



SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

BOARD OF EDUCATION

AGENDA

For the Regular Board Meeting of Tuesday, October 8, 2019, at 6:00 p.m., in the **Multi-Purpose Room**, at Sunnyside Elementary School, 21644 Avenue 196, Strathmore, California.

I. CALL TO ORDER

A. Attendees

BOARD OF EDUCATION

	Present	Absent	Late
Schuyler Glover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> : _____
Andy Manning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> : _____
Humberto Quezada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> : _____
Kimberly Braziel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> : _____
Humberto Cárdenas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> : _____

II. ADA ACCOMMODATION REQUIREMENT

- A. Persons who are in need of a disability-related modification or accommodation to participate in the board meeting must request in writing to the District Office of the Superintendent-Principal, 21644 Avenue 196, Strathmore, California, 559-568-1741 x. 203. A request or accommodation should specify the nature of the modification or accommodation requested, including any necessary auxiliary aids or services required and the name and telephone number of the person making the request. The written request should be done as soon as possible and no later than two days before the meeting. The agenda, agenda packet and any written documents distributed to the board during a public meeting will be made available in appropriate alternative formats upon request by a person with a disability as required by the Americans with Disabilities Act.
- B. Written documents concerning agenda items are available for public inspection during normal business hours within 72 hours of a regular board meeting at the Sunnyside Union School District Office, 21644 Avenue 196 in Strathmore, California.

III. ADJOURN TO CLOSED SESSION (Read Items Below)

- A. Discuss the recommendation for ratification of classified employment for the following positions:
 - a. Part-Time Yard Duty Supervisor (3.25 Hours)
 - b. Part-Time Instructional Aide (5.75 Hours)
- B. Public Employee Discipline/Dismissal/Release (Government Code 54597)

IV. ADJOURN TO CLOSED SESSION at: _____ PM

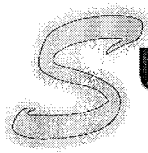
V. RECONVENE TO OPEN SESSION _____ PM

Board of Trustee: Kimberly Braziel | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada

Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager

Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary





SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

VI. GENERAL BUSINESS

- A. Pledge of Allegiance (Student Presented Video)
- B. Mission Statement: Presented by Mr. Kimball's Class
- C. Welcome (visitors please sign-in on visitor's sheet)
- D. Report of Action Taken in Closed Session (if any)
- E. Approve the Agenda of the October 8, 2019 Regular Board Meeting

MOTION BY: _____ SECOND BY: _____ VOTES: _____

VII. PUBLIC COMMENTS

Members of the public may address the board on any items within the board's jurisdiction, but which are not on the agenda (Public input for agenda items are accepted, at the time the matter is considered. Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The total time limit for input on each item is 15 minutes).

VIII. ACKNOWLEDGEMENTS AND REPORTS

A. ACKNOWLEDGMENTS

- a. Varsity Volleyball Team – Tulare Rural School Champions
- b. Varsity Football Team – Tulare Rural School 3rd Place
- c. Video of Mr. Anderson Schmidt – Chinese Cultural Center/TCOE Middle School Educator of the Year.
- d. Student of the Month for September

B. STAFF REPORTS

- a. Employee Groups (Certificated, Classified, Confidential)
- b. Academic Coach
- c. Save the Children
- d. Student Activities and Athletic
- e. Vice Principal – Categorical Manager
- f. Superintendent-Principal

IX. ROUTINE MATTERS – ACTION REQUIRED

A. CONSENT CALENDAR

General Business

- a. Approve payroll for September 2019
- b. Approve Pay Vouchers/Purchase Orders for August 29th and September 5th and 12th of 2019
- c. Approve September 10, 2019, Governing Board Meeting Minutes
- d. Discuss and approve a Special Board Meeting for the month of October 2019

Personnel

- a. Approve ratification of employment for Miguel Garay, Yard Duty Supervisor
- b. Approve promotion of employment for Berenise Alcantar-Corona, Instructional Aide
- c. Approve ratification of employment for Mario Placencia, Custodian

MOTION BY: _____ SECOND BY: _____ VOTES: _____

Board of Trustee: Kimberly Brazier | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada

Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager

Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary

SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

X. PUBLIC HEARING

- A.** Declare a Public Viewing for Public Comment/Input on the adoption of Heinemann TCRWP Reading Units of Study and Writing Units of Study for Language Arts as the Core Curriculum in Kindergarten – Eighth Grade.

XI. NEW BUSINESS

ACTION ITEMS

- A.** Approve Resolution 356 In the Matter of Establishing an Estimated Appropriation Limit for the 2019-2020 Fiscal Year and an Actual Appropriations Limit for the 2018-2019 Fiscal Year.

MOTION BY: _____ **SECOND BY:** _____ **VOTES:** _____

- B.** Approve Quality Rating and Improvement System Block Grant Agreement.

MOTION BY: _____ **SECOND BY:** _____ **VOTES:** _____

- C.** Approve Resolution 357 In the Matter of Approving Heinemann TCRWP Reading Units of Study and Writing Units of Study for Language Arts as the Core Curriculum in Kindergarten – Eighth Grade.

