principles entitled Pursuing Victory with Honor to provide the tools for teaching character development to student athletes Districts that are not affiliated with CIF may delete or modify the following **optional** section to reflect district practice

The Board values the quality and integrity of the athletic program and the character development of student athletes. Student athletes, coaches, parents/guardians, spectators, and others are expected to demonstrate good sportsmanship, ethical conduct, and fair play during all athletic competitions. They shall also abide by the core principles of trustworthiness, respect, responsibility, fairness, caring, and good citizenship and the Code of Ethics adopted by CIF.

Students and staff shall be subject to disciplinary action for improper conduct.

(cf 3515.2 - Disruptions)
(cf 4118 - Dismissal/Suspension/Disciplinary Action)

ATHLETIC COMPETITION (continued)

(cf 4218 - Dismissal/Suspension/Disciplinary Action)
(cf 5131 - Conduct)
(cf 5131 1 - Bus Conduct)
(cf 5131 4 - Student Disturbances)
(cf 5144 - Discipline)
(cf 5144 1 - Suspension and Expulsion/Due Process)
(cf 5144 2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Health and Safety

Note See the accompanying administrative regulation for additional requirements pertaining to the health and safety of student athletes, including students who experience concussions or other head injuries, heat illness, or sudden cardiac arrest

The Board desires to give student health and safety the highest consideration in planning and conducting athletic activities.

Note CIF requires students in grades 9-12 to undergo medical examinations before participating in interscholastic competition, see BP 5141 3 - Health Examinations Pursuant to Education Code 49458, any examination required for participation in an interscholastic athletic program may be conducted by a physician or physician assistant

Students shall have a medical clearance before participating in interscholastic athletic programs. Care shall be taken to ensure that all athletic trainings and competitions are conducted in a manner that will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries.

(cf 5131 61 - Drug Testing)
(cf 5131 63 - Steroids)
(cf 5141 3 - Health Examinations)
(cf 5141 6 - School Health Services)
(cf 5141 7 - Sun Safety)

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition. The Superintendent or designee shall ensure that all athletic equipment is cleaned and inspected for safety before the beginning of each school year.

(cf 5142 - Safety)

Note Education Code 35179 4, as added by AB 2009 (Ch 646, Statutes of 2018), requires any district that offers an interscholastic athletic program to develop a written emergency action plan, as provided below A sample emergency action plan that may be used in the event of sudden cardiac arrest, catastrophic injury, or other medical emergency is available on CIF's web site

ATHLETIC COMPETITION (continued)

The Superintendent or designee shall develop a written emergency action plan that describes the location of automated external defibrillator(s) and procedures to be followed in the event of sudden cardiac arrest or other medical emergency related to the athletic program's activities or events. The plan shall be posted in accordance with guidelines of the National Federation of State High School Associations. (Education Code 35179.4)

In the event of a serious injury or a perceived imminent risk to a student's health during or immediately after an athletic activity, the coach or any other district employee who is present shall remove the student athlete from the activity, observe universal precautions in handling blood or other bodily fluid, and/or seek medical treatment for the student as appropriate

(cf 4119 42/4219 42/4319 42 - Exposure Control Plan for Bloodborne Pathogens)

(cf 4119 43/4219 43/4319 43 - Universal Precautions)

(cf 5141 - Health Care and Emergencies)

(cf 5141 21 - Administering Medication and Monitoring Health Conditions)

(cf 5141 22 - Infectious Diseases)

Note The following optional paragraph may be revised to reflect district practice

Whenever a serious injury or illness is suffered by a student athlete, the Superintendent or designee shall notify the student's parent/guardian of the date, time, and extent of any injury or illness suffered by the student and any actions taken to treat the student.

Legal Reference (see next page)

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ATHLETIC COMPETITION (continued)*Legal Reference*EDUCATION CODE

200-262 4 Prohibition of discrimination

17578 Cleaning and sterilizing of football equipment

17580-17581 Football equipment

32220-32224 Insurance for athletic teams, especially

32221 5 Required insurance for athletic activities

33353-33353 5 California Interscholastic Federation, implementation of policies, insurance program

33354 California Department of Education authority over interscholastic athletics

33479-33479 9 The Eric Parades Sudden Cardiac Arrest Prevention Act

35160 5 District policies, rules and regulations

35179 Interscholastic athletics

35179 1 California High School Coaching Education and Training Program

35179 4 Emergency action plan

35179 5 Interscholastic athletics, limitation on full-contact practices

35179 6 Automated external defibrillator, athletic activities

48850 Interscholastic athletics, students in foster care and homeless students

48900 Grounds for suspension and expulsion

48930-48938 Student organizations

49010-49013 Student fees

49020-49023 Athletic programs, legislative intent, equal opportunity

49030-49034 Performance-enhancing substances

49458 Health examinations, interscholastic athletic program

49475 Health and safety, concussions and head injuries

49700-49701 Education of children of military families

51242 Exemption from physical education for high school students in interscholastic athletic program

HEALTH AND SAFETY CODE

1797 196 Automated external defibrillator

PENAL CODE

245 6 Hazing

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs, especially

4920-4922 Nondiscrimination in intramural, interscholastic, and club activities

5531 Supervision of extracurricular activities of students

5590-5596 Employment of noncertificated coaches

UNITED STATES CODE, TITLE 20

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

CODE OF FEDERAL REGULATIONS, TITLE 34

106 31 Nondiscrimination on the basis of sex in education programs or activities

106 33 Comparable facilities

106 41 Nondiscrimination in athletic programs

COURT DECISIONSMansourian v Regents of University of California, (2010) 602 F 3d 957McCormick v School District of Mamaroneck, (2004) 370 F 3d 275Kahn v East Side Union High School District, (2003) 31 Cal 4th 990Hartzell v Connell, (1984) 35 Cal 3d 899

ATHLETIC COMPETITION (continued)

Management Resources

CSBA PUBLICATIONS

Updated Legal Guidance Protecting Transgender and Gender Nonconforming Students Against Discrimination, March 2017

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 12-02, April 24, 2012

CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS

Athletic Department Emergency Action Plan Response Teams

California Interscholastic Federation Constitution and Bylaws

A Guide to Equity in Athletics

Guidelines for Gender Identity Participation

Keep Their Heart in the Game A Sudden Cardiac Arrest Information Sheet for Athletes and Parents/Guardians

Event Emergency Guidelines, 2013

Pursuing Victory with Honor, 1999

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Heads Up Concussion in High School Sports, Tool Kit, June 2010

Heads Up Concussion in Youth Sports, Tool Kit, July 2012

Acute Concussion Evaluation (ACE) Care Plan, 2006

NATIONAL FEDERATION OF STATE HIGH SCHOOL ASSOCIATIONS PUBLICATIONS

Emergency Action Planning Guide for After-School Practices and Events

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

Withdrawal of Dear Colleague Letter on Transgender Students, Dear Colleague Letter, February 22, 2017

Intercollegiate Athletics Policy Clarification The Three-Part Test - Part Three, Dear Colleague Letter, April 20, 2010

WEB SITES

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

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

California Interscholastic Federation <http://www.cifstate.org>

Centers for Disease Control and Prevention, Concussion Resources <http://www.cdc.gov/concussion>

National Federation of State High School Associations <http://www.nfhs.org>

National Operating Committee on Standards for Athletic Equipment <http://www.nocsae.org>

U.S. Anti-Doping Agency <http://www.usada.org>

U.S. Department of Education, Office for Civil Rights <http://www2.ed.gov/ocr>

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CSBA Sample Administrative Regulation

Instruction

AR 6145.2(a)

ATHLETIC COMPETITION

Nondiscrimination and Equivalent Opportunities in the Athletic Program

Note The following section reflects pertinent provisions of state and federal law regarding nondiscrimination (Education Code 200-262.4, 5 CCR 4900-4965, Title IX, 20 USC 1681-1688) The Office for Civil Rights (OCR) in the U S Department of Education oversees complaints regarding violations of Title IX

No student shall be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics on the basis of any actual or perceived characteristic specified in law and BP 0410 - Nondiscrimination in District Programs and Activities. (Education Code 220, 221.5, 230; 5 CCR 4920; 34 CFR 106.41)

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

Note 5 CCR 4921 and 34 CFR 106.41 authorize the establishment of separate teams for males and females where the selection of teams is based on competitive skills 34 CFR 106.41 also authorizes single-sex teams for contact sports, as defined Because state regulations do not address single-sex teams for contact sports, districts should consult legal counsel prior to establishing any such single-sex team for a contact sport for which selection is not based on competitive skills

The Superintendent or designee may provide single-sex teams when selection for the teams is based on competitive skills. (5 CCR 4921; 34 CFR 106.41)

Note Pursuant to Education Code 221.5, a district is required to permit a transgender student to participate in sex-segregated school programs and activities, including athletic teams and competitions, consistent with his/her gender identity, regardless of the gender listed in the student's records, see BP/AR 5145.3 - Nondiscrimination/Harassment The California Interscholastic Federation's (CIF) bylaws and Guidelines for Gender Identity Participation contain procedures for addressing student complaints regarding gender identity-based participation in interscholastic sports Also see CSBA's Updated Legal Guidance Protecting Transgender and Gender Nonconforming Students Against Discrimination

Each student shall be allowed to participate in any single-sex athletic program or activity consistent with his/her gender identity and for which he/she is otherwise eligible to participate, irrespective of the gender listed on the student's records. (Education Code 221.5)

(cf 5125 - Student Records)

When a school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex

ATHLETIC COMPETITION (continued)

shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for the team, regardless of sex, sexual orientation, gender, gender identity, gender expression, or other protected group status. (5 CCR 4921; 34 CFR 106.41)

Note 5 CCR 4922 and 34 CFR 106 41, as reflected in items #1-11 below, list factors that districts must consider when determining whether equivalent opportunities are being provided. CIF's A Guide to Equity in Athletics suggests actions that districts can take for each of the factors to help the district meet its equivalence goals. Any district with questions about equivalent athletic opportunities for its students should consult legal counsel.

The Superintendent or designee shall ensure that equivalent opportunities are available to both sexes in athletic programs by considering, among other factors, (5 CCR 4922; 34 CFR 106 41)

1. Whether the offered selection of sports and levels of competition effectively accommodate the interests and abilities of both sexes

Note Education Code 230 provides the following three-part test to determine if a district has effectively accommodated the interests and abilities of both sexes in athletics. This test is the same three-part test that is used by OCR for helping to determine equivalent opportunities under Title IX.

The athletic program may be found to effectively accommodate the interests and abilities of both sexes using any one of the following tests: (Education Code 230)

Note CIF's A Guide to Equity in Athletics advises that, in order to meet the criterion specified in item #1a below, the ratio of male/female athletes should be within five percent of the ratio of male/female district enrollment.

- a. Whether the interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments

- b. Where the members of one sex have been and are underrepresented among interscholastic athletes, whether the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex

Note In evaluating whether there is an unmet interest in a particular sport and sufficient ability to sustain a team in the sport (item #1c below), OCR considers (1) whether an institution uses nondiscriminatory methods of assessment when determining the athletic interests and abilities of its students, (2) whether a viable team for the underrepresented sex was recently eliminated, (3) multiple indicators of interest, (4) multiple indicators of ability, and (5) frequency of conducting assessments. A student survey is one indicator that may be used. A letter issued by OCR in April 2010 provides information that the district might consider in developing its own survey. In addition, CIF's A Guide to Equity in Athletics provides sample surveys.

ATHLETIC COMPETITION (continued)

- c. Where the members of one sex are underrepresented among interscholastic athletes and the district cannot show a history and continuing practice of program expansion as required in item #1b above, whether the district can demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program
2. The provision and maintenance of equipment and supplies
3. Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices
4. Travel and per diem allowances
5. Opportunities to receive coaching and academic tutoring
6. Assignment and compensation of coaches and tutors
7. Provision of locker rooms, practice facilities, and competitive facilities
8. Provision of medical and training facilities and services
9. Provision of housing and dining facilities and services
10. Publicity

Note 5 CCR 4922 clarifies that unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams shall not by itself constitute a failure to provide equivalent opportunities. However, the provision of necessary funding for teams of both sexes is a factor in the determination, as specified below

11. Provision of necessary funds

Each school that offers competitive athletics shall, at the end of the school year, post on its school web site, or on the district web site if the school does not have a web site, the following information: (Education Code 221.9)

1. The total enrollment of the school, classified by gender
2. The number of students enrolled at the school who participate in competitive athletics, classified by gender
3. The number of boys' and girls' teams, classified by sport and by competition level

(cf 1113 - District and School Web Sites)

ATHLETIC COMPETITION (continued)

The data reported for items #1-3 above shall reflect the total number of players on a team roster on the official first day of competition. The materials used to compile this information shall be retained by the school for at least three years after the information is posted on the web site. (Education Code 221.9)

(cf 3580 - District Records)

Concussions and Head Injuries

Note Education Code 49475 requires districts to distribute information on concussions and head injuries to student athletes and their parents/guardians. The district may use fact sheets developed by the Centers for Disease Control and Prevention (CDC), available on CIF's web site, or other resources to develop the information sheet.

The requirements of Education Code 49475 apply to any district that offers an athletic program at any grade level and for any sport. These requirements do not apply to students engaging in an athletic activity during the regular school day or as part of a physical education course.

The Superintendent or designee shall annually distribute to student athletes and their parents/guardians an information sheet on concussions and head injuries. The student and parent/guardian shall sign and return the information sheet before the student initiates practice or competition. (Education Code 49475)

(cf 5145.6 - Parental Notifications)

Note Education Code 49032 requires that each high school coach complete an education program that includes, but is not limited to, a basic understanding of the signs and symptoms of concussions and appropriate response to them. CIF makes free online courses available through its web site. Also see AR 4127/4227/4327 - Temporary Athletic Team Coaches.

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding concussion symptoms, prevention, and appropriate response. (Education Code 35179.1, 49032)

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

Note Education Code 49475 requires that a student at any grade level engaged in an athletic program apart from the regular school day or physical education course who is suspected of sustaining a concussion be immediately removed from the athletic activity and not be allowed to return until a health care provider provides written clearance. CDC's web site includes an Acute Concussion Evaluation form which may be used to provide injured students and their parents/guardians with information about monitoring symptoms and the health care provider's recommendations regarding returning to daily activities, school, and sports. See CIF's web site for additional information regarding concussions.

ATHLETIC COMPETITION (continued)

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. If the health care provider determines that the athlete sustained a concussion or a head injury, the athlete shall also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider. (Education Code 49475)

Note The following paragraph is for use by districts that offer a football program and may be revised to reflect the grade levels offered by the district

A middle school or high school football team shall not hold a full-contact practice during the off-season and shall not conduct more than two full-contact practices per week during the preseason and regular season (from 30 days before the commencement of the regular season until the completion of the final interscholastic football game of that season). In addition, the full-contact portion of a practice shall not exceed 90 minutes in any single day. For these purposes, *full-contact practice* means a practice where drills or live action is conducted that involves collisions at game speed, where players execute tackles and other activity that is typical of an actual tackle football game. (Education Code 35179.5)

Heat Illness

Note. Pursuant to Education Code 35179.1, as amended by AB 2800 (Ch 21, Statutes of 2018), effective January 1, 2019, the district or CIF-developed coaching education program required by Education Code 49032 must include training on the signs and symptoms of, and the appropriate response to, heat illness. The National Federation of State High Schools offers a free online course, available on CIF's web site, that fulfills these requirements.

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the signs and symptoms of, and the appropriate response to, heat illness, including heat cramps, heat syncope, heat exhaustion, and exertional heat stroke. (Education Code 35179.1-49032)

Note The following optional paragraph reflects recommendations in CSBA's and CIF's joint publication *Preventing Catastrophic Heat Illness*, and may be expanded to include additional district strategies

To assist in the prevention of heat illness, coaches and/or athletic trainers shall gradually increase the intensity and duration of exercise to acclimate student athletes to practice in the heat, provide adequate rest breaks, make water available during all athletic activities, and alter practice plans in extreme environmental conditions.

