

MOUNT SHASTA UNION SCHOOL DISTRICT

Superintendent
Kathi Emerson

4-8 Principal
Kale Riccomini

K-3 Principal
Leeanna Rizzo

595 East Alma Street
Mount Shasta, CA 96067
Phone: 530-926-6007
Fax: 530-926-6103

www.mtshastaandweedschooldistricts.com

Board Members
Leslie Cole
Paul Schwartz
Robert Winston
Ray Ramas
Chris Marrone

Governing Board: Regular Meeting February 9, 2016; 7:00 p.m. Education Center: Public Meeting

1.0 Closed Session Agenda 6:30 p.m.

- 1.1 Members of the public have the opportunity to address the Board concerning the following Closed Session Agenda Items.
- 1.2 The Board will adjourn to address the following items in Closed Session:
 - 1.2.1 Public Employee Employment/Resignation/Retirement/Leave (GC 54954.5/54957)
 - 1.2.1.1 Personnel Action Report
Approve 85% Teaching Position for the 2016-2017 School Year
Employ 3.5 hour RSP TA
 - 1.2.1.2 Superintendent's Evaluation, Midyear Review
 - 1.2.1.3 Superintendent/Business Services

Public Agenda – 7:00 p.m.

2.0 Welcome/Roll Call/Pledge

- 2.1 Vision Statement: MSUSD Strives to be a Leader of Educational Excellence in the State of California 3
- 2.2 Disclosure of Action in Closed Session, if any.
- 2.2.1 February 9, 2016 Regular Board Meeting
- 2.3 Monthly Finance Report to Date: 3-5

Revenue	Expenditures	Disposition
\$2,669,497.18	\$2,496,945.66	\$132,578.97

- 2.4 Board Recognition of Students and Staff 3
 - 2.4.1 Staff
 - 2.4.2 Students of the Month

- 3.0 **Public Comment: At this time we would like to invite and welcome persons wishing to address the Board on any items on the Consent Agenda or not on the agenda to do so. In the interest of order and time, presentations from the public are limited to 3 minutes per person, per topic (limit of 20 minutes per topic).** 6

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3.2	Items not on the Agenda	
4.0	Action Agenda I	6
4.1	Approval of Agenda	
5.0	Consent Agenda	
5.1	Approve Minutes of the January 12, 2016 Regular Board Meeting	8-11
5.2	Approve Fund Transfers, Budget Transfers and Warrants: \$107,342.02 + \$84,799.21 = \$192,141.23	12-29
5.3	Approve 2014-2015 MSE and Sisson School Accountability Report Cards	30-52
5.4	Approve revised 2015-2016 Extra Duty Stipend List	53
5.5	Approve Surplus of 1992 John Deere Garden Tractor, Value: \$300	
5.6	Accept donation from Tonya and Vern Sneed: \$150 for Sisson Music Program	
5.7	Accept donation from April Denham of a saxophone, value \$350	
6.0	Discussion Items	
6.1	Update on the MSUSD Local Control and Accountability Plan	54
6.2	Strawberry Valley Classrooms	55
6.3	Superintendent Vacancy effective July 1, 2016	56
6.4	School Site Council Survey	57-110
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7.1	Certificated Staff	
7.2	MSETA	
7.3	Classified Staff	
7.4	CSEA	
7.5	Principal's Report: Mrs. Rizzo	
7.6	Principal's Report: Mr. Riccomini	
7.7	Superintendent's Report: Mrs. Emerson	
8.0	Board Comments	
9.0	Adjournment	

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 - 1.2.1.2 Superintendent's Evaluation, Midyear Review
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- 3.1 Items on the Consent Agenda
- 3.2 Items not on the Agenda
- 4.0 Action Agenda I**
 - 4.1 Approval of Agenda
- 5.0 Consent Agenda**
 - 5.1 Approve Minutes of the January 12, 2016 Regular Board Meeting
 - 5.2 Approve Fund Transfers, Budget Transfers and Warrants: \$107,342.02 + \$84,799.21 = \$192,141.23
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 - 5.6 Accept donation from Tonya and Vern Sneed: \$150 for Sisson Music Program
 - 5.7 Accept donation from April Denham of a saxophone, value \$350
- 6.0 Discussion Items**
 - 6.1 Update on the MSUSD Local Control and Accountability Plan
 - 6.2 Strawberry Valley Classrooms
 - 6.3 Superintendent Vacancy effective July 1, 2016
 - 6.4 School Site Council Survey
- 7.0 Reports**
 - 7.1 Certificated Staff
 - 7.2 MSETA
 - 7.3 Classified Staff
 - 7.4 CSEA
 - 7.5 Principal's Report: Mrs. Rizzo
 - 7.6 Principal's Report: Mr. Riccomini
 - 7.7 Superintendent's Report: Mrs. Emerson
- 8.0 Board Comments**
- 9.0 Adjournment**

February 9, 2016

To: Governing Board Members

2.0 Welcome/Roll Call/Pledge

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2.4 Board Recognition of Students and Staff

2.4.1 Staff

2.4.2 Students of the Month

2nd –Dylan Parkhurst, Ben Bleazard & Gibson Wizner

3rd –Hayden Porteous

4th – Ava Solus

5th – Adrianna Merrill

6th – Carter Castaneda

7th – Jahaziel Sanchez

8th – Kayden Crisci

SVS – Sam Shelly

Music – Asher Aguirre & Anthony Pioni

FUND: 01 GENERAL FUND

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
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REVENUE DETAIL

REVENUE LIMIT SOURCES :	3,880,674.00	65,473.00	3,946,147.00	2,141,558.48	1,804,588.52	54.26
FEDERAL REVENUES :	313,140.00	13,698.58	326,838.58	129,394.58	197,444.00	39.58
OTHER STATE REVENUES :	393,544.00	119,558.82	513,102.82	289,547.24	223,555.58	56.43
OTHER LOCAL REVENUES :	257,480.02	18,152.33	275,632.35	108,996.88	166,635.47	39.54
* TOTAL YEAR TO DATE REVENUES	* 4,844,838.02 *	* 216,882.73 *	* 5,061,720.75 *	* 2,669,497.18 *	* 2,392,223.57 *	* 52.73

EXPENDITURE DETAIL

CERTIFICATED SALARIES :	2,201,079.63	3,964.86	2,205,044.49	1,001,947.17	1,203,097.32	45.43
CLASSIFIED SALARIES :	758,042.93	51,108.71	809,151.64	439,411.25	369,740.39	54.30
EMPLOYEE BENEFITS :	901,479.53	151,346.66	1,052,826.19	482,379.35	570,446.84	45.81
BOOKS AND SUPPLIES :	198,680.28	57,522.99	256,203.27	202,482.33	53,720.94	79.03
SERVICES, OTHER OPER. EXPENSE:	545,557.79	45,690.61	591,248.40	370,725.56	220,522.84	62.70
OTHER OUTGOING :	112,080.97	25,343.02	86,737.95	.00	86,737.95	0.00
DIRECT SUPPORT/INDIRECT COSTS:	.00	.00	.00	.00	.00	NO BDGT
* TOTAL YEAR TO DATE EXPENDITURES	* 4,716,921.13 *	* 284,290.81 *	* 5,001,211.94 *	* 2,496,945.66 *	* 2,504,266.28 *	* 49.92

OTHER FINANCING SOURCES (USES)

INTERFUND TRANSFERS - OUT :	42,930.86-	4,065.28-	46,996.14-	40,000.00-	6,996.14-	85.11
CONTRIB.- RESTRICTED PROGRAMS:	.00	.00	.00	.00	.00	NO BDGT
OBJECT OUTSIDE VALID RANGE :	.00	.00	.00	27.45	27.45-	NO BDGT
* TOTAL YEAR TO DATE OTHER FINANCING	* 42,930.86-*	* 4,065.28-*	* 46,996.14-*	* 39,972.55-*	* 7,023.59-*	* 85.05

Cash Balance \$984,788.90

FUND: 01 GENERAL FUND

OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
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FUND RECONCILIATION

ASSETS AND LIABILITIES :

9110	CASH IN COUNTY TREASURY	865,540.34	119,248.56	984,788.90
9120	CASH IN BANK	7,498.04	.00	7,498.04
9130	REVOLVING CASH ACCOUNT	1,500.00	.00	1,500.00
9150	INVESTMENTS	5,930.08	8.97	5,939.05
9209	A/R SET-UP ODD YEARS	331,994.06	180,364.93-	151,629.13
9210	A/R POST	7,565.48-	11,087.15-	18,652.63-
9310	DUE FROM OTHER FUNDS	18,986.02	18,986.00-	.02
9330	PREPAID EXPENDITURES	36,472.87	54,883.13	91,356.00
9508	USE TAX LIABILITY	2,255.85	2,639.47-	383.62-
9509	ACCOUNTS PAYABLE SET UP-ODD YR	134,426.00-	131,852.00	2,574.00-
9511	STRS PASS THROUGH	41.28-	.00	41.28-
9514	H & W	425.06-	29,216.24	29,216.24
9556	MISC DISTRICT VOL-DEDS	8,262.26-	1.00	424.06-
9610	DUE TO OTHER FUNDS	2,184.36-	8,262.26	.00
9650	DEFERRED REVENUE	2,184.36-	2,184.36	.00
* NET YEAR TO DATE FUND BALANCE		1,117,272.82 *	132,578.97 *	1,249,851.79 *
9791	FUND BAL-BEGINNING BALANCE	1,117,272.82-	.00	1,117,272.82-
* EXCESS REVENUES/ (EXPENDITURES)		.00 *	132,578.97 *	132,578.97 *

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
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REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE

A.	REVENUES	4,844,838.02	216,882.73	5,061,720.75	2,669,497.18	2,392,223.57	52.73
B.	EXPENDITURES	4,716,921.13	284,290.81	5,001,211.94	2,496,945.66	2,504,266.28	49.92
C.	EXCESS REVENUES (EXPENDITURES)	127,916.89	67,408.08-	60,508.81	172,551.52	112,042.71-	285.16
D.	OTHER FINANCING SOURCES (USES)	42,930.86-	4,065.28-	46,996.14-	39,972.55-	7,023.59-	85.05
E.	NET CHANGE IN FUND BALANCE	84,986.03	71,473.36-	13,512.67	132,578.97	119,066.30-	981.14
F. FUND BALANCE :							
	BEGINNING BALANCE (9791)	1,117,272.82	.00	1,117,272.82	1,117,272.82	.00	100.00
	AUDIT ADJUSTMENTS (9793)	.00	.00	.00	.00	.00	NO BDGT
	OTHER RESTATEMENTS (9795)	.00	.00	.00	.00	.00	NO BDGT
	ADJUSTED BEGINNING BALANCE	1,117,272.82	.00	1,117,272.82	1,117,272.82	.00	100.00
G.	ENDING BALANCE	1,202,258.85	71,473.36-	1,130,785.49	1,249,851.79	119,066.30-	110.52

February 9, 2016

To: Governing Board Members

Subject: Board Agenda Item # 3.0 Public Comment: At this time we would like to invite and welcome persons wishing to address the Board on any item on or not on the agenda to do so. In the interest of time and order, presentations from the public are limited to 3 minutes per person, per topic. (Limit of 20 minutes per topic.)
Information Items

- 3.1 Items on the Consent Agenda
- 3.2 Items not on the Agenda

Subject: Board Agenda Item # 4.0 Action Agenda I

- 4.1 Approval of the Agenda

February 9, 2016

To: Governing Board Members

Subject: Board Agenda Item # 5.0 Consent Items

Consent Agenda

- 5.1 Approve Minutes of the January 12, 2016 Regular Board Meeting
- 5.2 Approve Fund Transfers, Budget Transfers and Warrants: \$107,342.02 + \$84,799.21 = \$192,141.23
- 5.3 Approve 2014-2015 MSE and Sisson School Accountability Report Cards
- 5.4 Approve revised 2015-2016 Extra Duty Stipend List
- 5.5 Approve Surplus of 1992 John Deere Garden Tractor, Value: \$300
- 5.6 Accept donation from Tonya and Vern Sneed: \$150 for Sisson Music Program
- 5.7 Accept donation from April Denham of a saxophone, value \$350

Fiscal Impact: Various

Enclosures: Various documents

Superintendent's Recommendation: Approve

MOUNT SHASTA UNION SCHOOL DISTRICT
Minutes of the Regular Meeting of the Governing Board
Tuesday, January 12, 2016 – 7:00 p.m.
Education Center
595 East Alma Street, Mt. Shasta, CA 96067

DATE: January 12, 2016
PLACE: Education Center

1.0 Closed Session Agenda 6:30 p.m.

- 1.1 Members of the public have the opportunity to address the Board concerning the following Closed Session Agenda Items.
- 1.2 The Board will adjourn to address the following items in Closed Session:
 - 1.2.1 Public Employee Employment/Resignation/Retirement/Leave (GC 54954.5/54957)
 - 1.2.1.1 Personnel Action Report
Employ 4th – 8th Grade Math Intervention Teacher, 3 hours per week, for the 2015-2016 School Year
Accept Resignation, 3.5 hour TA, effective December 18, 2015
 - 1.2.1.2 Superintendent's Evaluation, Midyear Review
 - 1.2.1.3 Probationary Staff
 - 1.2.1.4 Superintendent/Business Services
 - 1.2.1.5 Trustee

2.0 Welcome/Roll Call/Pledge

Board President Chris Marrone called the regular meeting to order at 7:00 p.m.

Trustees Present: Cole, Schwartz, Ramas, Marrone

Trustees Absent: Winston (arrival time 8:15 p.m.)

- 2.1 Vision Statement: MSUSD Strives to be a Leader of Educational Excellence in the State of California
- 2.2 Disclosure of Action in Closed Session, if any.
 - 2.2.1 January 12, 2016 Regular Board Meeting – The board unanimously accepted the resignation of 3.5 hour T.A., Miranda Edwards, effective December 18, 2015.
- 2.3 Monthly Finance Report to Date: Our cash has been updated to include money received from property taxes and one-time mandate money.
- 2.4 Board Recognition of Students and Staff
 - 2.4.1 Staff – Principals Riccomini and Rizzo recognized staff members for their dedication to the district.
 - 2.4.2 Students of the Month were recognized and presented certificates.

3.0 Citizens Addressing the Board

- 3.1 Items on the Agenda - None

3.2 Items not on the Agenda - None

4.0 Action Agenda 1

4.1 Approval of Agenda –On a motion by Trustee Cole and a second by Trustee Schwartz the Board unanimously approved the Agenda as presented.

5.0 **Consent Agenda** – On a motion by Trustee Schwartz and a second by Trustee Cole the Board approved the Consent Agenda as presented. Principal Riccomini commented that the 7th grade proposed fund raiser, Equal Exchange Fundraiser, Item 5.10 was not approved with the 2015-2016 Proposed Fundraisers at the beginning of the year. Trustee Schwartz asked if the donation items in the Consent Agenda could be read aloud. The board thanked all of the donors.

5.1 Approve Minutes of the December 8, 2015 Regular Board Meeting

5.2 Approve Fund Transfers, Budget Transfers and Warrants: \$27,966.21 + \$136,968.49 = \$164,934.70

5.3 Approve Quarterly Report on Williams Uniform Complaints—January 2016

5.4 Accept Donation of \$4000 from the Patterson Family Foundation to the Sisson Library

5.5 Accept Donation of \$25 from Diane Arata to the MSE Music Fund

5.6 Accept Donation of \$500 from Remi Vista toward the purchase of new Cross Country and Track uniforms

5.7 Accept Donation of \$700 from Marrone Construction, Inc. \$500 to the MSUSD Reading Center and \$200 to the Music Program

5.8 Accept Donation of \$850 from various community members for the After-School Children's Choir

5.9 Approve School Site Council Waiver to Reduce MSE Site Council Membership

5.10 Approve 7th Grade Out-of-State Fieldtrip to Ashland, Oregon on May 10, 2016 to see *Twelfth Knight* at the Oregon Shakespeare Festival / Equal Exchange Fundraiser

6.0 Discussion Items

6.1 2016-2017 School Year Calendar - This draft calendar provides a starting point to establish the first and last days of school and the breaks. We will work with staff members and bargaining units to discuss these and other details of the school year calendar. This calendar is similar to past calendars and represents input that was taken from the community. Once we fill in all of the details, the calendar will come back to the Board for approval.

6.2 2016-2017 Staffing Needs/Enrollment Projections - Enrollment and the budget support rolling forward with existing staff.

6.3 Board Correspondence Practices - Board President Marrone and Trustee Schwartz requested that this item be placed on the agenda to allow discussion about email correspondence practices. The board established that when a Trustee emails the Superintendent, the Board President will be carbon copied (cc). When the Board President sends an email the Superintendent, the Vice President will be carbon copied (cc). Trustee Schwartz recommended that this practice be included when the Board Bylaws are updated.

7.0 Action Items

- 7.1 Approve 2014-2015 Annual Audit Report – On a motion by Trustee Schwartz and a second by Trustee Ramas the Board approved the 2014-2015 Annual Audit Report. Motion carried unanimously.
- 7.2 Approve 2015-2016 Agreement Regarding In-Service Education Funds – On a motion by Trustee Cole and a second by Trustee Ramas the Board approved the 2015-2016 Agreement Regarding In-Service Education Funds. Motion carried unanimously.
- 7.3 Approve Athletic Program Funding – No action was taken.

8.0 Reports

- 8.1 Certificated Staff – None
- 8.2 MSETA – None
- 8.3 Classified Staff – None
- 8.4 CSEA - None
- 8.5 Principal's Report: Mrs. Rizzo reported that Claudio worked hard over break. Lockers were installed for T.A.s in the quiet room. Our annual inspections came out well. Eric Fleischman is getting the new Chromebooks ready. The MSUSD LCAP Dashboard will be put on the webpage. It measures district's progress with results and benchmarks. The math committee is still working through the pilot. Teachers in 3rd grade are hoping the problems with the program will work themselves out once it becomes familiar to the 1st and 2nd graders. There will be a Character Ed assembly on the 22nd. Students will make tiles for a wall at the hospital. LCAP meetings will be held during the first of February.
- 8.6 Principal's Report: Mr. Riccomini reviewed the Dashboard and explained that through the LCAP we will need to report the District's progress. Sisson is out of Program Improvement. The boys' basketball season has started.
- 8.7 Superintendent's Report: Mrs. Emerson reported that enrollment is at 541. She met with MSE's Site Council last week and with Sisson's today. She congratulated Sisson for being out of Program Improvement. Superintendent Emerson learned that we can sort information from test results on the CDE webpage. This will provide us with a lot of tools moving forward.

9.0 Board Comments – None

10.0 Adjournment – The Board adjourned at 8:36 p.m.

Respectfully submitted,

Kathi Emerson
Superintendent and
Secretary to the Board

Attest:

Chris Marrone, Board President

Robert Winston, Clerk

Batch
#0111

Siskiyou County Office of Education Request for Warrant Processing

District # 26 District Name Mount Shasta Union

Fund #	Fund Name	District Total	Audited Total
01	General Fund	\$ 98,355.37	
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund	8,986.65	
14	Deferred Maintenance		
15	Pupil Transportation Equip Fund		
17	Special Reserve Fund Other Than Capital Outlay	XXXXXXXXXX	XXXXXXXXXX
25	Capital Facilities (Developer Fees) Fund		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Batch Total	\$107,342.02	

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing.