MOTION BY: _____ **SECOND BY:** _____ **VOTES:** _____

XII. INFORMATION AND DISCUSSION

A. LOCAL CONTROL AND ACCOUNTABILITY PLAN & BUDGET AND FEDERAL ADDENDUM UPDATES

- a. Update on LCAP for fiscal year 2019-2020.
- b. Update on Review and Approval of Budget, Fiscal Year 2019-2020.
- c. Local Indicators Update and Report

B. MAINTENANCE, OPERATIONS AND TRANSPORTATION

- a. Annual Fire Marshal Report
- b. Sandy Hook Promise Discussion
- c. Monthly 45 Day Inspection Report
- d. Discussion on developing annual goals for MOT
- e. Update on Road Department Ideas for Traffic on Avenue 196

C. INSTRUCTIONAL SERVICES & STUDENT ACTIVITIES

- a. Update on Small Schools Conference to be held October 14, 2019 at the Jim Vidak Conference Center, Tulare County Office of Education.
- b. Physical Education Assessment Report
- c. William's Report and Update
- d. Update on Student Enrollment and Average Daily Attendance
- e. Update on Gain/Loss for Interdistrict Agreements
- f. Information on Benchmark Testing & Classroom Highlights

D. PARENTAL INVOLVEMENT AND ENGAGEMENT REPORT

- a. Site Council Results
- b. Fall Carnival – October 31, 2019

Board of Trustee: Kimberly Brazier | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada

Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager

Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary



SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

E. BOARD

a. Discuss and review board policies (Second Reading)

- i. Board Policy 0460 Local Control and Accountability Plan
- ii. Administrative Regulation 0460 Local Control and Accountability Plan
- iii. Administrative Regulation 3543 Transportation Safety and Emergencies
- iv. Board Policy 5113 Absences and Excuses
- v. Administrative Regulation 5113 Absences and Excuses
- vi. Administrative Regulation 5131.41 Use of Seclusion and Restraint

b. Information regarding Small School District's Association (SSDA) Board Policies

F. BOARD POLICIES FOR REVIEW

a. The following policies will be presented to the board (First Reading)

- i. Board Policy 5141.52 Suicide Prevention
- ii. Administrative Regulation 5141.52 Suicide Prevention
- iii. Board Policy 5144 Student Discipline
- iv. Administrative Regulation 5144 Student Discipline
- v. Board Policy 6175 Migrant Education Program
- vi. Administrative Regulation 6175 Migrant Education Program

XIII. NEXT SCHEDULED BOARD MEETING

A. Regular Board Meeting November 12, 2019 (6:00 PM)

XIV. ADJOURNMENT _____ PM

Board of Trustee: Kimberly Braziel | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada

Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager

Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary

SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

Governing Board Report

October 2, 2019

EVENTS

- Middle School Educator of the Year Dinner and Ceremony
 - <http://www.tcoe.org/SpecialEvents/EducatorsOfTheYear/>
- First Cross Country Meet
 - Sunnyside will host two events this month for the inaugural season for cross country for the Rural Schools. The first event was held on October 4 and included the following schools: Sundale, Sunnyside, St. Aloysius, Oak Valley and Waukena. The event consisted of both Varsity/Junior Varsity Boys and Girls Teams. At the end of the season, Palo Verde will host the Rural School Cross Country Championships at the International Agri Center in Tulare.
- Possible Active Shooter Incident/Report
 - On Tuesday, October 1 reports surfaced that a Social Media post was going to target SMS (which could include many schools including ours) and kill 350 kids. The Tulare County Sheriff's Office investigated and put heavy coverage in Strathmore. We were secondary notified. By the time we were going to send out a message to parents it had reached the stage of a NON CREDIBLE THREAT. We sent out a message any way explaining what we knew. Phone calls to the school followed.
- First Trimester Parent Conferences
 - First Trimester conferences were held on September 24-September 26. I will bring more data to the meeting. One thing that has been identified is that more people show up on late night Thursday (5:30) then the other two days combined (3:30). We might want to consider changing our format. This would probably require negotiation. Something else to consider would be to hold a parent engagement activity on the middle day. This could be something like the Lunch on the Lawn event which drew an extremely large crowd
- Folkloric Dance Performance – Strathmore Town and Country Club
 - Rosa Gomez took a group of about 25 students to perform at the Strathmore Town and Country Club on October 3. Our electives are beginning to serve notice!
- First Trimester – Session #2 Electives
 - Elective Schedule for Trimester #1-Session #2
 -
 - Gardening
 - Folkloric Dance
 - Jazz
 - Art
 - Poetry and Prose
 - Economics
-
- SCICON – Sixth Grade Week Long Trip
 - The sixth grade went to SCICON the week of September 23. All students made it through the week by not striking out. It appeared that most of the students had a great time.

Board of Trustee: Kimberly Brazier | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada

Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager

Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary

SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

- Behavior
 - Behavior Scans have been trending down considerably. This is good as long as we continue to use and enforce. Some slight testing of dress code and cell phones but nothing of any considerable issues. All behaviors were addressed. Student scanning is now down into the second grade.
- Other

ACKNOWLEDGEMENTS

- a) The Varsity Volleyball team finished the season with one loss and culminated the season by winning the Tulare Rural Schools tournament held on September 27. The girls were very emotional and want to make sure we are all proud of their accomplishments. Coach: Mr. Richard Miranda
- b) The football team took 3rd place at the tournament. They started the year off struggling to win games and establish their identity. They really came together as a TEAM at the end of the year and finished it off with an overtime win versus Sundale. Coach: Mr. Neil Merzoian.
- c) Video: We will attempt to show you the video that was shown at Mr. Schmidt's award ceremony. It was well attended by staff and we had board representation by Schuyler Glover. The dinner was fantastic and we will share at the meeting all the neat details.
- d) Student of the Month: Student of the month recipients received lunch, dessert and drink on Wednesday, October 2. The highlight was Ana Vickers, new sixth grade student who was selected as Student of the Month by TWO teachers.

PUBLIC HEARING

- a) You will declare a public hearing and seek any comments about the Curriculum that is being proposed for adoption. To my knowledge no one from the public viewed the materials on display during parent conferences.

LOCAL CONTROL AND ACCOUNTABILITY PLAN

- a) The Local Control Accountability Plan was officially approved by the County Office. Staff is working on their Major Grade Span Field Trips. Everything else in the Plan is going as expected. We did a parent involvement activity on the Thursday of Parent Conferences. We provided materials to build a birdhouse. We will share pictures of this activity at the meeting. Probably about 12 or so families showed up.
- b) We have received written notification that the Budget was approved. We need to work on our deficit spending as it will eventually eat up our reserve.
- c) Local Indicators Update – Jody works on the Local Indicators that will need to be submitted soon. She will provide and overview of the process and what is expected.

