

Superintendent
Teresa Healy

Board Members
Jordan Dodson
Myra Chavoya-Perez
Nick Scott
Carrie Guthrie
Kevin Nicholson

**TULELAKE BASIN JOINT
UNIFIED SCHOOL DISTRICT**
Regular Board Meeting
May 26, 2021
Closed Session: 5:00 p.m.
Open Session: 6:00 p.m.
District Conference Room
400 G Street, Tullake, CA

Meeting facilities are accessible to persons with disabilities. By request, alternative agenda document formats are available to persons with disabilities. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate persons with a disability to participate in a public meeting please provide a written request to the Superintendent at the Tullake Basin Joint Unified School District Office at least three working days prior to any public meeting. This meeting is being recorded.

AGENDA

Call to Order by Presiding Officer _____ **at** _____ **p.m.**

Roll Call: Jordan Dodson, President _____
Myra Chavoya-Perez , Clerk _____
Carrie Guthrie, Member _____
Nick Scott, Member _____
Kevin Nicholson _____
Teresa Healy, Superintendent _____

APPROVAL of AGENDA [Motion Second _/_/_]

PUBLIC COMMENTS ON CLOSED SESSION AGENDA:
Under this item, the public is invited to address the Board regarding items that are on the Closed Session agenda. Speakers are limited to three minutes each. Please introduce yourself to the board. The Board is not allowed under the law to take action on matters that are not listed on the agenda.

Motion to go into Closed Session. [Motion Second _/_/_]

CLOSED SESSION AGENDA

The board will adjourn to closed session to discuss:

- 1. PERSONNEL: PUBLIC EMPLOYEE EMPLOYMENT:** Government Code § 54957
Recommendations for Approval: a) Accept Resignation of JH ELA Teacher
b) Accept Resignation of Math Teacher
c) Accept Resignation of Head Maintenance/Building/Transportation
d) Ratify Employment of Head Maintenance/Building/Transportation

- 2. PERSONNEL: Closed Session – Government Code § 54957**
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (Various Certificated and Classified Employees)

- 3. PERSONNEL: Closed Session – Government Code § 54957**
PUBLIC EMPLOYEE PERFORMANCE EVALUATION:

- 4. POTENTIAL LITIGATION: Closed Session - Government Code § 54956.9**

- 5. BOARD EVALUATION**

- 6. NEGOTIATIONS:** Conference with labor negotiator pursuant to {Government Code § 54957.6}:
Agency Negotiator: Teresa Healy; Employee Organization: Classified School Employees’ Association (CSEA)

- 7. NEGOTIATIONS:** Conference with labor negotiator pursuant to {Government Code § 54957.6}: Agency Negotiator: Teresa Healy; Employee Organization: California Teacher’s Association, Tullake Basin Teacher’s Association (CTA, TBTA)

Motion to come out of Closed Session [Motion Second _/_/_]

*****Pledge of Allegiance*****

Reporting of Closed session Items:

1. **PERSONNEL: PUBLIC EMPLOYEE EMPLOYMENT:** Government Code § 54957
Recommendations for Approval: a) Accept Resignation of JH ELA Teacher
b) Accept Resignation of Math Teacher
c) Accept Resignation of Head Maintenance/Building/Transportation
d) Ratify Employment of Head Maintenance/Building/Transportation
2. **PERSONNEL: Closed Session – Government Code § 54957**
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (Various Certificated and Classified Employees)
3. **PERSONNEL: Closed Session – Government Code § 54957**
PUBLIC EMPLOYEE PERFORMANCE EVALUATION:
4. **POTENTIAL LITIGATION: Closed Session - Government Code § 54956.9**
5. **BOARD EVALUATION**
6. **NEGOTIATIONS:** Conference with labor negotiator pursuant to {Government Code § 54957.6}:
Agency Negotiator: Teresa Healy; Employee Organization: Classified School Employees' Association (CSEA)
7. **NEGOTIATIONS:** Conference with labor negotiator pursuant to {Government Code § 54957.6}: Agency Negotiator: Teresa Healy; Employee Organization: California Teacher's Association, Tulalake Basin Teacher's Association (CTA, TBTA)

Motion to close Tulalake Basin Joint Unified School District Board Meeting and open Public Hearing.

Motion , Second _/_/_]

PUBLIC HEARING

- A. This meeting is declared a public hearing for the purpose of 2021/2022 LCAP Budget Overview for Parents.
- B. This meeting is declared a public hearing to solicit the recommendations and comments from members of the public regarding the specific actions and expenditures proposed to be included in the 2021/2022 Local Control Accountability Plan (LCAP). Available at Tulalake Basin Joint Unified School District Office, 400 G St. Tulalake, CA 96134.
- C. This meeting is declared a public hearing for the purpose of members of the public to comment on the proposed 2021/2022 July 1 Budget & Reserve Balance. Available at Tulalake Basin Joint Unified School District Office, 400 G Street, Tulalake, CA 96134
- D. Public Disclosure of the Cost of the Tulalake Basin Joint Unified School District Contract with the Tulalake Basin Teachers Association – AB 1200
Ratify Tulalake Basin Joint Unified School District Contract with the Tulalake Basin Teachers Association.
Motion , Second _/_/_]
- E. Public Disclosure of the Cost of the Tulalake Basin Joint Unified School District Contract with the Tulalake Basin Classified School Employees' Association – AB 1200.
Ratify Tulalake Basin Joint Unified School District Contract with the Tulalake Basin Classified School Employees Association.
Motion , Second _/_/_]

Motion to close Public Hearing and reopen Tulalake Basin Joint Unified School District Board Meeting.

Motion , Second _/_/_]

REPORTS

1. Financial Reports – Mrs. Thompson
 - a. Cash Balances Report
 - b. Cash Flow Report
 - c. Edward Jones Investment Statement
2. Athletic Report – Mrs. Brown
3. Elementary Principal Report – Dr. Butler
4. Principal/Superintendent Report – Mrs. Healy
 - a. District Enrollment
5. Board Member Reports

PUBLIC COMMENTS ON ITEMS NOT ON AGENDA: Under this item, the public is invited to address the Board regarding items that are not on tonight's agenda. Speakers are limited to three minutes each. Please introduce yourself to the board. The Board is not allowed under the law to take action on matters that are not on the agenda. The public will have the opportunity to comment on all agenda items as they are presented this evening.

CONSENT AGENDA

The consent agenda, if approved, will be recorded in the minutes as if each item had been acted upon individually. Requests by members of the board to have any item taken off the consent agenda for discussion will be honored without debate. Requests by the public to have an item taken off the consent agenda will be considered prior to the Board taking action.

Motion That all consent items to be approved as recommended by the superintendent.

Alternative Motion That consent items with the exception of (name items) be approved as recommended by the Superintendent

Approval of Consent Agenda

- | | | | | |
|----|----------------------------|---------|--------|-------------------------------------|
| 1. | Review of consent agenda | | | |
| 2. | Approval of consent agenda | [Motion | Second | <u> </u> / <u> </u> / <u> </u>] |

- ## 1. Administration

1.1 Approve Minutes.

- 1.1.1 Approve the Minutes of the Regular Meeting April 28, 2021
1.1.2 Approve the Minutes of the Special Meeting May 18, 2021

- ## 2. Budget and Finance

2.1 Bills Listing

- 2.1.1** Approve Resolution # 21 - 05 Transfer of Funds from General Fund (01) to Cafeteria Fund (13)

END OF CONSENT AGENDA

ACTION ITEMS

- A. Approve Job Descriptions
B. Approve Surplus of District Vehicles
C. Approve MOU Between MCQE and TBJUSD to Bill for 504 Services Provided by District Staff for the Medi-Cal Program.
D. Approval of the Expanded Learning Opportunities Grant (ELO Grant)
E. Approve Change to Trimester Grading for all Elementary Students
F. Certify Tulelake High School Graduates Class of 2021

- [Motion Second / /]

BOARD MEMBER REQUEST FOR ITEMS FOR NEXT REGULAR BOARD MEETING

1. Items from the Board Calendar
2. Next Regular Board Meeting – June 30, 2021

ADJOURNMENT: Time: _____

[Motion Second / /]

CLOSED SESSION

Karyn Hantzmon
4840 Larry Place
Klamath Falls, OR 97603
May 11, 2021


Teresa Healy and Board of Trustees
Tulelake Basin Joint Unified School District
400 G Street
Tulelake, CA 96134

Dear Teresa Healy and Board of Trustees:

Please accept this as my official resignation from the position of Junior High ELA teacher and Yearbook Advisor at Tulelake High School. At this time I am looking for a commute closer to home the ability to spend more time with my children as they finish high school. I would like to thank TBJUSD and the Tulelake community for their support over the last seven years.

My last day as Junior High ELA and Yearbook Advisor will be June 30, 2021. I would be happy to meet with you at your convenience to discuss the transition of my duties to my successor.

Sincerely,



Karyn Hantzmon



TULELAKE BASIN JOINT UNIFIED SCHOOL
DISTRICT

P. O. Box 640
Tulelake, CA 96134

(530) 667-2295 FAX (530) 667-4298
Teresa Healy, Principal/Superintendent
thealy@tbjUSD.org

May 12, 2021

Karyn Hantzmon
4840 Larry Place
Klamath Falls, OR 97603

Dear Karyn,

On behalf of the Board of Trustees of the Tulelake Basin Joint Unified School District, I accept your letter of May 11, 2021, resigning your position as a Junior High ELA Teacher and Yearbook Advisor for the District.

I also want to take this opportunity to thank you for your hard work and dedication to the students of our District.

Sincerely,

Teresa Healy
Superintendent/Principal

May 14, 2021

Mrs. Teresa Healy
Superintendent
Tulelake High School
850 Main St.
Tulelake CA 96134

Dear Mrs. Healy:

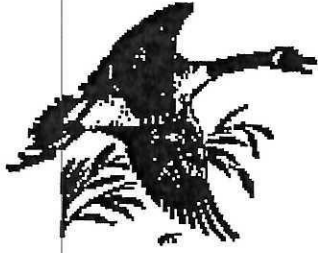
Please accept this letter as my notice of resignation. My last day of employment will be on June 11th.

I would like to thank Tulelake High School for hiring me and allowing me to grow as a teacher in this district. The last 7 years have been a great opportunity, and full of great memories. I regret leaving behind the staff, many of whom I regard as close friends, and the students, who have been wonderful and a key reason for me staying as long as I have.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joel Quinn', with a stylized flourish at the end.

Joel Quinn



**TULELAKE BASIN JOINT UNIFIED SCHOOL
DISTRICT**

P. O. Box 640
Tulelake, CA 96134

(530) 667-2295 FAX (530) 667-4298
Teresa Healy, Principal/Superintendent
thealy@tbjUSD.org

May 14, 2021

Joel Quinn
1951 Erie St. Apt. 2
Klamath Falls, OR 97601

Dear Joel,

On behalf of the Board of Trustees of the Tulelake Basin Joint Unified School District, I accept your letter of May 14, 2021, resigning your position as a Math Teacher for the District.

I also want to take this opportunity to thank you for your hard work and dedication to the students of our District.

Sincerely,

Teresa Healy
Superintendent/Principal

04/27/2021

TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

850 MAIN ST TULELAKE, CA. 96134

I Robert Mcneal resign my position with Tulalake Basin Joint Unified School District effective 2 weeks from April 28 2021. My last day being on May 11 2021

SINCERELY,

ROBERT MCNEAL JR

Robert McNeal Jr. 4-27-2021



**TULELAKE BASIN JOINT UNIFIED SCHOOL
DISTRICT**

P. O. Box 640
Tulalake, CA 96134

(530) 667-2295 FAX (530) 667-4298
Teresa Healy, Principal/Superintendent
thealy@tbjUSD.org

April 27, 2021

Rob McNeal
4270 Tingley Lane
Klamath Falls, OR 97603

Dear Rob,

On behalf of the Board of Trustees of the Tulalake Basin Joint Unified School District, I accept your letter of April 27, 2021, resigning your position as Head Maintenance/Building/Transportation for the District.

I also want to take this opportunity to thank you for your hard work and dedication to the students of our District.

Sincerely,

Teresa Healy
Superintendent/Principal

TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

ITEM:
DATE: May 26, 2021

SUBJECT TITLE:

Ratify employment of new Head of Building/Maintenance/Transportation

REQUESTED ACTION:

Action: X Information: _____ Discussion: _____ Information/Discussion: _____

BACKGROUND INFORMATION:

_____ has been selected to the position of Head of Building/ Maintenance/Transportation.

PROPOSED PLAN/PROGRAM REPORT:

Ratify the employment of _____ as the new Head of Building/Maintenance/Transportation once Pre Employment Requirements are complete.

SPECIFIC FINANCIAL IMPACT OF ACTION PROPOSED/TAKEN:

This is a 12 month position with 261 paid days/236 work days per year.
Beginning on Step 1 of the Salary Schedule \$22.73 per hour.

RECOMMENDATION:

Approval

ORIGINATOR:

Kay Wilson, District Secretary

APPROVED FOR SUBMISSION TO THE BOARD:

Teresa Healy, Superintendent

TENTATIVE AGREEMENT
Between the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS TULELAKE CHAPTER NO. 671
and the
TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

The California School Employees Association and its Tulalake Chapter #671 (CSEA) and the Tulalake Basin Joint Unified School District (District) have met and agree to the following for the 2021-2022 school year.

Article XII Compensation:

Appendix A Salary Schedule -Increase BA stipend from \$500 to \$1000

Article III: Organizational Security:

3.1 Membership and Dues Deduction:

3.1.1 District shall distribute CSEA-supplied membership applications to new hires (but not make any statement suggesting workers must join). District shall provide a jointly-agreed letter to new hires and anyone asking about Janus v. American Federation of State, County, and Municipal Employees, Council 31, et al., 585 US _ (2018), expressing District's desire to work cooperatively with CSEA due to its professionalism and strong support for increased school funding. District shall refer all employee questions about CSEA or dues over to the CSEA Labor Relations Representative. CSEA shall defend and indemnify District for any claims arising from its compliance with this clause. This agreement shall satisfy District's duty to bargain effects of Janus decision.

3.1.2 The District shall not interfere with the terms of any agreement between CSEA and the District's employee with regard to that employee's membership in CSEA, including but not limited to automatic renewal yearly unless the worker drops out during a specified window period. The District need not need keep track of this period which shall be tracked by CSEA within its membership database.

3.1.3 CSEA shall have the sole and exclusive right to receive the payroll deduction for regular membership dues.

3.2 Dues Deduction:

3.2.1 The district shall deduct, in accordance with the CSEA dues schedule, dues from the wages of all employees who are members of CSEA.

3.2.2. The District shall refer all employee requests to revoke membership to the CSEA Labor Relations Representative and shall obtain his/her approval on behalf of the union before processing any revocation request.

3.2.3 The District shall not be obligated to put into effect any new or changed deductions until the pay period commencing thirty (30) days or more after such submission. All changes must follow the guidelines of the Application for Membership and Salary Deduction Authorization (form # 1045-0918)

3.2.4 There shall be no charge by the District to CSEA for regular membership dues deductions.

3.3 Membership Information

3.3.1. The District shall take all reasonable steps to safeguard the privacy of CSEA members' personal information, including but not limited to members Social Security Numbers, personal addresses, personal phone number, personal cellular phone number, and status as a union member.

3.3.2. The District shall reject all Public Records Act requests from outsiders for work email addresses for bargaining unit members unless there is a court decision directing public agencies to release this information.

3.3.2 District shall only post on the public portion of its website work email addresses for employees whom the public needs to contact.

3.4 Hold Harmless Provision:

3.4.1 CSEA shall defend and indemnify District for any claims arising from its compliance with this article for any claims made by the employee for deductions made in reliance on information provided by the employee organization to the District to cancel or change membership dues authorization. The District shall be required to promptly notify CSEA of any claims made by employees relating to dues authorization.

3.4.2 CSEA shall have the exclusive right to decide and determine whether any such action shall be compromised, resisted, defended, tried or appealed.

Renumber Articles 3 – 25 with the addition of Organizational Security Article 3.

In addition we have revised all job descriptions as agreed upon during our meetings.

This is a tentative agreement, agreed to by duly appointed representatives on April 27, 2021. The tentative agreement is subject to ratification by the CSEA membership and approval of the Board.

Dated: 5/4/21

By: [Signature]
For District

Dated: 5/4/2021

By: [Signature]
For District

Dated: 5.4.21

By: [Signature]
For California School Employees Association

Dated: 5-5-21

By: [Signature]
For California School Employees Association

**TENTATIVE AGREEMENT Between the
TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT ("District") and the
TULELAKE BASIN TEACHERS ASSOCIATION ("Association")**

The Tulelake Basin Joint Unified School District ("District") and the Tulelake Basin Teachers Association ("Association") have met and agree to the following beginning the 2021-2022 school year:

Article X: Class Size

Page 16, line 28

Alternative solutions, which could include additional paraprofessionals, will be implemented at that time.

Article XII: Teaching Hours/Calendar

Page 20, line 33

Insert: at which time, teacher will declare preference for pay or comp time.

Page 21, line 4

Insert: to be paid at the teacher's daily rate

Article XIII: Compensation

Page 22, line 8

A one-time payment in the amount of \$1,500.00 shall be paid to each unit member at the beginning of each school year in 2021/22 and 2022/23, to be paid from the district's In Person Instruction grant.

Article XIII: Compensation

Page 24, beginning line 10

Insert: 3. Other School Staff

Change current 3. To 4.

Line 11:

Insert: Openings will be posted "In House" for 10 days, then "Out of House" for 10 days, with priority given to applicants in the listed order.

Article XIII: Compensation

Page 24, line 31

\$10,877.00 will be paid for the 2021/22 school year, \$12,939.00 will be paid for the 2022/23 school year and \$15,000.00 will be paid for the 2023/24 school year.

Article XIV: Retirement Provisions

Page 26, beginning line 14

Payment shall be made no later than January 31 of the following school year. Payment is contingent upon verification of service retirement by the employee with Cal STRS. Cash payment will be made to the employee, or an employer contribution into an established TSA, at the discretion of the employee.

Article XX: Duration

Shall remain in full force and effect up to and including June 30, 2024.

Each party to this agreement shall have two openers for 2022/23 and 2023/24 contract years, compensation plus one other article. The parties agree to commence negotiations on or about April 1, 2022 for the 2022/23 contract opener and on or about April 1, 2023 for 2023/24. In addition, additional articles may be opened providing that these are opened by mutual agreement.

This is a tentative agreement, agreed to by duly appointed representatives on May 12, 2021. The tentative agreement is subject to ratification by the TBTA membership and approval of the Board.

Dated: 5/12/21

By: [Signature]
For District

Dated: 5/12/21

By: [Signature]
For District

Dated: 5/12/21

By: [Signature]
For District

Dated: 5/12/21

By: [Signature]
For Tulalake Basin Teachers Association

Dated: 5/12/21

By: [Signature]
For Tulalake Basin Teachers Association

Dated: 5/12/21

By: [Signature]
For Tulalake Basin Teachers Association

**TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT
Board of Trustees**

NOTICE OF PUBLIC HEARING

The Tulelake Basin Joint Unified School District hereby gives notice that a Public Hearing will be held as follows:

TOPIC OF HEARING

This meeting is declared a public hearing for the purpose of 2021/2022 LCAP Budget Overview for Parents.

This meeting is declared a public hearing to solicit the recommendations and comments from members of the public regarding the specific actions and expenditures proposed to be included in the 2021/2022 Local Control Accountability Plan (LCAP). Available at Tulelake Basin Joint Unified School District Office, 400 G St. Tulelake, CA 96134.

This meeting is declared a public hearing for the purpose of members of the public to comment on the proposed 2021/2022 July 1 Budget & Reserve Balance. Available at Tulelake Basin Joint Unified School District Office, 400 G Street, Tulelake, CA 96134

Hearing Date: May 26, 2021

Time: 6:00 p.m.

Location: District Office Conference Room

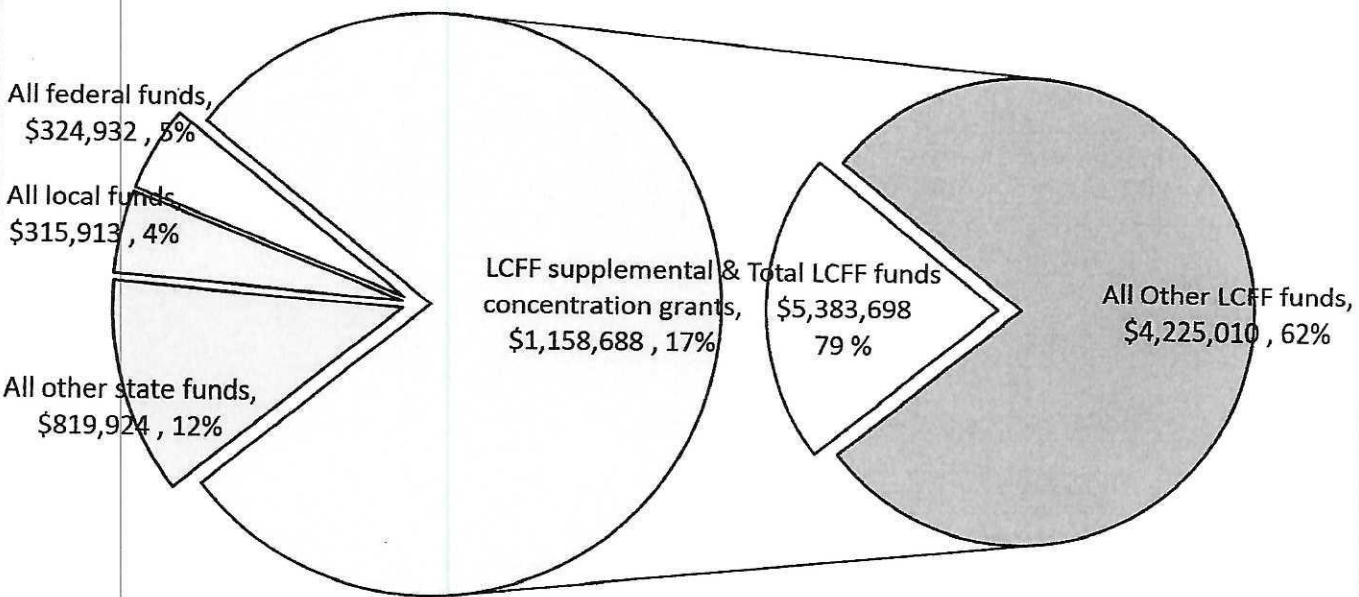
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tulelake Basin Joint Unified
CDS Code: 2573593
School Year: 2021-22
LEA contact information:
Mrs. Teresa Healy
Superintendent
thealy@tbjUSD.org
530-667-2295

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



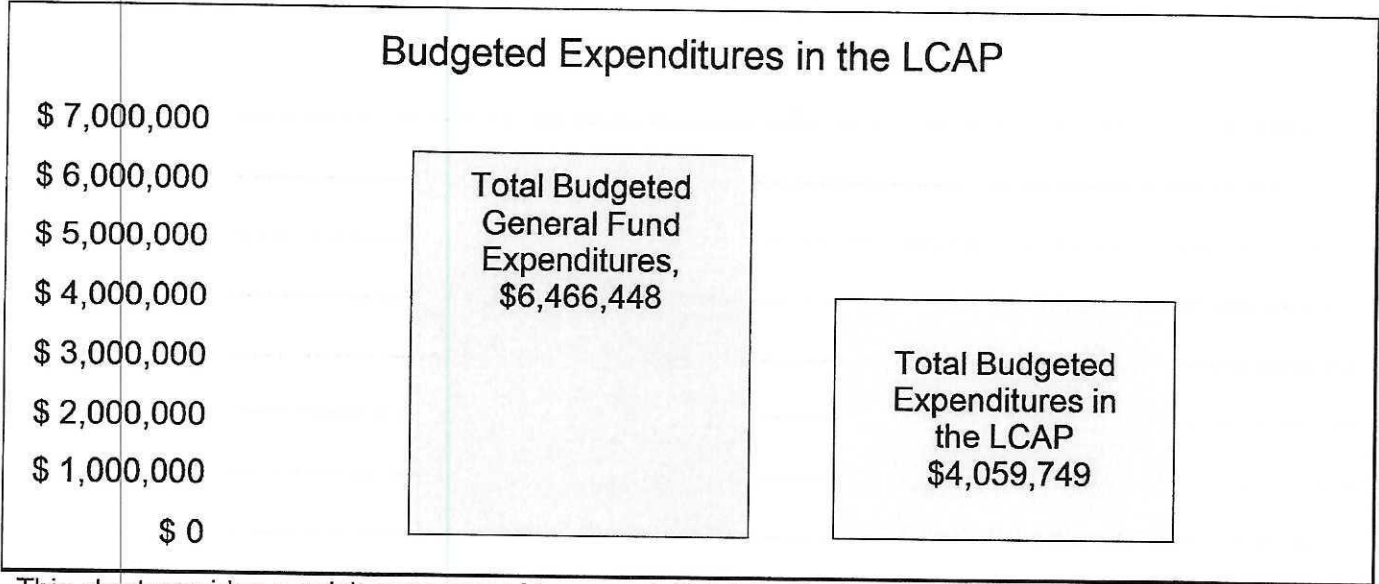
This chart shows the total general purpose revenue Tulelake Basin Joint Unified expects to receive in the coming year from all sources.

