

COTTONWOOD UNION SCHOOL DISTRICT

20512 West First Street
Cottonwood, California 96022

AGENDA FOR Tuesday, February 15, 2021, 6:30 P.M.

Regular Board Meeting, West Cottonwood Library

Rules and Procedures

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

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

1.0 Call Regular Meeting to Order

2.0 Pledge of Allegiance

3.0 Approval of Agenda

4.0 Recognition (Students, Staff, Curriculum) /Curriculum review **None at this time.**

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

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law (Education Code 35145.5, Government Code 54954.2). Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities (Government Code 54954.2).

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda.

Comments shall be limited to 3 minutes per person and 20 minutes for all comments, unless different time limits are set by the Chairman subject to the approval of the Board.

6.0 Consent Agenda

6.1 Review of Consent Agenda

- 6 1 1 Approval of Board Meeting Minutes for
Regular Board Meeting held on January 18, 2022 (pg 4-6)
- 6 1 2 Approval to hire – None at this time
- 6 1 3 Accept Letter of Resignation from **Kelly Touvell** – Speech-Language Pathologist (pg 7)

6.2 Approval of Consent Agenda

7.0 Discussion/Action Items:

7.1 Consider approval of the Commercial Warrants. (pg 8-25)

7.2 Board Members to complete Statement of Economic Interest Forms. (Due to District Office by April 1). The form 700 and Reference Pamphlet available at <http://www.fppc.ca.gov/Form700.html>

- 7.3 Consider approval of the School Safety Plan - West Cottonwood Junior High.
- 7.4 Consider approval of the School Safety Plan - North Cottonwood Elementary.
- 7.5 Consider approval of the School Plan for Student Achievement- West Cottonwood Junior High.
(pg 26-90)
- 7.6 Consider approval of the School Plan for Student Achievement- North Cottonwood Elementary.
(pg 91-156)
- 7.7 Consider approval of 2021-22 Local Control Accountability Plan (LCAP) Actions & Services
Mid-Year Report (pg 157-197)
- 7.8 Consider approval of the School Calendar for 2022/2023 (pg 198)
- 7.9 Consider approval of the Annual Audit Report for the 2021/2022 Fiscal Year for the
Cottonwood Union School District. (pg. 199-292)
- 7.10 Consider approval: Board Policies/ Administrative Regulations-

- BP 0420.42 - Charter School Renewal (pg 293-300)
- BP 1312.3 - Uniform Complaint Procedures (pg 301-310)
- AR 1312.3 - Uniform Complaint Procedures (pg 311-330)
- E (1) 1312.3 - Uniform Complaint Procedures (pg 331-332)
- E (2) 1312.3 - Uniform Complaint Procedures (pg 333-334)
- AR 3515.6 - Criminal Background Checks for Contractors (pg 335-338)
- AR 4217.3 - Layoff/ Rehire (pg 339-346)
- AR 5125 - Student Records (pg 347-369)

8.0 Informational Items-

- 8 1 CTA Report
- 8 2 Superintendent's Report
- 8 3 Principal's Report

9.0 Information/Communication Items.

- 9.1 Enrollment Report (pg 370)
- 9 2 Shasta County Pooled Investment Report for December 31, 2020 (pg 371-372)
- 9 3 Letter from De'An Chambless, SCOE, regarding the First Interim Report for 2021/22 (pg 373)
- 9 4 Consolidated Application (pg 374-383)

10.0 Governing Board Discussion and Suggested Agenda Items

11.0 Future Meetings:

- 11 1 Regular Board Meeting, **Tuesday, March 15, 2022, 6:30 p.m.** in the West
Cottonwood School Library, 20512 W First Street, Cottonwood, CA 96022

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

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

13.0 Adjournment

AMERICAN WITH DISABILITIES ACT NOTICE

In compliance with the Americans with Disabilities Act, those requiring special assistance to access the Board of Trustees meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact the District Office at (530) 347-3165. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodation, auxiliary aids or services.

DOCUMENT AVAILABILITY

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

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

To review and/or print a board packet

Go to www.cwusd.com

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

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

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

COTTONWOOD UNION SCHOOL DISTRICT

20512 West First Street Cottonwood, California 96022

Minutes for Tuesday, Tuesday, January 18, 2022 6:30 P.M. **Regular Board Meeting, West Cottonwood School Library**

Members Present Mr Iles, Mrs Cordova, Mrs Sulzer, and Mr O'Brien
Members Absent Mrs McDougall
Others Present Doug Geren, Superintendent
Principals Cecile LaMar, Terri Wright
Vice Principal Kara McNeely
Laura Merrick, CBO
Staff and Community 1 community member was present

1.0 Call Regular Meeting to Order at 6:30 p.m. by Mr.Iles

2.0 Pledge of Allegiance led by Mr.Iles

3.0 Approval of Agenda

ACTION: Remove item 7 6 per request of Superintendent Mr Obrien moved, seconded by Mrs Cordova, to approve the agenda as presented after removal of item 7 6

VOTE: Unanimous in favor

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

None at this time

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

None at this time

6.0 Consent Agenda

6 1 Review of Consent Agenda

6 1 1 Approval of Board Meeting Minutes for
Regular Board Meeting held on December 14, 2021

6 1 2 Approval to Hire **No one at this time**

6 1 3 Accept Letter of Resignation from Accept Letters of Resignation from **Hannah Valenza-**
Instructional Assistant, **Tina Gibson** – Instructional Assistant **Cortney Elam** – Preschool
Teacher

6 2 Approval of Consent Agenda

ACTION: Mrs Cordova moved, seconded by Mrs Sulzer, to approve the Consent Agenda

VOTE: Unanimous in favor

7.0 Discussion/Action Items:

7.1 Consider Approval: Commercial Warrants

ACTION: Mrs Cordova moved, seconded by Mrs Sulzer, to approve Commercial Warrants

VOTE: Unanimous in favor

7.2 Consider Approval: Consider approval of New Vice Principal Position at North

ACTION: Mr Obrien moved, seconded by Mrs Cordova, to approve New Vice Principal
Position at North

VOTE: Unanimous in favor

7.3 Consider approval of the 2021 SARC Report for West Cottonwood Junior High.
ACTION: Mrs Cordova moved, seconded by Mr O'Brien, to approve **2021 SARC Report for West Cottonwood Junior High**
VOTE: Unanimous in favor

7.4 Consider approval of the 2021 SARC Report for North Cottonwood Elementary School.
ACTION: Mrs Cordova moved, seconded by Mr O'Brien, to approve **2021 SARC Report for North Cottonwood Elementary School**
VOTE: Unanimous in favor

7.5 Consider Approval of Revised Resolution #2021-8 establishing day, time, and place for regular Board Meetings.
ACTION: Mrs. Cordova moved, seconded by Mr. O'Brien **Approve Revised Resolution #2021-8 establishing day, time, and place for regular Board Meetings**
VOTE: - Unanimous in Favor

7.5 Consider Approval: Consider Approval: Educator Effectiveness Block Grant
ACTION: Mrs Cordova moved, seconded by Mrs Sulzer to approve the Educator Effectiveness Grant
VOTE: - Unanimous in Favor

7.6 Consider approval: Board Policies/ Administrative Regulations-

ACTION: Tabled until next meeting at request of superintendent
VOTE: - none taken

8.0 Informational Items:

- 8 1 CTA Report - None
- 8 2 Superintendent's Report – Mr Geren reported an update on the solar project and the teams that are collaboratively working together, update on restrooms at West and the financial obligation we currently have Mr Geren reports the district will be in 8 days of independent study due to the current covid numbers Mention of Ninja Gym being set up on campus in the spring
- 8 3 Principal's Reports –
Mrs Wright – we made it through today
Mrs LaMar - none

9.0 Information/Communication Items.

- 9 1 Enrollment Report
- 9.2 Shasta County Pooled Investment Report for October & November 2021
- 9 3 Annual Certification Regarding Workers' Compensation from STISIG
- 9.4 CAASPP Comparisons
- 9 5 Mid-Year Reports & LCAP Supplement to the Annual Update

10.0 Governing Board Discussion and Suggested Agenda Items.
None at this time

11.0 Future Meetings:

- 11 1 Regular Board Meeting, **Tuesday, February 15, 2022, 6:30 p.m.** in the West Cottonwood School Library, 20512 W First Street, Cottonwood, CA 96022

12.0 Closed Session: Adjournment to Closed Session at 6:56pm to consider and/or take action upon the following items:

12.1 Pursuant to Government Code section 54957
Public Employee / Discipline / Dismissal / Release

Public Notice of Action Taken in Closed Session

No Action Taken

13.0 Adjournment- the meeting adjourned at 7 30p m

Matt Iles, President

Heather Sulzer, Clerk

Kim Cordova, Member

Deirdre McDougall, Member

James O'Brien, Member

Kelly Touvell
19050 Bruce Dr
Cottonwood, CA 96022
kellytouvell@yahoo.com

01/14/2022

Cottonwood Union School District
20512 1st St
Cottonwood, CA 96022

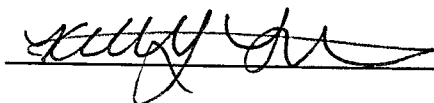
To Whom It May Concern,

Please accept this letter as formal notification that I will not be returning to Cottonwood Union School district for the 2022/2023 school year as a Speech and Language Pathologist with Cottonwood Union School District. I will continue to fulfill my duties as a Speech-Language Pathologist for the current school year: 2021/2022. My last day will be June 10th, 2022.

Thank you for the opportunity to work in this position for the past year I have enjoyed and appreciated the opportunities and growth I've had in supporting students, holding meetings, and aiding with improvement of curriculum for those students receiving special education support. I've had the opportunity to develop my skills in managing time, communicating with staff and parents, and with implementing curriculum-related therapy, all of which I will take with me throughout my career.

Please let me know if there is anything I can do to aid with this transition. I would be happy to assist with onboarding a new Speech-Language Pathologist at any time I hope to stay in touch in the future.

Sincerely,



Kelly Touvell M.S. CFY-SLP
Speech-Language Pathologist
Cottonwood Union School District

Scheduled 02/02/2022 - 02/10/2022

Bank Account COUNTY - County

Number of Payments	125	
Number of Checks	48	\$248,286 18
Number of ACH Advice	0	
Number of vCard Advice	0	
Total Check/Advice Amount	\$248,286 18	
Total Unpaid Sales Tax	\$ 00	
Total Expense Amount	\$248,286 18	
<hr/>		
CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS		
\$0 - \$99	7	
\$100 - \$499	8	
\$500 - \$999	8	
\$1,000 - \$4,999	14	
\$5,000 - \$9,999	3	
\$10,000 - \$14,999	4	
\$15,000 - \$99,999	4	
\$100,000 - \$199,999		
\$200,000 - \$499,999		
\$500,000 - \$999,999		
\$1,000,000 -		
<hr/>		
***** ITEMS OF INTEREST *****		
* Number of payments to a different vendor		
! Number of Prepaid payments		
@ Number of Liability payments		
& Number of Employee Also Vendors		
? denotes check name different than payment name		
F denotes Final Payment		

APPROVAL DATE _____

Report Totals - Payment Count 125 Check Count 48 ACH Count 0 vCard Count 0 Total Check/Advice Amount \$248,286 18

\$525,580 14

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 025280,
Page Break by Check/Advice? = N, Zero? = Y)

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ReqPay05a

Payment Register

Scheduled 02/02/2022 - 02/10/2022										Bank Account COUNTY - County
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor ACSA FOUNDATION FOR EDUCATIONAL ADM (000026/5) 1575 BAYSHORE HIGHWAY BURLINGAME, CA 94010										
2021/22	03/12/21		TIER 2 LKALNINS	INV20898	02/09/22	Audit		3,750 00		3,750 00
		2022 (005629)	01-050-7425-0200-5210-5760-1110-100-							
Total Invoice Amount								3,750 00	Check	
AP Vendor AMAZON/ SYNCB (000560/2) P O BOX 530958 ATLANTA, GA 30353-0958										
F	2021/22	01/05/22	R4822-00227	INSTRUCTIONAL MATERIAL	595346759575	02/02/22	Audit	171 55		171 55
		2022 (001189)	01-050-1100-2420-4310-1110-1000-100-							
				Batchld		Check Date		PO# P4822-00227	Register #	
F	2021/22	01/05/22	R4822-00224	SP ED CASE MANAGEMENT FOLDERS	647967459999	02/02/22	Audit	323 70		323 70
		2022 (002371)	01-020-6500-0200-4310-5760-1110-100-							
				Batchld		Check Date		PO# P4822-00224	Register #	
	2021/22	01/07/22	R4822-00223	INSTRUCTIONAL MATERIAL	63473898973	02/02/22	Audit	73 47		73 47
		2022 (004282)	01-060-0000-1573-4310-0001-1000-LC1-							
				Batchld		Check Date		PO# P4822-00223	Register #	
Total Invoice Amount								568 72	Check	
Direct Vendor ANDERSON UNION HIGH SCHOOL DST (000085/1) 1469 FERRY ST ANDERSON, CA 96007										
	2021/22	01/25/22		TECH SERVICES	INV22-00108	02/02/22	Audit	13,515 20		13,515 20
				OCT21- DEC21						
		2022 (004212)	01-020-0000-2420-5801-1110-1000-LC1-			6,757 60				
		2022 (004213)	01-050-0000-2420-5801-1110-1000-LC1-			6,757 60				
	2021/22	01/25/22		AG TEACHER	INV22-00109	02/02/22	Audit	5,192 64		5,192 64
				OCT21-DEC21						
		2022 (004215)	01-020-0100-2209-5801-1110-1000-LC2-							
	2021/22	01/26/22		TECH ADMIN SERVICES	INV22-00110	02/02/22	Audit	7,450 00		7,450 00
				OCT21-DEC21						

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 025280, Page Break by Check/Advice? = N, Zero? = Y)

ReqPay05a

Payment Register

Scheduled 02/02/2022 - 02/10/2022 Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor			ANDERSON UNION HIGH SCHOOL DST (000085/1) (continued)						(continued)		
2021/22	01/26/22		TECH ADMIN SERVICES OCT21-DEC21	INV22-00110 (continued)	02/02/22	Audit		(continued)			
		2022 (004212)	01-020-0000-2420-5801-1110-1000-LC1-					3,725 00			
		2022 (004213)	01-050-0000-2420-5801-1110-1000-LC1-					3,725 00			

Total Invoice Amount 26,157 84 Check

Direct Vendor			ANDERSON-COTTONWOOD DISP SRVCE (000005/1) PO BOX 541065 LOS ANGELES, CA 90054-1065								
2021/22	01/06/22		TRASH SERVICE	2227961-0531-0	02/07/22	Audit		1,164 47		1,164 47	
		2022 (002086)	01-001-0000-8240-5510-0000-8200-000-								
2021/22	01/06/22		TRASH SERVICE	2233780-0531-6	02/03/22	Audit		915 75		915 75	
		2022 (002086)	01-001-0000-8240-5510-0000-8200-000-								
2021/22	02/01/22		TRASH SERV	2246064-0531-0	02/08/22	Audit		915 75		915 75	
		2022 (002086)	01-001-0000-8240-5510-0000-8200-000-								
2021/22	02/03/22		TRASH SERV	2245835-0531-4	02/08/22	Audit		1,164 47		1,164 47	
		2022 (002086)	01-001-0000-8240-5510-0000-8200-000-								

Total Invoice Amount 4,160 44 Check

Direct Vendor			AT&T (000043/3) P O BOX 9011 CAROL STREAM, IL 60197-5025								
2021/22	01/19/22		PHONE SERVICES	000017646854	02/02/22	Audit		75 97		75 97	
			12/19/2021-01/18/2022								
		2022 (001384)	01-001-0000-7200-5910-0000-7200-000-								
2021/22	02/01/22		TELEPHONE	000017704238	02/04/22	Audit		23 92		23 92	
		2022 (001384)	01-001-0000-7200-5910-0000-7200-000-								

Total Invoice Amount 99 89 Check

AP Vendor			BEARCOM (000980/1) 2229 ENTERPRISE STREET ESCONDIDO, CA 92029								
F	2021/22	01/19/22	R4822-00190	HAND HELDS	5319524	02/02/22	Audit	9,490 14		9,490 14	
			2022 (004981)	01-001-3210-0000-4410-0000-8200-000-							
			2022 (006371)	01-001-3212-0000-4410-0000-8200-000-				9,490 14			

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 025280, Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE [ONLINE](#)

ReqPay05a

Payment Register

Scheduled 02/02/2022 - 02/10/2022

Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		BEARCOM (000980/1)	(continued)							

BatchId

Check Date

PO# P4822-00190

Register #

Total Invoice Amount

9,490 14

Check

Direct Vendor		BLUE STAR GAS (000796/1)								
		6775 EASTSIDE ROAD								
		ANDERSON, CA 96007								

2021/22 01/06/22

PROPANE

IN-0030513

02/09/22

Audit

3,537 71

3,537 71

2022 (001307) 01-001-0000-8260-5510-0000-8200-000-

Total Invoice Amount

3,537 71

Check

Direct Vendor		CALIFORNIA SAFETY CO (000021/1)								
		PO BOX 990956								
		REDDING, CA 96099-0956								

2021/22 02/04/22

ALARM SERVICE
-FEB

494371

02/08/22

Audit

180 00

180 00

2022 (004217) 01-050-0000-8110-5801-0000-8110-100-

2021/22 02/04/22

ALARM SERV FEB

494372

02/08/22

Audit

262 50

262 50

2022 (004214) 01-020-0000-8110-5801-0000-8110-100-

2021/22 02/04/22

ALARM SERV FEB

495243

02/08/22

Audit

142 50

142 50

2022 (003204) 01-001-0000-0000-5801-0000-3600-100-

Total Invoice Amount

585 00

Check

Direct Vendor		CASCADE UNION ELEM SCHOOL DIST (000094/1)								
		1645 WEST MILL ST								
		ANDERSON, CA 96007								

2021/22 01/01/22

JAN 2022 TRANSP
BILLING

INV22-00255

02/09/22

Audit

1,902 23

1,902 23

2022 (003204) 01-001-0000-0000-5801-0000-3600-100-

2021/22 01/10/22

BTW TRAINING

INV22-00235

02/02/22

Audit

325 00

325 00

2022 (003200) 01-001-0000-0000-5210-0000-3600-000-

Total Invoice Amount

2,227 23

Check

AP Vendor		CDW-G (000159/1)								
		75 REMITTANCE DR								
		STE 1515								
		CHICAGO, IL 60675-1515								

F 2021/22 01/11/22

R4822-00212

THINK PADS

Q684875

02/02/22

Audit

11,993 33

11,993 33

2022 (006201) 01-001-3210-2420-4410-1110-1000-000-

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Page Break by Check/Advice? = N, Zero? = Y)

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Scheduled 02/02/2022 - 02/10/2022 Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			CDW-G (000159/1) (continued)							
F	2021/22	01/11/22	R4822-00212	THINK PADS	Q684875 (continued)	02/02/22	Audit	(continued)		
			2022 (006372)	01-001-3212-2420-4410-1110-1000-000- BatchId		11,993 33	Check Date	PO# P4822-00212	Register #	
Total Invoice Amount								11,993 33	Check	

Direct Vendor			CHAVAN & ASSOCIATES, LLP (000776/2) 15105 CONCORD CIRCLE, STE 130 MORGAN HILL, CA 95037							
	2021/22	02/07/22		LEA AUDIT SERVICES - SDC	CA-17366	02/08/22	Audit	2,000 00		2,000 00
			2022 (003529)	01-001-0000-7100-5812-0000-7190-000-						
Total Invoice Amount								2,000 00	Check	

Direct Vendor			COMPLIANCE ASSOCIATES INC (000176/1) 20279 ENGINEERS LANE REDDING, CA 96002							
	2021/22	01/17/22		CONSORTIUM ENROLLMENT FEE	51141	02/02/22	Audit	150 00		150 00
			2022 (003204)	01-001-0000-0000-5801-0000-3600-100-						
Total Invoice Amount								150 00	Check	

Direct Vendor			COTTONWOOD WATER DISTRICT (000002/1) PO BOX 2130 COTTONWOOD, CA 96022							
	2021/22	01/20/22		WATER	012022	02/02/22	Audit	310 29		310 29
			2022 (001309)	01-001-0000-8230-5510-0000-8200-000- 12/16/2021-01/20/20 22						
Total Invoice Amount								310 29	Check	

Direct Vendor			COUNTY OF SHASTA DEPT OF PUBLIC WORKS (000051/1) CSA DIV 1855 PLACER ST REDDING, CA 96001							
	2021/22	02/01/22		SEWER FEES DEC /JAN	20012022	02/04/22	Audit	3,339 60		3,339 60
			2022 (001308)	01-001-0000-8220-5510-0000-8200-000-						

Scheduled 02/02/2022 - 02/10/2022

										Bank Account COUNTY - County		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount		
								Total Invoice Amount	3,339 60	Check		
Direct Vendor CRESSWELL PHYSICAL THERAPY (000271/1) PO BOX 492006 REDDING, CA 96049												
2021/22	01/13/22		OT SERVICES	169	02/02/22	Audit		9,431 25		9,431 25		
2022 (002527) 01-001-6500-0204-5101-5760-1190-100- 01/2022												
2021/22	01/20/22		OT SERVICES	170	02/02/22	Audit		3,800 00		3,800 00		
2022 (002527) 01-001-6500-0204-5101-5760-1190-100- 01/2022												
2021/22	02/03/22		OT SERVICES	171	02/07/22	Audit		1,287 50		1,287 50		
2022 (002527) 01-001-6500-0204-5101-5760-1190-100- 01/2022												
								Total Invoice Amount	14,518 75	Check		
Direct Vendor CROSS PETROLEUM (000083/1) PO BOX 492200 REDDING, CA 96049-2200												
2021/22	01/15/22		FUEL	CL16831	02/02/22	Audit		2,301 45		2,301 45		
2022 (003195) 01-001-0000-0000-4601-0000-3600-000- 2022 (001889) 13-001-5310-0000-4510-0000-3700-000-												
2021/22	01/31/22		FUEL	CL17227	02/02/22	Audit		1,108 42		1,108 42		
2022 (003195) 01-001-0000-0000-4601-0000-3600-000- 2022 (001889) 13-001-5310-0000-4510-0000-3700-000-												
								Total Invoice Amount	3,409 87	Check		
Direct Vendor FIRST NATIONAL BANK OMAHA MASTERCARD (000129/1) PO BOX 2818 OMAHA, NE 68103-2818												
2021/22	02/06/22		ZOOM FEB 2022	INV131786257	02/07/22	Audit		14 99		14 99		
2022 (001359) 01-001-0000-2700-5801-0000-2700-000-												
								Total Invoice Amount	14 99	Check		
Direct Vendor FRANZ FAMILY BAKERIES (000537/1) P O BOX 742654 LOS ANGELES, CA 90074-2654												
2021/22	01/03/22		BAKERY	143028002518	02/03/22	Audit		164 10		164 10		
2022 (001890) 13-001-5310-0000-4710-0000-3700-000-												

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 025280, Page Break by Check/Advice? = N, Zero? = Y)

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Scheduled 02/02/2022 - 02/10/2022 **Bank Account COUNTY - County**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor			FRANZ FAMILY BAKERIES (000537/1)		(continued)		(continued)			
2021/22	01/10/22		BAKERY	143028002589	02/03/22	Audit		103 00		103 00
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-								
2021/22	01/18/22		BAKERY	143028002674	02/03/22	Audit		198 90		198 90
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-								
2021/22	01/24/22		BAKERY	143028002777	02/03/22	Audit		82 40		82 40
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-								
Total Invoice Amount								548 40	Check	
Direct Vendor			GATEWAY MEDICAL SERVICES, INC (000959/1)							
			PO BOX 494040							
			REDDING, CA 96049							
2021/22	01/11/22		COVID TESTING	01112022	02/02/22	Audit		525 00		525 00
	2022 (006370)	01-001-3212-0000-5801-1110-3140-000-								
2021/22	01/20/22		675 00	01202022	02/10/22	Audit		675 00		675 00
	2022 (006370)	01-001-3212-0000-5801-1110-3140-000-								
Total Invoice Amount								1,200 00	Check	
AP Vendor			GIBSON HEATING & AC (000711/1)							
			1153 PRESTIGE WAY							
			REDDING, CA 96003							
F	2021/22	01/12/22	R4822-00008	REPLACE HVAC	24876010	02/02/22	Audit	13,100 00		13,100 00
		2022 (003520)	01-020-8150-8110-5630-0000-8110-LC2-	UNIT IN ROOM #37						
				BatchId		Check Date		PO# P4822-00008		Register #
2021/22	01/14/22		SERVICE CALL	40031	02/02/22	Audit		200 00		200 00
	2022 (001337)	01-020-0000-8200-5630-0000-8200-100-								
Total Invoice Amount								13,300 00	Check	
Direct Vendor			GOLD STAR FOODS, INC (000630/2)							
			P O BOX 4328							
			ONTARIO, CA 91761							
2021/22	01/19/22		FOOD	4587536	02/03/22	Audit		622 89		622 89
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-								
2021/22	01/25/22		FOOD	1437605	02/03/22	Audit		3 25-		3 25-
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-								
2021/22	01/26/22		FOOD	4567635	02/03/22	Audit		1,278 94		1,278 94
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-								

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 025280, Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE **ONLINE**

Scheduled 02/02/2022 - 02/10/2022

Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor GOLD STAR FOODS, INC (000630/2) (continued)											
2021/22	02/01/22		PROCESS STATE FEE	4666925	02/07/22	Audit		10 80		(continued) 10 80	
2022 (001890) 13-001-5310-0000-4710-0000-3700-000-											
Total Invoice Amount								1,909 38	Check		
Direct Vendor INDEPENDENT ED PROGRAMS (000547/1) 1756 SOUTH ST ANDERSON, CA 96007											
2021/22	01/31/21		IEP 01/2022	CWUSD012022	02/02/22	Audit		13,260 00		13,260 00	
2022 (001371) 01-001-6500-0203-5805-5760-1180-100-											
2021/22	02/03/22		GROUP COUNSELING SESSIONS	CWUSDNPA12022	02/03/22	Audit		175 00		175 00	
2022 (001371) 01-001-6500-0203-5805-5760-1180-100-											
Total Invoice Amount								13,435 00	Check		
Direct Vendor LAUNDRY WORLD (000141/1) PO BOX 98 ANDERSON, CA 96007											
2021/22	01/12/22		LAUNDRY SERVICE	246790	02/02/22	Audit		7 55		7 55	
2022 (001306) 01-001-0000-8250-5510-0000-8200-000-											
2021/22	01/12/22		LAUNDRY SERVICES	246791	02/02/22	Audit		67 69		67 69	
2022 (001306) 01-001-0000-8250-5510-0000-8200-000-											
2021/22	01/12/22		LAUNDRY SERVICE	246792	02/02/22	Audit		91 37		91 37	
2022 (001306) 01-001-0000-8250-5510-0000-8200-000-											
2021/22	01/19/22		LAUNDRY SERVICE	247216	02/02/22	Audit		7 55		7 55	
2022 (001306) 01-001-0000-8250-5510-0000-8200-000-											
2021/22	01/19/22		LAUNDRY SERVICE	247219	02/02/22	Audit		91 37		91 37	
2022 (001306) 01-001-0000-8250-5510-0000-8200-000-											
2021/22	01/26/22		LAUNDRY SERVICES	247648	02/07/22	Audit		7 55		7 55	
2022 (001306) 01-001-0000-8250-5510-0000-8200-000-											
2021/22	01/26/22		LAUNDRY SERVICES	247649	02/07/22	Audit		67 69		67 69	
2022 (001306) 01-001-0000-8250-5510-0000-8200-000-											

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 025280, Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE **ONLINE**

Scheduled 02/02/2022 - 02/10/2022 **Bank Account COUNTY - County**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		LAUNDRY WORLD (000141/1)			(continued)					
2021/22	01/26/22		LAUNDRY SERVICES	247650	02/07/22	Audit		91 37		91 37
	2022	(001306)	01-001-0000-8250-5510-0000-8200-000-							
2021/22	02/02/22		LAUNDRY SERVICE	248075	02/07/22	Audit		10 00		10 00
	2022	(001306)	01-001-0000-8250-5510-0000-8200-000-							
2021/22	02/02/22		LAUNDRY SERVICES	248076	02/07/22	Audit		67 69		67 69
	2022	(001306)	01-001-0000-8250-5510-0000-8200-000-							
2021/22	02/02/22		LAUNDRY SERVICES	248077	02/07/22	Audit		91 37		91 37
	2022	(001306)	01-001-0000-8250-5510-0000-8200-000-							
Total Invoice Amount								601 20	Check	
Direct Vendor		MT SHASTA SPRING WATER (000036/1) 1878 TWIN VIEW BLVD REDDING, CA 96003-1501								
2021/22	09/09/21		WATER SERVICE	149404	02/02/22	Audit		43 18		43 18
	2022	(001247)	01-001-0000-2700-4510-0000-2700-100-							
2021/22	09/30/21		WATER SERVICE	155757	02/02/22	Audit		6 60		6 60
	2022	(001247)	01-001-0000-2700-4510-0000-2700-100-							
2021/22	09/30/21		CREDIT MEMO	CM09302021	02/02/22	Audit		42 69-		42 69-
	2022	(001247)	01-001-0000-2700-4510-0000-2700-100-							
2021/22	11/15/21		WATER SERVICE	169512	02/02/22	Audit		11 40		11 40
	2022	(001247)	01-001-0000-2700-4510-0000-2700-100-							
2021/22	12/04/21		LATE FEE	183360	02/02/22	Audit		10 00		10 00
	2022	(001247)	01-001-0000-2700-4510-0000-2700-100-							
2021/22	12/28/21		WATER SERVICE	181849	02/02/22	Audit		33 25		33 25
	2022	(001247)	01-001-0000-2700-4510-0000-2700-100-							
2021/22	01/01/22		LATE CHARGE	186165	02/02/22	Audit		10 00		10 00
	2022	(001247)	01-001-0000-2700-4510-0000-2700-100-							
2021/22	01/19/22		WATER SERVICE	189463	02/02/22	Audit		22 60		22 60
	2022	(001247)	01-001-0000-2700-4510-0000-2700-100-							
Total Invoice Amount								94 34	Check	

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Payment Register

Scheduled 02/02/2022 - 02/10/2022 Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor MTN VALLEY SP ED JPA (000934/1) 10140 OREGON TRL REDDING, CA 96003										
2021/22	02/08/22		SPEC ED SRVCS	INV22-00099	02/09/22	Audit		31,552.66		31,552.66
			07/1-01/31/2022							
		2022 (004218)	01-001-0000-3140-5801-0000-3140-100-			1,742.46				
		2022 (006346)	01-001-3213-3120-5801-0000-3120-100-			3,093.87				
		2022 (005164)	01-001-6500-0000-5801-5001-2700-100-			2,469.55				
		2022 (005189)	01-001-6500-0200-5801-5760-1110-100-			11,510.20				
		2022 (005162)	01-001-6500-0200-5805-7110-1110-100-			12,736.58				
Total Invoice Amount								31,552.66	Check	
Direct Vendor NORTH STATE GROCERY, INC (000476/1) P O BOX 439 COTTONWOOD, CA 96022										
2021/22	02/06/22		MILK	003402274611	02/07/22	Audit		8.97		8.97
		2022 (004765)	01-060-0000-1573-4710-0001-3700-LC1-							
Total Invoice Amount								8.97	Check	
AP Vendor OFFICE DEPOT, INC (000091/4) PO BOX 29248 PHOENIX, AZ 85038-9248										
2021/22	01/07/22	R4822-00231	OFFICE SUPPLIES	220217827001	02/02/22	Audit		284.60		284.60
		2022 (001242)	01-020-0000-2700-4510-0000-2700-100-							
			BatchId			Check Date		PO# P4822-00231	Register #	
F	2021/22	01/07/22	R4822-00231	OFFICE SUPPLIES	220226492001	02/02/22	Audit	6.42		6.42
		2022 (001242)	01-020-0000-2700-4510-0000-2700-100-							
			BatchId			Check Date		PO# P4822-00231	Register #	
F	2021/22	01/07/22	R4822-00230	INSTRUCTIONAL MATERIAL	220284614001	02/02/22	Audit	276.30		276.30
		2022 (001159)	01-020-1100-2420-4310-0000-2420-100-							
			BatchId			Check Date		PO# P4822-00230	Register #	
F	2021/22	01/07/22	R4822-00233	OFFICE SUPPLIES	220624496001	02/02/22	Audit	252.08		252.08
		2022 (001247)	01-001-0000-2700-4510-0000-2700-100-							
			BatchId			Check Date		PO# P4822-00233	Register #	
2021/22	01/08/22	R4822-00228	INSTRUCTIONAL MATERIAL	219612971001	02/02/22	Audit		111.21		111.21
		2022 (001189)	01-050-1100-2420-4310-1110-1000-100-							

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 025280, Page Break by Check/Advice? = N, Zero? = Y) ESCAPE ONLINE

ReqPay05a

Payment Register

Scheduled 02/02/2022 - 02/10/2022

Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor	OFFICE DEPOT, INC (000091/4)		(continued)							(continued)	
				BatchId		Check Date		PO# P4822-00228	Register #		
	2021/22	01/08/22	R4822-00226	INSTRUCTIONAL MATERIAL	219650398001	02/02/22	Audit	29 35		29 35	
			2022 (001188)	01-050-1100-0000-4310-1110-1000-100-							
				BatchId		Check Date		PO# P4822-00226	Register #		
F	2021/22	01/09/22	R4822-00228	INSTRUCTIONAL MATERIAL	219612973001	02/02/22	Audit	228 81		228 81	
			2022 (001189)	01-050-1100-2420-4310-1110-1000-100-							
				BatchId		Check Date		PO# P4822-00228	Register #		
	2021/22	01/10/22	R4822-00228	INSTRUCTIONAL MATERIAL	219606367001	02/02/22	Audit	367 99		367 99	
			2022 (001189)	01-050-1100-2420-4310-1110-1000-100-							
				BatchId		Check Date		PO# P4822-00228	Register #		
	2021/22	01/10/22	R4822-00226	INSTRUCTIONAL MATERIAL	219644032001	02/02/22	Audit	36 28		36 28	
			2022 (001188)	01-050-1100-0000-4310-1110-1000-100-							
				BatchId		Check Date		PO# P4822-00226	Register #		
	2021/22	01/11/22	R4822-00226	INSTRUCTIONAL MATERIAL	219644032002	02/02/22	Audit	25 20		25 20	
			2022 (001188)	01-050-1100-0000-4310-1110-1000-100-							
				BatchId		Check Date		PO# P4822-00226	Register #		
	2021/22	01/11/22	R4822-00226	INSTRUCTIONAL MATERIAL	219650411001	02/02/22	Audit	29 38		29 38	
			2022 (001188)	01-050-1100-0000-4310-1110-1000-100-							
				BatchId		Check Date		PO# P4822-00226	Register #		
F	2021/22	01/11/22	R4822-00232	INST MATERIAL	220688716001	02/02/22	Audit	2,272 20		2,272 20	
			2022 (001235)	01-050-6300-0000-4310-1110-1000-LC1-							
				BatchId		Check Date		PO# P4822-00232	Register #		
	2021/22	01/12/22	R4822-00226	INSTRUCTIONAL MATERIAL	219644032003	02/02/22	Audit	12 63		12 63	
			2022 (001188)	01-050-1100-0000-4310-1110-1000-100-							
				BatchId		Check Date		PO# P4822-00226	Register #		
Total Invoice Amount								3,932 45	Check		

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ReqPay05a

Payment Register

Scheduled 02/02/2022 - 02/10/2022										Bank Account COUNTY - County	
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor		PACIFIC GAS AND ELECTRIC CO (000007/1) BOX 997300 SACRAMENTO, CA 95899-7300									
2021/22	02/07/22		JAN ELECTRIC CAFE	02072022	02/10/22	Audit		2,079.48		2,079.48	
								2022 (001307) 01-001-0000-8260-5510-0000-8200-000-			
								Total Invoice Amount		2,079.48	Check

Direct Vendor		PRODUCERS DAIRY (000203/1) PO BOX 1231 FRESNO, CA 93715-1231									
2021/22	01/10/22		DAIRY	6352201000	02/03/22	Audit		263.59		263.59	
								2022 (001890) 13-001-5310-0000-4710-0000-3700-000-			
2021/22	01/10/22		DAIRY	6352201098	02/03/22	Audit		232.12		232.12	
								2022 (001890) 13-001-5310-0000-4710-0000-3700-000-			
2021/22	01/13/22		DAIRY	6352201334	02/03/22	Audit		338.87		338.87	
								2022 (001890) 13-001-5310-0000-4710-0000-3700-000-			
2021/22	01/13/22		DAIRY	6352201343	02/03/22	Audit		263.85		263.85	
								2022 (001890) 13-001-5310-0000-4710-0000-3700-000-			
2021/22	01/18/22		DAIRY	6352201886	02/03/22	Audit		187.73		187.73	
								2022 (001890) 13-001-5310-0000-4710-0000-3700-000-			
2021/22	01/31/22		DAIRY	6352203179	02/08/22	Audit		520.14		520.14	
								2022 (001890) 13-001-5310-0000-4710-0000-3700-000-			
2021/22	01/31/22		DAIRY	6352203180	02/08/22	Audit		225.50		225.50	
								2022 (001890) 13-001-5310-0000-4710-0000-3700-000-			
2021/22	02/03/22		DAIRY	6352203413	02/08/22	Audit		113.08		113.08	
								2022 (001890) 13-001-5310-0000-4710-0000-3700-000-			
2021/22	02/03/22		DAIRY	6352203414	02/08/22	Audit		341.56		341.56	
								2022 (001890) 13-001-5310-0000-4710-0000-3700-000-			
								Total Invoice Amount		2,486.44	Check

Direct Vendor		PROFESSIONAL EXTERMINATORS (000403/1) PO BOX 991507 REDDING, CA 96099									
2021/22	01/19/22		PEST SERVICE	64091	02/02/22	Audit		45.00		45.00	
								2022 (004214) 01-020-0000-8110-5801-0000-8110-100-			

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Scheduled 02/02/2022 - 02/10/2022

Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
								Total Invoice Amount	45 00	Check	
Direct Vendor PROPACIFIC FRESH (000491/1) P O BOX 1069 DURHAM, CA 95938											
2021/22	01/07/22		PRODUCE	6907937	02/03/22	Audit		161 36		161 36	
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-								
2021/22	01/14/22		PRODUCE	6909534	02/03/22	Audit		576 94		576 94	
		2022 (001890)	13-001-5310-0000-4710-0000-3700-000-								
								Total Invoice Amount	738 30	Check	
Direct Vendor QUADIENT FINANCE USA, INC (000974/1) PO BOX 6813 CAROL STREAM, IL 60197-6813											
2021/22	01/31/22		POSTAGE	31225765	02/04/22	Audit		500 00		500 00	
		2022 (001392)	01-001-0000-7200-5930-0000-7200-LC2-			166 67					
		2022 (001391)	01-020-0000-2700-5930-0000-2700-100-			166 67					
		2022 (001393)	01-050-0000-2700-5930-0000-2700-100-			166 66					
								Total Invoice Amount	500 00	Check	
AP Vendor SCHOOL TECH SUPPLY (000386/2) PO BOX 31001-3055 PASADENA, CA 91110-3055											
F	2021/22	02/01/22	R4822-00093	INTERACTIVE TV'S - INV-0001200	02/02/22	Audit		15,400 21		15,400 21	
				4TH GRADE							
		2022 (006200)	01-050-1100-2420-4410-1110-1000-100-								
		2022 (005259)	01-050-3210-2420-4410-1110-1000-000-								
		2022 (006373)	01-050-3212-2420-4410-1110-1000-000-								
				BatchId		15,400 21					
						Check Date		PO# P4822-00093		Register #	
F	2021/22	02/08/22	R4822-00093	INTERACTIVE TV'S - INV-0001262	02/09/22	Audit		4,745 00		4,745 00	
				4TH GRADE							
		2022 (006200)	01-050-1100-2420-4410-1110-1000-100-								
		2022 (005259)	01-050-3210-2420-4410-1110-1000-000-								
		2022 (006373)	01-050-3212-2420-4410-1110-1000-000-								
				BatchId		4,745 00					
						Check Date		PO# P4822-00093		Register #	
								Total Invoice Amount	20,145 21	Check	
Direct Vendor SHASTA CO OFFICE OF EDUCATION (000055/1) 1644 MAGNOLIA AVE REDDING, CA 96001											

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 025280, Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE ONLINE

Scheduled 02/02/2022 - 02/10/2022

Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor SHASTA CO OFFICE OF EDUCATION (000055/1) (continued)										
2021/22	01/28/22		INTERNET SERVICE	INV22-01501	02/03/22	Audit		3,358 00		3,358 00
			2021/22							
		2022 (001388)	01-020-0000-2700-5920-0000-2700-100-					1,679 00		
		2022 (001386)	01-050-0000-2700-5920-0000-2700-100-					1,679 00		
2021/22 01/31/22 21/22 P-1 EXCEL INV22-01525 02/02/22 Audit 5,460 00 5,460 00										
		2022 (004187)	01-001-6500-0000-5805-5760-3120-100-							
Total Invoice Amount								8,818 00	Check	
AP Vendor SHASTA CO SCHOOL ADMINISTRATORS ASSOCIATION (000983/1) 2200 EUREKA WAY, SUITE B REDDING, CA 96001										
F	2021/22	01/19/22	R4822-00200	SCHOOL CULTURE BY DESIGN	119-1202022	02/02/22	Audit	720 00		720 00
			2022 (001286)	01-050-0000-2700-5210-0000-2700-100-				90 00		
			2022 (004793)	01-050-4035-0000-5210-1110-1000-000-				630 00		
						BatchId	Check Date	PO# P4822-00200	Register #	
Total Invoice Amount								720 00	Check	
AP Vendor SIGNARAMA REDDING (000527/1) 4351 CATERPILLAR RD REDDING, CA 96003										
F	2021/22	12/15/21	R4822-00194	REPLACEMENT SIGN FOR CLOSED CAMPUS	INV-12730	02/02/22	Audit	184 80		184 80
			2022 (001244)	01-020-0000-8200-4510-0000-8200-100-						
						BatchId	Check Date	PO# P4822-00194	Register #	
Total Invoice Amount								184 80	Check	
Direct Vendor STATE OF CALIFORNIA DEPARTMENT OF JUSTICE (000111/1) ACCOUNTING OFFICE PO BOX 944255 SACRAMENTO, CA 94244-2550										
	2021/22	02/03/22		FINGERPRINTS	559891	02/08/22	Audit	49 00		49 00
			2022 (001360)	01-001-0000-7207-5801-0000-7200-000-						
Total Invoice Amount								49 00	Check	

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 025280, Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE **ONLINE**

Scheduled 02/02/2022 - 02/10/2022 **Bank Account COUNTY - County**

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor SYSCO FOOD SVCS OF SACRAMENTO (000169/1) PO BOX 138007 SACRAMENTO, CA 95813-8007										
2021/22	11/08/21		POT HOLDERS	331442725	02/08/22	Audit		70 52		70 52
	2022 (001889)	13-001-5310-0000-4510-0000-3700-000-								
2021/22	01/06/22		FOOD	331526820	02/03/22	Audit		626 78		626 78
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-				569 23				
	2022 (001891)	13-001-5310-0000-4790-0000-3700-000-				57 55				
2021/22	01/13/22		FOOD	331536499	02/03/22	Audit		770 49		770 49
	2022 (001889)	13-001-5310-0000-4510-0000-3700-000-				55 57				
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-				527 42				
	2022 (001891)	13-001-5310-0000-4790-0000-3700-000-				187 50				
2021/22	01/20/22		FOOD	331545869	02/03/22	Audit		390 10		390 10
	2022 (001889)	13-001-5310-0000-4510-0000-3700-000-				155 08				
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-				185 38				
	2022 (001891)	13-001-5310-0000-4790-0000-3700-000-				49 64				
2021/22	01/27/22		FOOD	331556179	02/03/22	Audit		569 22		569 22
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-				449 46				
	2022 (001891)	13-001-5310-0000-4790-0000-3700-000-				119 76				
Total Invoice Amount								2,427 11	Check	

Direct Vendor THE DANIELSON COMPANY (000495/1) 435 SOUTHGATE COURT CHICO, CA 95928										
2021/22	01/07/22		FOOD	267428	02/03/22	Audit		1,791 99		1,791 99
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-				1,629 88				
	2022 (001891)	13-001-5310-0000-4790-0000-3700-000-				162 11				
2021/22	01/14/22		FOOD	268047	02/03/22	Audit		2,169 50		2,169 50
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-				2,008 06				
	2022 (001891)	13-001-5310-0000-4790-0000-3700-000-				161 44				
2021/22	01/21/22		FOOD	268625	02/03/22	Audit		660 05		660 05
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-				467 62				
	2022 (001891)	13-001-5310-0000-4790-0000-3700-000-				192 43				
2021/22	01/28/22		FOOD	269234	02/03/22	Audit		815 58		815 58
	2022 (001890)	13-001-5310-0000-4710-0000-3700-000-				751 09				
	2022 (001891)	13-001-5310-0000-4790-0000-3700-000-				64 49				
Total Invoice Amount								5,437 12	Check	

Scheduled 02/02/2022 - 02/10/2022

Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor			TRI-COUNTIES BANK (000371/2) P O BOX 60532 CITY OF INDUSTRY, CA 91716-0532							
2021/22	01/15/22		PRESCHOOL FOOD	2862240-655051	02/03/22	Audit		151 30		151 30
		2022 (004765)	01-060-0000-1573-4710-0001-3700-LC1-							
Total Invoice Amount								151 30	Check	
Direct Vendor			US BANK EQUIPMENT FINANCE (000558/1) P O BOX 790448 ST LOUIS, MO 63179-0448							
2021/22	01/26/22		COPIERS	463697169	02/04/22	Audit		3,345 74		3,345 74
		2022 (001312)	01-020-1100-1120-5610-1110-1000-100-			1,672 87				
		2022 (001321)	01-050-1100-1120-5610-1110-1000-100-			1,672 87				
Total Invoice Amount								3,345 74	Check	
Direct Vendor			US OMNI & TSACG COMPLLANCE (000986/1) PO BOX 2799 FORT WALTON BEACH, FL 32549							
2021/22	01/14/22		403BS	75795	02/10/22	Audit		28 20		28 20
		2022 (001358)	01-001-0000-7200-5801-0000-7200-000-							
Total Invoice Amount								28 20	Check	
Direct Vendor			VALLEY WEST ACE HARDWARE (000241/1) 20639 GAS POINT RD COTTONWOOD, CA 96022							
2021/22	01/10/22		MAINT SUPPLIES	072959	02/08/22	Audit		46 72		46 72
		2022 (001245)	01-020-0000-8110-4510-0000-8110-100-							
2021/22	01/10/22		MAINT SUPPLIES	072961	02/08/22	Audit		8 14		8 14
		2022 (001245)	01-020-0000-8110-4510-0000-8110-100-							
2021/22	01/14/22		MAINT SUPPLIES	072995	02/08/22	Audit		37 79		37 79
		2022 (001245)	01-020-0000-8110-4510-0000-8110-100-							
2021/22	01/14/22		MAINT SUPPLIES	072997	02/08/22	Audit		3 64		3 64
		2022 (001244)	01-020-0000-8200-4510-0000-8200-100-							
2021/22	01/19/22		MAINT SUPPLIES	073038	02/08/22	Audit		15 64		15 64
		2022 (001245)	01-020-0000-8110-4510-0000-8110-100-							
2021/22	01/25/22		MAINT SUPPLIES	073085	02/08/22	Audit		18 41		18 41
		2022 (001245)	01-020-0000-8110-4510-0000-8110-100-							

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 025280,
 Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE 

Scheduled 02/02/2022 - 02/10/2022

Bank Account COUNTY - County

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
								Total Invoice Amount	130 34	Check	
Direct Vendor VERIZON WIRELESS (000208/2) P O BOX 660108 DALLAS, TX 75266-0108											
2021/22	01/17/22		HOTSPOTS DEC	9897521993	02/03/22	Audit		104 02		104 02	
			18-JAN 17/2022								
2022 (006390) 01-001-3212-2420-5801-1110-1000-000-											
								Total Invoice Amount	104 02	Check	
Direct Vendor WALLNER PLUMBING COMPANY (000463/1) 1651 HARTNELL AVE REDDING, CA 96002-2231											
2021/22	01/07/22		SERVICE CALL	206132	02/03/22	Audit		215 00		215 00	
2022 (004217) 01-050-0000-8110-5801-0000-8110-100-											
								Total Invoice Amount	215 00	Check	
Direct Vendor WESTAMERICA BANK (000072/1) PO BOX 1260 SUISAN CITY, CA 94585											
2021/22	02/01/22		PMT 4 OF 30	526-01260	02/10/22	Audit		46,921 88		46,921 88	
								12,889 91			
								34,031 97			
								Total Invoice Amount	46,921 88	Check	
Direct Vendor WILGUS FIRE CONTROL, INC (000660/1) 1703 SONOMA ST REDDING, CA 96001											
2021/22	01/20/22		SYSTEM SERVICE	36916	02/03/22	Audit		166 10		166 10	
2022 (001322) 01-050-0000-8200-5630-0000-8200-100-											
								Total Invoice Amount	166 10	Check	
Direct Vendor WORLD TELECOM, INC (000509/1) 1819 KEYSTONE CT REDDING, CA 96003											
2021/22	01/14/22		SERVICE CALL	23891	02/03/22	Audit		62 50		62 50	
2022 (001343) 01-001-0000-8200-5630-0000-8200-000-											
F	2021/22	01/31/22	R4822-00236	NEW PHONES	23939	02/04/22	Audit	279 59		279 59	
								125 33			
								154 26			

Selection Sorted by AP Check Order Option, Filtered by (Org = 48, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 025280, Page Break by Check/Advice? = N, Zero? = Y)

ESCAPE 

Scheduled 02/02/2022 - 02/10/2022							Bank Account COUNTY - County			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor	WORLD TELECOM, INC (000509/1)			(continued)						(continued)
				BatchId		Check Date		PO# P4822-00236	Register #	
2021/22	01/31/22	R4822-00236	NEW PHONES	23940	02/04/22	Audit		354 85		354 85
		2022 (001343)	01-001-0000-8200-5630-0000-8200-000-			159 06				
		2022 (001337)	01-020-0000-8200-5630-0000-8200-100-			195 79				
				BatchId		Check Date		PO# P4822-00236	Register #	
Total Invoice Amount								696 94	Check	

EXPENSES BY FUND - Bank Account COUNTY			
Fund	Expense	Cash Balance	Difference
01	187,713 76	4,025,813 79	3,838,100 03
13	13,650 54	32,696 40-	46,346 94-
25	46,921 88	111,322 14	64,400 26
Total	248,286 18		

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
West Cottonwood Junior High School	45-69955-6050207	December 14, 2021	February 15, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs

West Cottonwood Junior High will meet ESSA requirements to support academic achievement so that all students demonstrate proficiency on the State's Academic Standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s)

West Cottonwood Junior High students were able to respond to the survey titled "School Safety Survey" This survey was sent out via Google docs. Students were able to answer questions anonymously with regards to school safety both in and out of the classroom, cleanliness of campus, teacher and student engagement, and parent involvement. West Cottonwood Junior High Staff uses this information to determine needs and support to increase student learning. Parent surveys and staff surveys were also used to identify areas of need. These areas are addressed in our actions within this plan.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

As part of our district Professional Learning Communities collective commitments, the Principal, Vice Principal, and academic coaches conduct focused walk-throughs to reinforce and monitor the targeted areas in the plan. Formal observations are also conducted as part of the certificated personnel evaluation process. In addition, to the informal class visits and formal observations conducted by the administrative team, the curriculum coaches conducted classroom observations to assist with curriculum and also provided coaching supports.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

WCJH uses iReady, CAASPP summative assessments, English Language Proficiency Assessment, STAR Math and Reading benchmark assessments, and local assessments developed by teachers in the DnA portal to monitor progress, modify instruction, and improve student learning

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

- Utilization of iReady, STAR Math, STAR Reading, and CAASPP assessment data to monitor curriculum based assessments, facilitate PLC discussions, and progress monitor all learners
- Instructional decisions, intervention class assignments, and modifications are made as we consider data from summative assessments, including classroom assessments, iReady benchmarks and data through reports

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All certificated teachers at West Cottonwood Junior High meet the highly qualified teaching standards

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have met the requirements for teaching. Additionally, teachers participate in district-wide and site based professional development

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The staff at West Cottonwood Junior High are involved in a program of ongoing professional development linked to California's Common Core State Standards and student success. Instructional planning is driven by the review of student outcomes on assessments that target priority 5th thru 8th grade standards through rigorous curriculum design. Our PLC teams focus on the key areas in language arts, mathematics and grade level objectives and instructional practices to optimize student performance. Staff members have the opportunity to attend a variety of district-organized staff development events – Capturing Kids Hearts, iReady etc

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

West Cottonwood Junior High provides professional development for all staff for all academic subjects and Professional Learning Community meetings. In addition, West Cottonwood Junior High provides curriculum support to all teachers

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The West Cottonwood Junior High Staff receives weekly minimum days for collaboration. These meetings are used to identify the current state of student learning through common formative assessments, identify the underlying causes of student error and misconceptions, and agree upon common instructional strategies and implementation to increase student achievement. PLC teams meet in grade level and vertical teams to review assessments, formulate SMART goals, create instructional plans, and reflect on instructional practices.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum aligns with state standards

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Each grade level meets or exceeds the recommended daily instructional minutes for ELA, Math, and Physical Education

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade level collaboration ensures a consistent lesson and pacing schedule among teachers. English language arts intervention time is built into the regular day. Mathematics intervention is embedded within the school days as well. Additionally, intervention classes for both ELA and Math are established to support students who need it.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Our students have high quality standards-based instructional materials that are aligned to state and district standards and designed to support all learning styles.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All curriculum is State Board of Education adopted and all other instructional materials are standards-based and appropriate for all student groups. Intervention materials are aligned to the standards and are targeted to support our most at-risk students and extend students that need to be stretched.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

West Cottonwood Junior High has a variety of programs that aid in supporting underperforming students. In addition to RSP and Special Day Classes we also offer web based intervention programs, intervention classes and small group reading classes (Excel) to build student academic levels.