MAINTENANCE, OPERATIONS and TRANSPORTATION

- a) Annual Fire Marshall Report – Everything has been cleared and signed off by the Fire Marshall. Please see attached report of the areas that were addressed.
- b) Sandy Hook Discussion – The County Office is organizing a consortium of any school districts interested to join the Sandy Hook Promise. It focuses on an Anonymous reporting tool. There are many pros and some cons to the program. This item will require extensive discussion by the board. This link gives you a little overview:

Board of Trustee: Kimberly Braziel | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada

Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager

Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary

SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

<https://www.sandyhookpromise.org/bringsaysomething>. We do not have anything currently in place and need to do so as soon as possible.

- a) 45 Day Bus Inspections: Every 45 days the buses need to be inspected. We have raised the bar and have our staff inspect each bus the first week of the month. As of right now everything looks good. We had previously corrected some bad wires on the new bus. Apparently a rat got into them. This was pretty pricey. Lots of "smaller" things seem to pop up on each bus throughout the year.
- b) ROAD Department: The road department proposed making a four solid line with diagonals that imply no u-turns. This probably will not solve our problem but if an accident were to occur in may relieve ourselves from some liability. They will not put any physical barrier. They will not make Avenue 196/Road 216 a four way stop (as they have other areas). I was told that they do not do STOPS to slow traffic. Others have received four way stops because they have had to many accidents . . .

INSTRUCTIONAL SERVICES and STUDENT ACTIVITIES

- a) We have about 250 people scheduled to attend the October 14 conference in Visalia. Burt Quezada has signed up and is representing the Governing Board. We will have breakfast, lunch and snacks to go along with three different presentations. If you would like to see who is attending here are their links:
 - a. The Opportunity Myth: https://tntp.org/assets/documents/TNTP_Opportunity-Myth_Executive-Summary_WEB.pdf
 - b. Steve Ventura (he will also be at Sunnyside on October 15): See Attachment
 - c. Melissa Biggerstaff: See Attachment

Let me know if you are interested in attending.

- b) Physical Education Report: If it is available Mr. Schmidt might present the annual Physical Education report.
- c) Williams Report: Attached you will find the Annual Williams Report results from the county.
- d) AVERAGE DAILY ATTENDANCE and enrollment: We are currently exactly where we were last year. 369 students. I thought we were a little up but we have not incurred a loss. I will bring the updated ADA to the meeting.
- e) We will bring you the number of Interdistrict Agreements we have approved this year.
- f) Mr. Tredway will do a quick report on what Benchmark Testing is, what it looks like and how this data will shape instruction.

PARENTAL INVOLVEMENT and ENGAGEMENT

- a) Here is what are Site Council looks like for 2019-2020
 - a. Teachers: Mrs. Ramos, Mrs. Dieterle, Mrs. Demerath
 - b. Other Staff: Diana Mata
 - c. Administration: Steve Tsuboi
 - d. Parents: Mr. Matthew Armas, Mr. Juan Ambriz, Mrs. Jaine Hernandez, Mrs. Jenna Fulton, Mrs. Argelia Martinez
- We will have our first training meeting in October.

Board of Trustee: Kimberly Braziel | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada

Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager

Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary

SUNNYSIDE UNION SCHOOL DISTRICT

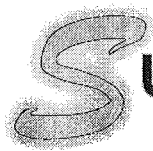
21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

- b) Fall Carnival – It would be good for the board to be active or attend the Fall Carnival . . . Halloween Night! The culture is changing at Sunnyside and your involvement would be great!

Board of Trustee: Kimberly Braziel | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada

Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager

Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary



SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

AGENDA ITEM SUMMARY SHEET

Agenda Heading

- ☐ Closed Session
- ☐ Acknowledgement and Reports
- ☒ Routine Matters – Consent Calendar
- ☐ Information and Discussion
 - ☐ Business
 - ☐ Maintenance, Operations, and Transportation
 - ☐ Instruction
 - ☐ Board
- ☐ Local Control Accountability Plan
- ☒ Action Items

Agenda Item: IX. A. a. Payroll Approval for September 2019

Date: October 8, 2019

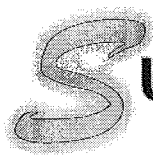
Presented By: Candy Alari

Attachments: Yes ☐ No ☒

Summary

The total payroll paid for the month of September, 2019, is \$293,410.95.

Board of Trustee: Kimberly Braziel | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada
Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager
Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary



SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

AGENDA ITEM SUMMARY SHEET

Agenda Heading

- ☐ Closed Session
- ☐ Acknowledgement and Reports
- ☒ Routine Matters – Consent Calendar
- ☐ Information and Discussion
 - ☐ Business
 - ☐ Maintenance, Operations, and Transportation
 - ☐ Instruction
 - ☐ Board
- ☐ Local Control Accountability Plan
- ☒ Action Items

Agenda Item: IX. A. b. Approve Pay Vouchers/Purchase Orders for August 29th and September 5th and 12th of 2019.

Date: October 8, 2019

Presented By: Dena Tallerico or Candy Alari

Attachments: Yes ☒ No ☐

Summary

The following pay vouchers cover invoices processed and paid on August 29th and September 5th and 12th of 2019, numbering from 200187 - 200324, totaling \$154,512.18.

