A. CALL TO ORDER

B. MOVE TO CLOSED SESSION

C. CLOSED SESSION
   1. Conference with Labor Negotiators Agency designated representatives: Board President Ed McLaughlin, Unrepresented Employee(s): Superintendent (Government Code 54957.6)
   2. Conference with Labor Negotiators Agency designated representatives: Superintendent Len Foreman Employee Organizations: Administrative, CTA, CSEA, and Classified Confidential (Government Code 54957.6)
   4. Public Employee Performance Evaluation: Superintendent (Government Code 54957)

D. RETURN TO OPEN SESSION

E. PLEDGE OF ALLEGIANCE

F. REPORT OF ACTION TAKEN IN CLOSED SESSION

G. ORDER OF AGENDA

H. ITEMS FROM THE PUBLIC
   The law allows the public to address the governing board on any school district matter, whether or not it is on the agenda, but the law prohibits action or discussion by the Board on non-agenda items. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits. Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. (BB 9323)

I. DISTRICT REPORTS
   1. Principals
   2. Business Manager
   3. Superintendent

J. ITEMS FROM THE BOARD
K. CONSENT AGENDA

1. Minutes of Regular Meeting April 20, 2016

2. Accounts Payable Warrants for the Month of April 2016

3. Employment

   Classified
   Special Education Paraeducator: Mark Chavez .44FTE

   Certificated 2016-2017
   Certificated Teacher: Nora Reale 1.0 FTE
   Certificated Teacher: Julie Mathews 1.0 FTE
   Certificated Teacher: Nick Wilson 1.0 FTE

   Stipend Positions 2016-2017
   Band: Ed Banes
   Elementary School Student Council: Kasey Hardey
   Block D: Wes Bill
   High School Yearbook: Nick Wilson

4. Classified Resignations

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<tr>
<th>Position</th>
<th>Name</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>Yard Duty Supervisor</td>
<td>Mark Chavez</td>
<td>4-18-2016</td>
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5. Certificated Retirements

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<th>Effective Date</th>
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<tr>
<td>Certificated Teacher 1.0 FTE</td>
<td>Heidi Hovey</td>
<td>6-6-2016</td>
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<tr>
<td>Certificated Teacher 1.0 FTE</td>
<td>Ron Scudder</td>
<td>6-4-2016</td>
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6. Field Trips

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<tr>
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<th>Date of Event</th>
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<tr>
<td>DHS Football Team Camp in Lake Tahoe, Nevada</td>
<td>June 26-29, 2016</td>
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<td>DHS Football Tournament in Sunnyvale, Ca</td>
<td>July 14-17, 2016</td>
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7. Fundraising

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<th>Fundraising Event</th>
<th>Date of Event</th>
<th>Estimated Net</th>
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<tr>
<td>DHS Football Pizza/Bake Sale</td>
<td>May 10, 2016</td>
<td>$750.00</td>
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<td>DHS Football Lift-A-Thon</td>
<td>June 18, 2016</td>
<td>$6,000</td>
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<td>DHS Football sale</td>
<td>August 2016 to</td>
<td>$15,000</td>
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<td>of advertising in programs</td>
<td>September 15, 2016</td>
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8. Approve contract between Kronick, Moskovitz, Tiedermann and Girard and Durham Unified School District

9. Approval of 2016-2017 Designation of CIF Representative to league

10. Approve facilities agreement between Durham Recreation and Park District and DUSD Re: Facilities effective July 1, 2016 to June 30, 2017
L. DISCUSSION/ACTION ITEMS:

1. Approve Single Plan for Student Achievement (SPSA) for Durham Elementary School, Durham Intermediate School and Durham High School

2. Approve contract between Chico Speech and Language Center and DUSD for Speech-Language Pathology Services

3. Approve Resolution #16-11 A Resolution for new ground mounted photovoltaic panel solar construction installation project

4. Approve Resolution #16-12 A Resolution approving the guaranteed Maximum Price, a Facilities Lease, a Site Lease, and General Construction Terms and Conditions for construction renovation work at the Durham High School Coliseum/Stadium Phase II Project

The District Board is being asked to approve a resolution which approves and authorizes the Superintendent to enter into a series of documents associated with necessary renovation work to be made at the Durham High School Coliseum/Stadium Phase II Project. All costs associated with the stadium renovation are to be paid by the Durham Coliseum Fund, a sub-fund of the Durham Community Foundation.

5. Board Policy Updates: Second Reading and Adoption

Enclosure: Copy in the District Office (October revisions)

6. Approve Proposal/Agreement to prepare Developer Fee Justification Study

7. Approve proposal MOT purchase during the current fiscal year

8. Approve additional Regular Board Meeting on June 22, 2016

M. RETURN TO CLOSED SESSION

N. CLOSED SESSION

O. RETURN TO OPEN SESSION

P. REPORT OF ACTION TAKEN IN CLOSED SESSION

Q. NEXT BOARD MEETING DATE: June 15, 2016

R. ADD: Additional Board Meeting on June 22, 2016
(If approved under Discussion Action Item #8)

S. ADJOURNMENT

Notes:
*Agenda item documents are available for public inspection during regular business hours at the District Office.
**Handout will be provided at the board meeting.

If you require special accommodations to participate in the meeting, please advise Becky Gordon, District Secretary, 48 hours in advance at 895-4675 x227.

3 of 3
Durham Unified School District  
Regular Meeting of the Board of Trustees  
Wednesday, April 20, 2016  
6:00 p.m.  
(RETURN TO OPEN SESSION AT 7:00 P.M.)  
District Boardroom  

MINUTES  

A Regular Meeting of the Board of Trustees of The Durham Unified School District was held in the Durham Unified School District Board Room on April 20, 2016.  

Trustees Present: Bob Bultema, Ed McLaughlin, Mark Kimmelshue, Lance Smith and Todd Southam  

Trustee Absent: None  

Staff members present: Superintendent Leonard Foreman, District Secretary Becky Gordon, Business Manager Ron Sherrod, Principal Shirley Williams, Principal Jeff Kuhn, Principal Terry Bennett and School Psychologist/Director of Special Education Sara Smith  

Staff members absent: None  

A. CALL TO ORDER  
President Ed McLaughlin called the meeting to order at 6:05 p.m.  

B. MOVE TO CLOSED SESSION  

C. CLOSED SESSION  

D. RETURN TO OPEN SESSION  
President Ed McLaughlin reconvened the meeting to open session at 7:12 p.m.  

E. PLEDGE OF ALLEGIANCE  
Trustee Bob Bultema led the pledge of allegiance.  

F. REPORT OF ACTION TAKEN IN CLOSED SESSION  
President Ed McLaughlin reported no action was taken in closed session.  

G. ORDER OF AGENDA  
Superintendent Len Foreman requested a change to Discussion Action Item #4, change as follows: Approve Safety Plan Update for 2015-2017. Superintendent Len Foreman also requested that Discussion Action Item #10 Single Plan for Student Achievement from DES, DIS and DHS be removed from the agenda and put on a future agenda.  

H. ITEMS FROM THE PUBLIC  
There were public comments from Kathy Horn, Karla Rigsbee, Alison Brigham, Christina Grassmyer, Gini Vernau, Debbie Gobel, Christine Goulding-Weidert, Megan Farley, Raime Pisenti, Mike Watner, Jack Schafer, Matt Wolfe and Harry Lindahl regarding the
appreciation of the DUSD teachers, DUTA negotiations, budget, employee insurance rates, inflation rate, superintendent salary, recruiting and retaining certificated staff, future of the district, difficult decisions of the Board, Board decorum and audience decorum.

I. DISTRICT REPORTS

1. Principals

**Shirley Williams, DES Principal gave an update on the following:**
- Masonic Teacher of the Year, Cyndi Haapanen
- Technology update-New chrome books
- CAASP/SBAC Assessments
- 1st & 4th Grade VAPA performances
- Girls on the Run
- Book Fair May 2
- Spring Band Concert
- Open House- May 4 & Grandparent’s Day-May 6
- Professional Development, Next Generation Science Standards
- English Language (EL) 21 students receiving the Seal of Bi-literacy
- Enrollment Update - 445

**Jeff Kuhn, DIS Principal gave an update on the following:**
- Masonic Teacher/Classified Employee of the Year, Deanna Coyne and Kari Stotler
- Spring Band Concert
- Important dates until the end of the year
- 2016 American Legion Auxiliary Essay Results: 1st Keira Teague, 2nd place Joseph Moretti, and 3rd place Logan Messick, all from Mrs. Crete’s class.
- New DIS record for running the mile, Shawn Brannan 5 minutes 21 seconds
- Enrollment Update - 254

**Jeff Kuhn, Manager of MOT gave an update of the following:**
- Minor bus accident-no injuries-minor damage
- Bus evacuation
- Summer bus routes
- MOT reviewing camera systems
- List of all equipment and age for the district
- Fire Alarm testing
- MOT Summer work schedules

**Terry Bennett, DHS Principal gave an update of the following:**
- Appreciation for Suzanne Contreras for her dedication to students who received the Seal of Biliteracy
- Appreciation to Board Member, Bob Bultema for attending Every 15 Minutes
- Appreciation to the Committee for the impact and the great job of Every 15 Minutes
- Enrollment update - 286
- Spring Band Concert
- FFA Conference and FFA Annual Banquet, May 11


- DHS Prom April 30
- District Art Show week of May 2
- School-wide Academic Awards Assembly May 16
- Finals Schedules
- 8th grade transition day May 6
- Spring Sports Update

2. Business Manager Ron Sherrod gave an update on the following:
   - Open Enrollment for Employee Health Insurance 2016-2017
   - P-2 Attendance
   - Technology update

3. Superintendent Len Foreman gave an update on the following:
   - LCAP Meeting April 27
   - Coliseum Committee pre-construction meeting April 22
   - Coliseum Committee regular meeting April 25
   - Elite Solar-ARC Alternative Solar Project Update
   - Masonic Awards
   - Governor's May Budget Revision meeting May 19

J. ITEMS FROM THE BOARD

Bob Bulterm thanked DES teachers and students for the nice art work displayed at the Durham Post Office.
Mark Kimmelshue had no comment.
Ed McLaughlin commented on the recent vandalism and suggested that MOT consider measures to prevent it.
Lance Smith had no comment.
Todd Southam stated he would be at the upcoming DUTA mediation.

K. CONSENT AGENDA

On a motion by Mark Kimmelshue, seconded by Todd Southam, the board approved the Consent Agenda with a vote of 5 ayes and 0 nays.

Vote as follows:
Ayes: Ed McLaughlin, Bob Bulterm, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

L. INFORMATION ITEMS

1. Quarterly Report on Williams Uniform Complaint
   Superintendent Len Foreman reported there were no complaints on the Quarterly Report on Williams Uniform Complaints.
M. DISCUSSION/ACTION ITEMS:

1. Approve donation of $300.00 to the DUSD libraries from Durham Parkview East 4H for each school to receive $100.00: Durham Elementary School, Durham Intermediate School and Durham High School for a total of $300.00
On a motion by Mark Kimmels Hue, seconded by Tom Southam, the board approved the donation of $300.00 to the DUSD libraries from Durham Parkview East 4H for each school to receive $100.00 with a vote of 5 ayes and 0 nays.

Vote as follows:
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmels Hue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

2. Approve donation of $631.00 for Butte County Public Health Food Facility Plan Check from Durham Community Foundation for Phase II Coliseum/Stadium Project
On a motion by Mark Kimmels Hue, seconded by Bob Bultema, the board approved the donation of $631.00 for Butte County Public Health Food Facility Plan Check from Durham Community Foundation for Phase II Coliseum/Stadium Project with a vote of 5 ayes and 0 nays.

Vote as follows:
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmels Hue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

3. Approve anonymous donation of $1,000.00 for DIS chrome books.
On a motion by Bob Bultema, seconded by Lance Smith, the board approved the anonymous donation of $1,000.00 for DIS chrome books with a vote of 5 ayes and 0 nays.

Vote as follows:
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmels Hue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

4. Approve Safety Plan Update for 2015-20167
In Order of Agenda, Superintendent Len Foreman requested a change to Discussion Action Item #4, change as follows: Approve Safety Plan Update for 2015-2017. After the change was made the Board voted. On a motion by Bob Bultema, seconded by Mark Kimmels Hue, the board approved the Safety Plan Update for 2015-2017 with the changes and with a vote of 5 ayes and 0 nays.
Vote as follows:
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

5. **Approve Master Service Agreement from ALICE Training Institute**
On a motion by Lance Smith, seconded by Bob Bultema, the board approved the Master Service Agreement from ALICE Training Institute with a vote of 5 ayes and 0 nays.

Vote as follows:
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

6. **Approve agreement between DUSD and Consultant David Hurd for construction inspection services of Phase II Coliseum Project**
On a motion by Bob Bultema, seconded by Mark Kimmelshue, the board approved the agreement between DUSD and Consultant David Hurd for construction inspection services of Phase II Coliseum Project with a vote of 5 ayes and 0 nays.

Vote as follows:
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

7. **Approve California Department of Education TUPE Grant Cohort K Memorandum of Understanding between Butte County Office of Education’s Student Health and Prevention Programs and DUSD from July 1, 2015 to June 30, 2018**
On a motion by Mark Kimmelshue, seconded by Bob Bultema, the board approved the California Department of Education TUPE Grant Cohort K Memorandum of Understanding between Butte County Office of Education’s Student Health and Prevention Programs and DUSD from July 1, 2015 to June 30, 2018 with a vote of 5 ayes and 0 nays.