Evidence-based educational practices to raise student achievement

The Cottonwood Elementary School District uses evidence-based educational practices including but not limited to Professional Learning Communities, Capturing Kids Hearts, Fred Jones, standards-aligned walk-throughs, student and staff goal setting, etc. to raise student achievement. Weekly collaboration and instructional coaches in ELA and Mathematics help to ensure the use of such educational practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents and the community are very supportive of the educational programs at West Cottonwood Junior High School. Parents volunteer in classrooms, for special events, for fundraisers, on field trips as chaperones, and on various school district committees such as School Site Council and Parent Club. Parents also have the opportunity to participate by attending Back to School Night, Open House, Parent Nights, Superintendents Dessert, LCAP Advisory Meetings, and School Board Meetings.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At the school level parents are engaged in the process of developing the School Safety Plan, and the SPSA through the School Site Council. At the district level, parents assist with the development of the LCAP through special LCAP Advisory Meetings. Parents are also invited to a dessert with the Superintendent to ask questions, provide feedback and express ideas.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

West Cottonwood Junior High is currently using an intervention teacher to help our underperforming students. Additionally we have classroom aides to help facilitate small groups for reading and math interventions.

Fiscal support (EPC)

West Cottonwood Junior High receives funding based on the number of pupils attending.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents and the community are very supportive of the educational programs at West Cottonwood Junior High School. Parents volunteer in classrooms, for special events, fund-raisers, field trips and as chaperones. Parents and community members who wish to participate in a leadership role also

volunteer on various school committees such as site council. Parent, community, and student surveys are completed annually, and stakeholder input is also received through group and individual meetings and various events such as the Superintendent's Coffee.

The School Plan Student Achievement (SPSA) is annually reviewed and updated by the School Site Council. The School Site Council (SSC) is comprised of the vice principal, 2 teachers, 1 certificated counselor, 1 classified support staff, and 5 parent/community members. The SSC annually reviews data and sets goals based on the data. Once the goals are set, the committee brainstorms actions/services to support the goals. The SSC meets regularly to review the School Plan for Student Achievement (SPSA) and revises the goals, actions, and services based on the latest data. The Academic Coaches/Teachers then target students and grade levels that need extra support. Professional development is also targeted based on the local and state data. All parents are encouraged to attend the SSC meetings and provide feedback in the development of the School Plan for Student Achievement (SPSA) and the District Local Control Accountability Plan (LCAP).

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The needs assessment involved examining data from the California School Dashboard, local assessments, benchmarks, conversations with the School Site Council (SSC), and other stakeholders. No resource inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	3 22%	3 85%	2 7%	13	16	11
African American	0 99%	1 44%	1 7%	4	6	7
Asian	1 49%	1 2%	0 7%	6	5	3
Filipino	0 25%	0%	%	1	0	
Hispanic/Latino	14 6%	15 38%	16 5%	59	64	67
Pacific Islander	0 5%	0 48%	0 3%	2	2	1
White	74 5%	71 63%	71 4%	301	298	290
Multiple/No Response	4 21%	6 01%	6 4%	17	25	26
Total Enrollment				404	416	406

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 5	129	101	102
Grade 6	85	128	99
Grade 7	100	87	119
Grade 8	90	100	86
Total Enrollment	404	416	406

Conclusions based on this data

- 1 We continue to increase our enrollment within our African American, White and Hispanic populations
- 2 There has been a significant decrease in our Asian population
- 3 We had a substantial increase in enrollments in grade levels 5 Our numbers decreased in grade levels 6, 7 and 8

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	9	12	9	2 2%	2 9%	2 2%
Fluent English Proficient (FEP)	12	7	8	3 0%	1 7%	2 0%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0 0%	0 0%	0 0%

Conclusions based on this data

1. We have seen an overall decrease of English Learners over the past three years
2. Only 2 2% of our total population are English Learners
3. Almost all of our English Language Learner students are Fluent English Proficient 0% were reclassified to Fluent English Proficient in 2018-19

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	99	130	100	97	124	92	97	124	92	98	95.4	92.0
Grade 6	103	85	96	101	83	81	101	83	81	98.1	97.6	84.4
Grade 7	91	107	116	86	102	99	86	102	99	94.5	95.3	85.3
Grade 8	97	96	87	96	93	78	96	93	78	99	96.9	89.7
All Grades	390	418	399	380	402	350	380	402	350	97.4	96.2	87.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	2485	2505	2498	9.28	20.16	17.39	34.02	32.26	27.17	27.84	25.81	30.43	28.87	21.77	25.00
Grade 6	2519	2492	2528	4.95	4.82	11.11	41.58	22.89	43.21	34.65	39.76	27.16	18.81	32.53	18.52
Grade 7	2530	2566	2579	5.81	17.65	20.20	38.37	43.14	44.44	29.07	24.51	24.24	26.74	14.71	11.11
Grade 8	2567	2551	2539	10.42	10.75	10.26	40.63	27.96	29.49	31.25	35.48	30.77	17.71	25.81	29.49
All Grades	N/A	N/A	N/A	7.63	14.18	15.14	38.68	32.09	36.29	30.79	30.60	28.00	22.89	23.13	20.57

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	18.56	32.26	11.96	56.70	48.39	69.57	24.74	19.35	18.48
Grade 6	21.78	10.84	14.81	52.48	43.37	67.90	25.74	45.78	17.28
Grade 7	12.79	28.43	19.19	52.33	49.02	68.69	34.88	22.55	12.12
Grade 8	20.83	15.05	8.97	46.88	53.76	62.82	32.29	31.18	28.21
All Grades	18.68	22.89	14.00	52.11	48.76	67.43	29.21	28.36	18.57

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	14 43	21 77	18 48	53 61	56 45	55 43	31 96	21 77	26 09
Grade 6	10 89	7 23	9 88	56 44	56 63	65 43	32 67	36 14	24 69
Grade 7	24 42	34 31	36 36	55 81	52 94	51 52	19 77	12 75	12 12
Grade 8	27 08	21 51	19 23	56 25	55 91	51 28	16 67	22 58	29 49
All Grades	18 95	21 89	21 71	55 53	55 47	55 71	25 53	22 64	22 57

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	7 22	19 35	10 87	73 20	64 52	79 35	19 59	16 13	9 78
Grade 6	14 85	4 82	12 35	72 28	79 52	79 01	12 87	15 66	8 64
Grade 7	6 98	14 71	16 16	60 47	70 59	72 73	32 56	14 71	11 11
Grade 8	8 33	15 05	8 97	79 17	67 74	73 08	12 50	17 20	17 95
All Grades	9 47	14 18	12 29	71 58	69 90	76 00	18 95	15 92	11 71

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	18 56	20 16	15 22	59 79	53 23	63 04	21 65	26 61	21 74
Grade 6	17 82	9 64	16 05	67 33	65 06	75 31	14 85	25 30	8 64
Grade 7	15 12	24 51	29 29	62 79	58 82	64 65	22 09	16 67	6 06
Grade 8	27 08	17 20	14 10	52 08	54 84	75 64	20 83	27 96	10 26
All Grades	19 74	18 41	19 14	60 53	57 46	69 14	19 74	24 13	11 71

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Conclusions based on this data.

- 1 97% of our students were tested which was a 1% decrease from the previous year
- 2 The following grades were above standard
 - 5th-20%
 - 6th-5%
 - 7th-18%

8th-11%

The following students were at standard

5th-32%

6th-23%

7th- 43%

8th- 27%

The following students were near standard

5th-26%

6th-37%

7th-25%

8th-35%

The following students were below standard

5th-22%

6th-35%

7th-15%

8th- 26%

Data shows an increase in overall achievement from 9 87 to 14 18

- 3 More of our students fall in the above standard for English Language Arts in grades 5 and 7

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	99	130	100	98	124	92	98	124	92	99	95.4	92.0
Grade 6	103	85	96	101	84	81	101	84	81	98.1	98.8	84.4
Grade 7	91	107	116	87	103	99	87	103	99	95.6	96.3	85.3
Grade 8	97	96	87	96	93	75	96	93	75	99	96.9	86.2
All Grades	390	418	399	382	404	347	382	404	347	97.9	96.7	87.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	2492	2493	2494	14.29	12.90	18.48	16.33	25.00	20.65	39.80	32.26	26.09	29.59	29.84	34.78
Grade 6	2514	2508	2522	8.91	10.71	12.35	31.68	21.43	27.16	33.66	36.90	37.04	25.74	30.95	23.46
Grade 7	2549	2563	2564	16.09	22.33	22.22	32.18	35.92	30.30	29.89	22.33	29.29	21.84	19.42	18.18
Grade 8	2566	2563	2541	17.71	21.51	16.00	36.46	25.81	26.67	22.92	23.66	28.00	22.92	29.03	29.33
All Grades	N/A	N/A	N/A	14.14	16.83	17.58	29.06	27.23	26.22	31.68	28.71	29.97	25.13	27.23	26.22

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	22.45	18.55	18.48	35.71	37.90	47.83	41.84	43.55	33.70
Grade 6	20.79	15.48	13.58	43.56	44.05	61.73	35.64	40.48	24.69
Grade 7	27.59	42.72	31.31	41.38	31.07	55.56	31.03	26.21	13.13
Grade 8	30.21	26.88	9.33	45.83	43.01	62.67	23.96	30.11	28.00
All Grades	25.13	25.99	19.02	41.62	38.61	56.48	33.25	35.40	24.50

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	11 22	15 32	17 39	55 10	51 61	59 78	33 67	33 06	22 83
Grade 6	8 91	7 14	12 35	54 46	51 19	62 96	36 63	41 67	24 69
Grade 7	20 69	28 16	20 20	56 32	50 49	65 66	22 99	21 36	14 14
Grade 8	23 96	20 43	14 67	53 13	53 76	54 67	22 92	25 81	30 67
All Grades	15 97	18 07	16 43	54 71	51 73	61 10	29 32	30 20	22 48

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	9 18	11 29	16 30	54 08	59 68	52 17	36 73	29 03	31 52
Grade 6	10 89	10 71	17 28	54 46	57 14	67 90	34 65	32 14	14 81
Grade 7	22 99	28 16	15 15	57 47	52 43	74 75	19 54	19 42	10 10
Grade 8	22 92	27 96	16 00	54 17	44 09	68 00	22 92	27 96	16 00
All Grades	16 23	19 31	16 14	54 97	53 71	65 71	28 80	26 98	18 16

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Conclusions based on this data:

1. We had a 97% participation rate for the assessment
2. A significant amount of our students have nearly met or are above standard in mathematics
3. Above Standard
 - 5th - 13%
 - 6th - 11%
 - 7th - 22%
 - 8th - 21%
- At Standard
 - 5th- 25%
 - 6th- 21%
 - 7th- 36%
 - 8th- 26%
- Near Standard
 - 5th-32%
 - 6th-37%
 - 7th-22%
 - 8th-24%
- Below Standard
 - 5th- 30%

6th- 31%
7th- 19%
8th- 30%

Grade 7th and 8th have shown good growth over the last three years. Interventions should be focused in grades 5th and 6th.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	4	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										*	10	7

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	*	*		*	*		*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*		*	*	*	*	*
7		*	*		*	*		*	*	*	*	*	*	*	*
8		*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	*	*		*	*		*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*		*	*	*	*	*
7		*	*		*	*		*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*	*	*	*

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	*	*		*	*		*	*		*	*	*	*	*
6		*	*	*	*	*	*	*	*		*	*	*	*	*
7		*	*		*	*		*	*	*	*	*	*	*	*
8		*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
5	*	*	*		*	*		*	*	*	*	*	
6	*	*	*	*	*	*		*	*	*	*	*	
7		*	*		*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*		*	*	*	*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
5	*	*	*		*	*		*	*	*	*	*	
6	*	*	*		*	*		*	*	*	*	*	
7		*	*		*	*	*	*	*	*	*	*	
8	*	*	*	*	*	*		*	*	*	*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	*	*		*	*		*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*
7		*	*		*	*	*	*	*	*	*	*
8		*	*		*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	*	*	*		*	*		*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*
7		*	*		*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Conclusions based on this data:

1. We have too few English Learners to be able to display the data

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021

This section provides information about the school's student population

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
406	50.7	2.2	2.0
This is the total number of students enrolled	This is the percent of students who are eligible for free or reduced priced meals, or have parents/guardians who did not receive a high school diploma	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses	This is the percent of students whose well-being is the responsibility of a court

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	2.2
Foster Youth	8	2.0
Homeless		
Socioeconomically Disadvantaged	206	50.7
Students with Disabilities	49	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.7
American Indian or Alaska Native	11	2.7
Asian	3	0.7
Filipino		
Hispanic	67	16.5
Two or More Races	26	6.4
Native Hawaiian or Pacific Islander	1	0.2
White	290	71.4

Conclusions based on this data

1. Our significant student groups are White, Hispanic and Socioeconomically Disadvantage
2. 52% of our student population has been identified as Socioeconomically Disadvantage





3. 10% of our student population have a disability

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Green		

Conclusions based on this data:

1. Review and focus on ELA, Math, Absenteeism, Suspension Rate
2. Chronic absenteeism has been identified as an area of concern
3. Interventions will be refined for ELA

School and Student Performance Data

Academic Performance English Language Arts

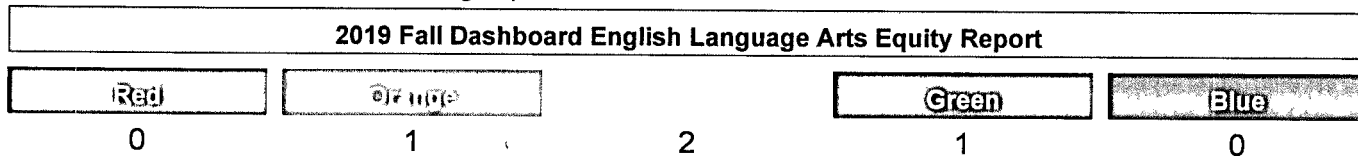
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here

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











This section provides number of student groups in each color



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 4 4 points below standard Increased ++5 4 points 372	<p>English Learners</p> No Performance Color 53 1 points below standard Declined -7 4 points 12	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p> Orange 24 2 points below standard Maintained ++2 3 points 187	<p>Students with Disabilities</p> Yellow 60 points below standard Increased ++12 9 points 61

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 29 4 points below standard Declined Significantly -18 8 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 16 5 points below standard Increased ++8 1 points 54	 No Performance Color 6 6 points below standard Declined -3 1 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 0 points below standard Increased ++6 8 points 274

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 8	Less than 11 Students - Data Not Displayed for Privacy 4	2 2 points below standard Increased ++5 6 points 351

Conclusions based on this data

1. Our Hispanic group had a significant growth with +8 1 points
2. We had a significant decrease in our Native American group - 18 8 in the area of Language Arts
3. We showed growth an increase in Hispanic and White sub groups

School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here

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

Lowest
Performance



Red



Orange



Yellow



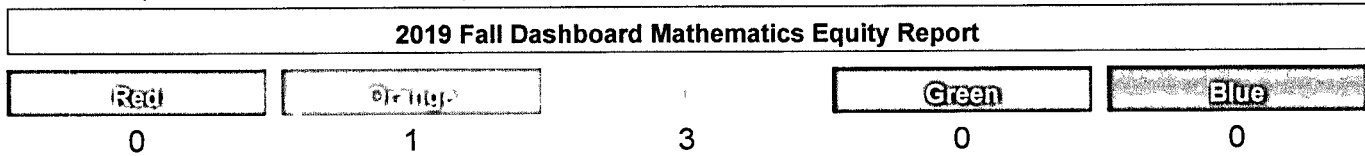
Green



Blue

Highest
Performance









This section provides number of student groups in each color



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 21.7 points below standard Increased ++4 points 371	English Learners No Performance Color 62.8 points below standard Increased Significantly ++21.2 points 11	Foster Youth No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Socioeconomically Disadvantaged Yellow 43.2 points below standard Increased ++6.6 points 186	Students with Disabilities Orange 101.6 points below standard Increased Significantly ++18.4 points 60

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 6 points above standard Increased Significantly ++40.4 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 35.2 points below standard Increased Significantly ++17.7 points 53	 No Performance Color 30.7 points below standard Increased ++10.4 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 18.2 points below standard Maintained -0.3 points 274

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	Less than 11 Students - Data Not Displayed for Privacy 4	20.6 points below standard Maintained ++2.1 points 351

Conclusions based on this data.

1. All students, Socioeconomically Disadvantaged, EL and Students with Disabilities showed growth
2. Students with Disabilities are performing at a much lower rate than all students but are showing growth
3. All of our student groups showed growth toward meeting math standards

School and Student Performance Data


Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color making progress towards English language proficiency Number of EL Students
Performance Level No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. We have too few English Learners to show data. English Learners will receive designated and integrated EL time

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass)

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass)

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass)

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy

Conclusions based on this data:

1. This is a high school indicator. This state indicator is not applicable to our school.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

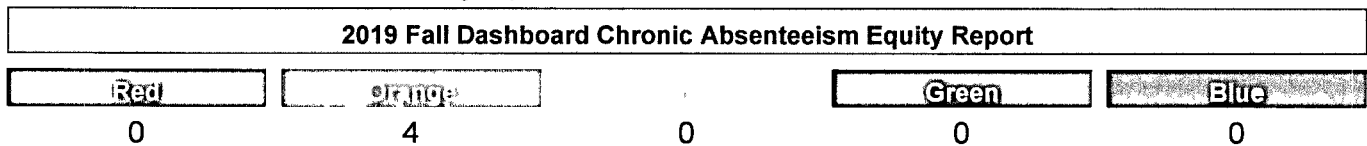
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here

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











This section provides number of student groups in each color



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>113</p> <p>Increased +0.9</p> <p>441</p>	<p>English Learners</p> <p>No Performance Color</p> <p>182</p> <p>11</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>159</p> <p>Increased +1.7</p> <p>233</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>20</p> <p>Increased +1.8</p> <p>70</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<p align="center">African American</p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">5</p>	<p align="center">American Indian</p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">13 3</p> <p align="center">Increased +1 3</p> <p align="center">15</p>	<p align="center">Asian</p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">7</p>	<p align="center">Filipino</p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>
<p align="center">Hispanic</p> <p align="center"></p> <p align="center">Orange</p> <p align="center">11 3</p> <p align="center">Increased +2 7</p> <p align="center">62</p>	<p align="center">Two or More Races</p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">10 5</p> <p align="center">Increased +3 4</p> <p align="center">19</p>	<p align="center">Pacific Islander</p> <p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">3</p>	<p align="center">White</p> <p align="center"></p> <p align="center">Orange</p> <p align="center">11 6</p> <p align="center">Increased +0 7</p> <p align="center">329</p>

Conclusions based on this data.

1. No subgroup stands out Absenteeism the same across the board
2. Two or More Races had the highest increase in absenteeism
3. We will address chronic absenteeism in our plan

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data

1. This state indicator is only applicable to High Schools

School and Student Performance Data

Conditions & Climate Suspension Rate

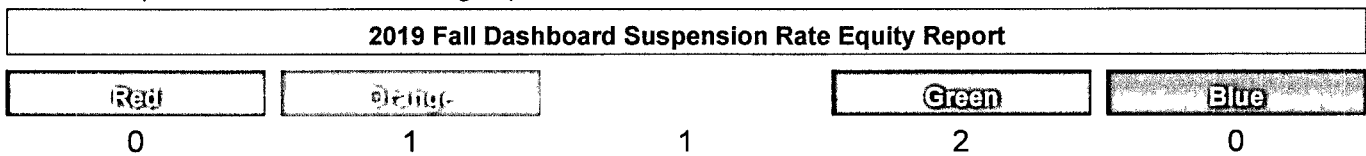
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here

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











This section provides number of student groups in each color



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>4.9</p> <p>Declined -2.4</p> <p>450</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0</p> <p>11</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>8</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>5.4</p> <p>Declined Significantly -6.1</p> <p>239</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>11.3</p> <p>Increased +0.4</p> <p>71</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p>African American</p>  <p>No Performance Color Less than 11 Students - Data 6</p>	<p>American Indian</p>  <p>No Performance Color 6 7 Increased +2 7 15</p>	<p>Asian</p>  <p>No Performance Color Less than 11 Students - Data 7</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students - Data 1</p>
<p>Hispanic</p>  <p>Yellow 9 7 Declined -4 1 62</p>	<p>Two or More Races</p>  <p>No Performance Color 0 Maintained 0 19</p>	<p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students - Data 3</p>	<p>White</p>  <p>Green 4 5 Declined -2 3 337</p>

This section provides a view of the percentage of students who were suspended

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7 3	4 9

Conclusions based on this data

1. Need to review suspension policies/procedures
2. We showed a decline in overall in suspensions from 7 3 to 4 9
3. Student with Disabilities is the only group to have showed an increase in suspensions

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts

LEA/LCAP Goal

Increase academic Proficiency and Support Learning

Goal 1

Increase the percentage of students grade 5-8 reading at grade level or above with sufficient accuracy and fluency to support comprehension by 3%

Identified Need

Funding will be used toward intervention classes and para educators Our interventions will be geared to our most at-risk students, Socioeconomically Disadvantaged and Students with Disabilities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student achievement on STAR Reading	Star Reading Assessment =39%	Increase 3% or more Star Reading Assessment = 41%
Increase student achievement on SBAC Testing	SBAC State Assessment =49 75%	SBAC State Assessment = 52 75%
	iReady Results	iReady Goal
	5th=23%	5th=25%
	6th=32%	6th=35%
	7th=25%	7th=28%
	8th=33%	8th=36%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities Duplicate the table, including Proposed Expenditures, as needed

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students grade 5-8

Strategy/Activity

iReady Intervention/Excel Intervention for 5th grade/Curriculum Coaches Grades 5-8/Purchase curriculum/Intervention materials/Intervention Teacher/Professional Development/Improve technology and software/EL Liaison/

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)	Source(s)
15000 00	Lottery Instructional Materials 4000-4999 Books And Supplies iReady Subscription
2000 00	Lottery Instructional Materials 4000-4999 Books And Supplies Library Books
2600 00	Lottery Instructional Materials 4000-4999 Books And Supplies Flocabulary/Spelling City Programs Local Categorical 4000-4999 Books And Supplies
66402 00	LCFF - Supplemental 1000-1999 Certificated Personnel Salaries Instructional Assistants
115688 00	Title I Part A Allocation 1000-1999 Certificated Personnel Salaries Curriculum/Instructional Coaches
2000 00	LCFF - Supplemental 2000-2999 Classified Personnel Salaries EL Liaison/EL Parent support

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal

West Cottonwood incorporated an invention online program (iReady) for all students Additionally we incorporated Excel reading class for all students in grade levels 5 and 6 In addition we have an intervention teacher to help facilitate the intervention pieces for both math and ELA for 5th and 6th grades

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal

Based on STAR Reading assessment the following percentages were reported with student in the benchmark category Grade 5 -1%, Grade 6 -2%, Grade 7 0% change, Grade 8 -11%

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis Identify where those changes can be found in the SPSA

It is West Cottonwood Junior High's goal to roll out the Excel reading programs in all grade levels in the future

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Increase Academic Proficiency and Support Learning

Goal 2

Increase the percentage of students grades 5-8 meeting or exceeding grade level math standards by 3%

Identified Need

West Cottonwood Junior High has a need for para educators to support interventions and lower the student teacher ratio Our interventions are geared to meeting the needs of our most at-risk students Socioeconomically Disadvantaged and Students with Disabilities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math assessment - students meeting or exceeding standard	STAR Math assessment results=49% of students grades 5-8 met or exceeded standards	Increase by 3% from last year
CAASPP/SBAC Testing results-students meeting or exceeding standard	CAASPP/SBAC Testing results=41 25% of students grade 5-8 met or exceeded standards	STAR Math assessment results= 52% of students grades 5-8 met or exceeded standards
iReady Results-	iReady results 5th grade=15% 6th grade=18% 7th grade=20% 8th grade=26%	CAASPP/SBAC Testing results=44 25% of students grade 5-8 met or exceeded standards
		iReady goal 5th grade=18% 6th grade=21% 7th grade=23% 8th grade=29%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities Duplicate the table, including Proposed Expenditures, as needed

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students 5-8 grade

Strategy/Activity

i-Ready Intervention/ Curriculum and Instructional Coaches/Intervention Teacher/ Instructional Aides/Instructional Aids

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)	Source(s)
66402 00	Local Categorical 2000-2999 Classified Personnel Salaries Instructional Assistants
115688 00	Title I Part A Allocation 1000-1999 Certificated Personnel Salaries Curriculum/Instructional Coaches

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal

Teacher incorporate the iReady math program in their classes weekly Teacher are able to customize learning to meet the specific needs of each student thus allowing students to regain unlearned skill sets

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal

Students who met or exceeded grade level standards on CAASPP for the 2017- 2018 Grade 5 = 26 26 Grade 6 32 59, Grade 7 44 00, Grade 8 35 79 Students who met or exceeded grade level standards on CAASPP for the 2018- 2019 Grade 5 = 30 62 Grade 6 40 69, Grade 7 48 27, Grade 8 54 19 When comparing the two years it was found that grade 5 made a 4 36% growth, grade 6 made a 8 1% growth grade 7 made 4 27% growth, and grade 8 made a 18 4% growth Overall grades 5- 8 made an 8 47% gains in growth What a success!

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis Identify where those changes can be found in the SPSA

Teachers will examine iReady scores and adjust targeted objectives that are specific to each students needs to help reclaim missing skill sets

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Communication

LEA/LCAP Goal

Increase Effective Communication/Connectedness and Promote a Positive Culture/Climate

Goal 3

Increase home, community, and school communication and dissemination of school information through School Website App with 50% or more parents downloading the App We will continue using other social media sites such as Facebook and the use of auto dialers to disseminate information as well

Identified Need

Align goal with LCAP and to increase parent involvement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Follow up Parent Survey	Current Parent Survey Results	Positive follow-up survey results
Follow up Site Council feedback	Parent Feedback/Comments	Positive Parent Feedback
Follow up Parent study session feedback		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities Duplicate the table, including Proposed Expenditures, as needed

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students grade 5th-8th grade

Strategy/Activity

Parent Survey/ Parent Meetings/Site Council Discussion and Feedback/Newsletter/Reader Board/emails/All Calls/Website/Facebook/Positive Phone Calls home/Back to School Night/Open House

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)	Source(s)
100 00	Local Categorical 4000-4999 Books And Supplies Parent Surveys
1500 00	LCFF - Supplemental 2000-2999 Classified Personnel Salaries Instructional Assistant - Website Update/Set up
0	Positive Teacher phone calls home
0	Principal's Monthly Newsletter Home
0	Back to School Night/Open House
0	Parent All Calls-Auto Dialer
0	Website/Facebook/emails
	Reader Board/Student Recognition/Schedule of Events

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal

West Cottonwood Junior high implemented student surveys using Google doc, All Call through Aeries Communicate, Monthly newsletters, Emails via Aeries Communicate Additionally teacher email weekly grade reports to parents

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal

There were no major difference to this goal It was implemented with success

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis Identify where those changes can be found in the SPSA

There were no changes made to this goal

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$387,380 00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A Allocation	\$231,376 00

Subtotal of additional federal funds included for this school \$231,376 00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0 00
LCFF - Supplemental	\$69,902 00
Local Categorical	\$66,502 00
Lottery Instructional Materials	\$19,600 00

Subtotal of state or local funds included for this school \$156,004 00

Total of federal, state, and/or local funds for this school \$387,380 00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
	0 00
LCFF - Supplemental	69,902 00
Local Categorical	66,502 00
Lottery Instructional Materials	19,600 00
Title I Part A Allocation	231,376 00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999 Certificated Personnel Salaries	297,778 00
2000-2999 Classified Personnel Salaries	69,902 00
4000-4999 Books And Supplies	19,700 00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0 00
1000-1999 Certificated Personnel Salaries	LCFF - Supplemental	66,402 00
2000-2999 Classified Personnel Salaries	LCFF - Supplemental	3,500 00
2000-2999 Classified Personnel Salaries	Local Categorical	66,402 00
4000-4999 Books And Supplies	Local Categorical	100 00
4000-4999 Books And Supplies	Lottery Instructional Materials	19,600 00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	203,690 00
Goal 2	182,090 00
Goal 3	1,600 00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kara McNeely	Vice Principal or Designee
Taylor Hyde	Classroom Teacher
Teri Doty	Classroom Teacher
Brittany Stevenson	Other School Staff
Cecelia Swetland	Other School Staff
Lindsay Ballard	Parent or Community Member
Lindsay Fernandez	Parent or Community Member
Suzanna Ramirez	Parent or Community Member
Heather Gippner	Parent or Community Member
Kim Robertson	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members Classroom teachers must comprise a majority of persons represented under section (a) At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students Members must be selected by their peer group

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

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

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

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

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	Other School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on December 14, 2021

Attested

Principal, Mrs. Terri Wright on December 14, 2021

SSC Chairperson, Taylor Hyde on December 14, 2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI, this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S M A R T approach. A S M A R T goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements.]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served

[This section meets the requirements for CSI]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable

[This section meets the requirements for CSI, TSI, and ATSI]

[NOTE Federal funds for CSI shall not be used in schools identified for TSI or ATSI In addition, funds for CSI shall not be used to hire additional permanent staff]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year This annual review and analysis should be the basis for decision-making and updates to the plan

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application.** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA.** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI This amount is the total amount of funding provided to the school from the LEA

[NOTE Federal funds for CSI shall not be used in schools eligible for TSI or ATSI In addition, funds for CSI shall not be used to hire additional permanent staff]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I The development of the SPSA shall include both of the following actions:
 - A Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA:
 - 1 The comprehensive needs assessment of the entire school shall:
 - a Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need), and
 - b Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i Help the school understand the subjects and skills for which teaching and learning need to be improved, and
 - ii Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards, and
 - iii Assess the needs of the school relative to each of the components of the schoolwide program under §200.28
 - iv Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan
 - v Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results
 - B Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update)

Requirements for the Plan

- II The SPSA shall include the following:
 - A Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment

- B Evidence-based strategies, actions, or services (described in Strategies and Activities)
- 1 A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b use methods and instructional strategies that
 - i strengthen the academic program in the school,
 - ii increase the amount and quality of learning time, and
 - iii provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education
 - c Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include
 - i strategies to improve students' skills outside the academic subject areas,
 - ii preparation for and awareness of opportunities for postsecondary education and the workforce,
 - iii implementation of a schoolwide tiered model to prevent and address problem behavior,
 - iv professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data, and
 - v strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs
- C Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary) Employees of the schoolwide program may be deemed funded by a single cost objective
- D A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update)
- 1 Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement,
 - 2 Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards, and
 - 3 Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program

- E A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities)
- F A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1 Ensure that those students' difficulties are identified on a timely basis, and
 - 2 Provide sufficient information on which to base effective assistance to those students
- G For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school
- H A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities)
- I A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities)

Authority Cited S Title 34 of the Code of Federal Regulations (34 CFR), sections 200 25-26, and 200 29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA EC sections 6400 et seq

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement)

The CSI plan shall

- 1 Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable),
- 2 Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U S Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>),
- 3 Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable), and
- 4 Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable)

Authority Cited Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement)

The TSI plan shall

- 1 Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable), and
- 2 Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U S Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>)

Authority Cited Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA

Additional Targeted Support and Improvement

A school identified for ATSI shall

- 1 Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable)

Authority Cited Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019)

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019)

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions

Authority Cited EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application <https://www.cde.ca.gov/fg/aa/co/>
ESSA Title I, Part A School Improvement <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
Available Funding <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
North Cottonwood School	45699550111393		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs

The school is committed to improving the academic and social emotional development of all students through schoolwide targeted interventions and programs

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s)

Student, parent and teacher surveys will be used in the spring as part of the LCAP process to get stakeholder feedback on the overall performance of North Cottonwood School and the Cottonwood Elementary School District

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings

Classroom observations are done on a regular basis by the principal, counselor and curriculum coaches to ensure quality teaching and learning. Teachers are also allowed to do peer observations with the approval of the principal to better collaborate and learn from their fellow teachers

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

North Cottonwood School and the Cottonwood Elementary School District consistently uses state and local assessment data to drive instruction, intervention and curriculum development at all grade levels and for all student groups

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers have bi-monthly collaboration days built into the school schedule to review student data and make improvements in curriculum and instruction. The district also pays North teachers to work two days in the summer to review student data and make the necessary changes to curriculum and instruction to improve student performance

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers and support staff meet the requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed in their required subject area. North Cottonwood School has no teachers that are intern teachers in their designated credential areas.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is focused and aligned to the content standards, student performance data and professional needs. The Cottonwood Elementary School District is committed to having all staff trained in the Professional Learning Communities and Capturing Kids Hearts.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Cottonwood Elementary School District has two fulltime instructional support coaches, one in ELA and one in mathematics, to supply ongoing instructional assistance and support for teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have bi-monthly collaboration days built into the school schedule to review student data and make improvements in curriculum and instruction. Most of these days involve grade level collaboration but there are also assigned days for vertical collaboration with other grade levels.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction and materials are all aligned to the content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Each grade level meets or exceeds the recommended daily instructional minutes for ELA and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade level collaboration ensures a consistent lesson pacing schedule among all teachers. Whole school ELA intervention time is built into the regular school day. Mathematics intervention is embedded within the classroom day, as needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)
All students have access to standards-based instructional materials

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)
All curriculum is state-adopted and all other instructional materials are standards-based and appropriate for all student groups

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students have equal access and service within the general educational setting to meet standards
Interventions within the classroom are designed to help all students but especially those underperforming students

Evidence-based educational practices to raise student achievement

The Cottonwood Elementary School District uses evidence-based educational practices including but not limited to Professional Learning Communities, Capturing Kids Hearts, Second Step, etc to raise student achievement Bi-monthly collaboration and instructional coaches in ELA and mathematics help to insure the use of such educational practices

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

North Cottonwood School and the Cottonwood Elementary School District are committed to supplying/retaining all the necessary resources within and outside the school to assist under-achieving students

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Cottonwood Elementary School District involves all stakeholders in the LCAP process including the Consolidated Application

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

North Cottonwood School uses Title 1, Title II, Title IV funds and supplemental state funds to improve student performance Academic Coaches, reading interventions, and small group instructions are some of the actions/services to meet underperforming students

Fiscal support (EPC)

North Cottonwood School is funded based on student population

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Counsel (SSC) is made up of the school principal, four classroom teachers, two school staff member and six parents. Parental involvement is done on a volunteer basis. The SSC reviews the academic data and sets goals based on the data. The group meets monthly, throughout the school year, to discuss the progress made towards the goals and adjust the actions and services accordingly. At the end of the year, the group determines goals for the next school year.

The SSC also provide feedback to the overall District Local Control Accountability Plan (LCAP) actions and services. Student, staff, and parent surveys are distributed to gain feedback for our plans. The feedback is reviewed by the principal and shared with the SSC. The plans are adjusted based on the annual feedback that is received and the local/state data results.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We do not have any resource inequities as a result of the required needs assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	4.92%	6.83%	7.0%	26	36	38
African American	1.14%	0.95%	0.4%	6	5	2
Asian	0.76%	0.57%	0.6%	4	3	3
Filipino	%	0%	%		0	
Hispanic/Latino	18.37%	17.65%	17.0%	97	93	92
Pacific Islander	0.38%	0.57%	0.4%	2	3	2
White	65.72%	64.71%	67.5%	347	341	365
Multiple/No Response	6.44%	4.17%	3.1%	34	22	17
Total Enrollment				528	527	541

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	123	126	124
Grade 1	121	103	110
Grade 2	87	107	101
Grade 3	100	92	115
Grade 4	97	99	91
Total Enrollment	528	527	541

Conclusions based on this data.

1. There was an increase in student enrollment in 20-21
2. Our two significant student groups are White and Hispanic/Latino
3. There was a slight decrease in Hispanic/Latino enrollment and an increase in White and Native American enrollment

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	16	13	15	3.0%	2.5%	2.8%
Fluent English Proficient (FEP)	1	7	3	0.2%	1.3%	0.6%
Reclassified Fluent English Proficient (RFEP)	0	5	0	0.0%	31.3%	0.0%

Conclusions based on this data.

1. Our English Learner population has stayed about the same for the past three years
2. Less than 3% of our total population are English Learners
3. No EL students were reclassified in 20-21

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	90	96	121	89	94	110	89	94	110	98.9	97.9	90.9
Grade 4	118	106	87	117	102	80	117	102	80	99.2	96.2	92.0
All Grades	208	202	208	206	196	190	206	196	190	99	97	91.3

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2445	2401	2414	22.47	9.57	19.09	35.96	25.53	21.82	31.46	32.98	30.00	10.11	31.91	29.09
Grade 4	2447	2455	2445	15.38	20.59	15.00	25.64	26.47	18.75	17.09	20.59	31.25	41.88	32.35	35.00
All Grades	N/A	N/A	N/A	18.45	15.31	17.37	30.10	26.02	20.53	23.30	26.53	30.53	28.16	32.14	31.58

2019-20 Data

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.97	13.83	13.64	52.81	52.13	62.73	20.22	34.04	23.64
Grade 4	22.22	18.63	17.50	43.59	55.88	67.50	34.19	25.49	15.00
All Grades	24.27	16.33	15.26	47.57	54.08	64.74	28.16	29.59	20.00

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23 60	8 51	8 18	59 55	60 64	67 27	16 85	30 85	24 55
Grade 4	9 40	15 69	7 50	52 14	51 96	58 75	38 46	32 35	33 75
All Grades	15 53	12 24	7 89	55 34	56 12	63 68	29 13	31 63	28 42

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22 47	13 83	10 00	65 17	65 96	74 55	12 36	20 21	15 45
Grade 4	12 82	13 73	10 00	68 38	68 63	70 00	18 80	17 65	20 00
All Grades	16 99	13 78	10 00	66 99	67 35	72 63	16 02	18 88	17 37

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38 20	10 64	19 09	48 31	53 19	61 82	13 48	36 17	19 09
Grade 4	15 38	18 63	7 50	56 41	56 86	82 50	28 21	24 51	10 00
All Grades	25 24	14 80	14 21	52 91	55 10	70 53	21 84	30 10	15 26

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Conclusions based on this data

1. Fewer students tested than in previous years (91% compared to 97% in 18-19) This is most likely due to COVID related matters)
2. There was a considerable improvement in students at or near standards in Investigating, analyzing and presenting information
3. Writing is an area of weakness relative to the other domains

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	90	96	121	89	94	110	89	94	110	98.9	97.9	90.9
Grade 4	118	106	87	117	102	80	117	102	80	99.2	96.2	92.0
All Grades	208	202	208	206	196	190	206	196	190	99	97	91.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2447	2407	2419	19.10	7.45	10.00	44.94	28.72	33.64	21.35	28.72	30.00	14.61	35.11	26.36
Grade 4	2455	2460	2444	6.84	9.80	7.50	29.06	27.45	27.50	37.61	41.18	38.75	26.50	21.57	26.25
All Grades	N/A	N/A	N/A	12.14	8.67	8.95	35.92	28.06	31.05	30.58	35.20	33.68	21.36	28.06	26.32

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.21	13.83	14.55	49.44	44.68	61.82	21.35	41.49	23.64
Grade 4	18.80	21.57	15.00	35.90	48.04	55.00	45.30	30.39	30.00
All Grades	23.30	17.86	14.74	41.75	46.43	58.95	34.95	35.71	26.32

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26 97	9 57	16 36	60 67	57 45	53 64	12 36	32 98	30 00
Grade 4	9 40	9 80	6 25	56 41	56 86	55 00	34 19	33 33	38 75
All Grades	16 99	9 69	12 11	58 25	57 14	54 21	24 76	33 16	33 68

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	33 71	15 96	20 00	55 06	51 06	62 73	11 24	32 98	17 27
Grade 4	10 26	18 63	10 00	53 85	48 04	61 25	35 90	33 33	28 75
All Grades	20 39	17 35	15 79	54 37	49 49	62 11	25 24	33 16	22 11

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Conclusions based on this data:

1. There was a considerable drop in participation percentage (91% compared to 97% in 18-19)
2. Grade 3 demonstrated achievement improvement overall and in individual domains over 18-19
3. In the three domains, Problem Solving & Modeling/Data analysis is a relative weakness, while there is significant improvement in Communicating Reasoning and Concepts & Procedures

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*		*	*		*	*		*	*	0
1	*	*	*	*	*	*	*	*	*	*	5	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	5
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										20	11	11

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*		*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	18 18	0 00	*	45 45	45 45	*	36 36	45 45	*	0 00	9 09	20	11	11

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	*		*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	36 36	9 09	*	54 55	63 64	*	9 09	27 27	*	0 00	0 00	20	11	11

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*			*		*	*		*	*		*	*	
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3		*	*	*	*	*		*	*		*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0 00	0 00	*	45 45	18 18	*	36 36	45 45	*	18 18	36 36	20	11	11

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55 00	45 45	54 55	*	54 55	45 45	*	0 00	0 00	20	11	11

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
All Grades	65 00	36 36	10 00	*	63 64	90 00	*	0 00	0 00	20	11	10

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0 00	0 00	*	81 82	54 55	*	18 18	45 45	20	11	11

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	9 09	9 09	60 00	72 73	63 64	*	18 18	27 27	20	11	11

2019-20 Data

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021

This section provides information about the school's student population

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
541	53.8	2.8	1.5
This is the total number of students enrolled	This is the percent of students who are eligible for free or reduced priced meals, or have parents/guardians who did not receive a high school diploma	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses	This is the percent of students whose well-being is the responsibility of a court

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	15	2.8
Foster Youth	8	1.5
Homeless	2	0.4
Socioeconomically Disadvantaged	291	53.8
Students with Disabilities	66	12.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian or Alaska Native	38	7.0
Asian	3	0.6
Filipino		
Hispanic	92	17.0
Two or More Races	17	3.1
Native Hawaiian or Pacific Islander	2	0.4
White	365	67.5

Conclusions based on this data

- 1 Over half our student population is socioeconomically disadvantaged
- 2 Two or more races as well as American Indian are becoming significant subgroups

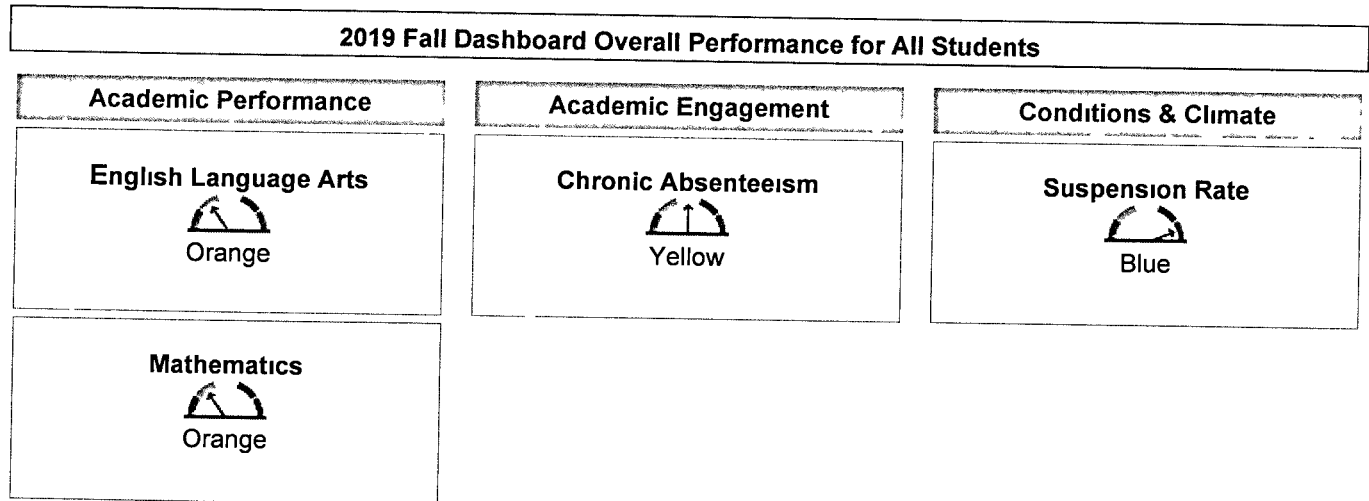
3 Students with Disabilities and Foster Youth are increasing student subgroups

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here



Conclusions based on this data.

1. We showed an increase in growth in mathematics. We showed a slight increase in English Language Arts
2. Chronic absenteeism needs to be an area of focus
3. Suspension rate is an area of strength

School and Student Performance Data

Academic Performance English Language Arts

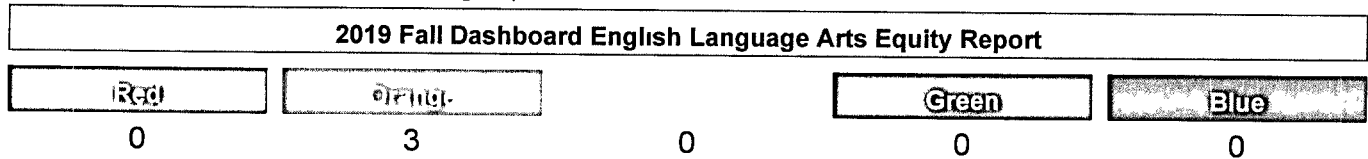
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here

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











This section provides number of student groups in each color



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 23 1 points below standard Declined Significantly -16 5 points 184	<p>English Learners</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Orange 36 2 points below standard Declined -12 9 points 109	<p>Students with Disabilities</p> No Performance Color 83 8 points below standard Declined Significantly -51 1 points 31

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<p align="center">African American</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p align="center">American Indian</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p align="center">Asian</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color 0 Students</p>
<p align="center">Hispanic</p>  <p align="center">Orange 34 6 points below standard Declined Significantly -26 8 points 31</p>	<p align="center">Two or More Races</p>  <p align="center">No Performance Color 35 3 points below standard Declined Significantly -20 5 points 14</p>	<p align="center">Pacific Islander</p>  <p align="center">No Performance Color 0 Students</p>	<p align="center">White</p>  <p align="center">Orange 16 points below standard Declined -11 3 points 132</p>

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<p align="center">Current English Learner</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy 7</p>	<p align="center">Reclassified English Learners</p> <p align="center">0 Students</p>	<p align="center">English Only</p> <p align="center">22 1 points below standard Declined Significantly -17 2 points 176</p>
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Conclusions based on this data:

1. We need to focus on our interventions for students with disabilities and our low-income students
2. Our students with 2 or more races declined overall with English Language Arts
3. Overall, most of our school is at standard in ELA. We need to show growth in all students to increase from an orange on the dashboard to a green. ELA interventions will continue to be a focus.