Board of Trustee: Kimberly Brazier | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada
Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager
Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary

49 Sunnyside Union Elementary School I
Tulare County Office of Education
Accounts Payable Final Prelist - 8/29/2019 1:06:58PM

8/29/2019
1:06:58PM

Page 1 of 6
APY500

*** FINAL ***
Batch No 300

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Audit	Amount	Flag	EFT
013963	3WIRE, LLC	PV-200187	8/23/2019		0024028		130-53100-0-00000-37000-56000-0-0000		\$250.62		
						CAFETERIA REPAIRS					
						Total Check Amount:			\$250.62		
013630	AAA TRUCK SERVICE INC.	PV-200188	8/26/2019		44439		010-07230-0-00000-36000-56000-0-0000		\$46.01		
						BUS REPAIRS					
						Total Check Amount:			\$46.01		
012019	AG IRRIGATION SALES INC.	PV-200189	8/20/2019		32691		010-00000-0-00000-81000-43000-0-0000		\$38.82		
						MAINTENANCE SUPPLIES					
						Total Check Amount:			\$38.82		
013821	BANK OF THE SIERRA	PV-200234	8/15/2019		2924		010-90271-0-81000-59000-43000-0-0000		\$19.75		
						SCHOOL SUPPLIES					
						010-00000-0-11100-10000-44000-0-0000			\$194.42		
						010-07230-0-00000-36000-58000-0-0000			\$149.00		
						130-53100-0-00000-37000-44000-0-0000			\$280.57		
						010-00000-0-00000-81000-43000-0-0000			\$68.34		
						010-07230-0-00000-36000-43000-0-0000			\$3.59		
						010-07200-0-11100-10000-43000-0-0101			\$103.67		
						010-00000-0-11100-10000-43000-0-0000			\$338.72		
						010-11000-0-11100-10000-43000-0-0000			\$15.39		
						010-07200-0-11100-10000-43000-0-0601			\$178.73		
						010-07200-0-00000-81000-44000-0-0601			\$3,446.60		
						Total Check Amount:			\$4,798.78		
013610	CALIFORNIA DEPARTMENT OF ED	PV-200193	8/21/2019		20 SF-32695		130-53100-0-00000-37000-58000-0-0000		\$270.75		
						COMMODITIES SHIPPING AND HANDLING					
						Total Check Amount:			\$270.75		
013624	California Turf Equipment	PV-200191	8/15/2019		423261		010-00000-0-00000-81000-43000-0-0000		\$61.92		
						MAINTENANCE SUPPLIES					
						Total Check Amount:			\$61.92		

8/29/2019
1:06:58PM

Page 2 of 6
APY500

*** FINAL ***
Batch No 300

Vendor Invoice						Separate		Audit		
Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Check	Account Code	Amount	Flag	EFT
013785	CDW GOVERNMENT LLC	PV-200190	8/5/2019	200007	7831977		010-00000-0-11100-10000-44000-0-0000	\$452.55		
						PRINTERS				
						Total Check Amount:		\$452.55		
013965	CRISTINA HOKIT	PV-200202	8/11/2019	200043	CH-AUG19		010-11000-0-11100-10000-43000-0-0000	\$170.15		
						CLASSROOM SUPPLIES				
						Total Check Amount:		\$170.15		
013775	CROUZET IRRIGATION SUPPLY, INC	PV-200192	8/21/2019		INV0155327		010-00000-0-00000-81000-43000-0-0000	\$103.83		
						MAINTENANCE SUPPLIES				
						Total Check Amount:		\$103.83		
013929	Dan's Air Conditioning & Heat	PV-200194	8/22/2019		65503		010-81500-0-00000-81100-56000-0-0000	\$548.58		
	Dan's Air Conditioning & Heat	PV-200195	8/7/2019		65454/65453		AIR CONDITIONING REPAIRS			
						010-81500-0-00000-81100-56000-0-0000		\$1,079.24		
						Total Check Amount:		\$1,627.82		
013890	ENERSPECT	PV-200196	8/20/2019	200038	46646		010-00000-0-00000-31400-43000-0-0000	\$102.92		
						MEDICAL SUPPLIES				
						Total Check Amount:		\$102.92		
013574	FLYERS ENERGY, LLC	PV-200197	8/15/2019		CFS-2022644		010-00000-0-00000-81000-43000-0-0000	\$83.55		
	FLYERS ENERGY, LLC		8/15/2019		CFS-2022644		BUS AND COMPANY CAR FUEL			
						010-07230-0-00000-36000-43000-0-0000		\$588.49		
						Total Check Amount:		\$672.04		
013795	FRONTIER COMMUNICATIONS	PV-200198	8/19/2019		55956822770602925		010-00000-0-00000-81000-59000-0-0000	\$65.17		
						PHONE CHARGES				
						Total Check Amount:		\$65.17		
012895	FRUIT GROWERS SUPPLY CO.	PV-200199	8/26/2019		92081892		010-00000-0-00000-81000-43000-0-0000	\$37.94		
						MAINTENANCE SUPPLIES				
						Total Check Amount:		\$37.94		

49 Sunnyside Union Elementary School I
Tulare County Office of Education
Accounts Payable Final Prelist - 8/29/2019 1:06:58PM

8/29/2019
1:06:58PM

*** FINAL ***
Batch No 300

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
013791	GUJARDO, MIGUEL	PV-200200	8/15/2019		MG-AUG19		010-00000-0-00000-81000-43000-0-0000 MAINTENANCE SUPPLIES AND PARENT INVOLVEMENT 010-07200-0-00000-24950-43000-0-0502	\$13.04		
	GUJARDO, MIGUEL		8/15/2019		MG-AUG19			\$107.54		
								Total Check Amount:		
								\$120.58		
013823	HENDRICK, JEFF	PV-200201	8/22/2019		640085/640092/640098		130-53100-0-00000-37000-47000-0-0000 DAIRY PRODUCTS	\$1,854.96		
								Total Check Amount:		
								\$1,854.96		
013032	INTERQUEST DETECTION CANINES	PV-200203	8/14/2019		558		010-11000-0-11100-10000-58000-0-0000 CANINE SERVICES	\$210.00		
								Total Check Amount:		
								\$210.00		
013960	KIMBALL, CARLOS	PV-200235	8/27/2019		200035 CK-AUG19		010-11000-0-11100-10000-43000-0-0000 CLASSROOM SUPPLIES	\$18.00		
								Total Check Amount:		
								\$18.00		
013409	KNIGHT GUARD ALARM	PV-200204	9/1/2019		47270/47271		010-00000-0-00000-81000-58000-0-0000 FIRE AND BURGLAR MONITORING	\$210.89		
								Total Check Amount:		
								\$210.89		
013377	MEDICAL BILLING TECHNOLOGIES	PV-200205	8/19/2019		AR-30141		010-00008-0-00000-27000-58000-0-0000 INVOICE PREPARATION	\$250.00		
								Total Check Amount:		
								\$250.00		
013711	MISSION LINEN SUPPLY	PV-200206	8/28/2019		261597		010-00000-0-00000-81000-58000-0-0000 CAFETERIA AND OPERATIONS LINEN SERVICE	\$112.44		
	MISSION LINEN SUPPLY		8/28/2019		261597		130-53100-0-00000-37000-58000-0-0000	\$240.36		
	MISSION LINEN SUPPLY	PV-200207	8/28/2019		280032		120-61050-0-00010-10000-58000-0-0000 PRESCHOOL LINEN SERVICE	\$130.84		
								Total Check Amount:		
								\$483.64		
013299	MODERN PLUMBING AND SUPPLY CO.	PV-200208	8/13/2019		93700/93701/93716		010-81500-0-00000-81100-43000-0-0000 PLUMBING SUPPLIES	\$382.84		