Vote as follows:
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None
8. **Approve request for expanded cooperative agreement between DUSD and Durham Park and Recreation for the proposed construction of the new multipurpose facility**

On a motion by Mark Kimmelshue, seconded by Lance Smith, the board approved the request for expanded cooperative agreement between DUSD and Durham Park and Recreation for the proposed construction of the new multipurpose facility with a vote of 5 ayes and 0 nays.

**Vote as follows:**

- **Ayes:** Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
- **Nays:** None
- **Abstained:** None
- **Absent:** None

9. **Approve contract for Actuarial Study with Dempsey Filliger and Associates**

On a motion by Bob Bultema, seconded by Mark Kimmelshue, the board approved the contract for Actuarial Study with Dempsey Filliger and Associates with a vote of 5 ayes and 0 nays.

**Vote as follows:**

- **Ayes:** Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
- **Nays:** None
- **Abstained:** None
- **Absent:** None

10. **Approve Single Plan for Student Achievement (SPSA) for Durham Elementary School, Durham Intermediate School and Durham High School**

In Order of Agenda, Superintendent Len Foreman also requested that Discussion Action Item #10 Single Plan for Student Achievement from DES, DIS and DHS be removed from the agenda and put on a future agenda.

11. **Approve Resolution #16-08 Resolution for Intra Budget Transfer Resolution at the Close of School Year**

On a motion by Mark Kimmelshue, seconded by Bob Bultema, the board approved Resolution #16-08 Resolution for Intra Budget Transfer Resolution at the Close of School Year with a vote of 5 ayes and 0 nays.

**Vote as follows:**

- **Ayes:** Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
- **Nays:** None
- **Abstained:** None
- **Absent:** None
12. **Approve Resolution #16-09 Resolution to establish fund balance policies as required by GASB 54 for the 2015-2016 school year**

On a motion by Todd Southam, seconded by Mark Kimmelshue, the board approved Resolution #16-09 Resolution to establish fund balance policies as required by GASB 54 for the 2015-2016 school year with a vote of 5 ayes and 0 nays.

**Vote as follows:**
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

13. **Approve retirement incentive, Option #1**

On a motion by Bob Bultema, seconded by Mark Kimmelshue, the board approved retirement incentive, Option #1 with a vote of 5 ayes and 0 nays.

**Vote as follows:**
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

14. **Approve Resolution #16-10 for retirement incentive program, Option #2**

On a motion by Mark Kimmelshue, seconded by Bob Bultema, the board approved Resolution #16-10 for retirement incentive program, Option #2 with a vote of 5 ayes and 0 nays.

**Vote as follows:**
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue, Lance Smith and Todd Southam
Nays: None
Abstained: None
Absent: None

15. **Board Policy Updates: Second Reading and Adoption of revised BP/AR 5131.7 Enclosure: Copy in the District Office**

On a motion by Mark Kimmelshue, seconded by Bob Bultema, the board approved Second Reading and Adoption of revised BP/AR 5131.7 with a vote of 4 ayes and 1 nays.

**Vote as follows:**
Ayes: Ed McLaughlin, Bob Bultema, Mark Kimmelshue and Todd Southam
Nays: Lance Smith
Abstained:
Absent:
16. Board Policy Update: First Reading
Enclosure: Copy in the District Office (October revisions)
Superintendent Len Foreman presented the First Reading of the board policy updates and stated there would be an opportunity for discussion during the second reading at the next board meeting.

N. RETURN TO CLOSED SESSION
   President Ed McLaughlin stated that it was not necessary to return to closed session after open session items so items N, O, P, and Q, could be eliminated from the Agenda.

O. CLOSED SESSION
   See Agenda Item #M

P. RETURN TO OPEN SESSION
   See Agenda Item #M

Q. REPORT OF ACTION TAKEN IN CLOSED SESSION
   See Agenda Item #M

R. NEXT BOARD MEETING DATE: May 18, 2016

S. ADJOURNMENT
   President Ed McLaughlin adjourned the meeting at 8:26 p.m.
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Other Services & Check Total: 75.00

Other Services & Check Total: 75.00

District Fund Total: 300.00
DURHAM UNIFIED SCHOOL DISTRICT
FIELD TRIP REQUEST

Date Submitted: 4/22/16

School Site: DURHAM HIGH Program: Football Seat Count: 20-50

Requesting Party: Skip Riley Phone: Cell: 321-2226

Purpose of Trip: Football Team Camp (Lake Tahoe)

Date of Trip: June 26-29, 2016 Day of Week: Sun - Wed.

Contact Name: ______________________________ Cell: __________________________

TYPE OF TRANSPORTATION REQUESTED

_____ School Bus _____ Charter _____ District Van ✓ Parent Driver

Have DMV records been checked for parent driver yes ✓ no

Destination: South Lake Tahoe HS

Address: 1705 Lake Tahoe Blvd City: South Lake Tahoe State: CA

Scheduled Departure Time: 0900 Scheduled Return Time: 6:00 PM

Mileage 386 Round Trip Board approval needed ✓ yes ☐ no

Payment Method: _______ ASB Funds _____ PTS _____ Budget Transfer

APPROVALS:

Principal: [Signature] Date: 4/22/16

Superintendent: [Signature] Date: 4/25/16

Updated 4/2013
DURHAM UNIFIED SCHOOL DISTRICT
FIELD TRIP REQUEST

Date Submitted: 4/22/16
School Site: DURHAM HIGH Program: Football Seat Count: 20-30
Requesting Party: SKIP RAY Phone: Cell: 321-3226
Purpose of Trip: TV2 TOURNAMENT Football
Date of Trip: 7/4/16 Day of Week: THURS. 4TH
Contact Name: BRANDON SHEPPARD Cell:

TYPE OF TRANSPORTATION REQUESTED

School Bus Charter District Van Parent Driver
Have DMV records been checked for parent driver yes no
Destination: SANTA CLARA
Address: 969 E. Caribbean Dr City: Sunnyvale State: CA
Scheduled Departure Time: Scheduled Return Time:
Mileage 408 miles Round Trip Board approval needed yes no
Payment Method: ASB Funds PTS Budget Transfer

APPROVALS:
Principal: Date: 4/22/16
Superintendent: Date: 4/25/16

Updated 4/2013
Durham Unified School District

Fund Raising Request Form

All fund raising projects/activities are to be approved by the school principal or the Board of Education at least one month prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTS account, Boosters account, or in the appropriate District account.

School: DHS
Club or Organization: DHS Football
Advisor/President: Skip Riley

Purpose of the fund raising project/activity:
Raise funds to pay for football camp

Financial Goal of the project:

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Nature of project/activity (i.e., car wash):
Round table pizza/bake sale

Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):

Beginning: 5:00 PM
Ending: 9:00 PM

Location: Round Table on Forest Ave.

Number of students to be involved: [Redacted]

Date: [Redacted]
Organization Officer’s Signature

Date: [Redacted]
Advisor’s Signature (if applicable)

Date: 4/27/16
Principal’s Signature

Date: [Redacted]
Student Body President’s Signature

Date: 4/25/16
Superintendent’s Signature (if required)

White: Club
Yellow: File
Pink: ASB Files
Durham Unified School District

Fund Raising Request Form

All fund raising projects/activities are to be approved by the school principal or the Board of Education at least one month prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTS account, Boosters account, or in the appropriate District account.

School: Durham High School

Club or Organization: Football

Advisor/President: Skip Riley

Purpose of the fund raising project/activity: Team Camp, Equipment

Financial Goal of the project:

| Minor: Estimated Gross | $6,000 |
| Major: Estimated Gross | $6,000 |

Estimated Net: $6,000

Nature of project/activity (i.e., car wash): Lift-A-Thon

Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):

Beginning: 6/18/16 - 9 AM  Ending: 6/18/16 - 12 PM

Location: Durham High Muscle from Weight Room

Number of students to be involved: 40 - 50

Date: 4/19/16

Organization Officer’s Signature

Date: 5/19/16

Advisor’s Signature (if applicable)

Date: 5/19/16

Principal’s Signature

Date: 5/19/16

Student Body President’s Signature

Date: 5/19/16

Superintendent’s Signature (if required)

White: Club  Yellow: File  Pink: ASB Files
Durham Unified School District

Fund Raising Request Form

All fund raising projects/activities are to be approved by the school principal or the Board of Education at least one month prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTS account, Boosters account, or in the appropriate District account.

School: DAS

Club or Organization: Football

Advisor/President: Skip Riley

Purpose of the fund raising project/activity:

Raise Funds for Football Expenses

Financial Goal of the project:

Minor: Estimated Gross 15,000 Estimated Net 15,000

Major: Estimated Gross

Estimated Net

Nature of project/activity (i.e., car wash):

Sell ads for the Football Program

Beginning/ending date(s) and times if appropriate of proposed fund raising project(s)/activity(ies):


Location:

Number of students to be involved: 100

Date: Organization Officer’s Signature

Date: Advisor’s Signature (if applicable)

Date: Principal’s Signature

Date: Student Body President’s Signature

Date: Superintendent’s Signature (if required)

White: Club Yellow: File Pink: ASB Files
AGREEMENT FOR LEGAL SERVICES

This Agreement for Legal Services is entered into between Kronick, Moskovitz, Tiedemann & Girard, A Professional Corporation ("KMTG") and Durham Unified School District ("Client") as of the date last set forth herein.

By signing and returning this Agreement for Legal Services, Client indicates its acceptance of the terms set forth in this document.

1. SCOPE OF AGREEMENT

Client retains KMTG to provide legal services to Client in connection with school facility matters.

2. DUTIES OF KMTG AND CLIENT

KMTG DUTIES

KMTG shall provide those legal services reasonably required to represent Client in the matter described above. KMTG shall also take reasonable steps to keep Client informed of significant developments and to respond to Client's inquiries.

While the attorney with whom Client originally met may be primarily responsible for completing the work on Client's matter, that attorney may also delegate work to other attorneys, paralegals, law clerks and office personnel within KMTG, if he or she determines that such delegation is appropriate in representation of Client's interests. If Client so requests, Client will be consulted before any delegation is made.

KMTG may, with Client's prior consent, select and hire attorneys, investigators, consultants and experts to assist in the preparation and presentation of Client's case. While any such persons will report exclusively to KMTG to preserve the Attorney-Client privileges, they will be employed by Client.

KMTG is not authorized or obligated to perform any services for Client until KMTG has received an original-signed copy of this Agreement for Legal Services from Client.

CLIENT'S DUTIES

Client shall be truthful with KMTG, cooperate with KMTG, keep KMTG informed of developments related to the subject matter for which Client has engaged KMTG, perform the obligations Client has agreed to perform under this Agreement, and pay statements from KMTG in a timely manner.

3. BILLING RATES

Client agrees to pay for legal services at the rates set forth in the attached Schedule of Rates. KMTG's fees will be calculated based on those hourly rates, billed in increments of 1/4th hour for the legal staff involved, multiplied by the hours devoted on Client's
behalf. These rates are subject to adjustment at the beginning of each fiscal year. KMTG will give written notice of rate adjustments at least thirty (30) days prior to the effective date thereof, and the new rates will be instituted only in consultation with Client. These rates are based principally on experience, specialization and training.

KMTG will charge for all time worked on a matter, including travel time portal-to-portal, time waiting in court, and time spent in meetings, unless otherwise agreed to in writing.

4. COSTS AND EXPENSES

Whenever practical, Client shall directly pay for major costs and expenses in addition to KMTG's fees, either by advancing such costs or expenses to KMTG, or by paying third parties directly. Upon demand, Client shall advance funds to KMTG or directly pay third parties, as specified by KMTG.

In all other cases, Client shall reimburse KMTG for all costs and expenses incurred by KMTG, including, but not limited to, the following: costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, court reporters' fees, jury fees, witness fees, long distance telephone calls, messenger and other delivery fees, postage, photocopying, parking, mileage, travel expenses (including air fare at coach rates, lodging, meals, and ground transportation), research, investigation expenses, consultants' fees, expert witness fees, and other costs.

KMTG shall itemize all costs incurred on each periodic statement.

5. STATEMENTS

KMTG shall send Client a statement for fees and costs incurred every month. However, when the fees and costs for a particular month are minimal, they may be carried over to the next month's statement. Client shall pay statements from KMTG within thirty (30) days after each statement's date.

KMTG's statements shall clearly state the basis thereof, including the amount, rate and basis for calculation (or other method of determination) of KMTG's fees.

KMTG shall provide a statement to Client, upon Client's request, no later than ten (10) days following the request. Client is entitled to make subsequent requests for statements at intervals of no less than thirty (30) days following the initial request.

6. DISCLAIMER OF GUARANTEE

By signing this Agreement, Client acknowledges that KMTG has made no promises or guarantees to Client about the outcome of Client's matter, and nothing in this Agreement shall be construed as such a promise or guarantee.
7. DISCHARGE AND WITHDRAWAL

Either party may terminate this Agreement upon written notice to the other party. If Client or KMTG elects to terminate this Agreement, KMTG shall be paid for all fees and costs that have accrued up to the time of termination.

KMTG and Client each agree to sign any documents reasonably necessary to complete KMTG's discharge or withdrawal.

8. LEGAL ACTION UPON DEFAULT

If Client does not pay the balance when due, or if Client breaches any other term of this Agreement, KMTG may demand that the entire unpaid balance be paid immediately and, as provided by law, commence any legal action for collection of the balance due.

Client and KMTG agree that all legal proceedings related to the subject matter of this Agreement shall be maintained in courts sitting within the State of California, County of Butte. Client and KMTG consent and agree that the jurisdiction and venue for proceedings relating to this Agreement shall lie exclusively with such courts. Further, the prevailing party in any such dispute shall be entitled to reasonable costs, including attorneys' fees.