School and Student Performance Data

Academic Performance Mathematics

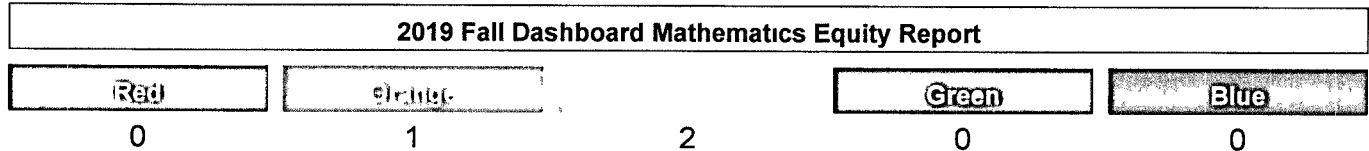
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

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









This section provides number of student groups in each color



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>26 1 points below standard Declined Significantly -15 4 points</p> <p>184</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>37 1 points below standard Declined -13 1 points</p> <p>109</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>77 1 points below standard Declined Significantly -38 6 points</p> <p>31</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<p align="center">African American</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center">American Indian</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">5</p>	<p align="center">Asian</p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center">Filipino</p>
<p align="center">Hispanic</p>  <p align="center">Yellow 24 1 points below standard Declined Significantly -16 7 points</p> <p align="center">31</p>	<p align="center">Two or More Races</p>  <p align="center">No Performance Color 20 5 points below standard Declined Significantly -16 points</p> <p align="center">14</p>	<p align="center">Pacific Islander</p>	<p align="center">White</p>  <p align="center">Yellow 24 9 points below standard Declined -13 points</p> <p align="center">132</p>

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<p align="center">Current English Learner</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">7</p>	<p align="center">Reclassified English Learners</p>	<p align="center">English Only</p> <p align="center">25 3 points below standard Declined Significantly -15 5 points</p> <p align="center">176</p>
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Conclusions based on this data:

1. Our White, Hispanic, and two or more races student groups have shown an increase in mathematics
2. Our Students with Disabilities and Low Income student groups have shown a decrease in mathematics
3. 72% of our students are above, at or near standard in mathematics. This is well above the state average.

School and Student Performance Data


Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
 No Performance Color making progress towards English language proficiency Number of EL Students Performance Level No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data.

- 1.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available All other reports are not available for 2020 and 2021

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data

1. This indicator is not applicable to the elementary school level

School and Student Performance Data

Academic Engagement Chronic Absenteeism

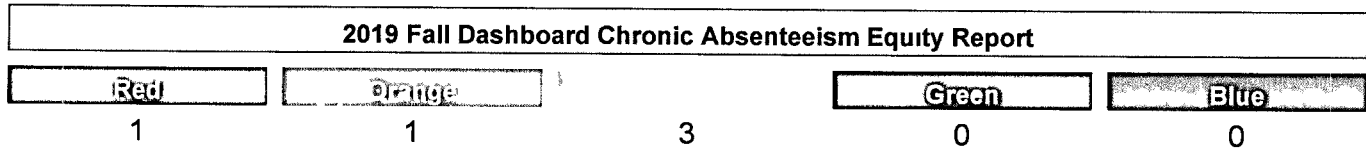
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here

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











This section provides number of student groups in each color



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 16.6 Declined -1.1 561	English Learners No Performance Color 6.3 Declined -3.8 16	Foster Youth No Performance Color 8.3 Increased +8.3 12
Homeless No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged Red 21.6 Increased +1.7 320	Students with Disabilities Yellow 14.1 Declined -5.6 64

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 36 7 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15 3 Declined -4 5 98	 Orange 22 Declined -7 7 50	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 14 1 Declined -1 6 369

Conclusions based on this data:

1. We have a high percentage of students that are chronically absent While we have improved, we still have a lot of work to do with chronic absentee students
2. A deeper dive into the data indicated that we need to target TK and kindergarten students for intervention and support as they are the most chronically absent student groups within our district
3. The American Indian, Two or More Races, Hispanic, and Socioeconomically Disadvantaged student groups have a very high chronic absenteeism rate As a staff, we will identify the students that are chronically absent and see how we can support them If we are able to decrease the chronically absent students, we should see an overall increase in our English Language Arts and Mathematics academic indicator

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data

1. This is a high school indicator and therefore is not applicable to our district

School and Student Performance Data

Conditions & Climate Suspension Rate

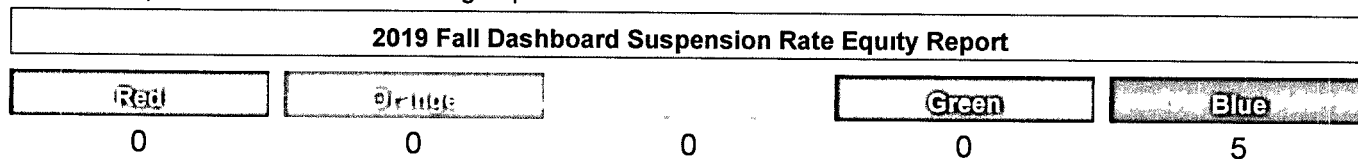
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here







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



This section provides number of student groups in each color



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0.3 Maintained 0 572	 No Performance Color 0 Maintained 0 16	 No Performance Color 0 Maintained 0 12
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 2	 Blue 0 Declined -0.3 328	 Blue 0 Declined -1.4 65

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p> <p align="center">No Performance Color Less than 11 Students - Data 8</p>	<p align="center">American Indian</p> <p align="center">No Performance Color 0 Maintained 0 30</p>	<p align="center">Asian</p> <p align="center">No Performance Color Less than 11 Students - Data 4</p>	<p align="center">Filipino</p>
<p align="center">Hispanic</p> <p align="center">Blue 0 Maintained 0 100</p>	<p align="center">Two or More Races</p> <p align="center">Blue 0 Maintained 0 51</p>	<p align="center">Pacific Islander</p> <p align="center">No Performance Color Less than 11 Students - Data 2</p>	<p align="center">White</p> <p align="center">Blue 0.5 Maintained 0 377</p>

This section provides a view of the percentage of students who were suspended

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	0.3	0.3

Conclusions based on this data

- Overall, we have a very low suspension rate
- We will continue to refine our Positive Behavior Intervention Systems (PBIS), trauma-informed practices and social-emotional learning, and research validated behavioral interventions

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Increase Academic Proficiency and Support Learning

Goal 1

On the 2021/22 CAASPP, 5% more North Cottonwood third grade students will meet or exceed the grade level language arts standards over the 2020/21 assessment results

Identified Need

To raise the level of proficiency on ELA standards as evidenced on the annual CAASPP assessment

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP score results	On the 20/21 CAASSP, 40% of third grade students met or exceeded the grade level ELA standards	On the 2021/22 CAASSP, 46% of third grade students will meet or exceed the grade level ELA standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities Duplicate the table, including Proposed Expenditures, as needed

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure a minimum of 120 minutes of English Language Arts instruction daily

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)	Source(s)
22,926	LCFF - Supplemental 1000-1999 Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students Grades 1-4

Strategy/Activity

Ensure that each student receives 45 minutes of English Language Arts intervention services at least 4x per week

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)	Source(s)
86,135	LCFF - Supplemental 2000-2999 Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1 fulltime Curriculum Support Specialist to support classroom teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)	Source(s)
21,767	Title I Part A Allocation 1000-1999 Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use of the Data Collection System to monitor and assess student achievement on a regular basis

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)	Source(s)
906	Lottery Instructional Materials 4000-4999 Books And Supplies EADMS Program/Software

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to use state adopted ELA curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)	Source(s)
1952	Unrestricted 4000-4999 Books And Supplies Wonders Curriculum

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Fulltime Librarian with comprehensive library services

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)	Source(s)
14521	LCFF - Supplemental 2000-2999 Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to COVID school closures, we were unable to assess students in the spring 2020 and therefore do not have an accurate baseline. In 2020-21 we shifted our instructional model to meet all student needs during the pandemic. Instructional coaches became Distance Learning Instructors and schoolwide interventions were not feasible due to social distancing and cohorting requirements, staffing shortages. Teachers provide interventions to struggling learners to the amount feasible. A significant increase in student social, emotional and behavioral needs was observed and strategies implemented to mitigate the impact of stressors on student learning. However, the impacts of COVID were significant, including negative impacts on student attendance and continuity of instruction. In addition, the ability of teachers to meet, collaborate, discuss and review data and plan was negatively impacted during the pandemic.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

North students have demonstrated a decrease in ELA achievement over the testing year 2019. However, due to COVID, we were unable to assess students in the spring of 2020 and therefore do not have an accurate baseline. Instructional gaps caused by school closures and COVID quarantines have impacted student learning and continuity of instruction. By necessity, we shifted our instruction model to meet all student basic learning, health and emotional needs during the pandemic.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A goal of 5% improvement will remain, utilizing 2021's scores as a baseline when released. A reboot of the intervention program is being implemented. Students are monitored on 5-6 week formative assessment cycle. Students not meeting standards receive targeted ELA interventions on a 45 minutes a day, 4 days a week minimum.

(Strategies 2 & 4)

The curriculum support specialist is working with teacher teams to support data review and analysis and lesson planning. Teachers are currently meeting twice a month as Professional Learning Communities to analyze student data and adjust instruction to meet student needs. (Strategies 3 & 4)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Increase Academic Proficiency and Support Learning

Goal 2

On the 2021/22 CAASPP, 5% more North Cottonwood fourth grade students will meet or exceed the grade level language arts standards over the 2020/21 assessment results

Identified Need

To raise the level of proficiency on ELA standards as evidenced on the annual CAASPP assessment

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP score results	On the 2020/21 CAASSP, 33.75% of fourth grade students met or exceeded grade level ELA standards	On the 2021/22 CAASSP, 39% of fourth grade students will meet or exceed the grade level ELA standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities Duplicate the table, including Proposed Expenditures, as needed

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Fourth Grade

Strategy/Activity

Ensure a minimum of 120 minutes of ELA instruction daily

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)	Source(s)
22,926	LCFF - Supplemental 1000-1999 Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students Grades 1-4

Strategy/Activity

Ensure that each student receives 45 minutes of ELA intervention services at a minimum of 4x per week

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)

86,135

Source(s)

LCFF - Supplemental
2000-2999 Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Fulltime Curriculum Support Specialist to help classroom teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)

21,767

Source(s)

Title I Part A Allocation
1000-1999 Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use of the Data Collection System to monitor and assess student achievement on a regular basis

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)	Source(s)
906	Lottery Instructional Materials 4 000-4999 Books And Supplies E ADMS Program/Software

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to use state adopted ELA curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)	Source(s)
1952	Unrestricted 4 000-4999 Books And Supplies V 0000-9999 Curriculum

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Fulltime Librarian with comprehensive library services

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)	Source(s)
14521	LCFF - Supplemental 20 000-2999 Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to COVID school closures, we were unable to assess students in the spring 2020 and therefore do not have an accurate baseline. In 2020-21 we shifted our instructional model to meet all student needs during the pandemic. Instructional coaches became Distance Learning Instructors and schoolwide interventions were not feasible due to social distancing and cohorting requirements, staffing shortages. Teachers provide interventions to struggling learners to the amount feasible. A significant increase in student social, emotional and behavioral needs was observed and strategies implemented to mitigate the impact of stressors on student learning. However, the impacts of COVID were significant, including negative impacts on student attendance and continuity of instruction. In addition, the ability of teachers to meet, collaborate, discuss and review data and plan was negatively impacted during the pandemic.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

North students have demonstrated a decrease in ELA achievement over the testing year 2019. However, due to COVID, we were unable to assess students in the spring of 2020 and therefore do not have an accurate baseline. Instructional gaps caused by school closures and COVID quarantines have impacted student learning and continuity of instruction. We have shifted our instruction model to meet all student needs during the pandemic.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A goal of 5% improvement will remain, utilizing 2021 scores as a baseline. A reboot of the intervention program is being implemented. Students are monitored on 5-6 week formative assessment cycle. Students not meeting standards receive targeted ELA interventions on a 45 minutes a day, 4 days a week minimum.

(Strategies 2 & 4)

The curriculum support specialist is working with teacher teams to support data review and analysis and lesson planning. Teachers are currently meeting twice a month as Professional Learning Communities to analyze student data and adjust instruction to meet student needs. (Strategies 3 & 4)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Increase Academic Proficiency and Support Learning

Goal 3

On the 2021/22 CAASPP, North Cottonwood 5% more third grade students will meet or exceed the grade level mathematics standards over the 2020/21 assessment results

Identified Need

To increase third grade student proficiency on the mathematics standards on the annual CAASPP assessment

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP score results	On the 2020/21 CAASSP, 43 64% of third grade students met or exceeded grade level mathematics standards	On the 2021/22 CAASSP, 49% of third grade students will meet or exceed the grade level mathematics standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities Duplicate the table, including Proposed Expenditures, as needed

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure a minimum of 60 minutes of mathematics instruction daily

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)	Source(s)
22,926	LCFF - Supplemental 1000-1999 Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Full time Curriculum Support Specialist to support classroom teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)

21,767

Source(s)

Title I Part A Allocation

1000-1999 Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use of the Data Collection System to monitor and assess student achievement on a regular basis

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)

906

Source(s)

Lottery Instructional Materials

4000-4999 Books And Supplies

EADMS Program/Software

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to use state adopted mathematics curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to COVID school closures, we were unable to assess students in the spring 2020 and therefore do not have an accurate baseline. In 2020-21 we shifted our instructional model to meet all student needs during the pandemic. Instructional coaches became Distance Learning Instructors and schoolwide interventions were not feasible due to social distancing and cohorting requirements, staffing shortages. Teachers provide interventions to struggling learners to the extent feasible. A significant increase in student social, emotional and behavioral needs was observed and strategies implemented to mitigate the impact of stressors on student learning. However, the impacts of COVID were significant, including negative impacts on student attendance and continuity of instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

North students have demonstrated a decrease in mathematics achievement over the testing year 2019. However, due to COVID, we were unable to assess students in the spring of 2020 and therefore do not have an accurate baseline. Instructional gaps caused by school closures and COVID quarantines have impacted student learning and continuity of instruction. We have shifted our instruction model to meet all student needs during the pandemic.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A goal of 5% improvement will remain, utilizing 2021's scores as a baseline. Students are monitored on a grade level developed formative assessment cycle (Strategies 2 & 4).

The curriculum support specialist is working with teacher teams to support data review and analysis and lesson planning. Teachers are currently meeting twice a month as Professional Learning Communities to analyze student data and adjust instruction to meet student needs (Strategies 2 & 3).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Increase Academic Proficiency and Support Learning

Goal 4

On the 2021/22 CAASPP, North Cottonwood 5% more fourth grade students will meet or exceed the grade level mathematics standards over the 2020/21 assessment results

Identified Need

To increase the proficiency for North Cottonwood fourth graders on Mathematics standards as indicated by the annual CAASSP

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP score results	On the 2020/21 CAASSP, 35% of fourth grade students met or exceeded grade level mathematics standards	On the 2021/22 CAASSP, 40% of fourth grade students will meet or exceed the grade level mathematics standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities Duplicate the table, including Proposed Expenditures, as needed

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure a minimum of 60 minutes of mathematics instruction daily

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)	Source(s)
22,926	LCFF - Supplemental 1000-1999 Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Full time Curriculum Support Specialist to help classroom teachers (Instructional Coaches have been placed in the Distance Learning program until COVID 19 dissipates and we return to regular instruction)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)

21,767

Source(s)

Title I Part A Allocation

1000-1999 Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use of the Data Collection System to monitor and assess student achievement on a regular basis

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)

906

Source(s)

Lottery Instructional Materials

4000-4999 Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue to use state adopted mathematics curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,472	LCFF - Base 4000-4999 Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to COVID school closures, we were unable to assess students in the spring 2020 and therefore do not have an accurate baseline. In 2020-21 we shifted our instructional model to meet all student needs during the pandemic. Instructional coaches became Distance Learning Instructors and schoolwide interventions were not feasible due to social distancing and cohorting requirements, staffing shortages. Teachers provide interventions to struggling learners to the extent feasible. A significant increase in student social, emotional and behavioral needs was observed and strategies implemented to mitigate the impact of stressors on student learning. However, the impacts of COVID were significant, including negative impacts on student attendance and continuity of instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

North students have demonstrated a decrease in mathematics achievement over the testing year 2019. However, due to COVID, we were unable to assess students in the spring of 2020 and therefore do not have an accurate baseline. Instructional gaps caused by school closures and COVID quarantines have impacted student learning and continuity of instruction. We have shifted our instruction model to meet all student needs during the pandemic.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A goal of 5% improvement will remain, utilizing 2021's scores as a baseline. Students are monitored on a grade level developed formative assessment cycle (Strategies 2 & 4).

The curriculum support specialist is working with teacher teams to support data review and analysis and lesson planning. Teachers are currently meeting twice a month as Professional Learning Communities to analyze student data and adjust instruction to meet student needs. (Strategies 2 & 3)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social/Emotional Development

LEA/LCAP Goal

Increase Effective Communication/Connectedness and Promote a Positive Culture/Climate

Goal 5

North Cottonwood School will provide a positive school culture and climate that supports student learning

Identified Need

To develop student social and emotional skills including problem solving, communication, developing and maintaining relationships and coping

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improvement in Overall School Climate	Social/Emotional Climate of the school campus at the beginning of the 2019-2020 school year	Noticeable improvement of the Social/Emotional Climate of the school campus at the end of the 2019-2020 school year
Improvement in peer-to-peer relationships among students	70% of students of student respondents to the North Cottonwood 2021 school climate survey reported bullying as a concern	There will be a 20% decrease in the number of student respondents reporting bullying as a concern in the 2022 school climate survey
Improvement in individual student behaviors	n/a - no baseline for this year	Based on a universal screener, 50% of individual students requiring Tier 2 or Tier 3 behavioral interventions upon screening will demonstrate a measurable improvement in behavior and/or school engagement

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities Duplicate the table, including Proposed Expenditures, as needed

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop a a multi-tiered system of supports that addresses student social, emotional and behavioral needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local

Amount(s)

62,404

Source(s)

LCFF - Supplemental
1000-1999 Certificated Personnel Salaries

Lottery Instructional Materials
4000-4999 Books And Supplies
Counseling Basket/Materials

None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal

In 2020/21, one full time counselor worked with teachers and school administration to address overall student social and emotional needs

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal

Due to COVID related school closures, cohorts and stressors, students struggled with relationships and behaviors Services and supports through outside agencies were extremely difficult for families to access or were non-existent

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis Identify where those changes can be found in the SPSA

An additional school counselor bringing the total to two and a paraprofessional was added to the counseling team to support the development of a multi-tiered system of support Behavioral

interventions have been developed and are currently being implemented Whole school SEL is being provided included a bullying unit

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$109,679 80
Total Federal Funds Provided to the School from the LEA for CSI	\$39,600 00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$453,488 00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A Allocation	\$87,068 00

Subtotal of additional federal funds included for this school: \$87,068 00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF - Base	\$3,472 00
LCFF - Supplemental	\$355,420 00
Lottery - Instructional Materials	\$3,624 00
Unrestricted	\$3,904 00

Subtotal of state or local funds included for this school: \$366,420 00

Total of federal, state, and/or local funds for this school: \$453,488 00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	3,472 00
LCFF - Supplemental	355,420 00
Lottery Instructional Materials	3,624 00
Title I Part A Allocation	87,068 00
Unrestricted	3,904 00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999 Certificated Personnel Salaries	241,176 00
2000-2999 Classified Personnel Salaries	201,312 00
4000-4999 Books And Supplies	11,000 00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999 Books And Supplies	LCFF - Base	3,472 00
1000-1999 Certificated Personnel Salaries	LCFF - Supplemental	154,108 00
2000-2999 Classified Personnel Salaries	LCFF - Supplemental	201,312 00
4000-4999 Books And Supplies	Lottery Instructional Materials	3,624 00
1000-1999 Certificated Personnel Salaries	Title I Part A Allocation	87,068 00
4000-4999 Books And Supplies	Unrestricted	3,904 00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	148,207 00
Goal 2	148,207 00
Goal 3	45,599 00
Goal 4	49,071 00
Goal 5	62,404 00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Cecile LaMar	Principal
Michael Bettes	Other School Staff
Jared Ives	Classroom Teacher
Alicia Snow	Classroom Teacher
Joe Puentas	Parent or Community Member
Nicole Iles	Parent or Community Member
Wendy Kamisky	Parent or Community Member
Carrie Muchow	Parent or Community Member
Shana Barker	Classroom Teacher
Linda Hakey	Parent or Community Member
	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members Classroom teachers must comprise a majority of persons represented under section (a) At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students Members must be selected by their peer group

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

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

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

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

Signature

Committee or Advisory Group Name

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

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.

This SPSA was adopted by the SSC at a public meeting on January 30, 2020

Attested

Principal, Ms Cecile M LaMar on 1/30/2020

SSC Chairperson, Wendy Kamisky on 1/30/2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI, this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: "What is the school seeking to achieve?"

It can be helpful to use a framework for writing goals such as the S M A R T approach. A S M A R T goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements.]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served

[This section meets the requirements for CSI]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities Specify the funding source(s) using one or more of the following LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable

[This section meets the requirements for CSI, TSI, and ATSI]

[NOTE Federal funds for CSI shall not be used in schools identified for TSI or ATSI In addition, funds for CSI shall not be used to hire additional permanent staff]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year This annual review and analysis should be the basis for decision-making and updates to the plan

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal Respond to the prompts as instructed Respond to the following prompts relative to this goal If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable Identify where those changes can be found in the SPSA

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows

- Total Funds Provided to the School Through the Consolidated Application This amount is the total amount of funding provided to the school through the ConApp for the school year The school year means the fiscal year for which a SPSA is adopted or updated
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once

A school receiving federal funds for CSI should complete the Budget Summary as follows

- Total Federal Funds Provided to the School from the LEA for CSI This amount is the total amount of funding provided to the school from the LEA

[NOTE Federal funds for CSI shall not be used in schools eligible for TSI or ATSI In addition, funds for CSI shall not be used to hire additional permanent staff]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I The development of the SPSA shall include both of the following actions:
 - A Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA:
 - 1 The comprehensive needs assessment of the entire school shall:
 - a Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need), and
 - b Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i Help the school understand the subjects and skills for which teaching and learning need to be improved, and
 - ii Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards, and
 - iii Assess the needs of the school relative to each of the components of the schoolwide program under §200.28
 - iv Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan
 - v Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results
 - B Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update)

Requirements for the Plan

- II The SPSA shall include the following:
 - A Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment

- B Evidence-based strategies, actions, or services (described in Strategies and Activities)
- 1 A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b use methods and instructional strategies that
 - i strengthen the academic program in the school,
 - ii increase the amount and quality of learning time, and
 - iii provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education
 - c Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include
 - i strategies to improve students' skills outside the academic subject areas,
 - ii preparation for and awareness of opportunities for postsecondary education and the workforce,
 - iii implementation of a schoolwide tiered model to prevent and address problem behavior,
 - iv professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data, and
 - v strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs
- C Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary) Employees of the schoolwide program may be deemed funded by a single cost objective
- D A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update)
- 1 Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement,
 - 2 Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards, and
 - 3 Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program

- E A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities)
- F A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1 Ensure that those students' difficulties are identified on a timely basis, and
 - 2 Provide sufficient information on which to base effective assistance to those students
- G For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school
- H A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities)
- I A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities)

Authority Cited S Title 34 of the Code of Federal Regulations (34 CFR), sections 200 25-26, and 200 29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA EC sections 6400 et seq

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement)

The CSI plan shall

- 1 Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable),
- 2 Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U S Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>),
- 3 Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable), and
- 4 Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable)

Authority Cited Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement)

The TSI plan shall

- 1 Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable), and
- 2 Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U S Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>)

Authority Cited Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA

Additional Targeted Support and Improvement

A school identified for ATSI shall

- 1 Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable)

Authority Cited Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019)

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019)

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions

Authority Cited EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A School Improvement <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cottonwood Union School District	Doug Geren Superintendent	dgeren@cwusd.com 530-347-3165

Goal 1

Increase academic growth for all students.

Rationale

Cottonwood prides itself on focusing on student academics. We believe in keeping student growth at the forefront of our plan. We hold high expectations for our students and staff. We have reviewed our local and state data to refine the goal, actions and services.

Student engagement, social emotional learning, and explicit direct instructional strategies will be a focus in the next few years as evidenced by our goals and actions throughout the LCAP.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Local Indicators Credentialed Teachers	100% credential teachers	100% credential teachers	100% credential teachers
	Local Indicators Standards aligned materials	100% standards aligned materials	100% standards aligned materials	100% state standards aligned materials
	CA School Dashboard Academic Indicator- Mathematics	YELLOW performance level 23.4 points below standard	Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard	BLUE performance level 10 points above standard
	CA School Dashboard Academic Indicator-English language arts	ORANGE performance level 10.9 points below standard	Due to the COVID-19 pandemic, state law has suspended the reporting of	BLUE performance level 10 points above standard

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			state and local indicators on the 2020 Dashboard	
	CA School Dashboard English Learner Progress Indicators Proficiency	2019-2020 1 4% making progress towards English language proficiency	The assessment is not administered until the spring.	80% making progress towards English language proficiency
	CA School Dashboard English Learner Progress Indicators Reclassification	2019-2020 20% reclassification	We do not reclassify students until the spring.	50% English learners reclassified
	Smarter Balanced Assessments Mathematics	2018-19 Smarter Balanced Assessments Mathematics 41 59% of students are at or above standards	District Results 42 30% students met or exceeded standards in mathematics. North Cottonwood Elementary School 40% all students met or exceeded standard for mathematics. 3rd- 43 64% 4th- 35% West Cottonwood Junior High School 43 80% all students met or exceeded the standard for mathematics 5th- 39 13% 6th- 39 51% 7th- 52.52% 8th- 42.67%	Smarter Balanced Assessments Mathematics 70% of students are at or above standards
	Smarter Balanced Assessments English language arts	2018-19 Smarter Balanced Assessments	District Results	Smarter Balanced Assessments English language arts

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>English language arts 44.74% of students are at or above standards</p>	<p>46 41% students met or exceeded standards in English language arts.</p> <p>North Cottonwood Elementary School 37.90% all students met or exceeded standard for English language arts 3rd- 40 91% 4th- 33.75%</p> <p>West Cottonwood Junior High School 51 43% all students met or exceeded the standard for English language arts. 5th- 44.56% 6th- 54.32% 7th- 64.64% 8th- 39 75%</p>	<p>70% of students are at or above standards</p>
	<p>Local Indicator Other Student Outcomes Local Assessments</p>	<p>Reading Data</p> <p>All students at North Cottonwood in grades K-3 Benchmark (on grade level) 50% Strategic 19% Intensive 31%</p> <p>1st Grade Benchmark (on grade level) 44% Strategic 25%</p>	<p>Fall/Trimester 1 reading data:</p> <p>Kindergarten Lower Case Letters 66% Upper Case Letters 69%</p> <p>Lower Case Sounds 56% Lower Case Sounds 62%</p> <p>1st Grade BM 28/90 31% ST 12/90 13% Int 50/90 56%</p>	<p>Reading Data</p> <p>All students at North Cottonwood in grades K-3 Benchmark (on grade level) 85% Strategic 10% Intensive 5%</p> <p>1st Grade Benchmark (on grade level) 85%</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Intensive 31% 2nd Grade Benchmark (on grade level) 28% Strategic 18% Intensive 54% 3rd Grade Benchmark (on grade level) 20% Strategic 14% Intensive 66%	2nd Grade BM 35/104 34% ST 11/104 10% Int 58/104 56% 3rd Grade BM 55/86 64% ST 10/86 12% Int 21/86 24%	Strategic 10% Intensive 5% 2nd Grade Benchmark (on grade level) 85% Strategic 10% Intensive 5% 3rd Grade Benchmark (on grade level) 85% Strategic 10% Intensive 5%
	Other Student Outcomes	100% of students will be offered a Broad Course of Study	100% of students will be offered a Broad Course of Study	100% of students will be offered a Broad Course of Study
	Williams Quarterly Reports	100% students have access to instructional materials	100% students have access to instructional materials	100% students have access to instructional materials
	Local Indicator English Learner Access	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency.	100% of English Learners had access to the ELA/ELD standards for the purpose of gaining academic content knowledge and English language proficiency
	Local Indicator Student with Exceptional Needs	100% of Students with Exceptional Needs have access to programs and services	100% of Students with Exceptional Needs have access to programs and services	100% of Students with Exceptional Needs have access to programs and services
	Local Indicator Unduplicated Students	100% of Unduplicated Students have access to programs and services	100% of Unduplicated Students have access to programs and services	100% of Unduplicated Students have access to programs and services

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Assessment and data Schools use ongoing assessment and monitoring system that provides timely data which in turn is used to inform teachers and principals about student placement, diagnosis, progress and effectiveness program	On-going	No		Other State \$19,300	\$19,300 00	YTD Expenditures \$20,750 We have used and continue to use formative assessments and data to drive instruction
1.2	Support for teachers Academic coaches provided support for new teachers and academic improvement New teacher support-Alliance for Teacher Education Continue to provide Curriculum & Instructional Coach Curriculum and instruction Coach for North Elementary School and West Junior High School	On-going	No	Federal \$233,546		\$233,546 00	YTD Expenditures \$152,366 Continue to provide teachers with support through The use of academic coaches to support for new teachers and academic improvement New teacher support-Alliance for Teacher Education Continue to provide Curriculum & Instructional Coach Curriculum and instruction Coach for North Elementary School and West Junior High School
1.3	Foster Youth Foster Youth Liaison and/or Designated Staff Member	On-going	Yes	LCFF \$1,500		\$1,500 00	YTD Expenditures \$600

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>will assist through the following actions</p> <p>Close the achievement gap between foster youth and the general student population by having an identified staff member with each student</p> <p>Promote school stability so they have access to a full range of educational opportunities and don't experience disruptions in their education</p> <p>Ensure foster youth are promptly enrolled in school and in the right classes so they do not fall further behind when they must change schools</p> <p>Ensure district foster youth liaison have adequate time, knowledge and resources to do their job</p> <p>Ensure that every foster youth receives services from foster youth liaison or designated staff member who can provide individualized assistance in education</p> <p>planning/coordination and social emotional check-ins</p> <p>Connect foster youth families to local resources</p> <p>Help foster youth enroll in the After School Program, extra curricular activities, tutoring, counseling, other support and monitor progress to help students stay on track</p>						<p>Continue to provide support for foster youth using the foster youth liaison and other designated staff members to provide the following actions</p> <p>Close the achievement gap between foster youth and the general student population by having an identified staff member with each student</p> <p>Promote school stability so they have access to a full range of educational opportunities and don't experience disruptions in their education</p> <p>Ensure foster youth are promptly enrolled in school and in the right classes so they do not fall further behind when they must change schools</p> <p>Ensure district foster youth liaison have adequate time, knowledge and resources to do their job</p> <p>Ensure that every foster youth receives services from foster youth liaison or designated staff member who can provide individualized assistance in education</p> <p>planning/coordination</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
							and social emotional check-ins Connect foster youth families to local resources Help foster youth enroll in the After School Program, extra curricular activities, tutoring, counseling, other support and monitor progress to help students stay on track		
1.4	<p>Special Education Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards</p> <p>Students will be regularly progressed monitored to identify areas of strength and concern in order for staff to target their individual areas of need</p> <p>Special Education students will be both challenged and supported by their regular ed teacher and any other support staff Some of the more severe students will work directly with their Special Education teachers and support staff</p> <p>The general ed teacher will meet weekly with special ed staff (speech teacher,</p>	On-going	No	<p>Local \$515,992</p> <p>Federal \$169,945</p>	<p>LCFF \$547,190</p> <p>Local \$23,619</p> <p>Federal \$25,629</p>	\$1,282,375 00	<p>YTD Expenditures \$666,092</p> <p>Special Education staff have ensured Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards</p> <p>Students will continue to be regularly progressed monitored to identify areas of strength and concern in order for staff to target their individual areas of need</p> <p>Special Education students will be both challenged and supported by their regular ed teacher and any other support staff Some of the</p>		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>counselor, psychologist, instructional aide, Special Ed teacher, etc)</p> <p>Ensure students with disabilities are provided necessary supports</p> <p>General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards</p> <p>Special Education students are provided with Tier 1, 2 , and 3 supports both academically and socially Staff meet regularly to adjust goals and discuss each individual student needs</p> <ul style="list-style-type: none"> • Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards • Students will be regularly progressed monitored to identify areas of strength and 						<p>more severe students will work directly with their Special Education teachers and support staff</p> <p>The general education teacher continue to meet weekly with special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc)</p> <p>Ensure students with disabilities are provided necessary supports</p> <p>General and special educators continue to work together to implement programs and services that enable students with disabilities to access the state academic content standards</p> <p>Special Education students will continue to be provided with Tier 1, 2 , and 3 supports both academically and socially Staff meet regularly to adjust goals and discuss each individual student needs</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>concern in order for staff to target their individual areas of need</p> <ul style="list-style-type: none"> • Special Education students will be both challenged and supported by their regular ed teacher, Special Ed teacher, and any other support staff • Effective communication strategies will be utilized between the general ed teacher and special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc) • Our SDC personnel will be trained in ProAct 						<ul style="list-style-type: none"> • Special Education staff have ensured Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards • Students will continue to be regularly progressed monitored to identify areas of strength and concern in order for staff to target their individual areas of need • Special Education students are both challenged and supported by their regular ed

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>teacher, Special Ed teacher, and any other support staff</p> <ul style="list-style-type: none"> • Effective communication strategies have been utilized between the general ed teacher and special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc) • Our SDC personnel have been trained in ProAct
1.5	<p>English Learner Using the English Learner Road Map as our guide, we will provide our English Learners with the following Language development will occur in and through subject matter learning and</p>	On-going	Yes	LCFF \$2,000		\$2,000 00	<p>YTD Expenditures \$800</p> <p>Using the English Learner Road Map as our guide, we have provided and will continue to provide our</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>is integrated across the curriculum, including integrated English Learning Development and designated English Learning Development Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery</p> <p>Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas</p> <p>English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) support and services</p> <p>Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English</p> <p>Parents will be encouraged to participate in their child's education</p> <p>Rigorous instructional materials support high levels of intellectual</p>						<p>English Learners with the following</p> <p>Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated English Learning Development and designated English Learning Development Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery</p> <p>Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas</p> <p>English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) support and services</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>engagement Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency Integrated language development, content learning, and hands-on opportunities will be provided to all English Learners</p>						<p>Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English Parents will be encouraged to participate in their child's education Rigorous instructional materials support high levels of intellectual engagement Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency Integrated language development, content learning, and hands-on opportunities will be provided to all English Learners</p>
1.6	<p>Textbooks/Instructional Materials Ensure California State Standards adopted textbooks and instructional materials are available to each student Supplemental curriculum units, if needed</p>	On-going	No		LCFF \$23,500	\$23,500 00	<p>YTD Expenditures \$4,826</p> <p>We have ensured California State Standards adopted textbooks and instructional materials are available to each student</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							Supplemental curriculum units have been purchased or developed, if needed
1.7	Interventions Intervention books and supplies Supplemental materials	On-going	Yes		LCFF \$1,000	\$1,000 00	YTD Expenditures \$1,000 We have purchased intervention books and supplies Supplemental materials
1.8	Computer Based Programs Provide instructional support (computer based programs)	On-going	No		Other State \$66,149	\$66,149 00	YTD Expenditures \$74,140 Continue to provide instructional support (computer based programs)
1.9	Intervention for All Support Learning Lab at North School Intervention for All Support Two intervention teachers (at both sites) Instructional assistants and benefits to provide small group instruction	On-going	Yes	LCFF \$97,300 Federal \$148,745		\$246,045 00	YTD Expenditures \$106,703 Continue to implement Intervention for All support through Learning Lab at North School Intervention for All Support Two intervention teachers (at both sites) Instructional assistants and benefits to provide small group instruction
1.10	Instructional Aides (Kindergarten & First)	On-going	Yes	LCFF \$152,900		\$152,900 00	YTD Expenditures \$76,364

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Instructional Aides- Continue to provide kindergarten and first grade instructional assistant support						Instructional Aides- Continue to provide kindergarten and first grade instructional assistant support
1.11	Professional Development Continue to support professional development to deepen and expand the implementation of State Standards in reading, writing, math, Next Generation Science Standards, as well as provide training in Professional Learning Communities and technology Conference fees Consultants	On-going	No		LCFF \$20,500 Other State \$4,750 Local \$3,000 Federal \$34,702	\$62,952 00	YTD Expenditures \$14,586 We have continued to support professional development to deepen and expand the implementation of State Standards in reading, writing, math, Next Generation Science Standards, as well as provide training in Professional Learning Communities and technology Conference fees Consultants
1.12	Parent Engagement All parents are encouraged to make decisions for the district and school through serving on Site Council and providing feedback through Board meetings and surveys Parents of unduplicated students and individuals with exceptional are reached out to teachers, support staff, counselors and administration to encourage their participation in their children's education	On-going	Yes		LCFF \$100 Federal \$200	\$300 00	YTD Expenditures \$0 We have encouraged all parents to make decisions for the district and school through serving on Site Council and providing feedback through Board meetings and surveys Parents of unduplicated students and individuals with exceptional are reached out to teachers, support staff, counselors and

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							administration to encourage their participation in their children's education Parents have regularly attended our board meetings to provide input to the state masking and vaccine mandates as well as in-person learning
1.13	Collaboration Time Schedule collaboration time for grade level/subject collaboration (4 days per month) Continue to support weekly collaborative day (minimum day) Student data analysis, consistent assessments, pacing guides, Response to Intervention decisions for reteaching/advancement (cost associated with additional after school program hours)	On-going	No		LCFF no additional cost	\$0 00	Collaboration time continues to be implemented weekly
1.14	Summer Professional Development Support continuous school improvement summer training/collaboration Staff will be provided additional pay for attending two days in the summer to collaborate and plan for the next school year	On-going	No	LCFF \$47,900		\$47,900 00	YTD Expenditures \$0 Summer professional development was implemented to collaborate and plan for the school year Teachers found this to be a valuable use of their time

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.15	Technology Technology-Continue to upgrade hardware Continue to purchase Chromebook replacements and carts Continue to support software-Data Management System for student achievement assessments DnA Continue to support increased tech support-contracted services Books and supplies	On-going	No		LCFF \$105,984 Other State \$18,000	\$123,984 00	YTD Expenditures \$89,753 Provide upgrades and replacements to our technology We have continued our tech contract with the high school district We have also purchased tech supplies as their was a warranted need
1.16	Early Childhood Education Continue to support preschool to support early literacy and academic success Preschool salaries Books and supplies Instructional materials	On-going	Yes	LCFF \$179,506	LCFF \$7,800	\$187,306 00	YTD Expenditures \$111,888 Continued to support preschool to support early literacy and academic success through Preschool salaries Books and supplies Instructional materials
1.17	Literacy Promote reading/early literacy Provide librarians at both sites- Librarian salary and benefits Support intrinsic and extrinsic motivation (Win Den)	On-going	No	LCFF \$129,473 Other State \$6,010	Other State \$4,400	\$139,883 00	YTD Expenditures \$72,548 Continued our focus on literacy through Promote reading/early literacy Provide librarians at both sites- Librarian salary and benefits Support intrinsic and extrinsic motivation (Win Den)

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.18	Summer School Summer School Teacher benefits and salary Instructional materials Books and supplies Services and other operating expenditures- Project SHARE Summer School	On-going	Yes	Other State \$214,511	LCFF \$2000 Other State \$72,000	\$288,511 00	YTD Expenditures \$119,700 Implemented summer school Students and parents welcomed the opportunity for engaging activities during the summer
1.19	Tutoring Tutoring to support at-risk students	On-going	Yes	Other State \$133,000	LCFF \$1000	\$134,000 00	YTD Expenditures \$23,940 Continue tutoring our most at-risk students
1.20	Speech Pathologists 2 speech pathologist	On-going	Yes		LCFF \$179,190	\$179,190 00	YTD Expenditures \$187,349 Continue providing services to our students with speech disabilities through our 2 speech pathologists

Goal 2

Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community and support effective communication with our stakeholders.

Rationale

We combined goal 2 and goal 3 from our prior 3 year LCAP to ensure we included all of the 8 state priorities and make it so it is easier to implement the plan We believe it is important to have a positive learning environment so that students can grow both academically and socially Student engagement, social emotional learning, interventions and explicit direct instructional strategies will be a focus in the next few years as evidence by our goals and actions throughout the LCAP CWUSD facilities are in good repair, however, are aging and in need of continual maintenance and upkeep We have identified areas in our maintenance plan that will need repairs Using the LCSSP grant funds, we will target students that are chronically absent to eliminate any barriers that are keeping them from attending school

Student engagement, social emotional learning, and explicit direct instructional strategies will be a focus in the next few years as evidence by our goals and actions throughout the LCAP

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	CA School Dashboard Suspension Rate Indicator	GREEN performance level 2 3% suspended at least once	As of November % suspended at least once	BLUE performance level 1% suspended at least once
	Local Indicator Expulsion Rate	0% expulsion rate	0% expulsion rate	0% expulsion rate
	Local Indicator Middle School Drop-Out Rate	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate
	CA School Dashboard Chronic Absenteeism Indicator	ORANGE performance level Chronic absenteeism rate All Students 14.3% Low income 19.2% Homeless Youth 0% Foster Youth 0% English Learners 11.1% SWD 17.2% White 12 9% American Indian 28.9% Asian 18.2% African American 15 4% Filipino 0% Hispanic/Latino 13 4% Pacific Islander 0% Two or more races 18.8%	As per Aeries report in November All Students 33% Low income 39% Homeless Youth 40% Foster Youth 29% English Learners 22% SWD 26% White 31% American Indian 43% Asian 25% African American 44% Filipino 0% Hispanic/Latino 42% Pacific Islander 50% Two or more races 28%	BLUE performance level Chronic absenteeism rate All Students 7 15% Low income 9 6% Homeless Youth 0% Foster Youth 0% English Learners 5 55% SWD 8.6% White 6.45% American Indian 14.45% Asian 9.1% African American 7 7% Filipino 0% Hispanic/Latino 6.9% Pacific Islander 0% Two or more races 9 4%
	Local Indicator Staff survey	North Cottonwood Survey Results	Survey is not administered until the spring	North Cottonwood Survey Results

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>Regarding communication from administration, what would you find most helpful in your role? 48% prefer an enhanced daily communication</p>		<p>Regarding communication from administration, what would you find most helpful in your role? Check two that are most important to you. 90% prefer an enhanced daily</p>
	<p>Local Indicator Student survey</p>	<p>North Cottonwood Student Survey (3rd and 4th graders) results are as follows I feel that I belong at this school 47% strongly agree 45% agree 2% disagree 7% strongly disagree</p> <p>My teacher cares for me 70% strongly agree 24% agree 3% disagree 3% strongly disagree</p> <p>I feel safe at school 46% strongly agree 40% agree 10% disagree 3% strongly disagree</p>	<p>Survey is not administered until the spring</p>	<p>North Cottonwood Student Survey (3rd and 4th graders) results are as follows I feel that I belong at this school. 100% strongly agree</p> <p>My teacher cares for me. 100% strongly agree</p> <p>I feel safe at school 100% strongly agree</p> <p>I like this school. 100% strongly agree</p> <p>My teacher believes I can learn. 100% strongly agree</p> <p>Very good work is expected at this school.</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>I like this school. 64% strongly agree 25% agree 7% disagree 5% strongly disagree</p> <p>My teacher believes I can learn 79% strongly agree 19% agree 1% disagree 1% strongly disagree</p> <p>Very good work is expected at this school 55% strongly agree 35% agree 5% disagree 5% strongly disagree</p> <p>I feel I am treated fairly by my teacher 60% strongly agree 31% agree 5% disagree 4% strongly disagree</p> <p>School is fun. 39% strongly agree 40% agree 12% disagree 9% strongly disagree</p> <p>I feel I am treated fairly by the adults on recess and cafeteria duty 47% strongly agree 38% agree 9% disagree</p>		<p>100% strongly agree</p> <p>I feel I am treated fairly by my teacher 100% strongly agree</p> <p>School is fun. 100% strongly agree</p> <p>I feel I am treated fairly by the adults on recess and cafeteria duty 100% strongly agree</p> <p>Other students treat me with respect. 100% strongly agree</p> <p>My teacher thinks I will be successful 100% strongly agree</p> <p>My family wants me to do well in school. 100% strongly agree</p> <p>Bullying is a problem at this school 100% strongly agree</p> <p>My principal cares about me 100% strongly agree</p> <p>West Cottonwood Student Survey (5th, 6th, 7th, 8th graders) results are as follows</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>6% strongly disagree</p> <p>Other students treat me with respect.</p> <p>22% strongly agree</p> <p>41% agree</p> <p>23% disagree</p> <p>13% strongly disagree</p> <p>My teacher thinks I will be successful</p> <p>73% strongly agree</p> <p>21% agree</p> <p>2% disagree</p> <p>2% strongly disagree</p> <p>My family wants me to do well in school</p> <p>88% strongly agree</p> <p>10% agree</p> <p>1% disagree</p> <p>1% strongly disagree</p> <p>Bullying is a problem at this school</p> <p>48% strongly agree</p> <p>27% agree</p> <p>16% disagree</p> <p>8% strongly disagree</p> <p>My principal cares about me.</p> <p>61% strongly agree</p> <p>26% agree</p> <p>5% disagree</p> <p>6% strongly disagree</p> <p>West Cottonwood Student Survey (5th, 6th, 7th, 8th graders) results are as follows:</p>		<p>I often do NOT have enough time to get from one class to the next</p> <p>100% strongly disagree</p> <p>My school is kept clean.</p> <p>100% strongly agree</p> <p>Most students in my school do their best, even when their work is difficult</p> <p>100% strongly agree</p> <p>Most students in my school do all their homework</p> <p>100% strongly agree</p> <p>Most students in my school think it is OK to cheat if other students are cheating</p> <p>100% strongly agree</p> <p>Most students in my school try to do a good job on schoolwork even when it is not interesting</p> <p>100% strongly agree</p> <p>My teachers give me a lot of encouragement</p> <p>100% strongly agree</p> <p>My teachers make learning interesting.</p> <p>100% strongly agree</p> <p>My teachers encourage students to share their ideas</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>I often do NOT have enough time to get from one class to the next. 1 5% strongly agree 16.7% agree 33.3% neutral 28 8% disagree 19.7% strongly disagree</p> <p>My school is kept clean. 13 6% strongly agree 36 4% agree 40 9% neutral 6.1% disagree 3% strongly disagree</p> <p>Most students in my school do their best, even when their work is difficult 4 5% strongly agree 28.8% agree 39.4% neutral 16.7% disagree 10.6% strongly disagree</p> <p>Most students in my school do all their homework 3% strongly agree 19 7% agree 37.9% neutral 24 2% disagree 15 2% strongly disagree</p> <p>Most students in my school think it is OK to cheat if other students are cheating. 6.1% strongly agree 24.2% agree</p>		<p>about things we are studying in class. 100% strongly agree</p> <p>My teachers notice when I am doing a good job and let me know about it 100% strongly agree</p> <p>My teachers will help me improve my work if I do poorly on an assignment 100% strongly agree</p> <p>My teachers provide me with lots of chances to be a part of class discussions or activities. 100% strongly agree</p> <p>My teachers often assign homework that helps me learn 100% strongly agree</p> <p>My teachers will give me extra help at school outside of our regular class 100% strongly agree</p> <p>Most students in my school are well behaved. 100% strongly agree</p> <p>Most students really care about each other 100% strongly agree</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>22.7% neutral 28.8% disagree 18.2% strongly disagree</p> <p>Most students in my school try to do a good job on schoolwork even when it is not interesting. 61% strongly agree 30.3% agree 33.3% neutral 25.8% disagree 4.5% strongly disagree</p> <p>My teachers give me a lot of encouragement. 37.9% strongly agree 45.5% agree 10.6% neutral 4.5% disagree 1.5% strongly disagree</p> <p>My teachers make learning interesting 28.8% strongly agree 36.4% agree 25.8% neutral 7.6% disagree 1.5% strongly disagree</p> <p>My teachers encourage students to share their ideas about things we are studying in class. 39.4% strongly agree 40.9% agree 13.6% neutral 6.1% disagree</p>		<p>Most students help each other when asked. 100% strongly agree</p> <p>Most students treat each other well 100% strongly agree</p> <p>I love this school 100% strongly agree</p> <p>Teachers at my school treat students with respect. 100% strongly agree</p> <p>Students at my school treat each other with respect 100% strongly agree</p> <p>Most students in my school are easily able to work out disagreements with other students. 100% strongly agree</p> <p>There are opportunities for students in my school to talk with staff members one-to-one 100% strongly agree</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>0% strongly disagree</p> <p>My teachers notice when I am doing a good job and let me know about it.</p> <p>22.7% strongly agree 42.4% agree 27.3% neutral 6.1% disagree 1.5% strongly disagree</p> <p>My teachers will help me improve my work if I do poorly on an assignment.</p> <p>27.3% strongly agree 50% agree 16.7% neutral 6.1% disagree 0% strongly disagree</p> <p>My teachers provide me with lots of chances to be a part of class discussions or activities</p> <p>39.4% strongly agree 40.9% agree 12.1% neutral 6.1% disagree 1.5% strongly disagree</p> <p>My teachers often assign homework that helps me learn.</p> <p>19.7% strongly agree 40.9% agree 27.3% neutral 10.6% disagree 1.5% strongly disagree</p>		

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>My teachers will give me extra help at school outside of our regular class 28.8% strongly agree 40.9% agree 25.8% neutral 3% disagree 1.5% strongly disagree</p> <p>Most students in my school are well behaved 1.5% strongly agree 27.3% agree 37.9% neutral 21.2% disagree 12.1% strongly disagree</p> <p>Most students really care about each other. 10.6% strongly agree 34.8% agree 34.8% neutral 16.7% disagree 10.6% strongly disagree</p> <p>Most students help each other when asked. 10.6% strongly agree 42.4% agree 31.8% neutral 9.1% disagree 6.1% strongly disagree</p> <p>Most students treat each other well. 6.1% strongly agree 30.3% agree 33.3% neutral</p>		

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>19.7% disagree 10.6% strongly disagree</p> <p>I love this school 28.8% strongly agree 36.4% agree 21.2% neutral 4.5% disagree 9.1% strongly disagree</p> <p>Teachers at my school treat students with respect. 30.3% strongly agree 48.5% agree 18.2% neutral 3% disagree 0% strongly disagree</p> <p>Students at my school treat each other with respect. 4.5% strongly agree 27.3% agree 37.9% neutral 21.1% disagree 9.1% strongly disagree</p> <p>Most students in my school are easily able to work out disagreements with other students 1.5% strongly agree 16.7% agree 37.9% neutral 28.8% disagree 15.2% strongly disagree</p>		