Accounts Payable Final Prelist - 8/29/2019 1:06:58PM

*** FINAL ***
Batch No 300

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
Total Check Amount:									\$382.84	
013964	SENSORY EDGE	PV-200209	7/25/2019		316416		010-00000-0-11100-10000-44000-0-0000	\$266.44		
							CLASSROOM SUPPLIES			
Total Check Amount:									\$266.44	
013903	SIERRA, LETICIA	PV-200212	8/6/2019		200018	LS-AUG19	010-11000-0-11100-10000-43000-0-0000	\$300.00		
							CLASSROOM SUPPLIES			
Total Check Amount:									\$300.00	
013392	SOUTHWEST SCHOOL & OFFICE	PV-200213	8/2/2019		PINV0598433		010-07200-0-11100-10000-44000-0-0104	\$499.96		
							CHAIRS FOR TK			
							010-11000-0-11100-10000-43000-0-0000	\$274.03		
							CLASSROOM SUPPLIES			
							010-11000-0-11100-10000-43000-0-0000	\$77.77		
							010-11000-0-11100-10000-43000-0-0000	\$42.32		
							010-00000-0-11100-10000-43000-0-0000	\$51.72		
							SCHOOL SUPPLIES			
							130-53100-0-00000-37000-43000-0-0000	\$44.88		
							CAFETERIA SUPPLIES			
							010-11000-0-11100-10000-43000-0-0000	\$86.16		
							CLASSROOM SUPPLIES			
							010-11000-0-11100-10000-43000-0-0000	\$91.75		
							010-00000-0-00000-81000-43000-0-0000	\$671.63		
							OPERATIONS SUPPLIES			
							010-11000-0-11100-10000-43000-0-0000	\$51.42		
							CLASSROOM SUPPLIES			
							010-90271-0-81000-59000-43000-0-0000	\$62.71		
							ESSS SUPPLIES			
Total Check Amount:									\$1,954.35	
013961	SSICA	PV-200210	5/30/2019		200006	0226v2	010-07200-0-00000-81000-44000-0-0601	\$680.00		
							SSICA ACCESS			
							010-07200-0-00000-81000-58000-0-0601	\$4,039.45		
Total Check Amount:									\$4,719.45	

49 Sunnyside Union Elementary School I **Tulare County Office of Education**
Accounts Payable Final Prelist - 8/29/2019 1:06:58PM

8/29/2019
1:06:58PM

Page 5 of 6
APY500

*** FINAL ***
Batch No 300

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
012474	SYSO FOOD SERVICES OF MODESTO	PV-200224	8/22/2019		809889		130-53100-0-00000-37000-43000-0-0000	\$219.24		
	SYSO FOOD SERVICES OF MODESTO		8/22/2019		809889		CAFETERIA FOOD AND SUPPLIES 130-53100-0-00000-37000-47000-0-0000	\$2,508.41		
							Total Check Amount:	\$2,727.65		
013399	THE LIBRARY STORE	PV-200225	8/21/2019		200040 418876		010-07200-0-11100-10000-43000-0-0203 LIBRARY SUPPLIES	\$92.72		
							Total Check Amount:	\$92.72		
013962	TrEd CONSULTING LLC	PV-200226	8/10/2019		22687		010-07200-0-11100-10000-58000-0-0603 PROFESSIONAL DEVELOPMENT WORKSHOP	\$3,300.00		
							Total Check Amount:	\$3,300.00		
012476	TULARE CO SMALL SCH SUPER ASSO	PV-200228	8/27/2019		CONFERENCE		010-07200-0-11100-10000-58000-0-0202 SMALL SCHOOLS CONFERENCE	\$2,400.00		
	TULARE CO SMALL SCH SUPER ASSO	PV-200229	8/27/2019		DUES		010-00000-0-00000-71500-53000-0-0000 DUES	\$257.50		
							Total Check Amount:	\$2,657.50		
013111	TULARE CO. OFFICE OF EDUCATION	PV-200227	8/9/2019		200189		010-00000-0-11100-10000-52000-0-0000 ELPAC TRAINING	\$225.00		
							Total Check Amount:	\$225.00		
013955	VALLEY EXPETEC	PV-200230	9/1/2019		W002274		010-00000-0-00000-72000-58000-0-0000 BDR AGREEMENT	\$378.00		
							Total Check Amount:	\$378.00		
013221	VALLEY FOOD SERVICE	PV-200231	8/23/2019		370997/371330		130-53100-0-00000-37000-43000-0-0000 CAFETERIA FOOD AND SUPPLIES	\$224.50		
	VALLEY FOOD SERVICE		8/23/2019		370997/371330		130-53100-0-00000-37000-47000-0-0000	\$1,298.35		
							Total Check Amount:	\$1,522.85		