The total revenue projected for Tulelake Basin Joint Unified is \$6,844,467, of which \$5,383,698 is Local Control Funding Formula (LCFF), \$819,924 is other state funds, \$315,913 is local funds, and \$324,932 is

federal funds. Of the \$5,383,698 in LCFF Funds, \$1,158,688 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Tulalake Basin Joint Unified plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Tulalake Basin Joint Unified plans to spend \$6,466,448 for the 2021-22 school year. Of that amount, \$4,059,749 is tied to actions/services in the LCAP and \$2,406,699 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

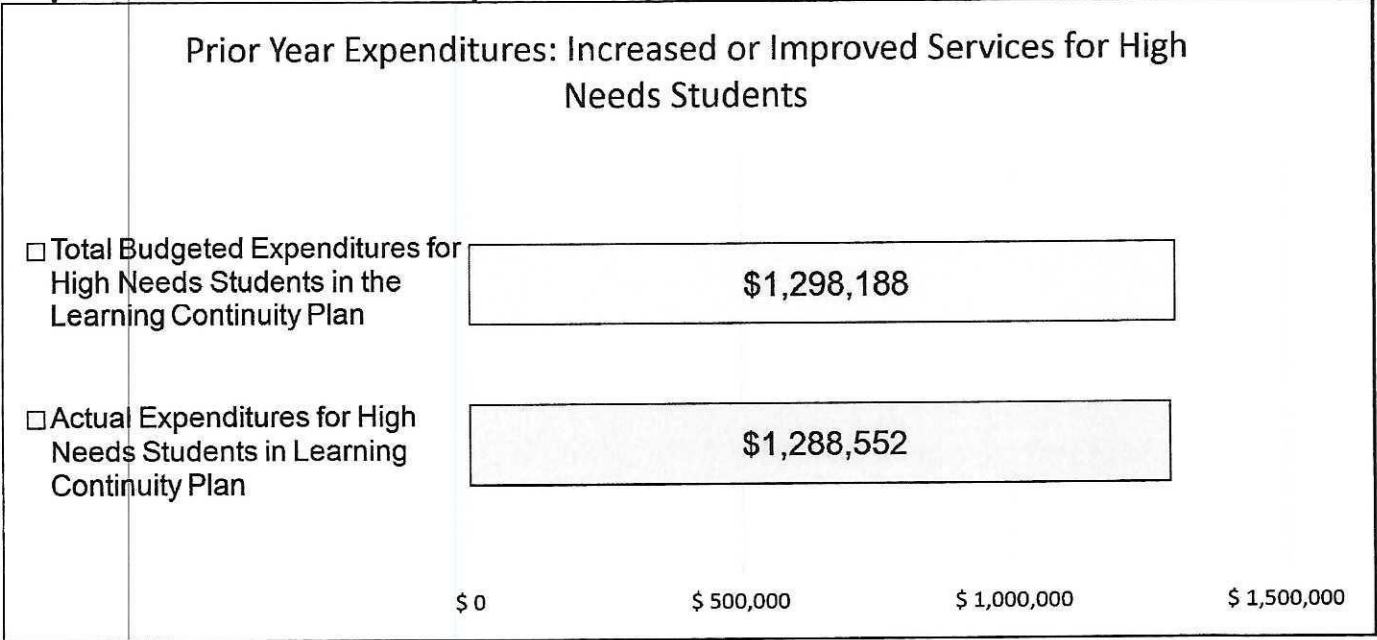
The TBJUSD 2021-22 General Fund Budget includes all expenditure needs to operate the district; teacher and employee salaries and expenses, building operations and utilities, student support services, overhead costs of running a district, as well as the expenditures for High Needs Students included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Tulalake Basin Joint Unified is projecting it will receive \$1,158,688 based on the enrollment of foster youth, English learner, and low-income students. Tulalake Basin Joint Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Tulalake Basin Joint Unified plans to spend \$1,519,518 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Tulalake Basin Joint Unified budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Tulalake Basin Joint Unified estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Tulalake Basin Joint Unified's Learning Continuity Plan budgeted \$1,298,188 for planned actions to increase or improve services for high needs students. Tulalake Basin Joint Unified actually spent \$1,288,552 for actions to increase or improve services for high needs students in 2020-21.

Some programs, trainings, and/or services were unavailable or in a different format than we had planned, due to the COVID-19 pandemic. We were still able to meet that needs of our students, by shifting with what was available.

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tulelake Basin Joint Unified	Mrs. Teresa Healy Superintendent	thealy@tbjUSD.org 530-667-2295

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Tulelake Basin Joint Unified School District is a small district located on the Siskiyou and Modoc County line just a few miles south of the Oregon border. TBJUSD is comprised of three schools: Tulelake Basin Elementary (K-6th), Tulelake High School (7th-12th), and Tulelake Continuation High School. The area is primarily used for ranching and farming. The economic instability caused by drought and water insecurities, has caused a declining enrollment for years, although we are starting to see enrollment stabilize a bit. TBJUSD has a high unduplicated student count, especially in the areas of low income and English Language Learners. We provide many interventions such as SIPPS (Systematic Instruction in Phonemes, Phonics and Sight Words), Read Naturally (a fluency building program), and AVID (Advancement Via Individual Determination) with our English Learners and Low-Income students in mind, however, due to our small size these actions and services benefit all students. We are served by Modoc County Office of Education for our special education and coordination of our foster youth student services. These services for foster youth include collaborating, consulting, and coordinating with MCOE and other local agencies which includes the Department of Justice and child welfare agencies. Staff takes great pride in seeing all the students succeed and reach their potential. The students have a lot of involvement with FFA, 4H, sports, and various other extra curricular activities in the community. The staff works hard to learn and implement new technologies that allow our students to access material in different ways. The district is using what limited resources it has to bring more technology into the classrooms. The district Vision: It will be TBJUSD's fiscal and moral responsibility, as the heart of the community, to consistently empower all students with the highest expectations to achieve their life goals and have the confidence to graduate with a foundation to build upon for a successful future in any opportunity they see fit. It will be TBJUSDs mission to expose and inspire every student to realize all possibilities and opportunities available to them. By giving students a target to strive for, successful graduation will prepare them to be productive and influential members of society. We will responsibly utilize district and community resources to propel all stakeholders in reaching their full potential. This vision and mission is set to be attained by way of the three LCAP goals that are the catalyst for the mission. They are: All students will be college and/or career ready with a firm foundation of relevant skills while advancing through grade level or higher standards; All students will be engaged in first best instruction daily, delivered by highly qualified and well prepared staff; All stakeholders will promote a positive culture and a healthy environment inclusive of all students through diverse communication, staff stability, parent and community involvement, and HONKER PRIDE!

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The district is always very proud of the success that we see at the High School level in FFA. We are always in the running for state championships and have been able to compete at Nationals for the last few years as well. As a district, our 2019 Math and ELA scores get a yellow rating but it is important to note that our ELA improved 8.5 points and is now 23.8 points from standard while the Math scores increased 14.5 points and is now 71.3 points from standard. The district received a standard met in all other categories that do not receive a color. We did not have enough students to get a color for Career and College indicator, EL Progress, or graduation rate.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The district did receive red color ratings in Pupil Achievement, Chronic Absenteeism and Suspension rate. Our Students with Disabilities have a performance gap as demonstrated on the CAASPP assessments. Three years ago we experienced a problem between CALPADS and PowerSchool that resulted in a 0% absenteeism rate being reported to the dashboard. We have since fixed the problem and the absenteeism rate increased by a huge percentage. We are working on it through targeted actions and services. and expect next years number to show an improvement. The suspension rate increased by 2.1% to 4.8% this represents about 6 students for the district which is a result of increased physical fighting in JH. The District is in Differentiated Assistance for these three areas and is working diligently to improve these measures.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The District Mission and Vision are used to frame the LCAP. We strive to provide a great education to our students while supporting them with PBIS and MTSS. We have gaps that need to be addressed and are utilizing data to select the best supports for our students. . The district has a focus of providing great foundational skills and catching those up who are behind. We know the value of AVID and have pushed it into the Elementary School. We recognize that we have a need in our English Language Learners and Special Education Student's achievement as well as addressing Chronic Absenteeism. We are utilizing using data to inform our decisions in regards to the budget so that we can be fiscally responsible while providing the best opportunities for our students.. On the California School's Dashboard we get blue marks for our Graduation Rate while receiving green marks for our College Readiness. Our Math and ELA scores still need work but are orange on the dashboard. We received no overall red marks.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

None

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

None

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

None

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The development of this plan was a joint effort with stakeholders. Our School Site Council, representing our parents and community, were included in the discussions. Staff held discussions at staff meetings and both TBTA and CSEA were consulted as the planning process was completed.

A summary of the feedback provided by specific stakeholder groups.

Most of the feedback entailed keeping our progress moving forward. There were also questions about best supporting various sun-groups.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Some language was clarified in the Plan to be more descriptive.

Goals and Actions

Goal

Goal #	Description
1	All students will be college and/or career ready with a firm foundation of relevant skills while advancing through grade level or higher standards.

An explanation of why the LEA has developed this goal.

We want our graduates to be successful in life post-graduation, in whatever path they choose. We realize that students need to make growth each year to meet this end of school outcome.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 E. Graduation Rate	2019 Baseline CA Dashboard data High School Graduation Rate is 96.3%				Improve to 98%
Priority 4 C. UC/CSU Required Course (A-G)	2019 Baseline 47%				Improve to 50%
% of Seniors that have completed a CTE Pathway	2019 Baseline 47%				Increase to 50%
% of Seniors who have completed at least one semester of Dual Enrollment/Distance Learning.	The 2016-17 Senior class had 47% that completed at least one semester of college classes while in High School.				Increase to 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 D. High School Drop Out Rate	2019 Baseline data for High School Dropout Rates is 2.6%				Reduce to 1%
Priority 5 C. Middle School Drop Out Rate	Baseline is 0 drop outs.				Maintain 0% dropout rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement and Expand AVID district wide.	1.1.a Provide AVID Membership for both sites 1.1.b Maintain High School AVID Teacher 1.1.c Continue to train teachers in AVID 1.1.d Implement AVID at Elementary School	\$116,139.00	Yes
2	Offer College and Career counseling to inform students of options	1.2.a Maintain Counselor at High School	\$83,451.00	Yes
3	Upgrade, increase and promote technology and technology skills at all grade levels.	1.3.a ActivBoards will be replaced with LED TVs in select classrooms. 1.3.b Electronic Subscriptions and Licenses will be provided to provided access to electronic curriculum. 1.3.c Computer Electives will be maintained at the High School. 1.3.d Computer classes will be expanded in the Elementary School.	\$60,000.00	Yes
4	Offer engaging courses and real world experiences that prepare students for the future.	1.4.a Maintain robust Ag program to offer more electives. 1.4.b Provide access to college and career tech courses through COS and KCC	\$121,064.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Operate basic services of the district including food services, health services, transportation, purchasing, and payroll.	3.5.a Provide the base services for the district not already outlined in LCAP	\$2,497,599.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All students will be engaged in first best instruction daily, delivered by highly qualified and well prepared staff.

An explanation of why the LEA has developed this goal.

We know that powerful instruction delivered by well prepared and supported staff will increase student academic success and support their future plans.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4 A. Statewide assessments	ELA Baseline data from 2019- TES 27.5 points below standard THS 18.9 points below standard District 23.1 points below standard Increased by 9.2 points Math Baseline data- TES 65.4 points below standard THS 79.8 points below standard District 71.3 points below standard Increased by 14.5 points				Increase each Math and ELA by 5 or more points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1 A. Teacher Assignments	94% of teachers at TBJUSD are credentialed for the classes they are teaching				100%
Priority 1 B. Access to standards aligned curriculum for all students including duplicated and those with exceptional needs.	100% of students have access to standards-aligned instructional materials.				Maintain 100%
Priority 7. Access to a broad course of study for all students including duplicated and those with exceptional needs.	100% of students have access to a broad course of study				Maintain 100%
Priority 2 A. A.Implementation of State Standards B. EL Access to CCSS and ELD Standards	The "California State Standards" Implementation Metric tools shows that TBJUSD is at a 3 = Full Awareness Standard Met				Maintain at Full Awareness
Priority 4 D. EL Proficiency	Current Baseline for EL Proficiency Progress from 2019 CA Dashboard: TES 47.4% making progress towards English Language proficiency				Improve progress by 5% overall.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	THS 61.8% making progress towards English Language proficiency District 52.6%				
Priority 4 E. EL Reclassification	EL Reclassification Rate Progress: FEP- 7.5% RFEP- 5.4%				Improve progress by 5% overall.
Priority 4 F. Advanced Placement courses passed at a 3 or higher.	No students enrolled in AP courses.				n/a
Priority 3. Parent Input Surveys for all including duplicated and those with exceptional needs.	The district wanted to get 50% of parents to return surveys				Improve receiving at least 55% of surveys
Reading Levels	Students will be on average at grade level.				Maintain
Math Levels	Students will be on average at grade level.				Maintain

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support implementation of CCSS thought a	2.1.a Train and use the CRLP to help young students with reading. 2.1.b Utilize SIPPS as a reading intervention. 2.1.c Utilize Read Naturally as a reading intervention.	\$808,878.00	Yes

Action #	Title	Description	Total Funds	Contributing
	district wide articulated vision and provide materials, resources, services and interventions including technology to support learning and delivery of CCSS units.	2.1.d Utilize a good Math intervention. 2.1.e Maintain a 24:1 or less ratio in TK-3. 2.1.f Additional Teachers at the Elementary School to keep class sizes low 4th-6th 2.1.g Increased time for JH Teachers		
2	Recruit and retain high quality employees (certificated, classified, and substitutes, and management) that provide an engaging learning environment.	2.2.a Support small and steady increases to health care benefits to retain staff. 2.2.b Utilize Riverside Counties Teacher Induction Program to support new teachers.	\$141,285.00	No Yes
3	Provide professional development and training opportunities for staff that support high leverage strategies and assist in developing rigorous content.	2.3.a Continue to work with MCOE about what Professional Development our teachers need and have them provide what they can to help out teachers. 2.3.b Use professional development funds to help further teacher development.	\$37,632.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	All stakeholders will promote a positive culture and a healthy environment inclusive of all students through diverse communication, staff stability, parent and community involvement, and HONKER PRIDE!
An explanation of why the LEA has developed this goal.	
A positive and healthy environment will allow students to thrive both in and out of school.	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 A. Attendance Rate	2019 Data				Improve to 95%
Priority 5 B. Chronic Absenteeism Rate	TBES - 24.7% THS - 20%				Decrease to 22% for TES and 18% for THS.
Priority 6 A. Suspension Rate	TBES - 3.5% THS - 6.5%				Reduce by 1 student for each site.
Priority 6 B. Expulsion Rate	0% Expulsion Rate				Maintain the 0%
Priority 1 C. Facilities Inspection Tool (FIT)	School facilities are in good repair.				Maintain facility reports as in good repair.
Priority 6 C. California Healthy Kids Survey	52% of Students said they feel safe at school.				Increase to 57%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Promote positive and safe schools by supporting students behavioral, health, and academic needs district wide through personnel, programs, and counseling.	3.1.a Behavior Aide to be provided by MCOE 3.1.b PBIS to be implemented LEA wide to help support and teach all students about behavior. 3.1.c Matching grant on the After School Program 3.1.d Support Cafeteria Fund 3.1.e Support Transportation costs	\$135,727.00	Yes
2	Develop, implement, and expand activities and opportunities for recognition as well as increase school spirit and pride.	Develop, implement, and expand activities and opportunities for recognition as well as increase school spirit and pride.	\$1,500.00	Yes
3	3.C.1 The appearance of the school will be worked on throughout the school year, including summer maintenance projects.	The appearance of the school will be worked on throughout the school year, including summer maintenance projects.	\$5,000.00	No
4	Offer opportunities, events and activities that encourage and strengthen partnerships with parents, families, community, and organizations (PTA, DELAC, Boosters etc.).	3.4.a Bilingual liaison position will be maintained to help communicate with families. 3.4.b Swift K12 will be utilized to help communicate with families.	\$51,474.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
28.49%	1,158,688

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Action 1.1, 1.2, & 1.4: College & Career Readiness - By providing multiple opportunities for exposure to career paths and college preparedness, we expect to see increases in graduation rates. We have chosen to make these offerings LEA wide, due to our high population of low-income students.

Action 1.3: Technology Use - By implementing technology use at all grade levels we expect to see increased technology skills in the classroom, as well as college and career technology prep. With our low income population we see the need to provide technology to students LEA-wide.

Action 2.1 & 2.2: Maintain Quality Staff - By maintaining a quality and well trained staff, we can provide the best education for all students. We also strive to keep class sizes as low as possible and use multiple intervention programs. These actions are being provided LEA-wide and we expect an increase in test scores and students being proficient at grade level.

Action 3.1: Positive & Safe Schools - We want to provide the most positive learning environment for all students, especially for our Low Income students and English Learners. We will provide a safe way to and from school as well as a safe place in our After School Program. We will also provide Breakfast and Lunch meal services. This environment, along with behavioral interventions we hope will be provided LEA-wide and we expect to improve behavioral referrals and suspensions.

Action 3.4: Offer Opportunities - With the majority of our English learners and low income students coming from a Spanish speaking home, we want to provide multiple avenues of communication between the school and the family. These actions are being provided on an LEA-wide basis with the hope of increasing involvement of our district parents and families.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

All services are planned to be implemented district/school-wide because of the high percentage of targeted students. Although the services are principally directed towards the unduplicated students, all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the education programs for the targeted students. Additionally, the planned services will avoid the potential negative stigma from a traditional or pull out program and will allow students to maintain access to all other services available to students without interruption.

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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

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

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds		Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,872,082.00		\$60,000.00		\$127,667.00	\$4,059,749.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$3,174,289.00	\$885,460.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Implement and Expand AVID district wide.	\$20,304.00			\$95,835.00	\$116,139.00
1	2	English Learners Foster Youth Low Income	Offer College and Career counseling to inform students of options	\$83,451.00				\$83,451.00
1	3	English Learners Foster Youth Low Income	Upgrade, increase and promote technology and technology skills at all grade levels.		\$60,000.00			\$60,000.00
1	4	English Learners Foster Youth Low Income	Offer engaging courses and real world experiences that prepare students for the future.	\$121,064.00				\$121,064.00
1	5	All	Operate basic services of the district including food services, health services, transportation, purchasing, and payroll.	\$2,497,599.00				\$2,497,599.00
2	1	English Learners Foster Youth Low Income	Support implementation of CCSS thought a district wide articulated vision and provide materials, resources, services and interventions including technology to support learning and delivery of CCSS units.	\$808,878.00				\$808,878.00
2	2	All English Learners Foster Youth Low Income	Recruit and retain high quality employees (certificated, classified, substitutes, and management) that provide an engaging learning environment.	\$139,085.00			\$2,200.00	\$141,285.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All	Provide professional development and training opportunities for staff that support high leverage strategies and assist in developing rigorous content.	\$8,000.00			\$29,632.00	\$37,632.00
3	1	English Learners Foster Youth Low Income	Promote positive and safe schools by supporting students behavioral, health, and academic needs district wide through personnel, programs, and counseling.	\$135,727.00				\$135,727.00
3	2	English Learners Foster Youth Low Income	Develop, implement, and expand activities and opportunities for recognition as well as increase school spirit and pride.	\$1,500.00				\$1,500.00
3	3	All	3.C.1 The appearance of the school will be worked on throughout the school year, including summer maintenance projects.	\$5,000.00				\$5,000.00
3	4	English Learners Foster Youth Low Income	Offer opportunities, events and activities that encourage and strengthen partnerships with parents, families, community, and organizations (PTA, DELAC, Boosters etc.).	\$51,474.00				\$51,474.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,361,483.00	\$1,519,518.00
LEA-wide Total:	\$1,156,968.00	\$1,315,003.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$204,515.00	\$204,515.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Implement and Expand AVID district wide.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,304.00	\$116,139.00
1	2	Offer College and Career counseling to inform students of options	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tulelake Jr High/High School	\$83,451.00	\$83,451.00
1	3	Upgrade, increase and promote technology and technology skills at all grade levels.	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$60,000.00
1	4	Offer engaging courses and real world experiences that prepare students for the future.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tulelake High School	\$121,064.00	\$121,064.00
2	1	Support implementation of CCSS thought a district wide articulated vision and provide materials, resources, services and interventions including technology to support learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$808,878.00	\$808,878.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		and delivery of CCSS units.					
2	2	Recruit and retain high quality employees (certificated, classified, substitutes, and management) that provide an engaging learning environment.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$139,085.00	\$141,285.00
3	1	Promote positive and safe schools by supporting students behavioral, health, and academic needs district wide through personnel, programs, and counseling.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,727.00	\$135,727.00
3	2	Develop, implement, and expand activities and opportunities for recognition as well as increase school spirit and pride.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,500.00	\$1,500.00
3	4	Offer opportunities, events and activities that encourage and strengthen partnerships with parents, families, community, and organizations (PTA, DELAC, Boosters etc.).	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$51,474.00	\$51,474.00

**TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT
Board of Trustees**

NOTICE OF PUBLIC HEARING

The Tulelake Basin Joint Unified School District hereby gives notice that a Public Hearing will be held as follows:

TOPIC OF HEARING

- I. PUBLIC HEARING
 - A. Public Disclosure of the Cost of the Tulelake Basin Joint Unified School District Contract with the Tulelake Basin Teachers Association – AB 1200
 - B. Public Disclosure of the Cost of the Tulelake Basin Joint Unified School District Contract with the Tulelake Basin Classified School Employees' Association – AB 1200.

Hearing Date: May 26, 2021

Time: 6:00 p.m.

Location: District Office Conference Room

**PUBLIC DISCLOSURE OF SALARY AND BENEFIT NEGOTIATIONS
TENTATIVE SETTLEMENT**

TULELAKE BASIN JT UNIFIED
SCHOOL DISTRICT

Bargaining Unit(s) / Employee Groups: CSEA - Tulelake chapter

Fiscal Year: 2020/21

Period Covered by the Agreement: 2021/22-2022/23

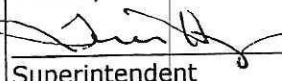
Date of Public Disclosure Board Meeting: May 26, 2021

	Settlement Year	Subsequent Year 1	Subsequent Year 2
Cost of 1% Raise (should tie to Criteria Standards Review)	\$10,601.10		
Negotiated Percentage Change	0%	0%	0%
Cost of Salary Increase	500.00	500.00	500.00
Cost of Statutory Benefit Increase (STRS, PERS, OASDI, Medicare, UI, W/C)	178.13	194.08	199.08
Cost of Health and Welfare Benefit Increase (Medical, Dental, Vision, Life, etc.)	0.00	0.00	0.00
Other Cost Impact			
Funding Sources General Fund			
Total Cost	678.13	694.08	699.08

Other Explanations:

The contract change increases the rate of the Bachelor's Degree stipend from \$500 to \$1000 only. All other change is to language only, with no financial cost.

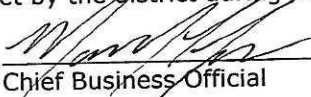
I certify that the costs incurred under this agreement can be met by the district during the term of the agreement:



Superintendent

5/4/2021

Date



Chief Business Official

5/4/2021

Date

After Approval by Governing Board at Public Disclosure Board Meeting:

Board President/Clerk

Date

- Purpose:** Compliance with Government Code Section 3547-3547.5. To inform the public "of the issues that are being negotiated upon and have full opportunity to express their views to the public school employer, and to know the positions of their elected representatives". After the public has had the opportunity to express itself, the public school employer shall, at a meeting that is open to the public, adopt its initial proposal. The disclosure must include the following components: salaries, benefits, other compensation, other non-compensation costs, the percent increase of the total compensation for the average employee, the approximate cost to the LEA, the proposed source(s) of funding and any other major provisions not directly affecting costs, such as binding arbitration, grievance, procedures, etc.
- Costs:** Include additional costs (difference between old salaries and new salaries for each year. Include longevity, overtime, differential, one-time only and extra duty increases.
- Who Must File:** Districts providing additional salary/benefit over and above step and column, even if formal bargaining units are not established.
- When to Make Available:**
Modoc County Superintendent of Schools: Minimum of 5 days (10 days if qualified or negative certification) prior to public disclosure meetings/board date. Include Superintendent and Chief Business Official (is any) certification.
Public: Prior to the day of the public meeting (per Management Advisory 92-01), the number of days is determined locally.
Modoc County Superintendent of School: Resubmit with board signatures after adoption.

**PUBLIC DISCLOSURE OF SALARY AND BENEFIT NEGOTIATIONS
TENTATIVE SETTLEMENT**

TULELAKE BASIN JT UNIFIED

SCHOOL DISTRICT

Bargaining Unit(s) / Employee Groups: Tulelake Basin Teachers Association

Fiscal Year: 2020/21

Period Covered by the Agreement: 2021/22-2023/24

Date of Public Disclosure Board Meeting: May 26, 2021

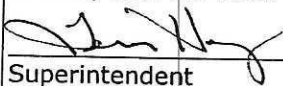
	Settlement Year	Subsequent Year 1	Subsequent Year 2
Cost of 1% Raise (should tie to Criteria Standards Review)	\$24,371.29		
Negotiated Percentage Change	0%	0%	0%
Cost of Salary Increase	39,000.00	39,000.00	0
Cost of Statutory Benefit Increase (STRS, PERS, OASDI, Medicare, UI, W/C)	2,541.39	2,541.39	0
Cost of Health and Welfare Benefit Increase (Medical, Dental, Vision, Life, etc.)	53,612.00	107,224.00	160,810.00
Other Cost Impact			
Funding Sources <u>General Fund</u>			
Total Cost	95,153.39	148,785.39	160,810.00

Other Explanations:

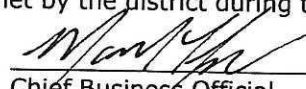
The District plans to use General Fund revenues and the General Fund ending balance to increase the benefits to the Teachers of TBJUSD, in order to retain and attract qualified teachers to improve student performance. The district has increased their H&W contribution, with the the intent of working toward H&W benefits moving off of the salary schedule. This expense has been included in all current and out year projections.