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>There are opportunities for students in my school to talk with staff members one-to-one</p> <p>24 2% strongly agree 47% agree 18 2% neutral 7 6% disagree 3% strongly disagree</p>		
	<p>Local Indicator Parent survey</p>	<p>North Cottonwood Parent Survey results are as follows</p> <p>My child is enrolled in</p> <p>87% in-seat instruction 13% distance learning</p> <p>My child has a positive relationship with 1 or more adults on campus</p> <p>54.3% strongly agree 42.8% agree 2.9% disagree 0% strongly disagree</p> <p>My child feels safe at school</p> <p>53 7% strongly agree 41 2% agree 4.4% disagree 0.7% strongly disagree</p> <p>My child enjoys coming to school</p> <p>93.9% yes 6 1% no</p> <p>My child has experienced bullying at school this year (Bullying is defined as</p>	<p>Survey is not administered until the spring</p>	<p>North Cottonwood Parent Survey results are as follows</p> <p>My child is enrolled in</p> <p>99% in-seat instruction 1% distance learning</p> <p>My child has a positive relationship with 1 or more adults on campus</p> <p>100% strongly agree</p> <p>My child feels safe at school.</p> <p>100% strongly agree</p> <p>My child enjoys coming to school</p> <p>100% yes</p> <p>My child has experienced bullying at school this year. (Bullying is defined as unprovoked, repeated and aggressive actions done with the intent to cause physical or emotional harm)</p> <p>0% yes 100% no</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>unprovoked, repeated and aggressive actions done with the intent to cause physical or emotional harm) 67.7% yes 32.3% no</p> <p>I am satisfied with the communication between school and home (i.e. phone calls, auto dialer, emails, websites, notices, etc) 34.8% strongly agree 58.7% agree 4.3% disagree 2.2% strongly disagree</p> <p>My child's teacher frequently communicates with me regarding my child's progress and needs 49.3% strongly agree 34.1% agree 14.5% disagree 2.2% strongly disagree</p> <p>In light of and in consideration of the impact of the COVID crisis, I am most concerned about 74.3% My child's educational/academic progress. 64% My child's social and emotional well being 24.3% My child's physical health.</p>		<p>I am satisfied with the communication between school and home (i.e. phone calls, auto dialer, emails, websites, notices, etc) 100% strongly agree</p> <p>My child's teacher frequently communicates with me regarding my child's progress and needs 100% strongly agree</p> <p>In light of and in consideration of the impact of the COVID crisis, I am most concerned about 100% My child's educational/academic progress. 100% My child's social and emotional well being. 100% My child's physical health. 100% Our constitutional rights (and children's) are being impeded 100% I do have concerns about my child's social emotional well-being along with academics 100% All three of the above. The masks need to go! 100% I am very confident that my child will not be impacted by the COVID 19 problem, as I make sure she knows what is going on</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>1 5% Our constitutional rights (and children's)are being impeded</p> <p>0 7% I do have concerns about my child's social emotional well-being along with academics.</p> <p>0 7% All three of the above. The masks need to go!</p> <p>0.7% I am very confident that my child will not be impacted by the COVID 19 problem, as I make sure she knows what is going on</p> <p>0.7% Mostly wish we could not force the kids to wear masks and distance anymore</p> <p>0.7% My child does not function well without socialization.</p> <p>0.7% none</p> <p>0 7% Our family overall health and having a routine that was needed.</p> <p>West Cottonwood Parent Survey results are as follows My child is enrolled in 96% in-seat instruction 4% distance learning</p> <p>My child has a positive relationship with 1 or more adults on campus 63% strongly agree 30% agree 7% disagree 0% strongly disagree</p> <p>My child feels safe at school</p>		<p>100% Mostly wish we could not force the kids to wear masks and distance anymore.</p> <p>100% My child does not function well without socialization.</p> <p>100% Our family overall health and having a routine that was needed</p> <p>West Cottonwood Parent Survey results are as follows My child is enrolled in 99% in-seat instruction 1% distance learning</p> <p>My child has a positive relationship with 1 or more adults on campus 100% strongly agree</p> <p>My child feels safe at school 100% strongly agree</p> <p>My child enjoys coming to school 100% yes 0% no</p> <p>My child has experienced bullying at school this year. (Bullying is defined as unprovoked, repeated and aggressive actions done with the intent to cause physical or emotional harm) 1% yes 99% no</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>35% strongly agree 65% agree 0% disagree 0% strongly disagree</p> <p>My child enjoys coming to school 96% yes 4% no</p> <p>My child has experienced bullying at school this year. (Bullying is defined as unprovoked, repeated and aggressive actions done with the intent to cause physical or emotional harm) 73% yes 27% no</p> <p>I am satisfied with the communication between school and home (i.e phone calls, auto dialer, emails, websites, notices, etc) 70% strongly agree 30% agree 0% disagree 0% strongly disagree</p> <p>My child's teacher frequently communicates with me regarding my child's progress and needs 37% strongly agree 30% agree 26% disagree 7% strongly disagree</p>		<p>I am satisfied with the communication between school and home (i.e. phone calls, auto dialer, emails, websites, notices, etc) 70% strongly agree 30% agree 0% disagree 0% strongly disagree</p> <p>My child's teacher frequently communicates with me regarding my child's progress and needs 100% strongly agree</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>In light of and in consideration of the impact of the COVID crisis, I am most concerned about</p> <p>51.9% My child's educational/academic progress</p> <p>59.3% My child's social and emotional well being</p> <p>18 5% My child's physical health</p> <p>3.7% All of the above</p> <p>3 7% The masks need to go</p> <p>3.7% My child not being able to play outside due to cohorting.</p>		
	<p>Basic Services Facilities Inspection Tool</p>	<p>100% facilities in good repair</p>	<p>100% facilities in good repair</p>	<p>100% facilities in good repair</p>
	<p>Local Indicator Parent Input</p>	<p>100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Parent Foundation.</p>	<p>100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Parent Foundation</p>	<p>100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council, LCAP Committee, and Parent Foundation.</p>
	<p>Student Engagement</p>	<p>94% attendance rate</p>	<p>% attendance rate</p>	<p>98% attendance rate</p>
	<p>Student Engagement</p>	<p>ORANGE performance level 14 3% chronic absenteeism rate</p>	<p>33% chronic absenteeism rate</p>	<p>BLUE performance level Less than 1% chronic absenteeism rate</p>
	<p>Local Indicator Staff Survey</p>	<p>Staff surveys indicated the average rating for district progress in providing professional learning for</p>	<p>Survey is not administered until the spring</p>	<p>Staff surveys indicated the average rating for district progress in providing professional learning for</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>teaching to the recently adopted academic standards in</p> <p>Rating Scale (lowest to highest) 1- Exploration and Research Phase, 2- Beginning Development, 3-Initial Implementation, 4- Full Implementation, 5- Full Implementation and Sustainability</p> <p>Staff surveys indicated the average rating for district progress in providing professional learning for teaching to the recently adopted academic standards in ELA = 3; ELD = 3 Math = 3 NGSS =3 Social Science = 3</p> <p>The average rating for the districts progress in making instructional materials that are aligned to the recently adopted academic standards in ELA = 4 ELD = 4 Math = 5 NGSS = 5 Social Science = 5</p> <p>The average rating for the districts progress in implementing policies or</p>		<p>teaching to the recently adopted academic standards in Rating Scale (lowest to highest) 1- Exploration and Research Phase, 2- Beginning Development, 3-Initial Implementation, 4- Full Implementation, 5- Full Implementation and Sustainability</p> <p>Staff surveys indicated the average rating for district progress in providing professional learning for teaching to the recently adopted academic standards in ELA = 5 ELD = 5 Math = 5 NGSS = 5 Social Science = 5</p> <p>The average rating for the districts progress in making instructional materials that are aligned to the recently adopted academic standards in ELA = 5 ELD = 5 Math = 5 NGSS = 5 Social Science = 5</p> <p>The average rating for the districts progress in implementing policies or programs to support staff in</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards in ELA = 4 ELD = 4 Math = 4 NGSS = 4 Social Science = 3</p> <p>The average rating for the districts progress in implementing each of the following academic standards adopted by the state board of education for all students in CTE = 2 Health Ed = 3 PE = 4 VAPA = 4 World Language = 2</p> <p>The district's success at engaging in the following activities with teachers and school administrators Identifying the professional learning needs of groups of teachers or staff as a whole = 3 Identifying the professional learning needs of individual teachers = 3 Identifying the professional learning needs of individual teachers = 3</p>		<p>identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards in ELA = 5 ELD = 5 Math = 5 NGSS = 5 Social Science = 5</p> <p>The average rating for the districts progress in implementing each of the following academic standards adopted by the state board of education for all students in CTE = 5 Health Ed = 5 PE = 5 VAPA = 5 World Language = 5</p> <p>The district's success at engaging in the following activities with teachers and school administrators Identifying the professional learning needs of groups of teachers or staff as a whole = 5 Identifying the professional learning needs of individual teachers = 5 Identifying the professional learning needs of individual teachers = 5</p>

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p>Parent Engagement Students will improve, both academically and socially, at school through parent information evenings to aide in home-school communication Student will improve in skills through the use of highly qualified parent volunteers Students will also have parents that are equipped to help them succeed through the use of technology Parent nights-supplies</p>	On-going	Yes		LCFF \$500	\$500 00	<p>YTD Expenditures \$0</p> <p>We have yet to implement parent nights However, we have communicated constantly with parents on ways to support their student(s) We have also implemented parent conferences and lots of one-on-one meetings to support student achievement and student's overall well-being</p>
2.2	<p>Communication Implement a user friendly website (Google translator link, links to events with details, parent links, student links, daily bulletin, monthly newsletter, parent survey) Provide SMS and weekly tech updates Monthly Principal newsletter Website annual fee Aptegey-An app for all school notifications</p>	On-going	No		LCFF \$13,775	\$13,775 00	<p>YTD Expenditures \$13,775</p> <p>Communication continues to be provided through</p> <p>Implementing a user friendly website (Google translator link, links to events with details, parent links, student links, daily bulletin, monthly newsletter, parent survey)</p> <p>Providing SMS and weekly tech updates, monthly Principal newsletter</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							Implementing a new website and app for school notifications
2.3	Broad Course of Study Provide a broad course of study to include the following Electives at West Cottonwood VAPA Career Technical Ed Robotics Culinary Arts Agriculture Music at North Cottonwood Books and supplies- instructional materials Contracted services for elective teachers	On-going	No	LCFF \$3,434	LCFF \$35,493	\$38,927 00	YTD Expenditures \$14,524 Implemented a broad course of study
2.4	Behavioral Counseling/Social Emotional Support TK-8 grade students will have access to behavioral counseling Counselor salary and benefits Social Emotional Learning Support	On-going	Yes	LCFF \$128,102 Other State \$11,272 Federal \$113,526		\$252,900 00	YTD Expenditures \$177,860 Provided behavioral counseling and social emotional support through TK-8 grade students have access to behavioral counseling Counselor Embedded social emotional learning support in the classroom
2.5	Attendance Campaign	On-going	Yes		LCFF \$7,000	\$7,000 00	YTD Expenditures \$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Attendance awareness campaign-Address at Back to School Nights and Kindergarten Round Up, Preschool orientation, and parent events Attendance incentives will be provided to students at each school site Books and supplies						Implemented an attendance campaign using the Chronic Absenteeism Coordinator and through Kindergarten Round Up
2.6	Facilities Facility projects based on maintenance plan 2.0 FTE Facilities Maintenance Staff/Maintenance Coordinator salary benefits Supplies Contracts for major facilities work and repair	On-going	No	LCFF \$156,276	LCFF \$203,724	\$360,000.00	YTD Expenditures \$107,470 We have continued to maintain and upgrade our facilities based on our maintenance plan and as needs arise We have painted, repaired bathrooms, replaced flooring in both schools, and added air purifiers to each room
2.7	Target Chronically Absent Students Using the LCSSP grant funds, through another district, we will target students that are chronically absent to eliminate any barriers that are keeping them from attending school. We will target chronically absent students using an Attendance Coordinator and Data Coordinator to	2021-2024	No		LCFF no cost	\$0.00	Chronic Absenteeism Coordinator has targeted our students that have missed over 10% of school days. She works with staff, students and families on a weekly basis to ensure consistency and reduce the number of absences. She connects families to resources in the community.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> • Set goals with students to attend school, • Connect with students on a weekly basis, • Meet with School Attendance Clerk and the Principal weekly to review data to target students, • Provide home visits for chronically absent students, • Implement a buddy mentoring program, • Attend School Attendance Review Teams (Tier 2), • Attend School Attendance Review Board (Tier 3), • Coordinate and provide professional development for staff (customer service, SEL, Restorative Justice, Capturing Kids Hearts), • Connect families with local resources and community partners to reduce barriers 						

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	for attending school, and <ul style="list-style-type: none"> Implement an attendance campaign using Attendance Works resources 						
2.8	Assistant Principal Assistant Principal to assist with behavior, chronic absenteeism, School Attendance Review Board and unduplicated pupil needs	On going	Yes	Federal \$80,117	LCFF \$27,000	\$107,117 00	YTD Expenditures \$63,996 The Assistant Principal has assisted with behavior, chronic absenteeism, School Attendance Review Board and unduplicated pupil needs as well as many other tasks. She has worked with staff at staff meetings to improve instruction and has facilitated School Site Council meetings
2.9	Home School Program Home School Program	On going	No	Federal \$182,068	LCFF \$4,000	\$186,068 00	YTD Expenditures \$92,130 Continue to implement the Home School Program to accommodate families that are not comfortable sending their children to school during the pandemic
2.10	Special Education and Student Support	On-going	No		LCFF No additional costs	\$0 00	The Special Ed Director and the

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Training in Student Study Team protocols						Mountain Valley JPS Special Ed Director have provided training for Student Study Team protocols and other Special Ed requirements

Goal 3

Rationale

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

Goal 4

Rationale

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

Goal 5

--

Rationale

--

Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report

Cottonwood Union School District

School Calendar 2022-23

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	▲▲	▲	17	18	19
20	21	22	23	★	25	26
27	28	29	30	★		

11/11

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	★	8	9	10
11	12	13	★	15	16	17
18	19	20	★	22	23	24
25	26	27	★	29	30	

21/32

October 2022						
S	M	T	W	T	F	S
					1	
2	3	4	★	6	7	8
9	10	11	★	13	14	15
16	17	18	★	20	21	22
23	24	25	★	27	28	29
30	31					

21/53

November 2022						
S	M	T	W	T	F	S
		★	★	★	★	5
6	7	8	★	10	11	12
13	14	15	★	17	18	19
20	21	22	23	24	25	26
27	28	29	★			

16/69

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	★	8	9	10
11	12	13	14	15	★	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12/81

School starts Aug 17
 School ends June 8

STAFF WORK DAYS

All Staff August 16
 Teachers Aug 15, Jan 3

HOLIDAYS/RECESSES

Labor Day Sept 5
 Veteran's Day Nov 11
 Thanksgiving Break Nov 21-25
 Winter Break Dec 19 – Jan 3
 Martin Luther King Day Jan 16
 President's Day/ Lincoln's Day Feb 20-24
 Spring Break April 3-10
 Memorial Day May 29

MINIMUM DAYS

School dismissed West 1 00
 North 1 15

Collaboration Days
 Aug 25, 31 Sept 7, 14, 21, 28
 Oct 5, 12, 19, 26 Nov 9, 16, 30
 Dec 7 Jan 4, 11, 18, 25
 Feb 1, 8, 15, 22 Mar 1, 8, 15, 22, 29
 Apr 12, 19, 26 May 4, 10,
 Parent Conferences- Nov 1-4
 Day Before Winter Break- Dec 16
 West open House- May 17
 North Open House- May 24
 Last Day of School- June 8

WEST QUARTER ENDING DATES

1st Quarter (47) Oct 21
 2nd Quarter (46) Jan 20
 3rd Quarter (45) March 31
 4th Quarter (42) June 8

NORTH TRIMESTER ENDING DATES

1st Trimester (47) Oct 21th
 2nd Trimester (66) Feb 17th
 3rd Trimester (67) Jun 8th

Emergency Makeup Days

April 17 (If Needed)
 June 9 (If Needed)

January 2023						
S	M	T	W	T	F	S
1	2	▲▲	★	5	6	7
8	9	10	★	12	13	14
15	16	17	★	19	20	21
22	23	24	★	26	27	28
29	30	31				

19/100

February 2023						
S	M	T	W	T	F	S
			★	2	3	4
5	6	7	★	9	10	11
12	13	14	★	16	17	18
19	20	21	22	23	24	25
26	27	28				

15/115

March 2023						
S	M	T	W	T	F	S
			★	2	3	4
5	6	7	★	9	10	11
12	13	14	★	16	17	18
19	20	21	★	23	24	25
26	27	28	★	30	31	

23/138

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	★	13	14	15
16	17	18	★	20	21	22
23	24	25	★	27	28	29
30						

14/152

May 2023						
S	M	T	W	T	F	S
	1	2	★	4	5	6
7	8	9	★	11	12	13
14	15	16	★	18	19	20
21	22	23	★	25	26	27
28	29	30	★			

22/174

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6/180

**COTTONWOOD UNION
ELEMENTARY SCHOOL DISTRICT
COUNTY OF SHASTA
COTTONWOOD, CALIFORNIA**

AUDIT REPORT

JUNE 30, 2021

Chavan & Associates, LLP

Certified Public Accountants

15105 Concord Circle, Ste 130

Morgan Hill, CA 95037

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Cottonwood Union Elementary School District
County of Shasta

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Cottonwood Union Elementary School District
County of Shasta

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**FINANCIAL
SECTION**



INDEPENDENT AUDITOR'S REPORT

The Honorable Board of Trustees
of the Cottonwood Union Elementary School District
Cottonwood, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Cottonwood Union Elementary School District (the District), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents

Management's Responsibility for the Financial Statements

The District's management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America, this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control Accordingly, we express no such opinion An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions



Chavan and Associates, llp
Certified Public Accountants

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2021 and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America

Emphasis of a Matter

New Accounting Standards

During the year, the District implemented Governmental Accounting Standards Board Statement No 84, *GASB Statement No 84, "Fiduciary Activities "* This statement establishes criteria for identifying fiduciary activities for accounting and financial reporting purposes and describes four fiduciary funds that should be reported, if applicable. As a result, the District increased its General Fund beginning fund balance by \$26,468 to account for activities previously reported in fiduciary funds that do not meet the fiduciary activity definition per GASB 84. Our opinion has not been modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, schedule of pension plan contributions, schedule of proportionate share of net pension liabilities, and schedule of changes in total OPEB liability, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The combining and individual nonmajor fund financial statements, as required by the Governmental Accounting Standards Board, organization schedule, schedule of instructional time, schedule of Charter Schools, schedule of financial trends and analysis, and the reconciliation of the Annual Financial and Budget report (SACS) to the audited financial



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statements, as required by the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, and schedule of expenditures of federal awards, as required by Title 2 U S Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are not a required part of the basic financial statements

The combining and individual nonmajor fund financial statements, schedule of expenditures of federal awards, schedule of instructional time, and the reconciliation of the Annual Financial and Budget report (SACS) to the audited financial statements are the responsibility of management and were derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements, schedule of expenditures of federal awards, schedule of instructional time, and the reconciliation of the Annual Financial and Budget report (SACS) to the audited financial statements are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The organization schedule, schedule of charter schools and the schedule of financial trends and analysis have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 20, 2022 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

C & A llp

January 20, 2022
Morgan Hill, California

Management's Discussion and Analysis

Cottonwood Union Elementary School District

Management's Discussion and Analysis

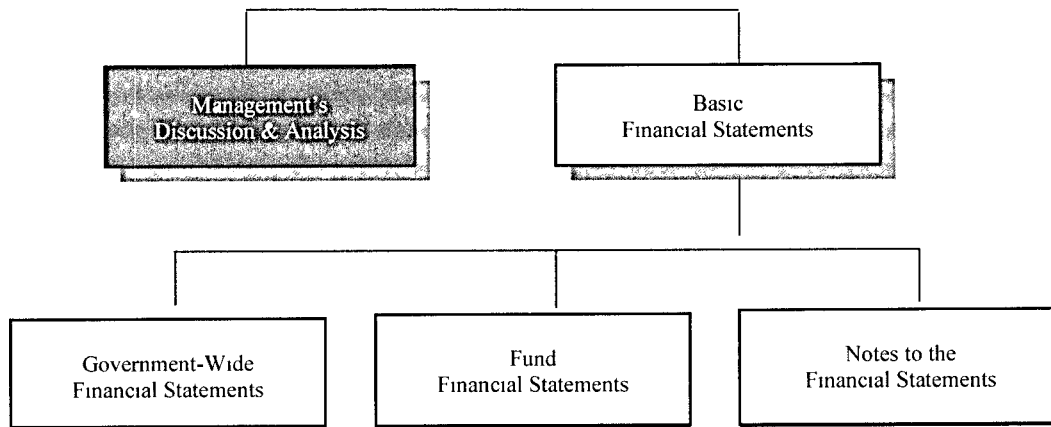
For the Fiscal Year Ended June 30, 2021

INTRODUCTION

The Management's Discussion and Analysis (MD&A) is a required section of the District's annual financial report, as shown in the overview below. The purpose of the MD&A is to present a discussion and analysis of the District's financial performance during the fiscal year that ended on June 30, 2021. This report will (1) focus on significant financial issues, (2) provide an overview of the District's financial activity, (3) identify changes in the District's financial position, (4) identify any individual fund issues or concerns, and (5) provide descriptions of significant asset and debt activity.

This information, presented in conjunction with the annual Basic Financial Statements, is intended to provide a comprehensive understanding of the District's operations and financial standing.

Required Components of the Annual Financial Report



FINANCIAL HIGHLIGHTS

Key financial highlights for the fiscal year ended June 30, 2021 were as follows:

- Total net position decreased by \$114,937 (1%), mainly due to an increase in net pension liabilities of \$631,279.
- The District recorded deferred outflows of resources of \$2,359,894 and deferred inflows of resources of \$1,079,816 as required by GASB 68 and GASB 75 for pension and other postemployment benefits accounting and reporting. Deferred outflows of resources are technically not assets but increase the Statement of Net Position similar to an asset and deferred inflows of resources are technically not liabilities but decrease the Statement of Net Position similar to liabilities. See Note 1 in the notes to financial statements for a definition.
- The District had \$12,681,129 in government-wide expenses which is 101% of total government-wide revenues. Program specific revenues in the form of operating grants and contributions and charges for services accounted for \$3,353,488, or 27%, of the total revenues of \$12,539,724.
- General revenue of \$9,186,236 which includes property taxes, unrestricted federal and state grants and LCFF sources, was 73% of total revenues in 2021 and 2020.

Cottonwood Union Elementary School District

Management's Discussion and Analysis
For the Fiscal Year Ended June 30, 2021

- The fund balances of all governmental funds increased by \$1,155,263, which is a 33.9% decrease from 2020
- Total governmental fund revenues and expenditures totaled \$12,599,540 and \$11,470,745, respectively

USING THE ANNUAL REPORT

This annual report consists of a series of basic financial statements and notes to those statements. These statements are organized so the reader can understand the District as an entire operating entity. The statements provide an increasingly detailed look at specific financial activities.

The Statement of Net Position and Statement of Activities comprise the government-wide financial statements and provide information about the activities of the whole District, presenting both an aggregate view of the District's finances and a longer-term view of those finances. Fund financial statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. The fund financial statements also look at the District's most significant funds with all other non-major funds presented in total in one column. In the case of the District, the General Fund is by far the most significant fund. The basic financial statements also include notes that explain some of the information in the financial statements and provide more detailed data.

OVERVIEW OF THE FINANCIAL STATEMENTS

The full annual financial report is a product of three separate parts: the basic financial statements, supplementary information, and this section, the Management's Discussion and Analysis. The three sections together provide a comprehensive financial overview of the District. The basic financials are comprised of two kinds of statements that present financial information from different perspectives, government-wide and fund statements.

- Government-wide financial statements, which comprise the first two statements, provide both short-term and long-term information about the District's overall financial position.
- Individual parts of the District, which are reported as fund financial statements, focus on reporting the District's operations in more detail. These fund financial statements comprise the remaining statements.
- Notes to the financials, which are included in the financial statements, provide more detailed data and explain some of the information in the statements. The required supplementary information section provides further explanations and provides additional support for the financial statements.

GOVERNMENT-WIDE FINANCIAL STATEMENTS - STATEMENT OF NET POSITION AND THE STATEMENT OF ACTIVITIES

While this document contains the large number of funds used by the District to provide programs and activities, the view of the District as a whole looks at all financial transactions and asks the question, "How did we do financially during the fiscal year 2020 - 2021?" The Statement of Net Position and the Statement of Activities answer this question. These statements include all assets and liabilities using the accrual basis of accounting similar to the accounting practices used by most private-sector companies.

Cottonwood Union Elementary School District

Management's Discussion and Analysis

For the Fiscal Year Ended June 30, 2021

This basis of accounting takes into account all of the current year revenues and expenses regardless of when cash is received or paid

These two statements report the District's net position and changes in net position. This change in net position is important because it tells the reader that, for the District as a whole, the financial position of the District has improved or diminished. The causes of this change may be the result of many factors, some financial, and some not. Non-financial factors include the District's property tax base, current property tax laws in California restricting revenue growth, facility conditions, required educational programs and other factors.

In the Statement of Net Position and the Statement of Activities, the District reports governmental activities. Governmental activities are the activities where most of the District's programs and services are reported including, but not limited to, instruction, support services, operation and maintenance of plant, pupil transportation and extracurricular activities. The District does not have any business type activities.

REPORTING THE DISTRICT'S MOST SIGNIFICANT FUNDS

Fund Financial Statements

The analysis of the District's major funds begins on with the Balance Sheet. Fund financial reports provide detailed information about the District's major funds. The District uses many funds to account for a multitude of financial transactions. These fund financial statements focus on each of the District's most significant funds. The District's major governmental fund was the General Fund and Cafeteria Special Revenue Fund.

Governmental Funds

Most of the District's activities are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end available for spending in the future periods. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's general government operations and the basic services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the future to finance educational programs. The relationship (or differences) between governmental activities (reported in the Statement of Net position and the Statement of Activities) and governmental funds is reconciled in the financial statements.

Cottonwood Union Elementary School District
 Management's Discussion and Analysis
 For the Fiscal Year Ended June 30, 2021

THE DISTRICT AS A WHOLE

Recall that the Statement of Net Position provides the perspective of the District as a whole Table 1 provides a summary of the District's net position as of June 30, 2021 as compared to June 30, 2020

Table 1 - Summary of Statement of Net Position

Description	2021	2020	Change	Percentage Change
Assets				
Current and Other Assets	\$ 5,755,176	\$ 4,054,248	\$ 1,700,928	41.95%
Capital Assets	16,676,175	17,306,033	(629,858)	-3.64%
Total Assets	\$ 22,431,351	\$ 21,360,281	\$ 1,071,070	5.01%
Total Deferred Outflows of Resources	\$ 2,359,894	\$ 2,626,711	\$ (266,817)	-11.31%
Liabilities				
Current Liabilities	\$ 1,189,666	\$ 644,001	\$ 545,665	84.73%
Long-term Liabilities	14,787,859	14,322,832	465,027	3.25%
Total Liabilities	\$ 15,977,525	\$ 14,966,833	\$ 1,010,692	6.75%
Total Deferred Inflows of Resources	\$ 1,079,816	\$ 1,171,318	\$ (91,502)	-8.47%
Net Position				
Net Investment in Capital Assets	\$ 14,364,712	\$ 15,506,193	\$ (1,141,481)	-7.36%
Restricted	634,659	472,988	161,671	34.18%
Unrestricted	(7,265,467)	(8,130,340)	864,873	10.64%
Total Net Position	\$ 7,733,904	\$ 7,848,841	\$ (114,937)	-1.46%

During the year, deferred outflows of resources decreased by 11%, and long-term liabilities increased by 3% mostly because of changes in pension and benefit amounts and actuarial assumptions related to GASB 68 and GASB 75. GASB 68 requires all local governments that participate in cost sharing pension plans to record its proportionate share of net pension liabilities from pension plans in the government-wide financial statements. There was no impact on fund balance as a result of GASB 68 and GASB 75.

Cottonwood Union Elementary School District
 Management's Discussion and Analysis
 For the Fiscal Year Ended June 30, 2021

Table 2 shows the changes in net position for fiscal year 2021 as compared to 2020

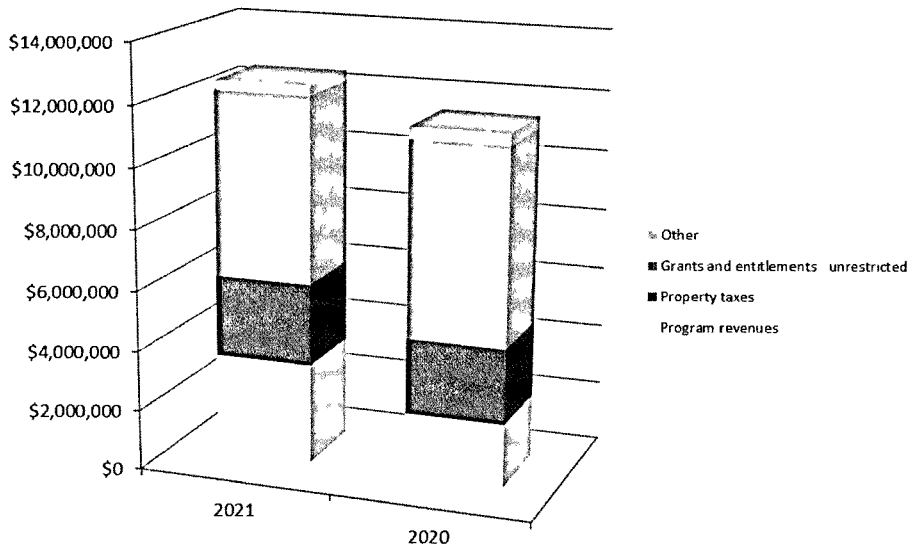
Table 2 - Summary of Changes in Statement of Activities				
Description	2021	2020	Change	Percentage Change
Revenues				
Program revenues	\$ 3,353,488	\$ 2,123,210	\$ 1,230,278	57.94%
General revenues				
Property taxes	2,708,283	2,497,233	211,050	8.45%
Grants and entitlements - unrestricted	6,159,048	6,476,227	(317,179)	-4.90%
Other	318,905	384,091	(65,186)	-16.97%
Total Revenues	12,539,724	11,480,761	1,058,963	9.22%
Program Expenses				
Instruction	8,091,048	8,050,682	40,366	0.50%
Instruction-related services	988,182	1,145,203	(157,021)	-13.71%
Pupil services	1,288,086	1,417,827	(129,741)	-9.15%
General administration	782,262	772,193	10,069	1.30%
Plant services	1,167,983	1,260,990	(93,007)	-7.38%
Ancillary services	253,489	220,115	33,374	15.16%
Interest on long-term debt	110,079	178,763	(68,684)	-38.42%
Total Expenses	12,681,129	13,045,773	(364,644)	-2.80%
Change in Net Position	(141,405)	(1,565,012)	1,423,607	90.96%
Beginning Net Position	7,848,841	9,413,853	(1,565,012)	-16.62%
Prior Period Adjustments	26,468	-	26,468	100.00%
Ending Net Position	\$ 7,733,904	\$ 7,848,841	\$ (114,937)	-1.46%

The District's expenses for instructional services were 72% of total expenses in 2020-21 as compared to 70% in 2019-20. The purely administrative activities of the District accounted for 6% of total costs in 2020-21 and in 2019-20. Interest on long-term debt represented 1% of total expenses in 2020-21 and in 2019-20. Total expenses were 101% of revenue in 2020-21 and 114% in 2019-20, which is reflected in the deficit change in net position of \$114,937 in 2020-21 versus \$1,565,012 in 2019-20. In regard to revenue, program revenues were 27% of total revenues in 2020-21 and 18% of total revenues in 2019-20.

Cottonwood Union Elementary School District
 Management's Discussion and Analysis
 For the Fiscal Year Ended June 30, 2021

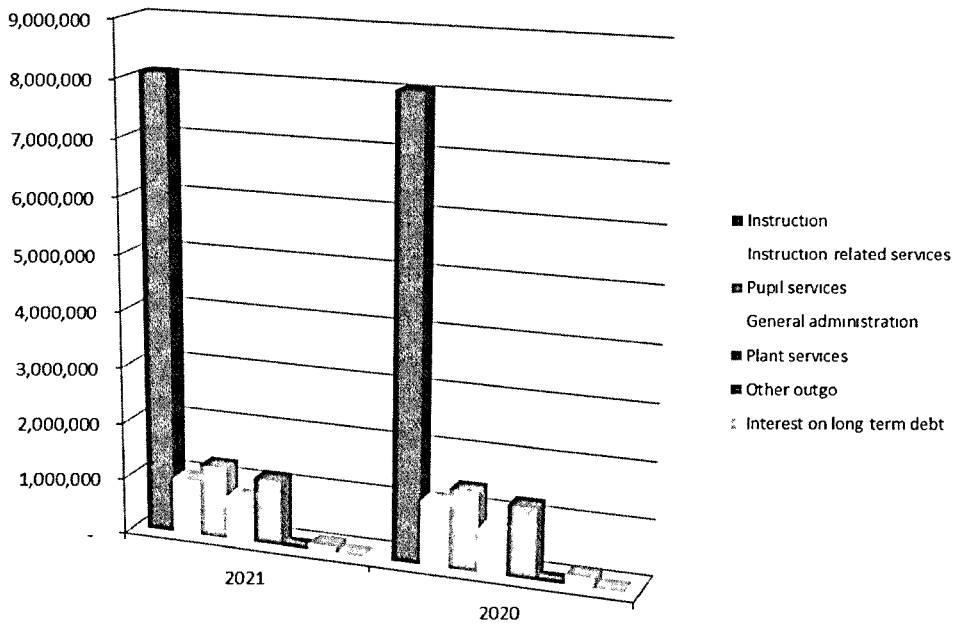
The following is a summary of government wide revenues for the fiscal year ended June 30, 2021

Gov't Wide Revenues



The following is a summary of expenses by function for the fiscal year ended June 30, 2021

Gov't Wide Program Expenses



Cottonwood Union Elementary School District

Management's Discussion and Analysis

For the Fiscal Year Ended June 30, 2021

GOVERNMENTAL ACTIVITIES

The Statement of Activities shows the cost of program services and the charges for services and grants offsetting those services. Table 3 shows the net cost of services as compared to the prior fiscal year. That is, it identifies the cost of these services supported by general revenues for the government-wide statements (not the General Fund).

Table 3 - Net Cost of Services

Description	2021	2020	Change	Percentage Change
Instruction	\$ 5,903,243	\$ 6,713,609	\$ (810,366)	-12.1%
Instruction-related services	855,624	1,088,246	(232,622)	-21.4%
Pupil services	757,697	1,054,919	(297,222)	-28.2%
General administration	719,743	729,885	(10,142)	-1.4%
Plant services	1,066,420	1,260,990	(194,570)	-15.4%
Ancillary services	8,031	15,058	(7,027)	-46.7%
Other outgo	(93,196)	(118,907)	25,711	27.6%
Interest on long-term debt	110,079	178,763	(68,684)	-38.4%
Total Net Cost of Services	\$ 9,327,641	\$ 10,922,563	\$ (1,594,922)	-14.60%

The following summarizes the District's functions:

- *Instruction* expenditures include activities directly dealing with the teaching of pupils.
- *Instruction-related Services* include the activities involved with assisting staff with the content and process of educating students.
- *Pupil Services* include guidance and counseling, psychological, health, speech and testing services, transporting students, as well as preparing, delivering, and serving meals to students.
- *General Administration* reflects expenditures associated with the administrative and financial supervision of the School District. Typical functions would include the Board of Trustees and Superintendent, Human Resources, Data Processing and Business Services.
- *Plant Services* involve keeping the school grounds and equipment in effective working condition.
- *Ancillary Services* represent the expenditures associated with co-curricular and athletic programs.
- *Other Outgo* includes tuitions and transfers of resources between the District and other educational agencies for services provided to District students.

THE DISTRICT'S FUNDS

Table 4 provides an analysis of the District's fund balances and the total change in fund balances from the prior year.

Table 4 - Summary of Fund Balances

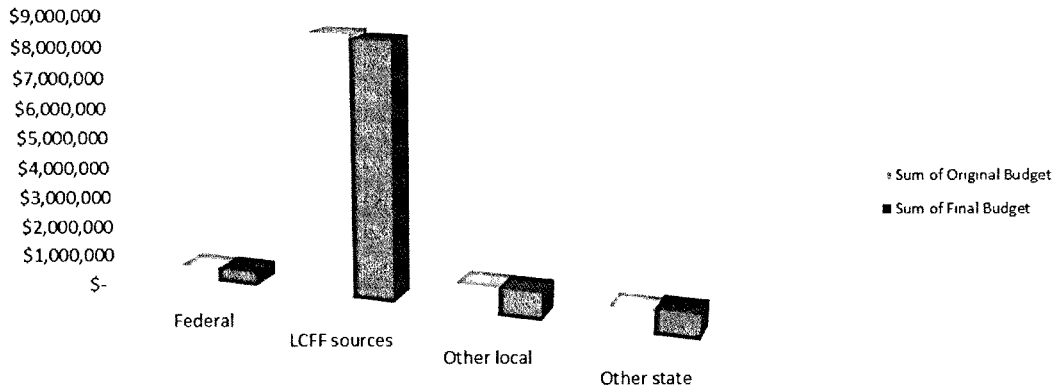
Description	2021	2020	Change	Percentage Change
General Fund	\$ 4,116,132	\$ 3,057,779	\$ 1,058,353	34.6%
Cafeteria Fund	87,746	45,245	42,501	93.9%
Special Reserve Fund for Cap Out Proj	85,883	60,171	25,712	42.7%
Capital Facilities Fund	15,039	2,257	12,782	566.3%
Bond Interest and Redemption Fund	260,710	244,795	15,915	6.5%
Total Fund Balances	\$ 4,565,510	\$ 3,410,247	\$ 1,155,263	33.9%

Cottonwood Union Elementary School District
 Management's Discussion and Analysis
 For the Fiscal Year Ended June 30, 2021

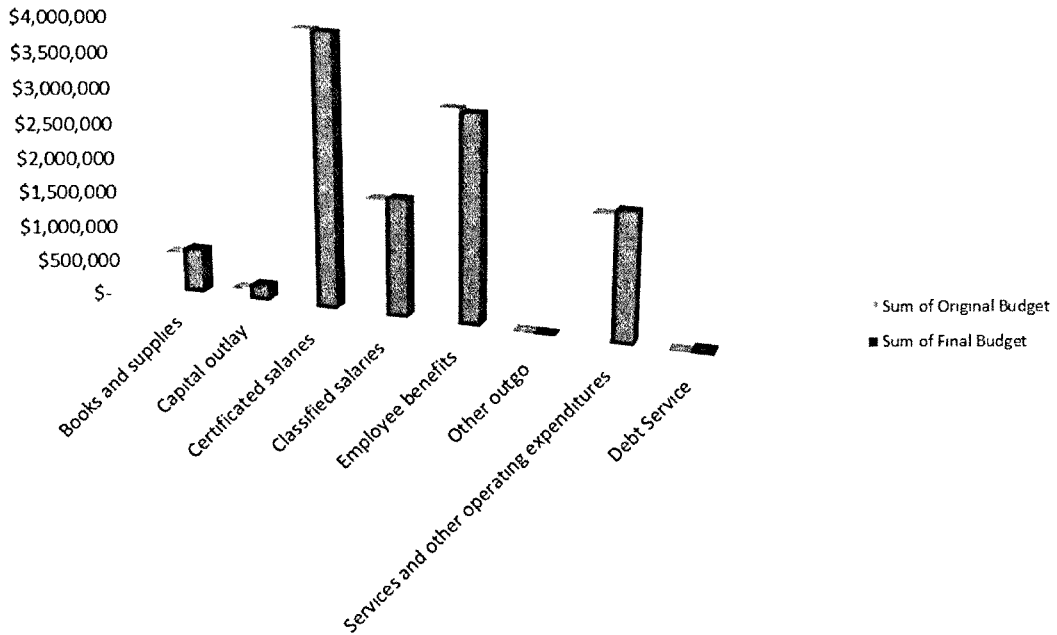
FINANCIAL ANALYSIS OF THE GENERAL FUND AND BUDGETING HIGHLIGHTS

The District's budget is prepared according to California law and in the modified accrual basis of accounting. During the course of the 2020-21 fiscal year, the District revised its General Fund budget twice, at 1st Interim and 2nd interim. The following charts summarize the changes from the District's original and final budgets.

General Fund Budgeted Revenues



General Fund Budgeted Expenditures



Cottonwood Union Elementary School District
 Management's Discussion and Analysis
 For the Fiscal Year Ended June 30, 2021

CAPITAL ASSETS

Table 5 shows June 30, 2021 balances as compared to June 30, 2020

Table 5 - Summary of Capital Assets Net of Depreciation				
Description	2021	2020	Change	Percentage Change
Land	\$ 168,450	\$ 168,450	\$ -	0 00%
Buildings	15,961,176	16,492,714	(531,538)	-3 22%
Site Improvements	249,423	286,552	(37,129)	-12 96%
Equipment	297,126	358,317	(61,191)	-17 08%
Total Capital Assets - Net	\$ 16,676,175	\$ 17,306,033	\$ (629,858)	-3.64%

LONG TERM DEBT

Table 6 summarizes the percent changes in Long-term Debt over the past two years

Table 6 - Summary of Long-term Liabilities				
Description	2021	2020	Change	Percentage Change
General Obligation Bonds	\$ 1,363,504	\$ 1,480,942	\$ (117,438)	-7 93%
Capital Lease Obligations	1,069,870	1,228,452	(158,582)	-12 91%
Net Pension Liabilities	11,543,307	10,912,028	631,279	5 79%
Total OPEB Liability	709,644	615,799	93,845	15 24%
Compensated Absences	101,534	85,611	15,923	18 60%
Total Long-term Liabilities	\$ 14,787,859	\$ 14,322,832	\$ 465,027	3.25%

FACTORS BEARING ON THE DISTRICT'S FUTURE

The Local Control Funding Formula (LCFF) model is now at the fully funded level. This means that enrollment needs to be monitored closely as declining enrollment most likely means declining revenue. The District has been in declining enrollment for many years with the 2018/19 year being an exception. Due to the pandemic, the 2020/21 school year funding was based on the P-2 ADA for 19/20 school year, districts were held harmless for changes in enrollment in the 2020/21 fiscal year. The Cottonwood Union School District had approximately 20% of its students enrolled in Distance Learning during this year. Enrollment will continue being monitored very closely and projected enrollment numbers are conservatively based on the current enrollment.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. For questions regarding this report or additional financial information, please contact

Mr. Doug Geren, Superintendent
 Cottonwood Union Elementary School District
 20512 W. First Street
 Cottonwood, CA 96022

Basic Financial Statements

Cottonwood Union Elementary School District
Statement of Net Position
June 30, 2021

	<u>Governmental Activities</u>
Assets	
Cash and investments	\$ 3,652,918
Receivables	2,096,909
Inventory	4,335
Prepaid expenses	1,014
Capital assets - net	16,676,175
Total Assets	<u>\$ 22,431,351</u>
 Deferred Outflows of Resources	
Pension adjustments and changes	\$ 2,278,424
OPEB adjustments	81,470
Total Deferred Outflows of Resources	<u>\$ 2,359,894</u>
 Liabilities	
Accounts payable	\$ 1,123,367
Unearned revenue	66,299
Long-term liabilities	
Due within one year	179,123
Due after one year	14,608,736
Total Liabilities	<u>\$ 15,977,525</u>
 Deferred Inflows of Resources	
Pension adjustments and changes	\$ 957,868
OPEB adjustments	121,948
Total Deferred Inflows of Resources	<u>\$ 1,079,816</u>
 Net Position	
Net investment in capital assets	\$ 14,364,712
Restricted for	
Educational programs	290,538
Debt service	260,710
Cafeteria programs	83,411
Unrestricted	(7,265,467)
Total Net Position	<u>\$ 7,733,904</u>

The notes to basic financial statements are an integral part of this statement

Cottonwood Union Elementary School District
Statement of Activities
For the Fiscal Year Ended June 30, 2021

	Expenses	Program Revenues		Net (Expense)
		Charges for Services	Operating Grants and Contributions	Revenue and Changes in Net Position
				Total Governmental Activities
Governmental activities				
Instruction	\$ 8,091,048	\$ 1,235	\$ 2,186,570	\$ (5,903,243)
Instruction-related services				
Supervision of instruction	123,079	-	46,928	(76,151)
Instruction library, media and technology	146,992	-	19,183	(127,809)
School site administration	718,111	-	66,447	(651,664)
Pupil services				
Home-to-school transportation	419,480	-	25,481	(393,999)
Food services	451,831	-	409,989	(41,842)
All other pupil services	416,775	-	94,919	(321,856)
General administration				
Data processing	19,626	-	-	(19,626)
All other general administration	762,636	937	61,582	(700,117)
Plant services	1,167,983	-	101,563	(1,066,420)
Ancillary services	253,489	-	245,458	(8,031)
Other outgo	-	91,817	1,379	93,196
Interest on long-term debt	110,079	-	-	(110,079)
Total governmental activities	<u>\$ 12,681,129</u>	<u>\$ 93,989</u>	<u>\$ 3,259,499</u>	<u>(9,327,641)</u>
General revenues				
Taxes and subventions				
Taxes levied for general purposes				2,505,092
Taxes levied for debt service				203,191
Federal and state aid not restricted to specific purposes				6,159,048
Interest and investment earnings				94,385
Interagency revenues				140,974
Miscellaneous				143,365
Special item				
Loss on disposal of capital assets				(59,819)
Total general revenues and special items				<u>9,186,236</u>
Change in net position				(141,405)
Net position beginning				7,848,841
Prior period adjustment - GASB 84				26,468
Net position beginning, as adjusted				<u>7,875,309</u>
Net position ending				<u>\$ 7,733,904</u>

The notes to basic financial statements are an integral part of this statement

Cottonwood Union Elementary School District
Governmental Funds
Balance Sheet
June 30, 2021

	General Fund	Cafeteria Fund	Nonmajor Governmental Funds	Total Governmental Funds
Assets				
Cash and investments	\$ 3,217,522	\$ 73,764	\$ 361,632	\$ 3,652,918
Accounts receivable	2,032,925	63,984	-	2,096,909
Inventory	-	4,335	-	4,335
Other assets	1,014	-	-	1,014
Total Assets	\$ 5,251,461	\$ 142,083	\$ 361,632	\$ 5,755,176
Liabilities and Fund Balances				
Liabilities				
Accounts payable	\$ 1,069,030	\$ 54,337	\$ -	\$ 1,123,367
Unearned revenue	66,299	-	-	66,299
Total Liabilities	1,135,329	54,337	-	1,189,666
Fund balances				
Nonspendable				
Revolving fund	2,000	-	-	2,000
Inventory	-	4,335	-	4,335
Prepaid expenditures	1,014	-	-	1,014
Restricted for				
Educational programs	290,538	-	-	290,538
Cafeteria programs	-	83,411	-	83,411
Debt service	-	-	260,710	260,710
Capital projects	-	-	100,922	100,922
Assigned for				
Educational programs	2,051,026	-	-	2,051,026
Bus fleet replacement	125,000	-	-	125,000
Technology	100,000	-	-	100,000
Textbooks	200,000	-	-	200,000
Special education programs	200,000	-	-	200,000
Staffing	400,000	-	-	400,000
Other postemployment benefits	203,919	-	-	203,919
Unassigned				
Reserve for economic uncertainties	542,635	-	-	542,635
Total Fund Balances	4,116,132	87,746	361,632	4,565,510
Total Liabilities and Fund Balances	\$ 5,251,461	\$ 142,083	\$ 361,632	\$ 5,755,176

The notes to basic financial statements are an integral part of this statement

Cottonwood Union Elementary School District
Reconciliation of the Governmental Funds
Balance Sheet to the Statement of Net Position
June 30, 2021

Total fund balances - governmental funds		\$ 4,565,510
Capital assets for governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of the assets is \$27,503,566 and the accumulated depreciation is \$10,827,391		16,676,175
Deferred outflows of resources include amounts that will not be included in the calculation of the District's net pension liability of the plan year included in this report such as current fiscal year contributions as recorded in the fund statements		2,278,424
The differences from pension plan assumptions in actuarial valuations are not included in the plans' actuarial study until the next fiscal year and are reported as deferred inflows of resources in the Statement of Net Position		(957,868)
The differences between projected and actual amounts in the OPEB plan is not included in the plan's actuarial study until the next fiscal year and are reported as deferred outflows or inflows of resources in the statement of net position		(40,478)
Long-term liabilities are not due and payable in the current period and therefore are not reported as liabilities in the funds. Long-term liabilities at year-end consist of		
General obligation bonds	\$ 1,363,504	
Capital lease liability	1,069,870	
Net pension liabilities	11,543,307	
Total OPEB liability	709,644	
Compensated absences	<u>101,534</u>	<u>(14,787,859)</u>
Total net position - governmental activities		<u>\$ 7,733,904</u>

The notes to basic financial statements are an integral part of this statement

Cottonwood Union Elementary School District
Governmental Funds
Statement of Revenues, Expenditures and Changes in Fund Balances
For the Fiscal Year Ended June 30, 2021

	General Fund	Cafeteria Fund	Nonmajor Governmental Funds	Total Governmental Funds
Revenues				
LCFF Sources	\$ 8,462,742	\$ -	\$ -	\$ 8,462,742
Federal	1,144,158	334,645	-	1,478,803
Other state	1,378,027	37,742	2,723	1,418,492
Other local	926,822	15,864	296,817	1,239,503
Total revenues	11,911,749	388,251	299,540	12,599,540
Expenditures				
Instruction	7,092,452	-	-	7,092,452
Instruction-related services				
Supervision of instruction	113,632	-	-	113,632
Instruction library, media and technology	122,542	-	-	122,542
School site administration	660,344	-	-	660,344
Pupil services				
Home-to-school transportation	302,916	-	-	302,916
Food services	65,879	350,750	-	416,629
All other pupil services	384,786	-	-	384,786
General administration				
Data processing	18,120	-	-	18,120
All other general administration	696,372	-	758	697,130
Plant services	1,022,609	-	-	1,022,609
Ancillary services	253,489	-	-	253,489
Debt service				
Principal	84,209	-	163,710	247,919
Interest and fees	32,514	-	105,663	138,177
Total expenditures	10,849,864	350,750	270,131	11,470,745
Excess (deficiency) of revenues over (under) expenditures	1,061,885	37,501	29,409	1,128,795
Other financing sources (uses)				
Transfers in	-	5,000	25,000	30,000
Transfers out	(30,000)	-	-	(30,000)
Total other financing sources (uses)	(30,000)	5,000	25,000	-
Changes in fund balances	1,031,885	42,501	54,409	1,128,795
Fund balances beginning	3,057,779	45,245	307,223	3,410,247
Prior period adjustments - GASB 84	26,468	-	-	26,468
Fund balances beginning - as adjusted	3,084,247	45,245	307,223	3,436,715
Fund balances ending	<u>\$ 4,116,132</u>	<u>\$ 87,746</u>	<u>\$ 361,632</u>	<u>\$ 4,565,510</u>

The notes to basic financial statements are an integral part of this statement

Cottonwood Union Elementary School District
 Reconciliation of the Governmental Funds
 Statement of Revenues, Expenditures and Changes in Fund Balance
 to the Statement of Activities
 For the Fiscal Year Ended June 30, 2021

Total net change in fund balances - governmental funds		\$ 1,128,795
Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. There was a depreciation expense of \$570,039 in the period		(570,039)
Governmental funds do not report loss on disposal of capital assets. However, in the government-wide statement of activities and changes in net position, the cost to dispose of capital assets, net any proceeds, is accounted for as a special item		(59,819)
The governmental funds report long-term debt proceeds as an other financing source, while repayment of debt principal is reported as an expenditure. Also, governmental funds report the effect of prepaid issuance costs and premiums when debt is first issued, whereas these amounts are deferred and amortized in the statement of activities. Interest is recognized as an expenditure in the governmental funds when it is due. The net effect of these differences in the treatment of long-term debt and related items is as follows:		
General obligation bond principal	\$ 89,337	
Capital lease principal	158,582	
Accreted Interest	20,101	
Amortization of bond premiums	8,000	276,020
In the statement of activities, compensated absences are measured by the amount earned during the year. In governmental funds, however, expenditures for those items are measured by the amount of financial resources used (essentially the amounts paid). This year vacation earned was less than vacation used		(15,923)
In governmental funds, actual contributions to pension plans are reported as expenditures in the year incurred. However, in the government-wide statement of activities, only the current year pension expense as noted in the plans' valuation reports is reported as an expense, as adjusted for deferred inflows and outflows of resources		(861,967)
In governmental funds, actual contributions to OPEB plans are reported as expenditures in the year incurred. However, in the government-wide statement of activities, only the current year OPEB expense as noted in the plan's valuation reports is reported as an expense, as adjusted for deferred inflows and outflows of resources		(38,472)
Change in net position of governmental activities		<u>\$ (141,405)</u>

The notes to basic financial statements are an integral part of this statement

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Notes to the Basic Financial Statements

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

1. SIGNIFICANT ACCOUNTING POLICIES

A Accounting Principles

Cottonwood Union Elementary School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The account policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the U S Governmental Accounting Standards Board ("GASB") and the American Institute of Certified Public Accountants ("AICPA")

B Reporting Entity

The District is the level of government primarily accountable for activities related to public education. The governing authority consists of five elected officials who, together, constitute the Board of Trustees. The District's combined financial statements include the accounts of all its operations. The District evaluated whether any other entity should be included in these financial statements using the criteria established by GASB. The basic, but not the only, criterion for including a governmental department, agency, institution, commission, public authority, or other governmental organization in a governmental unit's reporting entity for general purpose financial reports is the ability of the governmental unit's elected officials to exercise oversight responsibility over such agencies. Oversight responsibility implies that one governmental unit is dependent on another and that the dependent unit should be reported as part of the other. Oversight responsibility is derived from the governmental unit's power and includes, but is not limited to

- Financial interdependency
- Selection of governing authority
- Designation of management
- Ability to significantly influence operations
- Accountability for fiscal matters

The District does not have any component units and is not a component unit of any reporting entity for the fiscal year ended June 30, 2021.