9. ARBITRATION OF FEE DISPUTE

If a dispute arises between KMTG and Client regarding attorneys' fees or costs under this Agreement and KMTG files suit in any court, or begins an arbitration proceeding other than through the State Bar or a local bar association under Business and Professions Code sections 6200-6206, Client will have the right to stay that suit or arbitration proceeding by timely electing to arbitrate the dispute through the State Bar or a local bar association under Business and Professions Code sections 6200-6206. If Client elects to so arbitrate the dispute, KMTG will submit the matter to that arbitrator.

10. COMPLETION OF SERVICES

Upon the completion of KMTG's services, all unpaid charges for services rendered and costs incurred or advanced through the completion date shall become immediately due and payable.

11. CLIENT FILES

At Client's request, upon the termination of services under this Agreement, KMTG will promptly release all of Client's papers and property (subject to any applicable protective orders or non-disclosure agreements).

12. DESTRUCTION OF CLIENT FILE

If Client does not request the return of Client's papers and property, KMTG will retain Client's file for a period of seven (7) years from the last date of service in the matter described above. After seven (7) years, KMTG may have Client's file destroyed. Client
acknowledges that it will not be notified prior to the destruction of its papers and property, and Client consents to the same. If Client desires to have Client’s file maintained beyond seven (7) years after Client’s matter is concluded, Client must make separate arrangements with KMTG.

13. COMMENCEMENT OF SERVICES

KMTG’s obligation to provide legal services shall commence upon KMTG’s receipt of a signed copy of this Agreement for Legal Services.

14. COMMUNICATIONS

Communications pursuant to this Agreement shall be sent to the following:

Client

Len Foreman, Superintendent
Durham Unified School District
9420 Putney Drive
P.O. Box 300
Durham, CA 95938

KMTG

Constantine C. Baranoff
Kronick, Moskovitz, Tiedemann & Girard
400 Capitol Mall, 27th Floor
Sacramento, CA 95814

15. INSURANCE

Pursuant to Business and Professions Code section 6148, Client is hereby informed that KMTG maintains errors and omissions insurance coverage.
16. MODIFICATION BY SUBSEQUENT AGREEMENT

This Agreement may be modified only by a written instrument signed by both parties.

I understand and accept the foregoing terms.

DATE: 4/22/16

DURHAM UNIFIED SCHOOL DISTRICT

Len Foreman, Superintendent

DATE: 4/20/16

Constantine C. Baranoff
KRONICK, MOSKOVITZ, TIEDEMANN & GIRARD, A Professional Corporation
SCHEDULE OF RATES

Shareholders/Of Counsel/Senior Counsel...... $275-$475
Senior Associates........................................ $225-$375
Associate Attorneys..................................... $200-$300
Paralegals.................................................. $95-$160
Document Clerk/Law Clerk.............................$95

Constantine C. Baranoff..............................$275

Expenses, including mileage, long distance telephone charges, photocopying and delivery charges, will also be billed. A detailed schedule of these charges can be provided upon request. Our usual billing procedure is to submit a monthly itemization of the time and services charged with the names of the attorneys and paralegals whose time is being billed. However, we have a highly sophisticated and flexible billing system which can produce statements specific to each client’s billing needs. Please let us know of any specific desires or needs you have in this respect.
2016-2017 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 29, 2016.

Durham Unified School District/Governing Board at its 5-18-2016 meeting,

(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2016-2017 school year as the school’s league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

<table>
<thead>
<tr>
<th>NAME OF SCHOOL</th>
<th>Durham High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF REPRESENTATIVE</td>
<td>Terry Benett</td>
</tr>
<tr>
<td>ADDRESS</td>
<td>9455 Putney Drive</td>
</tr>
<tr>
<td>CITY</td>
<td>Durham</td>
</tr>
<tr>
<td>PHONE</td>
<td>530-895-4685</td>
</tr>
<tr>
<td>FAX</td>
<td>530-895-4688</td>
</tr>
<tr>
<td>E-MAIL</td>
<td><a href="mailto:tbennett@durhamunified.org">tbennett@durhamunified.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF SCHOOL</th>
<th>Durham High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF REPRESENTATIVE</td>
<td>Brian Glover</td>
</tr>
<tr>
<td>ADDRESS</td>
<td>9455 Putney Drive</td>
</tr>
<tr>
<td>CITY</td>
<td>Durham</td>
</tr>
<tr>
<td>PHONE</td>
<td>530-895-4685</td>
</tr>
<tr>
<td>FAX</td>
<td>530-895-4688</td>
</tr>
<tr>
<td>E-MAIL</td>
<td><a href="mailto:bglover@durhamunified.org">bglover@durhamunified.org</a></td>
</tr>
</tbody>
</table>

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. NOTE: League representatives from public schools and private schools must be designated representatives of the school’s governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent’s or Principal’s Name: Len Foreman
Address: 9420 Putney Drive
City: Durham
Zip: 95938
Phone: 530-895-4675
Fax: 530-895-4692

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.
AGREEMENT BETWEEN DURHAM RECREATION AND PARK DISTRICT AND
DURHAM UNIFIED SCHOOL DISTRICT
RE: FACILITIES

THIS AGREEMENT made and entered into this 1st day of July, 2016, in the County of
Butte, State of California, by and between the DURHAM RECREATION AND PARK
DISTRICT hereinafter referred to as PARK BOARD, and the DURHAM UNIFIED
SCHOOL DISTRICT hereinafter referred to as DISTRICT:

WITNESSETH:

For and in consideration of the mutual covenants, considerations, and on the terms and
conditions herein set forth, the parties hereto do hereby mutually agree as follows:

WHEREAS, the Education Code of the State of California, commencing with Section
40040 authorized sites, public corporations, and public schools districts to cooperate with one
another for the purpose of authorizing, promoting, and conducting programs of community
recreation which will contribute to the attainment of general recreational and educational
objectives for children and adults of the PARK BOARD and the DISTRICT; and

WHEREAS, the PARK BOARD and the DISTRICT are mutually interested in and
concerned with the provision of adequate facilities for the recreation and physical well-being of
their residents; and

WHEREAS, the PARK BOARD operates and maintains certain public parks and
recreational facilities, which are capable of being used by DISTRICT for educational purposes;
and DISTRICT has in its employ qualified personnel to supervise, direct, and conduct such
educational programs; and

WHEREAS, the DISTRICT has certain educational facilities under its jurisdiction,
suitable for a community recreation program, and conduct such a community recreation
program;

IT IS HEREBY MUTUALLY AGREED BETWEEN the DISTRICT and the PARK
BOARD that:

The DISTRICT will make available to the PARK BOARD for community recreation
activities such school grounds and buildings as may be mutually agreed upon. These facilities
are to be selected by the PARK BOARD and approved by the DISTRICT in accordance with
administrative procedures established by the DISTRICT superintendent.

The PARK BOARD will make available to the DISTRICT for bona fide school use
such PARK BOARD facilities as may be mutually agreed upon. These facilities are
to be selected by the DISTRICT and approved by the PARK BOARD in accordance with administrative procedures established by the Executive Director.

The use of school facilities shall be in accordance with the regular procedures for the DISTRICT in granting permits for use of school facilities as provided for by laws of California and the rules and regulations of the DISTRICT Board of Education.

The use of PARK BOARD facilities shall be in accordance with the regular procedures in granting permits for use of PARK BOARD facilities as prescribed by the rules and regulations of the PARK BOARD of Directors.

Schedules shall be established for said use of school and PARK BOARD facilities by designated representatives of the Superintendent of Schools and Executive Director of the PARK BOARD.

DISTRICT shall not at any time or to any extent whatsoever be liable, responsible, or in any way accountable for any injury to or death of persons or loss, destruction, or damage to property, occurring in, on or about the facilities under the jurisdiction of the DISTRICT when resulting from any use of or activities within such facilities by the PARK BOARD under the terms of this agreement, and the PARK BOARD shall forever indemnify DISTRICT against any and all claims, liabilities, loss, destruction, or damage. Similarly, the PARK BOARD shall not at any time or to any extent whatsoever be liable, responsible, or in any way accountable for any injury to or death of persons or loss, destruction or damage to property occurring in, on, or about the facilities under the jurisdiction of the PARK BOARD resulting from any use or activities within such facilities when being used by DISTRICT under the terms of this agreement and DISTRICT shall forever indemnify the PARK BOARD against any and all claims, liability, loss, or damage.

IT IS FURTHER AGREED that the PARK BOARD and DISTRICT at all times during the term of this agreement, will each, at their own expense, maintain in force a policy or policies of insurance, written by one or more responsible carriers doing business in the State of California or legally self-insured public agency acceptable to the other party. Policy or policies shall, in the case of the DISTRICT, insure PARK BOARD against all liability for injury or death of persons occurring in or about the facilities and in the case of the PARK BOARD will insure DISTRICT against all liability for injury or death of persons occurring in or about the facilities. The minimum coverage limit of the insurance policy shall be $1,000,000.
IT IS FURTHER AGREED that the DISTRICT will charge the PARK BOARD a fee for the use of facilities for programs operated by the PARK BOARD for adults. The fee established by the DISTRICT shall be consistent with current DISTRICT policy.

IT IS FURTHER AGREED that in consideration of the use of the DISTRICT facilities, the PARK BOARD shall provide for students, without charge except for additional personnel required, the use of the PARK BOARD facilities for the periods mutually agreed upon between the DISTRICT and the PARK BOARD.

IT IS FURTHER UNDERSTOOD AND AGREED that this agreement shall supersede any and all prior agreements, (with the exception of the Midway Park agreement) and that this agreement shall take effect July 1, 2016. Either party to this agreement may, at any time terminate this agreement upon giving, in writing, to either party, thirty (30) days notice of its intention to terminate same.

IT IS FURTHER AGREED that the term of this agreement will expire on June 30, 2017. The agreement may be renewed at that time by mutual consent of both boards.

IN WITNESS THEREOF the parties hereto have caused the AGREEMENT to be executed on their behalf.

DURHAM RECREATION AND PARK BOARD

By: __________________________ Board Chairman

______________________________ District Manager

Date: __________________________

DURHAM UNIFIED SCHOOL DISTRICT

By: __________________________ Board President

______________________________ Superintendent

Date: __________________________
The Single Plan for Student Achievement

School: Durham Elementary School

District: Durham Unified School District

County-District School (CDS) Code: 04 61432 6003115

Principal: Shirley Williams

Date of this revision: March 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Shirley Williams
Position: Principal
Telephone Number: 530 895 4695
Address: 9421 Putney Drive, Durham, CA
E-mail Address: swilliams@durhamunified.org

The District Governing Board approved this revision of the SPSA on __________, 2016.
Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL: English Language Arts. Increase reading comprehension and fluency.**

**SCHOOL GOAL** The percent of students who meet the grade level goals for reading fluency will increase from 2015 2nd trimester scores of: 3rd grade 72% reading 92 wcpm (or better), 4th grade 89% reading 112 wcpm, and 5th grade 100% reading 137 wcpm; to 3rd grade 80%, 4th grade 80% and 5th grade 95% for spring 2016 assessments.

<table>
<thead>
<tr>
<th>What data did you use to form this goal?</th>
<th>What were the findings from the analysis of this data?</th>
<th>How will the school evaluate the progress of this goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBM data from Spring 2015 CAASP scores</td>
<td>While many of our students are achieving proficiency in English Language Arts, we have significant subgroups: EL (English Learners), Sw/D (Students with Disabilities), and ED (Economically Disadvantaged) who show an achievement gap in reading comprehension. 2015 CAASP scores % of students exceeding or meeting standards: School wide 48%, EL 16%, Sw/D 6%, ED 33%</td>
<td>CBM data will be gathered and analyzed at least 3 times a year, discussed at grade level meetings, SSC and schoolwide.</td>
</tr>
</tbody>
</table>

**STRATEGY: Increase reading fluency and reading comprehension**
<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August '15–May '17</td>
<td>Heidi Hovey</td>
<td>Every 6 weeks discuss reading intervention student data and placement with grade level teachers and adjust according to need. Utilize paraprofessionals to assist with reading interventions.</td>
<td>Paraprofessionals</td>
</tr>
<tr>
<td>August '15–June '17</td>
<td>Principal</td>
<td>Provide professional development and coaching on Common Core strategies</td>
<td>Training cost $10,000</td>
</tr>
<tr>
<td>September 2015–April '16</td>
<td>Principal</td>
<td>Illuminate training for trainers of teachers and for all teachers</td>
<td>$1500</td>
</tr>
<tr>
<td>August '15 – June '17</td>
<td>Principal</td>
<td>At ELAC meeting give parents ideas and resources for assisting their students with summer learning</td>
<td>$75</td>
</tr>
<tr>
<td>August '15- June '17</td>
<td>Principal And Heidi Hovey</td>
<td>Grade level groups will analyze benchmark data, plan reteaching and intervention groups based on data</td>
<td>none</td>
</tr>
<tr>
<td>August '15–June '17</td>
<td>Principal</td>
<td>Teachers will study New Generation Science Standards and begin to teach them both during science and integrated with ELA and math</td>
<td>training materials additional materials</td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL: Mathematics. Math Facts Fluency**

**SCHOOL GOAL:** The percent of students who meet the grade level goals for mathematics facts fluency will increase from 2015 2nd trimester scores for 3rd grade 54% at 80% or above, 4th grade 54% at 80% or above and 5th grade 43% at 80% or above with a goal of increasing to 3rd grade 60%, 4th grade 60% and 5th grade 60% for spring 2016 assessments.