A one-time, off schedule stipend of \$1500.00 per Certificated staff member will be paid at the beginning of each of the 2021/22 and 2022/23 school years. This expense will be paid from the district's In Person Instruction grant.

I certify that the costs incurred under this agreement can be met by the district during the term of the agreement:


Superintendent

5/11/2021
Date


Chief Business Official

5/11/2021
Date

After Approval by Governing Board at Public Disclosure Board Meeting:

Board President/Clerk

Date

1. **Purpose:** Compliance with Government Code Section 3547-3547.5. To inform the public "of the issues that are being negotiated upon and have full opportunity to express their views to the public school employer, and to know the positions of their elected representatives". After the public has had the opportunity to express itself, the public school employer shall, at a meeting that is open to the public, adopt its initial proposal. The disclosure must include the following components: salaries, benefits, other compensation, other non-compensation costs, the percent increase of the total compensation for the average employee, the approximate cost to the LEA, the proposed source(s) of funding and any other major provisions not directly affecting costs, such as binding arbitration, grievance, procedures, etc.

2. **Costs:** Include additional costs (difference between old salaries and new salaries for each year. Include longevity, overtime, differential, one-time only and extra duty increases.

3. Who Must File: Districts providing additional salary/benefit over and above step and column, even if formal bargaining units are not established.

4. When to Make Available:

Modoc County Superintendent of Schools: Minimum of 5 days (10 days if qualified or negative certification) prior to public disclosure meetings/board date. Include Superintendent and Chief Business Official (is any) certification.

Public: Prior to the day of the public meeting (per Management Advisory 92-01), the number of days is determined locally.

Modoc County Superintendent of School: Resubmit with board signatures after adoption.

**PUBLIC DISCLOSURE OF SALARY AND BENEFIT NEGOTIATIONS
TENTATIVE SETTLEMENT**

TULELAKE BASIN JT UNIFIED
SCHOOL DISTRICT

Bargaining Unit(s) / Employee Groups: CSEA - Tullake chapter

Fiscal Year: 2020/21

Period Covered by the Agreement: 2021/22-2022/23


Date of Public Disclosure Board Meeting: May 26, 2021

	Settlement Year	Subsequent Year 1	Subsequent Year 2
Cost of 1% Raise (should tie to Criteria Standards Review)	\$10,601.10		
Negotiated Percentage Change	0%	0%	0%
Cost of Salary Increase	26,000.00	26,000.00	0.00
Cost of Statutory Benefit Increase (STRS, PERS, OASDI, Medicare, UI, W/C)	3,306.16	3,306.16	0.00
Cost of Health and Welfare Benefit Increase (Medical, Dental, Vision, Life, etc.)	0.00	0.00	0.00
Other Cost Impact			
Funding Sources General Fund In Person Instruction grant			
Total Cost	29,306.16	29,306.16	0.00

Other Explanations:

A one-time, off schedule stipend of \$1000.00 per Classified staff member will be paid at the beginning of each of the 2021/22 and 2022/23 school years. This expense will be paid from the district's In Person Instruction grant.

I certify that the costs incurred under this agreement can be met by the district during the term of the agreement:


Superintendent


Date


Chief Business Official


Date

After Approval by Governing Board at Public Disclosure Board Meeting:

Board President/Clerk

Date

- 1. Purpose:** Compliance with Government Code Section 3547-3547.5. To inform the public "of the issues that are being negotiated upon and have full opportunity to express their views to the public school employer, and to know the positions of their elected representatives". After the public has had the opportunity to express itself, the public school employer shall, at a meeting that is open to the public, adopt its initial proposal. The disclosure must include the following components: salaries, benefits, other compensation, other non-compensation costs, the percent increase of the total compensation for the average employee, the approximate cost to the LEA, the proposed source(s) of funding and any other major provisions not directly affecting costs, such as binding arbitration, grievance, procedures, etc.
- 2. Costs:** Include additional costs (difference between old salaries and new salaries for each year. Include longevity, overtime, differential, one-time only and extra duty increases.
- 3. Who Must File:** Districts providing additional salary/benefit over and above step and column, even if formal bargaining units are not established.
- 4. When to Make Available:**
Modoc County Superintendent of Schools: Minimum of 5 days (10 days if qualified or negative certification) prior to public disclosure meetings/board date. Include Superintendent and Chief Business Official (is any) certification.
Public: Prior to the day of the public meeting (per Management Advisory 92-01), the number of days is determined locally.
Modoc County Superintendent of School: Resubmit with board signatures after adoption.

FINANCIAL REPORTS

Tulelake Basin Joint Unified School District

Current Unreconciled Cash Balances as of May 19, 2021

Account	May 19, 2021	April 21, 2021		March 17, 2021		February 17, 2021		January 20, 2021		December 9, 2020
	Current Balance	Prior Balance	Prior Balance	Prior Balance	Prior Balance	Prior Balance	Prior Balance	Prior Balance	Prior Balance	Prior Balance
Fund 01 - General Fund	\$1,124,940.36	\$831,315.55	\$744,472.00	\$1,099,489.76	\$1,517,910.59	\$764,625.62				
Fund 11 - Adult Education Fund	\$81,566.27	\$85,532.90	\$77,739.78	\$82,510.18	\$51,573.92	\$56,596.73				
Fund 13 - Cafeteria Fund	\$64,486.54	\$59,700.80	\$27,583.27	\$20,326.79	\$38,616.29	\$38,105.57				
Fund 17 - Special Reserve Fund	\$4,072.66	\$4,063.84	\$4,063.84	\$4,063.84	\$4,054.01	\$4,054.01				
Fund 40 - Capital Outlay Fund	\$878.18	\$876.27	\$876.27	\$880.61	\$878.48	\$878.48				
Edward Jones	\$2,226,946.15	\$2,226,332.51	\$2,217,802.93	\$2,217,802.93	\$2,217,189.32	\$2,209,367.01				
Reserve Account	\$256,123.67	\$256,119.46	\$256,115.11	\$256,111.18	\$256,106.83	\$256,102.48				
	\$3,759,003.83	\$3,463,941.33	\$3,328,653.20	\$3,681,185.29	\$4,086,329.44	\$3,329,729.90				

Account	May 20, 2020	April 23, 2020		March 16, 2020		February 20, 2020		January 22, 2020		December 13, 2019	
	Prior Balance	Prior Balance	Prior Balance	Prior Balance	Prior Balance	Prior Balance	Prior Balance	Prior Balance	Prior Balance	Prior Balance	Prior Balance
Fund 01 - General Fund	\$676,322.48	\$542,451.51	\$285,557.18	\$556,609.71	\$883,564.74	\$400,964.65					
Fund 11 - Adult Education Fund	\$33,363.02	\$38,621.16	\$41,969.57	\$47,339.70	\$51,396.55	\$55,133.38					
Fund 13 - Cafeteria Fund	\$51,624.81	\$63,174.42	\$67,590.30	\$60,577.62	\$68,128.90	\$43,940.50					
Fund 17 - Special Reserve Fund	\$4,028.00	\$4,012.31	\$4,012.31	\$4,012.31	\$4,012.31	\$3,991.58					
Fund 40 - Capital Outlay Fund	\$931.90	\$917.31	\$3,730.82	\$3,730.82	\$3,730.82	\$3,991.58					
Edward Jones	\$2,118,637.39	\$2,117,986.42	\$2,110,681.45	\$2,106,830.18	\$2,103,589.62	\$2,095,239.38					
Reserve Account	\$256,072.45	\$256,068.24	\$256,063.89	\$256,059.82	\$256,055.47	\$256,051.12					
	\$3,140,980.05	\$3,023,231.37	\$2,769,605.52	\$3,035,160.16	\$3,370,478.41	\$2,859,032.16					

TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT
Cash Flow Projections- FY2020/2021

Rsrc	Program Title	2020/21		TOTAL CASH RECEIVED	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
		AWARD AMT	Prior Yr. Funds												
0012	MAA	6,350.04		12,789.78											
0200	Mandated Costs	15,186.00		15,186.00											
1100	Lottery	58,599.00	7,916.71	48,342.10					15,186.00				3,276.66		
3010	Title I	214,400.00		135,743.00			7,916.71			21,198.25					
3210	CARES-ESSER	132,205.00		33,236.00						43,959.00			19,227.14		
3215	Learning Loss Mitigation					33,051.00									42,738.00
3220	Learning Loss Mitigation	414,253.00		414,253.00						6,210.00					
4035	Title II, Part A	21,198.00		10,069.00											
4126	Title V, Part B	6,304.00		0.00											
4127	Title IV	11,792.00		0.00											
4128	NSAEC	0.00	2,128.50	0.00											
4203	Title III, LEP	24,102.00		5,701.00						5,701.00					
6010	After School Education & Safety	176,317.00		19,035.00	12,561.00										
6300	Lottery-Prop 20	20,682.00		114,606.46						114,606.46					6,474.00
6387	CTE Incentive Grant	170,171.00		9,708.16			8,578.02			132.51					
6690	TUPE	0.00	36,207.48	340,343.10		170,172.00							997.63		
7010	Ag Incentive	21,486.00	2,599.00	0.00											170,171.10
7311	Classified Employee Prof Dev	0.00		24,085.00		2,599.00				12,347.00					9,139.00
7388	COVID-19	0.00		0.00											
7420	Learning Loss Mitigation	40,860.00		0.00											
7422	IPI	164,654.00		40,860.00			40,860.00								
7425	ELO-IA	312,132.60		82,327.00											82,327.00
7426	ELO	34,681.40		156,066.30											155,066.30
7510	Low Performing Student	0.00		17,340.70											17,340.70
0000	LCFF	2,605,413.00		1,859,149.00	378,373.00	378,373.00	378,373.00	378,373.00			151,349.00	99,076.00		46,715.00	
	Prior Year - 8019	0.00	595,127.00	580,931.00	595,127.00							(7,238.00)		(3,413.00)	
1400	One-time discretionary														
EPA		1,113,293.00	(227,833.00)	608,076.00	(227,833.00)		259,196.00			259,195.00					
0000	SELPA EIPS Grant	0.00		0.00									317,518.00		
0000	Property Taxes	1,375,018.00		1,394,376.86	21,643.11	43.31				843,041.76		2,998.33		506,482.02	
0000	ERAF			(53,850.82)	(25,551.30)			20,168.33			(28,299.52)				
0000	Forest Reserves	98,340.00		53,613.11											
0000	Interest	10,000.00		8,876.16	1,898.15			1,920.44						2,427.78	
0000	Other	223,951.00		106,371.21				76,244.63					13,271.69	2,109.00	
0000	Transfers	(30,000.00)	(137,846.89)	(284,497.89)		(137,846.89)				(5,000.00)					
				7,241,388.04	424,723.71	5,752,736.23	781,769.26	529,006.41	15,186.00	1,301,390.98	68,124.38	94,836.33	399,263.12	604,308.80	435,044.10



EDJ TULELAKE BASIN JOINT UNIFIED SCH
ACCOUNT NUMBER: [REDACTED]

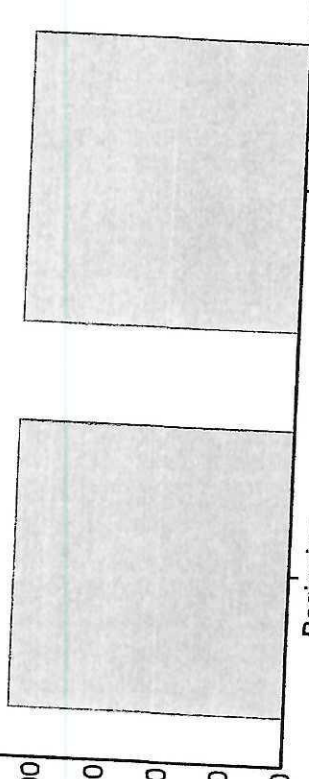
MARKET VALUE SUMMARY

	Current Period 04/01/21 to 04/30/21	Year-to-Date 01/01/21 to 04/30/21
Beginning Market Value	\$2,206,346.61	\$2,207,810.56
Taxable Interest		9,756.83
Fees and Expenses	613.64	-125.00
Change in Investment Value	-1,117.93	-11,600.07
Ending Market Value	\$2,205,842.32	\$2,205,842.32

Current Period 04/01/21 to 04/30/21

Change: -504.29

\$2,500,000
\$2,000,000
\$1,500,000
\$1,000,000
\$500,000
\$0



Beginning
MV
\$2,206,346.61

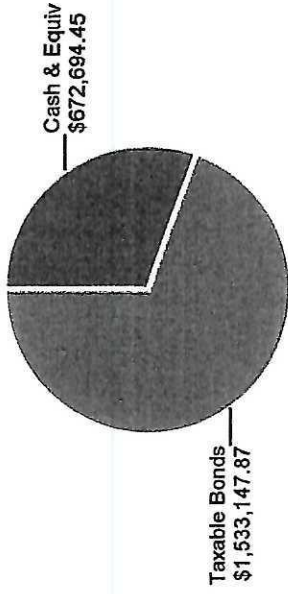
Ending
MV
\$2,205,842.32



EDJ TULELAKE BASIN JOINT UNIFIED SCH
ACCOUNT NUMBER: [REDACTED]

ASSET SUMMARY

Assets	Current Period Market Value	% of Total	Estimated Annual Income
Cash & Equivalents	672,694.45	30.50	40.27
Taxable Bonds	1,533,147.87	69.50	35,048.00
Total Market Value	\$2,205,842.32	100.00	\$35,088.27

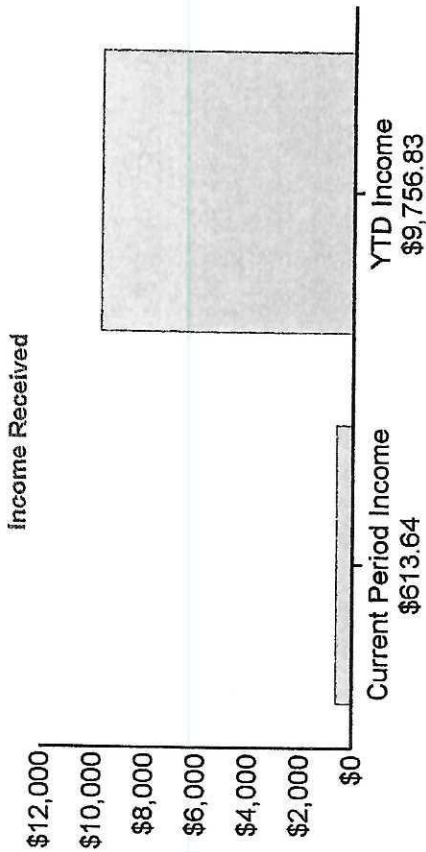




EDJ TULELAKE BASIN JOINT UNIFIED SCH
ACCOUNT NUMBER: [REDACTED]

INCOME SUMMARY

	Income Received Current Period	Income Received YTD
Taxable Interest	613.64	9,756.83
Total Current Period Income	\$613.64	\$9,756.83





EDJ TULELAKE BASIN JOINT UNIFIED SCH
ACCOUNT NUMBER: [REDACTED]

CASH SUMMARY

	Principal Cash	Income Cash	Total Cash
Beginning Cash 04/01/2021			
Taxable Interest	-\$275,449.87	\$275,449.87	\$0.00
Net Money Market Activity	-613.64	613.64	613.64
Ending Cash 04/30/2021	-\$276,063.51	\$276,063.51	\$0.00



EDJ TULELAKE BASIN JOINT UNIFIED SCH
ACCOUNT NUMBER: [REDACTED]

ASSET DETAIL

Security Description	Shares/Face Amt	Price	Market Value	Tax Cost	Unrealized Gain/Loss	Percent of Total Portfolio	Estimated Annual Income	Estimated Current Yield
Cash & Equivalents								
Cash/Money Market								
First American Government - 31846V203 Oblig Fd Cl Y #3763	672,694.450	1.0000	672,694.45	672,694.45	0.00	30.5	40.27	0.01
Total Cash/Money Market			\$672,694.45	\$672,694.45	\$0.00	30.5	\$40.27	
Cash								
Principal Cash			-276,063.51	-276,063.51		-12.5		
Income Cash			276,063.51	276,063.51		12.5		
Total Cash			\$0.00	\$0.00	\$0.00	0.0	\$0.00	
Total Cash & Equivalents								
			\$672,694.45	\$672,694.45	\$0.00	30.5	\$40.27	
Investable Bonds								
Corporate Issues								
Capital One Bank (USA) - 140420F62 50 09/21/2021	88,000.000	100.5640	88,496.32	88,000.00	496.32	4.0	1,452.00	1.64
Wells Fargo Bk N A Sioux Falls Sd - 949763CQ7 50 11/16/2021	245,000.000	100.9560	247,342.20	245,000.00	2,342.20	11.2	4,410.00	1.78



DJ TULELAKE BASIN JOINT UNIFIED SCH
ACCOUNT NUMBER: [REDACTED]

ASSET DETAIL (continued)

Security Description	Shares/Face Amt	Price	Market Value	Tax Cost	Unrealized Gain/Loss	Percent of Total Portfolio	Estimated Annual Income	Estimated Current Yield
Morgan Stanley Dean Witter Bank Inc - 61747MX55 C D 3.000 05/10/2022	245,000.000	102.9930	252,332.85	245,000.00	7,332.85	11.4	7,350.00	2.91
Citibank Na - 17312QL49 C D 3.000 05/11/2022	58,000.000	103.0010	59,740.58	58,000.00	1,740.58	2.7	1,740.00	2.91
Amerant Bank Na - 02357QAF4 C D 1.850 12/20/2022	150,000.000	102.8220	154,233.00	150,000.00	4,233.00	7.0	2,775.00	1.80
Sallie Mae Bank - 795450L29 C D 2.800 02/22/2023	225,000.000	104.8280	235,863.00	225,000.00	10,863.00	10.7	6,300.00	2.67
Bank Hapoalim Bm Ny - 06251AW48 C D 2.900 03/25/2024	241,000.000	107.7520	259,682.32	241,000.00	18,682.32	11.8	6,989.00	2.69
Raymond James Bk Natl Assn ST - 75472RAK7 C D 1.800 11/08/2024	224,000.000	105.1150	235,457.60	224,000.00	11,457.60	10.7	4,032.00	1.71
Total Corporate Issues			\$1,533,147.87	\$1,476,000.00	\$57,147.87	69.5	\$35,048.00	
Total Taxable Bonds			\$1,533,147.87	\$1,476,000.00	\$57,147.87	69.5	\$35,048.00	
Total Assets			\$2,205,842.32	\$2,148,694.45	\$57,147.87	100.0	\$35,088.27	
Estimated Current Yield								1.59



EDJ TULELAKE BASIN JOINT UNIFIED SCH
ACCOUNT NUMBER: [REDACTED]

ASSET DETAIL MESSAGES

Time of trade execution and trading party (if not disclosed) will be provided upon request.

Publicly traded assets are valued in accordance with market quotations or valuation methodologies from financial industry services believed by us to be reliable. Assets that are not publicly traded may be reflected at values from other external sources. Assets for which a current value is not available may be reflected at a previous value or as not valued, at par value, or at a nominal value. Values shown do not necessarily reflect prices at which assets could be bought or sold. Values are updated based on internal policy and may be updated less frequently than statement generation.

Estimated Current Yield and Estimated Annual Income are estimates provided for informational purposes only and should not be relied on for making investment, trading, or tax decisions. The estimates may not represent the actual value earned by your investments and they provide no guarantee of what your investments may earn in the future.



EDJ TULELAKE BASIN JOINT UNIFIED SCH

ACCOUNT NUMBER: [REDACTED]

TRANSACTION DETAIL

Date Posted	Activity	Description	Income Cash	Principal Cash	Tax Cost
Beginning Balance 04/01/2021					
04/01/21	Asset Income	Interest Earned On First Am Govt Ob Fd Cl Y Interest From 3/1/21 To 3/31/21	\$275,449.87 3.40	-\$275,449.87	\$2,148,080.81
04/16/21	Asset Income	Interest Earned On Wells Fargo Bk C D 1.800% 11/16/21 0.001529 USD/\$1 Pv On 245,000 Par Value Due 4/16/21	374.55		
04/20/21	Asset Income	Interest Earned On Amerant Bank Na C D 1.850% 12/20/22 0.001571 USD/\$1 Pv On 150,000 Par Value Due 4/20/21	235.69		
	Purchase	Combined Purchases For The Period 4/ 1/21 - 4/30/21 Of First Am Govt Ob Fd Cl Y		-613.64	613.64
Ending Balance 04/30/2021			\$276,063.51	-\$276,063.51	\$2,148,694.45



EDJ TULELAKE BASIN JOINT UNIFIED SCH

ACCOUNT NUMBER: [REDACTED]

BOND SUMMARY



MATURITY	Par Value	Market Value	Percentage of Category
2021	333,000.00	335,838.52	21.91
2022	453,000.00	466,306.43	30.42
2023	225,000.00	235,863.00	15.38
2024	465,000.00	495,139.92	32.29
Total of Category	\$1,476,000.00	\$1,533,147.87	100.00

MOODY'S RATING			
I/A	715,000.00	735,538.05	47.98
NOT RATED	761,000.00	797,609.82	52.02
Total of Category	\$1,476,000.00	\$1,533,147.87	100.00



DJ TULELAKE BASIN JOINT UNIFIED SCH
CCOUNT NUMBER: [REDACTED]

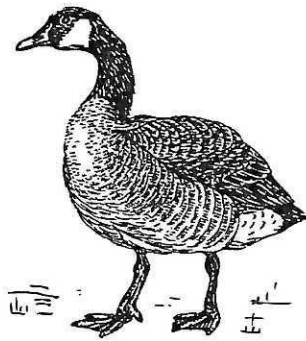
BOND SUMMARY (continued)

	Par Value	Market Value	Percentage of Category
S&P RATING			
NOT RATED	1,476,000.00	1,533,147.87	100.00
Total of Category	\$1,476,000.00	\$1,533,147.87	100.00

BOND SUMMARY MESSAGES

Data contained within this section excluded Mutual Funds, Exchange Traded Funds, and Closed-Ended Funds.

ATHLETIC REPORTS



Honker Athletic Report

May 2021

Athletics:

*Baseball and Softball finished their seasons. The awards night was May 17th with a softball game (boys vs girls). We cooked hot dogs for the players and coaches.

*Track season finished. We hosted a "Mini Meet" here with Big Valley and Butte Valley. I appreciate the help of the many volunteers- it turned out to be a great day and everyone was very appreciative of the opportunity.

*Soccer has 28 players this year. Several new players are out since basketball was unable to happen this year. Only 4 scheduled games for the season since several teams are unable to play or have had covid outbreaks.

*Scheduling Football, Volleyball, and Soccer with "normal" seasons in the fall. Most will start around August 1st. We need a football coach.

ELEMENTARY REPORT



Elementary Board Report

May 2021

- 6th grade visitation to the high school is on May 28th.
- Each class gets to go on 1 field trip for end of the year activities. Each class chose to go to the Lava Beds, Moore Park, Malin Park, Tulelake Park, or Juanita Lake.
- We will have our 3rd-6th Field Day on June 8th.
- We will have our K-2 Water Day/field day on June 9th.
- Awards will be given out on June 10th.
- 6th grade Softball game vs the staff will be on June 11th.

Thank you to all of the staff, parents, and community members who have made this year possible. We made it!

HIGH SCHOOL REPORT SUPERINTENDENT REPORT

Memo

To: Teresa Healy
From: Mark Mahan
CC: Board of Trustees
Date: May 17, 2021
Re: Enrollment for 2019/20 and 2020/21 schools years

	Sep-19	Sep-20	Oct-19	Oct-20	Nov-19	Nov-20	Dec-19	Dec-20	Jan-20	Jan-21	Feb-20	Feb-21	Mar-20	Mar-21	Apr-20	Apr-21	May-20	May-21
TBES	235	224	235	224	226	217	227	213	223	218	226	217	227	218	228	217	228	222
THS	179	193	178	194	179	194	177	196	177	195	179	191	180	190	180	191	180	187
Total	414	417	413	418	405	411	404	409	400	413	405	408	407	408	408	408	408	409
Difference			3	5	5	6		5	5	13	3	3	1	1		0		1
Average			3	4	4	4.67		4.75	6.40	5.83	5.14	4.50						4.11

P1 ADA		
	2019/20	2020/21
K-8	265.33	
9-12	111.33	

P2 ADA		
	2019/20	2020/21
K-8	259.75	
9-12	110.22	

CONSENT AGENDA

Superintendent
Teresa Healy

Board Members
Jordan Dodson
Nick Scott
Carrie Guthrie
Myra Chavoya-Perez
Kevin Nicholson

**TULELAKE BASIN JOINT
UNIFIED SCHOOL DISTRICT**
Regular Board Meeting
April 28, 2021
Closed Session: 5:00 p.m.
Open Session: 6:00 p.m.
District Conference Room
400 G Street, Tulelake, CA

Meeting facilities are accessible to persons with disabilities. By request, alternative agenda document formats are available to persons with disabilities. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate persons with a disability to participate in a public meeting please provide a written request to the Superintendent at the Tulelake Basin Joint Unified School District Office at least three working days prior to any public meeting. This meeting is being recorded.