C Basis of Presentation

Government-wide Financial Statements:

The government-wide financial statements (i.e., the Statement of Net Position and the Statement of Activities) report information on all of the non-fiduciary activities of the District. Eliminations have been made to minimize the effect of interfund activities. The Statement of Net Position reports all assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position.

The government-wide statements are prepared using the economic resources measurement focus. This is the same approach used in the preparation of the proprietary fund and fiduciary fund financial statements but differs from the manner in which governmental fund financial statements are prepared. Governmental fund financial statements, therefore, include a reconciliation with

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

brief explanations to better identify the relationship between the government-wide statements and the statements for the governmental funds

The government-wide Statement of Activities presents a comparison between direct expenses and program revenues for each function or program of the District's governmental activities. Direct expenses are those that are specifically associated with a service, program, or department and are therefore clearly identifiable to a particular function. The District does not allocate indirect expenses to functions in the Statement of Activities. Program revenues include charges paid by the recipients of goods or services offered by a program, as well as grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues of the District, with certain exceptions. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the District.

Fund Financial Statements:

Fund financial statements report detailed information about the District. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major governmental fund is presented in a separate column, and all non-major funds are aggregated into one column. The Enterprise Fund is presented in the proprietary fund statements. Fiduciary funds are reported by fund type.

The accounting and financial treatment applied to a fund is determined by its measurement focus. All governmental funds are accounted for using a flow of current financial resources measurement focus. With this measurement focus, only current assets and current liabilities are generally included on the balance sheet. The Statement of Revenues, Expenditures, and Changes in Fund Balances for these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

Fiduciary funds are reported using the economic resources measurement focus except for agency fund, which have no measurement focus.

D Basis of Accounting

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Government-wide financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting. Fiduciary funds use the accrual basis of accounting.

Revenues - Exchange and Non-exchange Transactions:

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded under the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. To achieve comparability of reporting among California districts, and so as not to distort normal revenue patterns with specific respect to reimbursement grants and correction to

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

state-aid apportionments, the California Department of Education has defined available for district as collectible within one year

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants and entitlements is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted, matching requirements, in which the District must provide local resources to be used for a specific purpose, and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Deferred Outflows/Deferred Inflows:

In addition to assets, the Statement of Net Position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s), and as such will not be recognized as an outflow of resources (expense/expenditures) until then. The District has recognized a deferred outflow of resources related to the recognition of the benefit plans liability reported in the Statement of Net Position.

In addition to liabilities, the statement of net position reports a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and as such, will not be recognized as an inflow of resources (revenue) until that time. The District has recognized a deferred inflow of resources related to the recognition of the pension and OPEB liability reported which is in the Statement of Net Position.

Unearned Revenue:

Unearned revenue arises when assets (such as cash) are received before revenue recognition criteria have been satisfied. Grants and entitlements received before eligibility requirements (such as qualified expenditures) are met are recorded as liabilities from unearned revenue.

Unavailable Revenue:

In the governmental fund financial statements, receivables associated with non-exchange transactions that will not be collected within the availability period have been recorded as deferred inflows of resources as unavailable revenue.

Expenses/Expenditures:

Using the accrual basis of accounting, expenses are recognized at the time a liability is incurred. On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred, as under the accrual basis of accounting. However, under the modified accrual basis of accounting, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

E Fund Accounting

The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows, liabilities, deferred inflows, fund equity or retained earnings, revenues, and expenditures or expenses, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled. The District's accounts are organized into major, nonmajor, and fiduciary funds as follows:

Major Governmental Funds:

The *General Fund* is the general operating fund of the District. It is used to account for all financial resources except those required to be accounted for in another fund and includes transactions accounted for in the Special Reserve Fund for Other Than Capital Outlay Projects and the Special Reserve Fund for Postemployment Benefits. These funds are not substantially composed of restricted or committed revenue sources and do not meet the definition of a special revenue fund. Because these funds do not meet the definition of a special revenue fund under GASB 54, the activity in these funds are being reported within the General Fund.

The *Cafeteria Special Revenue Fund* is used to account separately for federal, state, and local resources received to operate the District's food service program (*California Education Code*, Sections 38091 and 38100).

Nonmajor Governmental Funds:

Special Revenue Funds are established to account for the proceeds from specific resources that are restricted to the financing of particular activities. The District has no nonmajor special revenue funds for fiscal year ending June 30, 2021.

Capital Projects Funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities:

- The *Capital Facilities Fund* is used primarily to account for funds received from fees levied on developers or others as a condition for approving development (*California Education Code*, Sections 17620-17626).
- The *Special Reserve Fund for Capital Outlay Projects* was established to provide for the accumulation of General Fund monies for capital outlay purposes only.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

Debt Service Funds are established to account for the accumulation of resources for the payment of the principal and interest on long-term debt

- The *Bond Interest and Redemption Fund* is used to account for the repayment of bonds (*California Education Code*, Sections 15125-15262)

Fiduciary Funds:

Fiduciary Fund reporting focuses on net position and changes in net position. Fiduciary funds are used to report assets held in a trustee or custodial capacity for others and therefore cannot be used to support the District's own programs. The fiduciary fund category includes pension (and other employee benefit) trust funds, investment trust funds, private-purpose trust funds, and custodial funds. The District did not report any Fiduciary Funds as of year end.

F Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all governmental funds. By state law, the District's governing board must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements.

These budgets are revised by the District's governing board during the year to give consideration to unanticipated income and expenditures. The original and final revised budgets for the General Fund and major special revenue funds are presented as Required Supplementary Information.

Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts.

G Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated on June 30.

H Benefit Plans

Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the District's California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System (CalSTRS) plans and additions to/deductions from the plans' fiduciary net position have been determined on the same basis as they are reported by CalPERS and CalSTRS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

GASB Statement No 68, *Accounting and Financial Reporting for Pensions - an amendment of GASB Statement No 27* requires that the reported results must pertain to liability and asset information within certain defined time frames

For this period, the following time frames were used

Valuation Date	June 30, 2019
Measurement Date	June 30, 2020
Measurement Period	July 1, 2019 to June 30, 2020

The following summarizes the District's pension plan balances for the fiscal year

	PERS	STRS	Total
Deferred outflows of resources	\$ 720,816	\$ 1,557,608	\$ 2,278,424
Deferred inflows of resources	\$ 218,341	\$ 739,527	\$ 957,868
Pension expense	\$ 811,729	\$ 1,338,819	\$ 2,150,548
Net pension liabilities	\$ 3,790,587	\$ 7,752,720	\$ 11,543,307

Other Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the total OPEB liability, deferred outflows of resources and deferred inflows of resources, and OPEB expense, information about the District's Retiree Benefits Plan (the OPEB Plan) and additions to/deductions are based on when they are due and payable in accordance with the benefit terms for the measurement period included in the OPEB plan's actuarial reports

Valuation Date	June 30, 2019
Measurement Date	June 30, 2020
Measurement Period	July 1, 2019 to June 30, 2020

I Assets, Liabilities, and Equity

a) Cash and Investments

Cash balances held in banks and in revolving funds are insured to \$250,000 by the Federal Deposit Insurance Corporation

In accordance with *Education Code* Section 41001, the District maintains substantially all of its cash in the County Treasury. The county pools these funds with those of other districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

All District-directed investments are governed by Government Code Section 53601 and Treasury investment guidelines. The guidelines limit specific investments to government securities, domestic chartered financial securities, domestic corporate issues, and California municipal securities. The District's securities portfolio is held by the County Treasurer. Interest earned on investments is recorded as revenue of the fund from which the investment was made.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

The county is authorized to deposit cash and invest excess funds by California Government Code Section 53648. The funds maintained by the county are either secured by federal depository insurance or are collateralized.

b) Fair Value Measurements

Investments are recorded at fair value in accordance with GASB Statement No. 72, *Fair Value Measurement and Application*. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment income. Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction.

In determining this amount, three valuation techniques are available:

- Market approach - This approach uses prices generated for identical or similar assets or liabilities. The most common example is an investment in a public security traded in an active exchange such as the NYSE.
- Cost approach - This technique determines the amount required to replace the current asset. This approach may be ideal for valuing donations of capital assets or historical treasures.
- Income approach - This approach converts future amounts (such as cash flows) into a current discounted amount.

Each of these valuation techniques requires inputs to calculate a fair value. Observable inputs have been maximized in fair value measures, and unobservable inputs have been minimized.

c) Inventories and Prepaid Expenditures

Inventories

Inventories consist of supplies and materials. Expenses are recorded as the supplies and materials are consumed. Inventories are valued on the average cost method for purchased supplies and materials. Donated commodities inventory is valued at its fair value at the time of donation.

Prepaid Expenses

Prepaid expenses consist of operating expenses for which payment is due in advance and are expensed when the benefit is received.

d) Capital Assets

Capital assets are defined by the District as assets with an initial, individual cost of \$5,000 or more and an estimated useful life in excess of one year, except for buildings and improvements for which a higher capitalization threshold of \$15,000 or more is used. All fixed assets are valued at historical cost, or estimated historical cost if actual is unavailable, except for donated capital assets, donated works of art and similar items, and capital assets.

Cottonwood Union Elementary School District
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For the Fiscal Year Ended June 30, 2021

received in a service concession arrangement are reported at acquisition value rather than fair value. Estimated historical cost was used to value the majority of the assets acquired prior to June 30, 2001.

Depreciation of all exhaustible fixed assets is recorded as an allocated expense in the statement of activities with accumulated depreciation reflected in the statement of net position.

Depreciation on all capital assets is computed using a straight-line basis over the following estimated useful lives:

<u>Assets</u>	<u>Years</u>
Improvement of sites	20
Buildings	50
Building improvements	20
Vehicles	8
Equipment	7-20

e) Compensated Absences

The liability for earned but unused vacation leave is recorded as long-term debt for compensated absences in the government-wide statements. The current portion of this debt is estimated based on historical trends. In the fund financial statements, governmental funds report only the compensated absence liability payable from expendable available financial resources.

f) Long-Term Liabilities

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the Statement of Net Position. Bond premiums and discounts are deferred and amortized over the life of the bonds. Bonds payable are reported net of applicable bond premium or discount. Issuance costs are expensed in the period incurred.

In the fund financial statements, governmental funds recognize bond premiums and discounts as well as bond issuance costs, during the current period. The face amount of the debt issued, premiums, or discounts are reported as other financing sources/uses.

g) Fund Balance Policy and Classifications

The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The District's minimum fund balance policy requires a reserve for economic uncertainties, consisting of unassigned amounts, of 3 percent of general fund operating expenditures and other financing uses.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

In accordance with Government Accounting Standards Board 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, the District classifies governmental fund balances as follows

- Non-spendable includes fund balance amounts that cannot be spent either because it is not in spendable form or because of legal or contractual constraints
- Restricted includes fund balance amounts that are constrained for specific purposes which are externally imposed by providers, such as creditors or amounts constrained due to constitutional provisions or enabling legislation
- Committed includes fund balance amounts that are constrained for specific purposes that are internally imposed by the government through formal action of the highest level of decision making authority and does not lapse at year-end. Committed fund balances are imposed by the District's board of education
- Assigned includes fund balance amounts that are intended to be used for specific purposes that are neither considered restricted nor committed. Fund balance may be assigned by the Superintendent
- Unassigned includes positive fund balances within the general fund which has not been classified within the above mentioned categories and negative fund balances in other governmental funds

The District uses restricted/committed amounts to be spent first when both restricted and unrestricted fund balance is available unless there are legal documents/contracts that prohibit doing this, such as a grant agreement requiring dollar for dollar spending. Additionally, the District would first use committed, then assigned, and lastly unassigned amounts of unrestricted fund balance when expenditures are made

h) Net Position

Net position represents the difference between assets, deferred outflows, liabilities and deferred inflows. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. In addition, deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt also are included in the net investment in capital assets component of net position. As of June 30, 2021, capital assets net of accumulated depreciation totaling \$16,676,175 was reduced by related capital lease liabilities of \$1,069,870 and related debt of \$482,051, which excluded accreted interest of \$860,464 and premiums attributed to cash reserves for debt service of \$20,989.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

Net position is reported as restricted when there are limitations imposed on its use either through the enabling legislation adopted by the District or through external restrictions imposed by creditors, grantors, laws or regulations of other governments. The District applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available.

Capital Projects restrictions will be used for the acquisition and construction of capital facilities.

Debt Service restrictions reflect the cash balances in the debt service funds that are restricted for debt service payments by debt covenants.

Educational Program restrictions reflect the amounts to be expended on specific school programs funded by federal and state resources and from locally funded programs with stipulated uses.

Cafeteria Program restrictions reflect the cash balances in the Cafeteria fund that are restricted for food services and child nutrition programs.

Unrestricted net position reflects amounts that are not subject to any donor-imposed restrictions. This class also includes restricted gifts whose donor-imposed restrictions were met during the fiscal year. A deficit unrestricted net position may result when significant cash balances restricted for capital projects exist. Once the projects are completed, the restriction on these assets are released and converted to capital assets.

1) Local Control Funding Formula and Property Taxes

The Local Control Funding Formula (LCFF) creates base, supplemental, and concentration grants in place of most previously existing K-12 funding streams, including revenue limits and most state categorical programs. The revenue limit was a combination of local property taxes, state apportionments, and other local sources.

The county is responsible for assessing, collecting, and apportioning property taxes. Taxes are levied for each fiscal year on taxable real and personal property in the county. The levy is based on the assessed values as of the preceding March 1, which is also the lien date. Property taxes on the secured roll are due on August 31 and February 1, and taxes become delinquent after December 10 and April 10, respectively. Property taxes on the unsecured roll are due on the lien date (March 1), and become delinquent if unpaid by August 31.

Secured property taxes are recorded as revenue when apportioned, in the fiscal year of the levy. The county apportions secured property tax revenue in accordance with the alternate method of distribution prescribed by Section 4705 of the California *Revenue and Taxation Code*. This alternate method provides for crediting each applicable fund with its total secured taxes upon completion of the secured tax roll - approximately October 1 of each year. The County Auditor reports the amount of the District's allocated property tax revenue to the California Department of Education. Property taxes are recorded as local revenue limit sources by the District.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

j) Risk Management

The District is exposed to various risks, including loss or damage to property, general liability, and injuries to employees. Settled claims resulting from these risks have not exceeded insurance coverage in any of the past three years. No significant reductions in insurance coverage from the prior year have been made. As described above, the District participates in risk pools under joint powers agreements for property, liability, workers' compensation, health care, and excess liability coverage.

k) Interfund Transactions

Interfund transactions are reported as either loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables, as appropriate, and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers among governmental funds are eliminated as part of the reconciliation to the government-wide financial statements.

l) Eliminations and Reclassifications

In the process of aggregating data for the Statement of Net Position and the Statement of Activities, some amounts reported as interfund activity and balances in the funds were eliminated and reclassified. Interfund receivables and payables were eliminated to minimize the "grossing up" effect on assets and liabilities within the governmental activities column.

m) Accounting Estimates

The presentation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

J Implemented Accounting Pronouncements

GASB Statement No. 84, "Fiduciary Activities" Issued in January 2017, this statement establishes criteria for identifying fiduciary activities for accounting and financial reporting purposes and describes four fiduciary funds that should be reported, if applicable. The statement is effective beginning fiscal year 2021. Items previously reported as part of the agency fund and private purpose trust fund classifications of the Fiduciary Funds statements were reviewed to evaluate if they met the new fiduciary funds criteria. The District restated its general fund's beginning fund balance by \$26,468 to reclassify student body and scholarship accounts previously reported as fiduciary funds. These accounts were identified as non-fiduciary under GASB 84.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

K Upcoming Accounting and Reporting Changes

The District is currently analyzing its accounting practices to determine the potential impact on the financial statements of the following recent GASB Statements

GASB Statement No 87, "Leases " Issued in June 2017, this statement establishes standards of accounting and financial reporting for leases by lessees and lessors. It provides guidance on accounting treatment of lease assets, lease liability, short-term leases, certain regulated leases, measurement for leases other than short-term leases and contracts that transfer ownership, subleases, lease-leaseback transactions, intra-entity leases, and leases between related parties. The statement will be effective beginning fiscal year 2022.

GASB Statement No 91, "Conduit Debt Obligations " Issued in May 2019, this statement provides a single method of reporting conduit debt obligations by issuers and eliminates diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. The statement will be effective beginning fiscal year 2023.

GASB Statement No 92, "Omnibus 2020 " Issued in January 2020, this statement was issued for clarity and consistency by addressing practice issues identified from the implementation and application of certain GASB statements. The statement will be effective beginning fiscal year 2022.

GASB Statement No 93, "Replacement of Interbank Offered Rates " Issued in March 2020, this statement is to address accounting and financial reporting implications that result from the replacement of an interbank offered rate (IBOR) such as the London Interbank Offered Rate (LIBOR). As a result of global reference rate reform, LIBOR is expected to cease to exist in its current form at the end of 2021. The statement will be effective beginning fiscal year 2022.

GASB Statement No 94, "Public-Private and Public-Public Partnerships and Availability Payment Arrangements " Issued in March 2020, this statement is to improve financial reporting by establishing the definitions of public-private and public-public partnership arrangements (PPPs) and available payment arrangement (APAs) and providing uniform guidance on accounting and financial reporting for transactions that meet those definitions. The statement will be effective beginning fiscal year 2023.

GASB Statement No 96, "Subscription-Based Information Technology Arrangements " Issued in May 2020, the statement provides guidance on the accounting and financial reporting for subscription based information technology arrangements (SBITAs) for governments by (1) defining a SBITA, (2) establishing that a SBITA results in a right-to-use subscription asset-an intangible asset-and a corresponding subscription liability, (3) providing the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA, and (4) requiring note disclosures regarding a SBITA. The statement will be effective beginning fiscal year 2023.

GASB Statement No 97, "Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Deferred Compensation Plans—an amendment of GASB Statements No 14 and No 84, and a supersession of GASB Statement No 32 " Issued in June 2020, the statement will result in more consistent financial reporting of defined

Cottonwood Union Elementary School District
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For the Fiscal Year Ended June 30, 2021

contribution pension plans, defined contribution OPEB plans, and other employee benefit plans (e.g., certain Section 457 plans), while mitigating the costs associated with reporting those plans. The statement will be effective beginning fiscal year 2022.

2. CASH AND INVESTMENTS

A summary of cash and investments as of June 30, 2021 is as follows:

<u>Description</u>	<u>Carrying Amount</u>	<u>Fair Value</u>	<u>Investment Rating</u>
Government-Wide Statements:			
Cash in revolving fund	\$ 2,000	\$ 2,000	Not Rated
Cash in banks	29,268	29,268	Not Rated
Cash with County	3,621,650	3,621,650	A
Total Cash and Investments	<u>\$ 3,652,918</u>	<u>\$ 3,652,918</u>	

Cash in Banks and in Revolving Funds

Cash balances in banks and revolving funds are insured up to \$250,000 per bank by the Federal Deposit Insurance Corporation ("FDIC"). These accounts are held within various financial institutions. As of June 30, 2021, the bank balances of the District's accounts were fully insured by FDIC.

Cash in County Treasury

The District is considered to be an involuntary participant in an external investment pool as the District is required to maintain substantially all of its cash with the County Treasurer in accordance with Education Code Section 41001. The fair value of the District's investment in the pool is reported in the accounting financial statements at amounts based upon the District's pro rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Fair Value Measurements

GASB 72 established a hierarchy of inputs to the valuation techniques above. This hierarchy has three levels:

- Level 1 inputs are quoted prices in active markets for identical assets or liabilities.
- Level 2 inputs are quoted market prices for similar assets or liabilities, quoted prices for identical or similar assets or liabilities in markets that are not active, or other than quoted prices that are not observable.
- Level 3 inputs are unobservable inputs, such as a property valuation or an appraisal.

Investments in the Shasta County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

Policies and Practices

The District is authorized under California Government Code Section 53635 to make direct investments in local agency bonds, notes, or warrants within the State, U S Treasury instruments, registered State warrants or treasury notes, securities of the U S Government, or its agencies, bankers acceptances, commercial paper, certificates of deposit placed with commercial banks and/or savings and loan companies, repurchase or reverse repurchase agreements, medium-term corporate notes, shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security, and collateralized mortgage obligations

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to the changes in market interest rates The District manages its exposure to interest rate risk by investing in the County Treasury The District maintains cash with the County of Shasta Investment Pool The pool has a fair value of approximately \$624.1 million and an amortized book value of \$631.9 million The average weighted maturity for this pool is 614 days

Credit Risk

Credit risk is the risk of loss due to the failure of the security issuer This is measured by the assignment of a rating by a nationally recognized statistical rating organization The investment with the County of Shasta Investment Pool is governed by the County's general investment policy The investment with the County of Shasta Investment Pool is rated at least A by Moody's Investor Service

Custodial Credit Risk - Deposits

Custodial credit risk is the risk that in the event of a bank failure, the District's deposits may not be returned to it The District does not have a policy for custodial credit risk for deposits However, the California Government code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit) The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits

Concentration of Credit Risk

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond the amount stipulated by the California Government code District investments that are greater than 5 percent of total investments are in either an external investment pool or mutual funds and are, therefore, exempt

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

3. ACCOUNTS RECEIVABLE

Accounts receivable consisted of the following as of June 30, 2021

Receivables	General Fund	Cafeteria Funds	Total
Federal Government	\$ 433,962	\$ 61,123	\$ 495,085
State Government	1,534,774	2,861	1,537,635
Other resources	64,189	-	64,189
Total Accounts Receivable	\$ 2,032,925	\$ 63,984	\$ 2,096,909

4. CAPITAL ASSETS AND DEPRECIATION

Capital asset activities for the year ended June 30, 2021 were as follows

Capital Assets	Balance July 01, 2020	Additions	Adjustments & Deletions	Balance June 30, 2021
Land - not depreciable	\$ 168,450	\$ -	\$ -	\$ 168,450
Site improvements	933,619	-	(14,344)	919,275
Buildings and improvements	26,625,333	-	(2,051,263)	24,574,070
Vehicles and equipment	1,936,724	-	(94,953)	1,841,771
Total capital assets	29,664,126	-	(2,160,560)	27,503,566
Less accumulated depreciation for				
Site improvements	647,067	35,578	(12,793)	669,852
Buildings and improvements	10,132,619	473,269	(1,992,994)	8,612,894
Vehicles and equipment	1,578,407	61,192	(94,954)	1,544,645
Total accumulated depreciation	12,358,093	570,039	(2,100,741)	10,827,391
Total capital assets - net depreciation	\$ 17,306,033	\$ (570,039)	\$ (59,819)	\$ 16,676,175

Depreciation expense was charged to governmental activities follows

Governmental Activity	Depreciation Expense
Instruction	\$ 408,971
Instruction library, media and technology	14,263
Home-to-school transportation	90,548
Food services	566
All other general administration	3,598
Plant services	52,093
Total depreciation expense	\$ 570,039

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

5. INTERFUND TRANSACTIONS

Interfund transactions are reported as either loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables (Due From/To), as appropriate, and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers among governmental funds are netted as part of the reconciliation to the government-wide financial statements.

Interfund Transfers

Interfund transfers consist of operating transfers from funds receiving revenue to funds through which the resources are to be expended. Interfund transfers for fiscal year 2021 were as follows:

Fund	Transfers In	Transfers Out
General Fund	\$ -	\$ 30,000
Cafeteria Special Revenue Fund	5,000	-
Nonmajor Funds	25,000	-
Totals	<u>\$ 30,000</u>	<u>\$ 30,000</u>

Interfund Receivables/Payables (Due From/Due To)

Interfund receivables and payables had a balance of \$0 as of June 30, 2021.

6. LONG-TERM LIABILITIES

Schedule of Changes in Long-term Liabilities

The following summarizes the District's changes in long-term liabilities for the fiscal year ended June 30, 2021:

Description	Balance July 01, 2020	Additions	Adjustments & Deletions	Balance June 30, 2021	Due Within One Year
General Obligation Bonds	\$ 1,480,942	\$ 85,562	\$ 203,000	\$ 1,363,504	\$ 86,040
Capital Lease Liabilities	1,228,452	-	158,582	1,069,870	67,699
Net Pension Liability	10,912,028	3,766,493	3,135,214	11,543,307	-
Total OPEB Liability	615,799	303,708	209,863	709,644	-
Compensated Absences	85,611	15,923	-	101,534	25,384
Total Long-term Liabilities	<u>\$ 14,322,832</u>	<u>\$ 4,171,686</u>	<u>\$ 3,706,659</u>	<u>\$ 14,787,859</u>	<u>\$ 179,123</u>

Payments on bonds were made from the Bond Interest and Redemption Fund using local revenues. Compensated absences, net pension liabilities and total OPEB liability were paid by the fund for which the employee worked. Capital leases were paid from the General Fund and Capital Facilities Fund.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

General Obligation Bonds Payable

The following summarizes the bonds outstanding as of June 30, 2021

Description	Maturity Date	Interest Rate	Original Issue	Bonds		Adjustments & Redeemed	Bonds
				Outstanding July 01, 2020	Issued		Outstanding June 30, 2021
2003A GOB	2029	3 25-5	\$2,199,946	\$ 571,388	\$ -	\$ 89,337	\$ 482,051
Accreted Interest			1,585,054	880,565	85,562	105,663	860,464
Premium			185,743	28,989	-	8,000	20,989
Total General Obligation Bonds				\$ 1,480,942	\$85,562	\$ 203,000	\$ 1,363,504

The annual debt service requirements of the bonds are as follows

For the Fiscal Year Ending June 30,	Principal	Interest	Total
2022	\$ 86,040	\$ 118,144	\$ 204,184
2023	82,670	126,617	209,287
2024	79,097	136,445	215,542
2025	78,014	162,480	240,494
2026	42,026	186,628	228,654
2027-2031	114,204	505,656	619,860
Total Debt Service	\$ 482,051	\$ 1,235,970	\$ 1,718,021

Capital Leases

In June 2006, the District entered into an agreement with Municipal Services Group, Inc in which the North Cottonwood School (project at Gas Point and Rancho Road, Cottonwood, CA owned by the District) was leased to a third party for a \$1,435,383 advance and subsequently leased back to the District pursuant to a 15 year lease. The District retained ownership of the underlying land and, therefore, accounted for the transaction under the deposit method of accounting as a lease purchase.

In July 2019, the District entered into an agreement with WestAmerica Bank to finance the costs of construction and/or reconstruction, acquisition, and installation of capital facilities at its North Cottonwood School campus. In order to obtain funds to finance the Project, the District has proposed to lease certain existing District-owned property consisting generally of its West Cottonwood Junior High School campus located at 20512 West First Street, Cottonwood, California (the "Leased Property") to the Public Property Financing Corporation of California, a California nonprofit public benefit corporation (the "Corporation") pursuant to a Site Lease, dated as of August 1, 2019 (the "Site Lease"), between the District as lessor, and the Corporation as lessee, for an up-front rental payment of \$1,170,000 (the "Site Lease Payment") which is sufficient for that purpose, and the Corporation has proposed to lease the Leased Property back to the District under that certain Lease Agreement, dated as of August 1, 2019 (the "Lease Agreement"), to be entered between the District as sublessee, and the Corporation as sublessor, in consideration of the payment by the District of annual lease payments as the rental for the Leased Property (the "Base Rental Payments") payable thereunder.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

Future minimum lease payments are as follows

Year Ending June 30	Principal	Interest	Total
2022	\$ 67,699	\$ 26,145	\$ 93,844
2023	69,388	24,456	93,844
2024	71,120	22,724	93,844
2025	72,895	20,949	93,844
2026	74,714	19,130	93,844
2027-2031	402,484	66,738	469,222
2032-2036	311,570	15,704	327,274
Total Debt Service	\$ 1,069,870	\$ 195,846	\$ 1,265,716

7. CALPERS PENSION PLAN

General Information about the PERS Pension Plan

Plan Description - All qualified permanent and probationary employees are eligible to participate in the District's Miscellaneous Employee Pension Plan (the Plan), a cost-sharing multiple employer defined benefit pension plans administered by the California Public Employees' Retirement System (CalPERS). Benefit provisions under the Plans are established by State statute and District resolution. CalPERS issues publicly available reports that include a full description of the pension plans regarding benefit provisions, assumptions and membership information that can be found on the CalPERS website.

Benefits Provided - CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of credited service, equal to one year of full time employment. Members with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after 10 years of service. The death benefit is one of the following: the Basic Death Benefit, the 1957 Survivor Benefit, or the Optional Settlement 2W Death Benefit. The cost of living adjustments for the Plan are applied as specified by the Public Employees' Retirement Law.

The Plans' provisions and benefits in effect at June 30, 2021, are summarized as follows:

	CalPERS	
	Classic	PEPRA
Benefit formula	2% @ 55	2% @ 62
Benefit vesting schedule	5 Years	5 Years
Benefit payments	Monthly for Life	Monthly for Life
Retirement age - minimum	50	52
Monthly benefits as a % of eligible compensation	(1)	(1)
Required employee contribution rates	7.000%	7.000%
Required employer contribution rates	20.700%	20.700%

(1) Monthly benefit is a product of benefit factor, years of service, and final compensation.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

Contributions - Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Funding contributions for the Plan are determined annually on an actuarial basis as of June 30 by CalPERS. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The District is required to contribute the difference between the actuarially determined rate and the contribution rate of employees.

For the year ended June 30, 2021, the District's contributions were as follows:

	<u>CalPERS</u>
Employer Contributions	\$ 296,022

Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to PERS

As of June 30, 2021, the District reported net pension liabilities for its proportionate shares of the net pension liability of the Plan as follows:

	Proportionate Share of Net Pension Liability/(Asset)
CalPERS	<u>\$ 3,790,587</u>

The District's net pension liability for the Plan is measured as the proportionate share of the net pension liability. The net pension liability of the Plan is measured as of June 30, 2020, and the total pension liability for the Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2019 rolled forward to June 30, 2020 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined.

The District's proportionate share of the net pension liability for the Plan as of June 30, 2020 and 2021 was as follows:

	<u>CalPERS</u>
Proportion - June 30, 2020	0.01265%
Proportion - June 30, 2021	<u>0.01235%</u>
Change - Increase/(Decrease)	<u>-0.00030%</u>

For the year ended June 30, 2021, the District recognized pension expense of \$811,729 for the Plan.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

At June 30, 2021, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources

	CalPERS	
	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes of Assumptions	\$ 13,900	\$ -
Differences between Expected and Actual Experience	188,001	-
Differences between Projected and Actual Investment Earnings	78,908	-
Differences between Employer's Contributions and Proportionate Share of Contributions	-	160,353
Change in Employer's Proportion	143,985	57,988
Pension Contributions Made Subsequent to Measurement Date	296,022	-
Total	\$ 720,816	\$ 218,341

The District reported \$296,022 as deferred outflows of resources related to contributions subsequent to the measurement date that will be recognized as a reduction of the net pension liability in the year ended June 30, 2022. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows

Fiscal Year	Deferred Outflows/ (Inflows) of Resources
Ending June 30:	CalPERS
2022	\$ 111,582
2023	52,951
2024	9,887
2025	32,033
Total	\$ 206,453

Actuarial Assumptions - The total pension liabilities in the June 30, 2019 actuarial valuations were determined using the following actuarial assumptions

Valuation Date	June 30, 2019
Measurement Date	June 30, 2020
Actuarial Cost Method	Entry-Age Normal Cost Method
Actuarial Assumptions	
Discount Rate	7.15%
Inflation	2.50%
Payroll Growth	2.75%
Projected Salary Increase	(1)
Investment Rate of Return	7.15% (2)
Mortality	(3)

- (1) Varies by entry age and service
- (2) Net of pension plan investment expenses, including inflation
- (3) Derived using CalPERS' membership data for all funds

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

Discount Rate - The discount rate used to measure the total pension liability was 7.15%. To determine whether the municipal bond rate should be used in the calculation of a discount rate for the Plan, CalPERS stress tested employer rate plans within the Plan that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested employer rate plans run out of assets. Therefore, the current 7.15% discount rate is adequate and the use of the municipal bond rate calculation is not necessary. The stress test results are presented in a detailed report, GASB Statements 67 and 68 Crossover Testing Report for Measurement Date June 30, 2020 based on June 30, 2019 Valuations, that can be obtained from the CalPERS website.

According to Paragraph 30 of GASB 68, the long-term discount rate should be determined without reduction for pension plan administrative expense. For the CalPERS Plan, the 7.00% investment return assumption used in this accounting valuation is net of administrative expenses. Administrative expenses are assumed to be 15 basis points. An investment return excluding administrative expenses would have been 7.15%. Using this lower discount rate has resulted in a slightly higher total pension liability and net pension liability. CalPERS checked the materiality threshold for the difference in calculation and did not find it to be a material difference.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the Plan's asset classes, expected compound (geometric) returns were calculated over the short-term (first 11 years) and the long-term (60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for the Plan. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest one quarter of one percent.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

The table below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These geometric rates of return are net of administrative expenses.

Asset Class (a)	Assumed Asset Allocation	Real Return Years 1 - 10 (b)	Real Return Years 11+ (c)
Global Equity	50.00%	4.80%	5.98%
Fixed Income	28.00%	1.00%	2.62%
Inflation Sensitive	0.00%	0.77%	1.81%
Private Equity	8.00%	6.30%	7.23%
Real Estate	13.00%	3.75%	4.93%
Liquidity	1.00%	0.00%	-0.92%
Total	<u>100.00%</u>		

- (a) In the System's CAFR, Fixed Income is included in Global Debt Securities, Liquidity is included in Short-term Investments, Inflation Assets are included in both Global Equity Securities and Global Debt Securities
- (b) An expected inflation of 2.00% used for this period
- (c) An expected inflation of 2.92% used for this period

Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate - The following presents the District's proportionate share of the net pension liability for the Plan, calculated using the discount rate for the Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower or 1-percentage point higher than the current rate.

	<u>CalPERS</u>
1% Decrease	6.15%
Net Pension Liability \$	5,449,660
Current	7.15%
Net Pension Liability \$	3,790,587
1% Increase	8.15%
Net Pension Liability \$	2,413,640

Pension Plan Fiduciary Net Position - Detailed information about each pension plan's fiduciary net position is available in the separately issued CalPERS financial reports.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

8. CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM (STRS) PENSION PLAN

General Information about the STRS Pension Plan

Plan Description - The District contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information.

Benefits Provided - STRS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of credited service, equal to one year of full time employment. The cost of living adjustments for the Plan are applied as specified by the retirement Law.

The Plan's provisions and benefits in effect at June 30, 2021, are summarized as follows:

	CalSTRS	
	Tier 1	Tier 2
Benefit formula	2% @ 60	2% @ 62
Benefit vesting schedule	5 Years	5 Years
Benefit payments	Monthly for Life	Monthly for Life
Retirement age	60	62
Monthly benefits as a % of eligible compensation	2%	2%
Required employee contribution rates	10.250%	10.205%
Required employer contribution rates	16.150%	16.150%
Required State contribution rates	10.328%	10.328%

Contributions - As part of the annual valuation process, the Normal Cost rate is determined as the basis for setting the base member contribution rate for the following fiscal year. Generally, the base member contribution rate is one-half of the Normal Cost rate within certain parameters. Required member, employer and state contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial cost method.

For the year ended June 30, 2021, the District's contributions were as follows:

	CalSTRS
Employer Contributions	\$ 603,768
State Contributions	456,280
Total	\$ 1,060,048

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to STRS

As of June 30, 2021, the District reported net pension liabilities for its proportionate shares of the net pension liability of the Plan as follows

	Proportionate Share of Net Pension Liability/(Asset)
District	\$ 7,752,720
State	3,996,527
Total	\$ 11,749,247

The District's net pension liability for the Plan is measured as the proportionate share of the net pension liability. The net pension liability of the Plan is measured as of June 30, 2020, and the total pension liability for the Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2019 rolled forward to June 30, 2020 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined. The state contributed 8.49 percent of the members' creditable earnings from the fiscal year ending in the prior calendar year plus an additional \$139,323 as required by SB90. Also, as a result of AB 1469, the additional state appropriation required to fully fund the benefits in effect as of 1990 by 2046 is specific in subdivision (b) of Education Code Section 22955.1. The increased contributions end as of fiscal year 2045-2046.

The District's proportionate share of the net pension liability for the Plan as of June 30, 2020 and 2021 was as follows

	CalSTRS
Proportion - June 30, 2020	0.00800%
Proportion - June 30, 2021	0.00800%
Change - Increase/(Decrease)	0.00000%

For the year ended June 30, 2021, the District recognized pension expense of \$1,338,819 for the Plan, of which, a total of \$456,280 came from state contributions.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

At June 30, 2021, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources

	CalSTRS	
	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes of Assumptions	\$ 756,000	\$ -
Differences between Expected and Actual Experience	13,680	218,640
Differences between Projected and Actual Investment Earnings	184,160	-
Differences between Employer's Contributions and Proportionate Share of Contributions	-	520,887
Pension Contributions Made Subsequent to Measurement Date	603,768	-
Total	\$ 1,557,608	\$ 739,527

The District reported \$603,768 as deferred outflows of resources related to contributions subsequent to the measurement date that will be recognized as a reduction of the net pension liability in the year ended June 30, 2022

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows

Fiscal Year Ending June 30:	Deferred Outflows/ (Inflows) of Resources CalSTRS
2022	\$ (43,562)
2023	146,438
2024	233,878
2025	175
2026	(92,716)
Thereafter	(29,900)
Total	\$ 214,313

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

Actuarial Assumptions - The total pension liabilities in the June 30, 2020 actuarial valuations were determined using the following actuarial assumptions

Valuation Date	June 30, 2019
Measurement Date	June 30, 2020
Actuarial Cost Method	Entry-Age Normal Cost Method
Actuarial Assumptions	
Discount Rate	7.10%
Inflation	2.75%
Wage Growth	3.50%
Postretirement Benefit Increases	(1)
Investment Rate of Return	7.10% (2)
Mortality	(3)

- (1) 2% simple for DB (annually), maintain 85% purchasing power level for DB Not applicable for DBS/CBB
(2) Net of investment expense but gross of administrative expenses
(3) Based on 110% of the MP-2016 Ultimate Projection

Discount Rate - The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increases per AB 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

The table below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return (a) (b)
Global Equity	42.00%	4.75%
Private Equity	13.00%	6.25%
Real Estate	15.00%	3.55%
Inflation Sensitive	6.00%	3.25%
Fixed Income	12.00%	1.25%
Risk Mitigation Strategies	10.00%	1.75%
Liquidity	2.00%	-0.35%
Total	100.00%	

- (a) Real return is net of assumed 2.75% inflation
(b) 20-year geometric average

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate - The following presents the District's proportionate share of the net pension liability for the Plan, calculated using the discount rate for the Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower or 1-percentage point higher than the current rate

	<u>CalSTRS</u>
1% Decrease	6 10%
Net Pension Liability \$	11,713,280
Current	7 10%
Net Pension Liability \$	7,752,720
1% Increase	8 10%
Net Pension Liability \$	4,482,720

Pension Plan Fiduciary Net Position - Detailed information about each pension plan's fiduciary net position is available in the separately issued STRS financial reports

9. POSTEMPLOYMENT BENEFITS OTHER THAN PENSION BENEFITS

Plan Description - The District's Postemployment Healthcare Plan (the OPEB plan) is a single-employer defined benefit healthcare plan

Benefits Provided - The District's Postemployment Healthcare Plan (PHP) is a single-employer defined benefit healthcare plan including medical, dental, and vision benefits for the following groups of employees. The District provides postemployment health care benefits to all certificated employees and all classified employees hired prior to September 2010 who retire from the District with at least ten years of full-time service to the District. Classified employees hired after September 2010 must work at least six hours per day to qualify. The District provides medical benefits to retirees for a period of up to five years or until the retirees reach age 65.

The required contribution to the PHP is based on projected pay-as-you-go financing requirements. The District's agreement with employees is for monthly contributions for members who meet the eligibility criteria of their collective bargaining agreement and who retire during the term of the contract. The contribution requirements of plan members and the District are established and may be amended by the District's Board of Trustees through the collective bargaining process. The members receiving benefits contributions vary depending on the level of coverage selected.

Employees Covered by Benefit Terms - At June 30, 2019 (the valuation date), the benefit terms covered the following employees

Active employees	77
Inactive employees	<u>10</u>
Total employees	<u><u>87</u></u>

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

Contributions - The District makes contributions based on an actuarially determined rate and are approved by the authority of the District's Board. Total contributions to the OPEB plan during the year were \$53,478. Total benefit payments included in the measurement period were \$58,866. The actuarially determined contribution for the measurement period was \$108,132. The District's contributions were 1.12% of covered employee payroll during the measurement period June 30, 2019 (reporting period June 30, 2020). Employees are not required to contribute to the plan. There have been no assets accumulated in a trust to provide for the benefits of this plan.

Actuarial Assumptions - The following summarized the actuarial assumptions for the OPEB plan included in this fiscal year:

Valuation Date:	June 30, 2019
Measurement Date:	June 30, 2020
Actuarial Cost Method:	Entry-Age Normal Cost Method
Amortization Period:	19 years
Actuarial Assumptions:	
Discount Rate	2.20%
Inflation	2.75%
Salary Increases	2.75%
Healthcare Trend Rate	4.00%
Mortality	
Certificated	2009 CalSTRS Mortality
Classified	2014 CalPERS Active Mortality for Miscellaneous employees
Retirement	
Certificated	2009 CalSTRS Retirement Rates
Classified	Hired <1/1/2013 2009 CalPERS Rates for School Employees Hired >12/31/2012 2009 CalPERS 2% @ 60 Rates for Miscellaneous Employees
Service Requirement	100% at 10 Years of Service

Discount Rate - The discount rate was based on the Bond Buyer 20-bond General Obligation Index.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

Changes in the Total OPEB Liability - The following summarizes the changes in the total OPEB liability during the year ended June 30, 2021, for the measurement date of June 30, 2020

Fiscal Year Ended June 30, 2021 (Measurement Date June 30, 2020)	Total OPEB Liability	Plan Fiduciary Net Position	Net OPEB Liability (Asset)
Balance at June 30, 2020	\$ 615,799	\$ -	\$ 615,799
Service cost	61,663	-	61,663
Interest in Total OPEB Liability	21,854	-	21,854
Employer contributions	-	53,478	(53,478)
Balance of diff between actual and exp experience	9,041	-	9,041
Balance of changes in assumptions	54,765	-	54,765
Benefit payments	(53,478)	(53,478)	-
Net changes	93,845	-	93,845
Balance at June 30, 2021	\$ 709,644	\$ -	\$ 709,644
Covered Employee Payroll	\$ 4,824,623		
Total OPEB Liability as a % of Covered Employee Payroll	14 71%		
Plan Fid Net Position as a % of Total OPEB Liability	0 00%		
Service Cost as a % of Covered Employee Payroll	1 28%		
Net OPEB Liability as a % of Covered Employee Payroll	14 71%		

The District's plan is nonfunded, meaning there have not been assets placed into an irrevocable trust, therefore the plan fiduciary net position is zero

Deferred Inflows and Outflows of Resources - At June 30, 2021, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between actual and expected experience	\$ -	\$ 121,948
Change in assumptions	47,034	-
OPEB contribution subsequent to measurement date	34,436	-
Totals	\$ 81,470	\$ 121,948

Of the total amount reported as deferred outflows of resources related to OPEB, \$34,436 resulting from District contributions subsequent to the measurement date and before the end of the fiscal year will be included as a reduction of the total OPEB liability in the year ended June 30, 2022

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows

Year Ended June 30,			
2022	\$		(10,608)
2023			(10,608)
2024			(10,608)
2025			(10,608)
2026			(10,608)
Thereafter			(21,874)
Total	\$		<u>(74,914)</u>

OPEB Expense - The following summarizes the OPEB expense by source during the year ended June 30, 2021, for the measurement date of June 30, 2020

Service cost			\$ 61,663
Interest in TOL			21,854
Difference between actual and expected experience			(15,753)
Change in assumptions			5,145
OPEB Expense	\$		<u>72,909</u>

The following summarizes changes in the total OPEB liability as reconciled to OPEB expense during the year ended June 30, 2021, for the measurement date of June 30, 2020

Total OPEB liability ending			\$ 709,644
Total OPEB liability beginning			<u>(615,799)</u>
Change in total OPEB liability			93,845
Changes in deferred outflows			(56,424)
Changes in deferred inflows			(17,990)
Employer contributions and implicit subsidy			53,478
OPEB Expense	\$		<u>72,909</u>

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

Sensitivity to Changes in the Municipal Bond Rate - The total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using a municipal bond rate (used to determine the discount rate) that is one percentage point lower or one percentage point higher, is as follows

	Municipal Bond Rate		
	(1% Decrease)	2.20%	(1% Increase)
Total OPEB Liability	\$ 741,104	\$ 709,644	\$ 666,209

Sensitivity to Changes in the Healthcare Cost Trend Rates - The total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using healthcare cost trend rates that are one percentage point lower or one percentage point higher than current healthcare cost trend rates, is as follows

	Trend Rate		
	(1% Decrease)	4.00%	(1% Increase)
Total OPEB Liability	\$ 677,190	\$ 709,644	\$ 741,055

10. COMMITMENTS AND CONTINGENCIES

Litigation

Various claims involving the District arise during the normal course of business. However, management believes, based on consultation with legal counsel, that the ultimate resolution of these matters will not have a material adverse effect on the District's financial position or results of operations.

Federal and State Allowances, Awards and Grants

The District has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

11. JOINT POWERS AGREEMENTS

The District participates in joint ventures under joint powers agreements with the following joint powers authorities (JPAs): Northern California Schools Insurance Group (NCSIG), Northern California Regional Excess Liability Fund (ReLiEF), and Shasta-Trinity Schools Insurance Group (STSIG). The relationship between the District and the JPAs is such that the JPAs are not component units of the District for financial reporting purposes.

The JPAs arrange for and provide property, liability, workers' compensation, health care, and excess liability coverage for their members. Each JPA is governed by a board consisting of representatives from the members. The boards control the operations of the JPAs, including selection of management and approval of operating budgets, independent of any influence by the members beyond their representation on the boards. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to its participation in the JPA. The District's share of year-end assets, liabilities, or fund equity is not calculated by the JPAs. Separately issued financial statements can be requested from each JPA.

Cottonwood Union Elementary School District
Notes to Basic Financial Statements
For the Fiscal Year Ended June 30, 2021

12. SUBSEQUENT EVENTS

In December 2019, a novel strain of coronavirus surfaced (COVID-19) and spread around the world, with resulting business and social disruption. The operations and business results of the District could be materially and adversely affected in the future, including a reduction in the level of funding and potential impacts from the timing of cash flows. In addition, significant estimates may be materially and adversely impacted by national, state and local events designed to contain the coronavirus. Debt ratings for outstanding issuances may further be impacted. For the 2021-2022 school year, the District is offering instruction in formats consistent with local health guidelines. Throughout the pandemic the District has put into practice a number of safety measures to protect students and employees and will continue to revise them as needed. At the date of the issuance of these financial statements, the future impact of the CV19 Crisis cannot be reasonably estimated.