Trustee _____ Trustee _____
Trustee _____ Trustee _____
Trustee _____ Trustee _____
Trustee _____

District Superintendent _____

Board Approval Date _____ Mail _____ Hold _____

—For Siskiyou County Office of Education Use Only—

Audited By: _____ Audit Date: _____

26 MT. SHASTA ELEMENTARY J15455 ACCOUNTS PAYABLE PRELIST APY500 H.02.12 01/11/16 10:16 PAGE 1
 JANUARY WARRANTS BATCH: 0111 JANUARY WARRANTS << Open >>
 FUND : 01 GENERAL FUND

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJT	GOAL FUNC	SCH LOCAL T9MPS		
200021/00	AFLAC							
	PO-160001	12/25/2015 309315 JANUARY SUPPLEMENTAL		1 01-0000-0-9514-0000-0000-0000 NN P			426.27	426.27
		TOTAL PAYMENT AMOUNT			426.27 *			426.27
200957/00	AMAZON							
	PO-160249	11/12/2015 636429 MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-00000 NN F			97.96	97.96
	PO-160259	11/30/2015 189823 MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-00000 NN F			64.14	64.14
		TOTAL PAYMENT AMOUNT			162.10 *			162.10
201704/00	AMERIGAS							
	PO-160251	12/15/2015 7050414 PROPANE		1 01-0000-0-5500-0000-8100-000-00000 NN P			675.71	675.71
	PO-160251	12/18/2015 143068 PROPANE		1 01-0000-0-5500-0000-8100-000-00000 NN P			465.14	465.14
	PO-160251	12/19/2015 185166 PROPANE		1 01-0000-0-5500-0000-8100-000-00000 NN P			521.16	521.16
	PO-160251	12/19/2015 184846 PROPANE		1 01-0000-0-5500-0000-8100-000-00000 NN P			862.22	862.22
	PO-160251	12/19/2015 185183 PROPANE		1 01-0000-0-5500-0000-8100-000-00000 NN P			1,055.50	1,055.50
	PO-160251	12/25/2015 381280 PROPANE		1 01-0000-0-5500-0000-8100-000-00000 NN P			318.50	318.50
	PO-160251	12/25/2015 370083 PROPANE		1 01-0000-0-5500-0000-8100-000-00000 NN P			383.10	383.10
	PO-160251	12/31/2015 621449 PROPANE		1 01-0000-0-5500-0000-8100-000-00000 NN P			695.17	695.17
	PO-160251	01/08/2016 ADD E TRANS FOR \$10,000		1 01-0000-0-5500-0000-8100-000-00000 NN C			191.63	0.00
	PO-160251	01/08/2016 ADD E TRANS FOR \$10,000		1 01-0000-0-5500-0000-8100-000-00000 NN O			10,000.00-	0.00
	PO-160251	12/31/2015 621466		1 01-0000-0-5500-0000-8100-000-00000 NN P			383.04	383.04
	PO-160251	12/31/2015 621457 PROPANE		1 01-0000-0-5500-0000-8100-000-00000 NN P			532.10	532.10
		TOTAL PAYMENT AMOUNT			5,891.64 *			5,891.64
200560/00	BLACK BUTTE TRANSFER STATION							
	PV-160263	12/01/2015 3801 TRANSFER STATION FEES		01-0000-0-5500-0000-8100-000-00000 NN				62.13
	PV-160264	12/07/2015 4280 TRANSFER STATION FEES		01-0000-0-5500-0000-8100-000-00000 NN				38.76
	PV-160265	12/28/2015 5647 TRANSFER STATION FEES		01-0000-0-5500-0000-8100-000-00000 NN				5.00
		TOTAL PAYMENT AMOUNT			105.89 *			105.89
156682/00	BOARD OF EQUALIZATION							
	PV-160266	01/08/2016 Q4 2015 FUEL TAX		01-0230-0-4300-0000-3600-000-00000 NN				7.50
		TOTAL PAYMENT AMOUNT			7.50 *			7.50

26 MT. SHASTA ELEMENTARY J15455 ACCOUNTS PAYABLE PRELIST APY500 H.02.12 01/11/16 10:16 PAGE 2
 JANUARY WARRANTS BATCH: 0111 JANUARY WARRANTS << Open >>
 FUND : 01 GENERAL FUND

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJT	GOAL FUNC	SCH LOCAL T9MPS		
156840/00	BOARD OF EQUALIZATION							
PV-160267	01/08/2016	Q4 2015 USE TAX		01-0000-0-9508-0000-0000-000000 NN			170.48	170.48
		TOTAL PAYMENT AMOUNT			170.48 *			
201734/00	CDI COMPUTER DEALERS INC.							
PO-160280	12/23/2015	489287 CHROMEBOOKS-LCAP		1 01-0000-0-4300-1110-1000-000-000000 1N P			33,612.40	33,612.40
PO-160280	12/23/2015	489287 CHROMEBOOKS-LCAP		1 01-0000-0-4300-1110-1000-000-000000 NN F			3,628.73	1,023.77
		TOTAL PAYMENT AMOUNT			34,636.17 *			34,636.17
		TOTAL USE TAX AMOUNT			2,611.49			
036915/00	CED - SACRAMENTO							
PO-160282	12/28/2015	676474 MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-000000 NN F			64.43	73.76
		TOTAL PAYMENT AMOUNT			73.76 *			73.76
110375/00	CITY OF MT SHASTA							
PO-160021	01/01/2016	JAN DO WATER/SEWER		1 01-0000-0-5500-0000-8100-000-000000 NN P			40.91	40.91
PO-160021	01/01/2016	JAN MSE WATER/SEWER/GARBAGE		1 01-0000-0-5500-0000-8100-000-000000 NN P			727.35	727.35
PO-160021	01/01/2016	JAN SIS WATER/SEWER/GARBAGE		1 01-0000-0-5500-0000-8100-000-000000 NN P			729.00	729.00
		TOTAL PAYMENT AMOUNT			1,497.26 *			1,497.26
200887/00	COASTAL BUSINESS SYSTEMS INC							
PO-160062	12/11/2015	984397 MSE OFFICE COPIER LEASE		1 01-1100-0-5600-0000-2700-002-000000 NN P			67.52	67.52
PO-160062	12/29/2015	072924 MSE OFFICE COPIER LEASE		1 01-1100-0-5600-0000-2700-002-000000 NN P			159.48	159.48
		TOTAL PAYMENT AMOUNT			227.00 *			227.00
033750/00	COASTWIDE LABORATORIES							
PO-160061	12/11/2015	2833616 MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-000000 NN P			706.56	706.56
PO-160061	12/18/2015	2836990 MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-000000 NN P			988.78	988.78
		TOTAL PAYMENT AMOUNT			1,695.34 *			1,695.34
200811/00	COMER COMMUNICATIONS INC							
PO-160283	01/04/2016	5841 MSE LOCKDOWN ALARM REPAIR		1 01-0000-0-5600-0000-8100-000-000000 NN F			358.51	358.51
PV-160268	01/04/2016	5840 PHONE SYSTEM REPAIR		01-8150-0-5600-0000-8100-000-000000 NN			299.00	299.00
		TOTAL PAYMENT AMOUNT			657.51 *			657.51

26 MT. SHASTA ELEMENTARY J15455 ACCOUNTS PAYABLE PRELIST APY500 H.02.12 01/11/16 10:16 PAGE 3
 JANUARY WARRANTS BATCH: 0111 JANUARY WARRANTS << Open >>
 FUND : 01 GENERAL FUND

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJT	GOAL FUNC	SCH LOCAL T9MPS		
035248/00	COMPANION CORPORATION							
PO-160274	12/16/2015	99079 MSE LIBRARY ALEXANDRIA		1 01-0000-0-5800-1110-2420-002-00000	NN F		695.00	695.00
		TOTAL PAYMENT AMOUNT				695.00 *		695.00
201267/00	CR COMBUSTION INC							
PO-160286	01/04/2016	2066419 MSE BOILER REPAIR		1 01-8150-0-5600-0000-8100-000-00000	NN F		2,645.32	2,406.89
		TOTAL PAYMENT AMOUNT				2,406.89 *		2,406.89
040880/00	CROSS PETROLEUM							
PO-160063	12/15/2015	CL36865 BUS FUEL		1 01-0230-0-4300-0000-3600-000-00000	NN P		332.30	332.30
		TOTAL PAYMENT AMOUNT				332.30 *		332.30
201327/00	DE LAGE LANDEN							
PO-160024	01/09/2016	48498034 STAFF COPIERS LEASE		1 01-1100-0-5600-1110-1000-002-00000	NN P		849.23	849.23
		TOTAL PAYMENT AMOUNT				849.23 *		849.23
201570/00	DEVELOPMENT GROUP INC.							
PO-160281	12/22/2015	N8178 SMARTNET SERVICE RENEWAL		1 01-0000-0-5800-0000-8100-000-00000	NN F		1,985.67	1,985.52
		TOTAL PAYMENT AMOUNT				1,985.52 *		1,985.52
046725/00	DON R ERICKSON OIL INC							
FV-160269	12/16/2015	132437 MSE FURNACE FUEL		01-0000-0-5500-0000-8100-000-00000	NN			1,465.00
		TOTAL PAYMENT AMOUNT				1,465.00 *		1,465.00
201572/00	FOLLETT SCHOOL SOLUTIONS INC.							
PO-160273	12/16/2015	797528-1 SISON LIBRARY BOOKS		1 01-0000-0-4200-1110-2420-003-00000	NN P		154.93	154.93
		TOTAL PAYMENT AMOUNT				154.93 *		154.93
201516/00	GUTIERREZ, MONA							
FV-160270	01/04/2016	REIMBURSE CLASSROOM SUPPLIES		01-3010-0-4300-1110-1000-002-00000	1N			23.95
FV-160270	01/04/2016	REIMBURSE CLASSROOM SUPPLIES		01-3010-0-4300-1110-1000-002-00000	NN			78.03
		TOTAL PAYMENT AMOUNT				101.98 *		101.98
		TOTAL USE TAX AMOUNT				1.86		

26 MT. SHASTA ELEMENTARY J15455 ACCOUNTS PAYABLE PRELIST APY500 H.02.12 01/11/16 10:16 PAGE 4
 JANUARY WARRANTS BATCH: 0111 JANUARY WARRANTS << Open >>
 FUND : 01 GENERAL FUND

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJT	GOAL FUNC	SCH LOCAL T9MPS		
201060/00	HARDY, STACIA							
		PV-160271 12/18/2015 REIMBURSE CLASSROOM SUPPLIES		01-1100-0-4300-1110-1000-003-00000 NN				60.00
		TOTAL PAYMENT AMOUNT			60.00 *			60.00
078120/00	HOUGHTON MIFFLIN HARCOURT							
		PO-160276 12/18/2015 993629 K MATH INST MATERIALS		1 01-6300-0-4100-1110-1000-000-00000 NN F			68.94	68.94
		TOTAL PAYMENT AMOUNT			68.94 *			68.94
200020/00	HUE & CRY SECURITY SYSTEMS							
		PO-160002 01/01/2016 558497 SISON ALARM MONITORING		1 01-0000-0-5500-0000-8100-000-00000 NN P			165.15	165.15
		TOTAL PAYMENT AMOUNT			165.15 *			165.15
084293/00	JOHN SMITH SANITATION INC							
		PO-160038 12/01/2015 19715 MSE DUMPSTER RENTAL		1 01-0000-0-5600-0000-8100-000-00000 NN P			30.00	30.00
		TOTAL PAYMENT AMOUNT			30.00 *			30.00
200882/00	LAUB, STACEY							
		PV-160272 12/17/2015 REIMBURSE CUE CONFERENCE		01-6264-0-5200-1110-1000-000-00000 NN				326.80
		TOTAL PAYMENT AMOUNT			326.80 *			326.80
201714/00	MENDES SUPPLY COMPANY							
		PO-160155 12/02/2015 R007686 MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-00000 NN P			515.50	515.50
		TOTAL PAYMENT AMOUNT			515.50 *			515.50
201660/00	MT SHASTA LAUNDROMAT							
		PO-160085 12/03/2015 906599 LAUNDRY		1 01-0000-0-5500-0000-8100-000-00000 NY P			69.60	69.60
		PO-160085 12/18/2015 906600 LAUNDRY		1 01-0000-0-5500-0000-8100-000-00000 NY P			124.90	124.90
		TOTAL PAYMENT AMOUNT			194.50 *			194.50

26 MT. SHASTA ELEMENTARY
JANUARY WARRANTS

J15455

ACCOUNTS PAYABLE PRELIST
BATCH: 0111 JANUARY WARRANTS
FUND : 01 GENERAL FUND

APY500 H.02.12 01/11/16 10:16 PAGE 5
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJT	GOAL FUNC	SCH LOCAL T9MPS		
200475/00	MT SHASTA TIRE FACTORY							
PO-160262	12/23/2015	18029 BUS 3 STUDDER TIRES		1 01-0230-0-4300-0000-3600-000-00000 NN F			2,341.22	2,441.70
		TOTAL PAYMENT AMOUNT			2,441.70 *			2,441.70
119783/00	OFFICE DEPOT							
CM-160006	12/15/2015	017001 WOLMAR CLASSROOM CREDIT		01-6500-0-4300-5770-1120-003-00000 NN				7.57
PO-160267	12/11/2015	971001 DAYCARE SUPPLIES		1 01-9125-0-4300-0000-6000-002-00000 NN F			34.26	34.26
PO-160268	12/11/2015	662001 MSE OFFICE SUPPLIES		1 01-0000-0-4300-0000-2700-002-00000 NN F			69.56	69.56
PO-160269	12/11/2015	093001 SISSON OFFICE SUPPLIES		1 01-0000-0-4300-0000-2700-003-00000 NN F			99.68	99.68
PO-160271	12/11/2015	533001 DO SUPPLIES		1 01-0000-0-4300-0000-7200-001-00000 NN F			150.84	150.84
PO-160277	12/15/2015	842001 MSE OFFICE SUPPLIES		1 01-0000-0-4300-0000-2700-002-00000 NN F			24.11	24.11
		TOTAL PAYMENT AMOUNT			370.88 *			370.88
123000/00	PACIFIC POWER							
PO-160067	12/15/2015	NOVEMBER MSE PORTABLES		1 01-0000-0-5500-0000-8100-000-00000 NN P			144.83	144.83
PO-160067	12/15/2015	NOVEMBER BUS BARN		1 01-0000-0-5500-0000-8100-000-00000 NN P			32.85	32.85
PO-160067	12/15/2015	NOVEMBER MSE		1 01-0000-0-5500-0000-8100-000-00000 NN P			1,698.35	1,698.35
PO-160067	12/16/2015	NOVEMBER SISSON		1 01-0000-0-5500-0000-8100-000-00000 NN P			7,828.12	7,828.12
PO-160067	12/16/2015	NOVEMBER SISSON PUMP		1 01-0000-0-5500-0000-8100-000-00000 NN P			1,309.49	1,309.49
PO-160067	12/16/2015	NOVEMBER SISSON PORTABLES		1 01-0000-0-5500-0000-8100-000-00000 NN P			638.49	638.49
		TOTAL PAYMENT AMOUNT			11,652.13 *			11,652.13
127160/00	PITNEY BOWES							
PV-160273	12/13/2015	1690976DC15 SISSON POSTAGE MTR		01-0000-0-5600-0000-2700-003-00000 NN				249.06
		TOTAL PAYMENT AMOUNT			249.06 *			249.06
127162/00	PITNEY BOWES							
PO-160005	12/23/2015	8521271DC15 DO POSTAGE MTR LSE		1 01-0000-0-5600-0000-7200-001-00000 NN P			204.03	204.03
		TOTAL PAYMENT AMOUNT			204.03 *			204.03
200015/00	PRECISION ALARM SYSTEMS							
PO-160004	12/22/2015	81215 SISSON ALARM MONITORING		1 01-0000-0-5500-0000-8100-000-00000 NN P			65.00	65.00
		TOTAL PAYMENT AMOUNT			65.00 *			65.00

26 MT. SHASTA ELEMENTARY J15455 ACCOUNTS PAYABLE PRELIST APY500 H.02.12 01/11/16 10:16 PAGE 6
 JANUARY WARRANTS BATCH: 0111 JANUARY WARRANTS << Open >>
 FUND : 01 GENERAL FUND

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Reg Reference	Date			FD RESC Y OBJT	GOAL FUNC	SCH LOCAL T9MPS		
132480/00	RAMSHAW'S ACE HARDWARE							
PO-160064	12/25/2015	DECEMBER MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-00000	N	P	123.60	123.60
		TOTAL PAYMENT AMOUNT			123.60 *			123.60
133011/00	RAY'S FOOD PLACE - MT SHASTA							
PV-160274	01/08/2016	1625628 STAFF TREATS-PRINCIPAL		01-0000-0-4300-0000-2700-003-00000	NN			35.96
		TOTAL PAYMENT AMOUNT			35.96 *			35.96
201639/00	RIZZO, LEEANNA							
PV-160275	12/16/2015	12/7/15 SCOE-CAASP MILEAGE		01-4035-0-5200-0000-2700-002-00000	NN			43.64
PV-160276	12/16/2015	12/15/15 SCOE-CAASP MILEAGE		01-4035-0-5200-0000-2700-002-00000	NN			43.64
		TOTAL PAYMENT AMOUNT			87.28 *			87.28
137873/00	ROOT AUTOMATION							
PO-160028	01/01/2016	117951 JAN INTERNET ACCESS		1 01-0000-0-5900-0000-2700-002-00000	NN	P	373.50	373.50
PO-160028	01/01/2016	117952 JAN INTERNET ACCESS		2 01-0000-0-5900-0000-2700-003-00000	NN	P	373.50	373.50
		TOTAL PAYMENT AMOUNT			747.00 *			747.00
200053/00	SAVARESE, MICHAEL							
PV-160277	01/04/2016	REIMBURSE CLASSROOM SUPPLIES		01-1100-0-4300-1110-1000-003-00000	1N			21.98
		TOTAL PAYMENT AMOUNT			21.98 *			21.98
		TOTAL USE TAX AMOUNT			1.71			
138826/00	SISC							
PO-160023	01/14/2016	JANUARY CLASSIFIED INSURANCE		1 01-0000-0-9514-0000-0000-000-00000	NN	P	25,014.30	25,014.30
		TOTAL PAYMENT AMOUNT			25,014.30 *			25,014.30
149460/00	SISKIYOU COUNTY OFFICE OF ED							
PV-160278	12/30/2015	160662 Q3 403B ADMIN FEES		01-0000-0-5800-0000-7200-001-00000	NN			64.00
PV-160279	12/30/2015	160644 CAASP RIZZO		01-0000-0-5200-0000-2700-002-00000	NN			10.50
PV-160279	12/30/2015	160644 CAASP RICCOMINI/TAYLOR		01-0000-0-5200-0000-2700-003-00000	NN			21.00
PV-160279	12/30/2015	160644 CAASP EMERSON		01-0000-0-5200-0000-7100-001-00000	NN			10.50
PV-160279	12/30/2015	160644 CAASP HANSEN		01-0000-0-5200-0000-7200-001-00000	NN			10.50
		TOTAL PAYMENT AMOUNT			116.50 *			116.50

26 MT. SHASTA ELEMENTARY J15455 ACCOUNTS PAYABLE PRELIST APY500 H.02.12 01/11/16 10:16 PAGE 7
 JANUARY WARRANTS BATCH: 0111 JANUARY WARRANTS << Open >>
 FUND : 01 GENERAL FUND

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJT	GOAL FUNC	SCH LOCAL T9MPS		
149649/00	SISKIYOU FIRE EQUIPMENT							
PV-160280	12/22/2015	16889 BUS BARN FIRE EXT SVC		01-0230-0-5600-0000-3600-000-00000	NY		47.49	47.49
		TOTAL PAYMENT AMOUNT					47.49 *	47.49
201636/00	SOLANO'S ALPINE HARDWARE							
PO-160086	12/29/2015	181443 MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-00000	NN P		4.46	4.46
		TOTAL PAYMENT AMOUNT					4.46 *	4.46
110250/00	SOLANO'S CONTRACTOR BUILDING							
PO-160087	08/20/2015	D83225 MAINT SUPPLY CREDIT		1 01-0000-0-4300-0000-8100-000-00000	NN M		0.00	100.00
PO-160087	12/23/2015	193378 MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-00000	NN P		75.15	75.15
PO-160087	12/28/2015	193408 MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-00000	NN P		58.54	58.54
PO-160087	12/29/2015	193429 MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-00000	NN P		7.23	7.23
		TOTAL PAYMENT AMOUNT					40.92 *	40.92
156010/00	STANDARD INSURANCE COMPANY							
PO-160003	12/21/2015	JANUARY LIFE INSURANCE		1 01-0000-0-9514-0000-0000-000-00000	NN P		341.86	341.86
PO-160003	12/21/2015	JAN SUPPLEMENTAL INSURANCE		1 01-0000-0-9514-0000-0000-000-00000	NN P		208.77	208.77
		TOTAL PAYMENT AMOUNT					550.63 *	550.63
200625/00	TEHAMA COUNTY DEPT OF ED							
PO-160082	01/04/2016	1600750 LEADERSHIP MATTERS		1 01-4035-0-5200-0000-2700-002-00000	NN F		300.00	300.00
PO-160082	01/04/2016	1600750 LEADERSHIP MATTERS		2 01-4035-0-5200-0000-2700-003-00000	NN F		300.00	300.00
PO-160082	01/04/2016	1600750 LEADERSHIP MATTERS		3 01-4035-0-5200-0000-7100-001-00000	NN F		300.00	300.00
		TOTAL PAYMENT AMOUNT					900.00 *	900.00
200058/00	TOWLEN, SUZAN							
PO-160065	01/05/2016	DECEMBER RETIREE INSURANCE		1 01-0000-0-9514-0000-0000-000-00000	NN P		247.77	247.77
		TOTAL PAYMENT AMOUNT					247.77 *	247.77
201638/00	U.S. BANK EQUIPMENT FINANCE							
PO-160022	01/01/2016	295192777 DO COPIER LEASE		1 01-0000-0-5600-0000-7200-001-00000	NN P		324.13	324.13
		TOTAL PAYMENT AMOUNT					324.13 *	324.13

APY500 H.02.12 01/11/16 10:16 PAGE 8
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num								
Req Reference	Date	Description	FD RESC Y OBJT	GOAL FUNC	SCH LOCAL	T9MPS	Liq Amt	Net Amount					

PO-160287	01/06/2016	016187	MSE LIBRARY BOOKS	1	01-0000-0-4200-1110-2420-002-00000	N	F	105.40	105.40
TOTAL PAYMENT AMOUNT								105.40 *	105.40

PV-160281	01/04/2016	AR14029	MSE STAFF COPIER SUPPL	01-0000-0-4300-1110-1000-000-00000	NN	102.49
			TOTAL PAYMENT AMOUNT	102.49 *		102.49

TOTAL FUND	PAYMENT	98,355.37 **	98,355.37
TOTAL USE TAX AMOUNT		2,615.06	

26 MT. SHASTA ELEMENTARY J15455 ACCOUNTS PAYABLE PRELIST APY500 H.02.12 01/11/16 10:16 PAGE 9
 JANUARY WARRANTS BATCH: 0111 JANUARY WARRANTS << Open >>
 FUND : 13 CAFETERIA

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS			
156840/00		BOARD OF EQUALIZATION						
	FV-160267 01/08/2016 Q4 2015 USE TAX				13-5310-0-9508-0000-0000-0000-0000 NN		44.52	44.52
		TOTAL PAYMENT AMOUNT			44.52 *			44.52
072846/00		HARRIS SCHOOL SOLUTIONS						
	FV-160282 12/16/2015 85340 ETRITION SITE LICENSE				13-5310-0-5800-0000-3700-000-00000 NN		245.12	245.12
		TOTAL PAYMENT AMOUNT			245.12 *			245.12
200871/00		PROPACIFIC FRESH						
	PO-160163 01/06/2016 6241962 BREAKFAST FRUIT				1 13-5310-0-4700-0000-3700-000-00000 NN P		50.57	50.57
		TOTAL PAYMENT AMOUNT			50.57 *			50.57
200739/00		WEED UNION ELEMENTARY						
	PO-160197 12/10/2015 MSE NOVEMBER MEALS				1 13-5310-0-5800-0000-3700-000-00000 NN P		4,072.50	4,072.50
	PO-160197 12/10/2015 SISSON NOVEMBER MEALS				1 13-5310-0-5800-0000-3700-000-00000 NN P		3,795.00	3,795.00
	PO-160197 12/10/2015 MSHS/JEFFERSON NOVEMBER MEALS				1 13-5310-0-5800-0000-3700-000-00000 NN P		778.94	778.94
		TOTAL PAYMENT AMOUNT			8,646.44 *			8,646.44
		TOTAL FUND PAYMENT			8,986.65 **			8,986.65
		TOTAL BATCH PAYMENT			107,342.02 ***	0.00		107,342.02
		TOTAL USE TAX AMOUNT			2,615.06			
		TOTAL DISTRICT PAYMENT			107,342.02 ****	0.00		107,342.02
		TOTAL USE TAX AMOUNT			2,615.06			
		TOTAL FOR ALL DISTRICTS:			107,342.02 ****	0.00		107,342.02
		TOTAL USE TAX AMOUNT			2,615.06			

Number of warrants to be printed: 53, not counting voids due to stub overflows.

Batch
#0127

Siskiyou County Office of Education
Request for Warrant Processing

District # 26 District Name Mount Shasta Union

Fund #	Fund Name	District Total	Audited Total
01	General Fund	\$82,036.06	
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund	2,763.15	
14	Deferred Maintenance		
15	Pupil Transportation Equip Fund		
17	Special Reserve Fund Other Than Capital Outlay	XXXXXXXXXX	XXXXXXXXXX
25	Capital Facilities (Developer Fees) Fund		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Batch Total	\$84,799.21	

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing.