MINUTES

Call to Order by Presiding Officer Dodson, at 5:12 p.m.

Roll Call:	Jordan Dodson, President	present
	Myra Chavoya-Perez, Clerk	present
	Carrie Guthrie, Member	present
	Nick Scott, Member	present
	Kevin Nicholson, Member	present
	Teresa Healy, Superintendent	present

APPROVAL of AGENDA

[Motion Chavoya-Perez, Second Nicholson 5/0/0]

PUBLIC COMMENTS ON CLOSED SESSION AGENDA:

Under this item, the public is invited to address the Board regarding items that are on the Closed Session agenda. Speakers are limited to three minutes each. Please introduce yourself to the board. The Board is not allowed under the law to take action on matters that are not listed on the agenda.

Motion to go into Closed Session.

[Motion Scott, Second Guthrie 5/0/0]

CLOSED SESSION AGENDA

The board will adjourn to closed session to discuss:

- 1. PERSONNEL: PUBLIC EMPLOYEE EMPLOYMENT:** Government Code § 54957
Recommendations for Approval: a) Accept Letter of Resignation - Football Coach
b) Ratify Employment of Special Ed Teachers beginning 21/22 School Year
c) Ratify Employment of Special Ed Para Professionals beginning 21/22 School Year
d) Ratify Employment of Elementary Teacher beginning 21/22 School Year
- 2. PERSONNEL:** Closed Session – Government Code § 54957
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (Various Certificated and Classified Employees)
- 3. PERSONNEL:** Closed Session – Government Code § 54957
PUBLIC EMPLOYEE PERFORMANCE EVALUATION:
- 4. STUDENTS:** Graduation Waivers
- 5. POTENTIAL LITIGATION:** Closed Session - Government Code § 54956.9
- 6. NEGOTIATIONS:** Conference with labor negotiator pursuant to {Government Code § 54957.6}:
Agency Negotiator: Teresa Healy; Employee Organization: Classified School Employees’ Association (CSEA)
- 7. NEGOTIATIONS:** Conference with labor negotiator pursuant to {Government Code § 54957.6}: Agency Negotiator: Teresa Healy; Employee Organization: California Teacher’s Association, Tulelake Basin Teacher’s Association (CTA, TBTA)

Motion to come out of Closed Session

[Motion Guthrie, Second Scott 5/0/0]

*****Pledge of Allegiance*****

Reporting of Closed session Items:

1. PERSONNEL: PUBLIC EMPLOYEE EMPLOYMENT: Government Code § 54957

Recommendations for Approval: a) Accept Letter of Resignation – Football Coach
b) Ratify Employment of Special Ed Teachers beginning 21/22 School Year
c) Ratify Employment of Special Ed Para Professionals beginning 21/22 School Year
d) Ratify Employment of Elementary Teacher beginning 21/22 School Year

[Motion Scott, Second Guthrie 5/0/0]

2. PERSONNEL: Closed Session – Government Code § 54957

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (Various Certificated and Classified Employees)

3. PERSONNEL: Closed Session – Government Code § 54957

PUBLIC EMPLOYEE PERFORMANCE EVALUATION:

[Motion Nicholson, Second Chavoya-Perez 5/0/0]

4. STUDENTS: Graduation Waivers

5. POTENTIAL LITIGATION: Closed Session - Government Code § 54956.9

6. NEGOTIATIONS: Conference with labor negotiator pursuant to {Government Code § 54957.6}:
Agency Negotiator: Teresa Healy; Employee Organization: Classified School Employees' Association (CSEA)

7. NEGOTIATIONS: Conference with labor negotiator pursuant to {Government Code § 54957.6}: Agency Negotiator: Teresa Healy; Employee Organization: California Teacher's Association, Tulelake Basin Teacher's Association (CTA, TBTA)

REPORTS

1. Financial Reports presented by Mrs. Thompson.
a. Cash Balances Report
b. Cash Flow Report
c. Edward Jones Investment Statement

2. Athletic Report presented by Mrs. Brown.

3. Elementary Principal Report presented by Dr. Butler.

4. Principal/Superintendent Reports presented by Mrs. Healy.
a. District Enrollment is holding at the present time – we have gained a few and lost a few.
In addition she reported that the Ford Scholarship Interviews are going to be held the 1st week in May, 3 students have received the TASC Scholarships and 4 have received McConnell Scholarships. CAASPP Testing is in progress, working on Graduation/Promotion details with COVID restrictions at present. Thank you to Teresa Evans and Natalie Scott for their work on the Student Health Screenings.

5. Board Member Reports
Member Scott reported that he was happy to see the TES video and that our kids have been able to be out and play some sports.
Member Nicholson echoed this.
Member Guthrie thanked TES Staff for their work on the video, happy that Baseball is happening and our kids are out enjoying themselves.
Clerk Chavoya-Perez happy to see that sports are happening.
President Dodson had no comments.

PUBLIC COMMENTS ON ITEMS NOT ON AGENDA: Under this item, the public is invited to address the Board regarding items that are not on tonight’s agenda. Speakers are limited to three minutes each. Please introduce yourself to the board. The Board is not allowed under the law to take action on matters that are not on the agenda. The public will have the opportunity to comment on all agenda items as they are presented this evening.

Community Member Lydia Gil reported on the Tulelake Shindig scheduled for August 14th. She invited those who wanted to participate to contact her. In addition she announced that 2 students received the Tulelake Shindig Scholarships with the funds raised last year.

CONSENT AGENDA

The consent agenda, if approved, will be recorded in the minutes as if each item had been acted upon individually. Requests by members of the board to have any item taken off the consent agenda for discussion will be honored without debate. Requests by the public to have an item taken off the consent agenda will be considered prior to the Board taking action.

Motion That all consent items to be approved as recommended by the superintendent.
Alternative Motion That consent items with the exception of (name items) be approved as recommended by the Superintendent

Approval of Consent Agenda

- 1. **Review of consent agenda**
- 2. **Approval of consent agenda** [Motion Guthrie, Second Scott 5/0/0]

- 1. **Administration**
 - 1.1 **Approve Minutes.**
 - 1.1.1 Approve the Minutes of the Board Workshop March 19, 2021
 - 1.1.2 Approve the Minutes of the Regular Meeting March 24, 2021
 - 1.1.3 Approve the Minutes of the Special Meeting April 14, 2021

- 2. **Budget and Finance**
 - 2.1 Bills Listing

- 3. **Board Policies**
 - 3.1 **Second Reading/Approval of Revised Board Policies/Administrative Regulations – March 2021**
 - Board Policy 3110 - Transfer of Funds
 - Board Policy 3230 - Federal Grant Funds
 - Administrative Regulation 3230 - Federal Grant Funds
 - Administrative Regulation 3311.2 - Lease-Leaseback Contracts
 - Administrative Regulation 3311.3 - Design-Build Contracts
 - Administrative Regulation 3320 - Claims and Actions Against the District
 - Board Policy 3452 - Student Activity Funds
 - Board Policy 3600 - Consultants
 - Exhibit 4112.9/4212.9/4312.9 - Employee Notifications
 - Administrative Regulation 4161.2/4261.2/4361.2 - Personal Leaves
 - Administrative Regulation 4161.8/4261.8/4361.8 - Family Care and Medical Leave
 - Board Policy 6142.8 - Comprehensive Health Education
 - Administrative Regulation 6142.8 - Comprehensive Health Education
 - Board Policy 7210 - Facilities Financing

END OF CONSENT AGENDA

ACTION ITEMS

- A. Student Placement Agreement with California State University Chico
- B. Memorandum of Understanding between MCOE and TBJUSD for Technology Services Provided by Shasta Union High School District.
- C. Approve Regular and Long Term Certificated Substitute Pay Rates: \$160.00 per day regular \$175.00 Long Term
- D. Approve THS 2021-2022 Course Planner [Motion Scott, Second Nicholson 5/0/0]
- E. Review/Discussion of Board By-Laws: 9100 Organization
9110 Terms of Office
9121 President
9130 Board Committees [Motion Guthrie, Second Chavoya-Perez 5/0/0]

CORRESPONDENCE

- A. Letter from Leslie Corder, MCOE Director of Fiscal Services regarding Second Interim Report

BOARD MEMBER REQUEST FOR ITEMS FOR NEXT REGULAR BOARD MEETING

- 1. Items from the Board Calendar
- 2. Next Regular Board Meeting – May 26, 2021 June 30, 2021

ADJOURNMENT: Time: 6:37p.m.

[Motion Guthrie, Second Chavoya-Perez 5/0/0]

TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

Special Board Meeting Board of Trustees

**Tuesday
May 18, 2021
Open Session 11:00 am
District Conference Room**

Meeting Facilities are accessible to persons with disabilities. By request, alternative agenda document formats are available to persons with disabilities. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate persons with a disability to participate in a public meeting please provide a written request to the Superintendent at the Tulelake Basin Joint Unified School District Office at least three working days prior to any public meeting.

MINUTES

Call to Order by Presiding Officer Dodson, at 11:05 a.m.

Roll Call: Jordan Dodson, President
Myra Chavoya-Perez, Clerk
Carrie Guthrie, Member
Nick Scott, Member
Kevin Nicholson, Member
Teresa Healy, Superintendent

present
present
present at 11:10 a.m. due to road construction
present
present
present

[Motion Scott, Second Chavoya-Perez 4/0/1]

Approval of Agenda

Pledge of Allegiance

PUBLIC COMMENTS ON CLOSED SESSION AGENDA:

Under this item, the public is invited to address the Board regarding items that are on the Closed Session agenda. Speakers are limited to three minutes each. Please introduce yourself to the board. The Board is not allowed under the law to take action on matters that are not listed on the agenda.

Community Member Tricia Plass spoke to the agenda item.

I. Motion to go into Closed Session.

[Motion Nicholson, Second Scott 4/0/1]

II. CLOSED SESSION

- 1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/COMPLAINT -Government Code §54957**
- 2. BOARD EVALUATION**

Motion to come out of Closed Session.

[Motion Guthrie, Second Nicholson 5/0/0]

Reporting of Closed Session Items – No Reports out of Closed Session.

III. ADJOURNMENT: Time 11:49 a.m.

[Motion Chavoya-Perez, Second Scott 5/0/0]

Bank Account COUNTY - County AP									
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax Expense Amount
Check # 30059510, Dated 04/27/2021, Printed (000847), PO# PO21-00325, BatchId AP04272021D									
AP Vendor Arclight Dynamics LLC (001029/1)									
20495 Murray Road #115									
Bend, OR 97701									
F	2020/21	04/19/21	VR21-00326	DTHC IV Card	12829	Paid	Printed	592.28	592.28
2021 01. 6387. 0. 3800. 1000. 4400. 670.									
Check # 30059511, Dated 04/27/2021, Printed (000847), PO#, BatchId AP04272021D									
Direct Vendor Canon Financial Services Inc. (000913/1)									
14904 Collections Center Drive									
Chicago, IL 60693-0149									
2020/21	04/20/21			Contract Charge for	26539305	Paid	Printed	718.73	718.73
Copiers									
2021 01. 0000. 0. 0000. 7550. 5630. 670.									
Check # 30059512, Dated 04/27/2021, Printed (000847), PO# PO21-00191, BatchId AP04272021D									
AP Vendor College Of The Siskiyous (000108/2)									
800 College Avenue									
Weed, CA 96094									
2020/21	04/12/21	VR21-00192		COS Fall and Spring	101309	Paid	Printed	196.00	196.00
Enrollment									
2020-2021									
2021 01. 0000. 0. 1110. 1000. 5800. 272.									
Check # 30059513, Dated 04/27/2021, Printed (000847), PO# PO21-00025, BatchId AP04272021D									
AP Vendor Ed Staub & Sons (000143/2)									
PO Box 488									
Klamath Falls, OR 97601-0339									
2020/21	04/12/21	VR21-00025		Propane and Fuel for	4626712	Paid	Printed	336.54	336.54
ALL SITES									
2021 01. 0000. 0. 0000. 8200. 5502. 071.									
2021 01. 0000. 0. 0000. 8200. 5502. 670.									
2021 01. 0000. 0. 0000. 8200. 5506. 272.									
2021 01. 0672. 0. 8100. 8200. 5506. 670.									
2021 01. 8100. 0. 0000. 8100. 4300. 670.									
2021 13. 5310. 0. 0000. 8200. 5506. 670.									
2020/21	04/20/21	VR21-00183		Propane	4718363	Paid	Printed	445.66	445.66
Selection See last page for selection criteria									
								ESCAPE	ONLINE
Page 1 of 22									

Bank Account COUNTY - County AP									
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymnt Status	Check Status	Invoice Amount	Expense Amount
Check # 30059513, Dated 04/27/2021, Printed (000847), PO# PO21-00182,Batchld AP04272021D (continued)									
AP Vendor	Ed Staub & Sons (000143/2)		(continued)						
2020/21	04/20/21	VR21-00183	Propane	4718363 (continued)	04/26/21	Paid	Printed	(continued)	(continued)
	2021	01.	7010.	0.	3800.	1000.	4300.	272.	
2020/21	04/19/21		Fuel Cardlock	CL 4660631	04/26/21	Paid	Printed	1,102.06	1,102.06
			Charges April1 - 15						
	2021	01.	0000.	0.	0000.	3600.	4311.	670.	
	2021	01.	0000.	0.	0000.	8101.	4311.	670.	829.57
	2021	01.	0000.	0.	1110.	4200.	4311.	272.	123.24
	2021	01.	7010.	0.	3800.	1000.	4311.	272.	80.45
	2021	01.	7010.	0.	3800.	1000.	4311.	272.	68.80
Check # 30059514, Dated 04/27/2021, Printed (000847), PO# PO21-00294,Batchld AP04272021D								Check Amount for 30059513	1,884.26
AP Vendor	The Flippen Group, L.L.C. (000820/1)								
	1199 Haywood Drive								
	College Station, TX 77845								
F	2020/21	04/20/21	VR21-00295	Virtual LeadWorthy	63197	Paid	Printed	295.00	295.00
				Certification 4/5/21					
	2021	01.	3215.	0.	1110.	1000.	5800.	670.	
Check # 30059515, Dated 04/27/2021, Printed (000847), PO# PO21-00349,Batchld AP04272021D								Check Amount for 30059514	295.00
AP Vendor	The Home Depot Pro (000511/4)								
	PO Box 742440								
	Los Angeles, CA 90074-2440								
2020/21	04/19/21	VR21-00350	THS Janitorial	608580064	04/26/21	Paid	Printed	705.32	705.32
			Supplies						
	2021	01.	0000.	0.	0000.	8200.	4300.	272.	
2020/21	04/20/21	VR21-00328	Janitorial Supplies	609094420	04/26/21	Paid	Printed	151.31	151.31
	2021	01.	0000.	0.	0000.	8200.	4300.	071.	
F	2020/21	04/19/21	VR21-00363	Scrub grip to repair	60909443	Paid	Printed	96.26	96.26
			floor scrubber						
	2021	01.	0000.	0.	0000.	8200.	4300.	272.	
2020/21	04/26/21	VR21-00350	THS Janitorial	611745795	04/26/21	Paid	Printed	2,046.71	2,046.71
			Supplies						
	2021	01.	0000.	0.	0000.	8200.	4300.	272.	

Check # 30059516, Dated 04/27/2021, Printed (000847), PO# PO21-00326,Batchld AP04272021D

Check Amount for 30059515 2,999.60

Selection See last page for selection criteria

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ReqPay05e

Payment Register by Check #

Bank Account COUNTY - County AP										
Req#Payuse										
					Payment Id	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount

Check # 30059516, Dated 04/27/2021, Printed (000847), PO# PO21-00326,BatchId AP04272021D

Check # 30059516, Dated 04/27/2021, Amount \$1,011.19													
AP Vendor		Georgie's Ceramic & Clay Co. (000836/2) 756 NE Lombard Portland, OR 97211											
F	2020/21	04/19/21	VR21-00327	Clay and Tools	00904736	04/26/21	Paid	Printed	494.96	22.66	517.62		
		2021	01. 6300. 0. 1110. 1000. 4300. 272.				517.62						
F	2020/21	04/19/21	VR21-00376	Art Supplies for Individual Student use	00904919	04/26/21	Paid	Printed	516.23	33.84	550.07		
		2021	01. 3210. 0. 1110. 1000. 4300. 670.				550.07						
									Check Amount for 30059516				1,011.19

Check # 30059517, Dated 04/27/2021, Printed (000847), PO# PO21-00305,BatchId AP04272021D

Check # 30059517, Dated 04/27/2021, Printed 00												
--	--	--	--	--	--	--	--	--	--	--	--	--

Check # 30059518, Dated 04/27/2021, Printed (000847), PO# PO21-00173,BatchId AP04272021D

Check # 30059518, Dated 04/27/2021, Printed 0000472908, 1030												
AP Vendor		Home Depot Credit Services (000194/5)										
		Dept. 32-2149472908										
		PO Box 9001030										
		Louisville, KY 40290-1030										
2020/21	04/12/21	04/12/21	VR21-00174	Drinking Fountain concrete and Supplies	8044191	04/26/21	Paid	Printed	217.19	15.75	232.94	
		2021	01. 8100. 0. 0000. 8100. 4300. 670.				232.94					
2020/21	04/12/21	04/12/21	VR21-00247	Materials and Supplies	8044194	04/26/21	Paid	Printed	183.19	13.28	196.47	
		2021	01. 8100. 0. 0000. 8100. 4300. 670.				196.47					
										ESCAPE		ONLINE

Selection See last page for selection criteria

ESCAPE ONLINE

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Bank Account COUNTY - County AP										
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 30059518, Dated 04/27/2021, Printed (000847), PO# PO21-00246,Batchld AP04272021D (continued)										
AP Vendor	Home Depot Credit Services (000194/5) (continued)									
Check # 30059519, Dated 04/27/2021, Printed (000847), PO# PO21-00324,Batchld AP04272021D										
AP Vendor	K & K Produce (000949/1) P.O. Box 144 Alturas, CA 96101									
2020/21	04/16/21	VR21-00325	Food and Supplies for Cafeterias	506627	04/26/21	Paid	Printed	5,551.10		5,551.10
	2021	13	5310	0	0000	3700	4700	670		
Check # 30059520, Dated 04/27/2021, Printed (000847), PO# ,Batchld AP04272021D										
Direct Vendor	Lozano Smith, LLP (000587/1) 7404 North Spalding Fresno, CA 93720-3370									
2020/21	04/16/21		Legal Issues	2100106233107	04/26/21	Paid	Printed	855.00		855.00
	2021	01	0000	0	0000	7100	5800	670		
Check # 30059521, Dated 04/27/2021, Printed (000847), PO# PO21-00286,Batchld AP04272021D										
AP Vendor	Overhead Door Company of Klamath Falls (000638/2) 2363 S 6th Street Klamath Falls, OR 97601									
F	2020/21	04/20/21	VR21-00288	Replace Metal Shop Door THS	2737	04/26/21	Paid	Printed	5,280.00	5,280.00
	2021	01	6387	0	3800	1000	5800	670		
Check # 30059522, Dated 04/27/2021, Printed (000847), PO# PO21-00034,Batchld AP04272021D										
AP Vendor	Pape Machinery (000899/2) PO Box 35144 # 5077 Seattle, WA 98124-5144									
2020/21	04/26/21	VR21-00034	John Deere Mower Parts	12648233	04/26/21	Paid	Printed	60.50		60.50
	2021	01	8100	0	0000	8100	4300	670		

Payment Register by Check #

ReqPay05e

Bank Account COUNTY - County AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 30059523, Dated 04/27/2021, Printed (000847), PO# PO21-00306, BatchId AP04272021D										
AP Vendor			Staples Credit Plan (000375/4)							
			DEPT 51-7820044922							
			PO Box 78004							
			Phoenix, AZ 85062-8004							
2020/21	04/19/21	VR21-00307	Toner District Wide	2797619651	04/26/21	Paid	Printed	215.34		215.34
	2021	01. 1100. 0. 1110. 1000. 4300. 670. 090.								
2020/21	04/19/21	VR21-00002	Supplies for THS and TES	2805058111	04/26/21	Paid	Printed	53.57		53.57
	2021	01. 0000. 0. 1110. 1000. 4330. 071. .								
	2021	01. 0000. 0. 1110. 1000. 4330. 272. .								
F	2020/21	04/19/21	VR21-00366	Parchment Paper	2806052871	Paid	Printed	42.35		42.35
	2021	01. 0000. 0. 0000. 2700. 4300. 272. .								
								311.26		
Check Amount for 30059523										
Check # 30059524, Dated 04/27/2021, Printed (000847), PO# PO21-00377, BatchId AP04272021D										
AP Vendor			Superior Region CATA							
			Ag Education (000384/1)							
			311 Nicholas C Schouten Lane							
			Chico, CA 95928-9701							
F	2020/21	04/26/21	VR21-00378	Spring Regional CATA Meeting	101309A	Paid	Printed	50.00		50.00
	2021	01. 7010. 0. 3800. 1000. 5201. 272. 050.								
								50.00		
Check Amount for 30059524										
Check # 30059525, Dated 04/27/2021, Printed (000847), PO# PO21-00319, BatchId AP04272021D										
AP Vendor			SYNGB/AMAZON (000016/2)							
			PO Box 530958							
			Atlanta, GA 30353-0958							
F	2020/21	04/26/21	VR21-00320	Replace Microwave	447369357757	Paid	Printed	107.24		107.24
			Destroyed by TASSEL							
	2021	01. 6010. 0. 1131. 4000. 4300. 670. .								
2020/21	04/26/21	VR21-00308	Computer Components and Supplies	46968859884	04/26/21	Paid	Printed	889.76		889.76
	2021	01. 1100. 0. 1110. 1000. 4300. 670. 090.								
F	2020/21	04/26/21	VR21-00347	Baseball Supplies	645968537794	Paid	Printed	64.30		64.30
	2021	01. 0000. 0. 1110. 4250. 4300. 272. .								

Bank Account COUNTY - County AP									
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Expense Amount
Check # 30059525, Dated 04/27/2021, Printed (000847), PO# PO21-00346, BatchId AP04272021D (continued)									
AP Vendor	2020/21	04/26/21	SYNCB/AMAZON (000016/2)	(continued)					
F	2020/21	04/26/21	VR21-00372	New Ice Machine	04/26/21	Paid	Printed	986.69	986.69
				THS					(continued)
			2021 01. 8100. 0. 0000. 8100. 4400. 670.						
Check # 30059526, Dated 04/27/2021, Printed (000847), PO# PO21-00227, BatchId AP04272021D									
AP Vendor			Sysco Portland (000387/1)					2,047.99	
			P.O. Box 2210						
			Wilsonville, OR 97070-0527						
	2020/21	04/12/21	VR21-00228	Food and Supplies for the Cafeteria	04/26/21	Paid	Printed	8,523.68	8,523.68
			2021 13. 5310. 0. 0000. 3700. 4300. 670.						
			2021 13. 5310. 0. 0000. 3700. 4700. 670.			1,055.69			
						7,467.99			
Check # 30059606, Dated 05/06/2021, Printed (000848), PO# PO21-00389, BatchId AP05062021A									
AP Vendor			Ace Towing (000964/1)					8,523.68	
			501 S. Broad Street						
			Klamath Falls, OR 97601						
F	2020/21	05/05/21	VR21-00390	Towing of Bus 110 from Yreka to Klamath	05/06/21	Paid	Printed	1,650.00	1,650.00
			2021 01. 0000. 0. 0000. 3600. 5631. 670.						
Check # 30059607, Dated 05/06/2021, Printed (000848), PO# PO21-00330, BatchId AP05062021A									
AP Vendor			Basin Fertilizer & Chemical Co., LLC (000034/1)					1,650.00	
			PO Drawer X						
			Merrill, OR 97633						
F	2020/21	05/05/21	VR21-00331	Fertilizer for School Farm until June	05/06/21	Paid	Printed	5,450.53	5,805.72
			2021 01. 6387. 0. 3800. 1000. 5800. 670.			5,805.72			
Check # 30059608, Dated 05/06/2021, Printed (000848), PO# , BatchId AP05062021A									
								5,450.53	

Selection See last page for selection criteria

ESCAPE ONLINE

ReqPay05e

Bank Account COUNTY - County AP

Payment Id	Paymt	Check	Invoice	Unpaid	Expense
	Status	Amount	Amount	Sales Tax	Amount

Fiscal Year	Invoice Date	Req #	Comment	Trans Batch Id	Sched	Status	Amount
Check # 30059608, Dated 05/06/2021, Printed (000848), PO#, BatchId AP05062021A							
Direct Vendor			Cal-Ore Telephone (000065/1)				2,242.48
			P.O. Box 847				
			Dorris, CA 96023				
2020/21	05/04/21		Phone,Honker Line and TASSEL	101314	05/06/21	Printed	2,242.48
		2021	01. 0000. 0. 0000. 3600. 5901. 670. .			Paid	317.21
		2021	01. 0000. 0. 0000. 7200. 5901. 670. .				438.67
		2021	01. 0000. 0. 0000. 7700. 5901. 670. 090. .				61.54
		2021	01. 0000. 0. 0000. 8200. 5901. 071. .				359.98
		2021	01. 0000. 0. 0000. 8200. 5901. 272. .				390.49
		2021	01. 0000. 0. 0000. 8200. 5901. 090. .				297.40
		2021	01. 0000. 0. 1110. 1000. 5903. 071. 090. .				326.35
		2021	01. 0000. 0. 1110. 1000. 5903. 272. 090. .				50.84
		2021	01. 6010. 0. 1131. 4000. 4300. 670. .				
Check Amount for 30059608							2,242.48

[illegible][illegible]

Bank Account COUNTY - County AP										
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount

Check # 30059610. Dated 05/06/2021. Printed 10/08/2021. BO# 0024-00005 P. 11/14/2020

Check # 30059610, Dated 05/06/2021, Printed (000848), PO# PO21-00025, Batchld AP05062021A

AP Vendor										
2020/21	05/05/21	VR21-00025	Ed Staub & Sons (000143/2)	(continued)						
			Propane and Fuel for ALL SITES	4783878 (continued)	05/06/21	Paid	Printed	(continued)		
	2021	01.0000.	0.0000.8200.5506.272.							
	2021	01.0672.	0.8100.8200.5506.670.			3,299.42				
	2021	01.8100.	0.0000.8100.4300.670.							
	2021	13.5310.	0.0000.8200.5506.670.							
2020/21 05/05/21										
			Fuel Cardlock Charges and Tank rent	CL4742978	05/06/21	Paid	Printed	1,964.10		1,964.10
	2021	01.0000.	0.0000.3600.4311.670.							
	2021	01.0000.	0.0000.7300.4311.670.			948.04				
	2021	01.0000.	0.0000.8101.4311.670.			17.93				
	2021	01.0000.	0.1110.4200.4311.272.			387.95				
	2021	01.7010.	0.3800.1000.5800.272.			609.18				
						1.00				

Check # 30059611, Dated 05/06/2021, Printed (000848), PO# PO21-00316, Batchld AP05062021A

AP Vendor										
Follett School Solutions, Inc. (000503/3)										
91826 Collection Center Drive										
Chicago, IL 60693-0918										
2020/21	05/04/21	VR21-00317	Library Books for THS	848417	05/06/21	Paid	Printed	367.14		367.14
	2021	01.0000.	0.0000.2420.4200.272.							