<table>
<thead>
<tr>
<th>What data did you use to form this goal?</th>
<th>What were the findings from the analysis of this data?</th>
<th>How will the school evaluate the progress of this goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher data by grade levels from Spring 2016 as well as CAASP 2015 scores</td>
<td>While many of our students are achieving proficiency, we have significant subgroups: EL (English Learners), Sw/D (Students with Disabilities), and ED (Economically Disadvantaged) who show an achievement gap in mathematics. 2015 CAASP scores % of students meeting or exceeding standards in mathematics: Schoolwide 38%, EL 5%, Sw/D 0%, ED 19%</td>
<td>Data will be gathered and analyzed at least 3 times a year, discussed at grade level meetings, SSC and schoolwide.</td>
</tr>
</tbody>
</table>

**STRATEGY:** Increase percent of students who meet grade level goals for mathematics facts fluency. Common Core math standards will be taught.
<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency Aug '15-June '17</td>
<td>Principal</td>
<td>Teachers will give weekly fluency tests to intervention students, share scores and progress with students and parents.</td>
<td>none</td>
</tr>
<tr>
<td>May '16 ELAC</td>
<td>Principal</td>
<td>ELAC parents will be given activities to help their students at home in math over the summer</td>
<td>$200</td>
</tr>
<tr>
<td>Sept '15-June '17</td>
<td>Principal</td>
<td>Teachers will develop at least 4 Common Core math units</td>
<td>$2,000 sub costs</td>
</tr>
<tr>
<td>Common Core</td>
<td>Principal</td>
<td>Teachers will meet in vertical teams to explore Common Core standards by theme and grade level</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td>Principal</td>
<td>Teachers will develop 3 grade level benchmarks for math, including proficiency levels.</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benchmark assessments will be given, results analyzed and reteaching for CC skills as needed</td>
<td>none</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Smarter Balanced CC math questions will be utilized for practice</td>
<td>none</td>
</tr>
<tr>
<td>Professional Development Aug '15 – June '17</td>
<td>Principal and Teachers</td>
<td>Three DES Teachers will continue in the MathTime Grant</td>
<td>none</td>
</tr>
<tr>
<td>Curriculum May 2016</td>
<td>School board</td>
<td>Purchase of curriculum due to increase in enrollment and annual purchase of consummables</td>
<td>cost of teachers’ guides and manipulatives. Consummables – same or less that previous years</td>
</tr>
<tr>
<td>February 2016</td>
<td>Principal</td>
<td>Hold Parent Math Night to provide support and resources for use at home</td>
<td>$400 Math Night materials</td>
</tr>
</tbody>
</table>
School Climate

LEA GOAL: All Students in the Durham Unified School District will be educated in a safe and healthy learning environment.

SCHOOL GOAL: By May 31, 2017, the percentage of 4th and 5th students that report they agree or strongly agree to feeling safe at school on the DUSD Student Survey at Durham Elementary School will increase from 93% to 95%.

What data did you use to form this goal?
- DUSD Student Survey
- Comments and testimonials of DES students and staff

What were the findings from the analysis of this data?
- In 2015 93% of DES 4th and 5th grade students said they agreed or strongly agreed to feeling safe outside at recess

How will the school evaluate the progress of this goal?
- This school goal will be evaluated on an annual basis as part of the SPSA evaluation process

STRATEGIES: 1) DES will use an inquiry-based approach to identify major student safety issues, review current practices, and identify potential strategies or interventions to increase student safety.

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task/Date</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
</table>
| Aug.'15-Oct.'15 SBIT - Student Based Intervention Team (SBIT) will plan year's activities | SBIT Team Members | - October 1–November 30, 2016: SBIT to review schoolwide PBIS (Positive Behavior Intervention & Support) plan and develop action steps for 2015-2016  
- December 2016: SSC is informed of action plan and progress  
- Teachers will teach Second Step or Steps to Respect Curriculum  
- Classes will have monthly activities with buddy classes  
- Teachers will discuss and/or survey students midyear about feelings of safety, share information,  
- SBIT committee will review the midyear data and | None |
<p>| Aug.'15-May '17 – explicit teaching of respect | Principal | | None |
| Student input/midyear | Principal | | None |</p>
<table>
<thead>
<tr>
<th>Time Period</th>
<th>Position</th>
<th>Action Description</th>
<th>Cost &amp; Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug '15 – June '17</td>
<td>Principal</td>
<td>adjust plan accordingly</td>
<td>None</td>
</tr>
<tr>
<td>February '16 – June '16</td>
<td>Principal &amp; District Psychologist</td>
<td>Additional staff to support students emotional and mental health will be utilized</td>
<td>$25,000, 1 person K-3, 15 hr/week, None</td>
</tr>
</tbody>
</table>
Programs Included in this Plan

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility).

<table>
<thead>
<tr>
<th>State Programs</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>California School Age Families Education</td>
<td>$</td>
</tr>
<tr>
<td>Purpose: Assist expectant and parenting students to succeed in school</td>
<td>$</td>
</tr>
<tr>
<td>Economic Impact Aid/State Compensatory Education (EIA-SCE)</td>
<td>$</td>
</tr>
<tr>
<td>Purpose: Help educationally disadvantaged students succeed in the regular program</td>
<td>$</td>
</tr>
<tr>
<td>Economic Impact Aid/Limited English Proficient (EIA-LEP)</td>
<td>$</td>
</tr>
<tr>
<td>Purpose: Develop fluency in English and academic proficiency of English learners</td>
<td>$</td>
</tr>
<tr>
<td>Peer Assistance and Review</td>
<td>$</td>
</tr>
<tr>
<td>Purpose: Assist teachers through coaching and mentoring</td>
<td>$</td>
</tr>
<tr>
<td>Professional Development Block Grant</td>
<td>$</td>
</tr>
<tr>
<td>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas</td>
<td>$</td>
</tr>
<tr>
<td>Pupil Retention Block Grant</td>
<td>$</td>
</tr>
<tr>
<td>Purpose: Prevent students from dropping out of school</td>
<td>$</td>
</tr>
<tr>
<td>Quality Education Investment Act (QEIA)</td>
<td>$</td>
</tr>
<tr>
<td>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement</td>
<td>$</td>
</tr>
<tr>
<td>School and Library Improvement Program Block Grant</td>
<td>$</td>
</tr>
<tr>
<td>Purpose: Improve library and other school programs</td>
<td>$</td>
</tr>
<tr>
<td>School Safety and Violence Prevention Act</td>
<td>$</td>
</tr>
<tr>
<td>Purpose: Increase school safety</td>
<td>$</td>
</tr>
<tr>
<td>Tobacco-Use Prevention Education</td>
<td>$</td>
</tr>
<tr>
<td>Purpose: Eliminate tobacco use among students</td>
<td>$</td>
</tr>
<tr>
<td>List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE]), Sp.Ed/Speech/Psych</td>
<td>$</td>
</tr>
</tbody>
</table>

Total amount of state categorical funds allocated to this school $
<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title I, Part A: Allocation</strong></td>
<td>$ 133,314</td>
</tr>
<tr>
<td>Purpose: To improve basic programs operated by local educational agencies (LEAs)</td>
<td></td>
</tr>
<tr>
<td><strong>Title I, Part A: Parental Involvement</strong></td>
<td>$ 5,500</td>
</tr>
<tr>
<td>(if applicable under Section 1118[a][3][c] of the Elementary and Secondary</td>
<td></td>
</tr>
<tr>
<td>Education Act)</td>
<td></td>
</tr>
<tr>
<td>Purpose: Ensure that parents have information they need to make well-informed</td>
<td></td>
</tr>
<tr>
<td>choices for their children, more effectively share responsibility with their</td>
<td></td>
</tr>
<tr>
<td>children's schools, and help schools develop effective and successful academic</td>
<td></td>
</tr>
<tr>
<td>programs (this is a reservation from the total Title I, Part A allocation).</td>
<td></td>
</tr>
<tr>
<td><strong>For Program Improvement Schools only: Title I, Part A</strong></td>
<td>$</td>
</tr>
<tr>
<td>Program Improvement (PI) Professional Development</td>
<td></td>
</tr>
<tr>
<td>(10 percent minimum reservation from the Title I, Part A reservation for schools</td>
<td></td>
</tr>
<tr>
<td>in PI Year 1 and 2)</td>
<td></td>
</tr>
<tr>
<td><strong>Title II, Part A: Improving Teacher Quality</strong></td>
<td>$ 43,546</td>
</tr>
<tr>
<td>Purpose: Improve and increase the number of highly qualified teachers and</td>
<td></td>
</tr>
<tr>
<td>principals</td>
<td></td>
</tr>
<tr>
<td>**Title III, Part A: Language Instruction for Limited-English-Proficient (LEP)</td>
<td>$ 9,719</td>
</tr>
<tr>
<td>Students**</td>
<td></td>
</tr>
<tr>
<td>Purpose: Supplement language instruction to help LEP students attain English</td>
<td></td>
</tr>
<tr>
<td>proficiency and meet academic performance standards</td>
<td></td>
</tr>
<tr>
<td><strong>Title VI, Part B: Rural Education Achievement Program</strong></td>
<td>$</td>
</tr>
<tr>
<td>Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs</td>
<td></td>
</tr>
<tr>
<td><strong>For School Improvement Schools only: School Improvement Grant (SIG)</strong></td>
<td>$</td>
</tr>
<tr>
<td>Purpose: to address the needs of schools in improvement, corrective action,</td>
<td></td>
</tr>
<tr>
<td>and restructuring to improve student achievement</td>
<td></td>
</tr>
<tr>
<td><strong>Other federal funds (list and describe)</strong></td>
<td>$</td>
</tr>
<tr>
<td>Medi-Cal reimbursement</td>
<td></td>
</tr>
<tr>
<td><strong>Other federal funds (list and describe)</strong></td>
<td>$</td>
</tr>
<tr>
<td>Special Ed, Federal</td>
<td></td>
</tr>
<tr>
<td><strong>Other federal funds (list and describe)</strong></td>
<td>$</td>
</tr>
<tr>
<td>Total amount of federal categorical funds allocated to this school</td>
<td>$</td>
</tr>
<tr>
<td>Total amount of state and federal categorical funds allocated to this school</td>
<td>$ 183,886</td>
</tr>
</tbody>
</table>
School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

<table>
<thead>
<tr>
<th>Names of Members</th>
<th>Principal</th>
<th>Classroom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alison Doyle</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Jennifer Urgin</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Jeanne Phillips</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Kevin Martin</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Allison Brigham</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Tina Peters</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Shirley Williams</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
</tbody>
</table>

Numbers of members in each category: 1 (Principal), 2 (Classroom Teacher), 1 (Other School Staff), 4 (Parent or Community Member).

---

1 EC Section 52852
Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

   - [ ] State Compensatory Education Advisory Committee __________________________ Signature
   - [ ] English Learner Advisory Committee __________________________ Maggie Mendoza
   - [ ] Special Education Advisory Committee __________________________ Signature
   - [ ] Gifted and Talented Education Advisory Committee __________________________ Signature
   - [ ] District/School Liaison Team for schools in Program Improvement __________________________ Signature
   - [ ] Compensatory Education Advisory Committee __________________________ Signature
   - [ ] Other committees established by the school or district (list) __________________________ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: March 30, 2016.

Attested:

Shirley J. Williams
Typed name of School Principal
Signature of School Principal 3/30/16

Alison Doyle
Typed name of SSC Chairperson
Signature of SSC Chairperson 3/30/16
2016 Single Plan for Student Achievement
The Single Plan for Student Achievement

School: Durham Unified School District
District: Durham Intermediate School
County-District School (CDS) Code: 0461432
Principal: Jeff Kuhn
Date of this revision: March 22, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jeff Kuhn
Position: Principal
Telephone Number: (530) 895 - 4684
Address: 9416 Putney Drive
          Durham, CA 95938
E-mail Address: jkuhn@durhamunified.org

The District Governing Board approved this revision of the SPSA on May 18, 2016
Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL: Improve Student Achievement**

**SCHOOL GOAL:** All students will attain proficiency in core content areas.

<table>
<thead>
<tr>
<th>What data did you use to form this goal?</th>
<th>What were the findings from the analysis of this data?</th>
<th>How will the school evaluate the progress of this goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Assessments, Progress Reports, Quarter grade reports and D and F lists.</td>
<td>Certain student subgroups struggle academically (Low socio economic, IEP students and second language learners).</td>
<td>The school will review the same data used to determine the goal: State Assessments, Progress Reports, Quarter grade reports and D and F lists.</td>
</tr>
</tbody>
</table>

Where can a budget plan of the proposed expenditures for this goal be found?