Trustee _____ Trustee _____
Trustee _____ Trustee _____
Trustee _____ Trustee _____
Trustee _____

District Superintendent _____

Board Approval Date _____ Mail _____ Hold _____

—For Siskiyou County Office of Education Use Only—

Audited By: _____ Audit Date: _____

26 MT. SHASTA ELEMENTARY
JANUARY WARRANTS

J756

ACCOUNTS PAYABLE PRELIST
BATCH: 0127 JANUARY WARRANTS
FUND : 01 GENERAL FUND

APY500 H.02.12 01/27/16 13:41 PAGE 1
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS				

200021/00	AFLAC							
PO-160001	01/25/2016	739596 FEBRUARY SUPPLEMENTAL		1 01-0000-0-9514-0000-0000-0000-000000 NN P			426.27	426.27
TOTAL PAYMENT AMOUNT							426.27 *	426.27
200957/00	AMAZON							
PO-160132	01/27/2016	MICKLOS CLASSROOM		1 01-3010-0-4300-1110-1000-003-000000 NN C			9.26	0.00
PO-160272	12/11/2015	825111 SISSON LIBRARY BOOK		1 01-0000-0-4200-1110-2420-003-000000 NN F			4.31	4.31
TOTAL PAYMENT AMOUNT							4.31 *	4.31
201704/00	AMERIGAS							
PO-160251	01/10/2016	934433 PROPANE		1 01-0000-0-5500-0000-8100-000-000000 NN P			497.38	497.38
PO-160251	01/16/2016	159977 PROPANE		1 01-0000-0-5500-0000-8100-000-000000 NN P			722.75	722.75
PO-160251	01/16/2016	160004 PROPANE		1 01-0000-0-5500-0000-8100-000-000000 NN P			339.22	339.22
PO-160251	01/16/2016	159990 PROPANE		1 01-0000-0-5500-0000-8100-000-000000 NN P			511.97	511.97
PO-160251	01/22/2016	366052 PROPANE		1 01-0000-0-5500-0000-8100-000-000000 NN P			433.06	433.06
PO-160251	01/22/2016	365740 PROPANE		1 01-0000-0-5500-0000-8100-000-000000 NN P			302.53	302.53
TOTAL PAYMENT AMOUNT							2,806.91 *	2,806.91
201325/00	AT&T							
PV-160283	01/02/2016	502102 BUS BARN PHONE		01-0230-0-5900-0000-3600-000-000000 NN				4.37
PV-160284	01/02/2016	502105 DO PHONE		01-0000-0-5900-0000-7200-001-000000 NN				58.93
PV-160285	01/02/2016	502104 SISSON PHONE		01-0000-0-5900-0000-2700-003-000000 NN				69.88
PV-160286	01/02/2016	502103 MSE PHONE		01-0000-0-5900-0000-2700-002-000000 NN				71.94
TOTAL PAYMENT AMOUNT							205.12 *	205.12
201738/00	BARRERA, SHAREL							
PV-160287	01/04/2016	MSE RETURNED LIBRARY BOOK		01-0000-0-8699-1110-2420-002-000000 NN				10.00
TOTAL PAYMENT AMOUNT							10.00 *	10.00
201361/00	BEGGS, SARAH							
PV-160288	12/28/2015	REIMBURSE CLASSROOM SUPPLIES		01-1100-0-4300-1110-1000-002-000000 1N				127.15
PV-160288	12/28/2015	REIMBURSE CLASSROOM SUPPLIES		01-1100-0-4300-1110-1000-002-000000 NN				489.10
TOTAL PAYMENT AMOUNT							616.25 *	616.25
TOTAL USE TAX AMOUNT							9.88	

26 MT. SHASTA ELEMENTARY
JANUARY WARRANTS

J756

ACCOUNTS PAYABLE PRELIST
BATCH: 0127 JANUARY WARRANTS
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJT	GOAL FUNC	SCH LOCAL T9MPS		
013920/00	BELL HARDWARE OF KLAMATH FALLS							
PO-160260	01/16/2016	48000 SISSON GYM DOORS		1 01-0000-0-4400-0000-8100-000-00000	NN F		4,628.94	4,296.00
		TOTAL PAYMENT AMOUNT						4,296.00
201567/00	BONIVERT, AMANDA							
PV-160289	01/15/2016	MILEAGE REIMBURSEMENT		01-0000-0-5200-0000-7200-001-00000	NN			40.72
		TOTAL PAYMENT AMOUNT						40.72
024840/00	CALIFORNIA SAFETY COMPANY							
PO-160035	01/05/2016	318367 SISSON CCTV LEASE		1 01-0000-0-5600-0000-8100-000-00000	NY P		205.00	205.00
PO-160036	01/05/2016	307839 MSE ALARM MONITORING		1 01-0000-0-5500-0000-8100-000-00000	NY P		25.00	25.00
PO-160036	01/05/2016	317839 MSE ALARM LEASE		2 01-0000-0-5600-0000-8100-000-00000	NY P		50.00	50.00
		TOTAL PAYMENT AMOUNT						280.00
036915/00	CED - SACRAMENTO							
PO-160293	01/21/2016	677246 MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-00000	NN F		187.81	191.92
		TOTAL PAYMENT AMOUNT						191.92
201643/00	CHURCHILL, ELIZABETH							
PV-160290	01/19/2016	REIMBURSE CMEA - CLASSROOM		01-0000-0-5800-1110-1000-003-00000	NN			645.29
PV-160290	01/19/2016	REIMBURSE CMEA - CLASSROOM		01-1100-0-4300-1110-1000-003-00000	NN			51.13
PV-160291	01/19/2016	REIMBURSE CMEA NORTH SEC CHOIR		01-0000-0-5200-1110-1000-003-00000	NN			315.66
		TOTAL PAYMENT AMOUNT						1,012.08
110375/00	CITY OF MT SHASTA							
PV-160292	11/01/2015	3006 SISSON FIELD IRRIGATION		01-0000-0-5500-0000-8100-000-00000	NN			1,500.00
		TOTAL PAYMENT AMOUNT						1,500.00
033750/00	COASTWIDE LABORATORIES							
PO-160061	01/08/2016	2840290 MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-00000	NN P		284.59	284.59
PO-160061	01/15/2016	2843642 MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-00000	NN P		1,032.61	1,032.61
PO-160061	01/15/2016	2843346 MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-00000	NN P		43.89	43.89
PO-160061	01/15/2016	2836990-1 MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-00000	NN P		53.86	53.86
		TOTAL PAYMENT AMOUNT						1,414.95

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ACCOUNTS PAYABLE PRELIST
BATCH: 0127 JANUARY WARRANTS
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS				

040880/00	CROSS PETROLEUM							
PO-160063	12/31/2015	CL37119 BUS FUEL		1 01-0230-0-4300-0000-3600-000-00000 NN P			170.52	170.52
PO-160063	01/15/2016	CL37368 BUS FUEL		1 01-0230-0-4300-0000-3600-000-00000 NN P			337.50	337.50
TOTAL PAYMENT AMOUNT							508.02 *	508.02
046725/00	DON R ERICKSON OIL INC							
PV-160293	12/31/2015	703CT DISTRICT VAN		01-0000-0-4300-0000-7200-001-00000 NN			46.12	46.12
PV-160293	12/31/2015	703CT DISTRICT TRUCK		01-0000-0-4300-0000-8100-000-00000 NN			43.83	43.83
PV-160293	12/31/2015	703CT MAINTENANCE VAN		01-0000-0-4300-0000-8100-000-00000 NN			49.03	49.03
PV-160294	01/12/2016	132797 MSE FURNACE FUEL		01-0000-0-5500-0000-8100-000-00000 NN			2,107.39	2,107.39
TOTAL PAYMENT AMOUNT							2,246.37 *	2,246.37
062060/00	FRANCOTYP-POSTALIA INC							
PO-160037	01/09/2016	691783 MSE POSTAGE METER LEASE		1 01-0000-0-5600-0000-2700-002-00000 NN P			135.00	135.00
TOTAL PAYMENT AMOUNT							135.00 *	135.00
068240/00	GRAINGER							
PO-160052	01/27/2016	MAINTENANCE SUPPLIES		1 01-0000-0-4300-0000-8100-000-00000 NN C			29.95	0.00
TOTAL PAYMENT AMOUNT							0.00 *	0.00
201733/00	HP INC.							
PO-160270	01/07/2016	567622618 DO COMPUTER		1 01-0000-0-4400-0000-7200-001-00000 NN F			620.64	619.72
TOTAL PAYMENT AMOUNT							619.72 *	619.72
084293/00	JOHN SMITH SANITATION INC							
PO-160038	01/01/2016	28043 MSE DUMPSTER RENTAL		1 01-0000-0-5600-0000-8100-000-00000 NN P			30.00	30.00
TOTAL PAYMENT AMOUNT							30.00 *	30.00
200037/00	KOEHLER, ROD							
PO-160027	01/21/2016	JANUARY RETIREE INSURANCE		1 01-0000-0-9514-0000-0000-000-00000 NN P			500.00	500.00
TOTAL PAYMENT AMOUNT							500.00 *	500.00

26 MT. SHASTA ELEMENTARY
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ACCOUNTS PAYABLE PRELIST
BATCH: 0127 JANUARY WARRANTS
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS				

201739/00	LOWRY, COLLIN						
	PV-160295	01/04/2016	RETURNED MSE LIBRARY BOOK	01-0000-0-8699-1110-2420-002-00000	NN		6.00
			TOTAL PAYMENT AMOUNT	6.00 *			6.00
201069/00	LOZANO SMITH LLP						
	PV-160296	12/31/2015	45428 DO ATTORNEY FEES	01-0000-0-5800-0000-7100-001-00000	NY		81.96
			TOTAL PAYMENT AMOUNT	81.96 *			81.96
201114/00	MT SHASTA AREA NEWSPAPERS						
	PO-160284	01/06/2015	CLASSIFIED AD	1 01-0000-0-5800-0000-7200-001-00000	NN F	59.90	59.90
			TOTAL PAYMENT AMOUNT	59.90 *			59.90
201651/00	NORTH COAST SCHOOLS' MEDICAL						
	PO-160044	01/19/2016	JAN CERTIFICATED INSURANCE	1 01-0000-0-9514-0000-0000-000-00000	NN P	35,769.56	35,769.56
			TOTAL PAYMENT AMOUNT	35,769.56 *			35,769.56
119783/00	OFFICE DEPOT						
	PO-160108	01/27/2016	CAUSEY CLASSROOM	1 01-1100-0-4300-1110-1000-003-00000	NN C	16.41	0.00
	PO-160288	01/07/2016	551001 R. WOLMAR CLASSROOM	1 01-6500-0-4300-5770-1120-003-00000	NN P	154.03	154.03
	PO-160288	01/09/2016	383001 R. WOLMAR CLASSROOM	1 01-6500-0-4300-5770-1120-003-00000	NN F	33.81	33.81
			TOTAL PAYMENT AMOUNT	187.84 *			187.84
200388/00	ONARHEIM SERVICES						
	PV-160297	01/01/2016	15589 2016 ANNUAL MEMBERSHIP	01-0230-0-5300-0000-3600-000-00000	NN		160.00
	PV-160297	01/01/2016	15589 2016 ANNUAL DRIVER FEE	01-0230-0-5800-0000-3600-000-00000	NY		240.00
			TOTAL PAYMENT AMOUNT	400.00 *			400.00
123000/00	PACIFIC POWER						
	PO-160067	01/15/2016	DECEMBER BUS BARN	1 01-0000-0-5500-0000-8100-000-00000	NN P	32.94	32.94
	PO-160067	01/15/2016	DECEMBER MSE PORTABLES	1 01-0000-0-5500-0000-8100-000-00000	NN P	145.06	145.06
	PO-160067	01/18/2016	DECEMBER SISSON PUMP	1 01-0000-0-5500-0000-8100-000-00000	NN P	1,238.21	1,238.21
	PO-160067	01/18/2016	DECEMBER SISSON	1 01-0000-0-5500-0000-8100-000-00000	NN P	8,178.59	8,178.59
	PO-160067	01/18/2016	DECEMBER SISSON PORTABLES	1 01-0000-0-5500-0000-8100-000-00000	NN P	525.53	525.53
	PO-160067	01/20/2016	DECEMBER MSE	1 01-0000-0-5500-0000-8100-000-00000	NN P	1,786.17	1,786.17

26 MT. SHASTA ELEMENTARY
JANUARY WARRANTS

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ACCOUNTS PAYABLE PRELIST
BATCH: 0127 JANUARY WARRANTS
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Reg Reference	Date			FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS				

TOTAL PAYMENT AMOUNT					11,906.50 *			11,906.50
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200015/00 PRECISION ALARM SYSTEMS

PO-160004	01/22/2016	81500 SISSON ALARM MONITORING	1	01-0000-0-5500-0000-8100-000-00000	NN P	65.00	65.00
TOTAL PAYMENT AMOUNT					65.00 *		65.00

200689/00 REINIG, CHRISTY

PV-160298	01/16/2016	REIMBURSE CLASSROOM SUPPLIES		01-1100-0-4300-1110-1000-003-00000	1N		77.28
TOTAL PAYMENT AMOUNT					77.28 *		77.28
TOTAL USE TAX AMOUNT					6.00		

201352/00 REMI VISTA INC

PO-160196	01/06/2016	12/15 COUNSELING SERVICES	1	01-0000-0-5800-1110-3112-000-00000	NN P	5,727.27	5,727.27
TOTAL PAYMENT AMOUNT					5,727.27 *		5,727.27

201172/00 RESERVE ACCOUNT

PV-160299	01/19/2016	DO POSTAGE		01-0000-0-5900-0000-7200-001-00000	NN		500.00
TOTAL PAYMENT AMOUNT					500.00 *		500.00

201571/00 SISKIYOU COUNTY COMMUNITY

PV-160300	01/05/2016	2016 MSE CUPA FEE-HAZMAT		01-0000-0-5800-0000-8100-000-00000	NN		151.00
PV-160301	01/05/2016	2016 SISSON CUPA FEE-HAZMAT		01-0000-0-5800-0000-8100-000-00000	NN		90.00
TOTAL PAYMENT AMOUNT					241.00 *		241.00

149460/00 SISKIYOU COUNTY OFFICE OF ED

PV-160304	01/11/2016	160799 2015-16 SISNET ISP		01-0000-0-5800-1110-2460-000-00000	NN		4,236.30
PV-160305	01/13/2016	160820 2015-16 EBSCO DATABASE		01-0000-0-5800-1110-1000-000-00000	NN		1,000.00
PV-160306	01/21/2016	160840 COUNTY SPELLING BEE		01-0000-0-5800-1110-1000-003-00000	NN		60.00
TOTAL PAYMENT AMOUNT					5,296.30 *		5,296.30

26 MT. SHASTA ELEMENTARY
JANUARY WARRANTS

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ACCOUNTS PAYABLE PRELIST
BATCH: 0127 JANUARY WARRANTS
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS				

151430/00	SKINNER'S TRUCK REPAIR							
PO-160123	12/23/2015	40395 BUS 3 REPAIRS		1 01-0230-0-5600-0000-3600-000-00000 NN P		125.91	125.91	
PO-160123	12/28/2015	40442 BUS 5 REPAIRS		1 01-0230-0-5600-0000-3600-000-00000 NN P		125.91	125.91	
PO-160123	01/27/2016	BUS REPAIRS		1 01-0230-0-5600-0000-3600-000-00000 NN C		44.32	0.00	
PO-160123	01/27/2016	BUS REPAIRS		1 01-0230-0-5600-0000-3600-000-00000 NN O		5,000.00-	0.00	
PO-160123	12/22/2015	40379 BUS 3 REPAIRS		1 01-0230-0-5600-0000-3600-000-00000 NN P		1,509.08	1,509.08	
				TOTAL PAYMENT AMOUNT	1,760.90 *			1,760.90
200554/00	SOJKA, JANE							
PV-160307	01/25/2016	REIMBURSE CASBO MEMBERSHIP		01-0000-0-5300-0000-7200-001-00000 NN			275.00	
				TOTAL PAYMENT AMOUNT	275.00 *			275.00
155320/00	SPORTSMEN'S DEN							
PV-160308	01/11/2016	211992 MAINTENANCE STF FLEECE		01-0000-0-4300-0000-7200-001-00000 NN			85.10	
PV-160309	01/13/2016	209429 CHEER SHOES		01-0000-0-4300-1110-1000-003-00000 NN			226.21	
				TOTAL PAYMENT AMOUNT	311.31 *			311.31
156010/00	STANDARD INSURANCE COMPANY							
PO-160003	01/20/2016	FEBRUARY LIFE INSURANCE		1 01-0000-0-9514-0000-0000-000-00000 NN P		341.86	341.86	
PO-160003	01/20/2016	FEB SUPPLEMENTAL INSURANCE		1 01-0000-0-9514-0000-0000-000-00000 NN P		208.77	208.77	
				TOTAL PAYMENT AMOUNT	550.63 *			550.63
165590/00	TIMBERWORKS							
PV-160310	12/31/2015	24722 SNOW REMOVAL		01-0000-0-5800-0000-8100-000-00000 NN			97.50	
PV-160311	12/31/2015	24723 SNOW REMOVAL		01-0000-0-5800-0000-8100-000-00000 NN			770.00	
PV-160312	12/31/2015	24731 SNOW REMOVAL		01-0000-0-5800-0000-8100-000-00000 NN			310.00	
				TOTAL PAYMENT AMOUNT	1,177.50 *			1,177.50
200296/00	XEROX CORPORATION							
PO-160068	01/09/2016	949635 OFFICE COPIER LEASE		1 01-1100-0-5600-0000-2700-003-00000 NN P		222.60	222.60	
PO-160068	01/09/2016	949636 STAFF COPIERS LEASE		2 01-1100-0-5600-1110-1000-003-00000 NN P		305.45	305.45	
PO-160068	01/09/2016	949637 STAFF COPIERS LEASE		2 01-1100-0-5600-1110-1000-003-00000 NN P		270.42	270.42	
				TOTAL PAYMENT AMOUNT	798.47 *			798.47
				TOTAL FUND PAYMENT	82,036.06 **			82,036.06
				TOTAL USE TAX AMOUNT	15.88			

26 MT. SHASTA ELEMENTARY JANUARY WARRANTS J756 ACCOUNTS PAYABLE PRELIST BATCH: 0127 JANUARY WARRANTS FUND : 13 CAFETERIA APY500 H.02.12 01/27/16 13:41 PAGE 7 << Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description		FD RESC Y	OBJT	GOAL FUNC	SCH LOCAL T9MPS	Liq Amt	Net Amount
046725/00	DON R ERICKSON	OIL INC							
	PV-160293	12/31/2015 703CT FOOD SERVICE VAN		13-5310-0-4300-0000-3700-000-00000	NN			141.25	141.25
		TOTAL PAYMENT AMOUNT				141.25 *			141.25
119783/00	OFFICE DEPOT								
	PO-160285	12/30/2015 234001 FOOD SERVICE SUPPLIES		1 13-5310-0-4300-0000-3700-000-00000	NN F			91.62	91.62
		TOTAL PAYMENT AMOUNT				91.62 *			91.62
200106/00	PIGONI DISTRIBUTING								
	PO-160164	11/30/2015 86451 MILK		1 13-5310-0-4700-0000-3700-000-00000	NN P			570.00	570.00
	PO-160164	11/30/2015 86452 MILK		1 13-5310-0-4700-0000-3700-000-00000	NN P			487.50	487.50
	PO-160164	12/18/2015 86651 MILK		1 13-5310-0-4700-0000-3700-000-00000	NN P			370.00	370.00
	PO-160164	12/18/2015 86652 MILK		1 13-5310-0-4700-0000-3700-000-00000	NN P			285.00	285.00
	PO-160165	11/30/2015 86453 BREAKFAST DAIRY		1 13-5310-0-4700-0000-3700-000-00000	NN P			53.72	53.72
	PO-160165	12/18/2015 86653 BREAKFAST DAIRY		1 13-5310-0-4700-0000-3700-000-00000	NN P			35.00	35.00
		TOTAL PAYMENT AMOUNT				1,801.22 *			1,801.22
133000/00	RAY-MAC MECHANICAL INC								
	PO-160253	01/11/2016 93978 WALK-IN FREEZER REPAIR		1 13-5310-0-5600-0000-3700-000-00000	NN F			675.00	441.06
		TOTAL PAYMENT AMOUNT				441.06 *			441.06
201571/00	SISKIYOU COUNTY COMMUNITY								
	PV-160302	01/05/2016 2016 MSE FOOD FACILITY FEE		13-5310-0-5800-0000-3700-000-00000	NN				144.00
	PV-160303	01/05/2016 2016 SISSON FOOD FACILITY FEE		13-5310-0-5800-0000-3700-000-00000	NN				144.00
		TOTAL PAYMENT AMOUNT				288.00 *			288.00
		TOTAL FUND	PAYMENT			2,763.15 **			2,763.15
		TOTAL BATCH PAYMENT				84,799.21 ***	0.00		84,799.21
		TOTAL USE TAX AMOUNT				15.88			
		TOTAL DISTRICT PAYMENT				84,799.21 ****	0.00		84,799.21
		TOTAL USE TAX AMOUNT				15.88			
		TOTAL FOR ALL DISTRICTS:				84,799.21 ****	0.00		84,799.21
		TOTAL USE TAX AMOUNT				15.88			

Number of warrants to be printed: 43, not counting voids due to stub overflows.

Mount Shasta Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Mount Shasta Elementary School
Street	501 Cedar Street
City, State, Zip	Mount Shasta, CA 96067
Phone Number	(530) 926-3434
Principal	Leeanna Rizzo
E-mail Address	lrizzo@msusd.org
Web Site	www.mtshastaelementary.com
Grades Served	K-3
CDS Code	47-70425-6050884

District Contact Information	
District Name	Mount Shasta Union Elementary School District
Phone Number	(530) 926-6007
Superintendent	Kathi Emerson
E-mail Address	kemerson@msusd.org
Web Site	www.weedandmtshastaschooldistricts.com

School Description and Mission Statement (Most Recent Year)

Mount Shasta Elementary School, located 75 miles south of the Oregon border at the base of its 14,162 foot namesake, houses a K-3 grade school of 240 students. Our team consists of a full-time principal, twelve fully credentialed classroom teachers, two credentialed specialists, paraprofessionals, and support staff all working collaboratively to provide a quality education to all of our children academically, emotionally and physically. As our vision states, we strive to be a leader of educational excellence in the state of California. The mission of the Mount Shasta Union School District is to promote a system of educational excellence providing the opportunity for all students to become productive citizens and achieve high academic standards. To support our vision and mission the following three aims drive every decision we make to ensure success:

Aim 1: Maximize student achievement

Aim 2: Ensure safe, secure, and well maintained schools

Aim 3: Function with increasing efficiency and effectiveness.