ATHLETIC COMPETITION (continued)**Sudden Cardiac Arrest**

Note Education Code 33479.3 requires that student athletes and their parents/guardians receive information on the nature and warning signs of sudden cardiac arrest, as provided below. This information is available from CIF or, if the athletic activity is not governed by CIF, on the California Department of Education's (CDE) web site. In addition, Education Code 33479.2 encourages districts to post on their web sites the information provided on CDE's web site pertaining to sudden cardiac arrest.

The Superintendent or designee shall distribute the California Interscholastic Federation (CIF) information sheet on sudden cardiac arrest to all student athletes who will be participating in a CIF-governed athletic activity and to their parents/guardians. The student and parent/guardian shall sign and return the information sheet prior to the student's participation in the athletic activity. If an athletic activity is not covered by CIF, the student and his/her parent/guardian shall, prior to the student's participation in the athletic activity, sign and return an acknowledgement that they have received and reviewed the sudden cardiac arrest information posted on the California Department of Education's web site. (Education Code 33479.2, 33479.3)

Note Education Code 33479.6 requires the coach of an athletic activity to complete, every two years, a training course related to the nature and warning signs of sudden cardiac arrest. See AR 4127/4227/4327 - Temporary Athletic Team Coaches. CIF makes free online courses available through its web site.

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the nature and warning signs of sudden cardiac arrest. (Education Code 33479.6, 33479.7, 35179.1, 49032)

Note Education Code 33479.5 and CIF bylaws provide for a student's removal from participation in an athletic activity if he/she passes out or faints. As defined by Education Code 33479.1, an "athletic activity" includes (1) interscholastic athletics, (2) an athletic contest or competition sponsored by a school, including cheerleading and club-sponsored sports activities, (3) noncompetitive cheerleading sponsored by a school, and (4) practices, interscholastic practices, and scrimmages for all these activities. Pursuant to Education Code 33479.5, this requirement does not apply when a student engages in an athletic activity during the regular school day or as part of a physical education course, unless the activity constitutes a practice, interscholastic practice, or scrimmage. Furthermore, Education Code 33479.5 authorizes, but does not require, the removal of a student from an athletic activity if he/she exhibits symptoms of sudden cardiac arrest other than passing out or fainting, as provided below. However, to promote student safety, the district may choose to require its staff to remove a student from an athletic activity if he/she exhibits any symptom of sudden cardiac arrest at any time.

If a student athlete passes out or faints, or is known to have passed out or fainted, while participating in or immediately following his/her participation in an athletic activity, the student shall be removed from participation at that time. If a student exhibits any other symptoms of sudden cardiac arrest, including seizures during exercise, unexplained shortness of breath, chest pains, dizziness, racing heart rate, or extreme fatigue, he/she may be removed from participation by a coach or other employee who observes these symptoms. If any such

ATHLETIC COMPETITION (continued)

symptoms are observed, notification shall be given to the student's parent/guardian so that the parent/guardian can determine the treatment, if any, the student should seek. A student who has been removed from participation shall not be permitted to return until he/she is evaluated and given written clearance to return to participation by a health care provider. (Education Code 33479.2, 33479.5)

Automated External Defibrillators

Note Pursuant to Education Code 35179.6, as added by AB 2009 (Ch 646, Statutes of 2008), effective July 1, 2019, a district that offers an interscholastic athletic program is required to make an automated external defibrillator (AED) available to coaches, athletic trainers, and/or other authorized persons at athletic activities or events. Education Code 35179.6 encourages districts to make AEDs available for emergency care or treatment within three to five minutes of sudden cardiac arrest to any person in attendance at an on-campus athletic activity or event.

Education Code 35179.6 clarifies that the district or district employee will not be liable for civil damages resulting from any act or omission in the rendering of emergency care or treatment provided that the employee complies with the requirements of Health and Safety Code 1797.196 and does not act with gross negligence or willful or wanton misconduct by using, attempting to use, or maliciously failing to use an AED to render emergency care or treatment.

The Superintendent or designee shall acquire at least one automated external defibrillator (AED) for each district school and shall make the AED(s) available to coaches, athletic trainers, and/or other authorized persons at athletic activities or events for the purpose of providing emergency care or treatment to students, spectators, and other individuals in attendance at athletic activities and events. (Education Code 35179.6)

(cf 5141 - Health Care and Emergencies)

The district shall comply with all requirements of Health and Safety Code 1797.196 pertaining to any AED acquired by the district, including, but not limited to, regular maintenance and testing of the AED and the provision and posting of information regarding the proper use of the AED. (Education Code 35179.6; Health and Safety Code 1797.196)

Additional Parental Notifications

Note The following optional section lists notices that the district may send to parents/guardians of students participating in interscholastic athletics. This section should be revised to reflect district practice.

Before a student participates in interscholastic athletic activities, the Superintendent or designee shall, in addition to providing his/her parents/guardians with information on the signs and symptoms of concussions and sudden cardiac arrest as described above, send a notice to the student's parents/guardians which:

ATHLETIC COMPETITION (continued)

Note Education Code 33353 requires CIF to provide information to students and parents/guardians about procedures for discrimination complaints arising from interscholastic athletic activities Education Code 33354 allows a complainant to file a discrimination complaint directly with CDE

1. Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's Title IX Coordinator

(cf 1312 3 - Uniform Complaint Procedures)

Note Education Code 221 61 requires districts to post specified information on their web sites related to Title IX A district that does not maintain a web site may comply by posting the information on the web site of its county office of education A comprehensive list of rights based on the provisions of the federal regulations implementing Title IX can be found in Education Code 221 8 See AR 5145 3 - Nondiscrimination/Harassment **Optional** item #2 below provides that this information will also be provided in writing to the parents/guardians of student athletes

2. Includes a copy of students' Title IX rights pursuant to Education Code 221.8

Note In *Kahn v East Side Union High School District*, the California Supreme Court analyzed the liability of a coach for an injury to a member of a high school diving team The court acknowledged that some risk of injury is inherent in sports and part of a coach's job is to "push" a student athlete to advance his/her skill level and to undertake more difficult tasks According to the court, a coach could be found liable only when he/she intentionally injures the student or engages in conduct that is so reckless that it is outside of the ordinary activity involved in teaching or coaching the sport

The district may or may not wish to seek a waiver of liability for accidents or injuries resulting from participation in athletic activities Whether a liability waiver is legally effective is likely to be determined on a case-by-case basis, and it is questionable whether a student's right to participate in extracurricular activities could be made contingent upon the submission of a waiver Legal counsel should be consulted when addressing the complex issues related to liability waivers

3. Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to every participant's health and welfare

(cf 3530 - Risk Management/Insurance)

Note Education Code 32221 5 requires the district to provide information about insurance protection to each student participating on a school athletic team For specific language that must be contained in this statement, see AR 5143 - Insurance

4. Provides information about insurance protection pursuant to Education Code 32221.5

(cf 5143 - Insurance)

ATHLETIC COMPETITION (continued)

5. Requests parental permission for the student to participate in the program and, if appropriate, be transported by the district to and from competitions

(cf 3541 1 - Transportation for School-Related Trips)

Note Pursuant to Education Code 48900, a student may be subject to suspension or expulsion if he/she engages, or attempts to engage, in hazing

6. States the district's expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship

(cf 5144 - Discipline)

(cf 5144 1 - Suspension and Expulsion/Due Process)

7. Includes a copy of the local CIF league rules

Note Pursuant to Education Code 49033 and CIF bylaws, any student participating in athletics and his/her parent/guardian must sign a statement that the student will not use androgenic/anabolic steroids, unless he/she has a written prescription from a licensed health care practitioner, or dietary supplements banned by the U S Anti-Doping Agency as well as the substance synephrine See BP/AR 5131 63 - Steroids

8. Includes information about the CIF bylaw and district policy requiring any student athlete and his/her parent/guardian to sign a statement that the student will not use steroids, unless prescribed by a licensed health care practitioner, or prohibited dietary supplements that include substances banned by the U.S. Anti-Doping Agency

(cf 5131 63 - Steroids)

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CSBA Sample Board Policy

Instruction

BP 6170.1(a)

TRANSITIONAL KINDERGARTEN

Note The following policy is for use by districts that maintain kindergarten and may be revised to reflect district practice Education Code 48000 provides that children are eligible for kindergarten enrollment if they have their fifth birthday on or before September 1 in that school year, see AR 5111 - Admission Pursuant to Education Code 48000, any child whose fifth birthday is between September 2 and December 2 must be offered a transitional kindergarten (TK) program

Education Code 48000 defines TK as the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate Many of the requirements applicable to kindergarten (e.g., class size, minimum school day, facilities) are also applicable to TK The district will receive funding based on average daily attendance (ADA) for students in a TK program that meets the requirements specified in Education Code 48000

For guidance on implementing TK programs, see the Transitional Kindergarten Implementation Guide A Resource for California Public School District Administrators and Teachers, published by the California Department of Education (CDE)

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten The TK program shall assist students in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program

(cf 1220 - Citizen Advisory Committees)

(cf 6020 - Parent Involvement)

Eligibility

The district's TK program shall admit children whose fifth birthday is from September 2 through December 2. (Education Code 48000)

Note The CDE's "Transitional Kindergarten FAQs" clarify that children are required to have documentation of required immunizations or a valid exemption prior to admission to TK For information about required immunizations and exemptions, see BP/AR 5141 31 - Immunizations

TRANSITIONAL KINDERGARTEN (continued)

Parents/guardians of eligible children shall be notified of the availability of the TK program and age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

(cf 5111 - Admission)
(cf 5111 1 - District Residency)
(cf 5141 22 - Infectious Diseases)
(cf 5141 3 - Health Examinations)
(cf 5141 31 - Immunizations)
(cf 5141 32 - Health Screening for School Entry)

Note The following paragraph is **optional**. If the district chooses to allow kindergarten-eligible children to enroll in the TK program, CDE recommends that the district establish criteria to determine selection requirements. The parent/guardian of a kindergarten-eligible child who is enrolled in TK must, at the end of the year, sign a Kindergarten Continuance Form verifying that he/she agrees to have the child enroll in kindergarten the following year; see section "Continuation in Kindergarten" below

Upon request of a child's parents/guardians, the district may, on a case-by-case basis after the Superintendent or designee determines that it is in the child's best interest, admit into the district's TK program a child whose fifth birthday is on or before September 1 and who is therefore eligible for kindergarten.

Note The following paragraph is **optional**. Pursuant to Education Code 48000, the district may, at its discretion, determine whether to allow admittance of children whose fifth birthday is after December 2. Such students may be admitted at any time during the school year, including at the beginning of the year. Education Code 48000 provides that districts will not receive ADA apportionment for a child whose birthday is after December 2 until the child reaches his/her fifth birthday.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after December 2 of that same school year, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf 6141 - Curriculum Development and Evaluation)
(cf 6161 1 - Selection and Evaluation of Instructional Materials)

Note Education Code 48000 states the Legislature's intent that the TK curriculum be aligned to the California Preschool Learning Foundations developed by CDE. These standards address essential skills in the subject areas listed below. The standards and companion preschool curriculum frameworks are available on CDE's web site.

TRANSITIONAL KINDERGARTEN (continued)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

(cf 5148 3 - Preschool/Early Childhood Education)

(cf 6011 - Academic Standards)

(cf 6174 - Education for English Learners)

Note The following **optional** paragraph may be revised to reflect district practice. Education Code 37202 permits districts to maintain TK and kindergarten classes for different lengths of time during the school day, either at the same or a different school site. Districts offering TK classes for different lengths of time are still required to meet the minimum and maximum length of school day provided in law. Pursuant to Education Code 46111, 46115, and 46117, at the kindergarten and TK level the minimum school day is three hours (180 minutes), including recess but excluding noon intermission, and the maximum school day is four hours (240 minutes), excluding recess, unless the district has adopted an extended-day kindergarten pursuant to Education Code 8973. However, pursuant to Education Code 46119, if the district has fewer than 40 kindergarten students, the Governing Board may apply to the Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each, including recesses, taught on the same day by the same teacher. Also see AR 6112 - School Day.

Pursuant to Education Code 48003, districts are required to provide an annual report to CDE regarding the type of kindergarten program offered by the district, including part day, full day, or both. The School Information Form 2017, located on the CDE web site, requires a report on the type of TK program offered.

The Board shall establish the length(s) of the school day in the district's TK program. TK programs may be maintained for different lengths of time either at the same or different school sites, as long as the school day is at least three hours but no more than four hours. The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full day, part day, or both. (Education Code 37202, 46111, 46115, 46117, 48003)

(cf 6111 - School Calendar)

(cf 6112 - School Day)

Note The following **optional** paragraph may be revised to reflect district practice. According to CDE's "Transitional Kindergarten FAQs," it is the intent of the law to provide separate and unique experiences for TK and kindergarten students. However, districts have flexibility to determine how best to meet the curricular needs of each child and whether TK and kindergarten students may be enrolled in the same classrooms.

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

TRANSITIONAL KINDERGARTEN (continued)

Note AB 1808 (Ch 32, Statutes of 2018) amended Education Code 8235 and 48000 to allow districts to place 4-year-old children enrolled in a California State Preschool Program into a TK program and to commingle children from both programs in the same classroom as long as all of the requirements of each program are met and the district adheres to specified requirements, including that the classroom does not contain children enrolled in TK for a second year or children enrolled in a regular kindergarten. Also see BP/AR 5148 3 - Preschool/Early Childhood Education

TK students may be placed in a classroom commingled with 4-year-old students from a California State Preschool Program as long as the classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten. (Education Code 8235, 48000)

Staffing

Note To be qualified to teach a TK class, the teacher must possess an appropriate multiple subjects or early childhood education credential issued by the Commission on Teacher Credentialing authorizing instruction in TK. Education Code 48000 establishes additional requirements for credentialed teachers who are first assigned to a TK class after July 1, 2015, as provided below.

TK assignments are subject to assignment monitoring and reporting by the County Superintendent of Schools in accordance with Education Code 44258.9.

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

(cf 4112.2 - Certification)

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2020, have at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting, and/or a child development teacher permit issued by CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children.

(cf 4131 - Staff Development)

Continuation to Kindergarten

Note The following section is consistent with guidance in CDE's "Transitional Kindergarten FAQs "

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

TRANSITIONAL KINDERGARTEN (continued)

Note The following **optional** paragraph is for use by districts that allow kindergarten-eligible children to enroll in TK, see "Eligibility" section above. When such students are subsequently enrolled in kindergarten, the district is required to obtain a signed Kindergarten Continuance Form in order to receive kindergarten ADA for those children since they would otherwise be age-eligible for first grade. CDE recommends that approval for a student to continue in kindergarten not be sought until near the end of the year of TK, since permission obtained unreasonably far in advance could be found invalid.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

Note: Pursuant to Education Code 46300, the district may not include for ADA purposes the attendance of any student for more than two years in a combination of TK and kindergarten.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

(cf 5123 - Promotion/Acceleration/Retention)

Assessment

Note The following section may be revised to reflect district practice. One assessment resource for TK students is CDE's Desired Results Developmental Profile, which is designed to assess the developmental progression of all children from early infancy to kindergarten entry.