Check Amount for 30059610 5,263.52

Check # 30059612, Dated 05/06/2021, Printed (000848), PO# PO21-00327, Batchld AP05062021A

AP Vendor										
The Home Depot Pro (000511/4)										
PO Box 742440										
Los Angeles, CA 90074-2440										
F	2020/21	05/03/21	VR21-00328	Janitorial Supplies	611999319					
	2021	01.0000.	0.0000.8200.4300.071.		05/06/21	Paid	Printed	191.38		191.38
2020/21 05/04/21 VR21-00350										
			THS Janitorial Supplies	613570076	05/06/21	Paid	Printed	509.65		509.65
	2021	01.0000.	0.0000.8200.4300.272.							

Check Amount for 30059611 367.14

Check # 30059613, Dated 05/06/2021, Printed (000848), PO# PO21-00363, Batchld AP05062021A

Check Amount for 30059612 701.03										
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Selection See last page for selection criteria

ESCAPE ONLINE

Bank Account COUNTY - County AP									
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 30059613, Dated 05/06/2021, Printed (000848), PO# PO21-00363,Batchld AP05062021A									
AP Vendor	Herff Jones, LLC (000188/3) PO Box 99292 Chicago, IL 60693-9292								
2020/21	05/04/21	VR21-00364	Awards 2020 2021	451982	Paid 19.31	Printed	18.00	1.31	19.31
2021	01. 0000. 0. 0000. 2700. 4300. 272.			05/06/21					
Check # 30059614, Dated 05/06/2021, Printed (000848), PO# PO21-00335,Batchld AP05062021A									
AP Vendor	J.W. Kerns Irrigation Company (000210/1) 4360 Highway 39 Klamath Falls, OR 97603								
F	2020/21	05/04/21	VR21-00336	Drinking Fountain Parts	495706	Paid	Printed	1,099.53	1,099.53
2021	01. 8100. 0. 0000. 8100. 4300. 670.			05/06/21					
Check # 30059615, Dated 05/06/2021, Printed (000848), PO# ,Batchld AP05062021A									
Direct Vendor	Klamath Community College (000983/1) 7390 South Sixth Street Klamath Falls, OR 97603								
2020/21	05/05/21		Bianca Perez college class credit	2174JP	Paid	Printed	75.00		75.00
2021	01. 0000. 0. 1110. 1000. 5800. 272.			05/06/21					
Check # 30059616, Dated 05/06/2021, Printed (000848), PO# PO21-00357,Batchld AP05062021A									
AP Vendor	M.Peters, Inc. (001031/1) PO Box 276 Yreka, CA 96097								
F	2020/21	05/05/21	VR21-00358	Concrete Slab for Ag Barn	1455	Paid	Printed	20,850.00	22,361.63
2021	01. 6387. 0. 3800. 8500. 6200. 670.			05/06/21				1,511.63	
									22,361.63
Check # 30059617, Dated 05/06/2021, Printed (000848), PO# ,Batchld AP05062021A									
Direct Vendor	Office Technologies, Inc. (001021/1) 1912 United Way Medford, OR 97504								
								20,850.00	

Selection See last page for selection criteria

ESCAPE ONLINE

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
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Check # 30059617, Dated 05/06/2021, Printed (000848), PO# ,BatchId AP05062021A

Direct Vendor Office Technologies, Inc. (001021/1) (continued)										
2020/21	05/04/21		Contract base rate for ALL Copiers	INV17716	05/06/21	Paid	Printed	216.52		216.52
	2021	01. 0000.	0. 0000. 7550. 5630. 071.			139.67				
	2021	01. 0000.	0. 0000. 7550. 5630. 272.			54.05				
	2021	01. 0000.	0. 0000. 7550. 5630. 670.			22.80				

Check # 30059618, Dated 05/06/2021, Printed (000848), PO# ,BatchId AP05062021A

Direct Vendor Pacific Power (000297/2)										
PO Box 26000										
Portland, OR 97256-0001										
2020/21	05/03/21		Utilities/Electric ALL SITES	101310	05/06/21	Paid	Printed	8,719.23		8,719.23
	2021	01. 0000.	0. 0000. 8200. 5501. 071.			3,198.32				
	2021	01. 0000.	0. 0000. 8200. 5501. 272.			4,900.17				
	2021	01. 0672.	0. 8100. 8200. 5501. 670.			620.74				

Check # 30059619, Dated 05/06/2021, Printed (000848), PO# PO21-00034,BatchId AP05062021A

AP Vendor Pape Machinery (000899/2)										
PO Box 35144 # 5077										
Seattle, WA 98124-5144										
2020/21	05/05/21	VR21-00034	John Deere Mower Parts	12648237	05/06/21	Paid	Printed	124.82		124.82
	2021	01. 8100.	0. 0000. 8100. 4300. 670.							
F	2020/21	05/05/21	VR21-00391	THS Mower repairs	5803053	Paid	Printed	691.29	2.01	693.30
	2021	01. 8100.	0. 0000. 8100. 5630. 272.			693.30				

Check # 30059620, Dated 05/06/2021, Printed (000848), PO# PO21-00006,BatchId AP05062021A

AP Vendor Quill Corporation (000321/3)										
P.O. Box 37600										
Philadelphia, PA 19101-0600										
2020/21	05/05/21	VR21-00006	TES, THS and District Office Supplies	16014391	05/06/21	Paid	Printed	158.62		158.62
	2021	01. 0000.	0. 0000. 2700. 4300. 272.							
	2021	01. 0000.	0. 0000. 2700. 4330. 071.			158.62				

Selection See last page for selection criteria

Bank Account COUNTY - County AP										
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymnt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 30059620, Dated 05/06/2021, Printed 1000848 PO# PO21-00006 BatchID AD050C0004										

Check # 30059620, Dated 05/06/2021, Printed (000848), PO# PO21-00006, BatchId AP05062021A

AP Vendor										
Quill Corporation (000321/3) (continued)										
2020/21	05/05/21	VR21-00006	TES, THS and District Office Supplies	16014391 (continued)	05/06/21	Paid	Printed	(continued)		
2021 01.0000. 0.0000. 7200. 4330. 670.										

Check # 30059621, Dated 05/06/2021, Printed (000848), PO# PO21-00340, BatchId AP05062021A

AP Vendor										
Reality Works (001030/1)										
2709 Mondovi Road										
Eau Claire, WI 54701										
2020/21	05/05/21	VR21-00341	Class Supplies	26138	05/06/21	Paid	Printed	7,208.93		7,208.93
2021 01. 6387. 0. 3800. 1000. 4400. 670.										

Check # 30059622, Dated 05/06/2021, Printed (000848), PO# , BatchId AP05062021A

Direct Vendor										
Riverside County Office of Ed. (001034/1)										
PO Box 868										
Riverside, CA 92502-0868										
2020/21	05/05/21		CTI Induction Program	20211467	05/06/21	Paid	Printed	1,100.00		1,100.00
2021 01. 4035. 0. 1110. 1000. 5800. 670.										

Check # 30059623, Dated 05/06/2021, Printed (000848), PO# PO21-00031, BatchId AP05062021A

AP Vendor										
Stateline Auto Parts, Inc. (000378/1)										
P.O. Box 260										
22301 Stateline Road										
Merrill, OR 97633										
2020/21	05/04/21	VR21-00031	Parts and Supplies for Vehicles and Buses	465298	05/06/21	Paid	Printed	61.06		61.06
2021 01. 0000. 0. 0000. 3600. 4314. 670.										
2021 01. 0000. 0. 0000. 8101. 4314. 670.										

Check # 30059624, Dated 05/06/2021, Printed (000848), PO# PO21-00384, BatchId AP05062021A

Check Amount for 30059623										
61.06										

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ESCAPE ONLINE

Payment Register by Check #

ReqPay05e

Bank Account COUNTRY - County AP

Expense Amount

Unpaid Sales Tax

Invoice Amount

Check Status

Paymt Status

Sched

Payment Id (Trans Batch Id)

Comment

Req #

Invoice Date

Fiscal Year

Check # 30059624, Dated 05/06/2021, Printed (000848), PO# PO21-00384, BatchId AP05062021A

AP Vendor Tulalake Irrigation District (000414/1)

P.O. Box 699

Tulalake, CA 96134

VR21-00385 Well Surcharge

2021 01.7010.0.3800.1000.5800.272.

1,775.00

Printed

Paid

05/06/21

10779

Check Amount for 30059624

1,775.00

Check # 30059625, Dated 05/06/2021, Printed (000848), PO# PO21-00317, BatchId AP05062021A

AP Vendor US Bank Corporate

Payment Systems (000423/1)

PO Box 790428

St. Louis, MO 63179-0428

VR21-00318 Library Books for

THS

2021 01.0000.0.0000.2420.4200.272.

VR21-00375

Clearinghouse

Query- CHP Request

2021 01.0000.0.0000.3600.4300.670.

VR21-00380

Three year support

renewal for VMWare

2021 01.1100.0.1110.1000.5800.670.090.

.22

2.97

Printed

Paid

05/06/21

101311

3.19

Printed

26.81

106.05

1.81

25.00

Printed

Paid

05/06/21

101312

26.81

Printed

106.05

106.05

Check Amount for 30059625

134.02

Check # 30059626, Dated 05/06/2021, Printed (000848), PO# ,BatchId AP05062021A

Direct Vendor

Verizon Wireless (000433/1)

P.O. Box 660108

Dallas, TX 75266-0108

2020/21 05/05/21

Cell phone Charges

District wide

2021 01.0000.0.0000.3600.5902.670.

2021 01.0000.0.0000.7700.5902.670.

2021 01.8100.0.0000.8100.5902.670.

2021 11.0000.0.4110.1000.5902.375.

163.95

Printed

Paid

05/06/21

9878150459

24.27

42.51

46.67

50.50

Check Amount for 30059626

163.95

Check # 30059627, Dated 05/06/2021, Printed (000848), PO# PO21-00343, BatchId AP05062021A

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005 - Tulalake Basin J.U.S.D.

Generated for Angie Forrester (AFORRESTER), May 20 2021

2:51PM

ESCAPE

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Bank Account COUNTY - County AP									
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Paymnt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 30059627, Dated 05/06/2021, Printed (000848), PO# PO21-00343,Batchld AP05062021A									
AP Vendor	Ward's Science (000438/2) PO Box 644312 Pittsburgh, PA 15264-4312								
F	2020/21	05/04/21	VR21-00344	Preserved Shark Specimens	8804476864	05/06/21	Paid	Printed	195.55
							2021 01. 6300. 0. 1110. 1000. 4300. 272.		195.55
Check # 30059669, Dated 05/11/2021, Printed (000849), PO# ,Batchld AP05112021A									
Direct Vendor	AlSCO Medford (000014/1) P.O. Box 1280 Medford, OR 97501								
2020/21	05/07/21	Laundry Service for Cafeteria			LMED192382	05/10/21	Paid	Printed	262.86
							2021 13. 5310. 0. 0000. 8200. 5505. 670.		262.86
Check # 30059670, Dated 05/11/2021, Printed (000849), PO# PO21-00367,Batchld AP05112021A									
AP Vendor	Corner Closet (000113/1) P.O. Box 425 Malin, OR 97632								
F	2020/21	05/07/21	VR21-00368	Monogramming	2714	05/10/21	Paid	Printed	93.50
							2021 01. 0000. 0. 0000. 2700. 4300. 272.		93.50
Check # 30059671, Dated 05/11/2021, Printed (000849), PO# ,Batchld AP05112021A									
Direct Vendor	California Dept. of Education Cashier's Office (000069/1) PO Box 515006 Sacramento, CA 95851-5006								
2020/21	05/07/21	Surplus Food for Cafeterias			21-SF-37901	05/10/21	Paid	Printed	162.45
							2021 13. 5310. 0. 0000. 3700. 4700. 670.		162.45
Check # 30059672, Dated 05/11/2021, Printed (000849), PO# PO21-00305,Batchld AP05112021A									
AP Vendor	Herff Jones, LLC (000188/3) PO Box 99292 Chicago, IL 60693-9292								
							Check Amount for 30059671		
							162.45		
Selection See last page for selection criteria									
								ESCAPE	ONLINE

Bank Account COUNTY - County AP									
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 30059672, Dated 05/11/2021, Printed (000849), PO# PO21-00305,Batchld AP05112021A									
AP Vendor	2020/21	05/07/21	Herff Jones, LLC (000188/3)	(continued)					
			THS Class of 2021 Diploma inserts and covers	1065347	05/10/21	Printed	155.47		155.47
			2021 01. 0000. 0. 0000. 2700. 4300. 272.						
Check # 30059673, Dated 05/11/2021, Printed (000849), PO# PO21-00018,Batchld AP05112021A									
AP Vendor			Macy's Flying Service, Inc. (000660/2)						
			P.O. Box 277						
			Tulelake, CA 96134						
	2020/21	05/06/21	VR21-00018	Spray for School Farm July-October	71809	05/10/21	Printed	568.05	568.05
			2021 01. 6387. 0. 3800. 1000. 5800. 670.						
Check # 30059674, Dated 05/11/2021, Printed (000849), PO# ,Batchld AP05112021A									
Direct Vendor			MCI (000253/1)						
			P.O. Box 15043						
			Albany, NY 12212-5043						
	2020/21	05/07/21	Long Distance Phone Service	101317	05/10/21	Printed	109.21		109.21
			2021 01. 0000. 0. 0000. 3600. 5901. 670.			26.00			
			2021 01. 0000. 0. 0000. 7200. 5901. 670.			25.33			
			2021 01. 0000. 0. 0000. 7700. 5901. 670. 090.			8.80			
			2021 01. 0000. 0. 0000. 8200. 5901. 071.			25.96			
			2021 01. 0000. 0. 0000. 8200. 5901. 272.			23.12			
Check # 30059675, Dated 05/11/2021, Printed (000849), PO# PO21-00036,Batchld AP05112021A									
AP Vendor			Merrill Lumber Company						
			Acct. 1520 (000454/1)						
			284 E. Front Street						
			Drawer E						
			Merrill, OR 97633						
	2020/21	05/07/21	VR21-00036	Misc. Parts/Materials	C187857	05/10/21	Printed	15.92	17.07
			2021 01. 8100. 0. 0000. 8100. 4300. 670.			17.07		1.15	
F	2020/21	05/07/21	VR21-00315	Cement	C188023	05/10/21	Printed	100.00	107.25
			2021 01. 7010. 0. 3800. 1000. 4300. 272.			107.25		7.25	
Selection See last page for selection criteria									
								ESCAPE	ONLINE

Bank Account COUNTY - County AP									
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax Expense Amount
Check # 30059675, Dated 05/11/2021, Printed (000849), PO# PO21-00314, Batchld AP05112021A (continued)									
AP Vendor	Merrill Lumber Company								
	Acct. 1520 (000454/1) (continued)								
(continued)									
Check # 30059676, Dated 05/11/2021, Printed (000849), PO# PO21-00356, Batchld AP05112021A									
AP Vendor	Pacific Metal Buildings Inc. (000877/1)								
	P.O. Box 485								
	Maxwell, CA 95955								
F	2020/21	05/10/21	VR21-00357	Ag Barn	5102021	05/10/21	Paid	Printed	39,238.43
	2021 01. 6387. 0. 3800. 8500. 6200. 670.								39,238.43
Check # 30059677, Dated 05/11/2021, Printed (000849), PO# PO21-00081, Batchld AP05112021A									
AP Vendor	Pitney Bowes (000960/1)								
	8000-9090-1013-9934								
	PO BOX 371874								
	Pittsburgh, PA 15250-7874								
2020/21	05/07/21	VR21-00082	Annual Refills for Postage Machine	101316	05/10/21	Paid	Printed	301.50	301.50
	2021 01. 0000. 0. 0000. 7200. 5904. 670.								
Check # 30059744, Dated 05/20/2021, Printed (000850), PO# , Batchld AP05202021A									
Direct Employee	Haupt, David P (000059)								
	200 High Street								
	Klamath Falls, OR 97601								
2020/21	05/19/21		Senior Poster Boards	101322	05/19/21	Paid	Printed	54.40	58.34
	2021 01. 6300. 0. 1110. 1000. 4300. 272.								58.34
Check # 30059745, Dated 05/20/2021, Printed (000850), PO# , Batchld AP05202021A									
Direct Vendor	Canon Financial Services Inc. (000913/1)								
	14904 Collections Center Drive								
	Chicago, IL 60693-0149								
2020/21	05/18/21		Contract Charge for copiers at THS and TES	26705925	05/19/21	Paid	Printed	718.73	718.73
	2021 01. 0000. 0. 0000. 7550. 5630. 670.								
Selection See last page for selection criteria									
									ESCAPE ONLINE

Payment Register by Check #

ReqPay05e

Bank Account COUNTY - County AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check Amount for 30059745										718.73

Check # 30059746, Dated 05/20/2021, Printed (000850), PO# PO21-00308,Batchld AP05202021A

AP Vendor Celebrate Planet Earth (000987/1)										
PO Box 1536										
Santa Fe, NM 87504-1536										
F	2020/21	05/17/21	VR21-00309	Caterpillar Cup	50011	05/19/21	Paid	105.20	7.63	112.83
		2021	01.6300.0.1110.1000.4300.071.			112.83				
Check Amount for 30059746								105.20		

Check # 30059747, Dated 05/20/2021, Printed (000850), PO# PO21-00025,Batchld AP05202021A

AP Vendor Ed Staub & Sons (000143/2)										
PO Box 488										
Klamath Falls, OR 97601-0339										
2020/21	05/18/21	VR21-00025	Propane and Fuel for	4920283	05/19/21	Paid	Printed	1,527.51		1,527.51
ALL SITES										
		2021	01.0000.0.0000.8200.5502.071.							
		2021	01.0000.0.0000.8200.5502.670.							
		2021	01.0000.0.0000.8200.5506.272.							
		2021	01.0672.0.8100.8200.5506.670.							
		2021	01.8100.0.0000.8100.4300.670.							
		2021	13.5310.0.0000.8200.5506.670.							
2020/21	05/18/21	VR21-00183	Propane	4920284	05/19/21	Paid	Printed	227.50		227.50
		2021	01.7010.0.3800.1000.4300.272.							
2020/21	05/18/21		Fuel Cardlock	CL4848840	05/19/21	Paid	Printed	972.59		972.59
Charges										
5/1-5/15/2021										
		2021	01.0000.0.0000.3600.4311.670.			475.49				
		2021	01.0000.0.0000.8101.4311.670.			125.43				
		2021	01.0000.0.1110.4200.4311.272.			292.95				
		2021	01.0000.0.1150.1000.4311.272.			33.40				
		2021	01.7010.0.3800.1000.4311.272.			45.32				
Check Amount for 30059747								2,727.60		

Check # 30059748, Dated 05/20/2021, Printed (000850), PO# PO21-00396,Batchld AP05202021A

AP Vendor Educational Records Eval. Service Inc (001027/1)										
2480 Hilborn Road Suite #106										
Fairfield, CA 94534										
F	2020/21	05/14/21	VR21-00397	Adult Ed- Transcript	21-04-19	05/19/21	Paid	Printed	225.00	225.00
Translation										

Bank Account COUNTY - County AP										
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 30059748, Dated 05/20/2021, Printed (000850), PO# PO21-00396, BatchId AP05202021A										
AP Vendor	2020/21	05/14/21	VR21-00397	Educational Records Eval. Service Inc (001027/1)	(continued)					
F	2020/21	05/14/21	VR21-00397	Adult Ed- Transcript	21-04-19 (continued)	Paid	Printed	(continued)		
		2021	11. 0000. 0. 4110. 1000. 5800. 375.	Translation						
F	2020/21	05/14/21	VR21-00399	Adult Ed- Transcript	21-04-192	Paid	Printed	565.00		565.00
		2021	11. 0000. 0. 4110. 1000. 5800. 375.	Translation						
Check # 30059749, Dated 05/20/2021, Printed (000850), PO# PO21-00316, BatchId AP05202021A										
AP Vendor			Follett School Solutions, Inc. (000503/3)					Check Amount for 30059748	790.00	
			91826 Collection Center Drive							
			Chicago, IL 60693-0918							
2020/21	05/14/21	VR21-00317	Library Books for	848417F	05/19/21	Paid	Printed	42.90		42.90
		2021	01. 0000. 0. 0000. 2420. 4200. 272.	THS						
Check # 30059750, Dated 05/20/2021, Printed (000850), PO# PO21-00402, BatchId AP05202021A										
AP Vendor			Friesens Corporation (000942/2)					Check Amount for 30059749	42.90	
			PO Box 7							
			Neche, ND 58265							
F	2020/21	05/18/21	VR21-00403	Yearbook Conf.	101321	Paid	Printed	50.00		50.00
		2021	01. 0000. 0. 1110. 4100. 5204. 272.	Registration						
Check # 30059751, Dated 05/20/2021, Printed (000850), PO# , BatchId AP05202021A										
Direct Vendor			Home Depot Credit Services (000194/5)					Check Amount for 30059750	50.00	
			Dept. 32-2149472908							
			PO Box 9001030							
			Louisville, KY 40290-1030							
2020/21	05/14/21			Credit Card Fees	101319	Paid	Printed	46.30		46.30
				and Purchases on						
				the account						
		2021	01. 0000. 0. 0000. 7100. 5800. 670.							
2020/21	05/14/21	VR21-00247	Materials and	9040098	05/19/21	Paid	Printed	347.00	25.16	372.16
		2021	01. 8100. 0. 0000. 8100. 4300. 670.	Supplies						
Selection	See last page for selection criteria									
								372.16		

Bank Account COUNTY - County AP									
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymnt Status	Check Status	Invoice Amount	Expense Amount
Check # 30059751, Dated 05/20/2021, Printed (000850), PO# PO21-00246, Batchld AP05202021A (continued)									
AP Vendor	Home Depot Credit Services (000194/5) (continued)								
F	2020/21	05/14/21	VR21-00371	Pressure Washer	9074038	05/19/21	Printed	599.00	(continued)
		2021	01. 8100. 0. 0000. 8100. 4400. 670.			Paid		642.43	43.43
									642.43
Check # 30059752, Dated 05/20/2021, Printed (000850), PO# PO21-00324, Batchld AP05202021A									
AP Vendor	K & K Produce (000949/1)								
				P.O. Box 144					
				Alturas, CA 96101					
F	2020/21	05/17/21	VR21-00325	Food and Supplies	508124	05/19/21	Printed	6,366.07	6,366.07
		2021	13. 5310. 0. 0000. 3700. 4700. 670.	for Cafeterias		Paid			
Check # 30059753, Dated 05/20/2021, Printed (000850), PO# ,Batchld AP05202021A									
Direct Vendor	LEAF (001022/1)								
				P.O. Box 5066					
				Hartford, CT 06102-5066					
2020/21	05/17/21			All Copiers contract	11840544	05/19/21	Printed	873.04	873.04
				and Sales/Use Tax fees		Paid			
		2021	01. 0000. 0. 0000. 7550. 5630. 670.						
Check # 30059754, Dated 05/20/2021, Printed (000850), PO# ,Batchld AP05202021A									
Direct Vendor	Lozano Smith, LLP (000587/1)								
				7404 North Spalding					
				Fresno, CA 93720-3370					
2020/21	05/18/21			Legal Issues	21351802135181	05/19/21	Printed	2,697.00	2,697.00
		2021	01. 0000. 0. 0000. 7100. 5800. 670.			Paid			
Check # 30059755, Dated 05/20/2021, Printed (000850), PO# ,Batchld AP05202021A									
Direct Vendor	The Merrill Clinic LLC (000720/1)								
				125 N. Lincoln Street					
				PO Box 1030					
				Merrill, OR 97633-1030					

Selection See last page for selection criteria

ESCAPE ONLINE

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 30059755, Dated 05/20/2021, Printed (000850), PO# ,BatchId AP05202021A										
Direct Vendor	The Merrill Clinic LLC (0007201)			(continued)						120.00
2020/21	05/18/21		DOT Work Related	54975A	05/19/21	Paid	Printed	120.00		
			Physical - E.							
			Stedman							
	2021	01.0000	0.0000	3600.5800	670.					
Check Amount for 30059755								120.00		

Check # 30059756, Dated 05/20/2021, Printed (000850), PO# PO21-00404,BatchId AP05202021A										
AP Vendor	Norco, Inc. (000278/4)									
	LB 413124									
	PO Box 35144									
	Seattle, WA 98124-5144									
F	2020/21	05/19/21	VR21-00405	Cylinder Rent	31824855	05/19/21	Paid	Printed	99.03	99.03
		2021	01.7010	0.3800	1000.5800	272.				
Check Amount for 30059756								99.03		

Check # 30059757, Dated 05/20/2021, Printed (000850), PO# PO21-00391,BatchId AP05202021A										
AP Vendor	OTC Brands, Inc. (000294/2)									
	PO Box 14502									
	Des Moines, IA 50306									
F	2020/21	05/18/21	VR21-00392	TASSEL Supplies	709630795-01	05/19/21	Paid	Printed	506.42	506.42
		2021	01.6010	0.1131	4000.4300	670.				
Check Amount for 30059757								506.42		

Check # 30059758, Dated 05/20/2021, Printed (000850), PO# PO21-00034,BatchId AP05202021A										
AP Vendor	Pape Machinery (000899/2)									
	PO Box 35144 # 5077									
	Seattle, WA 98124-5144									
2020/21	05/18/21	VR21-00034	John Deere Mower	12699642	05/19/21	Paid	Printed	237.72		237.72
			Parts							
	2021	01.8100	0.0000	8100.4300	670.					
Check Amount for 30059758								237.72		

Check # 30059759, Dated 05/20/2021, Printed (000850), PO# PO21-00001,BatchId AP05202021A										
AP Vendor	Quill Corporation (000321/3)									
	P.O. Box 37600									
	Philadelphia, PA 19101-0600									
2020/21	05/17/21	VR21-00001	Supplies for THS and	16347684	05/19/21	Paid	Printed	319.56		319.56
			TES							

Bank Account COUNTY - County AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 30059759, Dated 05/20/2021, Printed (000850), PO# PO21-00001,BatchId AP05202021A										
AP Vendor	2020/21	05/17/21	Quill Corporation (000321/3)	(continued)						
			Supplies for THS and	16347684 (continued)	05/19/21	Paid	Printed	(continued)		
			TES							
			2021 01.0000.0.1110.1000.4330.071.			159.78				
			2021 01.0000.0.1110.1000.4330.272.			159.78				

Check # 30059760, Dated 05/20/2021, Printed (000850), PO# PO21-00340,BatchId AP05202021A										
AP Vendor			Reality Works (001030/1)					Check Amount for 30059759	319.56	
			2709 Mondovi Road							
			Eau Claire, WI 54701							

F	2020/21	05/17/21	VR21-00341	Class Supplies	26661	05/19/21	Paid	Printed	1,881.27	1,881.27
			2021 01.6387.0.3800.1000.4400.670.							