With a clear vision and goals to guide us, we provide a strong curriculum, effective teaching strategies, appropriate materials, and sufficient support to ensure all students become proficient in the standards. Through data driven instruction we maintain a balanced language arts and math program. Our students receive whole group instruction along with small group guided lessons that differentiate instruction. Rather than cutting science and social studies to focus on math and reading, we capitalize on our environment to enhance our science and social studies curriculum. The Mount Shasta area offers many natural resources that can be incorporated into our outdoor science programs, including the Salmon and Trout Projects, raising anadromous fish for release into local streams, Adopt-a-Watershed, riparian projects and the Castle Lake Project. Our Life Lab garden and grow labs provide hands on science projects for full school use. Through these programs we integrate reading, writing, and math into our science and social studies curriculums and offer myriad opportunities for our students to apply their skills to real world problems and their solutions.

Emotionally our students and families are supported through a variety of classroom activities and community organizations. At school students learn to resolve conflicts among themselves, rather than expecting adults to intervene, through our Peaceful Playground and Second Step programs. The Mt. Shasta Resource Center, Siskiyou Child Care Council, PIE (Partners in Education), The Mt. Shasta Education Foundation, and the Mt. Shasta Recreation Department are all integral parts of providing a well balanced education for our students.

Our music program develops our students' personalities, heritages, and emotions. In addition to our regular music program, each year every grade level presents at least one musical production for the entire school, parents, and community members. We also celebrate our students' diversities through a variety of recognition programs such as "Bucket Filler" coupons, People Respecting Others, and monthly sing-a-longs. We build our school community through monthly assemblies and sing-a-longs hosted by a different grade level each month.

Parents and community volunteers are an integral part of our programs. Numerous parents volunteer their time daily, along with Foster Grandparents. These team members nurture our children's lives by sharing their areas of expertise and providing individual attention and acknowledgment.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	65
Grade 1	58
Grade 2	51
Grade 3	35
Total Enrollment	209

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.5
Asian	1
Filipino	0.5
Hispanic or Latino	7.7
Native Hawaiian or Pacific Islander	1
White	84.7
Two or More Races	1
Socioeconomically Disadvantaged	43.1
English Learners	1
Students with Disabilities	4.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	12	12	14	31
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	State Adopted/Materials CurrentHoughton Mifflin	Yes	0
Mathematics	Currently piloting new Common Core math programs	Yes	0
Science	State Adopted/Materials CurrentFOSS	Yes	0
History-Social Science	State Adopted/Materials CurrentHarcourt Publisher	Yes	0
Health	Materials Current		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Mount Shasta Elementary School and grounds are well maintained and are inspected monthly by the maintenance staff and annually by the liability insurance carrier. Students and staff take great pride in the appearance of the school.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: March 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			The staff workroom, a small section of the hall, and some of the facia board need repainting.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: March 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			One bank of lights in the library did not work. This is currently being addressed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			In the summer of 2013 the main building was re-roofed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			In August of 2014 the playground was crack filled and completely resurfaced and repainted. The perimeter boards around the playground equipment need to be removed and replaced. Scheduled for summer 2016.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: March 2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	27	51	44
Mathematics	41	44	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	39	37	94.9	32	41	19	8
Male	3		23	59.0	39	30	17	13

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Female	3		14	35.9	21	57	21	0
Black or African American	3		2	5.1	--	--	--	--
American Indian or Alaska Native	3		2	5.1	--	--	--	--
Hispanic or Latino	3		6	15.4	--	--	--	--
White	3		27	69.2	30	41	22	7
Socioeconomically Disadvantaged	3		13	33.3	62	23	8	8
Students with Disabilities	3		3	7.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	39	37	94.9	32	27	38	3
Male	3		23	59.0	26	30	39	4
Female	3		14	35.9	43	21	36	0
Black or African American	3		2	5.1	--	--	--	--
American Indian or Alaska Native	3		2	5.1	--	--	--	--
Hispanic or Latino	3		6	15.4	--	--	--	--
White	3		27	69.2	33	22	41	4
Socioeconomically Disadvantaged	3		13	33.3	46	31	23	0
Students with Disabilities	3		3	7.7	--	--	--	--
Foster Youth	3		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)				77	67		59	60	

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
---------------	---

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parents are active partners in our educational community. Their contributions and participation are multi-faceted. There is a School Site Council that meets monthly. Partners in Education (PIE) is a district-wide fund raising body and a project-oriented group of parents who meet monthly to continually seek ways to provide support for the school and its goals. Our parents' talents are used in the classrooms on an ongoing basis as presenters, tutors, buddies and mentors. Many of our parents and community members provide connections to the classrooms through their businesses or professions.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.68	0.87	0.43	4.55	3.94	3.96	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Safety Committee meets regularly to identify any areas of concern district-wide. In 2014/15 the plan was updated and discussed with staff during the mandatory back to school in-service.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement*	Year 2	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		2		18	3			22		3	
1	25		2		28		2		23		2	
2	24		2		24		2		21		3	
3	28		2		19	2	1		18	2		

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.50	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.86	N/A
Psychologist	.20	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist	.60	N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,815	\$1,793	\$7,022	\$59,447
District	N/A	N/A	\$7,022	\$59,447
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	31.3	0.5

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

Types of Services Funded (Fiscal Year 2014-15)

Currently the district spends \$8918 per student. Sixty-eight cents of every dollar goes directly to the classroom. Twenty-six cents was spent for classroom support and six cents for district support. 68% direct to classroom includes teachers, instructional aides, books, materials, supplies and equipment. 26% for classroom support includes the principal, school office, student support staff, curriculum support, transportation, maintenance and operations of school buildings and grounds maintenance. 6% for district support includes the board of education, superintendent and district office.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,923	\$39,948
Mid-Range Teacher Salary	\$58,104	\$57,401
Highest Teacher Salary	\$66,637	\$73,183
Average Principal Salary (Elementary)	\$87,815	\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$124,481	\$112,657
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	8%	7%

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

Professional Development (Most Recent Three Years)

Mount Shasta Union Elementary School District provides staff development for kindergarten through Grade 8 teachers. Professional development revolves around the implementation of the K-3 reading program Houghton Mifflin Journeys, piloting new math programs, implementation of common core standards, integrating technology into the classroom, and understanding the culture of poverty.

Information obtained from our annual staff, parent, and student surveys, along with various assessment data (Smarter Balanced Assessments, and grade level assessments), enables us to write specific goals for student achievement and professional development. We have incorporated into our calendar three professional days. Our principal has committed our 17 staff meetings to professional learning communities. Through our collaboration time we focus on student achievement and specifically reading, math, integration of technology, and common core teaching strategies. Our classified staff also participate in appropriate professional development. Our administrator attends a professional learning community through the Siskiyou County Office of Education. The principal holds teachers accountable for implementing new instructional strategies during her classroom walk-throughs. New teachers are often partnered with a grade level colleague for support, and also participate in BTSA. Our staff also belongs to a variety of professional organizations including California Teachers Association, Association of Supervision and Curriculum Development, California Reading Association, and other organizations which allow them to have access to journals, workshops, and professional support.

Sisson School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Sisson School
Street	601 East Alma Street
City, State, Zip	Mount Shasta, CA 96067
Phone Number	(530) 926-3846
Principal	Kale Riccomini
E-mail Address	kale@msusd.org
Web Site	www.sissonschoool.org
Grades Served	2-8
CDS Code	47-70425-0131102

District Contact Information	
District Name	Mount Shasta Union School District
Phone Number	(530) 926-6007
Superintendent	Kathi Emerson
E-mail Address	kemerson@msusd.org
Web Site	http://sisnet.ssku.k12.ca.us/~msusdftp/index.html

School Description and Mission Statement (Most Recent Year)

Sisson is a third through eighth grade school that serves approximately 300 students in the community of Mt. Shasta. Strawberry Valley School, a third through sixth magnet school, is housed on the Sisson campus. Strawberry Valley consists of a third/fourth combination class and a fifth/sixth combination class. Sisson's three year API score average is 864.

We are a small, rural community with a population of about 3000 located at the base of Mt. Shasta. Our school is in a wonderful area surrounded by mountains, lakes, and forests. Sisson has a beautiful, inviting campus that is well maintained and serves as a community hub for school and non-school related activities and events.

Sisson School's primary aim is to maximize student achievement. This school year the focus has been the implementation the common core standards and moving toward one to one student technology devices. At the sixth, seventh and eighth grades, English/Language Arts teachers have been modifying current curriculum to common core rigor. We are currently piloting various math programs with the goal to adopt a program at the end of the 2015/2016 school year.

Best practices in place to improve student achievement are built upon a culture of collaboration. Professional Learning Communities support the use of benchmark assessments, essential standards, and data interpretation. A Pyramid of Intervention guides and supports student achievement, including strategic and intensive interventions for struggling learners. Our Title 1 program serves a targeted ELA population, and a full time resource teacher serves learning disabled students. Additionally, Sisson recognizes students for hard work. Honor roll and high grade point averages are recognized in the local newspaper. The school board recognizes students each month, as nominated by their teachers, for traits that exemplify quality work. Our Parents In Education group supports a 4.0 field trip after the first, second and third quarters.

Sisson School recognizes that good attendance is a corner stone to achievement. A positive attendance campaign includes daily calls home to students who are absent and a quarterly recognition program for student who achieve 96% attendance and above. Recognition includes certificates and having their names listed in the local newspaper. The district and county have SARB procedures in place to intervene for students who are not maintaining acceptable attendance.

A wide variety of opportunities for intellectual, emotional, and physical growth are provided to Sisson students. These include an athletic program that includes cross country, volleyball, basketball, cheer, and track. Sisson students can participate in a ski/snowboard club. Student council meets weekly and supports such activities as the school positive attendance campaign, movie nights, dances, and school spirit days. GATE offers mini courses such as ceramics, physic field trips and coding. Our exemplary music program featured a spring and winter concerts. Student recognition takes the form of quarterly in-class assemblies for honor roll, citizenship, attendance, effort, athletics, and other special accomplishments. A behavior intervention plan provides structure, consistency, and communication to support students in making good choices. Sisson has a well maintained library and uses the Accelerated Reader program to encourage recreational reading.

Mission Statement

The Mission of the MSUSD is to promote a system of educational excellence providing the opportunity for all students to become productive citizens and achieve high academic standards.

OUR AIMS

AIM I:
Maximize Student Achievement

AIM II:
Ensure Safe, Secure and Well Maintained Schools

AIM III:
Function with Increasing Efficiency and Effectiveness

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 2	10
Grade 3	13
Grade 4	62
Grade 5	62
Grade 6	60
Grade 7	49
Grade 8	52
Total Enrollment	308

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	1.9
Asian	1.3
Filipino	1.6
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	0.6
White	75.6
Two or More Races	4.5
Socioeconomically Disadvantaged	43.2
English Learners	0.6
Students with Disabilities	10.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	15	14	14	31
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

The core curriculum at Sisson includes textbooks and materials for every student that are from the current adoption cycle. Every student has access to good quality, current materials in English language arts, math, science, and social studies. The textbook adoption process includes teacher and parent input along with school board adoption.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Journeys 2-5 Glencoe 6-8	Yes	0
Mathematics	Piloting McGraw Hill My Math/California math and Houghton Mifflins Math Expressions	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	FOSS Prentice Hall	Yes	0
History-Social Science	Houghton Mifflin Harcourt Teachers' Curriculum Institute	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Sisson is a well-kept school within a residential neighborhood within the community of Mt. Shasta. In 2015 technology infrastructure has been upgraded and our roof was replaced during the summer of 2014. Sisson is bordered on one side by athletic fields that are well maintained by the community recreation department. Expansive and well maintained fields and playground space contribute to the welcoming and nurturing school environment. The grounds and facilities are well maintained and are inspected monthly by the maintenance staff and annually by our liability carrier.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: March 26, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Some damage to interior walls of cafeteria. Walls of gym showing wear and dirt. Needs paint.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Front stucco facade in need of repair. Roof deterioration with a leak in the M wing. Exterior damage to siding of M wing with some unpainted surfaces.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: March 26, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	54	51	44
Mathematics	44	44	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	12	12	100.0	8	25	42	25
	4	61	59	96.7	22	24	39	15
	5	61	58	95.1	16	19	36	29
	6	60	59	98.3	39	37	17	5
	7	53	51	96.2	18	22	49	12
	8	51	48	94.1	8	25	54	13
Male	3		6	50.0	--	--	--	--
	4		31	50.8	32	23	32	13
	5		26	42.6	15	27	38	19
	6		35	58.3	37	40	14	6
	7		26	49.1	23	23	38	15
	8		28	54.9	11	21	54	14
Female	3		6	50.0	--	--	--	--
	4		28	45.9	11	25	46	18
	5		32	52.5	16	13	34	38
	6		24	40.0	42	33	21	4
	7		25	47.2	12	20	60	8
	8		20	39.2	5	30	55	10
Black or African American	4		3	4.9	--	--	--	--
	7		1	1.9	--	--	--	--
American Indian or Alaska Native	4		1	1.6	--	--	--	--
	5		1	1.6	--	--	--	--
	6		2	3.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	7		1	1.9	--	--	--	--
Asian	4		1	1.6	--	--	--	--
	5		1	1.6	--	--	--	--
	7		1	1.9	--	--	--	--
Filipino	3		1	8.3	--	--	--	--
	4		2	3.3	--	--	--	--
	8		2	3.9	--	--	--	--
Hispanic or Latino	4		7	11.5	--	--	--	--
	5		11	18.0	27	9	45	18
	6		7	11.7	--	--	--	--
	7		8	15.1	--	--	--	--
	8		5	9.8	--	--	--	--
Native Hawaiian or Pacific Islander	4		1	1.6	--	--	--	--
	6		1	1.7	--	--	--	--
White	3		11	91.7	9	27	36	27
	4		42	68.9	21	19	40	19
	5		42	68.9	12	19	36	33
	6		45	75.0	33	36	22	7
	7		38	71.7	21	21	45	13
	8		39	76.5	10	21	59	10
Two or More Races	4		2	3.3	--	--	--	--
	5		3	4.9	--	--	--	--
	6		4	6.7	--	--	--	--
	7		2	3.8	--	--	--	--
	8		2	3.9	--	--	--	--
Socioeconomically Disadvantaged	3		4	33.3	--	--	--	--
	4		24	39.3	21	29	38	13
	5		25	41.0	32	24	32	12
	6		30	50.0	50	33	13	0
	7		19	35.8	32	32	37	0
	8		18	35.3	11	39	50	0
English Learners	7		1	1.9	--	--	--	--
Students with Disabilities	4		7	11.5	--	--	--	--
	5		4	6.6	--	--	--	--
	6		9	15.0	--	--	--	--
	7		5	9.4	--	--	--	--
	8		2	3.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	12	12	100.0	17	17	50	17
	4	61	57	93.4	19	39	37	5
	5	61	58	95.1	22	26	17	34
	6	60	59	98.3	36	36	20	8
	7	53	51	96.2	24	29	31	16
	8	51	48	94.1	17	35	29	19
Male	3		6	50.0	--	--	--	--
	4		31	50.8	23	29	39	10
	5		26	42.6	23	23	12	42
	6		35	58.3	34	29	26	11
	7		26	49.1	27	27	27	19
	8		28	54.9	18	36	21	25
Female	3		6	50.0	--	--	--	--
	4		26	42.6	15	50	35	0
	5		32	52.5	22	28	22	28
	6		24	40.0	38	46	13	4
	7		25	47.2	20	32	36	12
	8		20	39.2	15	35	40	10
Black or African American	4		3	4.9	--	--	--	--
	7		1	1.9	--	--	--	--
American Indian or Alaska Native	4		1	1.6	--	--	--	--
	5		1	1.6	--	--	--	--
	6		2	3.3	--	--	--	--
	7		1	1.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	4		1	1.6	--	--	--	--
	5		1	1.6	--	--	--	--
	7		1	1.9	--	--	--	--
Filipino	3		1	8.3	--	--	--	--
	4		2	3.3	--	--	--	--
	8		2	3.9	--	--	--	--
Hispanic or Latino	4		7	11.5	--	--	--	--
	5		11	18.0	18	36	18	27
	6		7	11.7	--	--	--	--
	7		8	15.1	--	--	--	--
	8		5	9.8	--	--	--	--
Native Hawaiian or Pacific Islander	4		1	1.6	--	--	--	--
	6		1	1.7	--	--	--	--
White	3		11	91.7	18	18	45	18
	4		40	65.6	20	40	35	5
	5		42	68.9	21	24	17	38
	6		45	75.0	31	33	24	11
	7		38	71.7	29	18	37	16
	8		39	76.5	21	33	28	18
Two or More Races	4		2	3.3	--	--	--	--
	5		3	4.9	--	--	--	--
	6		4	6.7	--	--	--	--
	7		2	3.8	--	--	--	--
	8		2	3.9	--	--	--	--
Socioeconomically Disadvantaged	3		4	33.3	--	--	--	--
	4		22	36.1	23	41	36	0
	5		25	41.0	40	28	24	8
	6		30	50.0	40	40	17	3
	7		19	35.8	47	26	26	0
	8		18	35.3	22	50	22	6
English Learners	7		1	1.9	--	--	--	--
Students with Disabilities	4		6	9.8	--	--	--	--
	5		4	6.6	--	--	--	--
	6		9	15.0	--	--	--	--
	7		5	9.4	--	--	--	--
	8		2	3.9	--	--	--	--
Foster Youth	3		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)			76			76			56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76
All Students at the School	76
Male	76
Female	76
Asian	--
Filipino	--
Hispanic or Latino	81
White	79
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	62
Foster Youth	--

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.30	32.80	46.60
7	17.30	13.50	50.00

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Communication is maximized through:

Annual student, parent and staff surveys
School website and teacher web pages
Back to School Night and Open House
Parent conferences
MSUSD App
Newsletters
Auto dialer
Remind App

In addition, the school benefits from the support of many teams and organizations such as Site Council, The Recreation Department, and the Board of Trustees. Fundraising groups include Partners in Education, the Mt. Shasta Foundation and Cubco.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions			6.42	4.55	3.94	3.96	5.07	4.36	3.80
Expulsions			0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Safety Committee meets regularly to identify any areas of concern district-wide.

Date of last update of School Safety Plan: July 2015

Date of last review with Staff August 2015.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									25		4	
Mathematics									33		2	1
Science									33		2	1
Social Science									25		4	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.50	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,815	\$1,793	\$7,022	\$59,447
District	N/A	N/A	\$7,022	\$59,447
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	31.3	0.5

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

Types of Services Funded (Fiscal Year 2014-15)

Currently the district spends \$8918 per student. Sixty eight cents of every dollar goes directly to the classroom. Twenty-six cents is spent for classroom support and six cents for district support. 68% direct to classroom includes teachers, instructional aides, books, materials, supplies and equipment. 26% for classroom support includes the principal, school office, student support staff, curriculum support, transportation, maintenance and operations of school buildings and grounds maintenance. 6% for district support includes the board of education, superintendent and district office.

Programs funded include Title 1 reading intervention, RSP, GATE, music, PE, athletics, counseling, and technology.

The school is generously supported by community donations. These funds support Visual and Performing Arts, field trips, and library materials along with other projects.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,923	\$39,948
Mid-Range Teacher Salary	\$58,104	\$57,401
Highest Teacher Salary	\$66,637	\$73,183
Average Principal Salary (Elementary)	\$87,815	\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$124,481	\$112,657
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	8%	7%

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

Professional Development (Most Recent Three Years)

Mount Shasta Union School District provides three staff development days for Grade 2 through Grade 8 teachers. The staff development programs address major school district priorities related to the core curriculum, instructional strategies and classroom management. The focus for 15/16 is technology. This school year our entire staff attended the Northern California Computer Using Educators (CUE) conference. Following the CUE conference, our staff meetings and PLCs have focused on technology collaboration. This school year our district created a technology, professional developer, who leads monthly technology trainings based upon staff needs.

Newly hired teachers participate in the Beginning Teacher Assessment and Support Program (BTSA). This program partners each new teacher with an experienced teacher who serves as a mentor and coach. Participants receive ongoing training for two years.

Professional Learning Communities have provided structure to regular staff collaboration as Sisson's teachers have refined essential standards, assessment and intervention to improve student achievement. Additionally, many teachers and administrators are released from duty to attend workshops or conferences conducted throughout the year.

Ongoing professional development for principals in the district has included monthly meetings at the county office of education, Professional Learning Community training, and district-held administrative meetings to address current trends in education as well as annually required updates and trainings.

MOUNT SHASTA UNION SCHOOL DISTRICT PERSONNEL ACTION REPORT

EXTRA DUTY ASSIGNMENTS 2015-2016

Assignment	Name
Athletic Director	Dave Schmidt Stacia Hardy
Boys Basketball Coach – A Team	Dave Schmidt
*Boys Basketball Coach – B Team	Dave Schmidt
Cheerleader Advisor	Rachel Wolmar
Cross Country Coach	Jeremy Tacbas
Girls Basketball Coach – A Team	Stacia Hardy
Girls Basketball Coach – B Team	Dave Schmidt
Kindergarten Faire	Katie Miller
Kindergarten Faire	Jane McKenzie
Kindergarten Faire	Irene Reginato
Kindergarten Faire	Leslie Marconi
Kindergarten Readiness Assessment	Katie Miller
Kindergarten Readiness Assessment	Jane McKenzie
Kindergarten Readiness Assessment	Irene Reginato
Kindergarten Readiness Assessment	Leslie Marconi
Student Council Advisor	Rachel Wolmar
Teacher in Charge – MSE	Garren Hanon
Teacher in Charge – Sisson	Cheryl Keiner Eric Fleischman
Track Coach	Jeremy Tacbas
Volleyball Coach – A Team	Julie May
Volleyball Coach – B Team	Julie May
Winter Sports	Melisa Jessee
Yearbook Advisor	Skye Kinkade

Board Approval Date: 6/9/15

Board Revision Date: 9/8/15; 11/10/15; 02/09/16

February 9, 2016

To: Governing Board Members

Subject: Board Agenda Item # 6.1 Update on the MSUSD Local Control and Accountability Plan

Discussion

Background Information: We are reviewing progress on LCAP goals every other month this year.

Public Comment

Board Discussion

Enclosures: None, the LCAP is on the District website.

Fiscal Impact: None

February 9, 2016

To: Governing Board Members

Subject: Board Agenda Item # 6.2 Strawberry Valley Classrooms

Discussion

Background Information: The Strawberry Valley program is in its third year of existence in the district. This natural science and arts based program has consisted of two multi-age classrooms since its inception. The program was started in order to respond to the high numbers of families who were leaving the district in favor of other options such as charter schools or other districts.