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf 0500 - Accountability)

(cf 6162.5 - Student Assessment)

Legal Reference (see next page)

TRANSITIONAL KINDERGARTEN (continued)

Legal Reference

EDUCATION CODE

- 8235 California State Preschool Program
- 8973 Extended-day kindergarten
- 37202 School calendar, equivalency of instructional minutes
- 44258 9 Assignment monitoring by county superintendent of schools
- 46111 Kindergarten, hours of attendance
- 46114-46119 Minimum school day, kindergarten
- 46300 Computation of ADA, inclusion of kindergarten and transitional kindergarten
- 48000 Age of admission, kindergarten and transitional kindergarten
- 48002 Evidence of minimum age required to enter kindergarten or first grade
- 48003 Kindergarten annual report
- 48200 Compulsory education, starting at age six

Management Resources

CSBA PUBLICATIONS

What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

Desired Results Developmental Profile, 2015

Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013

California Preschool Curriculum Framework, Vol 3, 2013

California Preschool Learning Foundations, Vol 3, 2012

California Preschool Curriculum Framework, Vol 2, 2011

California Preschool Learning Foundations, Vol 2, 2010

California Preschool Curriculum Framework, Vol 1, 2010

California Preschool Learning Foundations, Vol 1, 2008

WEB SITES

CSBA [http //www csba org](http://www.csba.org)

California Department of Education [http //www cde ca gov](http://www.cde.ca.gov)

California Kindergarten Association [http //www ckanet org](http://www.ckanet.org)

Commission on Teacher Credentialing [http //www ctc ca gov](http://www.ctc.ca.gov)

Transitional Kindergarten California [http //www tkcalifornia org](http://www.tkcalifornia.org)

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CSBA Sample Board Policy

Instruction

BP 6190(a)

EVALUATION OF THE INSTRUCTIONAL PROGRAM

Note The following optional policy may be revised to reflect district practice

The Governing Board recognizes that it is accountable to students, parents/guardians, and the community for the effectiveness of the district's educational program in meeting district goals for student learning. The Superintendent or designee shall conduct a continual evaluation of the curriculum and the instructional program in order to identify strategies for improving student achievement.

(cf 0200 - Goals for the School District)

(cf 0500 - Accountability)

(cf 6000 - Concepts and Roles)

(cf 6141 - Curriculum Development and Evaluation)

(cf 6161 1 - Selection and Evaluation of Instructional Materials)

Note The district may revise the following paragraph to specify the data and reports that will be used to evaluate the district's instructional program

Education Code 52060-52061 require that the district's local control and accountability plan (LCAP) establish goals, for all students and for each numerically significant subgroup, that are aligned with the state priorities, and that the district annually review progress toward the goals, see BP/AR 0460 - Local Control and Accountability Plan Pursuant to Education Code 52052, numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when the subgroup consists of at least 30 students with a valid test score or 15 foster or homeless youth. The California School Dashboard reports the status of district and school performance on multiple state and local indicators and is intended to assist districts in identifying strengths and areas in need of improvement in each priority area addressed by the LCAP

The Superintendent or designee shall provide the Board and the community with regular reports on student achievement. The reports shall include data for each district school and for each numerically significant student subgroup, as defined in Education Code 52052, including but not limited to, school and subgroup performance on statewide achievement indicators and progress toward goals specified in the district's local control and accountability plan (LCAP).

(cf 0460 - Local Control and Accountability Plan)

(cf 0510 - School Accountability Report Card)

(cf 6011 - Academic Standards)

(cf 6162 5 - Student Assessment)

(cf 6162 51 - State Academic Achievement Tests)

(cf 6173 - Education for Homeless Children)

(cf 6173 1 - Education for Foster Youth)

(cf 6174 - Education for English Learners)

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

In addition, the Superintendent or designee shall conduct an evaluation of any new instructional program implemented in the district and shall regularly assess district progress toward increasing student achievement in all subject areas taught in the district. The findings of such evaluations and assessments shall be reported to the Board.

Based on these reports, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education provided to district students.

Annual Evaluation of Consolidated Application Programs

Note The following **optional** section should be revised to reflect district practice. Pursuant to Education Code 64000-64001, the consolidated application is used by the California Department of Education to distribute funds from certain federal categorical programs Pursuant to CCR 3942, as a condition of receiving continued funding for these programs, the district must make certain general assurances and certifications, including an assurance that the district's annual evaluation of categorical programs demonstrates that each program is "not one of low effectiveness." The district does not need to sign or return the general assurances, but does need to keep them on file for compliance reviews, complaint investigations, or audits

Pursuant to 5 CCR 3942, criteria for the annual program evaluation are to be established by the Governing Board The district may consider measures of the academic progress of students participating in the program, including numerically significant student groups, in addition to other measures contained in school plans or adopted by the Board

The Board and the Superintendent or designee shall annually determine whether the district's categorical programs funded through the state's consolidated application are effective in meeting the needs of the students they are intended to serve. As a basis for this evaluation, the Superintendent or designee shall recommend for Board approval the specific, measurable criteria that shall be used at each school and at the district level. These criteria may include, but are not necessarily limited to, the progress of all students participating in the program and of each numerically significant subgroup toward goals contained in the district's LCAP, the school's single plan for student achievement, and/or other applicable district or school plans.

Western Association of Schools and Colleges (WASC) Accreditation

Note The following **optional** section is for use by districts that participate in the evaluation process leading to accreditation by the Western Association of Schools and Colleges (WASC) WASC is a private, nonprofit organization whose Accrediting Commission for Schools provides regular assessments of public and private schools in order to support ongoing improvement of the educational program The term of the accreditation process varies from one to six years, as determined by WASC Districts may seek accreditation for both elementary and secondary schools and may revise the following section to specify schools that will seek accreditation (e.g., only secondary schools and/or middle schools) Districts also may revise the following section to apply to any other accrediting agency

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

The Board believes that accreditation by the Western Association of Schools and Colleges (WASC) can foster excellence and ongoing academic improvement in the district's schools. The results of the accreditation process also may demonstrate to parents/guardians and the community that the schools are meeting their goals and objectives and the WASC criteria for school effectiveness through a viable instructional program

The Superintendent or designee shall undertake procedures whereby district schools may achieve and maintain full WASC accreditation status. The schools shall conduct a self-study in accordance with WASC requirements, cooperate with the WASC committee during a site visit, and develop and review action plans to increase the effectiveness of the instructional program for students. The Superintendent or designee shall regularly report to the Board on the status of district schools and any WASC recommendations for school improvement.

Not later than 60 days after receiving the results of an inspection of a school by WASC or any other accrediting agency, the Superintendent or designee shall notify parents/guardians in writing of the inspection results and/or shall post the information on the district's or school's web site. (Education Code 35178.4)

(cf 1113 - District and School Web Sites)
(cf 5145 6 - Parental Notifications)

If any district school loses its accreditation status, the Board shall give official notice at a regularly scheduled Board meeting. The Superintendent or designee shall provide written notification to each parent/guardian of a student in the school that the school has lost its accreditation status, including the potential consequences of the loss of accreditation status. This notice shall also be posted on the district's web site and the school's web site. (Education Code 35178.4)

Legal Reference (see next page)

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EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

Legal Reference

EDUCATION CODE

- 33400-33407 Educational evaluations
- 35178 4 Notice of accreditation status
- 44662 Evaluation and assessment guidelines, certificated employee performance
- 48985 Compliance with translation of parental notifications
- 51041 Education program, evaluation and revisions
- 51226 Model curriculum standards
- 52052 Accountability, numerically significant student subgroups
- 52060-52077 Local control and accountability plan
- 62005 5 Failure to comply with purposes of funds
- 64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

- 3930-3937 Program requirements
 - 3942 Continuity of funding
- UNITED STATES CODE, TITLE 20
- 6311 State plans

Management Resources

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES PUBLICATIONS

Focus on Learning Joint ACS WASC/CDE Process Guide, 2017

WEB SITES

- CSBA [http //www csba org](http://www.csba.org)
- California Department of Education [http //www cde ca gov](http://www.cde.ca.gov)
- Western Association of Schools and Colleges (WASC), Accrediting Commission for Schools
[http //www acswasc org](http://www.acswasc.org)

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CSBA Sample Board Bylaw

Board Bylaws

BB 9110(a)

TERMS OF OFFICE

Note: Governing boards consist of three, five, or seven members as provided in Education Code 5018 and 35012. The district should fill in the blank in the following paragraph to reflect the number of Governing Board members in the district.

For information about the election of Board members, including election dates, see BB 9220 - Governing Board Elections.

The Governing Board shall consist of 5 members whose terms shall be staggered so that as nearly as practicable, one half of the members shall be elected in each year in which the Board's elections are regularly held. (Education Code 35012)

(cf 9220 - Governing Board Elections)

Note AB 2449 (Ch 146, Statutes of 2018) amended Education Code 5017 to change the commencement of the term of office of board members from the first Friday in December following their election to the second Friday in December. Although Education Code 5000 still states that a board member's four-year term expires on the first Friday in December, Education Code 5017 requires board members to continue to discharge their duties until their successor has qualified by taking the oath of office. Therefore, the following paragraph reflects the date specified in Education Code 5017.

The term of office for Board members elected in regular elections shall be four years, commencing on the second Friday in December following their election. (Education Code 5017)

(cf 9223 - Filling Vacancies)

(cf 9224 - Oath or Affirmation)

(cf 9250 - Remuneration, Reimbursement and Other Benefits)

Board members whose terms have expired shall continue to discharge the duties of office until their successors have qualified by taking the oath of office. (Education Code 5017; Government Code 1302, 1360)

Note: Pursuant to Elections Code 10404.5, whenever a regularly scheduled board election is changed due to consolidation of elections, the term of office of incumbent Board members is extended to align with the next applicable election. Pursuant to Elections Code 1302 and 10404.5, districts are authorized to request consolidation of their board elections with the local municipal or state primary or general elections, and under defined circumstances are required to consolidate their elections with statewide elections as specified in Elections Code 14051-14052. See BB 9220 - Governing Board Elections.

If a regularly scheduled Board election date is changed due to consolidation with a statewide or municipal general election, the term of incumbent Board members shall be extended to align with the next applicable election. (Elections Code 10404.5)

Legal Reference (see next page)

TERMS OF OFFICE (continued)

Legal Reference

EDUCATION CODE

5000-5033 Election of school district board members

35010 Control of district

35012 Board members, number, election and terms

35107 Eligibility

ELECTIONS CODE

1302 Local elections, school district election

10400-10418 Consolidation of elections

14050-14057 California Voter Participation Rights Act

GOVERNMENT CODE

1302 Continuance in office until qualification of successor

1303 Exercising functions of office without having qualified

1360 Necessity of taking constitutional oath

Management Resources

WEB SITES

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

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COTTONWOOD UNION SCHOOL DISTRICT

20512 W. First Street
Cottonwood, CA. 96022

**INTENT TO IMPLEMENT GOVERNMENT CODE 20586
PERS TWO YEARS ADDITIONAL SERVICE CREDIT**

Window Period April 2, 2019 to June 30, 2019

RESOLUTION #2019-1

WHEREAS, it is the intent of the district to provide Government Code 20586 to the following designated classifications or units of employees. To be in compliance with Government Code 7507 the future annual costs to provide Section 20586 is made public on **February 12, 2019**, which is at least two weeks prior to the adoption of the Resolution by the Superintendent of Shasta County Schools.

<u>Classification:</u>	<u>Cost:</u>
Bus Drivers	\$53,636.96
Instructional Assistant	\$59,707.78
Maint/Custodian	\$28,643.19
Estimated Cost	\$141,987.93

WHEREAS, retirements under this section will either:

- 1) Result in a NET savings to the District: or
- 2) Result in an overall reduction in the work force of the organizational unit because off impeding mandatory transfers, demotions, and layoffs that constitutes at least 1 percent of the district job classifications, and will result from the curtailment of, or change in the manner in which services are performed.

NOW THEREFORE, BE IT RESOLVED that the Board of Trustees of the Cottonwood Union School District at the Regular Board meeting held February 12, 2019, authorizes in good faith the designated eligible classifications or units and the future annual costs to provide Two Years Additional Service Credit

PASSED AND ADOPTED this 12th day of February, 2019, by the following vote:

Ayes:
Noes:
Absent:
Abstained:

Kim Cordova, President

Matt Iles, Clerk

**West Cottonwood Junior High School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF), all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	West Cottonwood Junior High School
Street	20512 West First Street
City, State, Zip	Cottonwood, CA 96022
Phone Number	530-347-3123
Principal	Mrs. Terri Wright, Principal
E-mail Address	twright@cwusd.com
Web Site	http://west.cwusd.com/
CDS Code	45-69955-6050207

District Contact Information	
District Name	Cottonwood Union School District
Phone Number	(530) 347-3165
Superintendent	Douglas Geren
E-mail Address	dgeren@cwusd.com
Web Site	http://www.cwusd.com

School Description and Mission Statement (School Year 2018-19)

As you read through our School Accountability Report Card for the year 2018-19, it will become evident that the Cottonwood community has a fine education program in place for their children. The students continue to score higher than all but a few schools in the northern California region. Our staff is dedicated to the improvement of student's academic growth by creating a friendly, safe, open learning environment for all of our district's children.

West Cottonwood continues to maintain a high quality academic program using highly qualified teachers and the California State Teaching Standards. We are fortunate to have a School Board, Superintendent, and an administrative and teaching staff that is dedicated to promoting a positive image and to the improvement and success of all students.

West Cottonwood has establishment of a comprehensive elective program that allows our students to participate in a variety of activities such as Intro to Cooking, Choir, Art, Makerspace, and Intro to Agriculture. In addition, 8th grade students are also eligible to earn high school credit for a foreign language, and may participate in FFA.

Cottonwood Union School District is located in Shasta County and encompasses 200 square miles along the Shasta-Tehama County Line. Cottonwood Union School District is comprised of two schools, North Cottonwood Elementary School (K-4) and West Cottonwood Junior High School (5-8). The schools have consistently earned the reputation for high academic standards, extremely safe, well-disciplined campuses, and a school environment that is conducive to learning and parent participation.

Students at West Cottonwood Junior High School are guided by specific rules and classroom expectations that promote respect, communication, empowerment, and community. The school's discipline philosophy is based on a community-building approach to education, a partnership between students, parents, and the school, and a balance between support and accountability structures. Parents and students are informed of discipline policies through the student handbook, and other forms of written communication such as newsletters, emails, and notifications home. The principal meets with all new students and parents before they attend class and communicates to them the high standards of student behavior and the dress code. All staff members enforce the school rules in a fair and equitable manner and unacceptable behavior is quickly communicated to parents. A principal/counselor referral system in place to deal with serious and recurrent student management problems in a timely manner and in-house and/or at home suspension are used to handle aggressive student behavior.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 5	100
Grade 6	112
Grade 7	90
Grade 8	100
Total Enrollment	402

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	5.0
Asian	3.2
Filipino	0.5
Hispanic or Latino	14.2
Native Hawaiian or Pacific Islander	0.5
White	72.6
Socioeconomically Disadvantaged	53.0
English Learners	1.5
Students with Disabilities	10.4
Foster Youth	1.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching,
- Pupils have access to standards-aligned instructional materials, and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	19	19	19	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected. January 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill 2016 Study Sync 2016	Yes	0
Mathematics	Houghton Mifflin Harcourt Go Math (5-6) CPM (7-8)	Yes	0
Science	California Science (5) California Focus on Earth Science (6) California Focus on Life Science (7-8)	Yes	0
History-Social Science	History/Social Studies (5) Glenco McGraw Hill-Ancient Civilization (6) McDougal-Littel-World History-Medieval and Early Modern Times (7) Glenco-American Journey (8)	Yes	0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

West Cottonwood Junior High School was built in 1957 and is currently comprised of 32 classrooms, a library, a computer lab, a staff lounge, a gym, a multipurpose room, a fitness room, swimming pool, and an all-weather track. Restrooms are located in the main hallway, library, and multipurpose room, and are in good working order.