**STRATEGY #1: Provide Academic Academy time to students demonstrating a need for support.**

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task/Date</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the start of the 2015-16 school year</td>
<td>Certificated Staff, Principal and Business manager.</td>
<td>Include an Academic Academy Class in the master schedule (August 2015). Review student data and place student into Academic Academy based on data (ongoing 2015-2016 year)</td>
<td>$17,512 LCFF Supplemental Funds</td>
</tr>
</tbody>
</table>
STRATEGY #2: Utilize instructional programs and curriculum that support student achievement and provide staff training on these resources

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task/Date</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the 2015-16 school year.</td>
<td>Certificated Staff, Principal and Business Manager</td>
<td>Purchase new math curriculum that includes Common Core State Standards and provide training for teachers using this curriculum. August 2015 – ongoing training for 2015-16 school year</td>
<td>$5,000 LCFF Site Budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Purchase Data Works Common Core Learning Objectives and Essential Tools. October 2015</td>
<td>$280 Restricted Lottery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Purchase reading intervention curriculum for students two or more grade levels below (Rewards for Middle School and Six –Minute solution). November 2015</td>
<td>$400 Restricted Lottery</td>
</tr>
</tbody>
</table>

STRATEGY #3: Utilize Academic Coaching for students that demonstrate a need for additional support/supervision

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task/Date</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>By end of second quarter.</td>
<td>Certificated staff, office manager and Principal</td>
<td>Review student data (D and F reports) for quarter one and two to determine students that would benefit from academic coaching (end of second quarter)</td>
<td>No Cost</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assign academic coaches to students needing support (end of second quarter)</td>
<td>No Cost</td>
</tr>
</tbody>
</table>
**LEA GOAL:** Improve Student Achievement

**SCHOOL GOAL:** Improve Campus Climate – Decrease the number of student complaints regarding bullying and increase student satisfaction on campus.

<table>
<thead>
<tr>
<th>What data did you use to form this goal?</th>
<th>What were the findings from the analysis of this data?</th>
<th>How will the school evaluate the progress of this goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>District survey data, suspension data, referral data and reports from students, staff and parents regarding bullying.</td>
<td>Review of district survey data revealed concern regarding bullying on campus.</td>
<td>Review student, staff and parent complaints. Determine if discipline incidents are reduced involving bullying.</td>
</tr>
<tr>
<td>Student, staff and parent reports of bullying were concerning.</td>
<td>In addition report of electronic harassment has increased (cyber bullying).</td>
<td>Where can a budget plan of the proposed expenditures for this goal be found?</td>
</tr>
</tbody>
</table>

**STRATEGY #1:** Conduct numerous student assemblies on campus promoting positive campus climate change

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task/Date</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the 2015-16 school year.</td>
<td>Principal, School Psychologist and School Psychologist Interns.</td>
<td>School wide rally to promote campus unity and promote a safe campus environment December 11, 2015.</td>
<td>No Cost</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School wide assembly “Walk In Our Shoes” B-Street Theatre production March 11, 2016</td>
<td>Grant Funded (non DUSD grant)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poster signing and bracelet distribution (Band Against Bullying -stand up and speak out) December 15, 2015</td>
<td>$100 donation</td>
</tr>
</tbody>
</table>
**STRATEGY #2:** Provide additional support on campus for counseling and connect students with outside agencies for ongoing treatment

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task/Date</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
</table>
| Throughout the 2015-16 school year. | Principal, School Psychologist and School Psychologist Interns. | Chico State School Psychologist Interns on campus throughout the week to provide 1:1 counseling and group counseling beginning September 2015 – end of school year  
Refer students and families to outside agencies (NVCSS, Victor and Behavioral Health) for ongoing treatment. Ongoing during school year | $3,749 LCFF Supplemental  
No Cost                                                                 |

**STRATEGY #3:** Conduct parent information nights on Social Media Awareness and Cyber Bullying

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task/Date</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the 2015-16 school year.</td>
<td>Principal, School Psychologist and School Psychologist Interns.</td>
<td>Presentation Social Media Awareness Night held January 12, 2016</td>
<td>No Cost</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional Social Media Awareness Night to be held, Date to be determined.</td>
<td>No Cost</td>
</tr>
</tbody>
</table>
LEA GOAL: All students will master 21st Century learning tools, resources and skills

SCHOOL GOAL: All students will master 21st Century learning tools, resources and skills

<table>
<thead>
<tr>
<th>What data did you use to form this goal?</th>
<th>What were the findings from the analysis of this data?</th>
<th>How will the school evaluate the progress of this goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student, staff and parent survey data. District comparison data and course offerings.</td>
<td>Durham Intermediate School lacks the infrastructure, hardware, software and training to keep up with the surrounding districts regarding 21st Century Skills for students.</td>
<td>District comparison, increased access to technology and survey data</td>
</tr>
</tbody>
</table>

STRATEGY #1: Develop infrastructure to support technology requirements

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task/Date</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the 2015-16 school year</td>
<td>Principal, Business Manager and IT personnel</td>
<td>Install wireless routers for Chromebook and laptop use by end of second quarter.</td>
<td>$8,814 40% District LCFF 60% E-Rate discount</td>
</tr>
</tbody>
</table>

STRATEGY #2: Purchase hardware and software needed for student and teacher use

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task/Date</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the 2015-16 school year</td>
<td>Principal, PTS and Business Manager</td>
<td>Purchase a Chromebook for each teacher to use by end of first quarter. Purchase Chromebook cart/carts for student use by end of second quarter. Purchase keyboarding software for use in all 6th grade by end of second quarter.</td>
<td>$10,853 Microsoft K-12 Voucher $9,100-$8,100 was donation and $1,000 lottery unrestricted $2,595 (of which $450 was donation and $2145 was restricted lottery.)</td>
</tr>
</tbody>
</table>
STRATEGY #3: Train staff in new technology being used in classroom setting and applications of these programs.

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task/Date</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the 2015-16 school year</td>
<td>Principal, Certificated Staff and Business Manager</td>
<td>Provide ongoing training in Google Applications/Platform throughout the 2015-16 school year.</td>
<td>$450 LCFF site budget</td>
</tr>
</tbody>
</table>
Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program’s funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

<table>
<thead>
<tr>
<th>State Programs</th>
<th>Allocation</th>
<th>Consolidated in the SWP</th>
</tr>
</thead>
<tbody>
<tr>
<td>California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring</td>
<td>$</td>
<td></td>
</tr>
</tbody>
</table>

Revised September 2015
<table>
<thead>
<tr>
<th>Program</th>
<th>Allocation</th>
<th>Consolidated in the SWP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Development Block Grant (Carryover only)</strong> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td><strong>Quality Education Investment Act (QEIA)</strong> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td><strong>School and Library Improvement Program Block Grant (Carryover only)</strong> Purpose: Improve library and other school programs</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td><strong>School Safety and Violence Prevention Act (Carryover only)</strong> Purpose: Increase school safety</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td><strong>Tobacco-Use Prevention Education</strong> Purpose: Eliminate tobacco use among students</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td><strong>List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)</strong></td>
<td>$</td>
<td></td>
</tr>
<tr>
<td><strong>Total amount of state categorical funds allocated to this school</strong></td>
<td>$</td>
<td></td>
</tr>
<tr>
<td><strong>Federal Programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Title I, Part A: Allocation</strong> Purpose: To improve basic programs operated by local educational agencies (LEAs)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td><strong>Title I, Part A: Parental Involvement</strong> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Program Improvement Schools only:</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title II, Part A: Improving Teacher Quality</th>
<th>$</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: Improve and increase the number of highly qualified teachers and principals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</th>
<th>$</th>
<th>Title III funds may not be consolidated as part of a SWP¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title VI, Part B: Rural Education Achievement Program</th>
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<tr>
<td>Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement</td>
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<td></td>
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<tr>
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<th>Other federal funds (list and describe)</th>
<th>$</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total amount of federal categorical funds allocated to this school</td>
<td>$</td>
<td></td>
</tr>
</tbody>
</table>

| Total amount of state and federal categorical funds allocated to this school | $ |   |

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.
School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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<tr>
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<th>Classroom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff Kuhn</td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kevin Ramsden</td>
<td></td>
<td>✗</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaine Voris</td>
<td></td>
<td></td>
<td>✗</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kim Thorpe</td>
<td></td>
<td></td>
<td></td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>Shawna Jones</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>Christy Dyrr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Numbers of members in each category (1 in each category)
Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
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   - [ ] English Learner Advisory Committee _____________________________ Signature
   - [ ] Special Education Advisory Committee __________________________ Signature
   - [ ] Gifted and Talented Education Advisory Committee ______________ Signature
   - [ ] District/School Liaison Team for schools in Program Improvement ___________ Signature
   - [ ] Compensatory Education Advisory Committee ____________________ Signature
   - [ ] Departmental Advisory Committee (secondary) ____________________ Signature
   - [ ] Other committees established by the school or district (list) ___________ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: April 4, 2016

Attested:

Jeff Kuhn
Typed name of School Principal

Signature of School Principal

4/28/16

Date

Kim Thorpe
Typed name of SSC Chairperson

Signature of SSC Chairperson

4/28/16

Date
Durham Unified School District

DURHAM HIGH SCHOOL

Single Plan for Student Achievement

9455 Putney Drive
Durham, CA 95938
(530) 895-4685
www.dhs.durhamunified.org

Durham Unified School District
9420 Putney Drive
Durham, CA 95938
www.durhamunified.org
The Single Plan for Student Achievement

School: Durham High School
District: Durham Unified School District
County-District School (CDS) Code: 0461432
Principal: Terry Bennett
Date of this revision: May 6, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Terry Bennett
Position: Principal
Telephone Number: (530) 895-4685
Address: 9455 Putney Drive, Durham, CA 95938
E-mail Address: tbennett@durhamunified.org

The District Governing Board approved this revision of the SPSA on May 18, 2016
# Table of Contents

## II. Template for the Single Plan for Student Achievement

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Form A: Planned Improvements in Student Performance (Academic Goal)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL: Improve Student Achievement**

**SCHOOL GOAL: Improve Student Achievement** – Improve the academic skills of all students, with a focus on our underrepresented students (English Language Learners, Socioeconomically Disadvantaged and Foster Youth) and our freshmen transitioning to the high school.

<table>
<thead>
<tr>
<th>What data did you use to form this goal?</th>
<th>What were the findings from the analysis of this data?</th>
<th>How will the school evaluate the progress of this goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Assessments, Progress Reports, Quarter and Semester grade reports, D and F list</td>
<td>Our underrepresented population and incoming freshmen struggle academically when compared the rest of our student population.</td>
<td>The school will review the same data used to develop this goal: Progress Reports, Quarter/Semester Grades, State Assessments, D and F lists</td>
</tr>
</tbody>
</table>

**STRATEGY #1: Provide additional minutes and strategies that support incoming freshmen transitioning to high school.**

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task/Date</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the start of the 2015-16 school year (by August, 2015).</td>
<td>Certificated Staff, Counselor, Business Manager and Principal</td>
<td>Research and develop curriculum that provides strategies that support incoming freshmen academic achievement. Implement curriculum in a required freshmen class(es).</td>
<td>&quot;Career Choices&quot; curriculum purchased through grant funds; Career Pathways and Feather River College. Grant funded workshop for instructor and counselor. $23,764 cost of instructor; LCFF Base</td>
</tr>
</tbody>
</table>
**STRATEGY #2: Provide additional tutoring opportunities during the school day.**

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task/Date</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the start of the 2015-16 school year (by June 30, 2015).</td>
<td>Certificated Staff, Counselor, Principal</td>
<td>Develop a tutoring system that will allow all students to access their teachers during the instructional day.</td>
<td></td>
</tr>
</tbody>
</table>

**STRATEGY #3: Double-dose students in the core academic areas of Mathematics and English Language Arts.**

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task/Date</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the start of the 2015-16 school year (by June 30, 2015)</td>
<td>Governing Board, Superintendent, Business Manager, Principal</td>
<td>Hire a highly qualified teacher with credentials in both Mathematics and English Language Arts.</td>
<td>$105,072, LCFF Supplemental</td>
</tr>
</tbody>
</table>
Form A: Planned Improvements in Student Performance (Non-Academic Goal)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**LEA GOAL: Improve Student Achievement**

**SCHOOL GOAL: Improve Campus Climate – Decrease the number of incidents of bullying and harassment, and increase student empowerment.**

<table>
<thead>
<tr>
<th>What data did you use to form this goal?</th>
<th>What were the findings from the analysis of this data?</th>
<th>How will the school evaluate the progress of this goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referrals from staff, reports of bullying from students.</td>
<td>While not pervasive bullying and harassment occurs on campus, as well as electronically.</td>
<td>Review student and parent complaints about bullying and harassment, referrals from staff and conduct a survey of students and parents.</td>
</tr>
</tbody>
</table>

**STRATEGY #1: Conduct school-wide assembly with an anti-bullying and empowerment focus.**

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task/Date</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the 2015-16 school year.</td>
<td>Principal, Campus Supervisor, School Psychologist, Counselor</td>
<td>Odyssey Team, Lain Hensley / November 3, 2015</td>
<td>$2000, ASB Student Accounts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow-up lunch-time session.</td>
<td>(Note: Refer to Form F, Budget Planning Tool)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Potential Spring Session</td>
<td></td>
</tr>
</tbody>
</table>
STRATEGY #2: Provide students with additional opportunities to have access to counseling through site based services and community agencies.