MSUSD administrators and Strawberry Valley teachers recently met to discuss the future of the program. The group drew the conclusion that the intent of this alternative option program and the intent of Common Core instruction are very similar regarding hands-on instruction, real life applications, science and other informational text, and other instructional strategies, and that incorporating SV students and staff into the regular program for 2016-2017 should be considered. Now that No Child Left Behind and STAR testing are no longer driving instructional decisions, all teachers have greater flexibility and parents seem more satisfied with traditional public schools.

Public Comment

Board Discussion

Enclosures: None

Fiscal Impact: None

February 9, 2016

To: Governing Board Members

Subject: Board Agenda Item # 6.3 Superintendent Vacancy effective July 1, 2016

Discussion

Background Information: Mount Shasta Union School District and Weed Union Elementary School District will discontinue Shared Superintendent and Business Services effective July 1, 2016 and Superintendent Emerson is retiring on the same date. The District will need to plan for superintendent services for the future.

Public Comment

Board Discussion

Enclosures: None

Fiscal Impact: Significant

February 9, 2016

To: Governing Board Members

Subject: Board Agenda Item # 6.4 School Site Council Survey

Discussion

Background Information: Trustee Marrone requested this item to be placed on the agenda.

Public Comment

Board Discussion

Enclosures: Documents

Fiscal Impact: None

Dear Board Members,

Within the last month I've been directly contacted by three School Site Council (SSC) members, two at MSE and one at Sisson, because they felt that their viewpoints were not being heard at their perspective SSC meetings. They also had concerns that the long tradition of SSC surveys was being intentionally altered without Board knowledge and the responsibilities of the SSC's, as directed by the Ed. Code, were being diminished. One individual asked me to contact the principals directly to discuss this with them. I responded that it would be inappropriate to do so, but that I would contact our Superintendent and the string of emails ensued. I also emailed you on 1/20 with my concerns (attached).

At our August 11th meeting, I thought it was very clear that our Board asked for the SSC survey to be presented earlier this year, before May. The prior months we had been discussing the results after the presentations were given by the chairs from each Council. Months later in November, Amy Barker from the County office, made a presentation to both SSC's where she expressed concerns about the "evaluative" nature of some of the questions. Due to this, the SSC actually made plans to modify some of the original questions and changed the procedure so that the comment section in the survey would only be read by the Board and SSC chair. In all prior years, approx. 15yrs, all of the comments were read by the entire SSC members, so this is a significant concession. Shortly after this meeting, the principals told the SSC's that they would be conducting the survey and have essentially used the survey questions, with specific modifications and elimination of questions, that over many years the SSC's have formulated. Their justification for this is that they were directed by the Board at the August 11th meeting to do this. How is this possible? At this point in time, 8/11, the principals or the Board had not even discussed the possibility of the principals taking the survey from the SSC's.

My Intention was to head off any potential problem and not create one. Once I was contacted by parents and staff on SSC, I have a responsibility to respond. I've included all correspondence I've had so that our Board is equally kept informed, except for phone conversations with the above mentioned individuals. My sense is that the staff is quite upset with how this is being handled and taken from the SSC and I don't think we've heard the last of this.

This survey is the only substantive information that our Board receives that gives us direct and anonymous feedback concerning the performance of this Board, our administration, certificated and classified staff, and our maintenance and cleaning staff. This is critical to our school climate and its direct relationship to student "achievement". This allows for both positive and negative comments from parents and staff and I feel that as a Board member I have a responsibility to hear these views. As I understand the Ed. Code (attached), this is a direct responsibility of the SSC and is within their area of authority to perform such surveys as referenced in; the CDE Single Plan for Student Achievement (attached), the LEA Plan, and LCAP (see school website). This survey is currently, and has been in the past, part of our approved Plan- it just can't be removed. As I interpret Ed. Code 52855, removal of the SSC survey from the SSC's requires approval by both of our SSC's. Furthermore, the CDE (step two on pg. 6) requires the SSC to perform a "needs assessment of the effectiveness of the school instructional program with the input of stakeholders", this is exactly what the survey accomplishes.

Another important element of this is “trending” in the survey results. If year after year, we see changes we have some sense of how to react. With time, the State may require surveys to be performed under LCAP or the Leadership Team, but not all of these meetings are “publically” noticed meetings and it’s clear that they have to be. IMO, we are still currently bound by the Ed. Code and our School Site Plan.

In the attached SSC handbook, the most current one available to the public, pg. 24, appendix C, I’ve highlighted the paragraph concerning a principal’s disapproval of a decision made by the SSC. This is exactly what is happening, even though this is our “County” advice in their handbook. You are most likely aware that we are not required to participate in the Siskiyou County consortium of SSC’s at all. Possibly you’ve seen how other local or regional districts, who are not part of this consortium, are handling this quite differently. Around the State, many schools are currently advertising to encourage parents to participate in anonymous, on-line surveys.

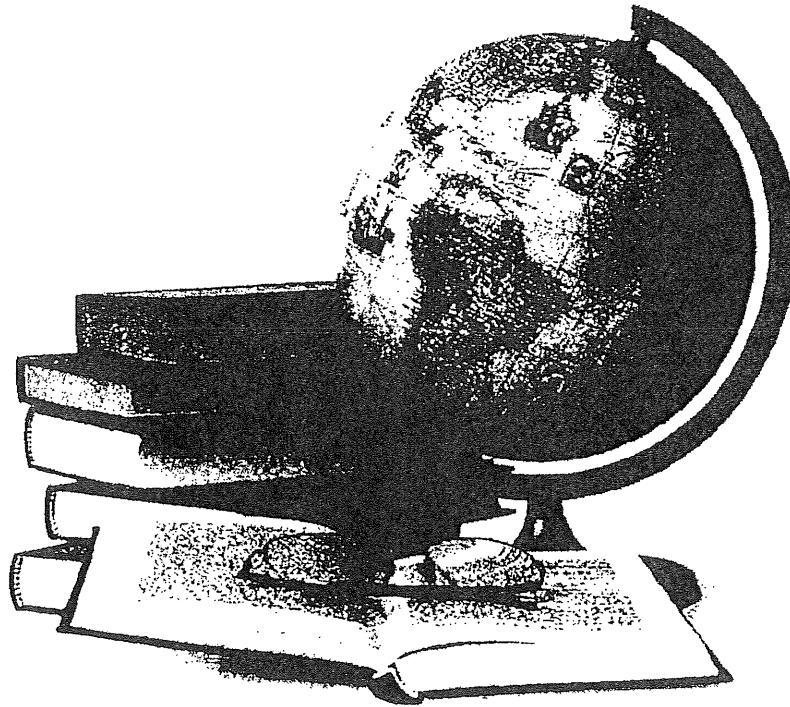
The District has had a process in place of our SSC performing an annual survey, in one form or another, for as long as I can remember, twenty years and probably longer. No doubt the County office is recommending some changes to this process, but we are not bound by it. Changing this process now, especially outside of “publically noticed” meetings, will only create unnecessary conflict with a number of parents and the majority of our staff. As I understand the Ed. Code, we do not have the authority to remove the SSC survey from the School Plan until such time that the Ed. Code changes and/or we have SSC approval to do so.

Some schools throughout the State are actually using their SSC’s as the “umbrella” organization that oversees LCAP to assure that the “stakeholders” input component is met. I suggest we leave this process in place this year and transition to a different approach next year after we have had time to plan and there are changes to the Ed. Code that allow us to do so.

As it stands now, I don’t see that there has been any change to our request to have the SSC perform the annual survey, as they have done in the past, and have it completed before May. I look forward to discussing this with you on Tuesday.

Thanks, Chris

School Site Council Handbook



Siskiyou County Office of Education

Amy Barker, State and Federal Programs Director

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Siskiyou County Cooperative

Big Springs Elementary School District
Bogus Elementary School District
Butte Valley Unified School District
Butteville Elementary School District
Delphic Elementary School District
Dunsmuir Elementary School District
Dunsmuir Joint Union High School District
Forks of Salmon Elementary School District
Gazelle Elementary School District
Grenada Elementary School District
Happy Camp Elementary School District
Hornbrook Elementary School District
Junction Elementary School District
Klamath River Elementary School District
Little Shasta Elementary School District
McCloud Elementary School District
Montague Elementary School District
Mount Shasta Elementary School District
Scott Valley Unified School District
Seiad Elementary School District
Siskiyou County Office of Education
Siskiyou Union High School District
Weed Elementary School District
Willow Creek Elementary School District
Yreka Union Elementary School District

Districts receiving less than \$75,000 in funding through the Consolidated Application (ConApp) are required to be in a Cooperative. The purpose of the cooperative is to reduce duplication and streamline administrative activities. Services provided through the Siskiyou County Cooperative include: Submission of the Consolidated Application, technical assistance in maintaining fiscal and programmatic compliance with Consolidated Application programs, assistance with school and district plans, School Site Council training and support for Categorical Program Monitoring.

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Function and Operation of School Site Council (SSC)

The following **general information** applies to all schools:

- The **State Legislature and Governor** establish laws that govern the operations of all school districts in California. These are contained in the California Education Code.
- The **State Board of Education** sets forth the policies and procedures for all districts in California. These appear in Title 5 of the California Code of Regulations.
- The **School Board** sets the policies of the District.
- The **Administration** makes decisions that are consistent with Board policies regarding the operation of the school and the implementation of the educational program. These decisions are guided in AR – Administrative Regulation.
- **Employee-School Board Contractual Agreements** must be followed (i.e.: CTA, CSEA, etc.)
- **By-laws** – Each School Site Council should have a set of by-laws that guides site council operations.

MEMBERSHIP – *The School Site Council (SSC) membership includes two equal halves and is specified in the California Education Code as follows:*

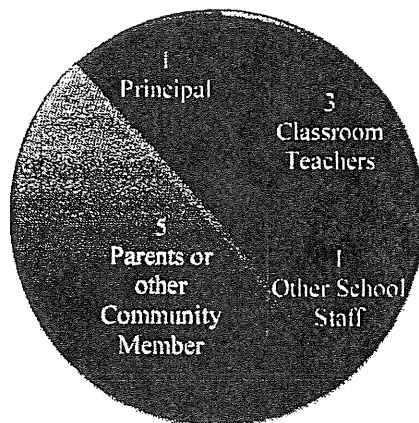
- The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of students attending the school selected by such parents; and in secondary schools, students selected by students attending the school.
- **At the elementary level**, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a SSC that is composed of equal numbers of school staff and parents or other community members selected by parents. *(Contact the Co-Op for a waiver if you are a small school with less than 3 teachers-this waiver must be approved by the SSC every two years.)*
- **At the secondary level**, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) equal numbers of parents or other community members selected by parents, and students.
- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.
- School districts that maintain kindergarten or any of grades one to eight, inclusive, and that maintain schools with fewer than 100 students each, and that share a common attendance area may establish a single SSC for the common attendance area.
- Waivers must be submitted when the SSC composition cannot meet minimum size requirement. For single school with up to 20 students, the state has approved waivers for only four SSC members.

¹ For Example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school.

Composition of an Elementary School Site Council (SSC)

Minimum size – 10

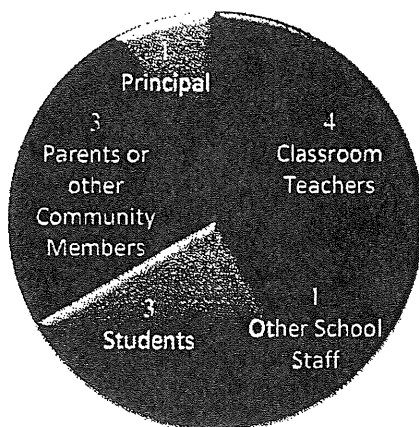
(Waiver Available)



Composition of a Secondary School Site Council

Minimum Size – 12

(Waiver Available)



Consolidated Application

The LEA Plan and Consolidated Application (ConApp) are dependent on one another. Per the Education Code, the plan must address how the ConApp programs will be used to "improve the academic performance of all students to the level of the performance goals." The plan must be reviewed annually and updated as needed, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the District Advisory Committee. The plan must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs "funded through the Consolidated Application. It is therefore important to understand the ConApp's timeline.

The (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each Local Educational Agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

The winter release of the application is submitted in January of each year and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

Legal Requirements

The School Site Council is **required to develop the Single Plan for Student Achievement (SPSA)**.

1. School districts must assure "that School Site Councils have developed (reviewed/revised) and approve a plan, to be known as the **Single Plan for Student Achievement** (SPSA) for schools participating in programs funded through the **Consolidated Application** (ConApp) process, and any other school program they choose to include..." Programs funded through the ConApp: Title IA, Title ID, Title IIA, Title IIIA, and EIA. EC 64001 (a)
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees..." (ELAC & DELAC). EC 64001 (a)
3. The content of the plan must be aligned with school goals for improving student achievement. EC 64001
4. School goals must be based upon "an analysis of verifiable state & local test data." Primarily EC 64001 (f)
5. The plan must address how **Consolidated Application** funds will be used to "improve the academic performance of all pupils to the level of the performance *goals*, as established by the Academic Performance Index and the *goals* in the Plan." EC 64001
6. Plans must be reviewed and approved by the governing board of the local education agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.

Update and Modify School Plan

The following actions are required of the School Site Council (SSC):

- **Step One:** Analyze Student Achievement Data (*September*)
 - Analyze Student Performance — API, AYP, CAASPP, CELDT, Curriculum Assessments and Diagnostics
 - Analyze Instructional Program

- **Step Two:** Measure Effectiveness of Current Improvement Strategies Using State Tools to Determine Critical Causes of Student Underachievement (i.e. Academic Program Survey, District Assistance Survey, California School Climate Survey, English Learner Sub-group Self Assessment) (*September*)
- **Step Three:** Identify Achievement Goals and Key Program/Improvement Strategies that Align with the District LCAP (suggested number: 2-5 specific, measureable, attainable, realistic, timely) (*September-October*) *Note: If you are a single school district and plan to use the LCAP as the School Plan, it still needs to be listed on the agenda as the "Single Plan for Student Achievement" or "Lea Plan" and voted on by the District Advisory Committee. Be sure to include all Title monies and professional development in the plan.
- **Step Four:** Define timelines, Personnel Responsible, Proposed Expenditures and Funding Sources to Implement the Plan (*November-January*)
- **Step Five:** Recommend the approved SPSA to the governing board (*May*)
- **Step Six:** Implement the Plan (*August-June*)
- **Step Seven:** Monitor Implementation (*August-June*)

Modifying the Plan

- The Single Plan may be modified at any time by the SSC.
- It must go back to the Local Governing Board for approval any time there is a "material change."
- Budget Revisions of 10% or more.

Leave out educational jargon and phrases that are pretentious, vague, or convoluted. Spell out acronyms so the general public can understand the plan.

Other Responsibilities

- Annually update Safe School Plan.
- Meet on a regular basis to become informed (usually 5 to 7 times a year), share information, discuss needs and successes, and plan program improvements.
- Maintain records including election results, sign in sheets, correspondence, agendas, minutes, with Advisory Group input.
- Participate, if required, in Federal Program Monitoring (FPM) review.
 - Review Legal Assurances, Consolidated Categorical Programs.
 - Look ahead and plan ahead.
 - Provide for sharing of leadership responsibilities by group members.
 - Provide an atmosphere in which members freely express their feelings and points of view.
 - Provide necessary requested paperwork.
- If the SSC is also your District Advisory Committee, review, revise, and provide input for the Local Control Accountability Plan (LCAP).

Decision Making Guidelines

- Decisions must be legal.
- Decisions must be compliant with the laws and regulations for each categorical program.
- Decisions must follow District Board policy.
- Decisions must be within the budget.
- Decisions must be ethical.

The School Site Council Chairperson:

- Is elected by a majority (more than half of members) to serve as the leader of the group.

- Presides over all Student Site Council meetings.
- Assures the agenda is prepared; assists in preparing the agenda with the Principal or Vice-Principal.
- Leads orderly discussions that offer each member a chance to speak for or against a motion.
- Make sure a set of by-laws exist and are being used.
- Signs the Single Plan for Student Achievement (SPSA) assuring that the Student Site Council (SSC) has been involved in its planning.

The Administrator and the School Site Council (SSC):

- Work closely with the SSC chairperson to plan SSC meetings and activities.
- Provide information to enable the SSC to plan, monitor, and evaluate effective improvements.
- Explains to council members AYP, API, AMO, and AMAO reports. Discussion should focus on achievement of various subgroups.
- Provides guidance in writing SPSA and Safety Plan.
- Interpret state, district, and school policies/regulations.
- Provide student performance data and test results for the school.
- Inform the SSC about all school programs and parent groups and encourages parent participation.
- X*- Is a voting and participating member of the SSC.
- Administer and implements the School Plan.
- Are responsible for all expenditures of school funds including federal funds budgeted in the SSC Plan.

A School Site Council is Not:

- **An extension of the Parent Club**
- A school management committee
- A policy-making body
- X*- A political organization? *DON'T TAKE POSITION ON POLITICAL ISSUES*
- A grievance committee
- A personnel committee
- A fund-raising organization
- A social group

The Council must use discretion in order to avoid becoming a complaint processing body. If someone has a complaint about a Council policy or about a program the Council is considering, it is the business of the Council to listen. If a complaint relates to the administration of school programs for the internal operation of the school, it should be processed through the channels established by the District Board for such matters and not be a part of Council consideration.

Accountability:

Because the board, administration, and school site council have separate but related responsibilities for the *Single Plan for Student Achievement*, they need to work cooperatively.

Should an impasse occur, several remedies are available:

- The council may appeal to the local governing board to resolve issues of planning or implementation, clarify an issue in doubt, or establish a needed policy.
- The administration may recommend the board not approve a plan believed flawed.
- Individuals may file a formal complaint under the district's Uniform Complaint Procedure.

- The local governing board may, upon verification that the council is unable to satisfactorily perform its functions, vacate all council seats, and schedule new elections. EC 35160, 35160.1

ALL DOCUMENTS MUST BE RETAINED FOR 3 YEARS

Operating the Council

BY-LAWS

While not required by law, it is good practice for a council to adopt by-laws to guide its actions beyond the rules of order provided by the law or local governing board policy. By-laws can clarify such matters as the terms and election procedures of council members and officers, the council's regular meeting times, numbers of parents, teachers and students needed for a quorum, minimum attendance required of members, and so forth. These rules relating to the way in which the members will act will vary from school to school depending upon local circumstances.

Programs included in the Consolidated Application require the Advisory Committee described below:

English Learner Advisory Committees (ELAC and DELAC)

Every school with 21 or more EL students is required to have a school advisory committee. The ELAC advises the School Site Council. The percentage of parents of EL students on the committee must be at least as great as the percentage of EL students in the school. The district with 51 or more EL students is required to have a District English Learner Advisory Committee. The DELAC advises the Governing Board. EC 52176, 52870, 62002.5, California Code of Regulations: CCR 3: 4312

District and School Advisory Committees

Open Meeting Requirements

The law requires certain conditions to be met in regard to School Site Council meetings:

1. Any meeting shall be open to the public and any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee.
2. Notice of the meeting shall be posted at the school site or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting.
3. The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.
4. The council or committee may not take any action on any item of business unless that item appeared on the posted agenda, or unless the council or committee members present, by **unanimous** vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

Evaluation of Council Functioning

There are two types of evaluation that should be done with regard to School Council:

- An evaluation to see if the Council is established and functioning according to the guidelines of the project.
- An evaluation to see how the Council itself is functioning as a group. The Siskiyou County Co-op can help this process, if needed.

Training Council Members

The Siskiyou County Co-op offers assistance to your School Site Council by preparing this booklet and can visit your school and answer questions. The Co-op Director can help provide sample by-laws, sample agendas, templates for SSPA, and power points for Site Council Training. Just have your principal call the Co-op Director at (530) 842-8415.

ESEA

The Federal Elementary and Secondary Education Act (ESEA) also known as No Child Left Behind (NCLB), originally enacted in 1965, is reauthorized by Congress every five years. A new reauthorization has not been approved pending legislative agreement.

Accountability

In addition to our state accountability system, the Federal law requires that all students meet proficiency in Reading, Language Arts, and Mathematics and Science by the year 2014. Students must be tested, and schools must achieve Annual Yearly Progress (AYP) by a certain percentage (95% of students must be tested in order for schools to meet goals). Each subgroup in the school must also meet the target AYP. Those schools not achieving AYP two years in a row will become Program Improvement Schools with a variety of requirements including parent choice to move their children to another school, transportation, tutoring, and eventual change in school structure. Each district must develop and disseminate an annual School Accountability Report Card (by February 1 for prior year).

Staff Qualifications

The law includes increased requirements for High Quality teachers and paraprofessionals. All teachers must be fully certified to teach the subjects or grade levels to which they are assigned, or must pass a test, not yet developed (paraprofessionals also must meet requirements). They must hold an AA or 48 units of college work, or pass a rigorous examination that will include both content knowledge and ability to work with students. Parents must be notified about the qualifications of their children's teachers.

Local Education Agency Plan (LEA Plan)

Each district is required to submit an LEA plan to the state. It includes goals for reading and mathematics improvement, professional development, limited English instruction, safe and drug free schools, and high school graduation. *In single-school districts*, it may be possible to use the LEA Plan as the Single Plan for Student Achievement with some additions.

Methods and Materials

Instructional strategies and materials must be backed by "scientifically based research".

Federal Programs

All Federal program planning is advisory when submitted for approval to the board.

Indirect Costs for Federal Categorical Funds: Use State approved indirect cost rate.

Carryover: Must spend within 27 months.

Requirements: Title IA and D, Title IIA, and REAP funds must be included in the School Plan. Use to **supplement**, not supplant, the regular program. Districts must maintain at least 90% of **fiscal effort** per student in the preceding year using State and local funds as was used for the second preceding year (Maintenance of Effort). Conduct an **annual evaluation** of the effectiveness of programs. Provide

equitable services to **Private school students**. The Co-op Director conducts a required annual private school consultation on behalf of the Co-op districts.

Time accounting: If an employee works solely on a single federal award or cost objective, periodic certification can be used and must be done at least semi-annually. If work is done on multiple programs or cost objectives, personal activity reports must be completed every fourth month if time spent on the various activities is substantially the same over time, or 2) monthly.

Title I of ESEA, Part A - Educationally Disadvantaged Students

Eligibility: Eligibility of schools to receive these funds is based on the concentrations of low-income families, **using census data, not free and reduced lunch counts**. Districts must have a minimum of 10 students whose families meet Federal low-income criteria.

Purpose: These funds are intended to provide services for students who are identified as educationally disadvantaged. Each district should have established its selection criteria, seeking advice and consultation with staff and parents. School Site Council members should coordinate the program with school improvement.