A team of three full-time custodians ensures classrooms, and campus grounds are kept clean and safe. Cottonwood Union School District administers a scheduled maintenance program to guarantee the classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are complete in a timely manner. A work order process is used to provide efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: June 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: June 2017	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority Pupil Achievement (Priority 4)

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities), and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	47.0	46.0	48.0	49.0	48.0	50.0
Mathematics (grades 3-8 and 11)	34.0	43.0	40.0	47.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	390	380	97.44	46.32
Male	199	196	98.49	39.80
Female	191	184	96.34	53.26
Black or African American	--	--	--	--
American Indian or Alaska Native	23	23	100.00	34.78
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	57	56	98.25	37.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	279	271	97.13	49.08
Two or More Races	14	14	100.00	42.86
Socioeconomically Disadvantaged	202	197	97.52	39.09
English Learners	16	15	93.75	26.67
Students with Disabilities	35	35	100.00	11.43
Foster Youth	--	--	--	--

Note ELA test results include the Smarter Balanced Summative Assessment and the CAA The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments

Note Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy

Note The number of students tested includes all students who participated in the test whether they received a score or not, however, the number of students tested is not the number that was used to calculate the achievement level percentages The achievement level percentages are calculated using only students who received scores

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	390	382	97.95	43.19
Male	199	196	98.49	41.84
Female	191	186	97.38	44.62
Black or African American	--	--	--	--
American Indian or Alaska Native	23	23	100	34.78
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	57	57	100	33.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	279	272	97.49	47.06
Two or More Races	14	14	100	28.57
Socioeconomically Disadvantaged	202	198	98.02	31.82
English Learners	16	16	100	18.75
Students with Disabilities	35	35	100	14.29
Foster Youth	--	--	--	--

Note Mathematics test results include the Smarter Balanced Summative Assessment and the CAA The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments

Note Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy

Note The number of students tested includes all students who participated in the test whether they received a score or not, however, the number of students tested is not the number that was used to calculate the achievement level percentages The achievement level percentages are calculated using only students who received scores

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note Cells with N/A values do not require data

Note The 2016–17 and 2017–18 data are not available The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) The CAST was pilot-tested in spring 2017 and field-tested in spring 2018 The CAST will be administered operationally during the 2018–19 school year The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19

Note Science test results include the CAST and the CAA for Science The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments

Career Technical Education Programs (School Year 2017-18)

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0 0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject areas of physical education

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents and the community are very supportive of the education programs at West Cottonwood Junior High School. Parents volunteer in classrooms, for special events, for fund raisers, on field trips as chaperones, and on various school district committees such as School Site Council and Parent Club.

The Cottonwood Foundation for Excellent Schools (CFES) is a non-profit organization that provides a network of community support for the Cottonwood School District and raised funds that will help enhance the learning and offer more educational opportunities for students.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority Pupil Engagement (Priority 5)

- High school dropout rates, and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate							10.7	9.7	9.1
Graduation Rate							82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State

State Priority: School Climate

The SARC provides the following information relevant to the State priority School Climate (Priority 6)

- Pupil suspension rates,
- Pupil expulsion rates, and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	8.2	6.6	7.3	3.5	2.4	2.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The School Site Safety Plan is reviewed and revised annually in August. The Safety Plan is revised by the Safety Committee, which consists of the Superintendent, site administrators, clerical staff, and parents. The school safety plan includes steps for ensuring students and staff safety during a disaster. Emergency drills are conducted on a regular basis throughout the school year.

The safety of students and staff is a primary concern of Cottonwood Union School District, and West Cottonwood Junior High provides a safe and clean environment for students. Highly visible, organized, and professional adult supervision is provided by teachers, paraprofessionals, and administrative staff to ensure the campuses are safe and well supervised so all students can achieve social, academic, physical, and moral excellence.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
5	18	13	12		23	1	29	1	25	1	27	2
6	23	11	13	3	21	18	14	2	25	3	29	2

Number of classes indicates how many classes fall into each size category (a range of total students per class)

** "Other" category is for multi-grade level classes

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23 0	7	9	1	25 0	4	12		21 0	6	12	
Mathematics	19 0	4	6		25 0	4	10	2	24 0	2	14	
Science	17 0	6	4		31 0		4	2	31 0		6	
Social Science	15 0	7	4		26 0	1	5	1	18 0	5	5	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1 0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1 0	N/A
Psychologist	25	N/A
Social Worker		N/A
Nurse	0 2	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time, one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7348	\$1832	\$5516	\$61500
District	N/A	N/A	\$4290	\$62,912
Percent Difference: School Site and District	N/A	N/A	25 0	-2 1
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	-17 5	-0 7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,223	\$44,375
Mid-Range Teacher Salary	\$60,785	\$65,926
Highest Teacher Salary	\$78,433	\$82,489
Average Principal Salary (Elementary)	\$95,249	\$106,997
Average Principal Salary (Middle)	\$96,823	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$114,986	\$121,894
Percent of Budget for Teacher Salaries	32 0	32 0
Percent of Budget for Administrative Salaries	6 0	7 0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	0

Cells with N/A values do not require data

*Where there are student course enrollments of at least one student

Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers two collaboration days per month where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

In addition, staff members are encourage to attend workshops and conferences. All teachers have the opportunity to participate in district and school sponsored in-service training and in outside training of their own choosing.

Cottonwood Union School District offers programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Alliance for Teacher Excellence (ATE), a State sponsored program, is designed for first and second-year credentialed teachers to provide skills assistance over a two-year period.

North Cottonwood School School Accountability Report Card Reported Using Data from the 2017-18 School Year Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF), all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	North Cottonwood School
Street	19920 Gas Point Road
City, State, Zip	Cottonwood, CA 96022
Phone Number	530-347-1698
Principal	Mr. Don Ray
E-mail Address	dray@cwusd.com
Web Site	http://north.cwusd.com/
CDS Code	45699550111393

District Contact Information	
District Name	Cottonwood Union School
Phone Number	530-347-3165
Superintendent	Douglas Geren
E-mail Address	dgeren@cwusd.com
Web Site	http //www cwusd com

School Description and Mission Statement (School Year 2018-19)

Welcome to North Cottonwood School, "Home of the Coyotes" I am pleased to have your family be a part of the Coyote team North Cottonwood is a "School of Excellence" Our mission is to teach and inspire all our Coyote students with love everyday

Academic success is a true partnership between the students, parents, and the school staff Our main areas of emphasis at North Cottonwood School are reading fluency, reading comprehension, and a safe, orderly and prideful environment Our whole staff is committed to providing a rigorous core curriculum that reflects the California Content Standards In addition, our staff instructs and emphasizes that our students be STAR (Safe, Trustworthy, Attentive, and Respective) Coyotes With a visit to our campus or just a conversation with one of our students, it will not take long to realize that North Cottonwood School is truly a "School of Excellence"

North Cottonwood School and the Cottonwood Union School District have a "Tradition of Academic Excellence" I invite you to become a part of our family and enjoy the wonderful school culture that is NORTH COTTONWOOD SCHOOL

Cottonwood Union School District is located in Shasta County and encompasses 200 square miles along the Shasta-Tehama County Line Cottonwood Union School District is comprised of two schools, North Cottonwood Elementary School (K-4) and West Cottonwood Junior High School (5-8) The schools have consistently earned the reputation for high academic standards, extremely safe, well-disciplined campuses, and a school environment that is conducive to learning and parent participation

North Cottonwood has an outstanding staff consisting of 25 teachers, two curriculum coaches, 21 instructional aides, four special education aides, three supervision aides, one librarian, two secretaries, one health clerk, two custodians, one psychologist, one school counselor and one principal In addition, the school has a kitchen staff of two that serves both breakfast and lunch

Students at North Cottonwood School are guided by specific rules and classroom expectations that promote respect, communication, empowerment and community The school's discipline philosophy is based on a community-building approach to education, a partnership between students, parents and the school, and a balance between support and accountability structures Parents and students are informed of discipline policies through the student handbook and principal's newsletters All staff members enforce the school rules in a fair and equitable manner and unacceptable behavior is quickly communicated to parents A referral system is in place to deal with serious and recurrent student management problems in a timely manner and in-house and/or at home suspension are used to handle aggressive student behavior

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	141
Grade 1	93
Grade 2	88
Grade 3	95
Grade 4	119
Total Enrollment	536

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	17
American Indian or Alaska Native	19
Asian	13
Filipino	00
Hispanic or Latino	181
Native Hawaiian or Pacific Islander	04
White	668
Socioeconomically Disadvantaged	593
English Learners	32
Students with Disabilities	88
Foster Youth	11

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching,
- Pupils have access to standards-aligned instructional materials, and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	25	26	25	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January 2019

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill - Wonders	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Houghton Mifflin Harcour Math Expressions	Yes	0
Science			0
History-Social Science			0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

North Cottonwood School opened its doors in January 2007. It is currently comprised of 27 classrooms, a library, a computer lab, one staff room, a multipurpose room with a stage, a school office, a playground with three large play structures, a preschool playground, and a large grass area. At the time of publication (February 2019) 100% of all toilets on campus were in working condition.

A team of 2.5 custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. Cottonwood Union School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)

Using the most recently collected FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: June 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: June 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: June 2018	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority Pupil Achievement (Priority 4)

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities), and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	45.0	49.0	48.0	49.0	48.0	50.0
Mathematics (grades 3-8 and 11)	37.0	48.0	40.0	47.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	208	206	99.04	48.54
Male	109	108	99.08	41.67
Female	99	98	98.99	56.12
Black or African American	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	34	33	97 06	48 48
Native Hawaiian or Pacific Islander	--	--	--	--
White	149	148	99 33	49 32
Two or More Races	18	18	100 00	44 44
Socioeconomically Disadvantaged	115	115	100 00	40 00
English Learners	--	--	--	--
Students with Disabilities	21	20	95 24	30 00
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not, however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	208	206	99 04	48 06
Male	109	108	99 08	50 93
Female	99	98	98 99	44 9
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	34	33	97 06	42 42
Native Hawaiian or Pacific Islander	--	--	--	--
White	149	148	99 33	48 65
Two or More Races	18	18	100	61 11
Socioeconomically Disadvantaged	115	115	100	38 26
English Learners	--	--	--	--
Students with Disabilities	21	20	95 24	25
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note The number of students tested includes all students who participated in the test whether they received a score or not, however, the number of students tested is not the number that was used to calculate the achievement level percentages The achievement level percentages are calculated using only students who received scores

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note Cells with N/A values do not require data

Note The 2016–17 and 2017–18 data are not available The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) The CAST was pilot-tested in spring 2017 and field-tested in spring 2018 The CAST will be administered operationally during the 2018–19 school year The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19

Note Science test results include the CAST and the CAA for Science The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments

Career Technical Education Programs (School Year 2017-18)

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0 0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject areas of physical education

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents and guardians are always welcome at North Cottonwood School. Parents volunteer in classrooms, take part in fundraisers and attend field trips. Parents are also encouraged to attend assemblies and special activities. All visitors are required to register at the office before entering the campus and sign out upon leaving. A visitor's badge will be issued and must be visibly worn at all times while on campus. Because North Cottonwood School is a closed campus, student visitors will NOT be permitted on campus during regular school hours.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority Pupil Engagement (Priority 5)

- High school dropout rates, and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate							10.7	9.7	9.1
Graduation Rate							82.3	83.8	82.7

For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State

State Priority: School Climate

The SARC provides the following information relevant to the State priority School Climate (Priority 6)

- Pupil suspension rates,
- Pupil expulsion rates, and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.1	0.2	0.3	3.5	2.4	2.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The School Site Safety Plan was last updated in February 2018 and is revised and updated annually. The Safety Plan is revised by the Safety Committee, which consists of the Superintendent, site administration, teachers and clerical staff. The school's safety plan includes steps for ensuring student and staff safety during a disaster. Emergency drills are conducted on a regular basis throughout the school year.

North Cottonwood School provides a safe and clean environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Cottonwood Union School District. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Highly visible, organized, and professional adult supervision is provided by teachers, paraprofessionals, and administrative staff to insure the campuses are safe and well supervised so all students can achieve social, academic, physical, and moral excellence.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		4		27		4		24	1	5	
1	23		4		21	1	3		24		4	
2	22		5		20	2	2		23		4	
3	23		4		22	1	4		23		4	
4	25		4		23	1	3		30		4	
Other	9	1			8	1			9	1		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time, one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6780	\$3717	\$3064	\$63500
District	N/A	N/A	\$4290	\$62,912
Percent Difference: School Site and District	N/A	N/A	-33.3	1.1
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	-72.8	2.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)
Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,223	\$44,375
Mid-Range Teacher Salary	\$60,785	\$65,926
Highest Teacher Salary	\$78,433	\$82,489
Average Principal Salary (Elementary)	\$95,249	\$106,997
Average Principal Salary (Middle)	\$96,823	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$114,986	\$121,894
Percent of Budget for Teacher Salaries	32.0	32.0
Percent of Budget for Administrative Salaries	6.0	7.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	0

Cells with N/A values do not require data

*Where there are student course enrollments of at least one student

Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The district has two main focuses for staff development, Professional Learning Committees (PLC) and Capturing Kid's Hearts.

In addition, staff members are encouraged to attend workshops and conferences. All teachers have the opportunity to participate in district and school sponsored in-service training and in outside training of their own choosing.

Cottonwood Union School District offers two programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. New Teacher Center (NTC), a State-sponsored program, is designed for first and second-year credentialed teachers to provide skills assistance over a two-year period. The district also employs two full-time curriculum coaches (one in English Language Arts and one in Mathematics) to help with staff development and growth.

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	West Cottonwood Junior High School
Address	20512 West First Street Cottonwood, CA 96022
County-District-School (CDS) Code	45-69955-6050207
Principal	Mrs Terri Wright, Principal
District Name	Cottonwood Union School District
SPSA Revision Date	1-22-19
Schoolsite Council (SSC) Approval Date	1-22-19
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs

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School Vision and Mission

The mission of West Cottonwood Jr High, in partnership with parents and the Cottonwood community, is to provide each student with a quality education that includes the knowledge, skills, and attitude necessary to be a responsible, contributing member of our changing world

School Profile

Cottonwood Union School District is located in Shasta County and encompasses 200 square miles along the Shasta-Tehama County Line. Cottonwood Union School District is comprised of two schools, North Cottonwood Elementary School (K-4) and West Cottonwood Junior High School (5-8). The schools have consistently earned the reputation for high academic standards, extremely safe, well-disciplined campuses, and a school environment that is conducive to learning and parent participation.

Students at West Cottonwood Junior High School are guided by specific rules and classroom expectations that promote respect, communication, empowerment, and community. The school's discipline philosophy is based on a community-building approach to education, a partnership between students, parents, and the school, and a balance between support and accountability structures. Parents and students are informed of discipline policies through the student handbook, and other forms of written communication such as newsletters, emails, telecommunications, and notifications home. The principal meets with all new students and parents before they attend class and communicates to them the high standards of student behavior and the dress code. All staff members enforce the school rules in a fair and equitable manner and unacceptable behavior is quickly communicated to parents. A principal/counselor referral system is in place to deal with serious and recurrent student management problems in a timely manner and in-house and/or at-home suspensions are used to handle aggressive student behavior.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents and the community are very supportive of the educational programs at West Cottonwood Junior High School. Parents volunteer in classrooms, for special events, fund-raisers, field trips and as chaperones. Parents and community members who wish to participate in a leadership role also volunteer on various school committees such as site council. Parent, community, and student surveys are completed annually, and stakeholder input is also received through group and individual meetings and various events such as the superintendent's coffee.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	5.2%	4.98%		20	20
African American	%	0.3%	0.75%		1	3
Asian	%	2.3%	3.23%		9	13
Filipino	%	0.5%	0.50%		2	2
Hispanic/Latino	%	13.7%	14.18%		53	57
Pacific Islander	%	0.5%	0.50%		2	2
White	%	75.8%	72.64%		294	292
Multiple/No Response	%	0.3%	0%		1	0
Total Enrollment					388	402

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade 3			0
Grade 4			0
Grade 5		96	100
Grade 6		92	112
Grade 7		102	90
Grade 8		98	100
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		388	402

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	20	15	6	5.1%	3.9%	1.5%
Fluent English Proficient (FEP)	6	16	16	1.5%	4.1%	4.0%
Reclassified Fluent English Proficient (RFEP)		1	4	0.0%	5.0%	26.7%

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5	100	100	99	99	100	97	98	100	97	99	100	98
Grade 6	100	92	103	99	89	101	99	89	101	99	96.7	98.1
Grade 7	91	104	91	89	101	86	89	101	86	97.8	97.1	94.5
Grade 8	102	96	97	101	95	96	101	95	96	99	99	99
All Grades	393	392	390	388	385	380	387	385	380	98.7	98.2	97.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5	2469	2488	2485	13	17.00	9.28	22	25.00	34.02	27	26.00	27.84	38	32.00	28.87
Grade 6	2501	2489	2519	6	2.25	4.95	26	30.34	41.58	43	31.46	34.65	24	35.96	18.81
Grade 7	2562	2553	2530	19	6.93	5.81	42	50.50	38.37	20	23.76	29.07	19	18.81	26.74
Grade 8	2584	2561	2567	20	12.63	10.42	38	41.05	40.63	27	25.26	31.25	16	21.05	17.71
All Grades	N/A	N/A	N/A	14	9.87	7.63	32	36.88	38.68	29	26.49	30.79	24	26.75	22.89