<table>
<thead>
<tr>
<th>Action/Date</th>
<th>Person(s) Responsible</th>
<th>Task/Date</th>
<th>Cost and Funding Source (Itemize for Each Source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout the 2015-16 school year.</td>
<td>Principal, School Psychologist, Counselor</td>
<td>Support having Chico State Interns who will work with individual and small groups. Provide office/counseling space onsite. Identify a list of community counseling agencies.</td>
<td>3rd Year Intern, $10,498, LCFF Base 2nd Year Intern, $5 per day, $750, LCFF Base</td>
</tr>
</tbody>
</table>
Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: Improve Student Achievement (Academic Goal)

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Start Date&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Proposed Expenditures</th>
<th>Estimated Cost</th>
<th>Funding Source (itemize for each source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy #1 - Provide additional minutes and strategies that support incoming freshmen transitioning to high school.</td>
<td>August, 2015</td>
<td>Potential purchase of curriculum and professional development.</td>
<td>N/A</td>
<td>Grant Funded, Career Pathways and Feather River College</td>
</tr>
<tr>
<td>Strategy #2 - Provide additional tutoring opportunities during the school day.</td>
<td>August, 2015</td>
<td>Make an adjustment to the bell schedule</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Strategy #3 - Double-dose students in the core academic areas of Mathematics and English Language Arts.</td>
<td>August, 2015</td>
<td>Hire a highly qualified teacher.</td>
<td>$39,130 - $79,893</td>
<td>LCFF Supplemental</td>
</tr>
</tbody>
</table>

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff

- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches

- After-School and Summer School programs funded by categorical programs

- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

---

<sup>1</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.
Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: Improve Student Achievement (Non-Academic Goal)

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal³</th>
<th>Start Date⁴</th>
<th>Proposed Expenditures</th>
<th>Estimated Cost</th>
<th>Funding Source (Itemize for each source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategy #1 - Provide student empowerment training.</td>
<td>August, 2015</td>
<td>Odyssey Team, Lain Hensley</td>
<td>$2000 - $4000</td>
<td>ASB Student Accounts</td>
</tr>
<tr>
<td>Strategy #2 - Conduct anti-bullying training for students and staff.</td>
<td>August, 2015</td>
<td>Odyssey Team, Lain Hensley</td>
<td>$2000 - $4000</td>
<td>ASB Student Accounts</td>
</tr>
</tbody>
</table>

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

³ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.
⁴ List the date an action will be taken, or will begin, and the date it will be completed.
Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp.

Of the four following options, please select the one that describes this school site:

☐ This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).

☐ This site operates a SWP but does not consolidate its funds as part of operating a SWP.

☐ This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.

☐ This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

<table>
<thead>
<tr>
<th>State Programs</th>
<th>Allocation</th>
<th>Consolidated in the SWP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Control Funding Formula (LCFF) – Base Grant</td>
<td>$35,012</td>
<td></td>
</tr>
<tr>
<td>Purpose: To provide flexibility in the use of state and local funds by LEAs and schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCFF – Supplemental Grant</td>
<td>$105,072</td>
<td></td>
</tr>
<tr>
<td>Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCFF – Concentration Grant</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California School Age Families Education (Carryover only)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Purpose: Assist expectant and parenting students to succeed in school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Purpose: Help educationally disadvantaged students succeed in the regular program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Impact Aid/Limited English Proficient (ELA-LEP) (Carryover only)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Purpose: Develop fluency in English and academic proficiency of English learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Assistance and Review (Carryover only)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Purpose: Assist teachers through coaching and mentoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development Block Grant (Carryover only)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil Retention Block Grant (Carryover only)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Purpose: Prevent students from dropping out of school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality Education Investment Act (QEIA)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School and Library Improvement Program Block Grant (Carryover only)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Purpose: Improve library and other school programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Safety and Violence Prevention Act (Carryover only)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Purpose: Increase school safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tobacco-Use Prevention Education</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Purpose: Eliminate tobacco use among students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Total amount of state categorical funds allocated to this school</td>
<td>$</td>
<td></td>
</tr>
</tbody>
</table>

### Federal Programs

| Title I, Part A: Allocation | Allocation | Consolidated in the SWP |
| Purpose: To improve basic programs operated by local educational agencies (LEAs) | $ |  |
| Title I, Part A: Parental Involvement | $ |  |
| (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). |  |  |
For Program Improvement Schools only:
Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2) $ 

Title II, Part A: Improving Teacher Quality $ 
Purpose: Improve and increase the number of highly qualified teachers and principals

Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students $ 
Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards

Title VI, Part B: Rural Education Achievement Program $ 
Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs

For School Improvement Schools only: School Improvement Grant (SIG) $ 
Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement

Other federal funds (list and describe) $ 

Other federal funds (list and describe) $ 

Other federal funds (list and describe) $ 

Total amount of federal categorical funds allocated to this school $ 

Total amount of state and federal categorical funds allocated to this school $ 

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

---

5 Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.
Form D: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

<table>
<thead>
<tr>
<th>Names of Members</th>
<th>Principal</th>
<th>Classroom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terry Bennett</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara Smith</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dina Spaggiari</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stacey Blake</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Mark Pisenti</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anna Johnson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bill Askea</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holly Parker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maggie Mendoza</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deb McCabe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zach Argo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jack Murphy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

Numbers of members in each category: 1, 3, 2, 4, 2

---

6 EC Section 52852
Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

   - [ ] State Compensatory Education Advisory Committee __________________________ Signature
   - [ ] English Learner Advisory Committee __________________________ Signature
   - [ ] Special Education Advisory Committee __________________________ Signature
   - [ ] Gifted and Talented Education Advisory Committee __________________________ Signature
   - [ ] District/School Liaison Team for schools in Program Improvement __________ Signature
   - [ ] Compensatory Education Advisory Committee __________________________ Signature
   - [ ] Departmental Advisory Committee (secondary) __________________________ Signature
   - [ ] Other committees established by the school or district (list) __________________________ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: May 6, 2016.

Attested:

Terry S. Bennett
Typed name of School Principal

Signature of School Principal 5/6/16

William C. Haskel
Typed name of SSC Chairperson

Signature of SSC Chairperson 5/6/16

Guide to the Single Plan for Student Achievement
California Department of Education, February 2014
THIS AGREEMENT is made and entered into this day April 14, 2016 by and between Durham Unified School District, hereinafter referred to as "DISTRICT" and Chico Speech and Language Center, hereinafter referred as "CONTRACTOR".

WHEREAS, the DISTRICT is authorized by Section 53060 of California Government Code to contract with an independent contractor for specialized services and,

WHEREAS CONTRACTOR is specifically trained, experienced and competent to provide the special services required:

NOW THEREFORE, the parties hereto agree as follows:

1. CONTRACTOR shall provide the following services: Speech-Language Pathology services; including assessments, screenings, and report writing; IEP attendance and scheduling as requested by the district during the term of this agreement.

2. CONTRACTOR will commence providing services August 17, 2016 and complete services by May 30, 2017. CONTRACTOR shall perform said services as requested on our hourly basis by the district during the term of this contract. CONTRACTOR shall be under control of district as to results to be accomplished.

3. CONTRACTOR shall provide DISTRICT requested documents as appropriate for the performance of contracted duties.

4. CONTRACTOR agrees to and shall hold harmless and indemnity of the DISTRICT its officers, agents, and employees from every claim or demand made and every liability, loss, damage or expense which may be incurred by reason of the operation of this agreement.

5. DISTRICT will prepare and furnish to CONTRACTOR upon request such information as is reasonably necessary to performance of CONTRACTOR under this agreement.

6. DISTRICT shall pay CONTRACTOR $85.00 per hour, in addition to mileage between sites at current federal standard mileage rate, for the term of this contract. Payment will be made by the DISTRICT pursuant to this independent CONTRACT for services and upon acceptance of successfully completed tasks and submission of
contractor's invoice in writing. Payment will be made according to normal fiscal procedures.
7. This AGREEMENT is not assignable without written consent of the parties hereto. IN WITNESS WHEREOF, the parties hereby set their hands on the first date written above.

Paula Kokal, M.A., C.C.C.
Speech Pathology

Signature:
Durham Unified School District

Date: 4/14/16
Date: 4/20/16
RESOLUTION #16-11
of the
School Board of the Durham Unified School District

NEW GROUND MOUNTED PHOTOVOLTAIC PANEL PROJECT WHEREAS,
concerning the construction of ground mounted photovoltaic panel installation at 9420 Putney Dr, Durham, CA 95938 shall not be used for instructional purposes, and that no pupils or teachers or the public will be permitted to use or enter the said panel fenced enclosure for said purposes or be subject to a hazard resulting from its collapse.

NOW, THEREFORE, IT IS RESOLVED:

- The School Board of the Durham Unified School District directs the Administration as follows:

  1) Plans must be prepared by a California licensed Architect or Engineer

  2) The school board assumes responsibility for adequate inspection of the materials and work of construction to ensure compliance with the provisions of Parts 2, 3, 4, 5, 6, 7, 11, and 12, Title 24, C.C.R., as adopted by the California Building Standards Commission.

  3) The photovoltaic panels shall be ground mounted, less than or equal to 8 feet maximum in height, entirely fenced from student and public use, not associated with public viewing areas, not located in required side yards, do not encroach into fire access lanes, and provide signage stating “Not open to the Public – Maintenance personnel only.”

  4) To provide a fence such that the project is entirely fenced off from the rest of the campus and the fence is located at a distance from the equipment equal to or greater than the maximum height of the equipment. The maximum height shall be measured from the finish grade or surface at the equipment to the top of the equipment at its highest point. A fire access gate with a lock that is capable of being cut away during emergency operations or a security lock such as “Knox Lock” shall be provided which meets the requirements of the local fire authority having jurisdiction. 10 foot clearance from all vegetation on all sides of the photovoltaic system shall be provided.

  5) To provide a disconnect location which is identified and accessible for fire department fire-fighting operations. Architect/Engineer of record to coordinate with local utility provider for requirements regarding connection to service.

- That the School Board hereby adopts the resolution; and

- Directs the District staff to forward a copy of the adopted and signed resolution to DSA upon award of contract.

PASSED AND ADOPTED at regular board meeting of the School Board of the Durham Unified School District on May 18, 2016.

ATTEST:

(Signature governing entity representative)
DURHAM UNIFIED SCHOOL DISTRICT
Board Meeting: May 18, 2016

SUBJECT: Board Policy Updates, Second Reading and Adoption

PREPARER: Len Foreman

RECOMMENDATION:  ✔ Approve  ☐ Do Not Approve
                          ☐ Accept  ☐ Discuss
                          ☐ Information Only

BACKGROUND: Regularly the California School Board Association provides recommended Board Policy updates to Districts. Below you will find a list of updates CSBA recommends for consideration.

The approval process requires action from the Board at two meetings. This month is the first reading of the policies.

October 2015 Revisions

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April 28, 2016

Len Foreman
Superintendent
Durham Unified School District
PO Box 300
Durham, CA 95938

Dear Len:

On February 24, 2016 the State Allocation Board adjusted the Level I Developer Fees to reflect the change in the RS MEANS Construction Cost Index for the last two years. It is important that your District keep its Developer Justification Study current. Please find enclosed an agreement to update your study to reflect the most current statutory fee. Included are two copies of the agreement along with our Professional Qualifications and a Client List.

If you decide to retain our services, please sign both copies, retain one copy for your records and return one copy to our office. If half of the Districts in the County accept our proposal we will discount all fees for Developer Fee Justification Studies by 15%. The cost for a Developer Fee Justification Study may be paid with developer fees. You do not need to encroach on the General Fund.

We look forward to serving your District.

Sincerely,

[Signature]

Jack Schreder

Enclosures
PROPOSAL/AGREEMENT TO PREPARE
DEVELOPER FEE JUSTIFICATION STUDY
for
DURHAM UNIFIED SCHOOL DISTRICT

Prepared by:
Jack Schreder & Associates, Inc.
2230 K Street
Sacramento, California 95816
(916) 441-0986

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PURPOSE OF PROJECT

The objective of this project is to determine if a reasonable relationship exists between new residential, commercial, and industrial development and the need for new and/or reconstructed school facilities in the Durham Unified School District. The study will be documented to provide the District with the justification necessary to levy developer fees as authorized by Education Code Section 17620. The report will comply with any new legislative requirements to date, including SB 1693 and AB 3081 requirements.

PROJECT METHODOLOGY

The project that Jack Schreder & Associates, Inc. is proposing will be comprised of the following separate components:

**Component A:** Projection of the residential, commercial, and industrial development.

**Component B:** Identification of student yield factors for residential, commercial, and industrial development.

**Component C:** Generation of enrollment projections based on natural growth and new residential development.

**Component D:** Identification of existing facility capacity, facility needs, and facility costs based on enrollment projections. Class size reduction implementation may affect District capacity.

**Component E:** Preparation of documentation in compliance with current developer fee law.
COMPONENT A

In order to identify the projected student impact of residential, commercial, and industrial development, it is necessary to assess the impact of development. This component of the study will identify the level of future residential, commercial, and industrial development anticipated to occur in the District.

As required to justify developer fees, the specific steps in this component are:

- Identify approved and tentative development projects on file with the county and city planning departments where applicable.

- Identify development potential for vacant and underdeveloped land.

- Identify city building densities, current zoning, and master plan designations to establish build-out potentials.

- Provide development projections for single family residential and multiple family residential development. Provide projections of commercial and industrial development by category.

- Determine the development impact on the District when pre-existing dwelling units are demolished and replaced by reconstructed dwelling units as it occurs within the District boundaries.

- Project fee revenues for residential, commercial and industrial based on the current maximum fee.

  District responsibility: Provide information regarding current and future projected residential development known to the District.

COMPONENT B

State default student yields will be utilized or student generation rates (SGR's) will be calculated to project the student impact of future development. The commercial/industrial SGR's will address employee generation factors, as provided by the San Diego Traffic Generation documentation (17621(e)(1)(B)).
COMPONENT C

Enrollment projections for the District will be provided which are based on the levels of new residential development identified in Component A and the SGR's identified in Component B. The enrollment projections will utilize a cohort survival methodology and proposed residential development where applicable.

District responsibility: Provide demographic information, including CBEDS enrollment for the current school year. Enrollments must be provided by grade level.

COMPONENT D

Once the enrollment projections are established, the District's ability to house future enrollments will be analyzed. The capacity of the District facility will be identified and future enrollments will be "loaded" into the facilities to determine if, and when, the capacity at each grade level organization will be exceeded. The effects of class size reduction program implementation will be determined. Costs for providing new facilities will be provided on a per dwelling unit, per student, and per square foot basis.