Uses: Services provided that are over and above the regular program in basic and advanced skills may be provided through increased instructional time, a more intense instructional program, and/or a different type of program using specially selected materials and/or instructional techniques.

Requirements: At least **85%** of funds are spent on **direct services** to students. Use of funds must be based on **scientifically based research** and data that verify actions result in increased student achievement.

Comparability: Must provide the same level of services in non-Title I funded sites as is provided at funded schools. **Must have an annual parent meeting and review/input on parent involvement policy and school compact**. Reservation for **homeless** students at non-Title I funded schools.

Schoolwide: Through a planning process, **a school with at least 40% poverty may become "schoolwide", serve all students with Title IA, and combine Federal Categorical funds**. A statement should be made in the School Plan about Schoolwide status and which funds are placed in the Schoolwide account.

Carryover: 15% cap if district receives > \$50,000.

Title I of ESEA, Part D – Neglected and Delinquent

Eligibility: County offices and some districts that serve neglected and delinquent students.

Purpose: Supplement instruction for neglected and delinquent youth who have been placed in an institution.

Title II of ESEA, Part A – Teacher Quality Program

Purpose: These funds are intended to increase student academic achievement through professional development and class size reduction. Professional development is for teachers, aides, and administration.

Uses: Recruiting and retaining highly qualified teachers, teacher incentives, professional development, and class size reduction.

Requirements: The assessment of professional development needs is required for planning.

Title VI of ESEA – Rural Education Achievement Program (REAP)

Eligibility: Districts may be eligible to participate in the Small, Rural School Grant Program if they have 600 students or less and are "rural" or Rural Low Income Schools program if over 600 students.

Purpose: Provide flexibility in the use of funds.

Uses: These funds may be transferred to any other Federal programs Title I to V.

REAP Flex

Eligibility: Same as REAP.

Purpose: Provide flexibility in use of funds.

Uses: May use Title IIA, IID, under any other Federal categorical, Title I-V. A statement should be placed in the School Plan about use of the REAP Flex option and under which program will flexed funds will be used.

Basic Fiscal Requirements of Categorical Programs

What are the Basic Fiscal Requirements of Federal Categorical Programs?

- Must supplement, not supplant, the core educational program; must not be spent for costs, which, in the absence of the categorical program, would be provided by the general fund.
- Due to possible State "Mid Year" budget cuts, consider planning reasonable carryovers.

What Requirements are added by...Title I School-wide Program plans?

- Comprehensive needs assessment—trends
- Schoolwide reform strategies (Nine Essential Components)
- Highly qualified teachers
- Staff development (all School Plans for Student Advancement need to have a Professional Development Plan included) NCLB, Title I, Section 114(b)(2)

State Programs

Local Control Funding Formula (LCFF)

The 2013-14 budget package replaces the previous K-12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the 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 2013-14 Budget Act provides \$2.1 billion for school districts and charter schools and \$32 million for COEs to support the first-year implementation of the LCFF. Until full implementation, however, local educational agencies (LEAs) will receive roughly the same amount of funding they received in 2012-13 plus an additional amount each year to bridge the gap between current funding levels and the new LCFF target levels. The budget projects the time frame for full implementation of the LCFF to be eight years.

The LCFF includes the following components for school districts and charter schools:

- Provides a base grant for each LEA equivalent to \$7,643 per average daily attendance (ADA). The actual base grants would vary based on grade span.
- Provides an adjustment of 10.4 % on the base grant amount for kindergarten through grade three (K-3). As a condition of receiving these funds, the LEA shall progress toward an average class enrollment of no more than 24 pupils in kindergarten through grade three, unless the LEA has collectively bargained an annual alternative average class enrollment in those grades for each school site.
- Provides an adjustment of 2.6 % on the base grant amount for grades nine through twelve.

- Provides a supplemental grant equal to 20 % of the adjusted base grant for targeted disadvantaged students. Targeted students are those classified as English learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count).
- Provides a concentration grant equal to 50 % of the adjusted base grant for targeted students exceeding 55 % of an LEA's enrollment.
- Provides for additional funding based on an "economic recovery target" to ensure that virtually all districts are at least restored to their 2007-08 state funding levels (adjusted for inflation) and also guarantees a minimum amount of state aid to LEAs.

The budget maintains Home-to-School Transportation and Targeted Instructional Improvement Block Grant funding as add-ons to the LCFF. The budget requires LEAs to maintain 2012-13 expenditure levels on transportation out of funds received for this purpose.

A summary of the target LCFF funding amounts for school districts and charter schools is shown in Figure 1.

Figure 1: Grade Span Funding at Full LCFF Implementation

Grade Span	Base Grant	K-3 Charter Reduction & Grades 7-12 Adjustments	Targeted Disadvantaged Supplemental Grant (EL, FRPM, Foster Youth)	Concentration Grant (55%+ Targeted)	Economic Recovery Target Supplemental Grant (EL, FRPM, Foster Youth)	Targeted State Minimum
K-3	\$6,845	\$712	\$7,557	\$7,935	\$8,313	\$10,769
4-6	\$6,947	N/A	\$6,947	\$7,294	\$7,642	\$9,899
7-8	\$7,154	N/A	\$7,154	\$7,512	\$7,869	\$10,194
9-12	\$8,289	\$216	\$8,505	\$8,930	\$9,355	\$12,119

Setting Goals...Be Smart

Specific: State *explicitly* what you expect to accomplish. (S.M.A.R.T goals: specific, measureable, attainable, realistic, timely)

Minimum Goals:

- English/Language Arts Goals
- Math Goal
- Areas that need to be addressed:
 - English Language Learner (ELL)
 - Professional Development
 - Students with Disabilities
 - Parent Involvement
 - Educationally Disadvantaged Youth
 - Foster Youth
 - Socio Economically Disadvantaged
 - Other sub-group populations

"Don't tell me where your priorities are. Show me where you spend your money and I'll tell what they are."

-James W. Fitzpatrick, Notre Dame University



Use of Federal Categorical Funds

Money matters, but it matters how we use it.

- Fund all priority needs first
- Ensure that all funded activities align with your schools goals for improving student academic achievement
- Provide "direct services" to students
- Supplement, not supplant
- Must be reasonable and appropriate, research-based
- **Do not fund services already required by state law**
- **Do not pay for what, in the absence of these categorical funds, would be provided by the general fund**
- Must be recommended by the School Site Council (SSC) and approved by School Board
- Maintain an inventory of categorical items costing \$500 or more
- Maintain all sign-in sheets, agenda, minutes, by-laws, Single Plan for Student Achievement (SPSA), Safety Plan, Local Control Accountability Plan (LCAP), etc.

Annually Evaluate Goals and Objectives

Evaluate how well the plan accomplished its goals and objectives:

- Student achievement - look at data, test results (CAASPP, AYP, local surveys, CELDT, etc. over 2 or 3 years); look at cohorts to establish trends

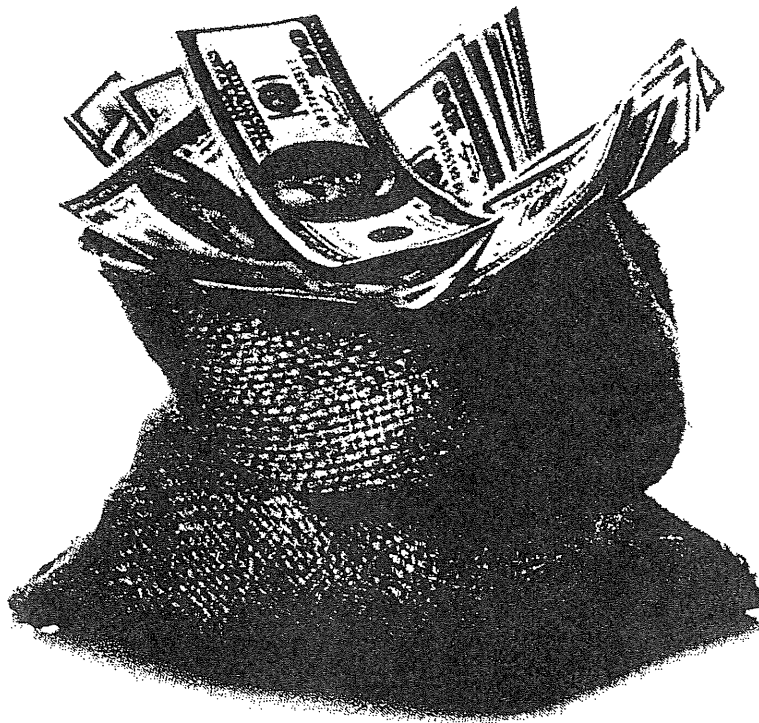
- Funds – Look at how money was spent during planning year – Spent as planned? Could it have been better spent?
- Establish an on-going “priority list” (Revisit each time you meet)

Recommendations for Improvements

- New Goals?
- Change purchase plans and actions

Monitoring


- Assignment and training of highly qualified staff to positions identified in the plan
- Identification of student participants
- Implementation of services
- Provision of materials and equipment to students
- A calendar for initial and ongoing assessments to measure performance against benchmarks indicated in the plan
- Verify evidence of progress made toward Single Plan for Student Achievement (SPSA) goals
- Share the information with advisory committees and other interested parties



Appendix A

Sample School Plan and School Site Council Calendar

Annual Items:

- Elect School Site Council Members
-  • Administer pupil, staff, and parent surveys; report results to SSC
- Conduct data analysis and needs assessment
- Provide an open invitation for all interested parents to attend the SSC to review and provide input on the Parental Involvement Policy and Parent Compact (Title I) and School Safety Plan
- Update your Professional Development Plan as part of your Single Plan for Student Achievement; administrator needs to coordinate Professional Development actions with the plan
- Include a Library Plan component based on District Library Plan
- Review "School Accountability Report Card" (SARC) with SSC and School Board. Template is available through Documentation Tracking Services (DTS) or on the CDE website; inform parents that a copy of the SARC is available upon request
- Measure the effectiveness of Improvement Strategies
- SSC to update Single Plan for Student Achievement
- Take revised Single Plan for Student Achievement to Board for approval after it is approved by SSC
- If not contracting with DTS, send electronic copy of current year Single Plan for Student Achievement to Co-op Director; every school must have an up-to-date Single Plan for Student Achievement for the auditors
- Hold Public Hearing for input on Safe School Plan, then have SSC update and approve, followed by Board approval required by March 1st
- Have staff members elect staff representative for SSC, send out ballots for parent representatives to be selected by parents, and student body selects student representatives for SSC
- Review LCAP annual update. Provide input to LCAP for the following school year.
- Superintendent of district shall present LCAP to Site Council and District Advisory Committee

Ongoing Items:

- Monitor the implementation and progress of the Single Plan For Student Achievement
- Review and revise priority list
- Review LCAP monthly
- Superintendent shall respond in writing to comments received from Advisory Committee

Monthly Suggestions:

August

- Send notice of first SSC meeting
- Title I (Schoolwide and Targeted) parent meeting (required); often conducted at "Back to School" night
- Consider SSC trainings-Call the Co-op Director
- Review CAASPP results and share with staff
- Distribute Uniform Complaint policies to all staff, students, and parents
- Post notices (Uniform Complaint, Williams, Sexual Harassment, Non-discrimination)
- Review and revise School Safety Plan

- Schools to receive current school year full entitlement figures for all Categorical Funds, amend your SPSA Budget Pages

Homeless

- *Residency Questionnaire in enrollment packet for all students.*
- *Ensure alignment of LCAP and Single Plan for Student Achievement*

Parent Involvement (suggestions)

- *Plan, implement, evaluate and continually improve family and community involvement activities to create a welcoming school climate and to help all students succeed.*
- *Plan activities to build parent capacity to assist their child at home and at school.*
- *Provide staff training on effective strategies for communicating and working with parents.*

September

- Meeting of SSC to 1) Elect officers, 2) Set SSC meeting dates 3) Read bylaws, 4) Train new members as needed (ask Co-op Director), 5) Review Single Plan for Student Achievement, 6) Review CAASPP results
- Establish a priority list to be reviewed each month
- Look at your priority list of needs and brainstorm ideas to include or change in your school plan. Look at potential changes in funding. Base actions on meeting the identified needs to increase student achievement. Actions should be researched based

Parent Involvement (suggestions)

- *Distribute and discuss Parent Involvement policies (district and school level) and compact at Back to School night.*
- *Recruit parent volunteers, room parents, field trip assistance, etc.*
- *Conduct Title I parent meeting — usually done at "Back-to-School Night." Explain Title I/SCE services and interventions being provided and how parents can help at home. If schoolwide, talk to all parents. Title I parents can elect to have SSC represent them (done every two years).*
- *Distribute Home - School Connection newsletter.*

October

- Review student achievement results (CAASPP, API, AYP, CELDT, CAHSEE, local assessments) and other pertinent data with staff, SSC and School Board (including new growth targets). Discuss data analysis and student needs
- Review and revise goals and actions as necessary

Parent Involvement (suggestions)

- *Send home Parent-Teacher Conference information in preparation for upcoming parent/teacher conferences.*
- *Schedule a parent involvement workshop/event.*
- *Distribute Home - School Connection newsletter.*

November

- Discuss data analysis and student needs
- Review and revise goals and actions as necessary

Parent Involvement (suggestions)

- *Make sure that "at-risk" students are identified and supplemental services are provided; parents of those students are notified.*
- *Ensure that student study teams are functioning.*
- *Distribute Home – School Connection newsletter.*

December

Parent Involvement (suggestions)

- Plan, implement, evaluate and continually improve family and community involvement activities to create a welcoming school climate and to help all students succeed.
- Plan activities to build parent capacity to assist their child at home and at school.
- Provide staff training on effective strategies for communicating and working with parents.
- Distribute Home - School Connection newsletter.

January

- Monitor the progress of your Single Plan for Student Achievement. Review the carryover funds from the previous year's plan and new budget pages
- Co-op to submit Consolidated Application reports to the state
- Review LCAP Annual Update

Parent Involvement (suggestions)

- Plan, implement, evaluate and continually improve family and community involvement activities to create a welcoming school climate and to help all students succeed.
- Plan activities to build parent capacity to assist their child at home and at school.
- Provide staff training on effective strategies for communicating and working with parents.
- Distribute Home - School Connection newsletter.

February

- Monitor the progress of your Single Plan for Student Achievement
- Gather information from articulation meetings/consultations and use this data for SSC assessment of needs
- Start the development of next year's Single Plan for Student Achievement and budget

Parent involvement (suggestions)

- Review how parents of "at risk of retention" students are involved in the education of their children. Meet with those parents not involved.
- Distribute Home - School Connection newsletter.

March

- Monitor the progress of your Single Plan for Student Achievement
- Some SSC's elect their members in the spring, if so, have election
- Superintendent presents LCAP to School Advisory Committee

Parent Involvement (suggestions)

- Implement, evaluate and continually improve family and community involvement activities to create a welcoming school climate and to help all students succeed.
- Plan activities to build parent capacity to assist their child at home and at school.
- Provide staff training on effective strategies for communicating and working with parents.

April

- Monitor the progress of your Single Plan for Student Achievement, adjust goals and actions as necessary for current year and next year's plan (If LCAP is being used as SPSA, indicate on the agenda an action item for approval of "Single Plan" not LCAP.)
- Review pupil, staff, and parent survey results
- Recommend plan to board for approval
- Review and revise Parent Involvement policy and compact

Parent Involvement (suggestions)

- Action Team for Partnerships (ATP) plan, implement, evaluate and continually improve family and community involvement activities to create a welcoming school climate and to help all students succeed.
- Plan activities to build parent capacity to assist their child at home and at school.
- Provide staff training on effective strategies for communicating and working with parents.
- Distribute Home - School Connection newsletter.

May

- Monitor the progress of your Single Plan for Student Achievement
- Governing board to approve plan
- Co-op Director will request information needed for the preparation of the Consolidated Application to be completed for your district; obtain approval from SSC, then Board, for submission of Consolidated Application
- Schedule SSC meetings for fall

Parent Involvement (suggestions)

- *Inform parents of any final retentions.*
- *Plan, implement, evaluate and continually improve family and community involvement activities to create a welcoming school climate and to help all students succeed.*
- *Plan activities to build parent capacity to assist their child at home and at school.*
- *Provide staff training on effective strategies for communicating and working with parents.*
- *Distribute Home - School Connection newsletter.*

June

- Co-op director will submit your Consolidated Application to the State; make sure your Board has approved Consolidated Application

Parent Involvement (suggestions)

- *When available, send individual student testing results to parents. Have parent information handbook, legal notices to parents, school calendars, notices of fall events, residency questionnaire, and etc. ready for the first and second week of school.*
- *Plan, implement, evaluate and continually improve family and community involvement activities to create a welcoming school climate and to help all students succeed.*
- *Plan activities to build parent capacity to assist their child at home and at school.*
- *Provide staff training on effective strategies for communicating and working with parents.*

APPENDIX B:

SAMPLE SSC BYLAWS

Article I

Duties of the School Site Council

The school site council of _____ School, hereinafter referred to as the School Site Council, shall carry out the following duties:

- Obtain recommendations for, and review of the proposed *Single Plan for Student Achievement* from all school advisory committees.
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plan and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members.
- Make modifications to the plan whenever the need arises.
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- Annually, (and at each semester, trimester, etc), evaluate the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the school site council by the district governing board and by state law.

Article II

Members

Section A: Composition

The school site council shall be composed of _____ members, selected by their peers, as follows:

- Classroom teachers
- Other school staff members
- Parents or community members
- The school principal shall be an ex officio member of the school site council.

School site council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

School site council members shall be elected for _____ year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the school site council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the school site council. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The school site council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the school site council chairperson.

Section E: Transfer of Membership

Membership on the school site council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the school site council occurring during the term of a duly elected member shall be filled by _____.

(Examples: regular elections; appointment of the school site council for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat)

Article III

Officers

Section A: Officers

The officers of the school site council shall be a chairperson, vice-chairperson, secretary, and other officers the school site council may deem desirable.

The chairperson shall:

- Preside at all meetings of the school site council.
- Sign all letters, reports and other communications of the school site council.
- Perform all duties incident to the office of the chairperson.
- Have other such duties as are prescribed by the school site council.

The vice-chairperson shall:

- Represent the chairperson in assigned duties.
- Substitute for the chairperson in his or her absence.

The secretary shall:

- Keep minutes of all regular and special meetings of the school site council.
- Transmit true and correct copies of the minutes of such meetings to members of the school site council and to the following other persons: _____.
- Provide all notices in accordance with these bylaws.
- Be custodian of the records of the school site council.
- Keep a register of the names, addresses and telephone numbers of each member of the school site council, the chairpersons of school advisory committees, and others with whom the school site council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairperson or the school site council.

Section B: Election and Terms of Office

The officers shall be elected annually, at the _____ meeting of the school site council and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the school site council, for the remaining portion of the term of office.

Article IV **Committees**

Section A: Subcommittees

The school site council may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the school site council. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the school site council.

Section B: Other Standing and Special Committees

The school site council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the school site council. No such committee may exercise the authority of the school site council.

Section B: Membership

Unless otherwise determined by the school site council, the school site council chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section C: Terms of Office

The school site council shall determine the terms of office for members of a committee.

Section D: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the school site council, or policies of the district governing board.

Section E: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the school site council. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V **Meetings of the School site council**

Section A: Meetings

The school site council shall meet regularly on the ___ school day of each month. Special meetings of the school site council may be called by the chairperson or by a majority vote of the school site council.

Section B: Place of Meetings

The school site council shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the school site council.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: _____, _____ and _____

All required notices shall be delivered to school site council and committee members no less than 72 hours, and no more than ____ days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the school site council, provided a quorum is in attendance, and no decision may otherwise be attributed to the school site council. A majority of the members of the school site council shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the school site council shall be conducted in accordance with the rules of order established by *Education Code* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the school site council.

Section F: Meetings Open to the Public

All meetings of the school site council, and of committees established by the school site council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VII Amendments

An amendment of these bylaws may be made at any regular meeting of the school site council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to school site council members at least ____ days prior to the meeting at which the amendment is to be considered for adoption.

Appendix C:

The School Site Council Frequently Asked Questions

May I assign the vice principal or resource teacher to serve on the SSC? No, the principal is the only assigned member of the SSC. This assignment may not be delegated to anyone else.

Is it possible to serve on the SSC if I work at the school and am also a parent? Yes, if you are selected/elected, by your peers, to do so representing your working group, i.e., as a teacher, or "other school personnel".

Does the school board have the right to send the school plan back to the SSC for revision? Yes.

Is the SSC required to have by-laws? No, however it is strongly recommended.

Are SSC members the only staff members involved in updating/revising the school plan? No, it is suggested all staff be invited to serve on SSC committees to assist in the update of the SPSA.

Can the SSC have "closed sessions" as a school board does? No, all meetings, and all parts of the SSC meetings are open to the public.

What is the primary responsibility of the SSC? Annually update/revise the SPSA utilizing the following steps:

- Measure the effectiveness of the current improvement strategies,
- Seek input from all school advisory committees,
- Update/revise school goals,
- Update/revise improvement strategies and expenditures,
- Approve and recommend strategies and expenditures,
- Approve and recommend the SPSA to the LEA for approval,
- Monitor implementation of the updated plan.

X If the principal disapproves of a decision made by the SSC can he/she veto that decision and/or change the plan they have approved? No. The principal does not have administrative authority over decisions made by the SSC. The principal may accompany the approved plan to the school board and voice his/her concerns or objectives.

Does a middle school have to include students on their SSC? No, they may, but are not required to. This is a district decision.

Which school advisory committees must be asked for input in revising/updating the plan? All applicable committees should be included. Such as, English Learner Advisory Committee, Special Education Advisory Committee, and the Gifted and Talented Education Advisory Committee.

What records must the SSC maintain?

- Elections,
- Official correspondence,
- Agendas of SSC meetings,
- Evidence of input from school advisory committees,
- Minutes of meetings, recording of attendance, discussions, recommendations, and actions,
- Copies of prior year school plans.

How long must these records be maintained? Three years.