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 5	14	18.00	18.56	45	55.00	56.70	41	27.00	24.74	
Grade 6	11	13.48	21.78	51	53.93	52.48	38	32.58	25.74	
Grade 7	29	17.82	12.79	51	57.43	52.33	20	24.75	34.88	
Grade 8	32	17.89	20.83	41	56.84	46.88	28	25.26	32.29	
All Grades	21	16.88	18.68	47	55.84	52.11	32	27.27	29.21	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5	14	26.00	14.43	43	47.00	53.61	43	27.00	31.96
Grade 6	11	10.11	10.89	59	46.07	56.44	30	43.82	32.67
Grade 7	39	30.69	24.42	42	50.50	55.81	19	18.81	19.77
Grade 8	33	28.42	27.08	48	51.58	56.25	19	20.00	16.67
All Grades	24	24.16	18.95	48	48.83	55.53	28	27.01	25.53

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5	10	19 00	7 22	64	62 00	73 20	26	19 00	19 59
Grade 6	8	8 99	14 85	71	67 42	72 28	21	23 60	12 87
Grade 7	17	11 88	6 98	66	71 29	60 47	17	16 83	32 56
Grade 8	12	15 79	8 33	75	66 32	79 17	13	17 89	12 50
All Grades	12	14 03	9 47	69	66 75	71 58	19	19 22	18 95

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5	28	16 00	18 56	50	48 00	59 79	22	36 00	21 65
Grade 6	10	12 36	17 82	72	57 30	67 33	18	30 34	14 85
Grade 7	21	23 76	15 12	60	58 42	62 79	19	17 82	22 09
Grade 8	37	26 32	27 08	53	53 68	52 08	10	20 00	20 83
All Grades	24	19 74	19 74	59	54 29	60 53	17	25 97	19 74

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5	100	100	99	99	99	98	98	99	98	99	99	99
Grade 6	100	92	103	99	89	101	99	89	101	99	96 7	98 1
Grade 7	91	104	91	89	100	87	88	100	87	97 8	96 2	95 6
Grade 8	102	96	97	101	95	96	101	95	96	99	99	99
All Grades	393	392	390	388	383	382	386	383	382	98 7	97 7	97 9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5	2449	2468	2492	6	9 09	14 29	13	17 17	16 33	24	27 27	39 80	56	46 46	29 59
Grade 6	2495	2509	2514	2	11 24	8 91	27	21 35	31 68	36	34 83	33 66	34	32 58	25 74
Grade 7	2516	2536	2549	8	11 00	16 09	27	33 00	32 18	32	28 00	29 89	33	28 00	21 84
Grade 8	2552	2537	2566	19	15 79	17 71	18	20 00	36 46	30	30 53	22 92	34	33 68	22 92
All Grades	N/A	N/A	N/A	9	11 75	14 14	21	22 98	29 06	31	30 03	31 68	39	35 25	25 13

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 5	7	17 17	22 45	21	29 29	35 71	71	53 54	41 84	
Grade 6	11	19 10	20 79	43	40 45	43 56	45	40 45	35 64	
Grade 7	15	29 00	27 59	42	38 00	41 38	43	33 00	31 03	
Grade 8	25	16 84	30 21	28	47 37	45 83	48	35 79	23 96	
All Grades	15	20 63	25 13	33	38 64	41 62	52	40 73	33 25	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5	10	16 16	11 22	42	39 39	55 10	48	44 44	33 67
Grade 6	4	7 87	8 91	56	57 30	54 46	40	34 83	36 63
Grade 7	17	12 00	20 69	52	56 00	56 32	31	32 00	22 99
Grade 8	21	17 89	23 96	63	42 11	53 13	16	40 00	22 92
All Grades	13	13 58	15 97	53	48 56	54 71	34	37 86	29 32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 5	9	9 09	9 18	37	45 45	54 08	54	45 45	36 73
Grade 6	4	14 61	10 89	66	39 33	54 46	30	46 07	34 65
Grade 7	14	14 00	22 99	63	63 00	57 47	24	23 00	19 54
Grade 8	18	12 63	22 92	56	56 84	54 17	26	30 53	22 92
All Grades	11	12 53	16 23	55	51 44	54 97	34	36 03	28 80

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 5	*	*	*	*
Grade 6	*	*	*	*
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 5	*	*							*
Grade 6	*	*	*	*	*	*			*
Grade 7							*	*	*
Grade 8			*	*					*
All Grades	*	*	*	*	*	*	*	*	*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 5	*	*							*
Grade 6	*	*	*	*					*
Grade 7							*	*	*
Grade 8	*	*	*	*					*
All Grades	*	*	*	*			*	*	*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 5	*	*							*
Grade 6			*	*	*	*			*
Grade 7							*	*	*
Grade 8			*	*	*	*			*
All Grades	*	*	*	*	*	*	*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 5	*	*					*
Grade 6	*	*	*	*			*
Grade 7					*	*	*
Grade 8	*	*	*	*			*
All Grades	*	*	*	*	*	*	*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 5	*	*					*
Grade 6	*	*					*
Grade 7					*	*	*
Grade 8	*	*	*	*			*
All Grades	*	*	*	*	*	*	*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 5	*	*					*
Grade 6			*	*	*	*	*
Grade 7					*	*	*
Grade 8					*	*	*
All Grades	*	*	*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 5	*	*					*
Grade 6			*	*			*
Grade 7					*	*	*
Grade 8	*	*	*	*			*
All Grades	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
402	53.0%	1.5%	1.0%
This is the total number of students enrolled	This is the percent of students who are eligible for free or reduced priced meals, or have parents/guardians who did not receive a high school diploma	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses	This is the percent of students whose well-being is the responsibility of a court

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	1 5%
Foster Youth	4	1 0%
Homeless	8	2 0%
Socioeconomically Disadvantaged	213	53 0%
Students with Disabilities	42	10 4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0 7%
American Indian	20	5 0%
Asian	13	3 2%
Filipino	2	0 5%
Hispanic	57	14 2%
Two or More Races	13	3 2%
Pacific Islander	2	0 5%
White	292	72 6%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="228 451 509 482">English Language Arts</p>  <p data-bbox="326 526 412 557">Orange</p>	<p data-bbox="695 451 954 482">Chronic Absenteeism</p>  <p data-bbox="781 526 867 557">Orange</p>	<p data-bbox="1175 457 1386 488">Suspension Rate</p>  <p data-bbox="1235 532 1321 563">Orange</p>
<p data-bbox="289 638 444 669">Mathematics</p>  <p data-bbox="326 712 412 743">Yellow</p>		
<p data-bbox="196 824 537 855">English Learner Progress</p>  <p data-bbox="237 899 493 930">No Performance Color</p>		

Conclusions based on this data:

1. Review and focus on ELA, Math, Absenteeism, Suspension Rate

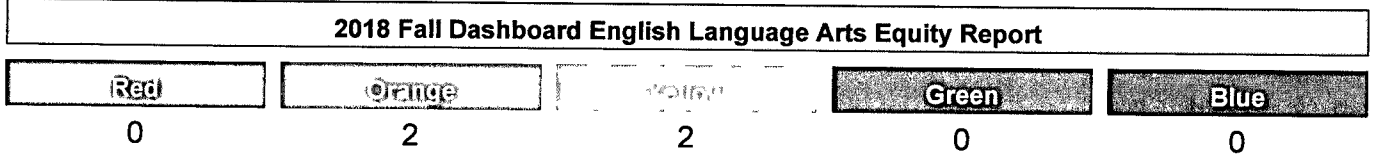
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order











This section provides number of student groups in each color



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 10 4 points below standard Maintained -0 1 points 363 students	English Learners No Performance Color 45 7 points below standard Increased 24 points 15 students	Foster Youth No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Homeless No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Socioeconomically Disadvantaged Yellow 27 7 points below standard Increased 11 1 points 185 students	Students with Disabilities Orange 83 9 points below standard Increased 11 6 points 35 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<p>African American</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students</p>	<p>American Indian</p>  <p>No Performance Color 10.6 points below standard Declined -12.6 points 19 students</p>	<p>Asian</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 student</p>
<p>Hispanic</p>  <p>Yellow 24.6 points below standard Increased 17.8 points 54 students</p>	<p>Two or More Races</p>  <p>No Performance Color 3.6 points below standard 14 students</p>	<p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students</p>	<p>White</p>  <p>Orange 7.5 points below standard Maintained -1.7 points 261 students</p>

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<p>Current English Learner</p> <p>Less than 11 Students - Data Not Displayed for Privacy 6 students</p>	<p>Reclassified English Learners</p> <p>Less than 11 Students - Data Not Displayed for Privacy 9 students</p>	<p>English Only</p> <p>8.3 points below standard Declined -3.2 points 341 students</p>
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Conclusions based on this data:

1. Socioeconomically disadvantaged and Hispanic students are performing at a higher rate than all student

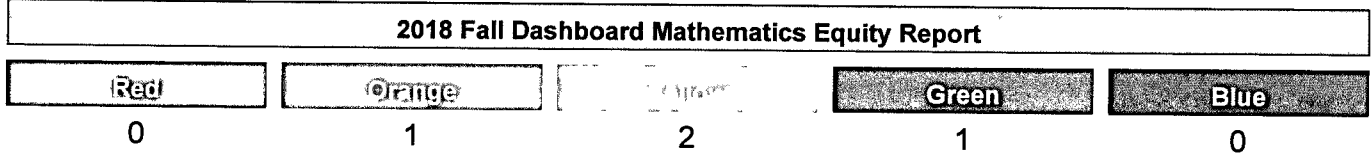
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order











This section provides number of student groups in each color



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>26.1 points below standard</p> <p>Increased</p> <p>15 points 365 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>84 points below standard</p> <p>Increased</p> <p>23.8 points 16 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>50.9 points below standard</p> <p>Increased</p> <p>20.6 points 186 students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>131.5 points below standard</p> <p>Increased 11.6 points</p> <p>35 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 34 4 points below standard Declined -3 4 points 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 53 points below standard Increased 25 7 points 55 students	 No Performance Color 41 1 points below standard 14 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 18 3 points below standard Increased 17 8 points 262 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7 students	Less than 11 Students - Data Not Displayed for Privacy 9 students	23 points below standard Increased 12 6 points 342 students

Conclusions based on this data:

1. All students and Socioeconomically Disadvantaged student are performing at the same rate
2. Students with Disabilities are performing at a lower rate

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

- 1.

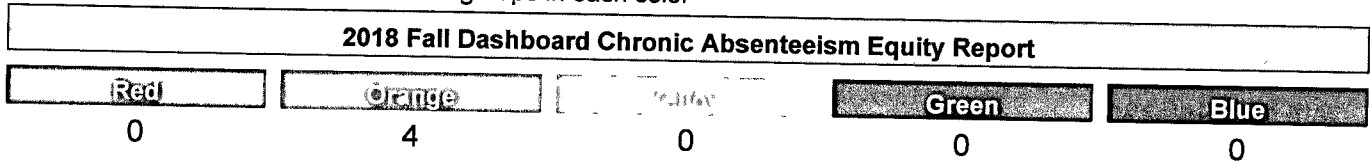
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order











This section provides number of student groups in each color



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 10.4% chronically absent Increased 0.8% 422 students	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  No Performance Color 9.1% chronically absent 11 students	<p>Socioeconomically Disadvantaged</p>  Orange 14.2% chronically absent Increased 0.9% 233 students	<p>Students with Disabilities</p>  Orange 18.2% chronically absent Increased 6.3% 44 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<p align="center">African American</p> <p align="center"></p> <p align="center">No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">3 students</p>	<p align="center">American Indian</p> <p align="center"></p> <p align="center">No Performance Color</p> <p>12% chronically absent</p> <p align="center">Declined 12%</p> <p align="center">25 students</p>	<p align="center">Asian</p> <p align="center"></p> <p align="center">No Performance Color</p> <p>0% chronically absent</p> <p align="center">Maintained 0%</p> <p align="center">13 students</p>	<p align="center">Filipino</p> <p align="center"></p> <p align="center">No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">2 students</p>
<p align="center">Hispanic</p> <p align="center"></p> <p align="center">Orange</p> <p>8 6% chronically absent</p> <p align="center">Increased 1 5%</p> <p align="center">58 students</p>	<p align="center">Two or More Races</p> <p align="center"></p> <p align="center">No Performance Color</p> <p>7 1% chronically absent</p> <p align="center">14 students</p>	<p align="center">Pacific Islander</p> <p align="center"></p> <p align="center">No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">3 students</p>	<p align="center">White</p> <p align="center"></p> <p align="center">Orange</p> <p>10 9% chronically absent</p> <p align="center">Increased 2 2%</p> <p align="center">304 students</p>

Conclusions based on this data:

1. No subgroup stands out Absenteeism the same across the board

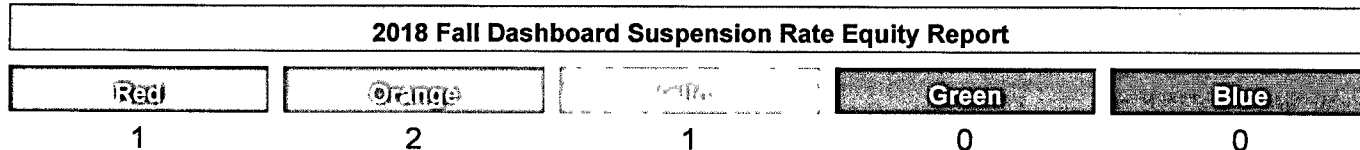
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order











This section provides number of student groups in each color



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 7.3% suspended at least once Increased 0.7% 427 students	English Learners No Performance Color Less than 11 Students - Data Not 8 students	Foster Youth No Performance Color Less than 11 Students - Data Not 5 students
Homeless No Performance Color 18.2% suspended at least once Increased 9.1% 11 students	Socioeconomically Disadvantaged Orange 11.5% suspended at least once Increased 1.3% 235 students	Students with Disabilities Yellow 10.9% suspended at least once Declined -7.5% 46 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 4% suspended at least once Declined -12% 25 students	 No Performance Color 7 7% suspended at least once Increased 7 7% 13 students	 No Performance Color Less than 11 Students - Data 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 13 8% suspended at least once Increased 8 6% 58 students	 No Performance Color 0% suspended at least once 14 students	 No Performance Color Less than 11 Students - Data 3 students	 Orange 6 8% suspended at least once Increased 0 8% 309 students

This section provides a view of the percentage of students who were suspended

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
8 2% suspended at least once	6 6% suspended at least once	7 3% suspended at least once

Conclusions based on this data

1. Need to review suspension policies/procedures
2. Look at Tier 1 interventions

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Language Arts

Goal Statement

Increase the percentage of students grade 5-8 reading at grade level or above with sufficient accuracy and fluency to support comprehension by 5%

LCAP Goal

Increase academic Proficiency and Support Learning

Basis for this Goal

2018 STAR Reading assessment initial benchmark results = 34 75% 5th-8th grade students reading at or above grade level
2018 CAASPP/SBAC Language Arts assessment results= 44 51% 5th-8th grade students met or exceeded state standards

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increase student achievement on STAR Reading Increase student achievement on SBAC Testing	Star Reading=34 75% SBAC Testing=44 51%	Increase by 5% or more

Planned Strategies/Activities

Strategy/Activity 1

i=Ready Intervention/Excel Intervention for 5th grade/Curriculum Coaches Grades 5-8/Purchase curriculum/Intervention materials/Professional Development/Improve technology and software/EL Liaison/

Students to be Served by this Strategy/Activity

All students grade 5-8

Timeline

2018/2019 School year

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	19,045 00
Source	General Fund
Description	Computerized leveled program for student achievement and learning
Amount	6,000 00
Source	General Fund
Description	Curriculum consumables
Amount	30,000 00
Source	General Fund
Description	Intervention Materials
Amount	129,000 00
Source	General Fund
Description	Instructional Assistants
Amount	140,000 00
Source	General Fund
Description	Curriculum and Instructional Coaches
Amount	10,000 00
Description	Improved technology and software
Amount	14,912 50
Description	EL Liaison/EL Parent support
Amount	5,000 00
Description	EL Support materials