Check # 30059761, Dated 05/20/2021, Printed (000850), PO# PO21-00002,BatchId AP05202021A										
AP Vendor			Staples Credit Plan (000375/4)					Check Amount for 30059760	1,881.27	
			DEPT 51-7820044922							
			PO Box 78004							
			Phoenix, AZ 85062-8004							

	2020/21	05/18/21	VR21-00002	Supplies for THS and	281869665	05/19/21	Paid	Printed	321.53	321.53
			TES							
			2021 01.0000.0.1110.1000.4330.071.			160.77				
			2021 01.0000.0.1110.1000.4330.272.			160.76				
	2020/21	05/18/21	VR21-00307	Toner District Wide	282366787	05/19/21	Paid	Printed	365.49	365.49
			2021 01.1100.0.1110.1000.4300.670.090.							

Check # 30059762, Dated 05/20/2021, Printed (000850), PO# PO21-00005,BatchId AP05202021A										
AP Vendor			SYNGB/AMAZON (000016/2)					Check Amount for 30059761	687.02	
			PO Box 530958							
			Atlanta, GA 30353-0958							

F	2020/21	05/19/21	VR21-00005	Safety PPE Supplies	446868585977	05/19/21	Paid	Printed	259.32	259.32
			2021 01.7388.0.1110.1000.4300.670.							
	2020/21	05/19/21	VR21-00308	Computer Components and	455678886434	05/19/21	Paid	Printed	417.66	417.66
			Supplies							
			2021 01.1100.0.1110.1000.4300.670.090.							

Selection See last page for selection criteria

Bank Account COUNTY - County AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Check # 30059762, Dated 05/20/2021, Printed (000850), PO# PO21-00380, BatchId AP05202021A (continued)										
AP Vendor	2020/21	05/19/21	SYNCB/AMAZON (000016/2)	(continued)						
F	2020/21	05/19/21	VR21-00381	Router and external battery	05/19/21	Paid	Printed	2,364.83		2,364.83
										(continued)
F	2020/21	05/19/21	VR21-00383	Supplies	05/19/21	Paid	Printed	111.17		111.17

Check # 30059763, Dated 05/20/2021, Printed (000850), PO# PO21-00323, BatchId AP05202021A

AP Vendor			Sysco Portland (000387/1)							
			P.O. Box 2210							
			Wilsonville, OR 97070-0527							
2020/21	05/17/21	VR21-00324	Food for Cafeterias	101320	05/19/21	Paid	Printed	11,415.67		11,415.67
	2021	13. 5310. 0. 0000. 3700. 4300. 670.				1,536.89				
	2021	13. 5310. 0. 0000. 3700. 4700. 670.				9,878.78				

Check # 30059764, Dated 05/20/2021, Printed (000850), PO# PO21-00399, BatchId AP05202021A

AP Vendor			Tulare County Office of Ed (001036/1)							
			P.O. Box 5091 6200 S.Mooney Blvd.							
			Visalia, CA 93278-5091							
F	2020/21	05/13/21	VR21-00400	Virtual Teaching	101318	05/19/21	Paid	Printed	300.00	300.00
				Recruitment Career						
				Fair						
	2021	01. 4035. 0. 1110. 1000. 5800. 670.								

Check Amount for 30059764 300.00

EXPENSES BY FUND - Bank Account COUNTY			
Fund	Expense	Cash Balance	Difference
01		136,178.25	1,109,486.10
11		951.67	80,655.10
13		33,131.67	46,705.00
			13,573.33
Total		170,261.59	

Selection See last page for selection criteria

Number of Payments	98
Number of Checks	69
Number of ACH Advice	0
Number of VCard Advice	0
Total Check/Advice Amount	\$168,173.92
Total Unpaid Sales Tax	\$2,087.67
Total Expense Amount	\$170,261.59

CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS	
\$0 -	10
\$100 -	21
\$500 -	13
\$1,000 -	14
\$5,000 -	8
\$10,000 -	1
\$15,000 -	2
\$99,999	
\$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

**TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 21-05**

ON A MOTION made by member _____, and
SECONDED by member _____, the Tullake Basin Joint

Unified School District Board of Trustees HEREBY AUTHORIZES the transfer of
up to \$10,000 from the General Fund (01) to the Cafeteria Fund (Fund 13) to
support the school meals programs. This inter-fund transfer needs to be made to
prevent deficit spending in the Cafeteria Fund.

PASSED AND ADOPTED at a regular meeting of the Board of Trustees held on
the 26th day of May 2021 by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

I, Jordan Dodson, President of the Board of Trustees, do hereby certify that
the foregoing is a full, true, and correct copy of an amended resolution duly
passed and adopted by said board at a regularly called and conducted meeting
held on May 26, 2021.

Jordan Dodson, President

Journal Entry Link # 34098

Journal Entry #	(Link) 34098	Status Open	Type IFTCash	Fiscal Year 2021	Transaction Date 05/26/2021
Created	MTHOMPSON, 5/19/2021	Posted		Department BUS	
Requisition #		Purchase Order #		Batch #	
Comment	Cafeteria Transfer - Brd Approval 5/26/21				
Account #	Comments	Line Seq (Tran Type)	Debits	Credits	
13.5310.0.0000.9300.8916.670. .	Cafeteria Transfer - Brd Approval 5/26/21	1 (R)		10,000.00	
13.5310.0. . .9110. . .	Cafeteria Transfer - Brd Approval 5/26/21	2 ()	10,000.00		
01.0000.0. . .9110. . .	Cafeteria Transfer - Brd Approval 5/26/21	3 ()		10,000.00	
01.0000.0.0000.9300.7616.670. .	Cafeteria Transfer - Brd Approval 5/26/21	4 (X)	10,000.00		
JE # Totals			20,000.00	20,000.00	

Selection Grouped by Journal Entry Link Id

005 - Tularelake Basin J.U.S.D.

465029

Generated for Monica Thompson (MTHOMPSON), May 19 2021

ESCAPE ONLINE

ACTION ITEMS

TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

ITEM:

DATE: May 26, 2021

SUBJECT TITLE:

Updated Job Descriptions for Classified/Confidential Positions in the district.

REQUESTED ACTION:

Approve Updated Job Descriptions for Classified/Confidential Positions in the district:

Assistant Cook
Bilingual Liaison
Bus Driver
Custodian
Executive Assistant
Head Building/Transportation/Maintenance
Head Bus Driver
Head Cook
Head Site Custodian
Library Aide
Media Specialist
Office Clerk
Para Professional
Secretary to The Principal
Secretary
Special Education Para Professional

Action: X **Information:** **Discussion:** **Information/Discussion:**

RECOMMENDATION: Approve

ORIGINATOR:

Teresa Healy, Superintendent

APPROVED FOR SUBMISSION TO THE BOARD:

Teresa Healy, Superintendent



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

ASSISTANT COOK

Summary of Duties: To direct and participate in the operation of a receiving kitchen; to prepare baked goods and other food items; and to assist with other cafeteria operations.

EXAMPLE OF DUTIES

- Prepares baked goods, and other food items according to recipes.
- Prepare and serve, or prepare for transport, a variety of foods for daily menus or special events.
- Operates and maintains equipment.
- Wash dishes, pots and pans, utensils, kitchen equipment/machines, and food service areas. Wipes down and cleans cafeteria tables, sweeps and mops food service area.
- Assist with inventory, ordering, and stocking of food and supplies.
- Supervise student help.
- Assists in maintenance of sanitation and safety.
- Assists in preparation of a la cart, snack bar and packaged food.
- Substitute for the Head Cook as needed.
- Prepare and maintain records regarding cafeteria operation.
- Rotates stock to ensure proper usage.
- Obtains stored food from storage area.
- May be assigned to more than one site.
- Performs other duties as assigned.

ESSENTIAL FUNCTION

The essential functions of the job include all the duties and responsibilities as well as the physical demands listed herein.

Knowledge of:

Methods of preparing, cooking, baking and serving; production kitchen operation and equipment; sanitation and safety requirements.

Ability to:

Lift and/or move 50 pounds individually or with assistance using correct body mechanics; communicate effectively and maintain cooperative relationships with those contacted in the course of work; prepare a variety of foods and baked goods; follow and modify a recipe; perform basic arithmetic calculations with speed and accuracy; understand, implement, and give oral and written directions in English.

Supervision: Under general supervision receives direction and technical assistance from the assigned site head cook. Reports to Head Cook. May direct the work and provide technical assistance to food service workers.

May be required to provide own transportation to travel between sites.

Work Environment: The work environment characteristics described here are representative of those and employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works near moving mechanical parts and is regularly exposed to wet and/or humid conditions. The employee is frequently exposed to extreme cold and extreme heat.

The employee is occasionally exposed to fumes or airborne particles, toxic or caustic chemicals, and rarely exposed to the risk of electrical shock.

The noise level in the work environment is moderate to loud.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; climb or balance; and taste or smell. The employee frequently is required to stoop, kneel, crouch, or crawl and talk or hear. The employee is occasionally required to sit.

The employee must regularly lift and/or move up to 50 pounds individually or with assistance. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Educational Requirements: High School Diploma or equivalent.

Experience Requirements: Entry level position.

Licenses/Language/Testing Requirements: A valid Class C, California driver's license, a good driving record and use of a private automobile may be required, and if so, must be maintained during employment. Possession of (or willingness and ability to obtain) a valid CPR and First Aid Certificate, is desirable. The ability to speak, read and write in Spanish, in addition to English, is desirable. Fingerprint/criminal justice clearance (Dept. of Justice clearance, paid for by the successful candidate); Tuberculosis clearance and pre-employment drug testing. Must hold a current Food Handler Card.

Board Approval: May 26, 2021



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

BILINGUAL LIAISON

Summary of Duties: The Bilingual Liaison works under the direction of the Site Principals to provide a link between home and school that actively works to strengthen positive interactions for bilingual students and their parents/guardians. This position assists district staff with liaison activities such as, but not limited to oral translation at meetings, written translation and participation on advisory councils. The Bilingual Liaison shall have flexible hours in order to meet the needs of the District, parents and students.

Essential Job Functions:

- Performs translation and interpretative services pertaining to both oral and written communication including family meetings, Student Study Teams, IEP meetings.
- Translates documents such as newsletters, flyers, bulletins, report cards, etc.
- Performs a variety of services as a communication link between the school and members of the educational community.
- Assists parents and community members in understanding program goals and objectives, and enlists their support and involvement in the educational process.
- Performs a variety of routine clerical duties such as answering the phone, typing, filing, records maintenance, and preparing schedules, arranging meetings and drafting and translating meeting minutes.
- Translate correspondence, minutes, memoranda, bulletins, reports, forms, newsletters and other school district communications into written form, using appropriate expressions, comprehensibility, grammar and syntax.
- Plan, organize, facilitate and or assist with parent education and parent involvement activities and events.
- May occasionally participate in or attend evening and/or weekend meetings and school related activities
- Assist with student enrollment
- Assist and support students and parents with accessing school and district activities
- Acquaint families with and refer them to community agencies and resources
- Efficiently performs a variety of clerical duties that may involve interpreting, copying, answering the telephone, and making files, operate various office equipment including but not limited to copiers and fax machines

Other Job Functions:

- Performs follow-up functions and activities including school visitations and home visits with another staff member, when directed by supervisor that may involve student attendance, welfare, and other student-related problems, and provide any and all related documentation per district procedures.
- Provides assistance with student language testing.
- Provides assistance with parental notifications regarding test scores.
- Performs related duties as assigned.

Job Requirements - Qualifications

Ability to accurately read, write, communicate and translate a specified language other than English; communicate with parents and encourage participation in school activities; understand and follow oral and written directions; appropriate English usage, punctuation, spelling and grammar; perform routine clerical tasks and operate a variety of educational and office-related machines and equipment, operate a computer and type at a speed of 40 words per minute; and perform other related duties as assigned.

Working Environment:

Indoor and Outdoor work environment
Home, School and office environments
Driving between sites and or other venues

Physical Demands:

The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

- Dexterity of hands and fingers to operate a computer keyboard
- Hearing and speaking to exchange information in person and on the telephone
- Sitting for extended periods of time
- Seeing to read a computer screen or printed materials with or without vision aids
- Bending at the waist, kneeling or crouching to file materials
- Reaching overhead, above the shoulders and horizontally
- Lift and/or carry up to twenty-five (25) pounds for short distances
- Walk over uneven ground

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

Educational Requirements: A high school diploma or equivalent is required.

Experience Requirements: Two years of general office experience, preferably within an educational setting.

Licensing, Certification, Testing Requirements: A valid Class C, California driver's license, a good driving record and use of a private automobile may be required, and if so, must be maintained during employment. Possession of (or willingness and ability to obtain) a valid CPR and First Aid Certificate. The ability to speak, read and write in Spanish, in addition to English, is required. Fingerprint/criminal justice clearance (Dept. of Justice clearance, paid for by the successful candidate); Tuberculosis clearance and pre-employment drug testing.

Board Approval: May 26, 2021



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

BUS DRIVER

Summary of Duties: Operates a school bus for transporting students on regular routes and/or special trips and works under the Head Bus Driver.

EXAMPLE OF DUTIES

- Transports students safely to and from school, escort them as needed across streets, etc.
- Records and logs information regarding transportation activities.
- Does routine stated District bus safety check outs. Reports needed repairs.
- Follows, and may assist in planning, routine and/or special bus routes.
- Maintains order and enforces rules on bus; completes accident and discipline reports.
- Confers with parents as needed.
- Perform minor maintenance service as required.
- Maintains bus in clean condition inside, and out as required.
- Takes out of town trips and/or field trips as assigned.
- Washes cleans and fuels buses on a regular basis.
- Perform preventative and routine maintenance and inspections on vehicles as required and keep records on these activities.
- Communicates discipline and/or disruptive behavior on bus with Head Bus Driver.
- Creates and enforces student seating assignments and enforces district bus rules.
- Perform all other related duties and responsibilities as required.

ESSENTIAL FUNCTION

The essential functions of the job include all the duties and responsibilities as well as the physical demands listed herein.

Knowledge of:

Laws, rules and regulations regarding operation of a school bus; safety and maintenance requirements; vehicle components; safe driving skills; student discipline techniques.

Ability to:

Maintain order and self-control on the school bus; maintain required records; communicate effectively and maintain cooperative relationships with a wide variety of personalities contacted in the course of work; understand, implement, and give oral and written directions in English.

Supervision: Under general supervision, reports to Head Bus Driver and is evaluated by the Superintendent. Receives technical assistance from the Head Bus Driver.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly exposed to vibration. The employee frequently works in outside weather conditions and is frequently exposed to fumes or airborne particles. The employee occasionally works near moving mechanical parts and is occasionally exposed to wet and/or humid conditions and extreme heat.

The noise level in the work environment is usually loud.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; and talk or hear. The employee is occasionally required to stand; walk; climb or balance; stoop, kneel, crouch, or crawl; and smell.

The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Educational Requirements: High School Diploma or equivalent.

Experience Requirements: Minimum requirement: Successful work experience. Experience driving a school bus or equivalent vehicle.

Licenses/Language/Testing Requirements: Valid Class A or B California Driver's License; appropriate certificates; Bus Operators Certificate. Possession of (or willingness and ability to obtain) a valid CPR and First Aid Certificate, is desirable. The ability to speak, read and write in Spanish, in addition to English, is desirable. Fingerprint/criminal justice clearance (Dept. of Justice clearance, paid for by the successful candidate); Tuberculosis clearance and pre-employment drug testing.

Board Approval: May 26, 2021



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

CUSTODIAN

Summary of Duties: Under the direction of Head Site Custodian, keeps assigned facility and associated areas clean and orderly.

EXAMPLE OF DUTIES

- Keeps assigned facility clean, including but not limited to:
Sweeps, mops, strips and waxes floors. Cleans sidewalks and hallways. Vacuums and cleans rugs and carpets. Empties and cleans waste receptacles. Cleans and sanitizes restrooms. Washes windows, doors, and walls as required. Cleans drinking fountains and polishes metal work. Dusts and washes furniture, woodwork and equipment.
- Fills paper and soap dispensers and replenishes supplies.
- Assists in moving, arranging and setting up furniture and equipment for special events, meetings, and athletic events.
- Makes minor repairs and does minor building maintenance tasks as needed; reports needed major repairs using district procedures.
- Water and maintain the lawns, landscaping, and school grounds as necessary.
- Open and/or close the buildings, including lights, heating, air conditioning, security, raising and lowering flag.
- Makes routine security checks observing assigned areas and reporting vandalism or other problems.
- Follows assigned schedule and routine.
- Makes supply needs known.
- Follows general safety and hazardous materials procedures.
- Moves equipment and supplies within the job site.
- Supervise student workers as assigned.
- Assists in the cafeteria as needed.
- Performs other duties as assigned.

ESSENTIAL FUNCTION

The essential functions of the job include all the duties and responsibilities as well as the physical demands listed herein.

Knowledge of:

Cleaning procedures; minor maintenance; yard care; use of cleaning and yard care equipment.

Ability to:

Work independently; follow a schedule; understand, implement and give written and oral direction; communicate effectively and maintain cooperative relationships with those contacted in the course of work; follow general safety and hazardous materials procedures.

Supervision: Under general supervision, reports to the site administrator. May receive direction and technical assistance from Head Site Custodian on site and technical assistance from Head Building/Transportation Maintenance.

Work Environment: The work environment characteristics described here are representative of those and employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee frequently works near moving mechanical parts and in outside weather conditions and is frequently exposed to fumes or airborne particles and toxic or caustic chemicals. The employee occasionally works in high, precarious places and is occasionally exposed to high voltage electricity and vibration.

The noise level in the work environment is usually loud.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; walk; reach with hands and arms; and stoop, kneel, crouch, or crawl. The employee is occasionally required to use hands to finger, handle or feel objects, tools, or controls; climb or balance; talk or hear; and smell.

The employee must regularly lift and/or move up to 50 pounds, frequently lift and/or move up to 75 pounds, and occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Educational Requirements: High School Diploma or equivalent.

Experience Requirements: Successful paid or unpaid work experience.

Licenses/Language/Testing Requirements: A valid Class C, California driver's license, a good driving record and use of a private automobile may be required, and if so, must be maintained during employment. Possession of (or willingness and ability to obtain) a valid CPR and First Aid Certificate, is desirable. The ability to speak, read and write in Spanish, in addition to English, is desirable. Fingerprint/criminal justice clearance (Dept. of Justice clearance, paid for by the successful candidate); Tuberculosis clearance and pre-employment drug testing.

Board Approval: May 26, 2021



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

EXECUTIVE ASSISTANT

Classification: Confidential

Work Year/Schedule: 238 paid days; 8 hours per day (7:30 a.m. – 4:00 p.m.)

Salary: Depends on Experience

Summary of Duties: Under the direction of the Superintendent, organizes, prepares and drafts agendas and materials for the Board of Education meetings; attends Board meetings and prepares minutes; assures legal documents are stored and filed properly; arranges for various management meetings and preparation of agendas and minutes; serves as secretary to the Superintendent, scheduling appointments, obtaining data, drafting correspondence; serves as office manager responsible for budget preparation and monitoring and filing systems; provides secretarial support; serves as a liaison, coordinates between the administrator and other staff or community members as well as vendors, attorneys, parents; performs specialized activities as required; serves as the office coordinator over other clerical employees; and supports the administrator in District-authorized involvement in professional organizations at the local and State levels.

Distinguishing Characteristics: The Executive Assistant reports to the Superintendent and receives limited direction on all but the most sensitive, complex and controversial assignments. An employee in this class must possess good knowledge of District procedures, personnel and organization, public relations skills, and secretarial skills. The incumbent regularly has contact with Board Members, management, community groups, local businesses, elected officials, and the District's legal counsel. The consequence of error is exceptionally high such as improperly releasing confidential data, failure to properly post agendas or list agenda items, and improperly retaining legal documents.

Examples of Duties:

- Performs advanced-level secretarial duties requiring independent judgment and analysis
- Maintains and coordinates administrator's calendar; coordinates and schedules various appointments and meetings, makes travel arrangements, and prepares documentation for reimbursements
- Prepares and maintains accurate records, logs, and files including information of a confidential nature and information related to collective bargaining or labor relations activities; maintains confidentiality of information and records
- Researches, compiles, and reviews a variety of information; verifies data for accuracy, completeness and compliance with established procedures; identifies and resolves discrepancies
- Assists administrator in coordinating meetings, preparing agendas, minutes, and materials and attending meetings
- Administers the revolving cash fund reimbursement to individual employees and petty cash involving the receipt of forms, issuance of checks, posting of expenses and replenishing funds
- Coordinates, prioritizes, and supervises, work flow in the Superintendent's Office, manages on-going projects for the Superintendent
- Researches technical information for the Superintendent and prepares data related to projects as necessary
- Acts as liaison between the Board of Education and staff members, community members, city council members, and various other groups providing relevant information and materials
- Plans, organizes, coordinates, supervises and participates in the preparation of the Board meeting agenda, minutes, resolutions, legal documents, telephone directory, correspondence, notices, bulletins, and related materials
- Attends Board meetings and is responsible for preparing Board meeting minutes, maintains Board meeting calendar
- Maintains Board policies and administrative regulations, legal records, and updates files accordingly
- Composes correspondence, memos, bulletins and reports
- Receives visitors and screens telephone calls from the public, staff, press, organizations, parents and others; exercises independent judgment in providing information or referring individuals to the appropriate staff members, department or Superintendent

- Plans, manages, organizes, and executes large scale District-wide and community events including handling all logistics and details
- Establishes and maintains office systems, computer programs and procedures such as files, desk manuals, calendars and related materials
- Attends various workshops regarding legal requirements to gain information which is shared with administrators and Board Members
- Analyzes and controls budget accounts for office and Board of Education
- Coordinates Board of Education elections, researches laws, policies, and procedures relating to elections
- Maintains substitute employee system and database, along with substitute employee records
- Receives and screens incoming mail
- Receives and reviews requisitions checking for completeness of data, correctness of account numbers and for authorization of purchases
- Assigns purchase order and vendor numbers and maintains logs
- Receives packing slips and ensures accuracy of materials received and completes process for payment
- Processing and payment of all District invoices, including the verification of account numbers, proper documentation and authorizations
- Processes a variety of payroll related records and reports on information pertaining to employees' fringe benefit coverage
- Process travel requests for district employees, as needed (hotel reservations, flights, car rental)
- Maintain district charge accounts and cards (check in/out, logs, records)
- Prepares and maintains a variety of reports and documents pertaining to the Food Service operation including accounts payable/receivable, inventory control records, costing of food, supplies, labor summaries and government reports
- Ensures an accurate list of free and reduced lunch participants is maintained and the service of such lunches is recorded; supports the school sites with collecting meal applications and unpaid meal debt
- Coordinate and maintain district SMAA (School Medi-Cal Administrative Activities) program
- Performs other related duties as assigned

EMPLOYMENT REQUIREMENTS:

EDUCATION: Graduation from high school or equivalency and two years (48 semester or 72 quarter units) of college-level course work in business administration, public administration, or a closely related field. Up to two years of additional experience working at a Secretary to the Principal level position or higher may be substituted for the required college coursework.