Page 6 of 6
APY500

FINAL

Batch No 300

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
013652	ZOOM IMAGING SOLUTIONS, INC	PV-200232	8/21/2019		2133693		010-11000-0-11100-10000-43000-0-0000	\$384.53		
	ZOOM IMAGING SOLUTIONS, INC	PV-200233	8/23/2019		2134748		010-11000-0-11100-10000-43000-0-0000	\$12.38		
							PRINTER SUPPLIES			
Total Check Amount:								\$396.91		

Accounts Payable Final PreList - 8/29/2019 1:06:58PM

*** FINAL ***

Batch No 300

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
-----------	-------------	------------------	--------------	------	------------	----------------	--------------	--------	------------	-----

Total District Payment Amount: \$30,771.10

Accounts Payable Final Prelist - 8/29/2019 1:06:58PM

*** FINAL ***

Batch No 300

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Audit Flag	EFT
-----------	-------------	------------------	--------------	------	------------	----------------	--------------	------------	-----

Batch No 300

Total Accounts Payable:

\$30,771.10

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 30,771.10 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Authorizing Signature Mark Davis Date 8/29/2019

Fund Summary	Total
010	\$23,447.62
120	\$130.84
130	\$7,192.64
Total	\$30,771.10

Accounts Payable Final Prelist - 9/5/2019 12:57:07PM

*** FINAL ***

Batch No 301

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
012549	A T & T	PV-200238	8/24/2019		0306025811001		010-00000-0-00000-72000-59000-0-0000	\$26.16		
	A T & T		8/24/2019		0306025811001		PHONE CHARGES 010-00000-0-00000-27000-59000-0-0000	\$61.05	H	
							Total Check Amount:	\$87.21		
013718	A T & T MOBILITY - ROC	PV-200237	8/16/2019		287257890202		010-07230-0-00000-36000-59000-0-0000 BUS BARN ALARM	\$26.40		
							Total Check Amount:	\$26.40		
013371	A.C.S.A.	PV-200236	9/1/2019		90784		010-00000-0-00000-71500-53000-0-0000 DUES	\$108.52		
	A.C.S.A.		9/1/2019		90784		010-00000-0-00000-72000-53000-0-0000	\$72.99		
							Total Check Amount:	\$181.51		
013822	Abril, Candy	PV-200289	8/15/2019		CA-AUG19		010-00000-0-00000-73000-52000-0-0000 MILEAGE	\$73.08		
							Total Check Amount:	\$73.08		
013164	CA DEPT OF EDUCATION	PV-200291	6/30/2019		54-72181		010-00000-0-00000-00000-86602-0-0000 INTEREST CALCULATION	\$83.60		G
							Total Check Amount:	\$83.60		
013717	CCSESA	PV-200290	8/29/2019		CISC-20-0356-0290-03		010-07200-0-11100-10000-52000-0-0202 CISC 2020 TICKET	\$450.00		
							Total Check Amount:	\$450.00		
013785	CDW GOVERNMENT LLC	PV-200239	8/25/2019		TQD4427		010-07200-0-11100-10000-43000-0-0101 MEDIA STREAMING ADAPTER	\$439.31		
	CDW GOVERNMENT LLC	PV-200240	8/30/2019		200042 TRV6567		010-07200-0-11100-10000-44000-0-0101 SMART CHARGING CART	\$1,239.13		
							Total Check Amount:	\$1,678.44		
013574	FLYERS ENERGY, LLC	PV-200288	8/31/2019		CFS-2033877		010-07230-0-00000-36000-43000-0-0000 BUS FUEL	\$1,121.15		
							Total Check Amount:	\$1,121.15		

Accounts Payable Final Prelist - 9/5/2019 12:57:07PM

*** FINAL ***

Batch No 301

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
013797	FRESNO MOBILE RADIO INC.	PV-200241	8/31/2019		41-84955		010-07230-0-00000-36000-59000-0-0000	\$152.00		
							BUS RADIO SERVICE			
							Total Check Amount:	\$152.00		
013823	HENDRICK, JEFF	PV-200276	8/29/2019		640113/640120		130-53100-0-00000-37000-47000-0-0000	\$925.98		
							DAIRY PRODUCTS			
							Total Check Amount:	\$925.98		
013921	Juan Carlos Martin	PV-200274	8/24/2019		3221		010-07230-0-00000-36000-56000-0-0000	\$2,054.38		D
							BUS REPAIRS			
							Total Check Amount:	\$2,054.38		
013808	Merzolan, Neil	PV-200287	8/30/2019	200031	NM-AUG19		010-11000-0-11100-10000-43000-0-0000	\$11.72		
							CLASSROOM SUPPLIES			
							Total Check Amount:	\$11.72		
013742	MID VALLEY DISPOSAL	PV-200275	8/31/2019		1623573		010-00000-0-00000-81000-55000-0-0000	\$186.38		
							UTILITIES			
							Total Check Amount:	\$186.38		
013575	ROCKFORD SCHOOL DISTRICT	PV-200242	9/1/2019		INSURANCE		010-00000-0-11100-10000-34010-0-0000	\$599.49		
							HEALTH INSURANCE - SNIDER HENDRICKSON			
							Total Check Amount:	\$599.49		
012831	SISC III	PV-200285	9/1/2019		72181		010-00000-0-00000-71100-34010-0-0000	\$10,076.06		G
							HEALTH INSURANCE			
							010-00000-0-00000-00000-95028-0-0000	\$4,344.10		G
							010-00000-0-00000-00000-95024-0-0000	\$46,785.46		G
							Total Check Amount:	\$61,205.62		
012867	SMART & FINAL STORES CORP.	PV-200286	9/6/2019		387572		010-00000-0-11100-10000-43000-0-0000	\$30.87		
							SCHOOL SUPPLIES			
							010-00000-0-00000-81000-43000-0-0000	\$282.37		
							130-53100-0-00000-37000-43000-0-0000	\$45.39		
							130-53100-0-00000-37000-47000-0-0000	\$13.17		
							010-07200-0-00000-24950-43000-0-0502	\$115.58		