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Math

Goal Statement

Increase the percentage of students grades 5-8 meeting or exceeding grade level math standards by 5%

LCAP Goal

Increase Academic Proficiency and Support Learning

Basis for this Goal

STAR Math assessment results=52 25% of students grades 5-8 met or exceeded standards
CAASPP/SBAC Testing results=43 20% of students grade 5-8 met or exceeded standards

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

i-ready Intervention/ Curriculum and Instructional Coaches/

Students to be Served by this Strategy/Activity

All students 5-8 grade

Timeline

2018/2019 school year

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Communication

Goal Statement

Increase home, community, and school communication and dissemination of school information through Aeries communicator, monthly newsletters, social media, and auto dialers

LCAP Goal

Increase Effective Communication/Connectedness and Promote a Positive Culture/Climate

Basis for this Goal

Parent Survey
Parent Study Session
Site Council Discussion

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Follow up Parent Survey Follow up Site Council feedback Follow up Parent study session feedback	Current Parent Survey Results Parent Feedback/Comments	Positive follow-up survey results Positive Parent Feedback

Planned Strategies/Activities

Strategy/Activity 1

Parent Survey/ Parent Meetings/Site Council Discussion and Feedback/Newsletter/Reader Board/emails/All Calls/Website/Facebook/Positive Phone Calls home/Back to School Night/Open House

Students to be Served by this Strategy/Activity

All students grade 5th-8th grade

Timeline

2018/2019 School Year

Person(s) Responsible

Site Administrators, Teachers, Para Professionals

Proposed Expenditures for this Strategy/Activity

Amount	100 00
Source	General Fund
Description	Principal's Dessert
Amount	0
Description	School Newspaper
Amount	0
Description	Positive Teacher phone calls home
Amount	0
Description	Principal's Monthly Newsletter Home
Amount	0
Description	Back to School Night/Open House
Amount	0
Description	Parent All Calls-Auto Dialer
Amount	0
Description	Website/Facebook/emails
Description	Reader Board/Student Recognition/Schedule of Events

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
General Fund	324,145 00

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	General Fund	324,145 00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC) The SSC shall be composed of the principal and representatives of teachers selected by teachers at the school, other school personnel selected by other school personnel at the school, parents of pupils attending the school selected by such parents, and, in secondary schools, pupils selected by pupils attending the school The current make-up of the SSC is as follows

Terri Wright School Principal

Jaime Boemeke, Carri Longnecker, Trent Teesdale Classroom Teachers

Cecelia Swetland, Sonia Vazquez Other School Staff

Guadalupe Albarran, Heather Sulzer, Staci Adams, Lindsay Fernandez, Kristi Claycamp, Cammi Crandall Parent or
Community Member

Name of Members

Role

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members Classroom teachers must comprise a majority of persons represented under section (a) At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students Members must be selected by their peer group

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A Plan Requirements for Schools Funded Through the ConApp

Appendix B Select State and Federal Programs

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.)

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

- 1 A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities)
- 2 A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand, educationally disadvantaged students, gifted and talented students, and students with exceptional needs (described in the Strategies/Activities)
- 3 A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities)
- 4 An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update)
- 5 A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities)
- 6 The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities)
- 7 The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
- 8 A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities)
- 9 A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities)

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A School Allocation
Title I, Part A School Parent and Family Engagement Allocation
Title I, Part A Targeted Support and Improvement Allocation
Title I, Part C Education of Migratory Children
Title II, Part A Supporting Effective Instruction
Title III, Part A Language Instruction for English Learners and Immigrate Youth
Title IV Part A Student Support and Academic Enrichment Grants
Title IV Part B 21st Century Community Learning Centers
Title V, Part B Rural Education Initiative
Title VI, Part A Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year [2018-19]

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	North Cottonwood School
Address	19920 Gas Point Road Cottonwood, CA 96022
County-District-School (CDS) Code	45699550111393
Principal	Mr Don Ray
District Name	Cottonwood Union School
SPSA Revision Date	January 24, 2019
Schoolsite Council (SSC) Approval Date	January 24, 2019
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs

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School Vision and Mission

To Teach and Inspire ALL our Coyote Kids with LOVE Everyday

School Profile

Welcome to North Cottonwood School, "Home of the Coyotes" I am pleased to have your family be a part of the Coyote team North Cottonwood is a "School of Excellence" Our mission is to teach and inspire all our Coyote students with love everyday

Academic success is a true partnership between the students, parents, and the school staff Our main areas of emphasis at North Cottonwood School are reading fluency, reading comprehension, and a safe, orderly and prideful environment Our whole staff is committed to providing a rigorous core curriculum that reflects the California Content Standards In addition, our staff instructs and emphasizes that our students be STAR (Safe, Trustworthy, Attentive, and Respective) Coyotes With a visit to our campus or just a conversation with one of our students, it will not take long to realize that North Cottonwood School is truly a "School of Excellence"

North Cottonwood School and the Cottonwood Union School District have a "Tradition of Academic Excellence" I invite you to become a part of our family and enjoy the wonderful school culture that is NORTH COTTONWOOD SCHOOL

Cottonwood Union School District is located in Shasta County and encompasses 200 square miles along the Shasta-Tehama County Line Cottonwood Union School District is comprised of two schools, North Cottonwood Elementary School (K-4) and West Cottonwood Junior High School (5-8) The schools have consistently earned the reputation for high academic standards, extremely safe, well-disciplined campuses, and a school environment that is conducive to learning and parent participation

North Cottonwood has an outstanding staff consisting of 25 teachers, two curriculum coaches, 21 instructional aides, four special education aides, three supervision aides, one librarian, two secretaries, one health clerk, two custodians, one psychologist, one school counselor and one principal In addition, the school has a kitchen staff of two that serves both breakfast and lunch

Students at North Cottonwood School are guided by specific rules and classroom expectations that promote respect, communication, empowerment and community The school's discipline philosophy is based on a community-building approach to education, a partnership between students, parents and the school, and a balance between support and accountability structures Parents and students are informed of discipline policies through the student handbook and principal's newsletters All staff members enforce the school rules in a fair and equitable manner and unacceptable behavior is quickly communicated to parents A referral system is in place to deal with serious and recurrent student management problems in a timely manner and in-house and/or at home suspension are used to handle aggressive student behavior

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The 2018-2019 School Site Counsel (SSC) is made up of the school principal, three classroom teachers, one school staff member and six parents Parental involvement is done a volunteer basis The SSC will review the goals set forth at the end of the end of the previous year and determine if these goals are still attainable for the current school year The group will meet monthly throughout the school year to discuss process on goals and any other school related issues At the end of the year, the group will determine goals for the next school year

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	2 5%	1 87%		12	10
African American	%	0 4%	1 68%		2	9
Asian	%	1 7%	1 31%		8	7
Filipino	%	0 0%	0%		0	0
Hispanic/Latino	%	17 2%	18 10%		82	97
Pacific Islander	%	0 4%	0 37%		2	2
White	%	69 9%	66 79%		334	358
Multiple/No Response	%	0 2%	0 93%		1	5
Total Enrollment					478	536

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		103	141
Grade 1		87	93
Grade 2		86	88
Grade 3		108	95
Grade 4		94	119
Grade 5			0
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		478	536

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	18	17	17	3.6%	3.6%	3.2%
Fluent English Proficient (FEP)	4	1	3	0.8%	0.2%	0.6%
Reclassified Fluent English Proficient (RFEP)			2	0.0%	0.0%	11.8%

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	98	113	90	97	112	89	97	112	89	99	99	98
Grade 4	95	94	118	95	94	117	95	94	117	100	100	99
All Grades	193	207	208	192	206	206	192	206	206	99	99	99

Overall Achievement for All Students																							
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met										
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18								
Grade 3	2416	2424	2445	15	21	43	22	24	11	35	96	35	31	25	31	46	28	23	21	10	11		
Grade 4	2455	2460	2447	19	13	83	15	38	24	28	72	25	64	24	30	85	17	09	33	26	60	41	88
All Grades	N/A	N/A	N/A	17	17	96	18	45	23	26	21	30	10	30	31	07	23	30	30	24	76	28	16

Reading Demonstrating understanding of literary and non-fictional texts															
Grade Level	% Above Standard			% At or Near Standard			% Below Standard								
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18						
Grade 3	18	22	32	26	97	49	45	54	52	81	33	32	14	20	22
Grade 4	19	18	09	22	22	49	61	70	43	59	32	20	21	34	19
All Grades	18	20	39	24	27	49	52	91	47	57	32	26	70	28	16

Writing Producing clear and purposeful writing															
Grade Level	% Above Standard			% At or Near Standard			% Below Standard								
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18						
Grade 3	11	21	43	23	60	63	50	89	59	55	26	27	68	16	85
Grade 4	16	8	51	9	40	54	72	34	52	14	31	19	15	38	46
All Grades	14	15	53	15	53	58	60	68	55	34	28	23	79	29	13

Listening Demonstrating effective communication skills															
Grade Level	% Above Standard			% At or Near Standard			% Below Standard								
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18						
Grade 3	15	10	71	22	47	72	71	43	65	17	12	17	86	12	36
Grade 4	15	11	70	12	82	71	69	15	68	38	15	19	15	18	80
All Grades	15	11	77	16	99	71	70	39	66	99	14	18	45	16	02

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	25 89	38 20	66	53 57	48 31	20	20 54	13 48
Grade 4	16	18 09	15 38	56	61 70	56 41	28	20 21	28 21
All Grades	15	22 33	25 24	61	57 28	52 91	24	20 39	21 84

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	98	113	90	97	112	89	97	112	89	99	99.1	98.9
Grade 4	95	95	118	95	95	117	95	95	117	100	100	99.2
All Grades	193	208	208	192	207	206	192	207	206	99.5	99.5	99

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2418	2427	2447	7	9.82	19.10	31	35.71	44.94	42	33.04	21.35	20	21.43	14.61
Grade 4	2433	2447	2455	4	6.32	6.84	19	22.11	29.06	38	41.05	37.61	39	30.53	26.50
All Grades	N/A	N/A	N/A	6	8.21	12.14	25	29.47	35.92	40	36.71	30.58	29	25.60	21.36

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	16	25.00	29.21	53	48.21	49.44	31	26.79	21.35	
Grade 4	9	10.53	18.80	32	37.89	35.90	59	51.58	45.30	
All Grades	13	18.36	23.30	42	43.48	41.75	45	38.16	34.95	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	22.32	26.97	60	57.14	60.67	27	20.54	12.36
Grade 4	7	11.58	9.40	47	52.63	56.41	45	35.79	34.19
All Grades	10	17.39	16.99	54	55.07	58.25	36	27.54	24.76

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	18.75	33.71	66	64.29	55.06	22	16.96	11.24
Grade 4	8	11.58	10.26	46	44.21	53.85	45	44.21	35.90
All Grades	10	15.46	20.39	56	55.07	54.37	33	29.47	25.24

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
All Grades				20

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K			*	*	*	*	*	*	*
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*					*
Grade 3			*	*					*
Grade 4			*	*			*	*	*
All Grades	*	*	*	*	*	*	*	*	20

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*					*
Grade 3	*	*							*
Grade 4	*	*	*	*			*	*	*
All Grades	*	*	*	*	*	*	*	*	20

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K					*	*	*	*	*
Grade 1	*	*	*	*					*
Grade 2	*	*	*	*			*	*	*
Grade 3			*	*					*
Grade 4			*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	20

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*					*
Grade 4	*	*	*	*	*	*	*
All Grades	11	55 00	*	*	*	*	20

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*					*
Grade 4	*	*	*	*			*
All Grades	13	65 00	*	*	*	*	20

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K			*	*	*	*	*
Grade 1	*	*					*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*			*
Grade 4			*	*	*	*	*
All Grades	*	*	*	*	*	*	20

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K			*	*	*	*	*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3			*	*			*
Grade 4			*	*	*	*	*
All Grades	*	*	12	60 00	*	*	20

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

This section provides information about the school's student population

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
536	59.3%	3.2%	1.1%

This is the total number of students enrolled

This is the percent of students who are eligible for free or reduced priced meals, or have parents/guardians who did not receive a high school diploma

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses

This is the percent of students whose well-being is the responsibility of a court

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	3.2%
Foster Youth	6	1.1%
Homeless	10	1.9%
Socioeconomically Disadvantaged	318	59.3%
Students with Disabilities	47	8.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.7%
American Indian	10	1.9%
Asian	7	1.3%
Hispanic	97	18.1%
Two or More Races	48	9.0%
Pacific Islander	2	0.4%
White	358	66.8%

Conclusions based on this data:

1

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



English Learner Progress



Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



Conclusions based on this data:

1

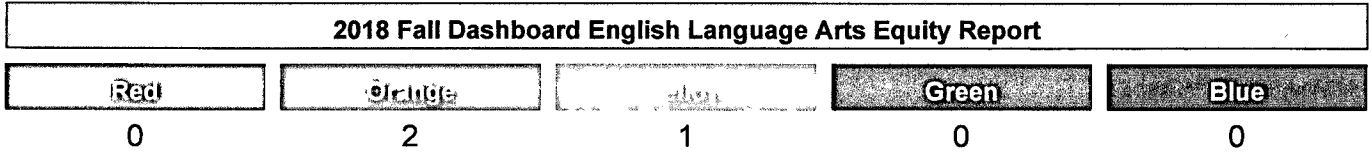
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order











This section provides number of student groups in each color



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 6.6 points below standard Maintained 1.5 points 199 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Socioeconomically Disadvantaged  Orange 24.1 points below standard Declined -3 points 110 students	Students with Disabilities  No Performance Color 37.5 points below standard Declined -9.8 points 19 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7 8 points below standard Maintained -2 5 points 33 students	 No Performance Color 15 6 points below standard Declined -8 6 points 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 4 3 points below standard Maintained 2 3 points 142 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5 students	0 Students	5 points below standard Maintained 2 1 points 193 students

Conclusions based on this data:

- 1.

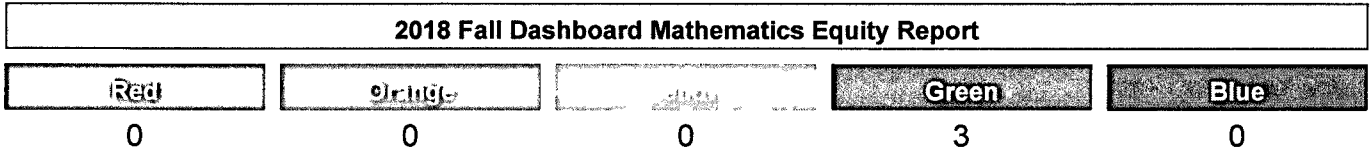
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order











This section provides number of student groups in each color



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 10 3 points below standard Increased 8 9 points 199 students	English Learners No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Foster Youth No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Socioeconomically Disadvantaged Green 24 2 points below standard Increased 6 4 points 110 students	Students with Disabilities No Performance Color 38 6 points below standard Declined -15 9 points 19 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 7 5 points below standard Increased 11 5 points 33 students	 No Performance Color 1 5 points below standard Increased 21 7 points 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 11 6 points below standard Increased 4 5 points 142 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5 students	0 Students	9 4 points below standard Increased 8 7 points 193 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
20	35%	45%	10%	10%

Conclusions based on this data:

- 1.