EXPERIENCE: Five years of increasingly responsible secretarial/clerical experience including at least two years working in a secretary level position or higher for a principal, director, or executive level administrator. Experience with a public agency is preferred, but not required.

LICENSE/LANGUAGE REQUIREMENTS: A valid Class C, California Driver License, a good driving record, and use of a private automobile may be required, and if so, must be maintained during employment.

WORK ENVIRONMENT: Employees in this classification work primarily inside an office environment with frequent interruptions with changing priorities and short deadlines, may be required to drive an automobile to conduct work and have direct contact with District staff and the public.

PHYSICAL REQUIREMENTS: Employees in this classification stand, walk, sit, stoop/bend, reach overhead, lift and carry up to 20 lbs., use fingers repetitively, use both hands simultaneously, speak clearly, hear normal conversation, and see small details.

Established: 7/1/2021



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

HEAD BUILDING/TRANSPORTATION MAINTENANCE

Summary of Duties: Under the direction of the Superintendent to direct, manage, supervise, and coordinate Maintenance and Operations programs and activities, including grounds maintenance, building maintenance, custodial services and transportation maintenance; to maintain and inspect various District sites to assure safe, orderly and clean buildings and grounds for students, staff and the public.

EXAMPLE OF DUTIES

- Plan, organize, control and direct District maintenance, grounds keeping and custodial operations, activities and related services; develop and implement programs for preventative maintenance.
- Provide technical expertise, information and assistance to the Superintendent regarding grounds keeping, maintenance and custodial activities.
- Monitor and evaluate the efficiency and effectiveness of the Maintenance and Operations Department's performance.
- Maintain an appropriate system of records for the District's maintenance, operations, and grounds programs, including cost analysis and controls.
- Plan, direct, coordinate, and review the work plan for Maintenance and Operations; assign work activities, projects and programs; review and evaluate work products, methods and procedures; meet with staff to identify and resolve problems.
- Plan, coordinate, and arrange for the appropriate training of staff, including in-service training and safety programs.
- Develop and prepare applicable budgets; analyze and review budgetary and financial data; monitor and authorize expenditures in accordance with established guidelines; utilize computer spreadsheet software programs.
- Provides coordination and communication for Maintenance and Operations projects at each school site, the District Office and outside agencies, including collecting bids and/or quotes.
- Develop and administer the District Hazardous Materials and Toxic Waste Programs, the District Asbestos Management Program, the District Injury and Illness Prevention Program and other safety programs.
- Serve as District spokesperson for maintenance and operations matters.
- Work in conjunction with site administrators to develop an annual maintenance plan for each site.
- Operate a computer and assigned software programs including, but not limited to, word processing, spreadsheets, databases, and energy management system software; operate other office equipment as assigned; operate a vehicle to conduct work.
- Diagnose and perform necessary repairs on District vehicles and equipment.
- Perform preventative and routine maintenance and inspections on vehicles as required and keep records on these activities.
- Operate arc welder and acetylene torch in repairing school vehicles and equipment.
- Operate school bus for maintenance purposes.
- Assist bus drivers in conducting safety checks.
- Train employees on proper use and safety of vehicles and mechanical equipment.
- Maintain service records on district vehicles and equipment.
- Assist with washing, cleaning and fueling of District vehicles, as needed.
- Perform all other related duties and responsibilities as required.

ESSENTIAL FUNCTION

The essential functions of the job include all the duties and responsibilities as well as the physical demands listed herein.

Knowledge of:

- Operational characteristics, services and activities of a maintenance and operations program.
- Tools, materials and equipment used in building and grounds maintenance, and custodial services.
- Construction trades, including carpentry, plumbing, painting, glazing, electrical, heating and air conditioning, concrete.
- Management skills to analyze problems, policies and operational needs.
- Principles of supervision, training and performance evaluation.
- Pertinent Federal, State, and local laws, codes and regulations.
- Hazardous material and asbestos.
- Diesel mechanics

Ability to:

- Use, maintain and operate tools, materials and equipment used in grounds, building and transportation maintenance; including a variety of woodworking machinery and equipment.
- Perform locksmith work; repair and replace hardware, tumblers, cylinders, locksets, door closures, cabinet and file locks, door stops, kick panels and hinges and other related hardware as directed; cut keys and maintain records of keys issued to personnel and school sites.
- Weld; operate arc welder and acetylene torch.
- Alter, repair, and maintain a variety of articles and wood structures; perform a variety of carpentry work; frame walls, counters and window frames; perform mill and cabinet work as necessary; install doors and cabinets; install and repair floors, doors, windows, etc.; repair, patch and maintain roofs as necessary.
- Perform glazing and painting.
- Install water, sewer, and gas line drainage systems and pumps.
- Repair, replace, install and test plumbing systems; set fixtures.
- Perform a variety of concrete work; set forms, pour and finish slabs, work with rebar.
- Operate district vehicles and equipment to conduct work, including school buses for maintenance purposes.
- Manage, direct and coordinate the work of maintenance/custodial staff.
- Select, supervise, and train staff.
- Oversee and direct the operations, services and activities of maintenance and operations.
- Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.
- Research, analyze, and evaluate new service delivery methods and techniques.
- Interpret and apply Federal, State and local policies, laws and regulations.
- Operate a computer and assigned office equipment.
- Use a variety of computer software programs including, but not limited to, word processing, spreadsheets, databases, and energy management system software.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Maintain effective audio-visual discrimination and perception needed for:
 - o Making observations
 - o Communicating with others
 - o Reading and writing
 - o Operating assigned equipment
- Maintain mental capacity which allows the capability of:
 - o Making sound decisions
 - o Demonstrating intellectual capabilities

Supervision: Under minimal supervision, reports to the Superintendent.

Work Environment:

- Indoor and outdoor work, subject to noise from equipment operation
- Exposure to fumes, dust, dirt, oil/grease; high voltage
- Driving a vehicle to conduct work
- Seasonal heat and cold or adverse weather conditions

Hazards:

- Working/inspecting in cramped or restrictive work chamber
- Working with power saws and flying debris
- Working at heights on ladders or scaffolding

Physical Demands:

This position requires:

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials and inspect work in progress.
- Climbing ladders and scaffolding.
- Lifting, carrying, pushing or pulling heavy objects.
- Reaching overhead, above the shoulder and horizontally.
- Bending at the waist, kneeling or crouching.

Educational Requirements: High School Diploma or equivalent

Experience Requirements: Experience and training for five years of increasingly responsible building, grounds, and transportation maintenance experience that would likely provide the required knowledge and abilities

Licenses/Language/Testing Requirements: A valid Class C, California driver's license, a good driving record and use of a private automobile may be required, and if so, must be maintained during employment. Possession of (or willingness and ability to obtain) a valid CPR and First Aid Certificate, is desirable. The ability to speak, read and write in Spanish, in addition to English, is desirable. Fingerprint/criminal justice clearance (Dept. of Justice clearance, paid for by the successful candidate); Tuberculosis clearance and pre-employment drug testing.

Board Approval: May 26, 2021



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

HEAD BUS DRIVER

Summary of Duties: Plans, organizes, and administers the transportation program of the District. Operates a school bus for transporting students on regular routes and/or special trips and works under the Head Bus Driver.

EXAMPLE OF DUTIES

- Transports students safely to and from school, escort them as needed across streets, etc.
- Directs the District transportation program in conformance with Board policies, Federal and State guidelines, the Ed Code and school district regulations.
- Prepares the Transportation budget and analyzes financial and operating statements.
- Implements standards for efficient and safe transportation practices.
- Coordinates the procurement of parts and supplies need for transportation.
- Creates transportation routes and duty schedules for all operations.
- Plans for district-wide in-service meetings and workshops for transportation personnel.
- Conducts surveys and prepares reports regarding the District transportation operations as required.
- Arranges for substitute coverage of transportation needs.
- Confers with parents and the Superintendent on transportation issues as needed.
- Conducts driver training classes to ensure up to date licensing of bus drivers.
- Rides with bus drivers on their routes on a regular basis.
- Schedules out of town trips for vans, buses and cars.
- Communicates discipline and/or disruptive behavior on buses with site principals.
- Keeps log of vehicle usage.
- Perform preventative and routine maintenance and inspections on vehicles as required and keep records on these activities.
- Perform all other related duties and responsibilities as required.

ESSENTIAL FUNCTION

The essential functions of the job include all the duties and responsibilities as well as the physical demands listed herein.

Knowledge of:

Transportation programs procedures, and methods; Federal State and local rules, laws, and regulations; principles of supervision and evaluation.

Ability to:

Plan, organize and manage a large and diverse transportation program, direct the efforts of transportation personnel; communicate effectively and maintain cooperative relationships with those contacted in the course of work; understand, implement, and give oral and written directions in English.

Supervision Works under minimal supervision of the Superintendent

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently exposed to vibration. The employee frequently works in outside weather conditions and is frequently exposed to fumes or airborne particles. The employee occasionally works near moving mechanical parts and is exposed to wet and/or humid conditions and extreme heat.

The noise level in the work environment is usually loud.

Physical Demands:

The physical demand described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, use hands to finger, handle, or feel objects, tools, or controls, talk, and hear.

The employee frequently is required to stand, and walk. The employee is regularly required to reach with hands and arms. The employee occasionally is required to climb or balance; and stoop, kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 50 pounds individually or with assistance. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Educational Requirements: High School diploma or equivalent and advance training in the transportation area. Training in management and supervision.

Experience Requirements: Three years previous school district transportation experience. One year of supervisory responsibility.

Licenses/Language/Testing Requirements: Valid Class A or B California Driver's License; appropriate certificates; Bus Operators Certificate. Possession of (or willingness and ability to obtain) a valid CPR and First Aid Certificate, is desirable. The ability to speak, read and write in Spanish, in addition to English, is desirable. Fingerprint/criminal justice clearance (Dept. of Justice clearance, paid for by the successful candidate); Tuberculosis clearance and pre-employment drug testing.

Board Approval: May 26, 2001



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

HEAD COOK

Summary of Duties: Direct and participate in the operation of a school cafeteria that prepares meals for one or more school sites.

EXAMPLE OF DUTIES

- Directs and assists in the preparation, serving, and/or transporting of food for daily menus and special events.
- Requisitions food to meet projected menus.
- Assumes or assists in responsibility for overall quality and quantity of food served.
- Operates and maintains equipment. Ensures general sanitation and safety procedures.
- Directs and assists in the cleaning of dishes, pots and pans, utensils, kitchen equipment machines and sweeps and mops the food service area. Wipes down and cleans cafeteria tables.
- Prepare and maintain records regarding cafeteria operation.
- Supervises and/or conducts the inventory, ordering, and stocking, of all food and supplies.
- Supervises student help.
- Rotates stock to ensure proper usage.
- Obtains stored food from storage area.
- Performs other duties as assigned.

ESSENTIAL FUNCTION

The essential functions of the job include all the duties and responsibilities as well as the physical demands listed herein.

Knowledge of:

General record keeping; methods of preparing, cooking, baking and serving; production kitchen operation and equipment; sanitation and safety requirement.

Ability to:

Keep records accurately; lift and /or move 50 pounds individually or with assistance; follow oral and written instructions; provide direction to others; communicate effectively and maintain cooperative relationships with those contacted in the course of work; prepare a variety of foods and baked goods; follow and modify a recipe; perform basic arithmetic calculations with speed and accuracy; understand, implement, and give oral and written directions in English.

Supervision: Under minimal supervision, reports to the Superintendent. May receive direction and assistance from the Administrator/Supervisor. May direct the work and provide technical assistance to other food service workers.

May be required to provide own transportation to travel between sites.

Work Environment: The work environment characteristics described here are representative of those and employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works near moving mechanical parts and is regularly exposed to wet and/or humid conditions. The employee is frequently exposed to extreme cold and extreme heat.

The employee is occasionally exposed to fumes or airborne particles, toxic or caustic chemicals, and rarely exposed to the risk of electrical shock.

The noise level in the work environment is moderate to loud.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; climb or balance; and taste or smell. The employee frequently is required to stoop, kneel, crouch, or crawl and talk or hear. The employee is occasionally required to sit.

The employee must regularly lift and/or move up to 50 pounds individually or with assistance. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Educational Requirements: High School Diploma or equivalent. Additional education/training in cafeteria operation, food preparation, sanitation, safety and health.

Experience Requirements: Two years of successful food service experience, preferably in a school cafeteria.

Licenses/Language/Testing Requirements: A valid Class C, California driver's license, a good driving record and use of a private automobile may be required, and if so, must be maintained during employment. Possession of (or willingness and ability to obtain) a valid CPR and First Aid Certificate, is desirable. The ability to speak, read and write in Spanish, in addition to English, is desirable. Fingerprint/criminal justice clearance (Dept. of Justice clearance, paid for by the successful candidate); Tuberculosis clearance and pre-employment drug testing. Must hold a current Food Handler Card.

Board Approval: May 26, 2021



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

HEAD SITE CUSTODIAN

Summary of Duties: Keeps assigned facility and associated areas clean and orderly. Organizes, directs, monitors, and provides training for the work of custodians and student help.

EXAMPLE OF DUTIES

- Develops work schedules; identifies and prioritizes specific tasks to be accomplished.
- Keeps assigned facility clean, including but not limited to:
Sweeps, mops, strips and waxes floors. Cleans sidewalks and hallways. Vacuums and cleans rugs and carpets. Empties and cleans waste receptacles. Cleans and sanitizes restrooms. Washes windows, doors, and walls as required. Cleans drinking fountains and polishes metal work. Dusts and washes furniture, woodwork, and equipment.
- Performs plans and directs cleaning, gardening, and minor maintenance work at all sites.
- Makes minor repairs and reports or performs needed major repairs.
- Open and/or close the building, including lights, heating, air conditioning, security, raising and/or lowering flag.
- Provides leadership and works with the custodial staff in carrying out custodial and maintenance tasks.
- Directs and assists in moving, arranging and setting up furniture and equipment for special events, meetings, and athletic events.
- Orders and maintains inventory of appropriate supplies and equipment and develops site budget.
- Follows general safety and hazardous materials procedures.
- Makes routine security checks reporting vandalism and arranging for or performing needed repairs.
- Waters and maintains the lawns, landscaping and school grounds as necessary.
- Assists in the cafeteria as needed.
- Performs monthly safety check of buildings and grounds and completes Williams Inspections as required by state law.
- Assists Head Building/Transportation Maintenance with district projects, as approved by Superintendent.
- Performs other duties as assigned.

ESSENTIAL FUNCTION

The essential functions of the job include all the duties and responsibilities as well as the physical demands listed herein.

Knowledge of:

General methods of maintenance and cleaning procedures, use of cleaning materials and yard care, carpentry, electrical and plumbing skills required for routine maintenance; danger of hazardous materials; the appropriate action to prevent injury to self and others.

Ability to:

Use equipment common to the custodial, grounds keeping and maintenance function; work independently to complete tasks; develop and follow schedules; understand, implement, and give directions; organize, schedule, monitor and direct the work of others; communicate effectively and maintain cooperative relationships with those contacted in the course of work; follow general safety and hazardous materials procedures..

Supervision: Under minimal supervision, reports to the site administrators. May receive training and technical assistance from Head Building/Transportation Maintenance.

Work Environment: The work environment characteristics described here are representative of those and employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works in outside weather conditions. The employee occasionally works near moving mechanical parts and in high, precarious places and is occasionally exposed to fumes or airborne particles, toxic or caustic chemicals, high voltage electricity, and vibration.

The noise level in the work environment is usually loud.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle, or feel objects, tools, or controls; and reach with hands and arms. The employee frequently is required to stoop, kneel, crouch, or crawl and talk or hear. The employee is occasionally required to sit, climb or balance, and smell.

The employee must regularly lift and/or move up to 50 pounds, frequently lift and/or move up to 75 pounds, and occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Educational Requirements: High School Diploma or experience in custodial functions as outlined under experience.

Experience Requirements: At least three (3) years of experience in performing custodial, grounds keeping and maintenance functions, such as: concrete work, plumbing, carpentry and other maintenance tasks preferably in a school setting and the ability to work with the maintenance department on major projects at the site.

Licenses/Language/Testing Requirements: A valid Class C, California driver's license, a good driving record and use of a private automobile may be required, and if so, must be maintained during employment. Possession of (or willingness and ability to obtain) a valid CPR and First Aid Certificate, is desirable. The ability to speak, read and write in Spanish, in addition to English, is desirable. Fingerprint/criminal justice clearance (Dept. of Justice clearance, paid for by the successful candidate); Tuberculosis clearance and pre-employment drug testing.

Board Approval: May 26, 2021



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

LIBRARY AIDE

Summary of Duties: Performs duties related to the ordering, receiving, processing, and circulation/distribution of library books, textbooks, media, supplies and equipment.

EXAMPLE OF DUTIES

- Performs general clerical duties in the library.
- Supervision of students as assigned.
- Creates and maintains computerized records for inventory and circulation of library/textbook and media materials and all other equipment.
- Maintains statistics and prepares reports.
- Reinforce library skills.
- Provide literature appreciation, which may include reading aloud to students, for scheduled classes.
- Orders, processes and inventories library textbooks, books, media, materials and equipment.
- Checks materials in and out to staff and students.
- Shelves materials according to library organizational system and keeps library in good order.
- Inspects and repairs books/materials; makes minor repairs and reports needed repairs.
- Maintains records and may collect money for lost or damaged library/textbooks and books/materials.
- Maintains good public relations with students, parents, staff, and community.
- Does other duties as assigned.

ESSENTIAL FUNCTION

The essential functions of the job include all the duties and responsibilities as well as the physical demands listed herein.

Knowledge of:

Library operation and organization including Dewey Decimal System; correct English usage and math skills; general office machines; general principles of child development; direct instruction techniques; data entry.

Ability to:

Communicate effectively with a wide variety of personalities and maintain cooperative relationships with those contacted in the course of work; type and operate office machines; learn quickly the subject areas taught in specific assignment(s); understand, implement, and give oral and written directions in English.

Supervision: Under general supervision of the site supervisor.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel objects, tools, or controls and talk or hear. The employee frequently is required to stand; sit; reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl. The employee is occasionally required to walk.

The employee must occasionally lift and/or move up to 50 pounds individually or with assistance. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Educational Requirements: High School Diploma or equivalent.

Experience Requirements: One year experience in clerical/library work, preferably in a school library setting.

Licenses/Language/Testing Requirements: Possession of (or willingness and ability to obtain) a valid CPR and First Aid Certificate, is desirable. The ability to speak, read and write in Spanish, in addition to English, is desirable. Fingerprint/criminal justice clearance (Dept. of Justice clearance, paid for by the successful candidate); Tuberculosis clearance and pre-employment drug testing.

Board Approval: May 26, 2021



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

MEDIA SPECIALIST

Summary of Duties: Performs duties related to the ordering, receiving, processing, and circulation/distribution of library books, textbooks, instructional materials, media, supplies and equipment.

EXAMPLE OF DUTIES

- Assists teachers and students in learning library organization and procedures.
- Coordinate and monitor locations and use of multimedia equipment and materials.
- Provides assistance and support for students and staff in the use of computer equipment and software.
- Supervises students using computers and related multimedia equipment before, during and after school hours.
- Coordinates and supervises the delivery of distance learning and post-secondary education courses to students. (THS only)
- Maintains inventory of all school equipment.
- Assists and supports district and state testing.
- Creates and maintains computerized records for inventory and circulation of library/textbook and media materials and all other equipment.
- Maintains statistics and prepares reports
- Reinforce library skills.
- Provide literature appreciation, which may include reading aloud to students, for scheduled classes.
- Orders, processes and inventories library textbooks, books, media, materials and equipment.
- Checks materials in and out to staff and students.
- Shelves materials according to library organizational system and keeps library in good order.
- Inspects and repairs books/materials; makes minor repairs and reports needed repairs.
- Maintains records and may collect money for lost or damaged library/textbooks and books/materials.
- Maintains good public relations with students, parents, staff, and community.
- Supervision of students as assigned
- Performs other duties as assigned.

ESSENTIAL FUNCTION

The essential functions of the job include all the duties and responsibilities as well as the physical demands listed herein.

Knowledge of:

Library operation and organization including Dewey Decimal System; correct English usage and math skills; general office machines; general principles of child development; direct instruction techniques; data entry.

Ability to:

Communicate effectively with a wide variety of personalities and maintain cooperative relationships with those contacted in the course of work; type and operate office machines; computers and distance learning equipment learn quickly the subject areas taught in specific assignment(s); understand, implement, and give oral and written directions in English. Input data onto a server and maintain student records on server: download software to student machines and be proficient in the use of the internet for student projects.

Supervision: Under general supervision of the site supervisor.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel objects, tools, or controls and talk or hear. The employee frequently is required to stand; sit; reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl. The employee is occasionally required to walk.

The employee must occasionally lift and/or move up to 50 pounds individually or with assistance. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Educational Requirements: High School Diploma or equivalent.

Experience Requirements: One year experience in clerical/library work, preferably in a school library setting.

Licenses/Language/Testing Requirements: Possession of (or willingness and ability to obtain) a valid CPR and First Aid Certificate, is desirable. The ability to speak, read and write in Spanish, in addition to English, is desirable. Fingerprint/criminal justice clearance (Dept. of Justice clearance, paid for by the successful candidate); Tuberculosis clearance and pre-employment drug testing.

Board Approval: May 26, 2021



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

OFFICE CLERK

Summary of Duties: Under the direction of an administrator, performs clerical duties such as typing, filing, duplicating and answering phones; serves as receptionist and/or switchboard operator and assists students, parents, employees or community members; prepares and processes a variety of paperwork; maintains records and files; registers students; administers first aid; requisitions supplies and materials; operates a computer; generates reports; and performs other related duties as required.

Essential Job Functions:

- Assists other site personnel (i.e. attendance, registrar, ASB office, Principal, Vice Principal, nurse, etc. as may be required for the purpose of supporting them in the completion of their work activities.
- Attends meeting, training classes, seminars, etc. for the purpose of receiving and/or conveying information.
- Maintains various files (i.e. inventory, lunch applications, purchase orders, student files, testing results, textbook, etc.) For the purpose of documenting and/or providing reliable information.
- Performs record keeping and basic clerical functions, scheduling, copying, faxing, etc. for the purpose of supporting assigned administrator and/or site with necessary materials.
- Prepares typewritten materials (e.g. reports, memos, letters, newsletters, etc) for the purpose of conveying information regarding school and/or district activities and procedures.
- Processes documents and materials (e.g. bank deposits, textbooks, identification cards, health services, lunch program, etc) for the purpose of assisting staff in the completion of their activities and/or functions.
- Responds to inquiries of staff, district office, outside agencies, the public, parents and/or students for the purpose of providing information and/or direction as may be required.
- Supports assigned administrator/supervisor for the purpose of assisting them in the completion of their activities and/or functions.

Other Job Functions:

- Compiles student records (ie birth certificates, transfers, immunization, etc) for the purpose of meeting state, federal and/or district requirements.
- Requisition, receive, store and distribute supplies; maintain an adequate inventory of office and instructional supplies
- Assist in district meal charging and monthly invoice processing
- Collect and distribute mail among district sites

Job Requirements - Qualifications:

Knowledge, Skills and Abilities:

Knowledge to perform basic math. Keyboard literate.

Skills to perform multiple basic non-technical tasks. Specific skills to apply pertinent codes, policies, regulations and/or laws; communicate with persons of varied cultural and educational backgrounds; operate standard office equipment; perform standard clerical procedures; prepare and maintain accurate records; and utilize pertinent software applications.

Abilities to deal with a level or variety of clerical tasks with a moderate level of judgment with regards to working with people. Type 30 wpm. Specific abilities to be attentive to detail; meet deadlines and schedules; and work under time constraints.

Responsibility. The resources required (people, equipment, facilities, and/or funding) necessary to perform job functions are of a minimal scope and minimal opportunity exists for significant impact (positive or negative) on the organizations' mission.

Working Environment: The job functions are generally performed in an indoor environment requiring the following significant physical abilities; reaching, handling, fingering and/or feeling; sensory speaking, hearing and visual.

Educational Requirements: High school diploma or equivalent.

Licenses/Language/Testing Requirements: A valid Class C, California driver's license, a good driving record and use of a private automobile may be required, and if so, must be maintained during employment. The ability to speak, read and write in Spanish, in addition to English, is desirable. Fingerprint/criminal justice clearance (Dept. of Justice clearance, paid for by the successful candidate); Tuberculosis clearance.