Accounts Payable Final Prelist - 9/5/2019 12:57:07PM

*** FINAL ***

Batch No 301

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
Total Check Amount:										\$487.38
005383	SOUTHERN CALIF EDISON CO	PV-200284	8/28/2019		2014706030		010-00000-0-00000-81000-55000-0-0000	\$9,004.69		
	SOUTHERN CALIF EDISON CO		8/28/2019		2014706030		130-53100-0-00000-81000-55000-0-0000	\$483.91		
Total Check Amount:								\$9,488.60		
013392	SOUTHWEST SCHOOL & OFFICE	PV-200243	8/21/2019		PINV0610752		010-07200-0-11100-10000-43000-0-0203	\$95.41		
	SOUTHWEST SCHOOL & OFFICE	PV-200244	8/21/2019		PINV0610630		LIBRARY SUPPLIES 010-07200-0-11100-10000-43000-0-0108	\$62.11		
	SOUTHWEST SCHOOL & OFFICE	PV-200245	8/21/2019		PINV0610810		COACHING SUPPLIES 010-07200-0-11100-10000-43000-0-0108	\$56.28		
	SOUTHWEST SCHOOL & OFFICE	PV-200246	8/23/2019		PINV0612195		010-00000-0-00000-72000-43000-0-0000	\$4.23		
	SOUTHWEST SCHOOL & OFFICE	PV-200247	8/21/2019		PINV0610252		OFFICE SUPPLIES 010-00000-0-00000-72000-43000-0-0000	\$11.06		
	SOUTHWEST SCHOOL & OFFICE	PV-200248	8/21/2019		PINV0610874		010-00000-0-00000-72000-43000-0-0000	\$34.05		
	SOUTHWEST SCHOOL & OFFICE	PV-200250	8/27/2019		PINV0614328		010-00000-0-00000-81000-43000-0-0000	\$308.76		
	SOUTHWEST SCHOOL & OFFICE	PV-200251	8/23/2019		PINV0612209		OPERATIONS SUPPLIES 010-11000-0-11100-10000-43000-0-0000	\$9.36		
	SOUTHWEST SCHOOL & OFFICE	PV-200252	8/21/2019		PINV0610192		CLASSROOM SUPPLIES 010-11000-0-11100-10000-43000-0-0000	\$18.76		
	SOUTHWEST SCHOOL & OFFICE	PV-200253	8/21/2019		PINV0610198		010-11000-0-11100-10000-43000-0-0000	\$4.28		
	SOUTHWEST SCHOOL & OFFICE	PV-200254	8/21/2019		PINV0610200		010-11000-0-11100-10000-43000-0-0000	\$27.15		
	SOUTHWEST SCHOOL & OFFICE	PV-200255	8/21/2019		PINV0610201		010-11000-0-11100-10000-43000-0-0000	\$4.17		
	SOUTHWEST SCHOOL & OFFICE	PV-200256	8/21/2019		PINV0610223		010-11000-0-11100-10000-43000-0-0000	\$59.65		
	SOUTHWEST SCHOOL & OFFICE	PV-200257	8/21/2019		PINV0610546		010-11000-0-11100-10000-43000-0-0000	\$58.39		
	SOUTHWEST SCHOOL & OFFICE	PV-200258	8/21/2019		PINV0610649		010-11000-0-11100-10000-43000-0-0000	\$64.47		
	SOUTHWEST SCHOOL & OFFICE	PV-200259	8/21/2019		PINV0610714		010-11000-0-11100-10000-43000-0-0000	\$6.34		
	SOUTHWEST SCHOOL & OFFICE	PV-200260	8/21/2019		PINV0610782		010-11000-0-11100-10000-43000-0-0000	\$4.85		
	SOUTHWEST SCHOOL & OFFICE	PV-200261	8/21/2019		PINV0610783		010-11000-0-11100-10000-43000-0-0000	\$15.95		
	SOUTHWEST SCHOOL & OFFICE	PV-200262	8/28/2019		PINV0616446		010-11000-0-11100-10000-43000-0-0000	\$150.85		
	SOUTHWEST SCHOOL & OFFICE	PV-200263	8/21/2019		PINV0610486		010-11000-0-11100-10000-43000-0-0000	\$56.60		
	SOUTHWEST SCHOOL & OFFICE	PV-200264	8/21/2019		PINV0610440		010-11000-0-11100-10000-43000-0-0000	\$8.76		
	SOUTHWEST SCHOOL & OFFICE	PV-200265	8/21/2019		PINV0610994		010-11000-0-11100-10000-43000-0-0000	\$41.44		
	SOUTHWEST SCHOOL & OFFICE	PV-200266	8/21/2019		PINV0610318		010-11000-0-11100-10000-43000-0-0000	\$241.21		
	SOUTHWEST SCHOOL & OFFICE	PV-200267	8/21/2019		PINV0611009		010-11000-0-11100-10000-43000-0-0000	\$15.91		