Acronyms and Specialized Terms

ADA	Average Daily Attendance	www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	www.ada.gov
API	Academic Performance Index	www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	www.cde.ca.gov/ta/ac/ti/stateassesspi.asp
AYP	Adequate Yearly Progress	www.cde.ca.gov/ta/ac/ay/aypreports.asp
CAASPP	California Assessment of Student Performance and Progress	http://sbac.portal.airast.org/ca/field-test-ca/resources/-training
CALPADS	California Longitudinal Pupil Achievement Data System	www.cde.ca.gov/ds/sp/cl/
CARS	Consolidated Application Reporting System	www.cde.ca.gov/fg/aa/co/cars.asp
CBEST	California Basic Educational Skills Test	www.ctc.ca.gov/credentials/files/CAW-exams.pdf
CDE	California Department of Education	www.cde.ca.gov
CELDT	California English Language Development Test	www.cde.ca.gov/ta/tg/el
COE	County office of Education	www.cde.ca.gov/re/sd/co/index.asp
CSAM	California School Accounting Manual	www.cde.ca.gov/fg/sc/sa
CSCS	California School Climate Survey	http://cscs.wested.org
CSIS	California School Information Services	http://csis.fcimat.org/Pages/default.aspx
CSR	Class Size Reduction	www.cde.ca.gov/ls/cs/k3/
CTC	Commission on Teacher Credentialing	www.ctc.ca.gov
DAC	District Accountability Committee	www.cde.ca.gov/fg/aa/co/dac.asp
DAS	District Assistance Survey	www.cde.ca.gov/ta/ac/ti/dastinto.asp
DELAC	District English Learner Advisory Committee	www.cde.ca.gov/ta/cr/delac.asp
DSLIT	District/School Liaison Team	www.cde.ca.gov/sp/sw/ss/s4regiontwo.asp
EC	Education Code	http://leginfo.legislature.ca.gov/faces/codes.xhtml?_af5sessionid=360af7778fe6025a261cb8ad215c
EDGAR	U.S. Department of Education General Administrative Regulations	www.ed.gov/policy/fund/reg/edgarReg/edgar.html
ELA	English Language Acquisition Status and Reporting (Reclassification)	www.cde.ca.gov/ds/sp/cl/documents/elas121411.doc
EL	English Learner	www.cde.ca.gov/sp/el/
ELAC	English Learner Advisory Committee	www.cde.ca.gov/ta/cr/elac.asp
EPC	Essential Program Components	www.cde.ca.gov/ta/ac/ti/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	www.ed.gov/policy/elsec/leg/blueprint/index.html
ESLRs	Expected Schoolwide Learning Results	www.acswasc.org/process_ca_comrehensive.htm

FEP	Fluent English-Proficient	www.cde.ca.gov/sp/el/rd/
FOL	Focus on Learning	www.acswasc.org/process_ca_comprehensive.htm
FPM	Federal Program Monitoring	www.cde.ca.gov/ta/cr/
FTE	Full-Time Equivalent	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GED	General Educational Development	www.cde.ca.gov/ta/tg/gd
IDEA	Individuals with Disabilities Education Act	www.cde.ca.gov/sp/se/lr/ideareathzn.asp
IEP	Individualized Education Program	www.calstat.org/
LC	Language Census	www.cde.ca.gov/ds/sd/cb/cefelfacts.asp
LCAP	Local Control Accountability Plan	http://lcff.wested.org/developing-a-quality-local-control-and-accountability-plan-resources/
LCFF	Local Control Funding Formula	www.cde.ca.gov/fg/aa/lc/
LD	Learning Disabled	www.ldata.org/
LEA	Local Educational Agency	www.cde.ca.gov/re/sd
LEAP	Local Educational Agency Plan	www.cde.ca.gov/nclb/sr/le/
LEP	Limited English proficient	www.cde.ca.gov/sp/el/rd/
NAEP	National Assessment of Educational Progress	http://nces.ed.gov/nationsreportcard/
NCE	Normal Curve Equivalent	
NCLB	No Child Left behind	www.cde.ca.gov/nclb/
NRT	Norm-reference Test	http://edglossary.org/norm-referenced-test/
PD	Professional Development	
PI	Program Improvement	www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act	www.cde.ca.gov/TA/ac/pa/
PTA	Parent Teacher Association	www.pta.org
REAP	Rural Education Achievement Program	http://www2.ed.gov/nclb/freedom/local/reap.html
R-FEP	Redesignated Fluent-English-Proficient	www.cde.ca.gov/sp/el/rd/
ROPC	Regional Occupational Program and Centers	www.cde.ca.gov/ds/si/rp/
RSDSS	Regional System for District and School Support	www.cde.ca.gov/sp/sw/ss/s4directory.asp
RSP	Resource Specialist Program	
SAC	School Accountability Committee	
SARC	School Accountability Report Card	www.cde.ca.gov/ta/ac/sa
SBAC	Smarter Balance Assessment Consortium	http://sbac.portal.airast.org/ca/field-test-ca/resources/-training
SEA	State Education Agency	www.cde.ca.gov
SSC	Student Site Council	www.cde.ca.gov/fg/aa/co/ssc.asp
SPSA	Single Plan for Student Achievement	www.cde.ca.gov/nclb/sr/le/singleplan.asp
SSDP	Single School District Plan	www.cde.ca.gov/nclb/sr/le/documents/ssdplanteimp.doc
SWP	Schoolwide Program	www.cde.ca.gov/sp/sw/rt/swpnclb.asp
TAS	Targeted Assistance School	www.cde.ca.gov/sp/sw/rt/tasinfo.asp
UCP	Uniform Complaint Procedures	www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	www.acswasc.org

Appendix E:

Evaluation of SPSA, SSC Functioning, Annual Evaluation and Monitoring Program Effectiveness Template

Sample Questions for SPSA Annual Evaluation

Plan Priorities

- Identify the top priorities of the current SPSA. (No more than 2-3)
- Identify the major expenditures supporting these priorities.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
 - What specific actions related to those strategies were eliminated or modified during the year?
 - Identify barriers to full or timely implementation of the strategies identified above.
 - What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
 - What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
 - Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
 - Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other
 - Based on the analysis of this practice, would you recommend:
 - Eliminating it from next year's plan
 - Continuing it with the following modifications: _____

Involvement/Governance

- How was the SSC involved in the development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

- Identify any goals in the current SPSA that were met.
- Identify any goals in the current SPSA that were not met, or were only partially met.
 - List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

2015-16

This survey is designed to provide schools with data useful for fostering a positive learning and working environment that promotes academic success among all students. Several questions have been added this year related to closing the racial/ethnic achievement gap, staff working conditions, and special education. Your survey participation is very important to insure accurate and useful data.

The first part of this survey is for all staff and should take less than 15 minutes to complete. The second part is only for staff who provide services or instruction related to health, prevention, discipline, counseling, and/or safety.

- Answer the questions based on your experiences only at the school that asked you to complete it, not your experiences with the district overall or another school where you might also work.
- Questions about staff or adults at the school refer to ALL staff — administrators, teachers, teaching assistants, counselors, and all other certificated and classified staff.

All responses are anonymous and confidential. A few questions ask for personal information, such as the work you do at the school, how long you have done it, and your race/ethnicity. But the survey reports provided to your district contain only percentages for all respondents combined. If there are less than 5 respondents in any group, that data are not made available.

Thank you for taking this survey!

C A L I F O R N I A *school climate* S U R V E Y

*Note: This survey is typically administered online. This PDF is provided for review only.
Please do not administer without permission.*

SECTION 1

1. What is your role(s) at this school? *(Mark All That Apply.)*

A) Teacher in grade 5 or above	H) Paraprofessional, teacher assistant, or instructional aide
B) Teacher in grade 4 or below	
C) Special education teacher	I) Other certificated staff (e.g., librarian)
D) Administrator	J) Other classified staff (e.g., janitor, secretarial or clerical, food service)
E) Prevention staff nurse, or health aide	
F) Counselor, psychologist	K) Other service provider (e.g., speech, occupational, physical therapist)
G) Police, resource officer, or safety personnel	

2. Do you provide services to the following types of students? *(Mark All That Apply.)*

A) Migrant education
B) Special education
C) English language learners
D) None of the above

3. How many years have you worked, in any position, at this school?

A) Less than one year
B) 1 to 2 years
C) 3 to 5 years
D) 6 to 10 years
E) Over 10 years

4. How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

A) Less than one year
B) 1 to 2 years
C) 3 to 5 years
D) 6 to 10 years
E) Over 10 years

5. What is your race or ethnicity?

A) African American (Not Hispanic)
B) American Indian or Alaska Native
C) Asian or Pacific Islander
D) White (Not Hispanic)
E) Hispanic or Latino/a
F) Other or Multi-ethnic

C A L I F O R N I A *school climate* S U R V E Y

Please indicate how much you agree or disagree with the following statements about this school. If the question is not applicable to your job, and you could not know enough to answer it, mark “Not Applicable.”

This school ...

		<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Not Applicable</u>
6.	is a supportive and inviting place for students to learn.	A	B	C	D	E
7.	sets high standards for academic performance for all students.	A	B	C	D	E
8.	promotes academic success for all students.	A	B	C	D	E
9.	emphasizes helping students academically when they need it.	A	B	C	D	E
10.	provides adequate counseling and support services for students.	A	B	C	D	E
11.	emphasizes teaching lessons in ways relevant to students.	A	B	C	D	E
12.	is a supportive and inviting place for staff to work.	A	B	C	D	E
13.	promotes trust and collegiality among staff.	A	B	C	D	E
14.	provides the materials, resources, and training (professional development) needed to do your job effectively.	A	B	C	D	E
15.	provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.	A	B	C	D	E
16.	encourages opportunities for students to decide things like class activities or rules.	A	B	C	D	E
17.	gives all students equal opportunity to participate in classroom discussions or activities.	A	B	C	D	E
18.	gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.	A	B	C	D	E
19.	gives students opportunities to “make a difference” by helping other people, the school, or the community (e.g., service learning).	A	B	C	D	E
20.	encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.	A	B	C	D	E
21.	emphasizes using instructional materials that reflect the culture or ethnicity of its students.	A	B	C	D	E
22.	has staff examine their own cultural biases through professional development or other processes.	A	B	C	D	E
23.	considers closing the racial/ethnic achievement gap a high priority.	A	B	C	D	E

CALIFORNIA *school climate* SURVEY

This school ...

		<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Not Applicable</u>
24.	fosters an appreciation of student diversity and respect for each other.	A	B	C	D	E
25.	emphasizes showing respect for all students' cultural beliefs and practices.	A	B	C	D	E
26.	clearly communicates to students the consequences of breaking school rules.	A	B	C	D	E
27.	handles discipline problems fairly.	A	B	C	D	E
28.	effectively handles student discipline and behavioral problems.	A	B	C	D	E
29.	is a safe place for students.	A	B	C	D	E
30.	is a safe place for staff.	A	B	C	D	E
31.	is welcoming to and facilitates parent involvement.	A	B	C	D	E
32.	has clean and well-maintained facilities and property.	A	B	C	D	E

How many adults at this school ...

		<u>Nearly All Adults</u>	<u>Most Adults</u>	<u>Some Adults</u>	<u>Few Adults</u>	<u>Almost None</u>
33.	really care about every student?	A	B	C	D	E
34.	acknowledge and pay attention to students?	A	B	C	D	E
35.	want every student to do their best?	A	B	C	D	E
36.	listen to what students have to say?	A	B	C	D	E
37.	believe that every student can be a success?	A	B	C	D	E
38.	treat all students fairly?	A	B	C	D	E
39.	treat every student with respect?	A	B	C	D	E
40.	have close professional relationships with one another?	A	B	C	D	E
41.	support and treat each other with respect?	A	B	C	D	E
42.	feel a responsibility to improve this school?	A	B	C	D	E
43.	work hard to ensure a safe and supportive learning environment?	A	B	C	D	E

C A L I F O R N I A *school climate* S U R V E Y

Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas? If the indicated training is not needed for your job, mark “Not Applicable.”

Area of Professional Development		Yes	No	Not Applicable
44.	meeting academic standards	A	B	C
45.	evidence-based methods of instruction	A	B	C
46.	positive behavioral support and classroom management	A	B	C
47.	working with diverse racial, ethnic, or cultural groups	A	B	C
48.	culturally relevant pedagogy for the school's student population	A	B	C
49.	serving English language learners	A	B	C
50.	closing the achievement gap	A	B	C
51.	serving special education (IEP) students	A	B	C
52.	meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)	A	B	C
53.	creating a positive school climate	A	B	C

Based on your experience, how many students at this school ...

	Nearly All Students	Most Students	Some Students	Few Students	Almost None
54.	A	B	C	D	E
55.	A	B	C	D	E
56.	A	B	C	D	E
57.	A	B	C	D	E

The next questions ask for your opinions about problems you may have experienced in doing your job at this school.

How much of a problem AT THIS SCHOOL is ...

	Insignificant Problem	Mild Problem	Moderate Problem	Severe Problem
58. student alcohol and drug use?	A	B	C	D
59. student tobacco use?	A	B	C	D
60. harassment or bullying among students?	A	B	C	D
61. physical fighting between students?	A	B	C	D
62. disruptive student behavior?	A	B	C	D
63. racial/ethnic conflict among students?	A	B	C	D
64. student depression or other mental health problems?	A	B	C	D
65. lack of respect of staff by students	A	B	C	D
66. cutting classes or being truant?	A	B	C	D
67. gang-related activity?	A	B	C	D
68. weapons possession?	A	B	C	D
69. vandalism (including graffiti)?	A	B	C	D
70. theft?	A	B	C	D

This school ...

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
71. promotes personnel participation in decision-making that affects school practices and policies.	A	B	C	D	E
72. motivates students to learn.	A	B	C	D	E
73. provides the supports needed for teaching culturally and linguistically diverse students.	A	B	C	D	E
74. encourages parents to be active partners in educating their child.	A	B	C	D	E
75. uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.	A	B	C	D	E
76. takes steps to minimize paper work.	A	B	C	D	E
77. provides adequate benefits (e.g., salary, fringe benefits, and retirement options) to support my continued employment.	A	B	C	D	E
78. provides relevant training for paraprofessionals.	A	B	C	D	E
79. provides complete state adopted instructional materials for students with IEPs.	A	B	C	D	E

C A L I F O R N I A *school climate* S U R V E Y

Please indicate how much you agree or disagree with the following statements about your school.

		<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Not Applicable</u>
80.	Teachers here make it clear to students that bullying is not tolerated.	A	B	C	D	E
81.	If a student was bullied, he or she would tell one of the teachers or staff at school.	A	B	C	D	E
82.	Students tell teachers when other students are being bullied.	A	B	C	D	E
83.	If a students tells a teacher that someone is bullying her or him, the teacher will do something to help.	A	B	C	D	E
84.	Students here try to stop bullying when they see it happening.	A	B	C	D	E
85.	There is a lot of tension in this school between people of different cultures, races, or ethnicities.	A	B	C	D	E
86.	Students in this school respect each other's differences (e.g., gender, race, culture, sexual orientation).	A	B	C	D	E
87.	Adults in this school respect differences in students (e.g., gender, race, culture, sexual orientation).	A	B	C	D	E
88.	Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.	A	B	C	D	E
89.	Students enjoy spending time together during school activities.	A	B	C	D	E
90.	Students enjoy collaborating on projects in class.	A	B	C	D	E
91.	Students care about one another.	A	B	C	D	E
92.	Students treat each other with respect.	A	B	C	D	E
93.	Students get along well with one another.	A	B	C	D	E
94.	This school encourages students to feel responsible for how they act.	A	B	C	D	E
95.	Students are often given rewards for being good.	A	B	C	D	E

C A L I F O R N I A *school climate* S U R V E Y

Please indicate how much you agree or disagree with the following statements about your school.

		<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Not Applicable</u>
96.	This school encourages students to understand how others think and feel.	A	B	C	D	E
97.	Students are taught that they can control their own behavior.	A	B	C	D	E
98.	This school help students solve conflicts with one another.	A	B	C	D	E
99.	This school encourages students to care about how others feel.	A	B	C	D	E
100.	Teachers go out of their way to help students.	A	B	C	D	E
101.	Classes challenge students.	A	B	C	D	E
102.	Adults at this school treat all students with respect.	A	B	C	D	E
103.	The school rules are fair.	A	B	C	D	E
104.	Students in this school are well-behaved.	A	B	C	D	E
105.	The rules in the school are too strict.	A	B	C	D	E
106.	It is easy for students to get kicked out of class or get suspended.	A	B	C	D	E
107.	Students get in trouble for breaking small rules.	A	B	C	D	E
108.	Teachers are very strict here.	A	B	C	D	E
109.	Rules in this school are made clear to students.	A	B	C	D	E
110.	Students know how they are expected to act.	A	B	C	D	E
111.	Students know what the rules are.	A	B	C	D	E
112.	This school makes it clear how students are expected to act.	A	B	C	D	E
113.	Teachers at this school communicate with parents about what their children are expected to learn in class.	A	B	C	D	E
114.	Parents feel welcome to participate at this school.	A	B	C	D	E
115.	School staff take parents' concerns seriously.	A	B	C	D	E
116.	Do you have responsibilities for services or instruction related to health, prevention, discipline, counseling and/or safety?					
	A) Yes					
	B) No					

SECTION 2

The following questions are **ONLY** for staff at this school who have responsibilities for services or instruction related to health, prevention, discipline, counseling, and/or safety. If you have such responsibilities, continue through this module. (If not, you have finished the survey. Thank you for your participation.)

How much do you agree with the following statements about this school?

This school ...

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	collaborates well with community organizations to help address substance use or other problems among youth.	A	B	C	D	E
2.	collaborates well with law enforcement organizations.	A	B	C	D	E
3.	has sufficient resources to create a safe campus.	A	B	C	D	E
4.	has sufficient resources to address substance use prevention needs.	A	B	C	D	E
5.	considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options.	A	B	C	D	E
6.	punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension.	A	B	C	D	E
7.	enforces zero tolerance policies.	A	B	C	D	E
8.	seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.	A	B	C	D	E
9.	provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program).	A	B	C	D	E
10.	considers substance abuse prevention an important goal.	A	B	C	D	E
11.	provides adequate health services for students.	A	B	C	D	E
12.	provides students with healthy food choices.	A	B	C	D	E
13.	emphasizes helping students with their social, emotional, and behavioral problems.	A	B	C	D	E

CALIFORNIA *school climate* SURVEY

The next questions ask about this school's health or prevention services and activities.

To what extent does this school ...

		<u>A Lot</u>	<u>Some</u>	<u>Not Much</u>	<u>Not At All</u>
14.	foster youth development, resilience, or asset promotion?	A	B	C	D
15.	provide nutritional instruction?	A	B	C	D
16.	provide opportunities for physical education and activity?	A	B	C	D
17.	provide alcohol or drug use prevention instruction?	A	B	C	D
18.	provide tobacco use prevention instruction?	A	B	C	D
19.	provide conflict resolution or behavior management instruction?	A	B	C	D
20.	provide character education?	A	B	C	D
21.	provide harassment or bullying prevention?	A	B	C	D
22.	provide services for students with disabilities or other special needs?	A	B	C	D

EDUCATION CODE

SECTION 52850-52863

52850. The provisions of this article shall apply only to school districts and schools which participate in school-based coordinated categorical programs pursuant to this article. No school may operate pursuant to this article unless a newly developed plan or a revision of the previously approved plan has been approved by the local governing board and is retained at the school site. These plans shall be available to the Superintendent of Public Instruction upon request and shall be made available to the public on a reasonable basis pursuant to the provisions of the California Public Records Act, Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code.

52851. (a) A school district and school may apply to receive funds allocated pursuant to Article 4 (commencing with Section 8750) of Chapter 4 of Part 6, Article 5 (commencing with Section 44520) of Chapter 3 and Article 1 (commencing with Section 44670) of Chapter 3.1 of Part 25, Article 15 (commencing with Section 51870) of Chapter 5, Chapter 6 (commencing with Section 52000), Chapter 8 (commencing with Section 52200), and Article 2 (commencing with Section 52340) of Chapter 9 of this part, Chapter 1 (commencing with Section 54000) and Chapter 2 (commencing with Section 54100) of Part 29, and Part 30 (commencing with Section 56000), and Chapter 1 (commencing with Section 500) of Part 2 of Division 2 of the Military and Veterans Code, without complying with the provisions of those statutes or the related California Administrative Code regulations, provided that the school and school district meet the criteria established in this article.

(b) In no event shall subdivision (a) be construed to include bilingual education programs established pursuant to Article 3 (commencing with Section 52160) of Chapter 7 within the provisions of this article.

X 52852. A schoolsite council shall be established at each school which participates in school-based program coordination. The council 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) equal numbers of parents, or other community members selected by parents, and pupils.

At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category

(a).

Existing schoolwide advisory groups or school support groups may be utilized as the schoolsite council if those groups conform to this section.

The Superintendent of Public Instruction shall provide several examples of selection and replacement procedures that may be considered by schoolsite councils.

An employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent's or guardian's employment, is not disqualified by virtue of this employment from serving as a parent representative on the schoolsite council established for the school that his or her child or ward attends.

52852.5. The governing board of each school district shall:

(a) Ensure that the principal of every school receives information covering the provisions of this article, and provides such information to teachers, other school personnel, parents, and, in secondary schools, pupils.

(b) Adopt policies to ensure that, prior to a school beginning to develop a plan pursuant to Section 52853, a school site council as described in Section 52852 is established at the school site to consider whether or not it wishes the local school to participate in the school-based coordination program. The board shall ensure that all interested persons, including, but not limited to, the principal, teachers, other school personnel, parents, and, in secondary schools, pupils have an opportunity to meet in public to establish the council.

(c) Ensure that funds coordinated pursuant to this article are used to supplement, not supplant, existing state and local fiscal efforts and that schools which receive the funds shall have base expenditures comparable to nonparticipating schools.

* 52853. (a) The schoolsite council shall develop a school plan which shall include all of the following:

(1) Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each pupil.

(2) Instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking pupils, including instruction in a language these pupils understand; educationally disadvantaged pupils; gifted and talented pupils; and pupils with exceptional needs.

(3) A staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs. Staff development programs may include the use of program guidelines that have been developed by the superintendent for specific learning disabilities, including dyslexia, and other related disorders. The strategies included in the guidelines and instructional materials that focus on successful approaches for working with pupils who have been prenatally substance exposed, as well as other at-risk pupils, may also be provided to teachers.

(4) Ongoing evaluation of the educational program of the school.

* (5) Other activities and objectives as established by the council.

(6) The proposed expenditures of funds available to the school through the programs described in Section 52851. For purposes of this

subdivision, proposed expenditures of funds available to the school through the programs described in Section 52851 shall include, but not be limited to, salaries and staff benefits for persons providing services for those programs.

(7) The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 (IASA) (20 U.S.C. Sec. 6301 et seq.) and its amendments. If the school operates a state-approved schoolwide program pursuant to Section 6314 of Title 20 of the United States Code in a manner consistent with the expenditure of funds available to the school pursuant to Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

(b) The schoolsite council shall annually review the school plan, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities.

* 52855. The school district governing board shall review and approve or disapprove school plans. A school plan shall not be approved unless it was developed and recommended by the school site council. If a plan is not approved by the governing board, specific reasons for that action shall be communicated to the council. Modifications to any school plan shall be developed, recommended and approved or disapproved in the same manner.