Board Approval: February 24, 2021



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

PARAPROFESSIONAL

Summary of Duties: Assists the teacher and students in a variety of skilled and semi-independent activities and lessons including the production and preparation of materials, participation in assessment meetings, instructing and assisting students, student supervision, student testing, meeting legal requirements, assisting students in the use of computers, maintaining records and deadlines, and monitoring assignments.

Essential Job Functions:

- Provide direct instruction to individual and groups of students as directed by assigned classroom teacher or site principal
- Prepares materials and or lessons for student use in the computer lab/classroom and monitors student assignments
- Responsible for clerical duties including record keeping, preparation of legal forms, composing correspondence, and coordinating schedules
- Assists in administering and monitoring diagnostic tests
- Provides assistance to teachers using district and non-district computer courseware in the classroom, including word-processing, microcomputer operation, and multi-media technology
- Supports, assists, and supervise the enforcement of classroom, school and district rules
- Works as a team member in assessing and in meeting student need
- Operates various machines used in the instructional process and in the preparation of classroom materials
- Supervises students as assigned
- Maintains good public relations with students, parents, staff, and community
- May be required to drive students as requested by supervisor
- Performs other duties as assigned.

Other Job Functions:

Assists other personnel, as needed, to support them in the completion of their work activities

Attends workshops, trainings, and in-services, as appropriate

Attends District training on behavioral intervention strategies

Provides first aid, using universal precautions, for instances such as seizures or cardio-respiratory arrest

Job Requirements - Qualifications

Knowledge is required to perform basic math, including fractions, percents, and ratios (algebra and geometry at the secondary level); to read a variety of manuals; to write and speak distinctly; to type correspondence, memos, etc., usually in prescribed formats; to prepare reports; to speak before groups; and to apply common sense understanding of detailed multi-step instructions

Skills are required to perform multiple basic non-technical tasks. Specific skills include applying pertinent codes, policies, regulations and/or laws; communicating with persons of varied cultural and educational backgrounds; operating standard office equipment; preparing and maintaining accurate records; utilizing pertinent software applications; and demonstrating keyboard/computer literacy.

Abilities to deal with a level of complexity of tasks that require significant coordinating of others' schedules and/or activities; to practice discretion, independent action, and/or judgment when working with people and a diversity of equipment; and to interact with persons and/or agendas that frequently change. Specific abilities include adhering to safety practices; being attentive to detail; implementing established curriculum; meeting deadlines and schedules; lifting a minimum of 50 lbs.; working under time constraints; and motivating and working with students especially at-risk populations.

Responsibility includes leading and guiding. The resources required (people, equipment, facilities) to perform job functions are of a moderate scope, and moderate opportunity exists for significant impact (positive or negative) on the organization's mission.

Work Environment: The job functions are performed in an indoor or outdoor environment, requiring the following significant physical abilities: lifting, reaching, handling, fingering and/or feeling; sensory speaking, hearing and visual. The employee must occasionally lift and/or move up to 50 pounds individually or with assistance. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

Educational Requirements: A high school diploma or equivalent is required.

The No Child Left Behind Act of 2001 requires all paraprofessionals who provide instructional assistance to possess a high school diploma or equivalent along with one of the following:

1. A minimum of 48 semester or 72 quarter units of college coursework.
2. An Associate or higher degree from an accredited college or university.
3. Pass an assessment that demonstrates knowledge of the ability to assist in teaching, reading, writing and mathematics.

To be hired with the understanding that an Associate degree will be obtained within four years of the date of hire.

Certification or the ability to become certified and proficient in District adopted CPI- Crisis Prevention Institute

Experience Requirements: A minimum of one year of job-related experience, or any combination of experience and education within the specialized field, is required.

Licensing, Certification, Testing Requirements: Fingerprint/criminal justice clearance; Tuberculosis clearance; pre-employment drug testing; and CPR and First Aid certificates (certificates from an internet course are NOT acceptable) are required.

Board Approval: May 26, 2021



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

SECRETARY TO THE PRINCIPAL

Summary of Duties: Under the direction of the Principal, performs a wide variety of clerical and complex secretarial functions in the management of the school office and the operational aspects of the school; performs public relations and communication services for the school. This position requires the ability to exercise independent judgment, complete tasks despite interruptions from staff, the public and telephones and the ability to interact successfully with persons of varying personalities on a of myriad issues.

EXAMPLE OF DUTIES

- Relieve the principal of routine administrative details as appropriate.
- Schedule all appointments and meetings for the Principal and maintain the Principal's calendar.
- Independently compose letters, memorandums and bulletins as directed.
- Staff the front counter and answer telephone calls coming in from intercom/outside lines.
- Assist with ill students and minor injuries.
- Administer prescription medications to students and document every dosage.
- Completion of Accident Reports and insurance forms.
- Maintenance and accurate record keeping of student attendance, health, immunization and emergency records.
- Maintain Student CUM, Attendance and Discipline Files.
- Coordinate SARB process, records and procedures for the school site.
- Assist substitute teachers and classified substitutes by providing them with keys/ necessary materials.
- Collect, receipt and account for money collected in conjunction with fund-raising, student body, cafeteria and other school activities.
- Responsible for student body accounts; deposits, checks, accounting
- Assist the Principal with routine student discipline (which includes documenting in PowerSchool); communication with parents, and maintaining required documentation.
- Process report cards, transcripts and other correspondence for mailing.
- May assist in the scheduling of school facilities by the public, provide necessary forms.
- Responds to requests for information of a specialized or confidential nature requiring the use of discretion and judgment in explaining district policies and regulations.
- Perform a wide variety of problem-solving tasks in support of student, certificated, classified and management personnel.
- Performs other duties as assigned.

ESSENTIAL FUNCTION

The essential functions of the job include all the duties and responsibilities as well as the physical demands listed herein.

Knowledge of:

- Office methods, practices and equipment including basic computer programs and troubleshooting, Microsoft Word, Excel, Publisher
- English, grammar, spelling, punctuation, composition, vocabulary and proof reading.
- Child abuse reporting requirements.
- First aid principles and techniques including CPR.
- A demonstrated ability to communicate effectively orally and in writing
- In-depth office practices procedures, and equipment including filing systems, receptionist and telephone techniques, and letter and report writing.

Ability to:

- Ability to work independently; manage, prioritize tasks and activities in a fast paced setting.
- Establish and maintain effective working relationships with others (students, teachers, non-certificated staff, parents and volunteers).
- Exercise independent judgment in the application of standard practices and procedures (school and district policies and procedures)
- Maintain confidentiality
- Supervise students on a temporary basis
- Follow oral and written directions
- Ability to work well as a team member

Job Requirements - Qualifications:

Knowledge, Skills and Abilities:

Knowledge to perform basic math. Keyboard literate.

Skills to perform multiple basic non-technical tasks. Specific skills to apply pertinent codes, policies, regulations and/or laws; communicate with persons of varied cultural and educational backgrounds; operate standard office equipment; perform standard clerical procedures; prepare and maintain accurate records; and utilize pertinent software applications.

Abilities to deal with a level or variety of clerical tasks with a moderate level of judgment with regards to working with people. Type 30 wpm. Specific abilities to be attentive to detail; meet deadlines and schedules; and work under time constraints.

Responsibility. The resources required (people, equipment, facilities, and/or funding) necessary to perform job functions are of a minimal scope and minimal opportunity exists for significant impact (positive or negative) on the organizations' mission.

Work Environment: The job functions are generally performed in an indoor environment requiring the following significant physical abilities; reaching, handling, fingering and/or feeling; sensory speaking, hearing and visual.

Physical Demands:

The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

- Dexterity of hands and fingers to operate a computer keyboard
- Hearing and speaking to exchange information in person and on the telephone
- Sitting for extended periods of time
- Seeing to read a computer screen or printed materials with or without vision aids
- Bending at the waist, kneeling or crouching to file materials
- Reaching overhead, above the shoulders and horizontally
- Lift and/or carry up to twenty-five (25) pounds for short distances
- Walk over uneven ground

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

Educational Requirements: High school diploma or equivalent.

Experience Requirements: A verified work history of at least 3 years of increasingly responsible positions in the operation of an organization (non-public, public or private), and/or the completion of significant projects /programs within an organization.

Licenses/Language/Testing Requirements: A valid Class C, California driver's license, a good driving record and use of a private automobile may be required, and if so, must be maintained during employment. Possession of (or willingness and ability to obtain) a valid CPR and First Aid Certificate. The ability to speak, read and write in Spanish, in addition to English, is desirable. Fingerprint/criminal justice clearance (Dept. of Justice clearance, paid for by the successful candidate); Tuberculosis clearance and pre-employment drug testing.

Board Approval: May 26, 2021



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

SECRETARY

Summary of Duties: Under the direction of an administrator, operates computer equipment and maintains records related to district-wide student attendance accounting, and discipline.

Essential Job Functions:

- Enters information from source documents into the computer.
- Verifies data against source documents, auditing and correcting data entry from school sites.
- Assists in maintaining and developing district student attendance/child nutrition procedures.
- Produces computer-generated reports.
- Performs clerical work, including typing, filing and proofreading.
- Composes routine correspondence and reports under minimal direction.
- Assists with training of personnel in the use of student attendance/child nutrition computer procedures.
- Acts as a receptionist on telephone and in person. Maintains good public relations with students, parents, staff and community.
- Maintains confidentiality of all sensitive communications and of all student and staff personnel matters.
- Assists in gathering and processing school data required for outside agencies, district, and school administration (e.g. CBEDS, student scheduling, free and reduced meal applications, testing, purchasing, grade checks)
- Performs other duties as assigned.

Job Requirements - Qualifications:

Knowledge, Skills and Abilities:

Basic functions of computer operation; modern office methods and practices, filing procedures, receptionist and telephone techniques; business letters and report writing; proper English, spelling, grammar, punctuation; collection and organization of data and information.

Responsibility. The resources required (people, equipment, facilities, and/or funding) necessary to perform job functions are of a minimal scope and minimal opportunity exists for significant impact (positive or negative) on the organizations' mission.

Working Environment: The job functions are generally performed in an indoor environment requiring the following significant physical abilities; reaching, handling, fingering and/or feeling; sensory speaking, hearing and visual.

Physical Demands:

The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.

- Dexterity of hands and fingers to operate a computer keyboard
- Hearing and speaking to exchange information in person and on the telephone
- Sitting for extended periods of time
- Seeing to read a computer screen or printed materials with or without vision aids
- Bending at the waist, kneeling or crouching to file materials
- Reaching overhead, above the shoulders and horizontally
- Lift and/or carry up to twenty-five (25) pounds for short distances
- Walk over uneven ground

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

Educational Requirements: High school diploma or equivalent.

Licenses/Language/Testing Requirements: Fingerprint/criminal justice clearance (Dept. of Justice clearance, paid for by the successful candidate); Tuberculosis clearance and pre-employment drug testing

Board Approval: May 26, 2021



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

SKILLED MAINTENANCE WORKER

Summary of Duties: Under the direction of the Head Building/Transportation Maintenance, performs skilled work in a variety of the building maintenance trades in the maintenance and repair of district buildings, facilities and equipment, independently or on an assigned maintenance crew.

EXAMPLE OF DUTIES

- Perform skilled maintenance and repair of district buildings, facilities and equipment in a wide variety of the building trades including electrical, plumbing, carpentry, locksmith work, glazing, painting, roof repair and others; assist other maintenance personnel as directed.
- Perform locksmith work; repair and replace hardware, tumblers, cylinders, locksets, door closures, cabinet and file locks, door stops, kick panels and hinges and other related hardware as directed; cut keys and maintain records of keys issued to personnel and school sites.
- Perform minor repair to electrical and plumbing fixtures, equipment, systems and other installations; replace light fixtures, ballasts, switches and other electrical and plumbing accessories.
- Repair, maintain and perform preventative and routine maintenance for district equipment; troubleshoot equipment malfunctions.
- Perform a variety of carpentry work; frame walls, counters and window frames; install doors and cabinets; repair, patch and maintain roofs as necessary.
- Perform a variety of concrete work; set forms, pour and finish slabs, work with rebar.
- Operate a variety of specialized equipment, and hand and power tools related to work performed or assigned; repair, maintain and assure equipment is in safe and proper working condition; drive a district vehicle to various work sites.
- Prepare and maintain a variety of records related to work performed, supplies and materials, labor costs and others.
- Assist other maintenance personnel with daily work assignments as directed.
- Perform related duties as assigned.

ESSENTIAL FUNCTION

The essential functions of the job include all the duties and responsibilities as well as the physical demands listed herein.

Knowledge of:

- Requirements of maintaining buildings, equipment and facilities in good repair
- Operation and use of hand and power tools and equipment
- Shop math applicable to the building trades
- Health and safety regulations and procedures
- Proper methods, materials, tools, terminology and equipment used in the building maintenance trades
- Proper methods of storing equipment, materials and supplies
- Diesel mechanics

Ability to:

- Perform skilled work in the construction, maintenance and repair of building and facilities
- Operate a vehicle and a wide variety of power equipment and hand tools related to the building trades
- Prioritize and schedule work
- Apply and explain rules, regulations, policies and procedures
- Observe legal and defensive driving practices
- Observe needed and completed repairs
- Work at heights
- Climb ladders

- Reach overhead and horizontally
- Stand for extended periods of time
- Lift heavy objects; at least 50 lbs.
- Bend, kneel or crouch

Supervision: Under general supervision, reports to the Superintendent. May receive direction and technical assistance from Head Building/Transportation Maintenance.

Work Environment:

Environment:

- Indoor and outdoor work, subject to noise from equipment operation
- Regular exposure to fumes, dust, dirt, oil/grease
- Driving a vehicle to conduct work
- Seasonal heat and cold or adverse weather conditions

Hazards:

- Working in cramped or restrictive work chamber
- Working with power saws and flying debris
- Working at heights on ladders or scaffolding

Physical Demands:

This position requires:

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials and inspect work in progress.
- Climbing ladders and scaffolding.
- Lifting, carrying, pushing or pulling heavy objects.
- Reaching overhead, above the shoulder and horizontally.
- Bending at the waist, kneeling or crouching.

Educational Requirements: High School Diploma or equivalent.

Experience Requirements: Training or experience to demonstrate the ability to perform skilled-level work in two or more of the building maintenance trades and two years of experience in the maintenance trades.

Licenses/Language/Testing Requirements: A valid Class C, California driver's license, a good driving record and use of a private automobile may be required, and if so, must be maintained during employment. Possession of (or willingness and ability to obtain) a valid CPR and First Aid Certificate, is desirable. The ability to speak, read and write in Spanish, in addition to English, is desirable. Fingerprint/criminal justice clearance (Dept. of Justice clearance, paid for by the successful candidate); Tuberculosis clearance and pre-employment drug testing.

Board Approval: May 26, 2021



TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT

SPECIAL EDUCATION PARAPROFESSIONAL

Summary of Duties: Assists students in specialized educational programs, or intervention programs, who have a variety of physical handicaps, learning disabilities, emotional or behavioral problems on a one-to-one or group basis reinforcing lesson plans; independently adjusts methods/approach/pace of instructional material; maintains student discipline in group activities; performs classroom support activities; maintains a variety of records; and performs other related duties as required. Positions in the specialized language classes require incumbents to work with non- and limited English speaking students in their primary language.

Essential Job Functions:

- Adapts classroom work/homework under the direction of the teacher to provide a method to support and/or reinforce classroom objectives
- Adapts to the unique behavioral and health needs of high-risk special education students
- Administers tests, homework, make-up work, etc. to assist teachers in evaluating students' progress and/or recognize the individual needs of the student
- Assists student(s) with administration of medication, toileting, diapering, clothing manipulation, food preparation, feeding, gastrostomy feeding tube, tracheotomy care, including cleaning and surface suctioning, skin integrity check, colostomy cleaning or care, and intermittent catheterization
- Assists in implementing educational programs to meet the individual needs of students (media, computer programs, note-taking, direct learning activities, and physical education activities) in a variety of educational settings
- Assists students with participation in physical therapy, occupational therapy and speech therapy
- Confers with teachers and other district personnel to assist in the evaluation of students' progress and/or the implementation of students' IEP goals
- Monitors students in the classroom, on campus, and on the bus to ensure a safe and positive environment
- Operates basic medical, exercise, therapeutic, instructional, and office equipment
- Operates communication devices and adapts to computers, as assigned
- Participates in various meetings for the purpose of sharing information and/or improving one's skills/knowledge
- Performs record-keeping and basic clerical functions (scheduling, copying, journaling, data collection, etc.) to support the teacher in maintaining student files and providing classroom materials
- Responds to emergency situations (e.g. injured students, fights, etc.) to resolve immediate safety concerns

Other Job Functions:

Assists other personnel, as needed, to support them in the completion of their work activities

Attends workshops, trainings, and in-services, as appropriate

Attends District training provided by a registered nurse on specialized healthcare procedures prior to assisting with specialized health procedures (catheterization, use of Hoyer lift, gastrostomy tube, tracheotomy care), receiving a certificate of training completion and District training on behavioral intervention strategies

Provides first aid, using universal precautions, for instances such as seizures or cardio-respiratory arrest

Job Requirements - Qualifications

Knowledge is required to perform basic math, including fractions, percents, and ratios (algebra and geometry at the secondary level); to read a variety of manuals; to write and speak distinctly; to type correspondence, memos, etc., usually in prescribed formats; to prepare reports; to speak before groups; and to apply common sense understanding of detailed multi-step instructions

Skills are required to perform multiple basic non-technical tasks. Specific skills include applying pertinent codes, policies, regulations and/or laws; communicating with persons of varied cultural and educational backgrounds; operating standard office equipment; preparing and maintaining accurate records; utilizing pertinent software applications; and demonstrating keyboard/computer literacy.

Abilities are required to deal with a level of complexity of tasks that require significant coordinating of others' schedules and/or activities; to practice discretion, independent action, and/or judgment when working with people and a diversity of equipment; and to interact with persons and/or agendas that frequently change. Specific abilities include adhering to safety practices; being attentive to detail; implementing established curriculum; meeting deadlines and schedules; lifting a minimum of 50 lbs.; working under time constraints; and motivating and working with students (at-risk populations).

Responsibility includes leading and guiding. The resources required (people, equipment, facilities) to perform job functions are of a moderate scope, and moderate opportunity exists for significant impact (positive or negative) on the organization's mission.

Working Environment: The job functions are performed in an indoor or outdoor environment, requiring the following significant physical abilities: lifting, reaching, handling, fingering and/or feeling; sensory speaking, hearing and visual. Employees in this position may be required to use equipment such as wheelchairs, walkers, or similar equipment in the care of students, and must be able to lift a minimum of 50 lbs.

Educational Requirements: A high school diploma or equivalent is required.

The No Child Left Behind Act of 2001 requires all paraprofessionals who provide instructional assistance to possess a high school diploma or equivalent along with one of the following:

1. A minimum of 48 semester or 72 quarter units of college coursework.
2. An Associate or higher degree from an accredited college or university.
3. Pass an assessment that demonstrates knowledge of the ability to assist in teaching, reading, writing and mathematics.

To be hired with the understanding that an Associate degree will be obtained within four years of the date of hire.

Certification or the ability to become certified and proficient in District adopted CPI- Crisis Prevention Institute

Experience Requirements: A minimum of one year of job-related experience, or any combination of experience and education within the specialized field, is required.

Licensing, Certification, Testing Requirements: Fingerprint/criminal justice clearance; Tuberculosis clearance; and CPR and First Aid certificates (certificates from an internet course are NOT acceptable) are required.

Board Approval: February 24, 2021

TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

ITEM:

DATE: May 26, 2021

SUBJECT TITLE:

Surplus Items

REQUESTED ACTION:

Action: X Information: _____ Discussion: _____ Information/Discussion: _____

BACKGROUND INFORMATION:

Approve Surplus Items:
1998 Mercury Grand Marquis
White, 4 Door, Automatic
Approximately 135,000 miles
Vin # 2MEFM75WXXX630123

1990 Chevy Pickup with Utility Bed/Tool Boxes
White, Automatic
129,395 miles
Vin # 1GBGC24K8LE221046

PROPOSED PLAN/PROGRAM REPORT:

Approve

SPECIFIC FINANCIAL IMPACT OF ACTION PROPOSED/TAKEN:

1998 Mercury Grand Marquis
White, 4 Door, Automatic
Approximately 135,000 miles
Vin # 2MEFM75WXXX630123
Minimum Bid \$750.00 SOLD AS IS with no warranty.

1990 Chevy Pickup with Utility Bed/Tool Boxes
White, Automatic
129,395 miles
Vin # 1GBGC24K8LE221046
Minimum Bid \$1200.00 SOLD AS IS with no warranty.

RECOMMENDATION:

Approval

ORIGINATOR:

Monica Thompson, CBO

APPROVED FOR SUBMISSION TO THE BOARD:

Teresa Healy, Superintendent

Memorandum of Understanding

Between

Tulelake Basin Joint Unified School District
and
Modoc County Office of Education

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Tulelake Basin Joint Unified School District (TBJUSD) and the Modoc County Office of Education (MCOE) to bill for 504 services provided by District staff to students who qualify for the medi-cal program.

Background

TBJUSD and MCOE have a history of cooperation to ensure the educational needs of all students are met. Specifically, MCOE operates the SELPA in which TBJUSD participates.

Purpose

This MOU will allow MCOE to bill for medi-cal services provided by the District staff.

Funding

The District will be reimbursed as per rates defined by LEA Medi-cal billing for services to 504 students. The District will be paid after the program year is closed and final amounts are determined, no later than August 31, of the following school year.

Duration

This MOU is at will and may be modified by mutual consent of authorized officials from TBJUSD and MCOE. This MOU shall become effective upon signature by the authorized officials from TBJUSD and MCOE and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from TBJUSD and MCOE this MOE shall end on June 30, 2022.

Teresa Healy
Superintendent
Tulelake Basin Joint Unified School District

Date

Mike Martin
County Superintendent
Modoc County Office of Education

Date

TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

ITEM:

DATE: May 26, 2021

SUBJECT TITLE:

Change to Trimester Grading/Report Cards for Tulelake Elementary Students

REQUESTED ACTION:

Action: X **Information:** _____ **Discussion:** _____ **Information/Discussion:** _____

BACKGROUND INFORMATION:

Change grading periods to trimesters for all grades K-6 beginning in the 2021-2022 school year. The 3-6 grades will still do letter grades for report cards and the K-2 will continue to use standard based reports cards.

PROPOSED PLAN/PROGRAM REPORT:

Approve

SPECIFIC FINANCIAL IMPACT OF ACTION PROPOSED/TAKEN:

RECOMMENDATION:

Approval

ORIGINATOR:

Liza Butler, Principal

APPROVED FOR SUBMISSION TO THE BOARD:

Teresa Healy, Superintendent

TULELAKE BASIN JOINT UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

ITEM: Action

DATE: June 12, 2021 scheduled graduation, THS Gymnasium, 2:00 pm

SUBJECT TITLE: Certification of Tulelake High School Class of 2021

REQUESTED ACTION: Certification of the THS Graduating Class of 2021

Action: X Information: Discussion: Information/Discussion:

BACKGROUND INFORMATION

August 28, 2015: Per communication received from State Superintendent of Public Instruction, Tom Torlakson, The California Department of Education sponsored legislation in February 2015, SB 172 (Liu) which proposed suspending the CAHSEE requirement for 2015-16, 2016-17, and 2017-18; while the California Department of Education seeks to develop and examine recommendations for approaches to productive graduation policies that keep California moving toward higher standards for college and career readiness and higher graduation rates. As future action is taken on SB 172, LEA's will be updated. As of this date, there are no restrictions on high school diplomas based on any sort of state test; i.e. CAHSEE.

- All students listed below, ***except those noted w/an asterisk*****, have met **all** of the requirements for graduation from the Tulelake Basin Joint Unified School District.
- *Students noted with an **asterisk* may be at risk of not meeting all requirements in time for the graduation ceremony and a memo of understanding has been reviewed with each of these students' parents.

PROPOSED PLAN/PROGRAM REPORT

Commencement Date, Location, & Time: Saturday, June 12, 2021, THS Gym, 2:00 pm

1. Jesus Alcala Garcia	19. Carolina Sanchez-Reyes
2. Jonathan Alcala	20. Cesar Sandoval-Monteon
3. Yaira Arellano Alcala	21. Aixa Aleishay Silva-Garcia
4. Annette Lazuli Chavez Garcia	22. Karla Ariana Torres Andrade
5. Jazlyn Izellah Chavolla	23. Tristan Calvin Walker
6. Alyssa Nadine Coronado	
7. Ailyn Diaz Acosta	
8. Kieley Marie Girtman	
9. Emanuel Ibarra	
10. Lorena Ibarra	
11. Nayeli Aliza Jaime+	
12. Favian Martinez Bravo**	
13. Jonathan Medina-Jimenez	
14. Lacey Cheyanne Parker-Villines+	
15. Bianca Soledad Perez	
16. Katlynn Irene Perez	
17. Kimberly Perez	
18. Jesus Angel Ruiz-Vera	+Students receiving THS Certificate of Completion

SPECIFIC FINANCIAL IMPACT OF ACTION PROPOSED / TAKEN:

None

RECOMMENDATION: APPROVE

ORIGINATOR: Celeste Wedmore/Tulelake High School Office Mgr/Admin. Asst. Prepared 05/20/2021

APPROVED FOR SUBMISSION TO THE BOARD: Teresa Healy, Tulelake High School Principal / TBJUSD District Superintendent