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**REQUIRED
SUPPLEMENTARY
INFORMATION**

Cottonwood Union Elementary School District
Schedule of Revenues, Expenditures and Changes
in Fund Balance - Budget and Actual (GAAP)
General Fund
For the Fiscal Year Ended June 30, 2021

	Budgeted Amounts		Actual (GAAP Basis)	Variance with Final Budget Positive - (Negative)
	Original	Final		
Revenues				
LCFF sources	\$ 7,800,314	\$ 8,475,710	\$ 8,462,742	\$ (12,968)
Federal	642,299	1,243,789	1,144,158	(99,631)
Other state	691,736	858,783	1,378,027	519,244
Other local	788,448	857,871	926,822	68,951
Total revenues	9,922,797	11,436,153	11,911,749	475,596
Expenditures				
Certificated salaries	3,793,124	3,883,336	4,012,146	(128,810)
Classified salaries	1,505,266	1,524,356	1,579,064	(54,708)
Employee benefits	2,407,563	2,337,632	2,351,936	(14,304)
Books and supplies	424,317	788,044	773,035	15,009
Services and other operating expenditures	1,571,033	2,031,843	2,016,960	14,883
Capital outlay	70,000	40,000	-	40,000
Debt service				
Principal	121,788	78,015	84,209	(6,194)
Interest and fees	28,048	27,836	32,514	(4,678)
Total expenditures	9,921,139	10,711,062	10,849,864	(138,802)
Excess (deficiency) of revenues over (under) expenditures	1,658	725,091	1,061,885	336,794
Other financing sources (uses)				
Transfers out	(5,000)	(25,964)	(30,000)	(4,036)
Total other financing sources (uses)	(5,000)	(25,964)	(30,000)	(4,036)
Changes in fund balance	\$ (3,342)	\$ 699,127	1,031,885	\$ 332,758
Fund balance beginning			3,057,779	
Fund balance ending			\$ 4,089,664	

The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The budgets are revised during the year by the Board of Education to provide for revised priorities. Expenditures cannot legally exceed appropriations by major object code. The originally adopted and final revised budgets for the General Fund are presented as Required Supplementary Information. The basis of budgeting is the same as GAAP. Employee benefits exceeded budget as noted above partly because of unanticipated onbehalf payments for STRS from the state, which is offset by revenue and partly because of one time payment for employee early retirement incentives.

Cottonwood Union Elementary School District
Schedule of Revenues, Expenditures and Changes
in Fund Balance - Budget and Actual (GAAP)
Cafeteria Fund
For the Fiscal Year Ended June 30, 2021

	<u>Budgeted Amounts</u>		Actual (GAAP Basis)	Variance with Final Budget Positive - (Negative)
	<u>Original</u>	<u>Final</u>		
Revenues				
Federal	\$ 278,810	\$ 268,810	\$ 334,645	\$ 65,835
Other state	16,000	30,030	37,742	7,712
Other local	101,300	15,777	15,864	87
Total revenues	<u>396,110</u>	<u>314,617</u>	<u>388,251</u>	<u>73,634</u>
Expenditures				
Classified salaries	107,125	116,816	112,392	4,424
Employee benefits	58,809	54,302	62,735	(8,433)
Books and supplies	178,310	80,029	115,875	(35,846)
Services and other operating expenditures	49,900	53,804	59,748	(5,944)
Total expenditures	<u>394,144</u>	<u>304,951</u>	<u>350,750</u>	<u>(45,799)</u>
Excess (deficiency) of revenues over (under) expenditures	<u>1,966</u>	<u>9,666</u>	<u>37,501</u>	<u>27,835</u>
Other financing sources (uses)				
Transfers in	<u>5,000</u>	<u>5,000</u>	<u>5,000</u>	<u>-</u>
Total other financing sources (uses)	<u>5,000</u>	<u>5,000</u>	<u>5,000</u>	<u>-</u>
Changes in fund balance	<u>\$ 6,966</u>	<u>\$ 14,666</u>	42,501	<u>\$ 27,835</u>
Fund balance beginning			<u>45,245</u>	
Fund balance ending			<u>\$ 87,746</u>	

The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The budgets are revised during the year by the Board of Education to provide for revised priorities. Expenditures cannot legally exceed appropriations by major object code. The originally adopted and final revised budgets for the Cafeteria Fund are presented as Required Supplementary Information. The basis of budgeting is the same as GAAP.

Cottonwood Union Elementary School District
Schedule of Pension Plan Contributions
For the Fiscal Year Ended June 30, 2021

CalPERS	2015	2016	2017	2018	2019	2020	2021
Contractually Required Contributions	\$ 130,043	\$ 138,528	\$ 168,806	\$ 217,015	\$ 248,813	\$ 310,921	\$ 296,022
Contributions in Relation to Contractually Required Contributions	130,043	138,528	168,806	217,015	248,813	310,921	296,022
Contribution Deficiency (Excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Covered Payroll	\$ 1,104,774	\$ 1,169,279	\$ 1,215,481	\$ 1,397,302	\$ 1,377,550	\$ 1,576,599	\$ 1,430,058
Contributions as a % of Covered Payroll	11.77%	11.85%	13.89%	15.53%	18.06%	19.72%	20.70%

Notes to Schedule

Valuation Date June 30, 2019
Assumptions Used Entry Age Method used for Actuarial Cost Method
Level Percentage of Payroll and Direct Rate Smoothing
7 Years Remaining Amortization Period
Inflation Assumed at 2.5%
Investment Rate of Returns set at 7.15%
CalPERS mortality table based on CalPERS' experience and include 15 years of projected ongoing mortality improvement using 90 percent of Scale MP 2016 published by the Society of Actuaries

CalSTRS	2015	2016	2017	2018	2019	2020	2021
Contractually Required Contributions	\$ 278,410	\$ 350,318	\$ 419,684	\$ 510,718	\$ 588,130	\$ 626,137	\$ 603,768
Contributions in Relation to Contractually Required Contributions	278,410	350,318	419,684	510,718	588,130	626,137	603,768
Contribution Deficiency (Excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Covered Payroll	\$ 3,135,248	\$ 3,264,846	\$ 3,336,121	\$ 3,539,279	\$ 3,612,592	\$ 3,661,620	\$ 3,738,502
Contributions as a % of Covered Payroll	8.88%	10.73%	12.58%	14.43%	16.28%	17.10%	16.15%

Notes to Schedule:

Valuation Date June 30, 2019
Assumptions Used Entry Age Method used for Actuarial Cost Method
Level Percentage of Payroll Basis
7 Years Remaining Amortization Period
Inflation Assumed at 2.75%
Investment Rate of Returns set at 7.10%
Mortality tables are based on 110% of the MP-2016 Ultimate Projection Scale table issued by the Society of Actuaries

Fiscal year 2015 was the first year of implementation, therefore only five years are shown
The CalPERS discount rate was increased from 7.5% to 7.65% in the District's fiscal year 2016 and then decreased from 7.65% to 7.15% in the District's fiscal year 2018
The CalPERS inflation assumption was decreased from 2.75% to 2.50% during the District's fiscal year 2019
The CalPERS mortality assumptions was adjusted in the District's fiscal year 2019
The CalSTRS discount rate was decreased from 7.6% to 7.1% in the District's fiscal year 2017
The CalSTRS investment rate of return was decreased from 7.6% to 7.1% during the District's fiscal year 2017
The CalSTRS inflation rate was decreased from 3% to 2.75% during the District's fiscal year 2017
The CalSTRS wage growth was decreased from 3.75% to 3.5% during the District's fiscal year 2017
This schedule provides information about the District's required and actual contributions to CalPERS / CalSTRS during the year

Cottonwood Union Elementary School District
Schedule of Proportionate Share of Net Pension Liabilities
For the Fiscal Year Ended June 30, 2021

CalPERS	2015	2016	2017	2018	2019	2020	2021
District's Proportion of Net Pension Liability	0 01000%	0 01084%	0 01068%	0 01076%	0 01182%	0 01265%	0 01235%
District's Proportionate Share of Net Pension Liability	\$ 1,135,243	\$ 1,597,683	\$ 2,108,699	\$ 2,568,696	\$ 3,151,584	\$ 3,686,748	\$ 3,790,587
District's Covered Payroll	\$ 1,054,151	\$ 1,104,774	\$ 1,169,279	\$ 1,215,481	\$ 1,397,302	\$ 1,377,550	\$ 1,576,599
District's Proportionate Share of NPL as a % of Covered Payroll	107 69%	144 62%	180 34%	211 33%	225 55%	267 63%	240 43%
Plan's Fiduciary Net Position as a % of the TPL	83 38%	79 43%	73 90%	71 87%	70 85%	70 05%	70 00%
CalSTRS	2015	2016	2017	2018	2019	2020	2021
District's Proportion of Net Pension Liability	0 00800%	0 00847%	0 00839%	0 00800%	0 00800%	0 00800%	0 00800%
District's Proportionate Share of Net Pension Liability	\$ 4,674,960	\$ 5,698,983	\$ 6,783,543	\$ 7,398,320	\$ 7,352,560	\$ 7,225,280	\$ 7,752,720
State's Proportionate Share of Net Pension Liability Associated with the District Total	<u>2,822,928</u>	<u>3,014,135</u>	<u>3,861,735</u>	<u>4,376,772</u>	<u>4,209,708</u>	<u>3,941,896</u>	<u>3,996,527</u>
	<u>\$ 7,497,888</u>	<u>\$ 8,713,118</u>	<u>\$ 10,645,278</u>	<u>\$ 11,775,092</u>	<u>\$ 11,562,268</u>	<u>\$ 11,167,176</u>	<u>\$ 11,749,247</u>
District's Covered Payroll	\$ 3,407,600	\$ 3,135,248	\$ 3,264,846	\$ 3,336,121	\$ 3,539,279	\$ 3,612,592	\$ 3,661,620
District's Proportionate Share of NPL as a % of Covered Payroll	137 19%	181 77%	207 78%	221 76%	207 74%	200 00%	211 73%
Plan's Fiduciary Net Position as a % of the TPL	76 52%	74 02%	70 04%	69 46%	70 99%	72 56%	71 82%

Fiscal year 2015 was the first year of implementation, therefore only six years are shown

The CalPERS discount rate was increased from 7 5% to 7 65% in the District's fiscal year 2016 and then decreased from 7 65% to 7 15% in the District's fiscal year 2018

The CalPERS inflation assumption was decreased from 2 75% to 2 50% during the District's fiscal year 2019

The CalPERS mortality assumptions was adjusted in the District's fiscal year 2019

In 2019, the amortization period for actuarial gains and losses was shortened from 30 years to 20 years

The CalSTRS discount rate was decreased from 7 6% to 7 1% in the District's fiscal year 2017

The CalSTRS investment rate of return was decreased from 7 6% to 7 1% during the District's fiscal year 2017

The CalSTRS inflation rate was decreased from 3% to 2 75% during the District's fiscal year 2017

The CalSTRS wage growth was decreased from 3 75% to 3 5% during the District's fiscal year 2017

This schedule presents information on the District's portion of the net pension liability of CalPERS / CalSTRS in compliance with GASB 68

Cottonwood Union Elementary School District
Schedule of Changes in Total OPEB Liability
For the Fiscal Year Ended June 30 2021

Fiscal Year Ended	2018	2019	2020	2021
Total OPEB liability				
Service cost	\$ 61,382	\$ 61,382	\$ 64,804	\$ 61,663
Interest	24,387	24,387	28,049	21,854
Differences between expected and actual experience	-	-	(163,417)	9,041
Changes of assumptions	-	-	8,543	54,765
Benefit payments	(60,802)	(64,016)	(58,866)	(53,478)
Other	-	-	(7,361)	-
Net change in Total OPEB Liability	24,967	21,753	(128,248)	93,845
Total OPEB Liability - beginning	697,327	722,294	744,047	615,799
Total OPEB Liability - ending	<u>\$ 722,294</u>	<u>\$ 744,047</u>	<u>\$ 615,799</u>	<u>\$ 709,644</u>
Plan fiduciary net position				
Employer contributions	\$ 60,802	\$ 64,016	\$ 58,866	\$ 53,478
Benefit payments	(60,802)	(64,016)	(58,866)	(53,478)
Net change in plan fiduciary net position	-	-	-	-
Plan fiduciary net position - beginning	-	-	-	-
Plan fiduciary net position - ending	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Net OPEB liability (asset)	\$ 722,294	744,047	615,799	709,644
Plan fiduciary net position as a percentage of the total OPEB liability	0.00%	0.00%	0.00%	0.00%
Covered Employee Payroll	\$ 4,101,716	\$ 4,214,513	\$ 4,330,412	\$ 4,756,465
Net OPEB liability as a percentage of covered employee payroll	17.61%	17.65%	14.22%	14.92%
Total OPEB liability as a percentage of covered employee payroll	17.61%	17.65%	14.22%	14.92%

Other Notes

GASB 75 requires a schedule of contributions for the last ten fiscal years, or for as many years

There were no changes in benefit terms

There were no changes in trend rates or assumptions

In 2019, the discount rate was decreased from 3.8% to 3.5%, then to 2.2% in 2020

**SUPPLEMENTARY
INFORMATION**

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***Nonmajor Governmental Funds
Combining Schedules***

Cottonwood Union Elementary School District
Combining Balance Sheet
Nonmajor Governmental Funds
June 30, 2021

	Capital Projects Fund		Debt Service Fund	Totals
	Capital Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Bond Interest and Redemption Fund	
Assets				
Cash and investments	\$ 15,039	\$ 85,883	\$ 260,710	\$ 361,632
Total Assets	<u>\$ 15,039</u>	<u>\$ 85,883</u>	<u>\$ 260,710</u>	<u>\$ 361,632</u>
Fund Balances				
Fund balances				
Restricted for				
Debt service	\$ -	\$ -	\$ 260,710	\$ 260,710
Capital projects	15,039	85,883	-	100,922
Total Fund Balances	<u>15,039</u>	<u>85,883</u>	<u>260,710</u>	<u>361,632</u>
Total Fund Balances	<u>\$ 15,039</u>	<u>\$ 85,883</u>	<u>\$ 260,710</u>	<u>\$ 361,632</u>

Cottonwood Union Elementary School District
Combining Statement of Revenues, Expenditures and
Changes in Fund Balances
Nonmajor Governmental Funds
For the Fiscal Year Ended June 30, 2021

	Capital Projects Fund		Debt Service Fund	Totals
	Capital Facilities Fund	Special Reserve Fund for Capital Outlay Projects	Bond Interest and Redemption Fund	
Revenues				
Other state	\$ -	\$ -	\$ 2,723	\$ 2,723
Other local	87,913	712	208,192	296,817
Total revenues	87,913	712	210,915	299,540
Expenditures				
General administration				
All other general administration	758	-	-	758
Debt service				
Principal	74,373	-	89,337	163,710
Interest and fees	-	-	105,663	105,663
Total expenditures	75,131	-	195,000	270,131
Excess (deficiency) of revenues over (under) expenditures	12,782	712	15,915	29,409
Other financing sources (uses)				
Transfers in	-	25,000	-	25,000
Total other financing sources (uses)	-	25,000	-	25,000
Changes in fund balances	12,782	25,712	15,915	54,409
Fund balances beginning	2,257	60,171	244,795	307,223
Fund balances ending	\$ 15,039	\$ 85,883	\$ 260,710	\$ 361,632

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**STATE AND FEDERAL
AWARD COMPLIANCE
SECTION**

Cottonwood Union Elementary School District
Organization (Unaudited)
June 30, 2021

The Cottonwood Union Elementary School District was established in 1938 and is located in Shasta County. There were no changes in the boundaries of the District during the current year. The District is currently operating one elementary school and one junior high school. The District is the sponsoring local educational agency for one charter school.

The Board of Education for the fiscal year ended June 30, 2021, was comprised of the following members:

Governing Board

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Deidre McDougall	President	2022
Heather Sulzer	Clerk	2022
Matt Iles	Member	2024
James O'Brien	Member	2024
Kim Cordova	Member	2022

Administration

Mr. Doug Geren
Superintendent

Laura Merrick
Chief Business Official

Cottonwood Union Elementary School District
Schedule of Instructional Time
For the Fiscal Year Ended June 30, 2021

<u>Grade Level</u>	<u>Minutes Requirements</u>	<u>2021 Actual Minutes</u>	<u>Actual Number of Days Traditional Calendar</u>	<u>Number of Days Multitrack Calendar</u>	<u>Status</u>
Kindergarten	n/a	n/a	180	0	In Compliance ⁽¹⁾
Grade 1	n/a	n/a	180	0	In Compliance ⁽¹⁾
Grade 2	n/a	n/a	180	0	In Compliance ⁽¹⁾
Grade 3	n/a	n/a	180	0	In Compliance ⁽¹⁾
Grade 4	n/a	n/a	180	0	In Compliance ⁽¹⁾
Grade 5	n/a	n/a	180	0	In Compliance ⁽¹⁾
Grade 6	n/a	n/a	180	0	In Compliance ⁽¹⁾
Grade 7	n/a	n/a	180	0	In Compliance ⁽¹⁾
Grade 8	n/a	n/a	180	0	In Compliance ⁽¹⁾

School districts and charter schools must maintain their instructional minutes as defined in Education Code Section 46207. This schedule is required of all districts and charter schools, including basic aid districts. However, for fiscal year 2021, districts are only required to offer a minimum number of days based on Education Code Section 46200, chapter 2, part 26. This schedule reports the District's compliance with this Ed Code Section.

Cottonwood Union Elementary School District
Schedule of Charter Schools (Unaudited)
June 30, 2021

The purpose of this schedule is to list all charter schools chartered by the District and displays information for each charter school on whether or not the charter school is included in the District audit.

<u>Charter School</u>	<u>Charter School Number</u>	<u>Included in Audit</u>
Cottonwood Creek Charter School	1183	No

Cottonwood Union Elementary School District
Schedule of Financial Trends and Analysis (Unaudited)
For the Fiscal Year Ended June 30, 2021

	(Budget) ⁽¹⁾ 2022	2021	2020	2019
General Fund				
Revenues and other financial sources	\$ 14,193,573	\$ 11,911,749	\$ 10,859,731	\$ 11,186,295
Expenditures	12,280,509	10,849,864	11,022,083	10,955,610
Other uses and transfers (out)	65,000	30,000	225,888	605,000
Total outgo	12,345,509	10,879,864	11,247,971	11,560,610
Change in fund balance	1,848,064	1,031,885	(388,240)	(374,315)
Ending fund balance	\$ 6,312,043	\$ 4,463,979	\$ 3,432,094	\$ 3,820,334
Available reserves ⁽²⁾	\$ 553,336	\$ 542,635	\$ 567,160	\$ 578,035
Designated for economic uncertainty	\$ 619,710	\$ 542,635	\$ 567,160	\$ 578,035
Unassigned fund balance	\$ (66,374)	\$ -	\$ -	\$ -
Available reserves as a percentage of total outgo	4%	5%	5%	5%
Total long-term debt	\$ 14,608,736	\$ 14,787,859	\$ 14,322,832	\$ 13,084,961
Average daily attendance at P-2	900	899	899	890

Average daily attendance has increased by 9 over the past three years. The District anticipates no change in ADA in the next year.

The general fund balance has increased by \$643,645 over the past three years and operated at a deficit in all of the last three years. For a District this size, the state recommends available reserves of at least 4% of total general fund expenditures, transfers out and other uses (total outgo).

Total long-term debt has increased by \$1,702,898 over the past three years.

⁽¹⁾ Budget numbers are based on the first adopted budget of the fiscal year 2021/22.

⁽²⁾ Available reserves consist of all unassigned fund balances in the general fund, which includes the reserve for economic uncertainties.

Cottonwood Union Elementary School District
Schedule of Expenditures of Federal Awards
For the Fiscal Year Ended June 30, 2021

Program Name	Federal Catalog Number	Pass-Through Entity Identifying Number	Program Expenditures
U S DEPARTMENT OF EDUCATION			
Passed Through California Department of Education			
Title I, Part A, Basic Grants Low-Income & Neglected	84 010	14329	\$ 200,348
Title II Improving Teacher Quality	84 367	14341	37,403
Title IV, Part A, Student Support and Academic Enrichment Grants	84 424	15396	16,800
Governor's Emergency Education Relief (GEER) Fund	84 424C	15517	19,644
<i>Education Stabilization Fund (ESF)</i>			
Elementary and Secondary School Emergency Relief (ESSER) Fund	84 425D	15536	179,254
Elementary and Secondary School Emergency Relief II (ESSER II) Fund	84 425D	15547	36,509
<i>Total Education Stabilization Fund (ESF)</i>			<u>215,763</u>
<i>Special Education Cluster</i>			
Special Ed IDEA Basic Local Assistance Entitlement	84 027	13379	<u>195,574</u>
TOTAL U S DEPARTMENT OF EDUCATION			685,532
U S DEPARTMENT OF TREASURY			
Passed Through California Department of Education			
Coronavirus Relief Fund (CRF) Learning Loss Mitigation	21 019 (1)	25516	<u>459,579</u>
TOTAL U S DEPARTMENT OF TREASURY			<u>459,579</u>
U S DEPARTMENT OF AGRICULTURE			
Passed Through California Department of Education			
Forest Reserve	10 665	10044	11,252
<i>Child Nutrition Cluster</i>			
Child Nutrition School Programs	10 555	13524	<u>334,645</u>
TOTAL U S DEPARTMENT OF AGRICULTURE			<u>345,897</u>
TOTAL FEDERAL PROGRAMS			<u>\$ 1,491,008</u>

(1) Audited as major program

Cottonwood Union Elementary School District
Reconciliation of Annual Financial and Budget Report (SACS)
to the Audited Financial Statements
For the Fiscal Year Ended June 30, 2021

	General Fund	Cafeteria Fund	Other Nonmajor Governmental Funds
June 30, 2021 Annual Financial and Budget Report Fund Balances	\$ 3,885,655	\$ 87,746	\$ 592,109
Adjustments to reconcile audited financials			
Special Res Fund for Other Than Capital Outlay			
Cash and investments and due from other funds	203,919 00	-	(203,919)
Student Activity Special Revenue Fund			
Cash and investments	26,558	-	(26,558)
June 30, 2021 Audited Financial Statements Fund Balances	\$ 4,116,132	\$ 87,746	\$ 361,632

Cottonwood Union Elementary School District
Notes to State and Federal Award Compliance Section
For the Fiscal Year Ended June 30, 2021

1. PURPOSE OF SCHEDULES

A Schedule of Instructional Time

This schedule presents information on the amount of instructional time/days offered by the District and whether the District complied with the provisions of Education Code Sections 46200 through 46206

B Schedule of Charter Schools

This schedule is provided to list all charter schools chartered by the District and displays information for each charter school on whether or not the charter school is included in the District audit

C Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time

D Schedule of Expenditures of Federal Awards

Title 2 US Code of Federal Regulations Part 200, Uniform Administrative Regulations, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requires a disclosure of the financial activities of all federally funded programs. This schedule was prepared to comply with Uniform Guidance requirements.

E Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balances of all funds reported on the SACS report to the audited financial statements

2. RESULTS OF RECONCILIATIONS OF EXPENDITURES PER SCHEDULE OF GRANT ACTIVITY WITH THE DISTRICT'S ACCOUNTING SYSTEM

There were no unreconciled differences between the District's records and the Schedule of Federal Grant Activity as shown on the Schedule of Expenditures of Federal Awards

Cottonwood Union Elementary School District
Notes to State and Federal Award Compliance Section
For the Fiscal Year Ended June 30, 2021

3. BASIS OF PRESENTATION - SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of *Title 2 US Code of Federal Regulations Part 200, Uniform Administrative Regulations, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

4. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Expenditures reported on the schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowed or are limited as to reimbursement. Negative amounts shown on the schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

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**OTHER INDEPENDENT
AUDITOR'S REPORTS**

Chavan and Associates, llp
Certified Public Accountants

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Trustees
of the Cottonwood Union Elementary School District
Cottonwood, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Cottonwood Union Elementary School District (the District) as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated January 20, 2022

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



Chavan and Associates, llp
Certified Public Accountants

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

C & A LLP

January 20, 2022
Morgan Hill, California

Chavan and Associates, llp
Certified Public Accountants

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH
MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH THE UNIFORM GUIDANCE**

Board of Trustees
of the Cottonwood Union Elementary School District
Cottonwood, California

Report on Compliance for Each Major Federal Program

We have audited Cottonwood Union Elementary School District (the District)'s compliance with the types of compliance requirements described in *OMB Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2021. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the District's compliance.

Opinion on Each Major Federal Program

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs-for the year ended June 30, 2021.

Chavan and Associates, llp
Certified Public Accountants

Report on Internal Control over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph for this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

C & A LLP

January 20, 2022
Morgan Hill, California

Chavan and Associates, llp
Certified Public Accountants

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS
THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON STATE PROGRAMS**

The Honorable Board of Trustees
Cottonwood Union Elementary School District
Cottonwood, California

Compliance

We have audited the Cottonwood Union Elementary School District's (the District) compliance with the types of compliance requirements described in the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, that could have a direct and material effect on each of the District's state programs identified below for the year ended June 30, 2021

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts and grants applicable to its state programs

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's audit guide, *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2020-21 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards, and state audit, guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above, that could have a material effect on compliance with the state laws and regulations described in the schedule below, occurred. An audit includes examining, on a test basis, evidence supporting the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

In connection with the compliance audit referred to above, we selected and tested transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
Local Education Agencies Other than Charter Schools	
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	N/A
Continuation Education	N/A

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 Certified Public Accountants

<u>Description</u>	<u>Procedures Performed</u>
Instructional Time	Yes
Instructional Materials	Yes
Ratios of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	N/A
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	N/A
Middle or Early College High Schools	N/A
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	N/A
Apprenticeship Related and Supplemental Instruction	N/A
Comprehensive School Safety Plan	Yes
District of Choice	N/A
School Districts, County Offices of Education, and Charter Schools	
California Clean Energy Jobs Act	Yes
After and Before School Education and Safety Program	
General Requirements	N/A
After School	N/A
Before School	N/A
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	N/A
Independent Study-Course Based	N/A
Charter Schools	
Attendance	N/A
Mode of Instruction	N/A
Nonclassroom-Based Instruction/Independent Study for Charter Schools	N/A
Determination of Funding for Nonclassroom-Based Instruction	N/A
Annual Instructional Minutes - Classroom Based	N/A
Charter School Facility Grant Program	N/A

Opinion

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on State Programs for the fiscal year ended June 30, 2021



January 20, 2022
 Morgan Hill, California

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**FINDINGS AND
RECOMMENDATIONS**

Cottonwood Union Elementary School District
Schedule of Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2021

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued	<u>Unmodified</u>
Internal control over financial reporting	
Material weaknesses?	___ Yes <u>x</u> No
Significant deficiencies identified not considered to be material weaknesses?	___ Yes <u>x</u> None Reported
Non-compliance material to financial statements noted?	___ Yes <u>x</u> No

Federal Awards

Internal control over major programs	
Material weaknesses?	___ Yes <u>x</u> No
Significant deficiencies identified not considered to be material weaknesses?	___ Yes <u>x</u> None Reported
Type of auditor's report issued on compliance over major programs	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200 516(a)	___ Yes <u>x</u> No

Identification of Major Programs

<u>CFDA Numb</u>	<u>Name of Federal Program</u>
21 019	Coronavirus Relief Fund (CRF) Learning Loss Mitigation

Dollar threshold used to distinguish between type A and type B programs	\$ <u>750,000</u>
Auditee qualified as low risk auditee?	<u>x</u> Yes ___ No

State Awards

Internal control over state programs	
Material weaknesses?	___ Yes <u>x</u> No
Significant deficiencies identified not considered to be material weaknesses?	___ Yes <u>x</u> None Reported
Type of auditor's report issued on compliance over state programs	<u>Unmodified</u>

Cottonwood Union Elementary School District
Schedule of Findings and Questioned Costs
For the Fiscal Year Ended June 30, 2021

Section II - Financial Statement Findings

None

Section III - Federal Award Findings and Questioned Costs

None

Section IV - State Award Findings and Questioned Costs

None

Cottonwood Union Elementary School District
Schedule of Prior Year Findings and Recommendations
For the Fiscal Year Ended June 30, 2021

Section II - Financial Statement Findings

None

Section III - Federal Award Findings and Questioned Costs

None

Section IV - State Award Findings and Questioned Costs

None

CSBA Sample Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0420 42(a)

CHARTER SCHOOL RENEWAL

Note When the term of a charter granted by the Governing Board pursuant to Education Code 47605 is due to expire, the charter school must submit a petition for renewal to the Board in accordance with Education Code 47607

For a charter that was granted by the State Board of Education (SBE) on appeal after being denied by the district pursuant to Education Code 47605, the renewal petition must first be submitted to the chartering authority designated by SBE ~~the district board that denied the charter, pursuant to~~ in accordance with Education Code 47605 For charters granted by SBE on appeal pursuant to Education Code 47605, as that section read on January 1, 2019, the charter school may continue operating until it is up for renewal, at which point it must submit a renewal petition to the board in the geographic boundaries where the charter school is located, pursuant to Education Code 47605.9.

A petition for the renewal of a charter that was originally granted by the County Board of Education on appeal after being denied by the district must be submitted directly to the County Board as the chartering authority pursuant to 5 CCR 11966 5

Pursuant to Education Code 47607.4, as added by AB 130 (Ch. 44, Statutes of 2021), notwithstanding the renewal process established in Education Code 47605.9, 47607, 47607.2, or any other law, all charter schools whose term expires on or between January 1, 2022 and June 30, 2025 shall have their term extended by two years.

The Governing Board believes that the ongoing operation of a charter school should be dependent on the school's effectiveness in achieving its mission and goals for student learning and other student outcomes Whenever a charter school submits a petition for renewal of its charter, the Board shall review the petition thoroughly and in a timely manner, consistent with the timelines set out in the Education Code The Board shall consider renewal petitions only of charters originally authorized by the Board itself or by the State Board of Education (SBE) on appeal after initial denial by the Board

(cf 0420 4 - Charter School Authorization)
(cf 0420 41 - Charter School Oversight)
(cf 0420 43 - Charter School Revocation)
(cf 0500 - Accountability)

The Board shall deny the renewal petition of any charter school operated as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Education Code 47604)

When a charter school, concurrently with its renewal petition, proposes to expand operations to one or more additional sites or grade levels, the charter school shall request a material revision to its charter The material revision may be made only with the approval of the Board and in accordance with the standards and criteria in Education Code 47605 for material revisions (Education Code 47607)

CHARTER SCHOOL RENEWAL (continued)

Note The following **optional** paragraph may be revised to reflect district timelines for the submission of charter renewal petitions Education Code 47605 requires that the Board grant or deny the renewal petition within 90 days of receiving the petition, see section entitled "Timelines for Board Action" below However, it is recommended that charter schools submit their petition sufficiently early (e g , as much as nine months before the term of the charter is due to expire) so that, in the event that the Board denies the renewal, the charter school may be able to appeal to the County Board and then to SBE and, if the school closes, to allow students of the charter school to transfer to another school

The Board recommends that a charter school submit its petition for renewal to the Board sufficiently early before the expiration of the term of the charter to allow the Board's deliberations and decision on the renewal petition to be completed with minimal disruption to the charter school's educational program in the renewal year.

The petition for renewal shall include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed (Education Code 47607; 5 CCR 11966 4)

Criteria for Granting or Denying Renewal

Note Education Code 47607 and 47607 2 authorize different lengths of renewals for high-performing, middle-performing, and low-performing charter schools

Pursuant to Education Code 47607, charter renewals are subject to the same standards and criteria as initial charter authorizations as specified in Education Code 47605, except that the Board may not deny the renewal of an existing charter school based on a finding that (1) the district has a negative or qualified interim certification, **or is under state receivership**, and is not positioned to absorb the fiscal impact of the proposed charter school or (2) the charter school is **demonstrably** unlikely to serve the interests of the entire community in which the school will be located (i e , the school would substantially undermine or duplicate existing district services or programs) However, these two criteria may be used to deny a proposed expansion of an existing charter school **constituting a material revision** See BP/AR 0420 4 - Charter School Authorization for more information regarding the standards and criteria for initial charter authorizations and renewals

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605 However, a charter renewal shall not be denied based on the fiscal impact of the charter school on the district or a finding that the charter school is **demonstrably** unlikely to serve the interests of the entire community in which the school is located, as described in Education Code 47605. (Education Code 47607)

The signature requirement for charter authorization petitions is not applicable to petitions for renewal (Education Code 47607; 5 CCR 11966.4)

Note Pursuant to Education Code 47607 2, the review of the charter school's academic performance must be based on "verified data" from assessments and other indicators, **including in certain instances measures of postsecondary outcomes**, approved by SBE In November 2020, SBE approved a list of valid and

CHARTER SCHOOL RENEWAL (continued)

reliable indicators of academic progress and postsecondary outcomes that may be used to demonstrate a charter school's academic performance. Such indicators are available on the **California Department of Education's CDE's** web site

In determining whether to grant a charter renewal, the Board shall review both schoolwide performance and the performance of numerically significant student subgroups on the state and local indicators included in the California School Dashboard, giving greater weight to performance on measurements of academic performance. If the Dashboard indicators are not yet available for the most recently completed academic year before renewal, the Board shall consider verifiable data provided by the charter school related to the Dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year. The Board shall only consider data from sources adopted by SBE. (Education Code 47607, 47607.2)

Following the Board's review, a renewal of the charter petition may be granted in accordance with a three-tiered system based on school performance, as follows:

Note Pursuant to Education Code 47607, as amended by **AB 130 SB 98 (Ch 24, Statutes of 2020)**, the criteria described in item #1 below may be achieved for two of the **most recent years for which state data is available** ~~three years immediately~~ preceding the renewal **decision**, rather than for the two consecutive years immediately preceding the renewal, if the two consecutive years immediately preceding the renewal **decision** include the **2019-20 or 2020-21** school year

1 **Renewal of Five to Seven Years**

a A charter school that is not eligible for technical assistance pursuant to Education Code 47607.3 shall be granted renewal for a period of five to seven years when, for two consecutive years immediately preceding the renewal, or for two of the **most recent years for which state data is available** ~~three years immediately~~ preceding the renewal **if the two consecutive years immediately preceding the renewal decision include the 2019-20 or 2020-21 school year**, ~~for any renewal submitted in the 2020-21 or 2021-22 school year~~, the charter school achieved either of the following. (Education Code 47607)

- (1) Received the two highest performance levels schoolwide on all the state indicators included in the Dashboard for which the charter school receives performance levels, provided the charter school has schoolwide performance levels on at least two measurements of academic performance per year in each of the two years
- (2) For all measurements of academic performance, received performance levels schoolwide that are the same or higher than the state average

CHARTER SCHOOL RENEWAL (continued)

and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average, provided that the charter school has performance levels on at least two measurements of academic performance for at least two subgroups

- b If the charter school satisfies the above criteria, it shall only be required to update the renewal petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and, as necessary, to reflect the current program offered by the charter school (Education Code 47607)

2 Renewal of Five Years

- a A renewal shall be granted for five years if clear and convincing evidence, demonstrated by verified data, shows either of the following (Education Code 47607 2)
 - (1) Measurable increases in academic achievement, as defined by at least one year's progress for each year in school
 - (2) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers
- b For any such charter school, the Board may deny the renewal petition **only** upon making written factual findings that the charter school failed to meet or make sufficient progress toward meeting standards that provide a benefit to students at the school, that the closure of the charter school is in the best interest of students, and that the Board's decision provided greater weight to performance on measurements of academic performance (Education Code 47607 2)

Note Education Code 47607 2, as amended by AB 130 SB-98, authorizes the Board to deny renewal of a charter if the criteria described in item #3 below apply in two of the **most recent years for which state data is available** ~~three years immediately~~ preceding the renewal **decision**, rather than for two consecutive years immediately preceding the renewal **decision**, if the two consecutive years immediately preceding the renewal include the 2019-20 or 2020-21 school year

3. Denial/Two-Year Renewal

- a The Board shall generally not renew a charter if, for two consecutive years immediately preceding the renewal decision, or for two of the ~~three~~ **most recent years for which state data is available** immediately preceding the

CHARTER SCHOOL RENEWAL (continued)

renewal if the two consecutive years immediately preceding the renewal decision include the 2019-20 or 2020-21 school year, ~~for any renewal submitted in the 2020-21 or 2021-22 school year,~~ either of the following applies (Education Code 47607.2)

- (1) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the Dashboard for which it receives performance levels, provided the charter school has schoolwide performance levels on at least two measurements of academic performance per year in each of the two years
 - (2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average, provided that the charter school has performance levels on at least two measurements of academic performance for at least two subgroups
- b However, the Board may grant a two-year renewal to any such charter school if the Board makes written factual findings, setting forth specific facts to support the findings, that. (Education Code 47607.2)
- (1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.
 - (2) There is clear and convincing evidence, demonstrated by verified data, showing achievement of the criteria specified in item #2a above

In addition to all the grounds stated above for denial of a charter renewal, the Board may deny renewal of a charter upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or a finding that the school is not serving all students who wish to attend. When denying a charter renewal for either of these reasons, the Board shall provide the charter school at least 30 days' notice of the alleged violation and a reasonable opportunity to cure the violation, including the submission of a proposed corrective action plan. The Board may deny the renewal for these reasons only upon a finding that either the corrective action

CHARTER SCHOOL RENEWAL (continued)

proposed by the charter school has been unsuccessful or that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. Any finding that a school is not serving all students who wish to attend shall specifically identify the evidence supporting the finding (Education Code 47607)

<p>Note: Charter schools that serve high-risk students may qualify for the state's Dashboard Alternative School Status (DASS) program, which uses modified methods of measurement for accountability indicators when appropriate. Charter schools that participate in the DASS are subject to the following criteria specified in Education Code 47607</p>
--

A charter school that qualifies for the state's Dashboard Alternative School Status shall not be subject to any of the above criteria. Instead, in determining whether to grant a charter renewal for such a charter school, the Board shall consider, in addition to the charter school's performance on the state and local indicators included in the Dashboard, the charter school's performance on alternative metrics applicable to the charter school based on the student population served. The Board shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The Board may deny a charter renewal only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of students (Education Code 47607)

Timelines for Board Action

<p>Note: State law does not expressly provide a timeline for a public hearing on the renewal petition or for the Board's final decision on the renewal. However, pursuant to Education Code 47607, renewals are generally subject to the same standards and criteria applicable to initial charter authorizations, as specified in Education Code 47605. The following section reflects the timelines established for initial charter authorizations.</p>

Within 60 days of receiving the renewal petition, the Board shall hold a public hearing to review documentation submitted by the charter school, determine the level of support for the petition, and obtain public input. A petition is deemed received on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete (Education Code 47605)

The Board shall either grant or deny the charter renewal within 90 days of receiving the petition. The date may be extended by an additional 30 days if both the petitioner and the Board agree to the extension (Education Code 47605)

At least 15 days before the public hearing at which the Board will grant or deny the charter petition, the Board shall publish all staff recommendations and recommended findings

CHARTER SCHOOL RENEWAL (continued)

regarding the petition During the public hearing, petitioners shall have equal time and opportunity to present evidence and testimony to respond to the staff recommendations and findings (Education Code 47605)

Note: Though 5 CCR 11966.4 provides that an "automatic renewal" results when the Board does not make a written factual finding on which a denial may be based within 60 days of receiving the renewal petition, the timelines specified in Education Code 47605 and described above should be followed, as they supersede the inconsistent regulation. The district should consult legal counsel in the event of a question regarding the timelines.

If the Board fails to make a written factual finding when required for denial of the petition pursuant to the section "Criteria for Granting or Denying Renewal" above within the required time period, the absence of a written factual finding shall be deemed an approval of the renewal petition (~~5 CCR 11966 4~~)

The Superintendent or designee shall provide notification to **the California Department of Education CDE**, within 10 calendar days of the Board's action, whenever a renewal of the charter is granted or denied (Education Code 47604 32, 5 CCR 11962 1)

If the Board denies a renewal petition, the charter school may submit its application for renewal to the County Board of Education within 30 days of the Board's written factual findings supporting the denial (Education Code 47605, 47607 5)

School Closure

If a charter is not renewed and the charter school ceases operation, the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962 shall be implemented (Education Code 47604 32, 47605)

*Legal Reference*EDUCATION CODE47600-47616 7 *Charter Schools Act of 1992*52052 *Definition of numerically significant student subgroup*56145-56146 *Special education services in charter schools*60600-60649 *Assessment of academic achievement*CODE OF REGULATIONS, TITLE 511962-11962 1 *Definitions*11966 4 *Submission of charter renewal petition*11966 5 *Charter petitions that have not been renewed, submission to county board of education*UNITED STATES CODE, TITLE 20~~7223-7225~~ *Charter schools 7221-7221j Expanding opportunity through quality charter schools*

Management Resources (see next page)

CHARTER SCHOOL RENEWAL (continued)

Management Resources

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools A Guide for Governance Teams, rev June 2021 2016

WEB SITES

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

California Charter Authorizing Professionals [https //calauthorizers org](https://calauthorizers.org)

California Charter Schools Association [https //www ccsa org](https://www.ccsa.org)

California Department of Education, Charter Schools [http //www cde ca gov/sp/ch](http://www.cde.ca.gov/sp/ch)

National Association of Charter School Authorizers [https //www qualitycharters org](https://www.qualitycharters.org)

U S Department of Education [http //www ed gov](http://www.ed.gov)

(3/20 3/21) 12/21

CSBA Sample Board Policy

Community Relations

BP 1312 3(a)

UNIFORM COMPLAINT PROCEDURES

Note To address prohibited discrimination and violations of state and federal laws governing educational programs, 5 CCR 4621 mandates districts to adopt uniform complaint procedures (UCP) consistent with the state's complaint procedures specified in 5 CCR 4600-4670 Additionally, Education Code 52075 mandates districts to adopt policies and procedures implementing the use of UCP to investigate and resolve complaints alleging noncompliance with requirements related to the local control and accountability plan, and Education Code 8212, as renumbered by AB 131 (Ch. 116, Statutes of 2021) mandates districts to adopt policies and procedures for resolving complaints regarding specified health and safety issues in license-exempt California State Preschool Programs (CSPP). Furthermore, a number of federal civil rights statutes and their implementing regulations mandate districts to adopt policies and procedures for the prompt and equitable resolution of complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). For example, districts are mandated pursuant to 28 CFR 35.107 to adopt policy and procedures to address discrimination on the basis of disability, while districts that receive federal financial assistance are mandated pursuant to 34 CFR 106.8 and 34 CFR 110.25 to adopt policies and procedures to address discrimination on the basis of sex and age. See the section "~~Complaints Subject to UCP~~" below for ~~The following policy contains a list of programs and activities subject to these procedures pursuant to state law; See the section "Complaints Subject to UCP", below~~

The California Department of Education (CDE) monitors district programs and operations for compliance with these requirements through its Federal Program Monitoring (FPM) process The FPM consists of a review of (1) written district policies and procedures for required statements, including prohibition of discrimination (such as discriminatory harassment, intimidation, and bullying) against students pursuant to Education Code 234 1, and (2) records of required activities, such as annual notification provided to students, parents/guardians, employees, and other school community members

The U S Department of Education's Office for Civil Rights (OCR) enforces federal anti-discrimination laws, including Title II of the Americans with Disabilities Act (42 USC 12101-12213), Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000e-17), Title IX of the Education Amendments Act of 1972 (20 USC 1681-1688), Section 504 of the Rehabilitation Act of 1973 (29 USC 794), and the Age Discrimination Act of 1975 (42 USC 6101-6107) Whether a complaint of sexual harassment is addressed through the UCP or the federal Title IX complaint procedures adopted pursuant to 34 CFR 106 44-106 45, as added by 85 Fed Reg 30026, is dependent on whether the alleged conduct meets the more stringent federal definition or the state definition of sexual harassment See the section "**Non-UCP Complaints**" below, the accompanying administrative regulation, BP/AR 5145.7 ~~5147~~ - Sexual Harassment, and AR 5145 71 - Title IX Sexual Harassment Complaint Procedures

The following policy and accompanying administrative regulation reflect all components required by law, 5 CCR 4600-4670, as amended by Register 2020, No 21, and the 2021-22 ~~2020-21~~ FPM instrument Additional details provided herein may help districts during a compliance check by CDE or in the event that a CDE or OCR investigation occurs

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs The Board encourages the early resolution of complaints whenever possible To

UNIFORM COMPLAINT PROCEDURES (continued)

resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation

Complaints Subject to UCP

Note The FPM process includes a review of a district's policies and procedures to determine whether all district programs and activities that are subject to the UCP, as listed in the FPM instrument, are addressed. Items #1-23 list all programs and activities identified in the FPM instrument. According to CDE, the district's policy must list all such programs and activities and, at the district's discretion, may add a paragraph below the list stating the UCP programs and activities that are implemented in the district.

For further information regarding requirements for the following programs and activities, see the law cited and/or related CSBA policy and/or administrative regulation.

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

- 1 Accommodations for pregnant and parenting students (Education Code 46015)

(cf 5146 - Married/Pregnant/Parenting Students)

- 2 Adult education programs (Education Code 8500-8538, 52334 7, 52500-52617)

(cf 6200 - Adult Education)

3. After School Education and Safety programs (Education Code 8482-8484 65)

(cf 5148 2 - Before/After School Programs)

- 4 Agricultural career technical education (Education Code 52460-52462)

5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)

(cf 6178 - Career Technical Education)

(cf 6178 1 - Work-Based Learning)

6. Child care and development programs (Education Code 8200-8488 8498)

(cf 5148 - Child Care and Development)

7. Compensatory education (Education Code 54400)

(cf 6171 - Title I Programs)

UNIFORM COMPLAINT PROCEDURES (continued)

8 Consolidated categorical aid programs (Education Code 33315; 34 CFR 299 10-299 12)

9 Course periods without educational content, ~~when students in grades 9-12 are assigned to such courses more than one week in any semester or in a course the student has previously satisfactorily completed, unless specified conditions are met~~ (Education Code 51228 1-51228.3)

(cf 6152 - Class Assignment)

10 Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a ~~the~~ person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422 55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

(cf 0410 - Nondiscrimination in District Programs and Activities)

(cf 5145 3 - Nondiscrimination/Harassment)

(cf 5145 7 - Sexual Harassment)

(cf 5145 71 - Title IX Sexual Harassment Complaint Procedures)

11. Educational and graduation requirements for students in foster care, homeless students, students from military families, **and** students formerly in a juvenile court school, ~~migrant students, and immigrant students participating in a newcomer program~~ (Education Code 48645 7, 48853, 48853.5, 49069 5, 51225.1, 51225 2)

(cf 6173 - Education for Homeless Children)

(cf 6173 1 - Education for Foster Youth)

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

(cf 6173 3 - Education for Juvenile Court School Students)

12 Every Student Succeeds Act (Education Code 52059.5, 20 USC 6301 et seq)

13 Local control and accountability plan (Education Code 52075)

(cf 0460 - Local Control and Accountability Plan)

14 Migrant education (Education Code 54440-54445)

(cf 6175 - Migrant Education Program)

UNIFORM COMPLAINT PROCEDURES (continued)

15 Physical education instructional minutes (Education Code 51210, 51222, 51223)

(cf 6142 7 - Physical Education and Activity)

16 Student fees (Education Code 49010-49013)

(cf 3260 - Fees and Charges)

17 Reasonable accommodations to a lactating student (Education Code 222)

18 Regional occupational centers and programs (Education Code 52300-52334 7)

(cf 6178 2 - Regional Occupational Center/Program)

19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)

(cf 0420 - School Plans/Site Councils)

20 School safety plans (Education Code 32280-32289)

(cf 0450 - Comprehensive Safety Plan)

21 School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)

(cf 0420 - School Plans/Site Councils)

22 State preschool programs (Education Code ~~8207-8225 8235-8239 1~~)

(cf 5148 3 - Preschool/Early Childhood Education)

Note Pursuant to Education Code ~~8235-5~~ **8212**, as renumbered by AB 131, and CDE's 2021-22 ~~2020-21~~ FPM instrument, the district must use the UCP, with modifications as necessary, to resolve complaints alleging deficiencies related to health and safety issues in license-exempt CSPPs ~~California State Preschool Programs related to health and safety issues~~

Pursuant to 5 CCR 4610, such complaints must be addressed through the procedures described in 5 CCR 4690-4694, as added by Register 2020, No 21 See the section "Health and Safety Complaints in License-Exempt Preschool Programs" in the accompanying administrative regulations

23 State preschool health and safety issues in license-exempt programs (Education Code **8212 8235-5**)

UNIFORM COMPLAINT PROCEDURES (continued)

Note 5 CCR 4621 **mandates** that district policy ensure that complainants are protected from retaliation as specified in item #24 below

24. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
25. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

Note 5 CCR 4631 authorizes the district to utilize alternative dispute resolution (ADR) methods, including mediation, to resolve complaints before initiating a formal investigation. However, the district should ensure that any ADR it uses, particularly "in-person ADR," is appropriate for the particular situation. For example, in some instances (e.g., sexual assault), face-to-face mediation should not be used, even if all parties voluntarily agree, given the risk that a student might feel pressured to "voluntarily" agree to it. **Districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student; see AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.**

The following **optional** paragraph provides for a neutral mediator and should be revised to reflect district practice

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

Note The following paragraph is **mandated** pursuant to 5 CCR 4621. Appropriate disclosure will vary in each case depending on the facts and circumstances

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

(cf 4119 23/4219 23/4319 23 - Unauthorized Release of Confidential/Privileged Information)
(cf 5125 - Student Records)
(cf 9011 - Disclosure of Confidential/Privileged Information)

UNIFORM COMPLAINT PROCEDURES (continued)

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

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

(cf 4131 - Staff Development)

(cf 4231 - Staff Development)

(cf 4331 - Staff Development)

Note It is important to maintain records of all UCP complaints and the investigations of those complaints. If the district is investigated by OCR or CDE, these are important documents in demonstrating that the district has complied with federal law, state law, and its own policies and regulations.

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

(cf 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process

- 1 Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency (5 CCR 4611)

(cf 5141 4 - Child Abuse Prevention and Reporting)

- 2 Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services (5 CCR 4611)

3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

UNIFORM COMPLAINT PROCEDURES (continued)

Note Complaints of employment discrimination are not subject to the UCP. Instead, pursuant to 2 CCR 11023, the district must establish an impartial and prompt process for addressing such complaints. In addition, 5 CCR 4611 requires that employment discrimination complaints be referred to the Department of Fair Employment and Housing (DFEH). See AR 4030 - Nondiscrimination in Employment for applicable complaint procedures.

- 43 Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

Note 5 CCR 4610, as amended by Register 2020, No. 21, limits the applicability of the UCP for complaints regarding special education and child nutrition, as provided in items #4-6. Items #5-7 below.

- 54 Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), or failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with AR 6159 1 - Procedural Safeguards and Complaints for Special Education (5 CCR 3200-3205).

(cf 6159 1 - Procedural Safeguards and Complaints for Special Education)

- 65 Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance (5 CCR 15580-15584).
76. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance (5 CCR 15582).

Note Education Code 35186 requires the district to use UCP, with modifications, to investigate and resolve complaints related to the issues stated in the following paragraph (i.e., "Williams complaints"). Because Education Code 35186 sets forth different timelines for investigation and resolution of these kinds of complaints than the timelines specified in law for other uniform complaints, CDE has created a separate uniform complaint process for the Williams complaints. See AR 1312 4 - Williams Uniform Complaint Procedures for the separate procedure.