52856. If the school district and school choose to include within the provisions of this article funds allocated pursuant to Chapter 6 (commencing with Section 52000), the school district and school shall still be eligible to compete for any expansion funding that is made available for the school improvement program for grades in that school which are not already generating funds.

52857. The district governing board shall determine the portion of the district's grant pursuant to Chapter 8 (commencing with Section 52200) of Part 28 that shall be allocated to the school for inclusion in the school budget developed pursuant to subdivision (f) of Section 52853.

52858. (a) If the school district and school choose to include within the provisions of this article, funds allocated pursuant to Chapter 1 (commencing with Section 54000) of Part 29, the school district shall: (a) if the number of educationally disadvantaged pupils in the school is less than 75 percent of the school's enrollment, ensure that there is state and local funding in the school available for allocation pursuant to subdivision (f) of Section 52853 which is equal to or greater than the per pupil amount allocated to that school per disadvantaged pupil through the economic impact aid program multiplied times 75 percent of the school's enrollment, (b) continue to maintain any school or district advisory committees required pursuant to Chapter 1, and (c) continue to distribute funds to schools in accordance with Sections 54004.3, 54004.5, and 54004.7 and regulations adopted which pertain to those sections.

(b) To the extent permitted by federal law, such that funds allocated pursuant to Article 1 (commencing with Section 54000) of Chapter 1 of Part 29 are deemed by the United States Department of Education to be comparable to funds allocated pursuant to Chapter I of the Educational Consolidation and Improvement Act, the percentage limitation and multiplier established in subdivision (a) may be decreased to not less than 67 percent.

52858.5. If the school district and school site council choose to include funds allocated pursuant to Chapter 1 (commencing with Section 54000) of Part 29, the school site council shall consult with any school level bilingual advisory committee required by law prior to submitting a school plan pursuant to this article.

If the bilingual advisory committee objects to the plan, written copies of the committee's objections shall be attached to the plan when it is transmitted to the local governing board and the State Board of Education.

However, the school site council and the school district shall make the final determination as to the content of the school plan and the content of any waiver request.

52859. (a) If a school district and school choose to include within the provisions of this article funds allocated pursuant to Chapter 2 (commencing with Section 54100) of Part 29, the school district and school shall annually receive funding at the rate per specialist allocated statewide multiplied times the number of specialists approved for that school at the time it was approved to operate programs pursuant to this article, shall use these funds to employ a reading specialist who meets the criteria established pursuant to Chapter 2 (commencing with Section 54100) of Part 29, and shall comply with Section 54123.

(b) In no event shall funds coordinated pursuant to this article be used to pay for the local share of costs associated with the employment of reading specialists funded pursuant to this section.

52860. If a school district and school choose to include within the provisions of this article funds allocated pursuant to Part 30 (commencing with Section 56000), the school district shall comply with all requirements of that part, with the following exceptions:

(a) Resource specialist program services, designated instruction and services, and team teaching for special day classes, except special day classes operating pursuant to Section 56364.1, may be provided to pupils who have not been identified as individuals with exceptional needs, provided that all identified individuals with exceptional needs are appropriately served and a description of the services is included in the schoolsite plan.

(b) Programs for individuals with exceptional needs shall be under the direction of credentialed special education personnel, but services may be provided entirely by personnel not funded by special education moneys, provided that all services specified in the individualized education program are received by the pupil.

52861. If a school district and school choose to include within the provisions of this article funds allocated pursuant to Article 4 (commencing with Section 8750) of Chapter 4 of Part 6 of Division 1 of Title 1, Article 5 (commencing with Section 44520) of Chapter 3 of Part 25 of Division 3 of this title, Article 15 (commencing with Section 51870) of Chapter 5 of this part, and Article 2 (commencing with Section 52340) of Chapter 9 of this part, and Chapter 1 (commencing with Section 500) of Part 2 of Division 2 of the Military and Veterans Code, the district shall determine the portion of the district's grants, pursuant to those provisions, which shall be allocated to the school for inclusion in the school budget developed pursuant to subdivision (f) of Section 52853.

52862. School districts and schools that choose to operate programs pursuant to Article 3 (commencing with Section 52850) shall insure compliance with all requirements of federal law.

52863. Any governing board, on behalf of a school site council, may request the State Board of Education to grant a waiver of any provision of this article. The State Board of Education may grant a request when it finds that the failure to do so would hinder the implementation or maintenance of a successful school-based coordinated program.

If the State Board of Education approves a waiver request, the waiver shall apply only to the school or schools which requested the waiver and shall be effective for no more than two years. The State Board of Education may renew a waiver request.

Academic achievement data for schools and districts are available online:

- STAR data can be accessed on the CDE STAR Web page at <http://www.cde.ca.gov/ta/tg/sr/>.
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners can be accessed on the CDE Title III Accountability Technical Assistance Web page at <http://www.cde.ca.gov/sp/el/t3/t3amaotargets.asp>.
- CAHSEE Accountability Reports can be accessed on the CDE CAHSEE Web Page at <http://cahsee.cde.ca.gov/>.
- CELDT Accountability Reports can be accessed on the CDE CELDT Web page at <http://celdt.cde.ca.gov/>.
- API Reports can be accessed on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.
- AYP Reports can be accessed on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/index.asp>.

School and student level data may include local benchmark assessment scores, curriculum embedded assessments, and reading and mathematics diagnostics. Such data conversations can occur at the site level to deepen understanding of students' needs and to drive instructional goals that will be developed in Step Three.

Step Two: Measure Effectiveness of Current Improvement Strategies Using State Tools to Determine Critical Causes of Student Underachievement



Schools must conduct a needs assessment of the effectiveness of the school instructional program with the input of stakeholders. School goals must be based on a comprehensive needs assessment of student academic achievement toward grade level standards, using multiple measures of student performance.

The SSC next considers the relationship between the current instructional program as informed by recommended tools such as the Academic Program Survey (APS) and District Assistance Survey (DAS) and conclusions reached from the analysis of student data. This analysis will help the SSC determine specific program activities that need to be implemented to raise the performance of students not yet meeting state academic standards. Although developed and mandated specifically for LEAs in Program Improvement (PI), the tools provide valuable data for schools seeking to enhance programs. The State Program Assessment Tools, including the APS, DAS, Inventory for School Services and support for students with disabilities (ISS), and English Learner

Subgroup Self-Assessment (ELSSA) are located at the CDE State Program Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

* The California School Climate Survey (CSCS) for school staff, located on the WestEd Web site at <http://cscs.wested.org/> is an important component of a comprehensive, coordinated effort by the CDE and WestEd to help schools foster positive learning and teaching environments that promote academic achievement and well-being for youth. The survey helps identify fundamental learning barriers and assess the need for learning and teaching supports. The California Healthy Kids Survey (CHKS) for students, also located on the WestEd Web site at <http://cal-schls.wested.org/> enables districts and schools (school-level reports available on request) to compare both student and staff data. The survey is supported by a wide range of technical assistance, guides, and trainings for administering the survey and using the data.

The 24-question Special Education Supports Module (SESM), a portion of the CSCS, is designed to be answered by all staff with responsibility for teaching or providing related support services to students with an individualized education program (IEP). It provides data about the perceptions and concerns of school special education personnel to guide program and service improvement, particularly in (1) understanding how to effectively meet the needs of students and staff and (2) recruiting, training, and retaining special education staff. Five main content areas are surveyed. The SESM is located on the WestEd Web site at <http://cscs.wested.org/>.

After analyzing quantitative and qualitative data, it is the work of the SSC and LEA administration to identify academic challenges and the source of student underachievement. An accurate assessment and thoughtful analysis of the current instructional program is essential to raising academic performance among identified students through improved academic programs and increased teacher content matter knowledge.

LEAs must ensure that SPSAs were developed with the review, advice, and certification of applicable school advisory committees.⁹ It is critical to the implementation of the plan that seamless communication exists between the categorical program office and the cabinet level decision makers. Examples of school advisory committees may include:

- English Learner Advisory Committee
- School Advisory Committee (Economic Impact Aid–State Compensatory Education)
- Gifted and Talented Education Advisory Committee
- Special Education Advisory Committee

⁹ EC sections 41507, 41572, 64001(a)

Kathi,

In the last month I've been contacted twice by the MSE School Site Council chair, about SSC matters that she is very uncomfortable with. So, I am passing this on to you. As I recall, the Board had agreed, and given direction, that the SSC would prepare the questions for the customary survey regarding "school climate" and report back to the Board prior to May. As you know, a survey in one form or another has been conducted for many years. And, in fact, this same survey has been done for the last two years. As I understand it, the MSE principal has been challenging the rest of the Council, at every opportunity, to prevent the survey as the rest of the council had agreed to. At their last meeting, SSC had agreed to the content of all the survey questions. After that, the MSE principal took it upon herself to meet with the Sisson principal and edit the questions. This should be done by, and with, the entire Council and not outside of their public meetings. At an earlier meeting, the SSC heard from Amy Barker and actually agreed to change the survey slightly to make certain that none of the questions were "evaluative" in nature, as that is not their role. The SSC, acting as a body and with some autonomy, prepared their questions and agreed as to how the comment section of the results would be handled and that the chair of the council would present the results to the Board. She was also informed that the principals' questions would be exactly the same as the questions that the council worked hard at formulating, essentially using the questions the group worked on, with the exception of a few questions that pertained specifically to the administration. Is this a separate survey not directed by the Board? Or just, not so coincidentally, a survey the principal decided to implement at the same time with most of the same questions? I think this is wrong at so many levels I don't know where to start. If this is a separate survey, it should not be entangled with the SSC or be using the same questions the SSC developed. This is not a personal issue and there is no need for this much drama and confusion. The SSC, by design with its diverse membership of parents, staff, and administration, has a fundamentally different perspective and is tasked with different responsibilities than the principals. My reading of the Ed. Code charges the SSC with many independent responsibilities, not subject to administrative or Board authority, and should be free to function as such.

Frankly, this is inappropriate and sure looks like manipulation by the administration. Are you aware of what is going on? These are public meetings that are subject to the guidelines of the Open Meeting Laws, and the council acts as a body and is not controlled by any one individual. It's unfortunate that energy has to be wasted on such ridiculous things, it is a "public" school after all and the SSC has a responsibility to perform this work. The survey questions are appropriate, fairly benign, and relevant to school climate. This process appears to have been hijacked by the principals and I'm not sure why. My sense is that the Sisson principal, acting as their chair, is much more open and would have no problems with how their council wants to handle this, but I'm only commenting on the MSE Council and have no knowledge of what is occurring at Sisson. Last year I felt that the Board was very pleased with the presentations that were made, I certainly was. And, with so much participation we gained good information and can start to look at trends and developments in the District. I want to be clear; I don't think it's the job of the Board to use this information in any way for principal evaluations, which is not our responsibility. But, it is useful information to gain insight into how the community perceives how the actions of the staff, administration, and the Board impacts school climate.

The County is only used in an advisory and oversight capacity, and I have yet to read anything in the Ed. code that does not allow these surveys or the questions that are being asked- they all relate to "school climate". In fact, the last couple issues of the CSBA's newsletter have discussed this issue at length. They've sponsored presentations by the author of the book that many of these very questions come from. They even went as far as citing districts that use anonymous surveys for increased participation. I understand that at a previous school site council meeting Amy Barker explained that the state does not allow school site councils to collect information from parents and community members with the use of anonymous surveys that it must be done under LCAP. This would mean possibly shifting this responsibility to the leadership team or some other committee of LCAP, but I don't see it this way. If this is the case, these are not publically noticed meetings so how can the public and staff participate? She also said the use of surveys is not recommended and the public has the opportunity to attend the meetings. I need to see adopted board policy or state law that spells this out. If there isn't any, I don't see how this interpretation can be made by the County office. The state published guidelines allow for "any other means to collect information on school climate".

Amy Barker stated several times that school site council is not a "political" body. What exactly that means I'm not sure. The encyclopedia definition states "dealing with the affairs of government" which just about covers everything we do. To quote others "calling a meeting is a political action in itself." The common definition of "political" would imply that SSC does not take a position or stand on issues or endorse candidates, which they do not and should not. If a question is asked and answered, it doesn't matter who is asking it if we want participation. There were several parents at SSC who were opposed to changing the questions, and my take on this is that such an approach, to have minimal and selective input, will only backfire and cause further resentment. Right, or wrong, the Board has ignored the States advice when deemed appropriate (4-8% budget surplus for example) so unless this is in the Ed Code or Board policy, we are not bound to anything else.

She suggested that staff and parents attend LCAP meetings personally to give input. There are some issues with this approach. There is one meeting a year, when each of the stakeholders groups are provided the opportunity for input. I think this directly discourages participation compared to anonymous surveys. One could argue that there is risk of fraud, but where is the evidence of this? This is analogous to making the argument that vote by mail creates fraud that skews results. We know in fact that the amount of fraud is not even a mathematically significant percentage in every example that has been investigated and I believe it's the same in our case.

As I understand it, as part of the Siskiyou County Cooperative, SSC does not take directions from the County. They are there to advise and assist as outlined on page two of handbook currently posted on their website. SSC has been given clear direction from the board to start the collection of survey data early this year and I presume that unless this board takes action otherwise, this remains the same. Reading through the handbook, I see references to school climate surveys (pg. 7, 16). I also searched for all relevant ed. code I could find (52850-52863) pertaining to SSC and I could not find anything that backs up her contentions. I also looked at several other SSC publications (Newark, Dayton, Hercules, Glendale) from other districts in California that spell out their SSC responsibilities and all of them

mention the use of surveys by SSC and a couple go so far as to mention on-line surveys as a good tool for collecting this type of information. All of them, with the exception of one, made this suggestion for SSC. The one exception called it an LCAP survey but did not say who actually develops the survey questions and performs the data collection.

Many of the survey questions used the last two years came directly from the book *The Will to Lead* by Anthony Muhammad. Teachers tell me that the entire district attended a workshop where the author presented and this very subject was discussed and was well attended by Siskiyou and Shasta county administrators and teachers. The questions used are very basic. IMO, if we don't like some of the feedback we get, that is exactly why we should be going through this process. As I understand it, the SSC has made decisions regarding the format and questions of the survey and it is out of order for any one member to change this. This can only be done by the action of the SSC as a whole.

For as long as I can remember, and prior to you being a District employee, the principals in this District have asked for feedback from the staff, parents, and the community through the use of a manual survey to gauge their effectiveness at such things as: instructional leadership, management skills, running efficient meetings, school site conditions, student discipline, school safety, parent relationships, etc. I don't know how someone could even be evaluated without having this information; there would be no evidence of performance otherwise. But this is a separate issue from the SSC survey and they should not be intermingled.

Everywhere in the current issue of Calif. Schools by CSBA, points out the requirements under LCFF for governing boards to "consult with teachers, principals, administrators, other school personnel, bargaining units, parents and pupils in developing LCAP." They go on to say these regulations are only a starting point and should not limit what districts can do to "engage and involve the public, especially advocacy groups". Our district holds one meeting for every advocacy group, but I believe the attendance has been very poor at best and the District needs to improve this. Continuing the SSC role in performing this work seems like a logical step to me.

Having individual opinions heard through a survey provides:

- A safe environment for staff to be honest without jeopardizing their evaluations or placement
- Encourages busy parents to participate and not be reluctant to speak out
- Allows busy community members flexible time to participate without attending a meeting when they have conflicting obligations
- As encouraged under LCAP, it is a way for economically, culturally, or verbally challenged parents to participate

- The District will have much larger participation and responses. Last year there were approximately 200 surveys returned, as compared to the parent meeting which had one parent or a staff meeting that had one or two participants. Wouldn't it be great to get this kind of feedback with everything the district does?

No individual council member should alter this process without the approval of the SSC. Nor do the questions or format for each site need to be the same. Given the differences in the grade levels and the sites, it would make sense that they are different to some degree. SSC meets again on Thursday and I would expect that they are able perform their job without interference.

Thanks,

Chris Marrone

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Kathi Emerson <kemerson@msusd.org>

□□

Hello Chris,

Yes, I am aware of the situation. I have spoken with Amy Barker and both principals about the surveys throughout the year.

I believe the idea was for Site Councils to focus more on specific student achievement initiatives and data to evaluate whether or not the LCAP and Single Plans were getting results. Anonymous survey items will produce some needed information, but a general school/district survey should be handled by the schools/district. I thought this was the direction that was agreed upon by both Site Councils, and I agree with Amy Barker on this.

MSE has initiated many changes this year, including the 1:1 computer plan, the increased bandwidth/infrastructure investment, the Smarter Balanced Assessment, an early parent conference for struggling students, supply kits for some students, some new strategies for counselors as liaisons, and other items within our LCAP and Single Plan. I thought the idea was for Site Council to dig into those topics: how many parents attended the early conference; have those students improved? Is the 1:1 initiative closing the gap for Low Income students? Was the CUE Conference a good investment in terms of raising student achievement? Sisson also has some specific action steps. Are we gathering data and evaluating the effectiveness of those strategies?

I was aware that Kale and Leeanna were working on surveys, and I recommended some of these topics be included. My hope was that broad, traditional school/district surveys be developed that would include the items that the specific site councils would need for their own programmatic reviews.

I have been aware of dissenting opinions as I have been privy to some

emails that have been circulating within MSE Site Council, (I did caution Leeanna that it appears that Site Council is discussing topics through email outside of agenda meetings) and I can see that there are a few Site Council members who appreciate that surveys would be handled by school staff; some people seem downright uncomfortable with reading raw survey data. That is how school surveys were handled when I was the principal at Sisson: I had a few staff members, a leadership team of sorts, who helped me compile the survey and summarize the results. We reported the summaries to site council. I recommended this to the principals.

I recall that the Board requested survey data be provided earlier in the year this year; it was my understanding that this request was made of the principals and not specific to site councils conducting the surveys. I believe that the principals are complying with this.

It bears noting that the county office has considerably more authority over districts than it has had in the past since they must approve our LCAP before our annual budget can be approved and implemented. For this reason I give considerable weight to Amy Barker's opinions.

I am not sure why this is generating such energetic concern. We will conduct surveys; I expect that site council has had input on the questions and will get the needed information, as will the board. The principals are trying to comply with the needs of the site councils, the schools/district, the board, the superintendent, and the county office without getting sideways with anyone.

Thank you for passing this along to me. I will do my best to handle it.

Regards,
Kathi

February 9, 2016

To: Governing Board Members

Subject: Board Agenda Item # 7.0 Reports through 9.0 Adjournment

7.0 Reports

- 7.1 Certificated Staff
- 7.2 MSETA
- 7.3 Classified Staff
- 7.4 CSEA
- 7.5 Principal's Report: Mrs. Rizzo
- 7.6 Principal's Report: Mr. Riccomini
- 7.7 Superintendent's Report: Mrs. Emerson

8.0 Board Comments

9.0 Adjournment

Time: _____

2/5/2016

Page 1

Teacher	----- TK -----			----- K -----			----- 1 -----			----- 2 -----			----- 3 -----			----- ALL Grades -----				
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
004 Marconi K2	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	1	1	2		
919 Stremel-Garcia K3	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1		
016 Turnham-Reginato K1	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	1	1	2		
004 Marconi K2	-	-	-	10	7	17	-	-	-	-	-	-	-	-	-	10	7	17		
919 Stremel-Garcia K3	-	-	-	11	8	19	-	-	-	-	-	-	-	-	-	11	8	19		
016 Turnham-Reginato K1	-	-	-	11	7	18	-	-	-	-	-	-	-	-	-	11	7	18		
917 Beggs 1C	-	-	-	-	-	-	11	12	23	-	-	-	-	-	-	11	12	23		
008 Johnson 1A	-	-	-	-	-	-	12	10	22	-	-	-	-	-	-	12	10	22		
911 Riccomini 1B	-	-	-	-	-	-	15	9	24	-	-	-	-	-	-	15	9	24		
022 Hanon, K 2-3	-	-	-	-	-	-	-	-	-	7	5	12	-	-	-	7	5	12		
006 Stokes 2A	-	-	-	-	-	-	-	-	-	13	10	23	-	-	-	13	10	23		
018 Wolmar 2B	-	-	-	-	-	-	-	-	-	13	9	22	-	-	-	13	9	22		
915 Hanon, G 3A	-	-	-	-	-	-	-	-	-	-	-	-	12	9	21	12	9	21		
022 Hanon, K 2-3	-	-	-	-	-	-	-	-	-	-	-	-	6	3	9	6	3	9		
910 Miller 3B	-	-	-	-	-	-	-	-	-	-	-	-	13	9	22	13	9	22		
School Total:			2	3	5	32	22	54	38	31	69	33	24	57	31	21	52	136	101	237

Sisson School

2/5/2016

2015-2016

Enrollment by Grade and Teacher

Page 1

Teacher	----- 3 -----			----- 4 -----			----- 5 -----			----- 6 -----			----- 7 -----			----- 8 -----			---- ALL Grades ----				
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
913 Tinsman SVS	7	7	14	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	7	14		
002 Causey 4A	-	-	-	12	10	22	-	-	-	-	-	-	-	-	-	-	-	-	12	10	22		
031 Collord 4B	-	-	-	11	10	21	-	-	-	-	-	-	-	-	-	-	-	-	11	10	21		
913 Tinsman SVS	-	-	-	3	6	9	-	-	-	-	-	-	-	-	-	-	-	-	3	6	9		
007 Hansen-Pigoni 5A	-	-	-	-	-	-	13	11	24	-	-	-	-	-	-	-	-	-	13	11	24		
030 May SVS	-	-	-	-	-	-	6	7	13	-	-	-	-	-	-	-	-	-	6	7	13		
026 Reinig 5b	-	-	-	-	-	-	12	10	22	-	-	-	-	-	-	-	-	-	12	10	22		
911 Hoskins IS	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-	1	-	1		
909 Keiner 6B	-	-	-	-	-	-	-	-	-	15	11	26	-	-	-	-	-	-	15	11	26		
910 Laub 6A	-	-	-	-	-	-	-	-	-	10	14	24	-	-	-	-	-	-	10	14	24		
030 May SVS	-	-	-	-	-	-	-	-	-	1	4	5	-	-	-	-	-	-	1	4	5		
020 Savarese 7A	-	-	-	-	-	-	-	-	-	-	-	-	19	11	30	-	-	-	19	11	30		
021 Schmidt 7B	-	-	-	-	-	-	-	-	-	-	-	-	17	12	29	-	-	-	17	12	29		
005 Fleischman 8B	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	14	25	11	14	25		
911 Hoskins IS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	2	1	1	2		
009 Huhtala 8A	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13	11	24	13	11	24		
School Total:			7	7	14	26	26	52	31	28	59	27	29	56	36	23	59	25	26	51	152	139	291