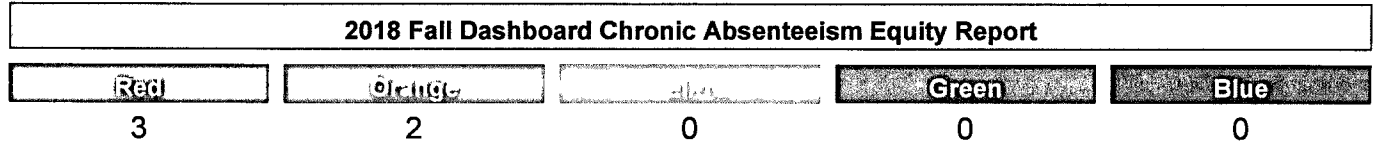
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order











This section provides number of student groups in each color



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Red 17.7% chronically absent Increased 6.3% 583 students	<p>English Learners</p> No Performance Color 10% chronically absent Declined 17.8% 20 students	<p>Foster Youth</p> No Performance Color 0% chronically absent Maintained 0% 13 students
<p>Homeless</p> No Performance Color 28% chronically absent 25 students	<p>Socioeconomically Disadvantaged</p> Red 19.8% chronically absent Increased 5.2% 363 students	<p>Students with Disabilities</p> Orange 19.7% chronically absent Increased 10.3% 66 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 19.8% chronically absent Increased 4.7% 101 students	 Red 29.7% chronically absent Increased 17.7% 64 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Red 15.7% chronically absent Increased 4.9% 389 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order

Lowest
Performance



Red



Orange



Yellow



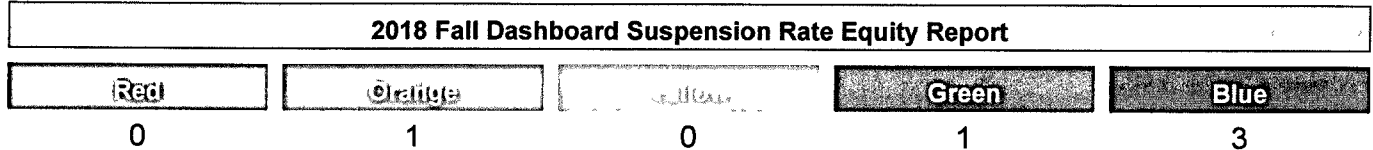
Green



Blue

Highest
Performance









This section provides number of student groups in each color



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0 3% suspended at least once Maintained 0 1% 600 students	English Learners No Performance Color 0% suspended at least once Maintained 0% 20 students	Foster Youth No Performance Color 0% suspended at least once Maintained 0% 17 students
Homeless No Performance Color 0% suspended at least once 26 students	Socioeconomically Disadvantaged Blue 0 3% suspended at least once Maintained -0 1% 378 students	Students with Disabilities Orange 1 4% suspended at least once Increased 1 4% 69 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p>  <p align="center">No Performance Color Less than 11 Students - Data 10 students</p>	<p align="center">American Indian</p>  <p align="center">No Performance Color 0% suspended at least once Maintained 0% 12 students</p>	<p align="center">Asian</p>  <p align="center">No Performance Color Less than 11 Students - Data 8 students</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color 0 Students</p>
<p align="center">Hispanic</p>  <p align="center">Blue 0% suspended at least once Declined -1 1% 102 students</p>	<p align="center">Two or More Races</p>  <p align="center">Blue 0% suspended at least once Maintained 0% 66 students</p>	<p align="center">Pacific Islander</p>  <p align="center">No Performance Color Less than 11 Students - Data 2 students</p>	<p align="center">White</p>  <p align="center">Green 0 5% suspended at least once Increased 0 5% 400 students</p>

This section provides a view of the percentage of students who were suspended

2018 Fall Dashboard Suspension Rate by Year

<p align="center">2016</p> <p align="center">1 1% suspended at least once</p>	<p align="center">2017</p> <p align="center">0 2% suspended at least once</p>	<p align="center">2018</p> <p align="center">0 3% suspended at least once</p>
--	--	--

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

On the end of the year CAASPP, North Cottonwood third grade students will achieve a percentage on their ELA standards met or exceeded that is 5% higher than the percentage from last year's assessment

LCAP Goal

Increase Academic Proficiency and Support Learning

Basis for this Goal

The School Site Council, administration and teachers identified this need based on CAASPP results from 2017-2018

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP score results	On the 2017-2018 CAASPP, North Cottonwood third grade students achieved 58% for their ELA standards met or exceeded	On the 2018-2019 CAASPP, North Cottonwood Students will achieve 63% for their ELA standards met or exceeded

Planned Strategies/Activities

Strategy/Activity 1

Ensure a minimum of 120 minutes of ELA instruction daily

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

Classroom Teacher

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Ensure that each student receives 45 minutes of ELA intervention services

Students to be Served by this Strategy/Activity

All Students Grades 1-4

Timeline

2018-2019 School Year

Person(s) Responsible

Classroom Teacher, Intervention Specialist and Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Fulltime Curriculum Support Specialist to help classroom teachers

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

Curriculum Support Specialist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Use of the Data Collection System to monitor and assess student achievement on a regular basis

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

Classroom Teacher, Intervention Specialist and the Curriculum Support Specialist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Continue to use state adopted ELA curriculum

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

District Office, Principal, Classroom Teacher, Intervention Specialist and the Curriculum Support Specialist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Fulltime Librarian with comprehensive library services

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

District Office and Librarian

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

English Language Arts

Goal Statement

On the end of the year CAASPP, North Cottonwood fourth grade students will achieve a percentage on their ELA standards met or exceeded that is 5% higher than the percentage from last year's assessment

LCAP Goal

Increase Academic Proficiency and Support Learning

Basis for this Goal

The School Site Council, administration and teachers identified this need based on CAASPP results from 2017-2018

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP score results	On the 2017-2018 CAASPP, North Cottonwood fourth grade students achieved 41% for their ELA standards met or exceeded	On the 2018-2019 CAASPP, North Cottonwood fourth grade students will achieve 46% for their ELA standards met or exceeded

Planned Strategies/Activities

Strategy/Activity 1

Ensure a minimum of 120 minutes of ELA instruction daily

Students to be Served by this Strategy/Activity

Fourth Grade

Timeline

2018-2019 School Year

Person(s) Responsible

Classroom Teacher

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Ensure that each student receives 45 minutes of ELA intervention services

Students to be Served by this Strategy/Activity

All Students Grades 1-4

Timeline

2018-2019 School Year

Person(s) Responsible

Classroom Teacher, Intervention Specialist and Paraprofessionals

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Fulltime Curriculum Support Specialist to help classroom teachers

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

Curriculum Support Specialist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Use of the Data Collection System to monitor and assess student achievement on a regular basis

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

Classroom Teacher, Intervention Specialist and the Curriculum Support Specialist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Continue to use state adopted ELA curriculum

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

District Office, Principal, Classroom Teacher, Intervention Specialist and the Curriculum Support Specialist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Fulltime Librarian with comprehensive library services

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

District Office and Librarian

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Mathematics

Goal Statement

On the end of the year CAASPP, North Cottonwood third grade students will achieve a percentage on their mathematics standards met or exceeded that is 5% higher than the percentage from last year's assessment

LCAP Goal

Increase Academic Proficiency and Support Learning

Basis for this Goal

The School Site Council, administration and teachers identified this need based on CAASPP results from 2017-2018

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP score results	On the 2017-2018 CAASPP, North Cottonwood third grade students achieved 64% for their mathematics standards met or exceeded	On the 2018-2019 CAASPP, North Cottonwood third grade students will achieve 69% for their mathematics standards met or exceeded

Planned Strategies/Activities

Strategy/Activity 1

Ensure a minimum of 60 minutes of mathematics instruction daily

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

Classroom Teacher

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Fulltime Curriculum Support Specialist to help classroom teachers

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

Curriculum Support Specialist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Use of the Data Collection System to monitor and assess student achievement on a regular basis

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

Classroom Teacher, Intervention Specialist and the Curriculum Support Specialist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Continue to use state adopted mathematics curriculum

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

District Office, Principal, Classroom Teacher, Intervention Specialist and the Curriculum Support Specialist

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Mathematics

Goal Statement

On the end of the year CAASPP, North Cottonwood fourth grade students will achieve a percentage on their mathematics standards met or exceeded that is 5% higher than the percentage from last year's assessment

LCAP Goal

Increase Academic Proficiency and Support Learning

Basis for this Goal

The School Site Council, administration and teachers identified this need based on CAASPP results from 2017-2018

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP score results	On the 2017-2018 CAASPP, North Cottonwood fourth grade students achieved 36% for their mathematics standards met or exceeded	On the 2018-2019 CAASPP, North Cottonwood fourth grade students will achieve 41% for their ELA standards met or exceeded

Planned Strategies/Activities

Strategy/Activity 1

Ensure a minimum of 60 minutes of mathematics instruction daily

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

Classroom Teacher

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Fulltime Curriculum Support Specialist to help classroom teachers

Students to be Served by this Strategy/Activity

Timeline

2018-2019 School Year

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Use of the Data Collection System to monitor and assess student achievement on a regular basis

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

Classroom Teacher, Intervention Specialist and the Curriculum Support Specialist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Continue to use state adopted mathematics curriculum

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

District Office, Principal, Classroom Teacher, Intervention Specialist and the Curriculum Support Specialist

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Social/Emotion Development

Goal Statement

North Cottonwood School will continue to focus on the social/emotional development and trauma informed teaching for all students

LCAP Goal

Increase Effective Communication/Connectedness and Promote a Positive Culture/Climate

Basis for this Goal

The School Site Council, administration and teachers identified this goal based on a need to connect with our changing population of students

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Overall School Climate	Social/Emotional Climate of the school campus at the beginning of the 2018-2019 school year	Noticeable improvement of the Social/Emotional Climate of the school campus at the end of the 2018-2019 school year

Planned Strategies/Activities

Strategy/Activity 1

Hire a full-time school counselor to address the social/emotional needs of all students

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019 School Year

Person(s) Responsible

District Office

Proposed Expenditures for this Strategy/Activity

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source

Amount

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC) The SSC shall be composed of the principal and representatives of teachers selected by teachers at the school, other school personnel selected by other school personnel at the school, parents of pupils attending the school selected by such parents, and, in secondary schools, pupils selected by pupils attending the school The current make-up of the SSC is as follows

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Don Ray	Principal
Teri Doty	Classroom Teacher
Hannah McGaffey	Classroom Teacher
Kara McNeely	Classroom Teacher
Holly Smedley	Other School Staff
Gayle Adelman	Parent or Community Member
Judy Estaris	Parent or Community Member
Korina Loncosky	Parent or Community Member
Maria Plascencia	Parent or Community Member
Bryana Tweedy	Parent or Community Member
Susana Ramirez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents of students attending the school or other community members Classroom teachers must comprise a majority of persons represented under section (a) At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students Members must be selected by their peer group

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A Plan Requirements for Schools Funded Through the ConApp

Appendix B Select State and Federal Programs

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.)

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update
Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

- 1 A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities)
- 2 A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand, educationally disadvantaged students, gifted and talented students, and students with exceptional needs (described in the Strategies/Activities)
- 3 A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities)
- 4 An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update)
- 5 A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities)
- 6 The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities)
- 7 The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
- 8 A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities)
- 9 A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities)

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A School Allocation
Title I, Part A School Parent and Family Engagement Allocation
Title I, Part A Targeted Support and Improvement Allocation
Title I, Part C Education of Migratory Children
Title II, Part A Supporting Effective Instruction
Title III, Part A Language Instruction for English Learners and Immigrate Youth
Title IV Part A Student Support and Academic Enrichment Grants
Title IV Part B 21st Century Community Learning Centers
Title V, Part B Rural Education Initiative
Title VI, Part A Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

COTTONWOOD UNION SCHOOL DISTRICT

School Calendar 2018-19

July 2018						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



August 2018						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	▲	▲	▲▲	▲	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



September 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	★	13	14	15
16	17	18	19	20	21	22
23	24	25	★	27	28	29
30						

October 2018						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	★	11	12
13	14	15	16	17	18	19
20	21	22	★	25	27	28
29	30	31				


November 2018						
S	M	T	W	T	F	S
				1	2	3
4	5	★	★	★	★	10
11	12	13	★	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	


December 2018						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	★	13	14	15
16	17	18	19	★	21	22
23	24	25	26	27	28	29
30	31					


 School starts Aug. 16
 School ends June 6

STAFF WORK DAYS
 Teachers: Aug. 13-14, June 7
 All Staff: August 15

 **HOLIDAYS/RECESSES**
 Labor Day Sept. 3
 Veteran's Day Nov. 12
 Thanksgiving Break Nov. 19-23
 Winter Break Dec. 21 – Jan 7
 Martin Luther King Day Jan. 21
 President's Day/ Feb. 18-22
 Lincoln's Day
 Spring Break April 15-19
 Memorial Day May 27

 **MINIMUM DAYS**
 School dismissed West- 12:30
 North- 12:45
 Collaboration Days-
 Sept. 12, 26 Oct. 10, 24
 Nov. 14 Dec. 12
 Jan. 16, 30 Feb. 13, 27
 Mar. 13, 27 Apr. 10, 24
 May 23- West Open House
 May 30-North Open House
 Parent Conferences- Nov. 6-9
 Day Before Winter Break- Dec. 20
 Last Day of School- June 6

 **WEST QUARTER ENDING DATES**
 1st Quarter Oct. 19
 2nd Quarter Jan. 18
 3rd Quarter March 29
 4th Quarter June 6

 **NORTH TRIMESTER ENDING DATES**
 1st Trimester 51 Oct. 26
 2nd Trimester 61 Feb. 15
 3rd Trimester 68 June 6
 180

January 2019						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	★	17	18
19	20	21	22	23	24	25
26	27	28	29	★	31	

17/101

February 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	★	14	15
16	17	18	19	20	21	22
23	24	25	26	★	28	

15/116

March 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	★	14	15
16	17	18	19	20	21	22
23	24	25	26	★	28	29
30	31					

21/137

April 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	★	14	15
16	17	18	19	20	21	22
23	24	25	★	27	28	29
30						

17/154

May 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	★	22
23	24	25	26	★	28	29
30	31					

22/176

June 2019						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4/180

Cottonwood Union School District

ENROLLMENT UPDATE

Current Enrollment as of February 6, 2019											
School	As of 6/6/19	As of 5/15/19	As of 4/10/19	As of 3/13/19	As of 2/06/19	As of 1/9/19	As of 12/10/18	As of 11/07/18	As of 10/11/18	As of 9/12/18	Difference 9/10 to Current +/-
North					534	531	530	524	528	522	+12
West					417	416	414	404	404	404	+13
Total District					951	947	944	928	932	926	+25
CCCS					231	228	230	230	229	230	+1

CBEDS Enrollment (First Wednesday of October)					
District	14/15	15/16	16/17	17/18	18/19
Total	905	890	868	940	932
CCCS	179	208	225	225	229

ATTENDANCE UPDATE

Five year P-2 Historical Data (average daily attendance over 8 months)				
12/13	14/15	15/16	16/17	17/18
898 17	861	846 92	835 9	890 86