- 87 Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of

UNIFORM COMPLAINT PROCEDURES (continued)

students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312 4 - Williams Uniform Complaint Procedures (Education Code 35186)

(cf 1312 4 - Williams Uniform Complaint Procedures)

Legal Reference

EDUCATION CODE

- 200-262 4 Prohibition of discrimination
 - 8200-8488 8498 Child care and development programs
 - 8500-8538 Adult basic education
 - 18100-18203 School libraries
 - 32280-32289.5 School safety plan, uniform complaint procedures
 - 35186 Williams uniform complaint procedures
 - 46015 Parental leave for students
 - 48645.7 Juvenile court schools
 - 48853-48853 5 Foster youth
 - 48985 Notices in language other than English
 - 49010-49014 Student fees
 - 49060-49079 Student records, especially
 - 49069 5 Records of foster youth
 - 49490-49590 Child nutrition programs
 - 49701 Interstate Compact on Educational Opportunity for Military Children
 - 51210 Courses of study grades 1-6
 - 51222 Physical education, secondary schools
 - 51223 Physical education, elementary schools
 - 51225 1-51225 2 Foster youth, homeless children, former juvenile court school students, military-connected students, migrant students, and newly arrived immigrant students, course credits, graduation requirements
 - 51226-51226 1 Career technical education
 - 51228 1-51228 3 Course periods without educational content
 - 52059 5 Statewide system of support
 - 52060-52077 Local control and accountability plan, especially
 - 52075 Complaint for lack of compliance with local control and accountability plan requirements
 - 52300-52462 Career technical education
 - 52500-52617 ~~52616-24~~ Adult schools
 - 54400-54425 Compensatory education programs
 - 54440-54445 Migrant education
 - 54460-54529 Compensatory education programs
 - 59000-59300 Special schools and centers
 - 64000-64001 Consolidated application process, school plan for student achievement
 - 65000-65001 School site councils
- GOVERNMENT CODE
- 11135 Nondiscrimination in programs or activities funded by state
 - 12900-12996 Fair Employment and Housing Act

Legal Reference continued (see next page)

UNIFORM COMPLAINT PROCEDURES (continued)*Legal Reference (continued)*HEALTH AND SAFETY CODE*1596 792 California Child Day Care Act, general provisions and definitions**1596 7925 California Child Day Care Act, health and safety regulations*PENAL CODE*422 55 Hate crime, definition**422 6 Interference with constitutional right or privilege*CODE OF REGULATIONS, TITLE 2*11023 Harassment and discrimination prevention and correction*CODE OF REGULATIONS, TITLE 5*3200-3205 Special education compliance complaints**4600-4670 Uniform complaint procedures**4680-4687 Williams uniform complaint procedures**4690-4694 Complaints regarding health and safety issues in license-exempt preschool programs**4900-4965 Nondiscrimination in elementary and secondary education programs**15580-15584 Child nutrition programs complaint procedures*UNITED STATES CODE, TITLE 20*1221 Application of laws**1232g Family Educational Rights and Privacy Act**1681-1688 Title IX of the Education Amendments of 1972**6301-6576 Title I Improving the Academic Achievement of the Disadvantaged**6801-7014 Title III language instruction for ~~limited-English-proficient~~ **English Learners** and immigrant students*UNITED STATES CODE, TITLE 29*794 Section 504 of Rehabilitation Act of 1973*UNITED STATES CODE, TITLE 42*2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended**2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964**6101-6107 Age Discrimination Act of 1975**11431-11435 McKinney-Vento Homeless Assistance Act**12101-12213 Title II equal opportunity for individuals with disabilities*CODE OF FEDERAL REGULATIONS, TITLE 28*35 107 Nondiscrimination on basis of disability, complaints*CODE OF FEDERAL REGULATIONS, TITLE 34*99 1-99 67 Family Educational Rights and Privacy Act**100 3 Prohibition of discrimination on basis of race, color or national origin**104 7 Designation of responsible employee for Section 504**106 1-106 82 Nondiscrimination on the basis of sex in education programs, especially**106 8 Designation of responsible employee and adoption of grievance procedures for Title IX**~~106 9 Notification of nondiscrimination on basis of sex~~**106.30 Definitions**106.44 Response to notice of sexual harassment**106.45 Title IX sexual harassment complaint procedures**110 25 Notification of nondiscrimination on the basis of age**Management Resources (see next page)*

UNIFORM COMPLAINT PROCEDURES (continued)*Management Resources*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONSSample UCP Board Policies and ProceduresUniform Complaint Procedure 2021-22 ~~2020-21~~ Program Instrument~~Sample UCP Board Policies and Procedures~~U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONSQuestions and Answers on the Title IX Regulations on Sexual Harassment, July 2021Part 1: Questions and Answers Regarding the Department's Title IX Regulations, January 2021~~Dear Colleague Letter, September 22, 2017~~~~Dear Colleague Letter – Title IX Coordinators, April 2015~~~~Dear Colleague Letter – Responding to Bullying of Students with Disabilities, October 2014~~~~Dear Colleague Letter – Harassment and Bullying, October 2010~~~~U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS~~~~Revised Sexual Harassment Guidance – Harassment of Students by School Employees, Other Students, or Third Parties, January 2001~~U.S. DEPARTMENT OF JUSTICE PUBLICATIONSGuidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2007 2002WEB SITESCSBA [http //www csba org](http://www.csba.org)California Department of Education [http //www cde ca gov](http://www.cde.ca.gov)California Department of Fair Employment and Housing: <https://www.dfeh.ca.gov>California Department of Social Services: <https://www.cdss.ca.gov>Student Privacy Policy Office [http //www2 ed gov/about/offices/list/opepd/sppo](http://www2.ed.gov/about/offices/list/opepd/sppo)U.S. Department of Agriculture: <https://www.usda.gov>U.S. Department of Education, Office for Civil Rights [http //www ed gov/ocr](http://www.ed.gov/ocr)U.S. Department of Justice [http //www justice gov](http://www.justice.gov)

(5/20 12/20) 12/21

CSBA Sample Administrative Regulation

Community Relations

AR 1312 3(a)

UNIFORM COMPLAINT PROCEDURES

Note 5 CCR 4621 **mandates** that the district's uniform complaint procedures (UCP) be consistent with the procedures of 5 CCR 4600-4670. Additionally, Education Code 52075 **mandates** districts to adopt policies and procedures implementing the use of UCP to investigate and resolve complaints alleging noncompliance with requirements related to the local control and accountability plan (LCAP), and Education Code ~~8235-5~~ **8212, as renumbered by AB 131 (Ch. 116, Statutes of 2021)** **mandates** districts to adopt policies and procedures for resolving complaints regarding specified health and safety issues in license-exempt California State Preschool Programs (CSPP). Furthermore, a number of federal civil rights statutes and their implementing regulations **mandate** districts to adopt policies and procedures for the prompt and equitable resolution of complaints of unlawful discrimination, harassment, intimidation, or bullying. For example, all districts are **mandated** pursuant to 28 CFR 35.107 to adopt policy and procedures to address discrimination on the basis of disability, while districts that receive federal financial assistance are **mandated** pursuant to 34 CFR 106.8 and 34 CFR 110.25 to adopt policies and procedures to address discrimination on the basis of sex and age. Some of the factors considered by the U.S. Department of Education's Office for Civil Rights (OCR) when determining whether a district's procedures are "prompt and equitable" are addressed throughout the following administrative regulation.

Apart from these mandates, state law authorizes the use of UCP to resolve complaints of noncompliance with laws related to the development of a school plan for student achievement and the establishment of school site councils, accommodations for pregnant and parenting students, prohibition against the charging of student fees, educational rights of foster youth, homeless students, former juvenile court school students, children of military families, migrant students, and students participating in a newcomer program for newly arrived immigrants, assignment of students to courses without educational content, and physical education instructional minutes. See the section "Complaints Subject to UCP" in the accompanying Board policy.

Except as ~~the Governing Board~~ may otherwise be specifically provided in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the accompanying Board policy.

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

Compliance Officers

Note 5 CCR 4621 **mandates** the district to identify in its policies and procedures the person(s), position(s), or unit(s) responsible for ensuring compliance with applicable state and federal laws and regulations governing educational programs, including the receiving and investigating of complaints alleging unlawful discrimination, harassment, intimidation, or bullying and retaliation. During its Federal Program Monitoring (FPM) process, California Department of Education (CDE) staff will check to ensure that the district's procedures list the specific title(s) of the employee(s) responsible for receiving and investigating complaints. Districts should identify the specific title(s) of the compliance officer(s) in the space provided below. If a district identifies multiple compliance officers, it is recommended that one be designated the lead compliance officer.

UNIFORM COMPLAINT PROCEDURES (continued)

The following paragraph specifies that the compliance officer will be the same person designated to serve as the Title IX Coordinator for addressing complaints of sexual harassment pursuant to AR 5145 7 - Sexual Harassment and AR 5145 71 - Title IX Sexual Harassment Complaint Procedures. Districts may modify this regulation to designate different district employees to serve these functions.

The district designates the individual(s), position(s), or unit(s) identified below as responsible for **receiving, coordinating, and investigating** ~~the district's response to~~ complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination, harassment, intimidation, or bullying and in AR 5145 7 - Sexual Harassment for handling complaints regarding sexual harassment. ~~The compliance officer(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.~~

(cf 5145 3 - Nondiscrimination/Harassment)

(cf 5145 7 - Sexual Harassment)

(cf 5145 71 - Title IX Sexual Harassment Complaints Procedures)

(title or position)

(unit or office)

(address)

(telephone number)

(email)

Note: The following paragraph is for use by districts that have designated more than one compliance officer.

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

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

UNIFORM COMPLAINT PROCEDURES (continued)

Note 5 CCR 4621 **mandates** that the district's policy requires employees responsible for compliance and/or for investigating and resolving complaints to be knowledgeable about the laws and programs at issue in the complaints they are assigned. ~~OCR requires that the compliance officer(s) involved in implementing discrimination complaint procedures be knowledgeable about the procedures and be able to explain them to parents/guardians and students.~~ Compliance officers must also have training or experience in handling discrimination complaints, including appropriate investigative techniques and understanding of the applicable legal standards.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination, harassment, intimidation, or bullying, applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

(cf 4331 - Staff Development)

(cf 9124 - Attorney)

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

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms (Education Code 234 1)

Note During the FPM process, CDE staff will check to ensure that the district's policy contains a statement ensuring annual dissemination of notice of the district's UCP to the persons specified below

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties (5 CCR 4622)

(cf 0420 - School Plans/Site Councils)

(cf 1220 - Citizen Advisory Committees)

(cf 4112 9/4212 9/4312 9 - Employee Notifications)

UNIFORM COMPLAINT PROCEDURES (continued)

(cf 5145 6 - Parental Notifications)

Note 5 CCR 4622 requires the district to include specified information in its annual UCP notice to students, parents/guardians, employees, and others. The following list reflects those required components and additional content of the notice listed in CDE's FPM instrument.

A sample of the annual notice is available through CDE's web site. It is the district's responsibility to update the notice as necessary to reflect new law.

The notice shall include

- 1 A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
- 2 The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate
- 3 A statement that a UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred
4. A statement that a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct
- 5 A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities

(cf 3260 - Fees and Charges)

- 6 A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint

(cf 0460 - Local Control and Accountability Plan)

(cf 3260 - Fees and Charges)

UNIFORM COMPLAINT PROCEDURES (continued)

- 7 A statement that the district will post a standardized notice of the educational **and graduation requirements** ~~rights~~ of foster youth, homeless students, **children of military families, and** former juvenile court school students now enrolled in the district, ~~children of military families, migrant students, and immigrant students enrolled in a newcomer program,~~ as specified in Education Code **48645.7**, 48853, 48853 5, 49069 5, 51225 1, and 51225 2, and the complaint process

(cf 6173 - Education for Homeless Children)

(cf 6173 1 - Education for Foster Youth)

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

(cf 6173 3 - Education for Juvenile Court School Students)

(cf 6175 - Migrant Education Program)

- 8 A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
- 9 A statement that, for programs within the scope of the UCP as specified in the accompanying Board policy, the complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the district's decision, within 30 calendar days of receiving the district's decision
- 10 A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable
- 11 A statement that copies of the district's UCP are available free of charge

Note The following paragraph may be modified to reflect district practice Pursuant to Education Code 221 61, **a districts and district school** are required to post information related to Title IX on their web sites, including specified information about complaint procedures under Title IX See AR 5145 3 - Nondiscrimination/Harassment A **school or district** that does not maintain a web site may comply by posting the information on the web site of its **district or county office of education (COE), however a school, district, or COE is not required to establish a web site if it does not maintain one** A comprehensive list of rights based on the provisions of the federal regulations implementing Title IX can be found in Education Code 221 8 ~~In addition, in its April 2015 Dear Colleague Letter Title IX Coordinators, OCR recommends that districts use web posting and social media to disseminate their nondiscrimination notices, policies, and procedures and communicate current compliance officer(s)' contact information to students, parents/guardians, and employees~~

UNIFORM COMPLAINT PROCEDURES (continued)

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.6 shall be posted on the district **and district school** web sites and may be provided through district-supported social media, if available

(cf 1113 - District and School Web Sites)

(cf 1114 - District-Sponsored Social Media)

Note Both federal and state laws contain requirements for translation of certain information and documents Title VI of the Civil Rights Act of 1964 requires districts to ensure meaningful access to their programs and activities by persons with limited English proficiency OCR has interpreted this to require that, whenever information is provided to parents/guardians, districts must notify limited-English-proficient (LEP) parents/guardians in a language other than English in order to be adequate OCR enforces this requirement consistent with the Department of Justice's 2007 2002 Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons Under the Guidance, a recipient of federal funds has an obligation to provide language assistance to LEP individuals based on the balancing of four factors (1) the number or proportion of LEP individuals likely to encounter the program, (2) the frequency with which LEP individuals come in contact with the program, (3) the nature and importance of the services provided by the program, and (4) the resources available to the recipient State law is more specific than federal law Education Code 48985 requires translation of certain information and documents if 15 percent or more of students enrolled in the school speak a single primary language other than English

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

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

Filing of Complaints

Note Complaints filed under UCP may be filed directly with a compliance officer or with any site administrator not designated as a compliance officer For example, acts of unlawful discrimination, harassment, intimidation, or bullying may initially be reported to a principal See AR 5145.3 - Nondiscrimination/Harassment and AR 5145.7 - Sexual Harassment If a site administrator not designated as a compliance officer receives a UCP complaint, the site administrator must notify a compliance officer A district may also establish a site-level process for receiving informal reports about incidents for which a UCP complaint may be filed and notifying students and parents/guardians of their right to file a UCP complaint Any site-level process established by a district should be in writing and distributed in the same manner as the grievance procedures listed herein with an explanation of how it interacts with the UCP complaint process

UNIFORM COMPLAINT PROCEDURES (continued)

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp **If a site administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.**

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

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

- 1 A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization (5 CCR 4600 4630)

Note Education Code 49013 and 52075 **mandate** districts to adopt procedures that allow for anonymous complaints to be filed when a district allegedly violates the prohibition against the charging of student fees or violates any requirement related to the LCAP

- 2 Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee

Note Pursuant to 5 CCR 4630, complaints related to the LCAP must be filed within a year of the date that the **County Superintendent of Schools, the reviewing authority for districts**, approves the district's LCAP. ~~Pursuant to Education Code 52070, the County Superintendent of Schools is the reviewing authority for district LCAPs.~~

3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the **Governing Board**. (5 CCR 4630)
- 4 A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying (5 CCR 4630)

UNIFORM COMPLAINT PROCEDURES (continued)

- 5 A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension (5 CCR 4630)
- 6 When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation

Note ~~OCR's Revised Sexual Harassment Guidance~~ indicates that if a complainant in a sexual harassment case requests that the complainant's name or that of the victim not be revealed to the alleged perpetrator or asks that the complaint not be pursued, the district should first inform the complainant that honoring the request may limit its ability to respond and pursue disciplinary action against the alleged perpetrator. The OCR publication acknowledges that situations may exist in which a district cannot honor a student's request for confidentiality, but cautions that, in all instances, the district must still continue to ensure that it provides a safe and nondiscriminatory environment for all students. Districts should consult legal counsel before honoring a confidentiality request to withhold the victim's name from the alleged perpetrator, especially in the case of alleged sexual assault, as this may affect the district's ability to conduct a thorough investigation or provide supportive measures to the victim. In OCR's Part 1: Questions and Answers Regarding the Department's Title IX Regulations, it is stated that, "Title IX regulations balance a complainant's desire for confidentiality (in terms of, for instance, the complainant's identity not being disclosed to the respondent) with a school's discretion to pursue an investigation where factual circumstances warrant an investigation even though the complainant does not desire to file a formal complaint or participate in a grievance process."

These guiding principles would also apply to harassment on the basis of race, gender, disability, or other protected characteristic

- 7 When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request

Mediation

Note The following section should be used only by those districts that have decided to establish procedures for attempting to resolve complaints through alternative dispute resolution (ADR) procedures such as mediation, see the accompanying Board policy. **The following section may be modified to specify the ADR method and timelines used within the district.**

UNIFORM COMPLAINT PROCEDURES (continued)

Districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student; see AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

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

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

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

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

Investigation of Complaint

Note 5 CCR 4631, which requires the district to provide the complainant with the opportunity to present relevant information, does not provide any timeline. Thus, **the timeline specified below may be modified to reflect district practice**.

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

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

UNIFORM COMPLAINT PROCEDURES (continued)

Note **During** ~~In~~ the investigation, the compliance officer should consider all relevant circumstances, such as how the alleged misconduct affected one or more students' education, the type, frequency, and duration of the misconduct, the identity, age, and sex of the individuals involved in and impacted by the conduct and the relationship between them, the number of persons engaged in the conduct and at whom the conduct was directed, the size of the school, location of the incidents, and context in which they occurred, and other incidents at the school involving different individuals

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

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

Note 5 CCR 4631 allows the district to dismiss a complaint when the complainant refuses to provide the investigator with relevant documents or otherwise obstructs the investigation. 5 CCR 4631 also provides that, if the district refuses to provide the investigator with access to records or other documents, the investigator may issue a finding in favor of the complainant. During the FPM process, CDE staff will check to ensure that both of these statements regarding the provision of access to information are included in the district's policy or procedures, as specified below.

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

Timeline for Investigation Report

Note Pursuant to 5 CCR 4631, the district's investigation report must be sent to the complainant within 60 calendar days of receiving the complaint. Option 1 below is for districts that do not allow complainants to appeal the compliance officer's decision to the Governing Board. Option 2 is for districts that allow appeals to the Board, and it requires the compliance officer's decision within 30 calendar days so that the Board's decision can still be given within the 60-day time limit.

UNIFORM COMPLAINT PROCEDURES (continued)

Pursuant to 5 CCR 4631, only a complainant has the right to receive the investigation report and to file a complaint with the Board if dissatisfied with the compliance officer's decision. **However, under certain circumstances, some of the same rights should be extended to a respondent in order to make the process equitable. For example, since the respondent to a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is usually an individual, the respondent should be notified when the complainant has agreed to an extension of timelines.** ~~However, OCR has recommended that the same rights be extended to a respondent to a complaint alleging unlawful discrimination to ensure the process is equitable for all involved. Furthermore, OCR recommends notifying the respondent in such a complaint whenever the complainant approves an extension of the timeline.~~ Options 1 and 2 reflect these recommendations and may be modified to reflect district practice. **When questions arise as to what rights to provide to a respondent, the district should consult legal counsel accordingly.**

Pursuant to 5 CCR 4640, when a UCP complaint is erroneously sent to CDE without first being filed with the district, the 60-day period specified in 5 CCR 4631 begins when the district receives the complaint

OPTION 1: (Districts that do not allow complainants to appeal to the Board)

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written investigation report, as described in the section "Investigation Report" below, within 60 calendar days of the district's receipt of the complaint (5 CCR 4631)

For any complaint alleging unlawful discrimination, harassment, intimidation, and bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant. ~~The respondent also shall be sent the investigation report at the same time it is provided to the complainant.~~

OPTION 2: (Districts that allow complainants to appeal to the Board)

Note The remainder of this section is for use by districts that select Option 2

Unless extended by written agreement with the complainant, the investigation report shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint

Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Investigation Report" below. If the complainant is dissatisfied with the compliance officer's decision, the complainant may, within five business days, file the complaint in writing with the Board

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

UNIFORM COMPLAINT PROCEDURES (continued)

(cf 9321 - Closed Session)

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

For any complaint alleging unlawful discrimination, harassment, intimidation, and bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant, ~~shall be sent the district's investigation report,~~ and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision

Investigation Report

Note 5 CCR 4631 specifies components that are required to be part of the district's investigation report. Inclusion of these items will help protect the district's position in case of an appeal to CDE, a complaint submitted to OCR, or if litigation is filed

For all complaints, the district's investigation report shall include (5 CCR 4631)

- 1 The findings of fact based on the evidence gathered
- 2 A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law
3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600
- 4 Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610
5. Procedures to be followed for initiating an appeal to CDE

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

Note The Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g, 34 CFR 99 1-99 67) protects student privacy, including student records containing details of the actions taken in response to a UCP complaint. However, pursuant to 20 USC 1221, FERPA may not "be construed to affect the applicability of Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Title

UNIFORM COMPLAINT PROCEDURES (continued)

V of the Rehabilitation Act of 1973, the Age Discrimination Act, or other statutes prohibiting discrimination, to any applicable program " In February 2015, the Family Policy Compliance Office (FPCO), now the Student Privacy Policy Protection Office, released a letter concluding that FERPA permits a district to disclose to a student who was subjected to unlawful discrimination certain information about the sanctions imposed upon the respondent when the sanctions directly relate to that student. Thus, if properly remedying the impact of discrimination would require disclosing to the alleged victim certain information on how the district disciplined the respondent (e.g., an order that the respondent stay away from the alleged victim), FPCO interprets FERPA as allowing the district to disclose that information.

Given the potential liability from improperly disclosing such information, districts are advised to consult with legal counsel when presented with a situation where a victim of unlawful discrimination requests information about sanctions imposed upon the respondent.

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

Note: Education Code 48985 requires that reports sent to parents/guardians be written in their primary language when 15 percent or more of a school's enrolled students speak a single primary language other than English. During the FPM process, CDE staff will check to ensure that UCP complaint procedures pertaining to CSPP health and safety issues include a statement that the district response and the investigation report must, whenever Education Code 48985 is applicable, be written in English and the primary language in which the complaint was filed, see the section "Health and Safety Complaints in License-Exempt Preschool Programs" below. The following paragraph extends this provision to all types of complaints to ensure compliance with Education Code 48985. In addition, based on Title VI of the Civil Rights Act of 1964, OCR requires districts to ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

If the complaint involves a limited-English-proficient (**LEP**) student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

Note: During the FPM process, CDE staff will expect to see a statement detailing a complainant's right to pursue civil law remedies (i.e., action in a court of law) in addition to or in conjunction with the right to pursue administrative remedies from CDE.

For complaints alleging unlawful discrimination, harassment, intimidation, and bullying based on state law, the investigation report shall also include a notice to the complainant that

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including, **but not limited to, injunctions, restraining orders**

UNIFORM COMPLAINT PROCEDURES (continued)

~~or other remedies or orders, seeking assistance from mediation centers or public/private interest attorneys;~~ 60 calendar days after the filing of an appeal with CDE (Education Code 262.3)

- 2 The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law (Education Code 262 3)
- 3 Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U S Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

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

(cf 5137 - Positive School Climate)

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

- 1 Counseling

(cf 6164 2 - Guidance/Counseling Services)

- 2 Academic support
- 3 Health services
- 4 Assignment of an escort to allow the victim to move safely about campus
- 5 Information regarding available resources and how to report similar incidents or retaliation

UNIFORM COMPLAINT PROCEDURES (continued)

- 6 Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
- 8 Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying involving a student as the respondent, appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

- 1 Transfer from a class or school as permitted by law
- 2 Parent/guardian conference
- 3 Education regarding the impact of the conduct on others
- 4 Positive behavior support
- 5 Referral to a student success team

(cf 6164 5 - Student Success Teams)

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

(cf 6145 - Extracurricular and Cocurricular Activities)

- 7 Disciplinary action, such as suspension or expulsion, as permitted by law

(cf 5144 - Discipline)

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

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

(cf 4118 - Dismissal/Suspension/Disciplinary Action)

(cf 4218 - Dismissal/Suspension/Disciplinary Action)

UNIFORM COMPLAINT PROCEDURES (continued)

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

Note Generally, when a complaint is found to have merit, an appropriate remedy is provided to the complainant or other affected person. However, in certain instances, the law may require a remedy to be provided to all affected persons, not just the complainant or subject of the complaint. For example, pursuant to Education Code 49013 and 5 CCR 4600, if the district, or CDE on appeal, finds merit in the complaint alleging noncompliance with the law regarding student fees and charges, the district is required to provide a remedy to all affected students and parents/guardians, as specified below. The same requirement applies to allegations of noncompliance with the LCAP requirements pursuant to Education Code 52075, required instructional minutes for physical education pursuant to Education Code 51222 and 51223, and course periods without educational content pursuant to Education Code 51228 3, and the LCAP requirements pursuant to Education Code 52075. Districts that do not maintain elementary schools should delete the reference to physical education below.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education (Education Code 49013, 51222, 51223, 51228 3, 52075).

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

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report (5 CCR 4632).

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including at least one of the following (5 CCR 4632)

- 1 The district failed to follow its complaint procedures

UNIFORM COMPLAINT PROCEDURES (continued)

- 2 Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law
- 3 The material findings of fact in the district's investigation report are not supported by substantial evidence
- 4 The legal conclusion in the district's investigation report is inconsistent with the law.
- 5 In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy.

Note 5 CCR 4633 requires the district to submit the following documents to CDE within 10 days after the district has been notified that an appeal has been filed. The district's failure to provide a timely and complete response may result in CDE ruling on the appeal without considering information from the district

Upon notification by CDE that the district's investigation report has been appealed, the Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification. (5 CCR 4633)

- 1 A copy of the original complaint
- 2 A copy of the district's investigation report
- 3 A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
- 4 A report of any action taken to resolve the complaint
- 5 A copy of the district's UCP
- 6 Other relevant information requested by CDE

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report (5 CCR 4632)

Note Pursuant to 5 CCR 4633, CDE is required to issue a written decision regarding the appeal within 60 days of CDE's receipt of the appeal, unless extended by written agreement with the appellant or documentation by CDE of exceptional circumstances. Pursuant to 5 CCR 4635, if CDE's decision was issued based on evidence in the investigation file CDE received from the district or evidence

UNIFORM COMPLAINT PROCEDURES (continued)

uncovered after further investigation of the allegations that were the basis of the appeal, either party may request reconsideration by the Superintendent of Public Instruction or designee within 30 days of the appeal decision, either party may request reconsideration by the Superintendent of Public Instruction or designee

Pursuant to 5 CCR 4650, CDE may directly intervene in a complaint without waiting for action by the district when certain conditions exist, including the following (1) the complaint alleges failure to comply with the UCP, including failure to follow the required timelines and failure to implement the final investigation report, (2) the complainant ~~requests~~ requires anonymity due to the possibility of retaliation and would suffer immediate and irreparable harm if a complaint was filed and the complainant was named, or (3) the complainant would suffer immediate and irreparable harm as a result of an application of a districtwide policy that is in conflict with state or federal law and that filing a complaint would be futile

Health and Safety Complaints in License-Exempt Preschool Programs

Note The following section is for use by districts that operate any license-exempt CSPP program Education Code ~~8235-5~~ **8212**, as renumbered by AB 131 (Ch. 116, Statutes of 2021), mandates districts to adopt policies and procedures for resolving complaints regarding specified health and safety issues in a license-exempt CSPP program Pursuant to Education Code ~~8235-5~~ **8212**, the district must use the UCP, with modifications as necessary, to resolve such complaints Pursuant to 5 CCR 4610, such complaints must be addressed through the procedures described in 5 CCR 4690-4694

See the accompanying exhibits for a sample classroom notice and complaint form

Any complaint regarding health or safety issues in a license-exempt **California State Preschool Program (CSPP)** program shall be addressed through the procedures described in 5 CCR 4690-4694

In order to identify appropriate subjects of CSPP health and safety issues pursuant to Health and Safety Code 1596 7925, a notice shall be posted in each license-exempt CSPP classroom in the district notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596 7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements For this purpose, the Superintendent or designee may download and post a notice available from the CDE web site (Education Code ~~8212~~ ~~8235-5~~, 5 CCR 4691)

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously The complaint form shall specify the location for filing the complaint, contain

UNIFORM COMPLAINT PROCEDURES (continued)

a space to indicate whether the complainant desires a response to the complaint, and allow a complainant to add as much text as desired to explain the complaint (Education Code **8212 8235-5**, 5 CCR 4690)

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. The preschool administrator or the Superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority (Education Code **8212 8235-5**, 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint (Education Code **8212 8235-5**, 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee (Education Code **8212 8235-5**; 5 CCR 4692)

<p>Note Education Code 48985 requires that reports sent to parents/guardians be written in their primary language when 15 percent or more of a school's enrolled students speak a single primary language other than English. During the FPM process, CDE staff will check to ensure compliance with this requirement. Based on Title VI of the Civil Rights Act of 1964, OCR requires districts to ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.</p>
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If a complaint regarding health or safety issues in a license-exempt CSPP program involves an ~~LEP limited-English-proficient~~ student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled ~~hearing meeting~~ and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632 (Education Code **8212 8235-5**, 5 CCR 4693, 4694)

All complaints and responses are public records (5 CCR 4690)

(cf 1340 - Access to District Records)

UNIFORM COMPLAINT PROCEDURES (continued)

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent of Schools (5 CCR 4693)

(12/20 6/21) 12/21

CSBA Sample Exhibit

Community Relations

E(1) 1312 3(a)

UNIFORM COMPLAINT PROCEDURES

Note Education Code ~~8235-5~~ 8212, as renumbered by AB 131 (Ch. 116, Statutes of 2021), requires that the following notice be posted in each classroom with a license-exempt California State Preschool Program (CSPP) (Education Code ~~8235-8239-1~~ 8207-8225, as renumbered by AB 131) The notice must include the health and safety requirements that apply to such CSPP programs pursuant to Health and Safety Code 1596 7925, which may be the subject of a complaint under the uniform complaint procedures

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

Parents/Guardians, Students, and Teachers

Pursuant to Education Code 8212 ~~8235-5~~, you are hereby notified that any California State Preschool Program that is exempt from licensure must have

- 1 Outdoor shade that is safe and in good repair
- 2 Drinking water that is accessible and readily available throughout the day
- 3 Safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children
- 4 Restroom facilities that are available only for preschoolers and kindergartners
- 5 Visual supervision of children at all times
- 6 Indoor and outdoor space that is properly contained or fenced and provides sufficient space for the number of children using the space at any given time
7. Playground equipment that is safe, in good repair, and age appropriate

Note Education Code ~~8235-5~~ 8212, as renumbered by AB 131, requires that the notice include the location to obtain a complaint form and provides that posting a notice downloadable from the California Department of Education's web site will satisfy this requirement The law does not require that complaint forms be placed in any specific location The following paragraph lists locations where complaint forms may be available and should be modified to reflect district practice, including adding the school and district web site addresses

UNIFORM COMPLAINT PROCEDURES (continued)

If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's uniform complaint procedures as required by law. A complaint form may be obtained at the school ~~office~~ or district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form **when available** from the following web site: <http://www.cde.ca.gov/re/cp/uc>. However, a complaint need not be filed using either the district's complaint form or the complaint form from the California Department of Education.

CSBA Sample Exhibit

Community Relations

E(2) 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

Note Pursuant to Education Code ~~8235-5~~ 8212, as renumbered by AB 131 (Ch. 116, Statutes of 2021), uniform complaint procedures ~~should~~ are required to be used for complaints alleging that a license-exempt California State Preschool Program (CSPP) does not comply with any of the health and safety requirements specified in Health and Safety Code 1596 7925

PRESCHOOL COMPLAINT FORM: UNIFORM COMPLAINT PROCEDURES

Education Code ~~8235-5~~ 8212 requires that the district's uniform complaint procedures be used for the filing of complaints concerning noncompliance with health and safety standards for license-exempt California State Preschool Programs. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? Yes No

Contact information: (if response is requested)

Name _____

Address: _____

Phone number. Day _____ Evening: _____

E-mail address, if any. _____

Date problem was observed _____

Location of the problem that is the subject of this complaint:

School name/address _____

Room number/name of room/location of facility _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for the appropriate district complaint procedure.

Specific issue(s) of the complaint (Please check all that apply. A complaint may contain more than one allegation.)

- The preschool does not have outdoor shade that is safe and in good repair
- Drinking water is not accessible and/or readily available throughout the day

UNIFORM COMPLAINT PROCEDURES (continued)

- The preschool does not provide safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children
- Restroom facilities are not available only for preschoolers and kindergartners
- The preschool program does not provide visual supervision of children at all times
- Indoor or outdoor space is not properly contained or fenced or does not provide sufficient space for the number of children using the space at any given time
- Playground equipment is not safe, in good repair, or age appropriate.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation.

Note: Education Code ~~8235-5~~ **8212**, as renumbered by **AB 131**, requires complaints identified above to be filed with the preschool administrator or designee. Districts should specify the names and/or locations in the spaces below.

Please file this complaint at the following location.

_____ (preschool administrator or designee)

_____ (address)

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

_____ (Signature)

_____ (Date)

(5/20) 12/21

CSBA Sample Administrative Regulation

Business and Noninstructional Operations

AR 3515 6(a)

CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS

Note Education Code 45125 1, as amended by AB 130 (Ch. 44, Statutes of 2021), and 45125 2 require any entity that has a contract with the district to ensure that employees who interact with students outside of the immediate supervision and control of the student's parent/guardian or school staff, have a valid criminal records summary as described in Education Code 44237. ~~certain employees of entities contracting to provide services to the district, as specified below, to obtain a criminal background check Pursuant to Education Code 45125 1, as amended by AB 949 (Ch 84, Statutes of 2017), the requirement for a criminal background check also applies to any individual operating as a sole proprietor who contracts with the district. In the case of a sole proprietor, Education Code 45125 1, as amended, provides that it is the responsibility of the district to prepare and submit the employee's fingerprints to the Department of Justice (DOJ) for processing.~~

~~When the employees of~~ **Except** in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable, any entity contracting with the district ~~to provide specified for services that may require the entity's employees to interact will have contact with students, outside of the immediate supervision and control of parents/guardians or school staff, the entity shall certify to the district that each of its in writing to the Superintendent or designee that none of those employees who may interact with students has a valid criminal records summary as described in Education Code 44237 and that neither the entity nor any of those employees has been convicted of a violent or serious felony as defined in Education Code 45122 1. Such contracting entity shall also be required to immediately provide the district with any subsequent arrest and conviction information received pursuant to the subsequent arrest service. In the case of a sole proprietor, the Superintendent or designee shall prepare and submit the employee's fingerprints to the Department of Justice. If any contracting employee who may have contact with students has been convicted of a violent or serious felony as defined, a certificate of rehabilitation and a pardon as required pursuant to Education Code 45125 1 shall be submitted to the Superintendent or designee before the contracting employee is authorized to perform the work for the district. (Education Code 44237, 45125 1)~~

On a case-by-case basis, the Superintendent or designee may require a ~~contracting any entity with which the district has a contract providing school site services other than those listed above to comply with these same requirements (Education Code 45125 1)~~

Note: Pursuant to Education Code 45125 1, as amended by AB 130, as amended by AB 949 (Ch 84, Statutes of 2017), the requirement for a criminal **records summary** background check also applies to any individual operating as a sole proprietor who contracts with the district. In the case of a sole proprietor, Education Code 45125 1, as amended, provides that it is the responsibility of the district to prepare and submit the **sole proprietor's** employee's fingerprints to the Department of Justice (DOJ) for processing.

CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS (continued)

~~In the case of~~ **For an individual who is operating as the a sole proprietor of an entity**, the Superintendent or designee shall **treat the individual as an employee of the entity and shall** prepare and submit the **individual's employee's** fingerprints to the Department of Justice (DOJ) (Education Code 45125.1)

~~If a~~ Any contracting **entity's** employee who ~~may have contact with students~~ has been convicted of a violent or serious felony, as defined in **Education Code 45122.1**, **shall not be permitted to interact with students unless** a certificate of rehabilitation and a pardon as required pursuant to **Penal Code 4852.01-4852.22**~~Education Code 45125.1~~ **shall be has been** submitted to the Superintendent or designee ~~before the contracting employee is authorized to perform the work for the district~~ (Education Code 45125.1)

~~These requirements shall apply to a sole proprietor or entity contracting with the district to provide any of the following services—(Education Code 45125.1, 45125.2)~~

- ~~1—~~ School and classroom janitorial services
- ~~2—~~ School site administrative services
- ~~3—~~ School site grounds and landscape maintenance services
- ~~4—~~ Student transportation services
- ~~5—~~ School site food-related services
- ~~6—~~ Construction, reconstruction, rehabilitation, or repair of a school facility

~~(cf 3540—Transportation)~~

~~(cf 3551—Food Service Operations/Cafeteria Fund)~~

~~(cf 3600—Consultants)~~

~~(cf 7140—Architectural and Engineering Services)~~

~~On a case by case basis, the Superintendent or designee may require a contracting entity providing school site services other than those listed above to comply with these requirements—(Education Code 45125.1)~~

The Superintendent or designee may determine that criminal background checks will not be required if ~~the~~ **the** contract is for the construction, reconstruction, rehabilitation, or repair of a school facility and ~~either item #1 or #2 above applies~~ **the contracting entity is providing services in an emergency or exceptional situation**, or the district uses one or more of the following methods to ensure student safety: (Education Code 45125.2)

- 1a The installation of a physical barrier at the worksite to limit contact with students

CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS (continued)

2b Continual supervision and monitoring of all employees of the entity by an employee of the entity whom **DOJ** the Department of Justice has ascertained has not been convicted of a violent or serious felony

3e Surveillance of employees of the entity by school personnel

~~1 The contracting entity is providing services in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable (Education Code 45125.1)~~

~~2 The employees of the contracting entity will have limited contact with students. In determining whether a contract employee has limited contact with students, the Superintendent or designee shall consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether students will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others (Education Code 45125.1)~~

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

~~Upon a determination that an employee will have limited contact with students, the Superintendent or designee shall~~ **may** take appropriate steps to protect the safety of any students who may come in contact with ~~this employee's~~ **of contracting entities, including**, but are not limited to, ensuring that the employee's **of such entities perform** ~~is working~~ during nonschool hours, ~~providing for regular patrols or supervision of the site from district security or personnel,~~ ensuring that the employee ~~is do not working~~ alone when students are present, ~~limiting the employee's~~ **have limited** access to school grounds, ~~and/or are provided~~ **providing the employee** with a visible means of identification, ~~and/or that there are for regular patrols or supervision of the site from district security or personnel~~ **(Education Code 45125.1)**

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

~~These steps may include, but are not limited to, ensuring that the employee is working during nonschool hours, providing for regular patrols or supervision of the site from district security or personnel, ensuring that the employee is not working alone when students are present, limiting the employee's access to school grounds, and/or providing the employee with a visible means of identification.~~

(cf 3515.3 - District Police/Security Department)

CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS (continued)

- 3 ~~The contract is for the construction, reconstruction, rehabilitation, or repair of a school facility and either item #1 or #2 above applies or the district uses one or more of the following methods to ensure student safety (Education Code 45125.2)~~
- a ~~— The installation of a physical barrier at the worksite to limit contact with students~~
 - b ~~— Continual supervision and monitoring of all employees of the entity by an employee of the entity whom the Department of Justice has ascertained has not been convicted of a violent or serious felony~~
 - e ~~— Surveillance of employees of the entity by school personnel~~

Legal Reference

EDUCATION CODE

41302.5 *School districts, definition*

44237 *Applicants for employment; fingerprints for purpose of criminal record summary*

45122.1 *Classified employees, conviction of a violent or serious felony*

45125.1 *Criminal background checks for contractors; criminal records summary*

45125.2 *Criminal background checks for construction*

PENAL CODE

667.5 *Prior prison terms, enhancement of prison terms*

1192.7 *Plea bargaining limitation*

4852.01-4852.22 *Procedure for restoration of rights and application for pardon*

Management Resources

WEB SITES

Department of Justice <https://oag.ca.gov/fingerprints>

(10/98 10/17) 12/21

CSBA Sample Administrative Regulation

Classified Personnel

AR 4217 3(a)

LAYOFF/REHIRE

Note The following **optional** regulation is subject to collective bargaining, and may be deleted by those districts whose agreements fully cover the provisions specified below

Education Code 45114, 45117, 45298 and 45308 establish the procedures by which the Governing Board may lay off and reemploy classified employees.

Because of the complexity of related Education Code provisions and the interaction with collective bargaining agreements, it is strongly recommended that the district consult with legal counsel before instituting layoff proceedings.

Classified employees shall be subject to layoff for lack of work or lack of funds (Education Code 45114, 45308)

A classified employee shall not be laid off if a short-term employee is retained to render a service that the classified employee is qualified to render (Education Code 45117)

(cf 4121 - Temporary/Substitute Personnel)

Order of Layoff Within a Classification/Determination of Seniority

Within each class, the order of layoff shall be determined by length of service (Education Code 45114, 45308)

Note For any district whose average daily attendance (ADA) is under 400,000, Education Code 45308 defines "length of service" as employees' hours in paid status (Option 1 below) However, such a district may instead choose to enter into an agreement with the exclusive representative of classified employees to determine "length of service" based on an employee's date of hire (Option 2 below)

For any district with an ADA of 400,000 or higher, Education Code 45308 requires length of service to be based on the date of hire, such districts should select Option 2 below

"Date of hire" is not defined in the law and could refer to the employee's first date of hire in the district or ~~his/her~~ the employee's date of hire in the classification or higher classification Districts selecting Option 2 below may revise that the applicable paragraph to reflect the definition determined by the district or by agreement with the exclusive representative of classified employees, as applicable

OPTION 1: (For districts with average daily attendance (ADA) under 400,000 that do not have an agreement with the exclusive representative of classified employees to determine length of service as employee's date of hire)

"Length of service" means all hours in paid status, whether during the school year, a holiday, recess, or during any period that school is in session or closed However, length of service

LAYOFF/REHIRE (continued)

shall not include hours compensated solely on an overtime basis, as provided in Education Code 45128, and shall not include hours for any service performed prior to entering into probationary or permanent status, except for service in a restricted position pursuant to Education Code 45105. ~~The employee who has been employed the shortest time in the class, plus higher classes, shall be laid off first.~~ (Education Code 45308)

The employee who has been employed the shortest time in the class, plus higher classes, shall be laid off first. **(Education Code 45308)**

For an employee who is a member of the Military Reserve or the National Guard, length of service credit shall be granted for military leave of absence, including voluntary or involuntary active duty during a period of national emergency or war. (Education Code 45297, 45308)

(cf 4161 5/4261 5/4361 5 - Military Leave)

Length of service credit may be granted for time spent on unpaid illness or maternity leave, unpaid family care leave, or unpaid industrial accident leave. Length of service credit shall not be granted for other types of unpaid leaves. (Education Code 45308)

(cf 4161 8/4261 8/4361 8 - Family Care and Medical Leave)

(cf 4261 1 - Personal Illness/Injury Leave)

(cf 4161 11/4261 11/4361 11 - Industrial Accident/Illness Leave)

OPTION 2: (For districts with ADA under 400,000 that have an agreement with the exclusive representative of classified employees to determine length of service as employee's date of hire, and for districts with ADA over 400,000)

Length of service shall be determined by the date of hire. The employee who has been employed the shortest time by the district shall be laid off first. (Education Code 45308)

Note: The following paragraph applies to both Options 1 and 2. Pursuant to Education Code 45105 and 45259, persons employed in "restricted positions" are classified employees. However, they do not acquire permanent status or seniority credits unless they satisfy the conditions specified below.
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For an employee in a "restricted position" under Education Code 45105 or 45259, the original date of employment in the restricted position shall be used to determine ~~his/her~~ **the** length of service, provided ~~he/she~~ **the employee** has completed six months of satisfactory service and has successfully passed the qualifying examination required for service in the class. (Education Code 45105)

(cf 4200 - Classified Personnel)

LAYOFF/REHIRE (continued)**Notice of Layoff and Hearing Rights**

Note Education Code 45117 applies to both districts that have adopted the merit system and those that have not. Education Code 45117, as amended by AB 438 (Ch. 665, Statutes of 2021), specifies notice requirements and hearing rights the district must provide to permanent classified employees, as defined, who are subject to layoff due to lack of work or lack of funds, including that notice be given no later than March 15. If a permanent classified employee is not given the required notice and a right to a hearing in accordance with law, the employee is deemed reemployed for the next school year. Education Code 45117 requires that classified employees be given prior written notice when they are subject to layoff due to lack of work or lack of funds AB 1908 (Ch. 860, Statutes of 2012) amended Education Code 45117 to extend the timeline for such notice to 60 days, as provided below.

Pursuant to Education Code 45117, as amended by AB 438, a "permanent employee" is defined as an employee who was permanent at the time the notice or right to a hearing was required and an employee who became permanent after the date of the required notice.

Whenever a permanent classified employee is to be laid off for lack of work or lack of funds, the Superintendent or designee shall, no later than March 15 and before the employee is given formal notice by the Governing Board, give to the employee written notice of the recommendation, shall be given to the employee informing him/her of the layoff, the reasons that the employee's services will not be required for the ensuing year, the date the layoff goes into effect, any displacement rights, and reemployment rights, and the employee's right to a hearing. The district shall adhere to the notice, hearing, and layoff procedures in Education Code 45117, Government Code 11503 and 11505, and other applicable provisions of law. ~~The notice shall be given~~ (Education Code 45117)

An employee who is so notified may request a hearing to determine if there is cause for not reemploying the employee for the ensuing year. The request shall be in writing and shall be delivered to the person who sent notice to the employee, on or before March 15 but not less than seven days after the date the notice is served on the employee. Failure of an employee to request a hearing on or before the date specified shall constitute a waiver of the employee's right to a hearing. (Education Code 45117)

The Superintendent or designee shall serve an employee who timely requests a hearing with the District Statement of Reduction in Force documents. The employee has five calendar days from service of the District Statement of Reduction in Force documents to timely file a notice of participation with the district. The parties are entitled to discovery, if requested within 15 days of service of the District Statement of Reduction in Force documents. (Education Code 45117)

Note: Education Code 45117, as amended by AB 438, allows permanent classified employees given notice of a layoff to request a hearing before an administrative law judge. On or before May 7, the administrative judge is required to submit the proposed decision, containing a determination as to the sufficiency of the cause and a recommendation as to disposition regarding the layoff, to the Board for consideration and to affected employee(s).

LAYOFF/REHIRE (continued)

If a hearing is requested by a permanent classified employee, the proceeding shall be conducted and a decision made by an administrative law judge in accordance with Government Code 11500-11529. The Board shall make a final decision regarding the sufficiency of the cause and disposition of the layoff upon receipt of the administrative law judge's proposed decision. None of the findings, recommendations, or determinations in the proposed decision prepared by the administrative law judge shall be binding on the Board. (Education Code 45117)

Following the Board's decision, the Superintendent or designee shall give final notice of termination to the affected employee(s) before May 15 unless a continuance was granted after a request for hearing was made, in which case such date may be extended by the number of days of the continuance. (Education Code 45117)

Note: Pursuant to Education Code 45117, as amended by AB 438, the district may reduce classified staff due to lack of work or lack of funds when the Board determines, during the time between five days after the enactment of the Budget Act and August 15, that the district's total local control funding formula apportionment per unit of ADA for the fiscal year of the Budget Act has not increased by at least two percent.

If during the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies, the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, and that it is therefore necessary to decrease the number of classified employees due to lack of work or lack of funds, the Board may issue a District Statement of Reduction in Force to those employees in accordance with a schedule of notice and hearing adopted by the Board, and layoff proceedings shall be carried out as required by law. (Education Code 45117)

- ~~1 — At least 60 days prior to the effective date of the layoff, if the layoff is for lack of work resulting from a bona fide reduction or elimination of service being performed~~
- ~~2 — No later than April 29, if the layoff is for lack of funds due to the expiration of a specially funded program at the end of any school year. However, if the termination date of the specially funded program is other than June 30, the employee shall be given notice at least 60 days from the effective date of the layoff.~~

(cf 4112 9/4212 9/4312 9 - Employee Notifications)

~~The district is not required to provide the 60 day notice in the event of an actual and existing financial inability to pay the salaries of classified employees or if the layoff is due to a lack of work resulting from conditions not foreseeable or preventable by the district (Education Code 45117)~~

LAYOFF/REHIRE (continued)

When classified positions are eliminated as a result of the expiration of a specifically funded program, the district shall give written notice to the affected employee(s) not less than 60 days prior to the effective date of the layoff informing the employee(s) of the layoff date, any displacement rights, and employment rights. (Education Code 45117)

The district ~~also is~~ not required to provide a layoff notice ~~the 60-day notice~~ to any person hired as a short-term employee for a period not exceeding 60 days whose service may not be extended or renewed (Education Code 45117)

Additionally, the district may release probationary classified employees without notice or hearing for reasons other than lack of work or lack of funds. (Education Code 45117)

Reemployment

Note The following **optional** section specifies the rights of employees who are laid off or who take voluntary demotion or reduction in assigned time in lieu of layoff Pursuant to Education Code 45308, laid-off classified employees have reemployment rights which are enforced in order of seniority rather than reverse order of layoff In Tucker v Grossmont Union High School District, a California appellate court ruled that a laid-off employee's reemployment right entitled ~~him~~ **the employee** to preference over any new applicant to available positions for which ~~he~~ **the employee** is qualified, including positions in different classes from which the employee was laid off

Classified employees laid off because of lack of work or lack of funds shall be eligible for reemployment for a period of 39 months and shall be reemployed in preference to new applicants Reemployment shall be in order of seniority Persons so laid off also have the right to apply and establish their qualification for vacant promotional positions within the district during the 39-month period (Education Code 45114, 45298, 45308)

Note Pursuant to San Mateo City School District v Public Employment Relations Board, districts may adopt procedures which implement Education Code 45113 and 45114 as long as such procedures do not replace or set aside mandatory Education Code provisions These procedures may be adopted pursuant to Board policy and/or collective bargaining agreement

The following **optional** paragraph should be **deleted** by districts with a collective bargaining agreement that contains reemployment procedures, unless the district also has unrepresented classified employees

When a vacancy occurs, the district shall give the employee with the most seniority an opportunity to accept or reject the position, by first calling the employee at ~~his/her~~ **the employee's** last known telephone number to notify ~~him/her~~ **the employee** of the vacancy and then sending written notice by certified and standard mail to ~~his/her~~ **the employee's** last known address The employee shall advise the district of ~~his/her~~ **the** decision by any means

LAYOFF/REHIRE (continued)

no later than 10 calendar days from the date the notice was sent. If the employee accepts, ~~he/she~~ **the employee** shall report to work no later than two calendar weeks from the vacancy notification date or on a later date specified by the district.