In addition to establishing the District's future facility needs and costs, the available facility funding sources will be identified.

District responsibility: Provide a schematic fire drill map or SPIA of each District site, including any closed or unused sites. The schematic should include current class use, District loading policy, and any limitation to housing additional students (classroom use or school site size.) Portable classrooms must be identified for each site, including use, and ownership; if they are leased, terms of lease must be provided.

COMPONENT E

The information and conclusions identified in Components A through D will be included in a report to be delivered to the District upon completion of the project. The report will comply with the requirements of Education Code Section 17620.
CONSULTING FEES

Jack Schreder & Associates, Inc. will provide analysis in the form of a final report for the district. One (1) draft copy of the report will be made available for review to the district. After district review, ten (10) copies of the final report will be provided to the district. Jack Schreder & Associates, Inc. will provide step-by-step instructions to implement the fees. Model resolutions and Board policies for the public hearing process and the establishment of developer fees will also be provided.

<table>
<thead>
<tr>
<th>Durham Unified School District</th>
<th>Price</th>
<th>15% Discount*</th>
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<tr>
<td>Developer Fee Justification Study</td>
<td>$4,475</td>
<td>$3,804</td>
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*If half or more districts in Butte County sign an agreement with Jack Schreder & Associates to have a Developer Fee Study prepared, a 15% discount will be given to each district.

Note: Education Code Section 17620(a)(5) provides that developer fee revenues may be used to pay for the cost of preparing developer fee justification documentation.

As a courtesy at no cost to the District, Jack Schreder & Associates, Inc. will provide a template for your District’s 5-year plan as required by Government Code Sections 66006 and 66001. This plan is updated each year and must be available for public review by December 26th (180 days after close of previous fiscal year).

Upon the District's request, Jack Schreder & Associates, Inc. will assist the District with completing the plan. The cost for such assistance is $145/hour, not to exceed 16 hours.

Additional Considerations

- The quoted price does not include attendance at the Board meeting when the report is presented; this is an additional optional cost for the District.

- Visitations to the district following the completion of the draft will be reimbursed to the Consultant in the amount of $145 an hour including travel time.

- Reproduction costs of the draft and final reports will be reimbursed to the Consultant. At the District's request, a "camera-ready" copy can be provided.

- Express mail expenses will be documented and reimbursed to the Consultant.
TIME SCHEDULE

The draft report which will include baseline data regarding District capacity, student yield information, classroom loading policies and class size reduction will be determined within 60 days of a signed agreement and receipt of requested information. The final report will be completed 15 days after receipt of the final draft from the District.

This agreement is between the Durham Unified School District and Jack Schreder & Associates, Inc.

Len Foreman
Superintendent
Durham Unified School District

Jack Schreder
Jack Schreder & Associates, Inc.

Date

4/28/16
Date
PROFESSIONAL QUALIFICATIONS

Dr. Jack S. Schreder
President

As a Government Relations and School Facilities Consultant for the past thirty years, Dr. Schreder has used his expertise to assist school districts with their facility and financial concerns. Dr. Schreder's knowledge of educational facilities and finance has been augmented by his experience working within various California school districts. As a former president of the Associates of California School Administrators (ACSA Region 1), former lobbyist for ACSA, San Diego City Schools, and several private entities, he has developed the skills necessary to develop a process which results in meaningful solutions to resolving impact issues.

Dr. Schreder is a graduate of Stanford University (Ph.D. - Education and Business), San Francisco State University (M.A. - School Administration) and Michigan State University (B.A. Economics).

Kristen G. Schreder
President, School Facilities Division

Kristen Schreder is a specialist on issues relating to State Allocation Board regulations and the Office of Public School Construction policies. She represents over eighty school districts on matters related to the LeRoy Greene School Facility Program. She is an experienced lobbyist in both Louisiana and California.

Ms. Schreder is an honors graduate of Chico State University (Social Science, 1978) and is a graduate of the National Center for Paralegal Training, Atlanta, Georgia, 1982.

Cheryl A. King
Senior Associate

Ms. King has worked extensively with school districts throughout Illinois, Michigan, Colorado and California for over 20 years. Her diverse career includes teaching at both the secondary and university level and developing curriculum and outreach programs at both levels. She also administered programs as an Administrative Assistant for the Michigan Department of Education where she worked in conjunction with 20 school districts statewide to obtain state funding for projects in their districts, including follow-up evaluation procedures.
Her work in California includes extensive grant writing, development and management of programs countywide for Butte County, consultant work with various school districts and Director of a State Local Partnership Program for the California Arts Council. Ms. King has also worked in the areas of legislative analysis and educational law as a legal assistant in the Sacramento area.

Elona Cunningham
Senior Associate

Ms. Cunningham received her BS in Business Administration with a Minor in Spanish from Menlo College and her English/Spanish Bilingual Multiple Subject Teaching Credential from the University of San Francisco. Her work experience includes five years as a bilingual elementary school teacher in California. Before joining Jack Schreder and Associates in 1997, Ms. Cunningham worked at the corporate offices of J. Crew in New York and the Gap in San Francisco.

Ms. Cunningham has over 14 years of experience in the school facility arena. Her experience includes all areas of school facility planning while specializing in securing facilities funding for school districts throughout the State of California. In order to maximize State funding, district’s needs are evaluated and all available facility funding options are considered to maximize funding. Over the course of 14 years she has secured facilities funding for over 100 school districts totaling in excess of $1 billion in facility funding. In order to secure facility funding, regular interaction with relevant State agencies is critical. Through regular communication and a presence in Sacramento, Ms. Cunningham has developed strong relationships with the Department of the State Architect, California Department of Education, and the Office of Public School Construction.

In addition, Ms. Cunningham prepares Level I Developer Fee Justification Studies and Level II School Facility Needs Assessments to assist with the impact of additional students generated from development projects.

Tamara Caspar
Associate

Ms. Caspar joined our firm in 1998. Ms. Caspar is responsible for tracking and assisting districts with determining new construction and modernization eligibility. Ms. Caspar serves as a liaison between school districts, architects, and State agencies to secure funding for eligible projects in a timely manner.
Jamie M. Iseman  
GIS Director

Ms. Iseman received her B.S. in Geography from California State University, Sacramento and her M.S. in Geography with an emphasis in Demographics and Planning from the University of South Carolina. Ms. Iseman worked as a GIS Analyst with the State Department of Health and Environmental Control while in South Carolina and also served as a research assistant for the South Carolina Geographic Alliance, developing computer programs to assist the teaching of Geography to K-12 students.

Since 2001 she has been utilizing Geographic Information Systems (GIS), a powerful computer mapping tool, in the preparation of Demographic Analyses and Master Plans for over 18 California school districts to assist them in analyzing current and historic student populations, the migration of students and community populations, optimizing attendance boundaries, consolidation of current schools, location of new schools, and other geographic area specific analyses for long range planning. She works closely with District staff and oversight committees to develop specific criteria for optimizing current and future facility usage.

Evelyn Shafer  
Associate

Ms. Shafer has worked in the School Facility Program since 1999 preparing SFP applications for all programs and working closely with districts to maximize funding opportunities. She also prepares Level I and Level II studies.
CLIENT LIST

Jack Schreder & Associates, Inc. has worked with the following districts:

FACILITY FUNDING/
CLASS SIZE REDUCTION

ABC
Alhambra City Elementary
Alpaugh Unified
Antioch Unified
Archoe Union Elementary
Apple Valley Unified
Aromas-San Juan Unified
Banta Elementary
Bayshore Elementary
Bear Valley Unified
Bellevue Union
Benicia Unified
Berkeley Unified
Biggs Unified
Big Lagoon
Big Pine Unified
Bishop
Brawley Union Elementary
Brawley Union High
Buckeye Elementary
Burbank Unified
Butte Valley Unified
Cabrillo Unified
Calistoga Joint Unified
Canyon Elementary
Caruthers Union Elementary
Central Union High
Ceres Unified
Chatom Union Elementary
Cloverdale Unified
Coarsegold Union
Colusa Unified
Corcoran Joint Unified
Corning Union Elementary
Delano Union Elementary
Dos Palos Joint Union Elementary
Eastern Sierra Unified

Empire Union
Enterprise Elementary
Escondido Union Elementary
Etna Union High
Fairfax Elementary
Fillmore
Firebaugh-Las Deltas Unified
Forestville Union Elementary
Fort Bragg Unified
Galt High
Gateway Unified
Gonzales Union High
Grant Elementary
Grass Valley Elementary
Greenfield Union Elementary
Hamilton Union High
Hart-Ransom Union
Holtville Unified
Hughson Union High
Igo-Ono-Platina Union Elementary
Imperial Unified
Janesville Union
John Swett Unified
Johnstonville Elementary
Kenwood Elementary
Keppel Union
Kerman Unified
Kings Canyon Joint Unified
King City Joint Union High
King City Union Elementary
Lassen High
Laytonville Unified
Le Grand Elementary
Lewiston Elementary
Liberty Elementary
Linden Unified
Live Oak Unified
Lone Pine Unified
Los Banos Unified
Los Molinos Unified

Jack Schreder & Associates, Inc.

April 28, 2016

Developer Fee Justification Proposal/Agreement
Mammoth Unified
Manzanita Elementary
Marysville Joint Unified
McSwain Union Elementary
Merced City Elementary
Middletown Unified
Mt. Diablo Unified
Monson-Sultana Joint Union Elem
Moreno Valley Unified
Morgan Hill Unified
Mother Lode Union Elementary
Napa Valley Unified
National
Newark Unified
North County Joint Union
Elementary
Oak Grove Union Elementary
Oakdale Joint Union High
Oakdale Union Elementary
Oakland Unified
Orange Unified
Orcutt Union Elementary
Orick Elementary
Orland Joint Union Elementary
Orland Joint Union High
Palo Alto Unified
Patterson Joint Unified
Pierce Joint Unified
Planada Elementary
Pleasant Ridge Union Elementary
Plumas Unified
Poway Unified
Ready Springs Union
Red Bluff Union Elementary
Reef-Sunset Unified
Red Bluff Union High
Redding Elementary
Rescue Union Elementary
Richmond Elementary
Rincon Valley Union Elementary
River Delta Unified
Riverbank Unified
Roseland Elementary
Roseville Joint Union High
Ross Valley Elementary
Saddleback Valley Unified
San Benito High
San Bruno Park Elementary
San Gabriel Unified
San Lorenzo Unified
Santa Paula Unified
Santa Rosa Elementary
Santa Rosa High
Scotts Valley Unified
Selma Unified
Sequoia High
Shafter Union
Shasta Union Elementary
Shasta Union High
Shoreline Unified
Sierra-Plumas Joint Unified
Sonora Union High
Soquel Union Elementary
Southern Kern Unified
Surprise Valley Joint Unified
Susanville
Sylvan Union Elementary
Tahoe Truckee Unified
Tulelake Basin Joint Unified
Tustin Unified
Ukiah Unified
Victor Elementary
Vista Unified
Washington Unified
Waterford Elementary
Weaver Union
Weed Union Elementary
West Side Union Elementary
Western Placer Unified
Williams Unified
Willits Unified
Winters Joint Unified
Winton Elementary
Woodland Joint Unified
Wright Elementary
Yucaipa-Calimesa Joint Unified