SHASTA COUNTY POOLED INVESTMENT
December 31, 2018

12/31/18

PURCHASE DATE	SECURITY TYPE	PAR AMOUNT	COST AMOUNT	% OF TOTAL	DISC	PREM	ACCRUED INTEREST	MATURITY	CUSIP	MOODY'S RATING	INT/DISC RATE	YIELD	BROKER	DAYS TO MAT	DAYS COST	MARKET VALUE	UNREALIZED GAIN/LOSS	AVERAGE Maturity	UBOCVS Maturity Treas	
	Local Agency Investment Fund (max 65,000)	30,000,000.00	30,000,000.00	5.44%				01/02/19		not rated	2.40	2.40	LAIF	2	60,000,000.00	30,161,433.11	N/A	0.01		
	Repo Agreement (10% max 20% limit)	35,000,000.00	35,000,000.00	8.38%				01/02/19			2.95	2.95	UBS		0.00	35,000,000.00	N/A	0.00		
	LIR Treasury Fund Mutual Fund (5.00% max)		0.00	0.00%									UBS		0.00		N/A	0.00		
	Total Inactive Public Deposits (7.6% limit)	0.00	0.00	0.00%																
04/06/18	US Treasury Note	5,000,000.00	4,930,111.11				4,930,111.11	01/03/19	912798PK9	N/A/N/A	1.65	1.90	UBS	3	14,790,333.33	4,999,700.00	69,588.89	0.00		
12/07/17	US Treasury Note	5,000,000.00	4,939,643.75				0.00	05/15/19	912828R44	N/A/Aaa	0.88	1.72	UBS	135	666,878,906.25	4,970,500.00	30,656.25	0.05		
10/11/18	US Treasury Note	5,000,000.00	4,883,800.00					09/12/19	912798RA9	N/A/N/A	2.49	2.57	UBS	255	1,245,369,000.00	4,911,650.00	27,850.00	0.09		
01/22/18	US Treasury Note	5,000,000.00	4,923,046.88				0.00	01/31/20	912828H52	N/A/N/A	1.25	2.03	Union Banc	396	1,949,526,594.48	4,927,750.00	4,703.12	0.14		
12/07/18	US Treasury Note	5,000,000.00	4,942,977.24				21,297.55	02/15/20	912828W22	AA+/NA	1.38	2.72	UBS	411	2,031,563,845.84	4,931,050.00	(11,927.24)	0.14	21,297.55	
12/12/16	US Treasury Note	5,000,000.00	4,939,046.36				19,561.46	02/29/20	912828J50	AA+/NA	1.38	2.73	UBS	425	2,099,094,703.00	4,930,100.00	(8,946.36)	0.15	6,837.02	
12/16/18	US Treasury Note	5,000,000.00	4,927,787.02				6,837.02	05/15/20	912828K96	N/A/N/A	1.50	2.65	UBS	501	2,468,821,267.02	4,928,900.00	1,112.98	0.17	19,561.46	
11/28/18	US Treasury Note	5,000,000.00	4,923,967.39				27,717.39	07/15/20	912828J28	N/A/N/A	1.50	2.61	UBS	562	2,767,269,673.18	4,921,700.00	(2,267.39)	0.20	27,717.39	
	Total Treasury Bill (50% limit)	40,000,000.00	39,410,678.76	7.16%								2.39				39,521,350.00	110,770.25			
	Total Negotiable Cert of Deposit (20% limit)	0.00	0.00	0.00%													0.00	0.00		
01/25/16	US Bank Medium Term Note	5,000,000.00	5,000,000.00			0.00	0.00	04/25/19	91159HHH6	A+/A1	2.20	1.70	UBS	115	575,000,000.00	4,989,050.00	(10,950.00)	0.06	(76,700.00)	
10/20/16	JP Morgan Medium Term Note	5,000,000.00	5,000,000.00			0.00	0.00	09/23/19	48215LRG9	A+/Aa3	1.65	1.54	UBS	266	1,330,000,000.00	4,954,000.00	(46,000.00)	0.15	(15,650.00)	
04/17/17	Toyota Motor Credit Medium Term Note	5,000,000.00	5,000,000.00			0.00	0.00	04/17/20	89236TDU6	A-/Aa3	1.95	1.80	Union Banc	473	2,365,000,000.00	4,937,900.00	(62,100.00)	0.26	(21,750.00)	
12/13/18	Apple Inc Medium Term Note	5,000,000.00	4,950,733.33			(57,600.00)	8,333.33	05/06/20	037833HD1	AA+/Aa1	2.00	2.85	UBS	472	2,435,700,798.36	4,952,700.00	1,966.67	0.27	8,333.33	
08/02/18	Bank of NY Med Term Note	5,000,000.00	5,029,604.17			0.00	29,604.17	09/23/21	06406HBY4	A/A1	3.55	3.18	UBS	897	5,014,515,357.49	5,057,750.00	28,145.83	0.56	(25,145.83)	
	Total Medium Term Notes (20% limit 3% ea)	28,000,000.00	24,980,337.50	4.63%								2.21				24,891,400.00	(88,937.50)			
04/09/18	Credit Suisse NY CP	5,000,000.00	4,904,375.00				4,904,375.00	01/04/19	2254EBN49	A-1/P 1	2.55	2.60	UBS	4	19,817,500.00	4,999,250.00	94,875.00	0.00		
04/13/18	Credit Suisse NY CP	5,000,000.00	4,905,125.00				4,905,125.00	01/05/19	2254EBN80	A 1/P 1	2.53	2.58	UBS	8	39,241,000.00	4,997,750.00	92,625.00	0.00		
05/01/18	Natxny CP	5,000,000.00	4,906,597.22				4,906,597.22	01/25/19	63873KNR4	A-1/P 1	2.50	2.54	UBS	25	122,664,930.50	4,991,650.00	85,052.78	0.00		
04/24/18	MUFG Bank CP	5,000,000.00	4,935,270.83				4,935,270.83	02/04/19	62479MP49	A 1/P 1	2.39	2.47	UBS	35	172,734,479.05	4,997,350.00	52,079.17	0.01		
05/09/18	Bank of Tokyo CP	5,000,000.00	4,911,783.33				4,911,783.33	03/01/19	63479WQ14	A 1/P 1	2.37	2.41	UBS	60	294,706,999.60	4,987,600.00	65,816.67	0.01		
06/21/18	JP Morgan CP	5,000,000.00	4,905,437.50				4,905,437.50	03/15/19	468400Q31	A-1/P 1	2.55	2.62	UBS	74	363,002,375.00	4,971,800.00	66,362.50	0.01		
08/06/18	Natxny NY CP	5,000,000.00	4,905,875.00				4,905,875.00	05/03/19	63873KS32	A-1/P 1	2.51	2.56	UBS	123	603,422,625.00	4,951,600.00	45,725.00	0.02		
08/24/18	Credit Agricole CIB NY	5,000,000.00	4,908,500.00				4,908,500.00	05/21/19	22533USM6	A-1/P 1	2.44	2.49	UBS	141	692,098,500.00	4,944,400.00	35,900.00	0.02		
10/22/18	JP Morgan CP	5,000,000.00	4,916,000.00				4,916,000.00	06/03/19	466400T35	A-1/P 1	2.70	2.78	UBS	154	757,064,000.00	4,938,800.00	22,800.00	0.02		
10/01/18	Natxny CP	5,000,000.00	4,908,287.50				4,908,287.50	06/11/19	63873KT83	A-1/P 1	2.61	2.66	UBS	162	795,142,575.00	4,935,550.00	27,262.50	0.03		
10/04/18	Toyota Motor Credit Corp CP	5,000,000.00	4,903,250.00				4,903,250.00	07/01/19	89233HU10	A-1+P 1	2.68	2.63	UBS	182	892,391,500.00	4,927,500.00	24,250.00	0.03		
11/07/18	ING US Funding CP	5,000,000.00	4,908,666.67				4,908,666.67	07/05/19	4497W1U53	A 1/P 1	2.74	2.79	Union Banc	188	913,012,000.62	4,925,100.00	18,433.33	0.03		
10/30/18	JP Morgan CP	5,000,000.00	4,891,652.78				4,891,652.78	07/26/19	466400U58	A-1/P-1	2.90	2.96	UBS	207	1,012,572,125.46	4,963,600.00	24,947.22	0.03		
11/13/18	MUFG Bank CP	5,000,000.00	4,898,377.78				4,898,377.78	08/09/19	62479WV91	A-1/P 1	2.72	2.78	Union Banc	221	1,082,541,489.38	4,909,050.00	10,672.22	0.03		
11/27/18	ING US Funding CP	5,000,000.00	4,895,388.89				4,895,388.89	08/23/19	4497W1VP6	A-1/P 1	2.80	2.86	Union Banc	235	1,150,416,389.15	4,903,250.00	7,861.11	0.04		
12/04/18	JP Morgan CP	5,000,000.00	4,889,784.72				4,889,784.72	08/30/19	466400VW8	A-1/P 1	2.95	3.02	UBS	242	1,183,327,902.24	4,900,350.00	10,565.28	0.04		
12/07/18	Natxny CP	5,000,000.00	4,890,500.00				4,890,500.00	09/03/19	63873KW37	A 1/P 1	2.92	3.01	UBS	246	1,203,063,000.00	4,898,650.00	8,150.00	0.04		
12/14/18	Credit Suisse NY CP	5,000,000.00	4,894,338.89				4,894,338.89	09/06/19	2254EBW64	A-1/P 1	2.86	2.92	UBS	249	1,218,690,383.61	4,897,450.00	3,111.11	0.04		
**	Total Comm Paper (20 & limit)	60,000,000.00	58,278,211.11	16.62%								2.70				58,973,700.00	694,488.89			
03/29/16	Federal Farm Credit Bond (Callable)	5,000,000.00	5,000,000.00				5,000,000.00	03/29/19	3133EFV38	AA+/Aaa	1.25	1.25	UBS	88	440,000,000.00	4,985,750.00	(14,250.00)	0.02		
01/02/18	Federal Farm Credit Bond	5,000,000.00	4,975,250.00			(24,750.00)	0.00	4,975,250.00	11/15/19	3133EHS87	AA+/Aaa	1.65	1.92	UBS	319	1,587,104,750.00	4,955,250.00	(20,000.00)	0.06	
03/02/16	Federal Farm Credit Bond (Callable)	5,000,000.00	5,000,000.00				5,000,000.00	03/02/20	3133EFH59	AA+/Aaa	1.38	1.38	UBS	427	2,135,000,000.00	4,934,450.00	(65,550.00)	0.08		
10/26/18	Federal Farm Credit Bank (Callable)	5,000,000.00	4,995,000.00			(5,000.00)	4,995,000.00	04/06/20	3133EGXN0	AA+/Aaa	1.24	1.27	UBS	462	2,307,690,000.00	4,920,200.00	(74,800.00)	0.09		
08/03/16	Federal Farm Credit Bank (Callable)	5,000,000.00	5,000,000.00				5,000,000.00	08/03/20	3133EGPP4	AA+/Aaa	1.36	1.36	UBS	581	2,905,000,000.00	4,905,300.00	(94,700.00)	0.11		
10/23/18	Federal Farm Credit Bank (Callable)	5,000,000.00	5,000,000.00				5,000,000.00	10/23/20	3133EKJ32	AA+/Aaa	2.98	2.96	Wells Fargo	662	3,310,000,000.00	5,019,900.00	13,900.00	0.12		
11/03/18	Federal Farm Credit Bank (Callable)	5,000,000.00	5,000,000.00				0.00	5,000,000.00	11/02/20	3133EGC29	AA+/Aaa	1.35	1.35	UBS	872	3,369,000,000.00	4,899,300.00	(110,700.00)	0.12	
02/27/17	Federal Farm Credit Bank (Callable)	5,000,000.00	4,998,500.00			(1,500.00)	0.00	4,998,500.00	11/16/20	3133EG759	AA+/Aaa	1.87	1.87	UBS	686	3,428,971,000.00	4,934,250.00	(84,250.00)	0.13	
12/14/16	Federal Farm Credit Bank (Callable)	5,000,000.00	5,000,000.00				5,000,000.00	12/14/20	3133EGU37	AA+/Aaa	1.83	1.83	UBS	714	3,570,000,000.00	4,927,700.00	(72,300.00)	0.13		
01/09/18	Federal Farm Credit Bank	5,000,000.00	4,994,350.00			(5,650.00)	0.00	4,994,350.00	01/04/21	3133EHS64	AA+/Aaa	2.07	2.11	Union Banc	715	3,670,847,250.00	4,953,650.00	(40,500.00)	0.14	
03/08/18	Federal Farm Credit Bank (Callable)	5,000,000.00	5,000,000.00				5,000,000.00	03/08/21	3133EFJ33	AA+/Aaa	2.60	2.60	UBS	798	3,990,000,000.00	4,995,550.00	(6,450.00)	0.15		
11/26/18	Federal Farm Credit Bank	5,000,000.00	4,999,500.00			(500.00)	4,999,500.00	05/28/21	3133EJW70	Aaa/AA+										



SHASTA COUNTY OFFICE OF EDUCATION

To be leaders in educational excellence, offering support to schools and community to ensure Shasta County students receive a quality education preparing them for high school graduation and success in career and college

Superintendent
Judy Flores

Board of Education
Kathy Barry
Robert Brown
Rhonda Hull
Steve MacFarland
Laura Manuel
Denny Mills
Elizabeth "Buffy" Tanner

January 15, 2019

Governing Board
Cottonwood Union Elementary School District
20512 West First Street
Cottonwood, CA 96022

Dear Board Members

In accordance with the provisions of Education Code Section 42131, a review of the Cottonwood Union Elementary School District's (District) First Interim Report for fiscal year 2018/19 has been completed by the Shasta County Superintendent of Schools (County Superintendent). Based on the multi-year projections and assumptions provided by the District, it appears that the District should be able to meet its financial obligations for the current and two subsequent fiscal years. We therefore concur with the District's positive certification.

DEFICIT SPENDING

The District is projected to incur an unrestricted operating deficit of \$134,787 in the current year. Additionally, the District is projecting unrestricted deficits of \$512,748 and \$30,059 for the subsequent two years. The projected deficits noted are primarily the result of one-time planned spending for retirement incentives.

Although the minimum reserve required will be maintained, ongoing operating deficits reduce the District's available fund balance and its ability to respond to emergencies, unanticipated revenue reductions, or unanticipated expenditures. The earlier that action is taken to correct deficit spending, the greater the impact on the District's multiyear financial outlook. One dollar of ongoing expenditure cuts this year will result in three dollars of savings over the multiyear period.

We urge the District to continue their efforts and perform a detailed review of the budget and all program needs as they develop plans to align spending each year with the available resources.

BUDGET PLANNING

With LCFF fully funded it is unlikely that we will see the significant revenue increases going forward as we have experienced during the past few years. LCFF revenues will increase by annual cost of living adjustments only. For many districts, the COLA increase will only be sufficient to cover salary increases resulting from step and column and retirement cost increases for STRS and PERS retirement contributions. Employer contributions to STRS are currently 16.28% but will increase to 18.10% in 2020/21. PERS is currently 18.06% and will also increase each year. The PERS board sets the rates each year so the actual increase is not yet known, but it is estimated that PERS will increase to an estimated 25.7% rate in 2024/25.

LABOR CONTRACT NEGOTIATIONS

Salary and benefit negotiations have not been settled with certificated employees and potential increases have not been included in the budget. To the extent that collective bargaining settlements result in additional ongoing costs, we advise you that such increased costs should be supported by additional ongoing revenues or ongoing reduction of expenditures.

This letter is a reminder that, before the District's Board of Education takes any action on a proposed collective bargaining agreement, the District must meet the public disclosure requirements of Government Code Section 3547.5 and the California Code of Regulations Title V, Section 15449. The document used for this analysis is titled "Assembly Bill (AB) 1200 Public Disclosure of Proposed Collective Bargaining Agreement."

The AB 1200 document, along with a multi-year projection, must be sent to the Shasta County Office of Education ten (10) working days prior to Board approval. AB 2756 amended Section 3547.5 of the Government Code to read: "The superintendent of the school district and chief business official shall certify in writing that the costs incurred by the school district under the agreement can be met by the district during the term of the agreement. If a school district does not adopt all of the revisions to its budget needed in the current fiscal year to meet the costs of a collective bargaining agreement, the county superintendent shall issue a qualified or negative certification for the district on the next interim report pursuant to Section 42131 of the Education Code."

SUBMISSION OF STUDIES, REPORTS, EVALUATIONS AND/OR AUDITS

Education Code Sections 42127 and 42127.6 now require districts to submit to the County Office any studies, reports, evaluations, or audits done of the district that contain evidence that the district is showing fiscal distress. They also require the County Office to incorporate that information into our analysis of budgets, interim reports, and the district's overall financial condition.

We request that the District submit to this office any such documents commissioned by the District (e.g., reports done by the Fiscal Crisis and Management Assistance Team), or by the State Superintendent of Public Instruction and/or a state control agency any time they are received by your district.

CONCLUSION

We urge the District to carefully monitor their budget throughout the year. It is important to continue to be well-informed of events and other developments affecting school districts and to be prepared to take appropriate actions to lessen the impact on your district.

As always, we would like to express our appreciation to the District staff for their cooperation during the budgeting process and review. If you have any questions, or if our office can be of further assistance, please call me at 225-0235.

Sincerely,



De'An Chambless
Senior Executive Director of Business Services

cc Doug Geren, Superintendent
Laura Merrick, CBO