Note: The following paragraph is **optional** and may be modified to reflect district practice.

In order to be reemployed, the employee must be capable of performing the essential duties of the job with or without reasonable accommodations. When an otherwise eligible employee is unable to perform the essential duties of the job, ~~he/she~~ **the employee** shall be kept on the reemployment list until another opportunity becomes available or the period of reemployment eligibility expires, whichever occurs first.

(cf 4032 - Reasonable Accommodation)

Note: An argument can be made that, absent a collective bargaining provision to the contrary, once a district has offered a laid-off classified employee a position pursuant to the employee's reemployment rights under Education Code 45298 and that employee has refused the position, the district has discharged its duty to that employee. Whether ~~or not~~ such action conflicts with an employee's statutory right to reemployment is unclear.

The following two **optional** paragraphs should be used only with the approval of the district's legal counsel, the number of refusals that will trigger the removal of the employee's name from the district's **reemployment** list should be modified accordingly.

Upon rejecting two offers of reemployment, the employee's name shall be removed from the reemployment list and ~~he/she~~ **the employee** will forfeit all reemployment rights to which ~~he/she~~ **the employee** would otherwise be entitled.

When an employee is notified of a vacancy and fails to respond or report to work within time limits specified by district procedures, ~~his/her~~ **the employee's** name shall be removed from the reemployment list and all reemployment rights to which ~~he/she~~ **the employee** would otherwise be entitled shall be forfeited.

~~Note: AB 2307 (Ch 586, Statutes of 2012) amended Education Code 45298 to provide that laid-off classified employees who are reemployed in a new position but fail to complete the probationary period for the new position shall be returned to the reemployment list for the remainder of the 39-month period, as provided below.~~

~~Although Education Code 45298 applies to districts using the merit system, pursuant to Education Code 45114, other districts are also required to lay off and reemploy classified employees in accordance with Education Code 45298.~~

If an employee is reemployed in a new position and fails to complete the probationary period in the new position, ~~he/she~~ **the employee** shall be returned to the reemployment list for the

LAYOFF/REHIRE (continued)

remainder of the 39-month period. The remaining time period shall be calculated as the time remaining in the 39-month period as of the date of reemployment. (Education Code 45114, 45298)

Reinstatement of Benefits

Note: The following **optional** section should be **deleted** by districts that do not reinstate laid-off employee benefits upon reemployment and those whose collective bargaining agreements address the issue.

When a laid-off employee is reemployed, all accumulated sick leave credit shall be restored.

A laid-off permanent employee shall be reemployed with all rights and benefits accorded to ~~him~~/her at the time of layoff.

A laid-off probationary employee shall be reemployed as a probationary employee, and the previous time served toward the completion of the required probationary period shall be counted. ~~He/she~~ **The employee** shall also be reemployed with all rights and benefits accorded to a probationary employee at the time of layoff.

A laid-off employee, when reemployed, shall be placed on the salary step held at the time of layoff. An employee who was bumped into a lower class shall, when reinstated to the previous class, be placed on the salary step to which ~~he/she~~ **the employee** would have progressed had ~~he/she~~ **the employee** remained there. An adjusted anniversary date shall be established for step increment purposes so as to reflect the actual amount of time served in the district.

Voluntary Demotion or Reduction of Hours

Classified employees who take voluntary demotion or voluntary reduction in assigned time in lieu of layoff, or in order to remain in their present position rather than be reclassified or reassigned, shall be granted the same rights as employees who are laid off. In addition, such employees shall retain eligibility to be considered for reemployment in their previously held class or position with increased assigned time, for an additional period of time up to 24 months as determined by the ~~Governing~~ Board on a class-by-class basis, provided that the same test of fitness under which they qualified for appointment to that class shall still apply. (Education Code 45114, 45298)

Employees who take voluntary demotion or voluntary reduction in assigned time in lieu of layoff shall have the option of returning to a position in their former class or to positions with increased assigned time as vacancies become available and without limitation of time. If there is a valid reemployment list, they shall be ranked on that list in accordance with their proper seniority. (Education Code 45114, 45298)

LAYOFF/REHIRE (continued)

Legal Reference

EDUCATION CODE

45101 *Definitions*

45103 *Classified service in districts not incorporating the merit system*

45105 *Positions under various acts not requiring certification qualifications, classification*

45113 *Rules and regulations for classified service in districts not incorporating the merit system*

45114 *Layoff and reemployment procedures, definitions*

45115 *Layoff;- Reinstatement from service retirement*

45117 *Notice of layoff and hearing rights*

45286 *Limited term employees*

45297 *Right to take equivalent examination while employee in military service*

45298 *Reemployment of persons laid off, voluntary demotions or reductions in time, ~~districts adopting merit system~~*

45308 *Order of layoff and reemployment, length of service*

45309 *Reinstatement of permanent noncertified employees after resignation*

GOVERNMENT CODE

11500-11529 *Administrative adjudication; formal hearings*

UNITED STATES CODE, TITLE 38

4301-4307 4335 *Veterans' Reemployment Rights Employment and reemployment rights of members of the uniformed services*

COURT DECISIONS

Tucker v Grossmont Umon High School District (2008) 168 Cal App 4th 640

San Mateo City School District v Public Employment Relations Board (1983) 33 Cal 3d 850-866

Management Resources

WEB SITES

California School Employees Association [http //www csea com](http://www.csea.com)

(11/11 11/12) 12/21

CSBA Sample Administrative Regulation

Students

AR 5125(a)

STUDENT RECORDS

Definitions

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records (34 CFR 99.3)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program (34 CFR 99.3)

Note Guidance issued by the U S Department of Education (USDOE) and U S Department of Health and Human Services clarifies that a student's immunization and health record maintained by the district is a "student record" subject to the Family Educational Rights and Privacy Act (FERPA)

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of the employee's duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record (Education Code 49061, 49062; 5 CCR 430, 34 CFR 99.3)

Student records do not include (Education Code 49061, 49062, 34 CFR 99.3)

1 Directory information

(cf 5125.1 - Release of Directory Information)

2 Informal notes compiled by a school officer or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee

Note USDOE guidance, *Balancing Student Privacy and School Safety*, clarifies that records created by the district's law enforcement unit, such as student images appearing on security videotapes, are not considered student records under FERPA as long as the records are created for a law enforcement purpose

3 Records of the law enforcement unit of the district, subject to 34 CFR 99.8

(cf 3515 - Campus Security)

(cf 3515.3 - District Police/Security Department)

STUDENT RECORDS (continued)

- 4 Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student
- 5 Grades on peer-graded papers before they are collected and recorded by a teacher

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation, or administrative directive (5 CCR 430)

Mandatory interim student records are those records which the schools are directed to compile and maintain for specified periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

Permitted student records are those records having clear importance only to the current educational process of the student (5 CCR 430)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic (34 CFR 99.3)

Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record (Education Code 49061)

Personally identifiable information includes, but is not limited to. (34 CFR 99 3)

1. The student's name
- 2 The name of the student's parent/guardian or other family members
- 3 The address of the student or student's family

Note Pursuant to 34 CFR 99 3, the definition of "personally identifiable information" includes a personal identifier such as a student's social security number Education Code 49076 7 prohibits districts from collecting or soliciting social security numbers, or the last four digits of social security numbers, from students or their parents/guardians unless otherwise required to do so by state or federal law If a social security number is collected under such circumstances, it must be classified as personally identifiable information and is subject to the restrictions related to access or de-identification of records specified in 34 CFR 99 30-99 39 and this administrative regulation

- 4 A personal identifier, such as the student's social security number, student number, or biometric record (e g , fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)

STUDENT RECORDS (continued)

- 5 Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
- 6 Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
- 7 Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Adult student is a person who is or was enrolled in school and who is at least 18 years of age (5 CCR 430)

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent (Education Code 49061, 56050, 56055)

Note Education Code 49063 requires districts to include the criteria for defining "legitimate educational interest" and "school officials and employees" in their annual notification, see section "Notification of Parents/Guardians" below

Legitimate educational interest is an interest held by any school official, employee, contractor, or consultant whose official duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require access to information contained in student records

Note 34 CFR 99 31 defines "school officials and employees" for purposes of determining who may be given personally identifiable information from student records, as provided below In 73 Fed Reg 74815 (2008), USDOE stated that local agencies are in the best position to determine the types of parties who may serve as school officials Examples cited include school transportation officials (including bus drivers), school nurses, practicum and fieldwork students, unpaid interns, consultants, contractors, volunteers, and other outside parties providing institutional services and performing institutional functions, provided that each of the requirements in 34 CFR 99 31 has been met

School officials and employees are officials or employees, including teachers, whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require access to student records (34 CFR 99 31)

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced by the district Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons (5 CCR 433)

STUDENT RECORDS (continued)

County placing agency means the county social service department or county probation department (Education Code 49061)

Persons Granted Absolute Access

In accordance with law, absolute access to any student records shall be granted to.

- 1 Parents/guardians of students younger than age 18 years, including the parent who is not the student's custodial parent (Education Code 49069 7, Family Code 3025)
2. An adult student, or a student under the age of 18 years who attends a postsecondary institution, in which case the student alone shall exercise rights related to the student's records and grant consent for the release of records (34 CFR 99 3, 99 5)

Note Pursuant to Education Code 56041 5, all the rights accorded to the parent/guardian of a student with disabilities, including the right to access student records, are transferred to the student at 18 years of age except when the student has been declared incompetent under state law

- 3 Parents/guardians of an adult student with disabilities who is age 18 years or older and has been declared incompetent under state law (Education Code 56041 5)

(cf 6159 - Individualized Education Program)

Access for Limited Purpose/Legitimate Educational Interest

The following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest or other legally authorized purpose:

Note Education Code 49076 and 34 CFR 99 31 require that access to relevant records be given to parents/guardians of a dependent child, defined by 26 USC 152 as one who lives with a parent/guardian for more than half the taxable year, meets the specified age requirements, has not provided more than half of one's own support during that year, and has not filed a joint tax return with a spouse

- 1 Parents/guardians of a **student 18 years of age or older who is a dependent child** as defined in 26 USC 152 (Education Code 49076, 34 CFR 99 31)
- 2 Students who are age 16 or older or who have completed the 10th grade (Education Code 49076)
- 3 School officials and employees, consistent with the definition provided in the section "Definitions" above (Education Code 49076, 34 CFR 99 31)

STUDENT RECORDS (continued)

- 4 Members of a school attendance review board (SARB) appointed pursuant to Education Code 48321 who are authorized representatives of the district and any volunteer aide age 18 or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)

(cf 5113 1 - Chronic Absence and Truancy)

(cf 5113 12 - District School Attendance Review Board)

- 5 Officials and employees of other public schools, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer (Education Code 49076, 34 CFR 99.31)

Note 34 CFR 99.34 requires the district to make a reasonable attempt to notify the parent/guardian or adult student when the district discloses certain information as described in the following paragraph. However, if the district includes a statement in its annual parental notification that the district may forward education records under such circumstances, it is not obligated to individually notify parents/guardians or adult students. The following **optional** paragraph may be deleted by districts that include such a statement in their annual parental notification. See section below entitled "Notification of Parents/Guardians."

Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another school, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at the last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record (34 CFR 99.34)

Note Item #6 below is for use by districts that maintain high schools. Education Code 69432.9 provides that all students in grade 12 will be considered Cal Grant applicants and will have their grade point average (GPA) submitted to the Student Aid Commission, unless they opt out or are permitted under Commission rules to submit test scores in lieu of the GPA. Education Code 69432.9 requires that the report be submitted on a standardized form provided by the Commission. Pursuant to Education Code 69432.92, the Commission may also require that districts submit verification of high school graduation or its equivalent for all students who graduated in the prior academic year, except for students who have opted out.

Education Code 69432.9 49432-9 requires that parents/guardians be notified that their child's GPA will be forwarded unless they opt out within the time period specified in the notice. This notification could be included in the annual parental notification issued pursuant to Education Code 48980.

STUDENT RECORDS (continued)

- 6 The Student Aid Commission, to provide the grade point average (GPA) of all district students in grade 12 and, when required, verification of high school graduation or its equivalent of all students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)

No later than January 1 each year, the Superintendent or designee shall notify each student in grade 11, and the student's parents/guardians if the student is under age 18 years, that the student's GPA will be forwarded to the Student Aid Commission by October 1 unless the student opts out within a period of time specified in the notice, which shall not be less than 30 days. (Education Code 69432.9)

Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent or designee obtains permission from the student's parent/guardian, or from the adult student, to submit the social security number. (Education Code 69432.9)

7. Federal, state, and local officials, as needed for an audit or evaluation of, or compliance with, a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35. (Education Code 49076, 34 CFR 99.3, 99.31, 99.35)

Note Pursuant to Education Code 49076, county placing agencies authorized to assess the effectiveness of a state or federally funded program on behalf of federal, state, or local officials and agencies may be allowed access to student records. Education Code 49076 also authorizes districts, county offices of education, and county placing agencies to develop cooperative agreements to facilitate confidential access to and exchange of student information by email, facsimile, electronic format, or other secure means, provided the agreement complies with the requirements of 34 CFR 99.35.

- 8 Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to item #7 above. (Education Code 49076)
- 9 Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena. (Education Code 49077; 5 CCR 435, 34 CFR 99.31)

Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077, 5 CCR 435; 34 CFR 99.31)

STUDENT RECORDS (continued)

10. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)
11. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws (Education Code 49076)
12. Any probation officer, district attorney, or counsel of record for a student who is a minor for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701 (Education Code 49076)

When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law (Education Code 49076)

13. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 (Education Code 49076)

In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours (Education Code 49076)

14. A foster family agency with jurisdiction over a currently enrolled or former student, short-term residential treatment program staff responsible for the education or case management of a student, or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined (Education Code 49076)

Such individuals shall have access to the student's current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by schools for students and parents/guardians, and any individualized education program or Section 504 plan developed and maintained by the district (Education Code 49069 3)

STUDENT RECORDS (continued)

(cf 6173 1 - Education for Foster Youth)

- 15 A student age 14 years or older who is both a homeless student and an unaccompanied minor as defined in 42 USC 11434a (Education Code 49076)

(cf 6173 - Education for Homeless Children)

- 16 An individual who completes items #1-4 of the caregiver's authorization affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)
17. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility in accordance with state or tribal law for the care and protection of a student, provided that the individual is authorized by the agency or organization to receive the records and the information requested is directly related to providing assistance to address the student's educational needs (Education Code 49076, 20 USC 1232(g))
- 18 Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with disabilities who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in item #12 above (Education Code 49076)

- 19 Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076 5)

In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another public school district in California or any other state or to a California private school (Education Code 49076 5)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records

STUDENT RECORDS (continued)

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act (Education Code 49076)

In addition, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released (Education Code 49061, 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made (Education Code 49061)

(cf 5021 - Noncustodial Parents)

Discretionary Access

At the discretion of the Superintendent or designee, information may be released from a student's records to the following.

- 1 Appropriate persons, including parents/guardians of a student, in an emergency if the health and safety of the student or other persons are at stake (Education Code 49076; 34 CFR 99.31, 99.32, 99.36)

When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076, 34 CFR 99.32)

Note The following optional paragraph may be revised to reflect district practice
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Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made

- 2 Accrediting associations in order to carry out their accrediting functions (Education Code 49076, 34 CFR 99.31)
- 3 Under the conditions specified in Education Code 49076 and 34 CFR 99.31,

STUDENT RECORDS (continued)

organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that (Education Code 49076, 34 CFR 99 31)

- a. The study is conducted in a manner that does not permit personal identification of students or parents/guardians by individuals other than representatives of the organization who have legitimate interests in the information
 - b. The information is destroyed when no longer needed for the purposes for which the study is conducted
 - c. The district enters into a written agreement with the organization that complies with 34 CFR 99 31
- 4 Officials and employees of private schools or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99 34 (Education Code 49076, 34 CFR 99.31, 99.34)
- 5 Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made (Health and Safety Code 120440)

<p>Note Education Code 49076 includes "contractors" and "consultants," as defined in the section "Definitions" above, among the categories of individuals to whom a student's personally identifiable information may be disclosed under certain circumstances Unlike 34 CFR 99 31, however, Education Code 49076 prohibits disclosure of such information to volunteers and other parties</p>
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- 6 Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract with the district, excluding volunteers or other parties (Education Code 49076)

(cf 3600 - Consultants)

<p>Note Items #7 and 8 below are for use by districts that maintain high schools</p>
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7. Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or the student's parents/guardians for these purposes is disclosed only as may

STUDENT RECORDS (continued)

be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid (Education Code 49076, 34 CFR 99 31)

8. County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the limits set by 34 CFR 99 37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency (Education Code 49076, 34 CFR 99 37)

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

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act (Education Code 49076)

De-identification of Records

Note 20 USC 1232(g) and Education Code 49076 authorize the district to release student records for specified purposes (e.g., to federal and state officials conducting program audits or to organizations conducting studies) without parent/guardian consent after the removal of all "personally identifiable information" as defined in the section entitled "Definitions" above and provided that the district has made a reasonable determination that a student's identity will not be personally identifiable through single or multiple releases. Education Code 49074 further authorizes the district to provide de-identified statistical data to public or private agencies, postsecondary institutions, or educational research organizations when such actions would be "in the best educational interests of students."

34 CFR 99 31 lists objective standards under which districts may release information from de-identified records. These standards are applicable to both requests for individual, redacted records and requests for statistical information from multiple records.

When authorized by law for any program audit, educational research, or other purpose, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information (Education Code 49074, 49076, 20 USC 1232g, 34 CFR 99 31)

STUDENT RECORDS (continued)**Process for Providing Access to Records**

Note Education Code 49069 **mandates** procedures for notifying parents/guardians of the location of student records if not centrally located The following paragraph may be expanded to include notification procedures

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained at different locations, a notation shall be placed in the central file indicating where other records may be found Parents/guardians and adult students shall be notified of the location of student records if not centrally located (Education Code 49069; 5 CCR 433)

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons (5 CCR 433)

Note 5 CCR 431 **mandates** districts to establish written procedures to ensure the security of student records The following three paragraphs reflect this mandate and should be modified to reflect any specific physical, technological, or administrative controls developed by the district

34 CFR 99.31 requires districts to use "reasonable methods" to (1) ensure that school officials, employees, and outside contractors obtain access to only those records, both paper and electronic, in which they have a legitimate educational interest and (2) identify and authenticate the identity of parents/guardians, students, school officials, and any other party to whom the district discloses personally identifiable information from education records In addition, 34 CFR 99.31 specifies that a district which does not use physical or technological access controls (e.g., a locked file cabinet or computer security limiting access) must ensure that its administrative policy for controlling access is effective and remains in compliance with the "legitimate educational interest" requirement

The Analysis to Comments and Changes (73 Fed Reg 237, page 74817) suggests a balance of physical, technological, and administrative controls to prevent unauthorized access and to ensure that school officials do not have unrestricted access to the records of all students The Analysis also clarifies that the reasonableness of the method depends, in part, on the potential harm involved For example, high-risk records, such as social security numbers or other information that could be used for identity theft, should receive greater and more immediate protection

In addition, as a condition of participation in an interagency data information system (e.g., California Longitudinal Pupil Achievement Data System), Education Code 49076 requires that the district develop security procedures or devices by which unauthorized personnel cannot access data in the system and procedures or devices to secure privileged or confidential data from unauthorized disclosure

The custodian of records shall develop reasonable methods, including physical, technological, and administrative policy controls, to ensure that school officials and employees obtain access to only those student records in which they have legitimate educational interests (34 CFR 99.31)

STUDENT RECORDS (continued)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

Note 34 CFR 99.30 specifies information that must be included in the parent/guardian consent form, as provided below. The provisions in the following two paragraphs are required pursuant to the California Attorney General's model policy developed pursuant to Education Code 234.7. See the Office of the Attorney General's publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues.

When required by law, a student's parent/guardian or an adult student shall provide written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian or adult student, the district shall provide a copy of the records disclosed. (34 CFR 99.30)

If the parent/guardian or adult student refuses to provide written consent for the release of student information, the Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

Note Education Code 49069 and 5 CCR 431 **mandate** that the district adopt procedures for granting parent/guardian requests to inspect, review, and obtain copies of records.

Within five business days following the date of request, the authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069)

Note Education Code 49069 **mandates** procedures for the availability of qualified certificated personnel to interpret records when requested. The following paragraph may be expanded to include specific procedures for persons to request and receive the assistance of certificated personnel.

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interest of the requester. (Education Code 49064)

STUDENT RECORDS (continued)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection (5 CCR 435)

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

The custodian of records shall also make an entry in the log regarding any request for record(s) that was denied and the reason for the denial.

Note Although Education Code 49064 does not require the district to record access by individuals specified in items #1-5 below, the district may consider recording access by all individuals as part of the reasonable administrative controls required by 34 CFR 99 31, see section above entitled "Process for Providing Access to Records "

The log shall include requests for access to records by

- 1 Parents/guardians or adult students
- 2 Students who are 16 years of age or older or who have completed the 10th grade
- 3 Parties obtaining district-approved directory information
- 4 Parties who provide written parental consent, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
- 5 School officials and employees who have a legitimate educational interest

Note Pursuant to Education Code 234 7, any request for student information by a law enforcement agency for the purpose of enforcing immigration laws must be reported to the Superintendent and the Board, see the accompanying Board policy Therefore, it is recommended that the custodian of records make an entry in the log regarding any such requests, as provided in item #6 below

- 6 Law enforcement personnel seeking to enforce immigration laws

The log shall be open to inspection only by the parent/guardian, adult student, dependent adult student, custodian of records, and certain state or federal officials specified in Education Code 49064 (Education Code 49064; 5 CCR 432)

Duplication of Student Records

Note Education Code 49069 **mandates** that the district adopt procedures for granting parent/guardian requests for copies of student records pursuant to Education Code 49065

STUDENT RECORDS (continued)

To provide copies of any student record, the district may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

(cf 3260 - Fees and Charges)

Changes to Student Records

Only a parent/guardian having legal custody of a student or ~~an adult~~ a student who is 18 years of age or is attending an institution of postsecondary education may challenge the content of a record or offer a written response to a record. (Education Code 49061)

(cf 5125.3 - Challenging Student Records)

No additions or change shall be made to a student's record after high school graduation or permanent departure, other than routine updating, unless required by law or with prior consent of the parent/guardian or adult student. (Education Code 49062.5, 49070; 5 CCR 437)

Note: In CALPADS' "Update FLASH #158, Guidance for Changing a Student's Legal Name in CALPADS", the California Department of Education states that a request to change a student's legal name must be supported by legal documentation such as a court record, birth certificate, or passport

Any request to change a student's legal name in the student's mandatory permanent student record shall be accompanied with appropriate documentation.

Any challenge to the content of a student's record shall be filed in accordance with the process specified in AR 5125.3 - Challenging Student Records. (Education Code 49070)

(cf 5125.3 - Challenging Student Records)

~~Note - AB 711 (Ch 179, Statutes of 2019) added Education Code 49062.5 and amended Education Code 49070 to require districts to update a student's or former student's records to change the student's name and/or gender, as specified below.~~

~~When a former student submits a state-issued driver's license, birth certificate, passport, social security card, court order, or other government-issued documentation demonstrating that the former student's legal name and/or gender has changed, the district shall update the former student's records to reflect the updated legal name and/or gender. Upon request by the former student, the district shall reissue any documents conferred upon the former student, including, but not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents. The district is not required to modify records that the former student has not requested for modification or reissuance. (Education Code 49062.5)~~

STUDENT RECORDS (continued)

(cf 5145-3 - Nondiscrimination/Harassment)

~~If the former student's name or gender is changed and the requested records are reissued, a new document shall be added to the former student's file that includes all of the following information (Education Code 49062-5)~~

- ~~1 — The date of the request~~
- ~~2 — The date the requested records were reissued to the former student~~
- ~~3 — A list of the records that were requested by and reissued to the former student~~
- ~~4 — The type of documentation, if any, provided by the former student to demonstrate a legal change to the student's name and/or gender~~
- ~~5 — The name of the employee who completed the request~~
- ~~6 — The current and former names and/or genders of the student~~

~~Any former student who submits a request to change the legal name or gender on the student's records but is unable to provide any government issued documentation demonstrating the legal name or gender change, may request a name or gender change through the process described in Education Code 49070 and AR 5125-3 Challenging Student Records~~

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely. (5 CCR 432, 437)

- 1 Legal name of student
- 2 Date and place of birth and method of verifying birth date

(cf 5111 - Admission)

- 3 Sex of student
- 4 Name and address of parent/guardian of minor student

STUDENT RECORDS (continued)

- a Address of minor student if different from the above
- b Annual verification of parent/guardian's name and address and student's residence

(cf 5111 1 - District Residency)

- 5 Entrance and departure dates of each school year and for any summer session or other extra session
- 6 Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given towards graduation

(cf 5121 - Grades/Evaluation of Student Achievement)

- 7. Verification of or exemption from required immunizations

(cf 5141 31 - Immunizations)

- 8 Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

- 1. Expulsion orders and the causes therefor

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

(cf 5144 2 - Suspension and Expulsion/Due Process (Students with Disabilities))

- 2 A log identifying persons or organizations who request or receive information from the student record
- 3 Health information, including verification or waiver of the health screening for school entry

(cf 5141 32 - Health Screening for School Entry)

- 4. Information on participation in special education programs, including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge

STUDENT RECORDS (continued)

(cf 6159 - Individualized Education Program)

(cf 6164 4 - Identification and Evaluation of Individuals for Special Education)

5 Language training records

(cf 6174 - Education for English Learners)

6 Progress slips/notices required by Education Code 49066 and 49067

7 Parental restrictions/stipulations regarding access to directory information

8 Parent/guardian or adult student rejoinders to challenged records and to disciplinary action

9. Parent/guardian authorization or prohibition of student participation in specific programs

10 Results of standardized tests administered within the past three years

(cf 6162 51 - State Academic Achievement Tests)

11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

(cf 6158 - Independent Study)

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program and their usefulness ceases, including (5 CCR 432, 437)

1 Objective counselor and/or teacher ratings

2 Standardized test results older than three years

3 Routine disciplinary data

(cf 5144 - Discipline)

4 Verified reports of relevant behavioral patterns

5 All disciplinary notices

6 Supplementary attendance records

STUDENT RECORDS (continued)

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction (5 CCR 437)

Transfer of Student Records

When a student transfers into this district from any other school district or a private school, the Superintendent or designee shall inform the student's parent/guardian of rights regarding student records, including a parent/guardian's right to review, challenge, and receive a copy of student records (Education Code 49068, 5 CCR 438)

Note Education Code 48201 requires districts to request records of a transferring student regarding acts that resulted in the student's suspension or expulsion from the previous school, as specified below. Once the record is received, the Superintendent or designee must inform the student's teachers of the acts, see AR 4158/4258/4358 - Employee Security

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in the student's suspension or expulsion. (Education Code 48201)

(cf 4158/4258/4358 - Employee Security)
(cf 5119 - Students Expelled From Other Districts)

Note Pursuant to Education Code 49068, a district is required to transfer a copy of a student's records to another school in which the student is enrolled or intends to enroll within 10 school days of receiving a request for the records. However, this is not applicable in circumstances where a more restrictive timeline is required. For example, a district is required to transfer the records of a student who is a foster youth to the new school within two business days, pursuant to Education Code 48853.5

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school (Education Code 48918, 49068, 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days (Education Code 49069.5)

STUDENT RECORDS (continued)

All student records shall be updated before they are transferred (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

(cf 5125 2 - Withholding Grades, Diploma or Transcripts)

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices in that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with disabilities (Education Code 48985, 49063, 34 CFR 99.7)

(cf 5145 6 - Parental Notifications)

The notice shall include (Education Code 49063, 34 CFR 99.7, 99.34)

- 1 The types of student records kept by the district and the information contained therein
- 2 The title(s) of the official(s) responsible for maintaining each type of record
- 3 The location of the log identifying those who request information from the records
- 4 District criteria for defining school officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
- 6 The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights

STUDENT RECORDS (continued)

- 8 The cost, if any, charged for duplicating copies of records
- 9 The categories of information defined as directory information pursuant to Education Code 49073
- 10 The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
- 11 Availability of the curriculum prospectus developed pursuant to Education Code 49091 14 containing the titles, descriptions, and instructional aims of every course offered by the school

(cf 5020 - Parent Rights and Responsibilities)

- 12 Any other rights and requirements set forth in Education Code 49060-49085, and the right of parents/guardians to file a complaint with the U S Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g

Note Pursuant to 34 CFR 99.34, if the district's annual parental notification contains the information described in **optional** item #13 below, the district does not need to attempt to individually notify a parent/guardian or adult student when the district discloses an education record to officials of another school, school system, or postsecondary institution (see item #5 in the list of persons/agencies with legitimate educational interests in the section entitled "Access for Limited Purpose/Legitimate Educational Interest" above)

- 13 A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

Note The following paragraph reflects the Attorney General's model policy developed pursuant to Education Code 234.7

In addition, the annual parental notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

Student Records from Social Media

Note The following **optional** section is for use by districts that have adopted a program, pursuant to Education Code 49073.6, to gather or maintain any information obtained from students' social media activity that pertains directly to school safety or student safety. Districts that adopt such a program, as specified in the accompanying Board policy, must comply with the requirements described below. Districts that have not adopted such a program should delete the following section.

STUDENT RECORDS (continued)

For the purpose of gathering and maintaining records of students' social media activity, the Superintendent or designee shall (Education Code 49073.6)

1. Gather or maintain only information that pertains directly to school safety or student safety
2. Provide a student with access to any information that the district obtained from the student's social media activity and an opportunity to correct or delete such information
3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no longer enrolled in the district, whichever occurs first
4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in item #3 above. The notification shall also include, but is not limited to, an explanation of the process by which a student or the student's parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parental notification required pursuant to Education Code 48980
5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract
 - a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or the student's parent/guardian
 - b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

Updating Name and/or Gender of Former Students

<p>Note: AB 711 (Ch 179, Statutes of 2019) added Education Code 49062.5 and amended Education Code 49070 to require a districts to update a student's or former student's records to reflect a change to the former student's name and/or gender, as specified below</p>

STUDENT RECORDS (continued)

When a former student submits a state-issued driver's license, birth certificate, passport, social security card, court order, or other government-issued documentation demonstrating that the former student's legal name and/or gender has changed, the district shall update the former student's records to ~~reflect~~ **include** the updated legal name and/or gender. Upon request by the former student, the district shall reissue any documents conferred upon the former student, including, but not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents. ~~The district is not required to modify records that the former student has not requested for modification or reissuance.~~ (Education Code 49062.5)

If the former student's name or gender is changed and the requested records are reissued, a new document shall be added to the former student's file that includes all of the following information (Education Code 49062.5)

- 1 The date of the request
- 2 The date the requested records were reissued to the former student
- 3 A list of the records that were requested by and reissued to the former student
- 4 The type of documentation, if any, provided by the former student to demonstrate a legal change to the student's name and/or gender
- 5 The name of the employee who completed the request
- 6 The current and former names and/or genders of the student

Any former student who submits a request to change the legal name **and/or** gender on the student's records but is unable to provide any government-issued documentation demonstrating the legal name or gender change, may request a name or gender change through the process described in Education Code 49070 and AR 5125.3 - Challenging Student Records **(Education Code 49062.5)**

(5/18 12/19) 12/21

Cottonwood Union School District

ENROLLMENT UPDATE

Current Enrollment as of 10/14/2021											
School	As of 6/9/21	As of 05/12/22	As of 04/14/22	As of 03/10/22	As of 02/10/22	As of 01/14/22	As of 12/09/21	As of 11/10/21	As of 10/14/21	As of 9/16/21	Difference 9/16 to Current +/-
North					515	520	520	522	525	530	-15
West					377	384	385	384	391	393	-16
Total District					892	904	905	906	916	923	-31
CCCS					248	253	254	254	254	252	-4

CBEDS Enrollment (First Wednesday of October)					
District	16/17	17/18	18/19	19/20	20/21
Total	868	940	932	943	948

ATTENDANCE UPDATE

Five year P-2 Historical Data (average daily attendance over 8 months)				
16/17	17/18	18/19	19/20	20/21
835 9	890 86	888 28	896 99	879 89

SHASTA COUNTY POOLED INVESTMENT

December 30 2021

12/30/21

PURCHASE DATE	SECURITY TYPE	PAR AMOUNT	COST AMOUNT	% OF TOTAL	DISC	PREM	ACCRUED INTEREST	MATURITY	CUSIP	MOODY'S RATING	INT/DISC RATE	YIELD	BROKER	DAYS TO MAT	DAYS COST	MARKET VALUE	UNREALIZED GAIN/LOSS
	Local Agency Investment Fund (max 75,000)	70,000,000.00	70,000,000.00	9.5%				1/3/2022		not rated	0.23	0.23	LAIF		280,000,000.00	70,040,803.00	N/A
	Repo Agreement (20% limit)			0.0%				1/3/2022			0.00	0.00	UBS	4	0.00		N/A
	LIR Treasury Fund Mutual Fund (5.00% max)	34,500,000.00	34,500,000.00	4.7%				1/3/2022			0.01	0.01	UBS	4	138,000,000.00		N/A
***	Total Inactive Public Deposits (7.5% limit)	0.00	0.00	0.0%													0.00
12/11/20	US Treasury Note	5,000,000.00	5,000,000.00			0.00	0.00	5,000,000.00	05/31/22	912828Z84	NA/Aaa	0.13	0.09	UBS	152	760,000,000.00	4,999,200.00 (800.00)
12/14/20	US Treasury Note	5,000,000.00	5,000,000.00			0.00	0.00	5,000,000.00	06/30/22	912828Z11	NA/Aaa	0.13	0.09	UBS	182	910,000,000.00	4,998,050.00 (1,950.00)
07/06/21	US Treasury Note	5,000,000.00	5,083,762.09			83,762.09	0.00	5,083,762.09	07/15/22	912828Z88	NA/Aaa	1.75	0.07	Wedbush	197	1,001,501,131.73	5,040,050.00 (43,712.09)
12/09/20	US Treasury Note	5,000,000.00	5,000,000.00			0.00	0.00	5,000,000.00	07/31/22	91282CAC5	NA/Aaa	0.13	0.12	Wedbush	213	1,065,000,000.00	4,996,500.00 (3,500.00)
06/29/21	US Treasury Note	5,000,000.00	5,100,365.08			100,365.08	0.00	5,100,365.08	01/15/23	912828Z29	NA/NA	1.50	0.16	Wells Fargo	391	1,943,239,095.48	5,054,500.00 (45,865.08)
02/05/20	US Treasury Note	5,000,000.00	5,000,000.00			0.00	0.00	5,000,000.00	01/31/23	912828P38	NA/Aaa	1.01	1.38	Wedbush	397	1,985,000,000.00	5,070,100.00 70,100.00
06/03/21	US Treasury Note	5,000,000.00	4,999,216.75		(781.25)	0.00	0.00	4,999,216.75	03/31/23	91282CBU4	NA/Aaa	0.13	0.13	Wedbush	456	2,279,643,750.00	4,876,950.00 (2,268.75)
10/31/19	US Treasury Note	5,000,000.00	4,958,203.13		(41,796.87)	0.00	0.00	4,958,203.13	06/30/23	912828S35	NA/Aaa	1.38	1.61	Wedbush	547	2,712,137,112.11	5,059,400.00 101,196.87
12/27/19	US Treasury Note	5,000,000.00	4,959,960.94		(40,039.06)	0.00	0.00	4,959,960.94	06/30/23	912828S35	NA/NA	1.38	1.61	Union Banc	547	2,713,098,634.18	5,059,400.00 99,439.06
10/21/21	US Treasury Note	10,000,000.00	9,959,035.33		(40,964.67)	2,785.33	9,959,035.33	07/31/23	91282CC99	NA/NA	0.13	0.37	UBS	578	5,756,322,420.74	9,921,500.00 (37,535.33)	
09/20/21	US Treasury Note	5,000,000.00	5,261,304.39			0.00	5,261,304.39	02/28/24	912828G00	NA/Aaa	2.38	0.21	Wedbush	791	4,161,691,772.49	5,169,950.00 (91,754.39)	
12/28/21	US Treasury Note	10,000,000.00	10,427,291.95			349,216.75	78,073.20	10,427,291.95	02/28/24	912828G00	NA/Aaa	2.38	0.75	Wedbush	791	8,247,987,932.45	10,391,100.00 (88,191.95)
08/25/21	US Treasury Note	10,000,000.00	10,207,150.14			207,150.14	0.00	10,207,150.14	02/28/25	912828ZC7	NA/Aaa	1.13	0.52	Wedbush	1156	11,799,465,561.84	10,035,200.00 (171,950.14)
07/07/21	US Treasury Note	10,000,000.00	9,862,975.54		(137,500.00)	475.54	9,862,975.54	06/30/25	912828ZV3	NA/Aaa	0.25	0.60	Wedbush	1278	12,604,882,740.12	9,715,200.00 (147,754.54)	
06/22/21	US Treasury Note	5,000,000.00	4,914,843.75		(85,156.25)	0.00	4,914,843.75	07/31/25	91282CA87	NA/Aaa	0.25	0.67	Wedbush	1309	6,433,530,468.75	4,850,000.00 (64,843.75)	
09/20/21	US Treasury Note	5,000,000.00	4,930,468.75		(69,531.25)	0.00	4,930,468.75	06/31/25	91282CAJ0	NA/Aaa	0.25	0.60	Wedbush	1349	6,806,828,125.00	4,843,550.00 (86,918.75)	
08/26/21	US Treasury Note	10,000,000.00	9,847,961.96		(154,897.50)	2,849.46	9,847,961.96	01/31/25	91282CB13	NA/Aaa	0.38	0.73	UBS	1493	14,703,007,205.28	9,874,200.00 (173,761.96)	
08/27/21	US Treasury Note	10,000,000.00	9,808,984.38		(91,015.62)	0.00	9,808,984.38	02/28/26	91282CB03	NA/Aaa	0.50	0.71	Wedbush	1521	15,071,565,241.68	9,716,000.00 (192,984.38)	
***	Total Treasury Bill (50% limit)	120,000,000.00	120,421,526.18	16.48%							0.58					116,618,450.00	(93,076.18)
***	Total Negotiable Cert of Deposit (20% limit)			0.0%													
12/03/19	John Deere Med Term Note	5,000,000.00	5,000,000.00			0.00	0.00	5,000,000.00	01/10/22	24422EUQD	A/A2	3.20	1.75	UBS	11	55,000,000.00	5,002,250.00 2,250.00
12/09/19	Berkshire Hathaway Med Term Note	5,474,000.00	5,474,000.00			0.00	0.00	5,474,000.00	06/15/22	084664B77	AA/Aa2	3.00	1.75	Union Banc	136	744,464,000.00	5,525,455.60 51,455.60
12/05/19	US Medium Term Note	5,000,000.00	5,000,000.00			0.00	0.00	5,000,000.00	02/28/22	90331HPC1	AA-A1	2.85	1.80	UBS	144	700,000,000.00	5,035,850.00 35,850.00
10/29/21	Bank of America Med Term Note (Callable)	10,000,000.00	10,000,000.00					10,000,000.00	04/29/25	06748WKK6	A/A1	1.00	1.00	Alamo	1218	12,160,000,000.00	9,931,100.00 (68,900.00)
**	Total Medium Term Notes (20% limit 3% ea)	25,474,000.00	25,474,000.00	3.49%							1.58					25,494,655.60	20,655.60
04/14/21	Credit Agricole CP	5,000,000.00	4,995,533.33		(4,466.67)		4,995,533.33	01/07/22	22533UJ78	A-1/P 1	0.12	0.12	UBS	8	39,964,296.64	4,999,950.00 4,418.67	
06/15/21	Natixis NY CP	5,000,000.00	4,995,997.22		(4,002.78)		4,995,997.22	03/04/22	63873KC47	A-1/P 1	0.11	0.11	UBS	64	319,743,822.08	4,999,100.00 3,102.78	
09/21/21	Natixis NY CP	5,000,000.00	4,995,500.00		(4,500.00)		4,995,500.00	03/18/22	63873KC14	A-1/P 1	0.12	0.12	UBS	78	389,649,000.00	4,998,450.00 2,950.00	
06/25/21	Natixis NY CP	5,000,000.00	4,995,125.00		(4,875.00)		4,995,125.00	02/22/22	63873KCN5	A-1/P 1	0.13	0.13	UBS	82	409,600,250.00	4,998,400.00 3,275.00	
07/01/21	MUFG Bank CP	10,000,000.00	9,994,000.00		(6,000.00)		9,994,000.00	03/28/22	62479MVC5	A-1/P 1	0.08	0.08	UBS	88	879,472,000.00	9,996,500.00 2,500.00	
08/20/21	MUFG Bank CP	10,000,000.00	9,993,275.00		(6,725.00)		9,993,275.00	06/18/22	62479MEG4	A-1/P 1	0.09	0.09	UBS	137	1,369,078,675.00	9,981,900.00 (1,375.00)	
10/01/21	Natixis NY CP	5,000,000.00	4,995,875.00		(4,125.00)		4,995,875.00	06/28/22	63873KF06	A-1/P 1	0.11	0.11	UBS	180	899,257,500.00	4,993,900.00 (1,975.00)	
10/12/21	Lloyds Bank CP	10,000,000.00	9,989,539.89		(10,461.11)		9,989,539.89	07/08/22	53948BG06	A-1/P 1	0.14	0.14	UBS	190	1,898,012,389.10	9,985,000.00 (4,538.89)	
10/27/21	Lloyds Bank CP	10,000,000.00	9,985,111.11		(14,888.89)		9,985,111.11	07/22/22	53948BG03	A-1/P 1	0.20	0.20	UBS	204	2,036,962,866.44	9,983,900.00 (1,211.11)	
11/24/21	Credit Agricole CP	10,000,000.00	9,985,111.11		(14,888.89)		9,985,111.11	06/19/22	22533UHK2	A-1/P 1	0.20	0.20	UBS	232	2,316,545,777.52	9,979,100.00 (6,011.11)	
**	Total Comm Paper (20% limit)	75,000,000.00	74,925,866.66	10.25%							0.13					74,828,200.00	1,133.34
05/06/20	Federal Farm Credit Bank	5,000,000.00	5,000,000.00				5,000,000.00	05/06/22	3133ELYR9	NA/NA	0.25	0.25	UBS	127	635,000,000.00	5,002,150.00 2,150.00	
12/03/19	Federal Farm Credit	5,000,000.00	5,000,000.00			0.00	0.00	5,000,000.00	08/22/22	3133ELAE4	AA+/Aaa	1.63	1.54	Wells Fargo	235	1,175,000,000.00	5,043,300.00 43,300.00
01/27/20	Federal Farm Credit	5,000,000.00	5,000,000.00			0.00	0.00	5,000,000.00	03/12/22	3133ELJH8	AA+/Aaa	1.60	1.51	Wells Fargo	389	1,945,000,000.00	5,073,500.00 73,500.00
04/13/20	Federal Farm Credit	5,000,000.00	5,092,918.89			92,918.89	0.00	5,092,918.89	06/03/23	3133EET87	AA+/Aaa	2.30	0.49	Wedbush	522	2,658,503,660.58	5,139,900.00 46,981.11
12/15/20	Federal Farm Credit (Callable)	10,000,000.00	10,000,000.00				0.00	10,000,000.00	06/15/23	3133EMK66	AA+/Aaa	0.20	0.20	Wedbush	532	5,320,000,000.00	9,965,500.00 (34,500.00)
08/10/20	Federal Farm Credit (Callable)	5,000,000.00	5,000,000.00				0.00	5,000,000.00	08/10/23	3133EL3E2	AA+/Aaa	0.32	0.32	UBS	588	2,940,000,000.00	4,973,600.00 (26,400.00)
09/15/20	Federal Farm Credit (Callable)	5,000,000.00	5,000,000.00				0.00	5,000,000.00	09/14/23	3133EL6U3	AA+/Aaa	0.28	0.28	UBS	623	3,115,000,000.00	4,980,500.00 (19,500.00)
10/19/20	Federal Farm Credit (Callable)	5,000,000.00	4,997,733.33		(2,500.00)	233.33	4,997,733.33	10/13/23	3133EMCQ3	AA+/Aaa	0.28	0.30	UBS	652	3,258,522,131.16	4,963,350.00 (34,383.33)	
01/03/20	Federal Farm Credit Bank	5,000,000.00	5,000,000.00			0.00	0.00	5,000,000.00	01/03/24	3133ELFW9	AA+/Aaa	1.71	1.58	Wedbush	733	3,865,000,000.00	5,118,450.00 118,450.00
01/11/21	Federal Farm Credit (Callable)	5,000,000.00	4,993,000.00		(7,000.00)		4,993,000.00	01/11/24	3133EMMN9	AA+/Aaa	0.19	0.24	UBS	742	3,704,806,000.00	4,936,100.00 (56,900.00)	
01/15/21	Federal Farm Credit (Callable)	5,000,000.00	4,997,000.00		(3,000.00)		4,997,000.00	01/11/24	3133EMMN9	AA+/Aaa	0.19	0.21	UBS	742	3,707,774,000.00	4,936,100.00 (60,900.00)	
04/06/21	Federal Farm Credit (Callable)	5,000,000.00	4,996,250.00		(3,750.00)		4,996,250.00	04/05/24	3133EMV01	AA+/Aaa	0.33	0.35	UBS	827	4,131,898,750.00	4,939,700.00 (56,550.00)	
11/30/20	Federal Farm Credit (Callable)	5,000,000.00	5,000,000.00				0.00	5,000,000.00	05/16/24	3133EMW33</							



SHASTA COUNTY OFFICE OF EDUCATION

To be leaders in educational excellence, offering support to schools and community to ensure Shasta County students receive a quality education preparing them for high school graduation and success in career and college

Superintendent
Judy Flores

Board of Education
Kathy Barry
Robert Brown
Rhonda Hull
Steve MacFarland
Laura Manuel
Denny Mills
Nick Webb

January 14, 2022

Governing Board
Cottonwood Union Elementary School District
20512 West First Street
Cottonwood, CA 96022

Dear Board Members

Pursuant to *Education Code* Section 42131, we have reviewed your district's First Interim Budget and the accompanying positive certification of fiscal solvency to determine whether it complies with the Criteria and Standards for fiscal stability adopted by the State Board of Education, allows your district to meet its financial obligations during the fiscal year, and is consistent with a financial plan that will enable your district to satisfy its multiyear financial commitments. We concur with your assessment that, based on current projections, your district will be able to meet its financial obligations for the current and subsequent two fiscal years and that a positive certification is appropriate.

We remind you that any negotiated compensation changes must meet the public disclosure requirement of *Government Code* Section 3547.5 and the California Code of Regulations Title V, Section 15449, and a budget revision must be completed within 45 days of board approval.

We appreciate the submission of your First Interim Budget and look forward to your Second Interim Budget, which is due to our office by March 17, 2022. If you have any questions or concerns, please contact me at 530-245-7822.

Sincerely,

De'An Chambless
Senior Executive Director of Business Services

cc Doug Geren, Superintendent
Laura Merrick, CBO

2018-19 Title II, Part A Fiscal Year Expenditure Report, Closeout 39 Months

A report of year-to-date expenditures and encumbrances by activity Activity period covered is July 1, 2018 through September 30, 2021

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2018-19 Title II, Part A allocation	\$31,102
2018-19 Title II, Part A total apportionment issued	\$31,102
Transferred-in amount	\$0
Transferred-out amount	\$0
2018-19 Total allocation	\$31,102

Professional Development Expenditures

Professional development for teachers	
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	\$29,818
Administrative and indirect costs	\$1,284
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$31,102
2018-19 Unspent funds	\$0
Note CDE will invoice the LEA for the unspent 2018-19 total allocation	

*****Warning*****

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2020-21 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year (FY) 2020-21 allocation to determine funds to be carried over

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

Carryover Calculation

2020-21 Title I, Part A LEA allocation	\$259,214
Transferred-in amount	\$0
2020-21 Title I, Part A LEA available allocation	\$259,214
Expenditures and obligations through September 30, 2021	\$242,784
Carryover as of September 30, 2021	\$16,430
Carryover percent as of September 30, 2021	6.34%

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2020-21 Title IV, Part A LEA Use of Funds and Carryover

The purpose of this data collection is to calculate the carryover amount and to collect the year-to-date expenditures by activity level for Title IV, Part A

CDE Program Contact

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$17,279
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2020-21 Title IV, Part A LEA available allocation	\$17,279

Expenditures

Administrative and indirect costs	\$0
Well-Rounded Educational Opportunities activities	\$16,800
Safe and Healthy Students activities	\$0
Effective Use of Technology activities	\$0
Technology Infrastructure	\$0
Carryover as of September 30, 2021	\$479

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2021-22 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact

Title I Policy, Program, and Support Office , Title@cde.ca.gov , -
 Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
North Cottonwood	0111393	Y	56%	02/11/2020		
West Cottonwood Junior High	6050207	Y	52%	02/11/2020		

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2021-22 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

School ranking options: Within each grade span group
 Select the highest to lowest school ranking method
 Select a low income measure: FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2020–21) certified data from CALPADS Fall 1 data submission.

Note The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
North Cottonwood	0111393	P	4	1	541	280
West Cottonwood Junior High	6050207	5	8	2	406	205

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2021-22 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact.

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
 Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2021-22 Title II, Part A allocation	\$41,603
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2021-22 Title II, Part A allocation after transfers out	\$41,603

Title IV, Part A Transfers

2021-22 Title IV, Part A allocation	\$18,104
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2021-22 Title IV, Part A allocation after transfers out	\$18,104

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2021-22 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948

Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

2021-22 Title I, Part A LEA allocation (+)	\$307,459
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2021-22 Title I, Part A LEA available allocation	\$307,459

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount)	\$0
School parent and family engagement	\$200
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$3,000

Authorized Reservations

Public school Choice transportation	
Other authorized activities	
2021-22 Approved indirect cost rate	5.26%
Indirect cost reservation	\$15,364
Administrative reservation	\$30,755

Reservation Summary

Total LEA required and authorized reservations	\$49,119
School parent and family engagement reservation	\$200
Amount available for Title I, Part A school allocations	\$258,140

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2021-22 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction

CDE Program Contact.

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$41,603
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$41,603
Repayment of funds	
2021-22 Total allocation	\$41,603
Administrative and indirect costs	\$1,819
Equitable services for nonprofit private schools	
2021-22 Title II, Part A adjusted allocation	\$39,784

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2021-22 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations

CDE Program Contact

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2021-22 Title IV, Part A LEA allocation	\$18,104
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2021-22 Title IV, Part A LEA available allocation	\$18,104
Indirect cost reservation	\$905
Administrative reservation	
Equitable services for nonprofit private schools	
2021-22 Title IV, Part A LEA adjusted allocation	\$17,199

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2021-22 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

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