DEVELOPER FEE STUDIES/YIELD STUDIES
Alameda City Unified
Allenworth Elementary
Alexander Valley Union Elementary
Alpaugh Unified
Alta-Dutch Flat Union Elementary
Alview – Dairyland Union Elem.
Alvina Elementary
Analy Union High
Anderson Union High
Anderson Valley Unified
Antelope Valley Union High
Apple Valley Unified
Arcadia Unified
Arcohe Union Elementary
Arena Union Elementary
Armona Union Elementary
Aromas-San Juan Unified
Atascadero Unified
Atwater Elementary
Bangor Union Elementary
Banta Elementary
Bass Elementary
Bear Valley Unified
Bella Vista Elementary
Bellevue Elementary
Bellevue Union Elementary
Bellflower Unified
Belmont-Redwood Shores Elementary
Benicia Unified
Bennett Valley Union Elementary
Beverly Hills Unified
Big Lagoon Union Elementary
Big Oak Flat-Groveland Unified
Big Pine Unified
Big Springs Union Elementary
Biggs Unified
Big Valley Joint Unified
Bishop Union Elementary
Bishop Joint Union High
Black Butte Union Elementary
Black Oak Mine Unified
Blue Lake Union Elementary
Bogus Elementary
Bonny Doon Union Elementary
Bradley Union
Brawley Union Elementary
Brawley Union High
Briggs Elementary
Brittan Elementary
Browns Elementary
Buckeye Elementary
Buellton Union Elementary
Burbank Unified
Butte Valley Unified
Burlingame Elementary
Butteville Union Elementary
Cabrillo Unified
Cajon Valley Union Elementary
Calexico Unified
Calipatria Unified
Calistoga Joint Unified
Cambrian Elementary
Camino Union Elementary
Camptonville Elementary
Canyon Union Elementary
Capay Joint Unified
Caruthers Unified
Caruthers Union Elementary
Caruthers Union High
Cascade Union Elementary
Castle Rock Union Elementary
Castro Valley Unified
Central Union Elementary
Central Union High
Ceres Unified
Charter Oak Unified
Chicago Park Elementary
Chinese Camp Elementary
Chowchilla Union High
Chualar Union Elementary
Cinnabar Elementary
Clay Joint Elementary
Clear Creek Elementary
Cloverdale Unified
Coffee Creek Elementary
Cold Spring Elementary
Columbia Elementary
Columbia Union
Colusa Unified
Corcoran Joint Unified
Cotati-Rohnert Park Unified
Cottonwood Union Elementary
Culver City Unified
Curtis Creek Elementary
Covina Valley Unified
Delano Joint Union High
Delano Union Elementary
Delphic Elementary
Delta Island Union Elementary
Delta View Joint Union Elementary
Denair Unified
Dinuba Unified
Dos Palos Oro-Loma Joint Union
Dublin Unified
Ducor Union Elementary
Dunsmuir Elementary
Dunsmuir Joint Union High
Durham Unified
East Nicolaus Joint Union High
El Centro Elementary
El Dorado Union High
Emery Unified
Enterprise Elementary
Esparto Unified
Etna Union High
Eureka City Elementary
Exeter Union Elementary
Exeter Union High
Fallbrook Union Elementary
Fall River Joint Unified
Feather Falls Union
Ferndale Unified
Fillmore Unified
Firebaugh-Las Deltas Unified
Flournoy Union Elementary
Fontana Unified
Forestville Union Elementary
Forks of Salmon Elementary
Fort Bragg Unified
Fort Ross Elementary
Fort Sage Unified
Fortuna Union Elementary
Franklin Elementary
French Gulch-Whiskeytown Elem
Galt Joint Union High
Gateway Unified
Gazelle Union Elementary
Gold Oak Union
Gold Trail Union
Golden Hills
Golden Feather Union
Gonzales Union High
Gorman Elementary
Gorman Unified
Grant Elementary
Grant Joint Union High
Grass Valley Elementary
Gravenstein Union Elementary
Grossmont Union High
Guadalupe Union Elementary
Gustine Unified
Grenada Elementary
Guerneville Elementary
Hamilton Union Elementary
Hamilton Union High
Hanford Elementary
Hanford Joint Union High
Happy Valley Union Elementary
Harmony Union Elementary
Hart-Ransom Union Elementary
Hayward Unified
Healdsburg Unified
Hilmar Unified
Holtville Unified
Hornbrook Elementary
Howell Mountain Elementary
Hughes Elizabeth Lakes Union Elem
Hughson Unified
Hughson Union High
Igo, Ono, Platina Union Elementary
Imperial Unified
Indian Diggins Elementary
Indian Springs Elementary
Irvine Unified
Island Union Elementary
Jamestown Elementary
Janesville Union Elementary
John Swett Unified
Johnstonville Elementary

Jack Schreder & Associates, Inc.
Developer Fee Justification Proposal/Agreement

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Julian Union High
Junction Elementary (Shasta)
Junction Elementary (Siskiyou)
Kenwood Elementary
Keppel Union Elementary
Kerman Unified
Keyes Union Elementary
King City Joint Union High
Kings Canyon Joint Unified
Kings River Union Elementary
Kings River-Hardwick Union Elem
Kingsburg High
Kingsburg Joint Union Elementary
Kirkwood Elementary
Kit Carson Union
Klamath River Union Elementary
Knightsen Elementary
La Honda Pescadero Unified
Lafayette Elementary
Laguna Salada Union Elementary
Lagunitas Elementary
Lakeport Unified
Lakeside Union Elementary
Lake Tahoe Unified
Lammersville Elementary
Larkspur Elementary
Las Lomitas Elementary
Lassen Union High
Laton Joint Unified
Latrobe
Lawndale Elementary
Le Grand Union Elementary
Le Grand Union High
Lemoore Union Elementary
Lemoore Union High
Lewiston Elementary
Liberty Elementary (Petaluma)
Liberty Elementary (Sonoma)
Liberty Union High
Linden Unified
Lindsay Unified
Little Shasta Elementary
Live Oak Unified
Los Alamos Elementary
Los Banos Unified
Los Gatos- Saratoga Jt Union High
Los Molinos Unified
Los Olivos Elementary
Luna Mar Unified
Lynwood Unified
Magnolia Union Elementary
Mammoth Unified
Manhattan Beach Unified
Marcum-Illinois Union
Mariposa County Unified
Mark West Union
Martinez Unified
Marysville Joint Unified
Maxwell Unified
McCabe Union Elementary
McCloud Union Elementary
McSwain Union Elementary
Mendocino Unified
Meadows Union Elementary
Mendota Unified
Menlo Park City Elementary
Meridian Elementary
Millbrae Elementary
Millville Elementary
Milpitas Unified
Mojave Unified
Monroe Elementary
Monson-Sultana Joint Union Elem
Montague Elementary
Montebello Elementary
Montecito Union Elementary
Monte Rio Union Elementary
Moreland Elementary
Morgan Hill Unified
Morongo Unified
Mother Lode Union Elementary
Mountain Union Elementary
Mt. Diablo Unified
Mt. Shasta Union
Mulberry Elementary
Mupu Elementary
Napa Valley Unified
Novato Unified
Needles Unified
Nevada City
Nevada Joint Union High
Newark Unified
New Jerusalem Elementary
Nicasio Elementary
North County Joint Union
North Cow Creek Elementary
Novato Unified
Oak Grove Union Elementary
Oak Run Elementary
Oakdale Joint Union High
Oakdale Unified
Oakdale Union Elementary
Oakland Unified
Oak View Union Elementary
Ojai Unified
Old Adobe Union Elementary
Orchard
Orcutt Union Elementary
Orinda Union Elementary
Orland Joint Unified
Orland Joint Union Elementary
Orland Joint Union High
Oroville City Elementary
Oroville Union High
Pacheco Union Elementary
Pacific Grove Unified
Pacific Union Elementary
Palermo Union
Palmdale Elementary
Palo Alto Unified
Patterson Unified
Pierce Joint Unified
Piner-Olivet Union Elementary
Pioneer Union Elementary
Pittsburg Unified
Placerville Union Elementary
Plainsburg Union Elementary
Planada Elementary
Pleasant Ridge Union Elementary
Pleasant View Elementary
Plumas Unified
Point Arena Joint Union High
Pollock Pines Elementary
Portola Valley Elementary
Quartz Valley Elementary
Raisin City Elementary
Ravendale Elementary
Ravenswood City Elementary
Ready Springs Union
Red Bluff Union Elementary
Redding Elementary
Redondo Beach Unified
Reed Union Elementary
Reef Sunset Unified
Richfield Elementary
Richgrove Elementary
Richmond Elementary
Rincon Valley Union Elementary
Riverbank Unified
River Delta Unified
Roberts Ferry Union Elementary
Robla Elementary
Rockford Elementary
Roseland Elementary
Ross Valley
Rowland Unified
Sacramento City Unified
Saddleback Valley Unified
San Antonio Union Elementary
San Carlos Elementary
San Bruno Park Elementary
San Juan Union Elementary
San Lorenzo Unified
San Lorenzo Valley Unified
San Lucas Union Elementary
San Mateo-Foster City
San Mateo Union High
San Rafael City Elementary
San Rafael City High
San Ramon Valley Unified
Santa Clara Unified
Santa Cruz City Elementary
Santa Cruz City High
Santa Maria Joint Union High
Santa Maria-Bonita
Santa Paula Elementary
Saratoga Union Elementary
Sausalito Elementary
Sausalito Marin City
Sawyers Bar Elementary
Scotts Valley Unified
Sebastopol Union Elementary
Seeley Union Elementary
Seid Unified
Selma Unified
Sequoia Union High
Shaffer Union Elementary
Shasta Lake Union Elementary
Shasta Union Elementary
Shasta Union High
Sierra-Plumas Joint Unified
Siskiyou Union High
Snowline Joint Unified
Soledad Unified
Somis Union Elementary
Sonora Elementary
Sonora Union
Sonora Union High
Soquel Union Elementary
Soulsbyville Elementary
South Bay Union Elementary
South Pasadena Unified
South San Francisco Unified
Standard Elementary
Stanislaus Union Elementary
Strathmore Union Elementary
Summerville Elementary
Summerville High
Sunol Glen Unified
Surprise Valley Joint Elementary
Susanville
Sutter Union High
Tamalpais Union High
Tehachapi Unified
Temple City Unified
Thermalito Union
Traver Joint Elementary
Tres Pinos Union Elementary
Trinity Union High
Twain Harte-Long Barn Union
Twin Hills Union Elementary
Twin Ridges Elementary
Ukiah Unified
Union Hill Elementary
Visalia Unified
Washington Union Elementary
Washington Union High
Weaver Union Elementary
Weaverville Elementary
Weed Union Elementary
West Contra Costa Unified
West Covina Unified
West Fresno Elementary
Western Placer Unified
Westmorland Union Elementary
Westwood Unified
Whisman Elementary
Whitmore Union Elementary
Williams Unified
Willits Unified
Willow Creek Elementary
Willow Grove Union Elementary
Willows Unified
Wilmar Union Elementary
Winton Elementary
Wiseburn Elementary
Woodland Joint Unified
Woodside Elementary
Wright Elementary
Yreka Union Elementary
Yreka Union High
Yuba City Unified

DEMOGRAPHIC/FACILITY PLANS

Alameda Unified
Banta Elementary
Bellflower Unified
Bellevue Union Elementary
Big Oak Flat-Groveland Unified
Biggs Unified
Big Valley Joint Unified
Black Oak Mine Unified
Brawley Elementary
Brawley Union High
Brittan Elementary
Calistoga Joint Unified
Chico Unified
Columbia Elementary
Corning Union Elementary
Delano Union Elementary
Dos Palos Oro-Loma Joint Unified
Dublin Unified
Edison Elementary
Esparto Unified
Firebaugh-Las Deltas Unified
Fort Bragg Unified
Fort Sage Unified
Galt Joint Union High
Gateway Unified
Glenn County Office of Education
Golden Plains Unified
Hamilton Union Elementary
Hamilton Union High
Happy Valley Union Elementary
Hart-Ransom Union Elementary
Hayward Unified
Healdsburg Unified
Imperial Unified
Irvine Unified
Jamestown Elementary
Janesville Union
John Swett Unified
Johnstonville Elementary
Kerman Unified
Kings River Union Elementary
Kingsburg Joint Union High
Lassen High
Le Grand Union High
Los Banos Unified
Mariposa County Unified
Mark West Union
Martinez Unified
Moraga Elementary
Morgan Hill Unified
Mountain View Whisman
Napa Valley Unified
Norwalk-La Mirada Unified
North Monterey County Unified
Oakdale Unified
Oakdale Joint Unified
Orcutt Union Elementary
Orland Joint Unified
Pacheco Union Elementary
Patterson Unified
Pierce Unified
Plumas Unified
Redondo Beach Unified
Richmond Elementary
Rincon Valley Union Elementary
Riverbank Unified
Robla Elementary
Roseland Elementary
Ross Valley Elementary
Saddleback Valley Unified
Saint Helena Unified
San Carlos Elementary
San Ramon Valley Unified
West Contra Costa Unified
West Covina Unified
West Fresno Elementary
Western Placer Unified
Westmorland Union Elementary
Westwood Unified
Whisman Elementary
Whitmore Union Elementary
Williams Unified
Willits Unified
Willow Creek Elementary
Willow Grove Union Elementary
Willows Unified
Wilmar Union Elementary
Winton Elementary
Wiseburn Elementary
Woodland Joint Unified
Woodside Elementary
Wright Elementary
Yreka Union Elementary
Yreka Union High
Yuba City Unified

REDEVELOPMENT ANALYSIS

Alameda City Unified
Calaveras Unified
Ceres Unified
Delano Union Elementary
Franklin-Mckinley Elementary
Long Beach Unified
Lucia Mar Unified
Oakland Unified
Riverbank Unified
Sacramento City Unified
Southwest
Santa Rosa Schools
Tehachapi Unified
Waterford Unified
West Contra Costa Unified
Winters Joint Unified
Proposal for MOT Purchases
Board Meeting Date: May 18, 2016

Due to the age and condition of current regularly used equipment it is recommended that the Durham Unified School District make a number of purchases. This equipment is necessary for daily operations and grounds maintenance.

The following items are listed below and are as follows:

**Tow behind mowing deck** – The current mowing deck is over 12 years old and is not worth repairing as it would require almost a complete rebuild. This would take the time of our maintenance department and substantial monetary commitment. This purchase would be made using capital outlay moneys that cannot be used for other items.

Three bids have been provided in the packet for review.

- Recommendation 1 – Land Pride AFM4214 14 ft. $16,662. This machine is recommended by Drew and Robert due to the size of the tires, thickness of the steel and the replaceable shrouds. In addition, it is the least expensive of all three bids.

- Recommendation 2 – John Deere Frontier FM2115 15 ft. $19,239. This is the second choice because while it also has removable shrouds it is built with thinner steel and has smaller tires.

- Recommendation 3 - Befco Model 415-SFLS 15 ft. $21,758. This is a quality machine but it is the most expensive out of the three bids. Drew and Robert said this machine is comparable to the first recommendation but it is more than $5,000 more.

**Two Floor Machines** – The floor machines are over 25 years old and require frequent repair. The newer machines will be more efficient and will also save substantial time and money in repair costs. These machines also fall under capital outlay.

- Recommendation 1 – S-24M Disk Scrubber $5,675. This machine was demoed by our custodial staff. This is also the least expensive machine out of the three quotes.

- Recommendation 2 – VIFANG28T215 Auto Floor Scrubber $6,701. This machine is similar in design and function to the first machine but it is more expensive.

- Recommendation 3 – 14X831 Floor Scrubber $9,396. This machine is the most expensive.