Accounts Payable Final Prelist - 9/5/2019 12:57:07PM

*** FINAL ***
Batch No 301
Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
013392	SOUTHWEST SCHOOL & OFFICE	PV-200268	8/21/2019	200002	PINV0610855		010-11000-0-11100-10000-43000-0-0000	\$15.97		
	SOUTHWEST SCHOOL & OFFICE	PV-200269	8/21/2019	200002	PINV0610303	CLASSROOM SUPPLIES	010-11000-0-11100-10000-43000-0-0000	\$9.60		
	SOUTHWEST SCHOOL & OFFICE	PV-200270	8/21/2019	200002	PINV0610489		010-11000-0-11100-10000-43000-0-0000	\$52.75		
	SOUTHWEST SCHOOL & OFFICE	PV-200271	8/21/2019	200002	PINV0610196		010-11000-0-11100-10000-43000-0-0000	\$11.83		
							Total Check Amount:	\$1,490.19		
012637	STRATHMORE PUBLIC	PV-200272	8/31/2019		10017P-00		130-53100-0-00000-81000-55000-0-0000	\$12.36		
	STRATHMORE PUBLIC		8/31/2019		10017P-00	UTILITIES	010-00000-0-00000-81000-55000-0-0000	\$230.06		
							Total Check Amount:	\$242.42		
005388	THE GAS COMPANY	PV-200283	8/28/2019		17621639008		010-00000-0-00000-81000-55000-0-0000	\$56.43		
	THE GAS COMPANY		8/28/2019		17621639008	UTILITIES	130-53100-0-00000-81000-55000-0-0000	\$3.03		
							Total Check Amount:	\$59.46		
013654	TOSHIBA FINANCIAL SERVICES	PV-200273	8/31/2019		393945167		010-11000-0-11100-10000-56000-0-0000	\$1,044.40		D
						CONTRACT PAYMENT				
							Total Check Amount:	\$1,044.40		
013111	TULARE CO. OFFICE OF EDUCATION	PV-200281	8/15/2019	200001	200238		010-07200-0-11100-10000-58000-0-0201	\$500.00		
	TULARE CO. OFFICE OF EDUCATION	PV-200282	6/13/2019		192962	HEART OF TEACHING-TREDWAY	010-00008-0-11100-31400-58000-0-0000	\$3,987.67		
						MAY 2019 RBT SERVICES				
							Total Check Amount:	\$4,487.67		
013221	VALLEY FOOD SERVICE	PV-200280	8/30/2019		371696/371697		130-53100-0-00000-37000-43000-0-0000	\$217.40		
	VALLEY FOOD SERVICE		8/30/2019		371696/371697	CAFETERIA FOOD AND SUPPLIES	130-53100-0-00000-37000-47000-0-0000	\$1,918.48		
							Total Check Amount:	\$2,135.88		
013722	FAST NETWORKS	PV-200279	9/1/2019		18079		010-00000-0-00000-72000-59000-0-0000	\$52.50		
	FAST NETWORKS		9/1/2019		18079	INTERNET CONNECTION	010-00000-0-00000-27000-59000-0-0000	\$122.50		

Accounts Payable Final Prelist - 9/5/2019 12:57:07PM

*** FINAL ***
Batch No 301
Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
006227	WEISENBERGERS ACE HARDWARE	PV-200278	9/1/2019		58867		010-81500-0-00000-81100-43000-0-0000	\$54.60		
							MAINTENANCE SUPPLIES			
							Total Check Amount:	\$54.60		
013652	ZOOM IMAGING SOLUTIONS, INC	PV-200277	8/28/2019		2136401/2135693		010-11000-0-11100-10000-43000-0-0000	\$19.08		
							COPIER SUPPLIES			
							Total Check Amount:	\$19.08		

Accounts Payable Final Prelist - 9/5/2019 12:57:07PM

*** FINAL ***

Batch No 301

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
-----------	-------------	------------------	--------------	------	------------	----------------	--------------	--------	------	-----

Total District Payment Amount: \$88,521.64

Accounts Payable Final Prelist - 9/5/2019 12:57:07PM

*** FINAL ***

Batch No 301

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
-----------	-------------	------------------	--------------	------	------------	----------------	--------------	--------	------	-----

Batch No 301

Total Accounts Payable: \$88,521.64

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 88,521.64 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Adrian D. L...
Authorizing Signature

9-5-2019
Date

Fund Summary	Total
010	\$84,901.92
130	\$3,619.72
Total	\$88,521.64

49 Sunnyside Union Elementary School I
Tulare County Office of Education
Accounts Payable Final Prelist - 9/12/2019 1:23:23PM

9/12/2019
1:23:23PM

Page 1 of 5
APY500

*** FINAL ***
Batch No 302

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
013630	AAA TRUCK SERVICE INC.	PV-200292	9/5/2019		44514/44500		010-07230-0-00000-36000-56000-0-0000	\$727.64		
	AAA TRUCK SERVICE INC.		9/5/2019		44514/44500		BUS REPAIRS AND SUPPLIES	\$114.37		
							010-07230-0-00000-36000-43000-0-0000	\$842.01		
							Total Check Amount:			
013610	CALIFORNIA DEPARTMENT OF ED	PV-200293	4/8/2019		66085`		130-53100-0-00000-37000-58000-0-0000	\$136.80		
							COMMODITIES SHIPPING AND HANDLING	\$136.80		
							Total Check Amount:	\$136.80		
013717	CCSESA	PV-200294	8/29/2019		CISC20-0356-0291-030		010-07200-0-11100-10000-52000-0-0202	\$450.00		
							CISC 2020 TICKET - SCHMIDT	\$450.00		
							Total Check Amount:	\$450.00		
013775	CROUZET IRRIGATION SUPPLY, INC	PV-200295	8/31/2019		C1116		010-00000-0-00000-81000-43000-0-0000	\$123.66		
							MAINTENANCE SUPPLIES	\$123.66		
							Total Check Amount:	\$123.66		
012088	CULLIGAN	PV-200296	8/31/2019		66977		010-00000-0-00000-81000-43000-0-0000	\$35.66		
							BW PURIFIED - 5 GAL	\$35.66		
							Total Check Amount:	\$35.66		
013929	Dart's Air Conditioning & Heat	PV-200325	9/6/2019	200041	3604		010-81500-0-00000-85000-62000-0-0000	\$6,500.00		
							PRESCHOOL AC/HEAT UNIT	\$6,500.00		
							Total Check Amount:	\$6,500.00		
011762	E.M. THARP INC.	PV-200297	8/31/2019		616163		010-07230-0-00000-36000-43000-0-0000	\$1,249.30		
							BUS PARTS	\$1,249.30		
	E.M. THARP INC.		8/31/2019		616163		120-61050-0-00010-10000-43000-0-0000	\$6.95		
							Total Check Amount:	\$1,256.25		
013745	FOLLETT SCHOOL SOLUTIONS, INC.	PV-200298	9/1/2019		1372745		010-00000-0-11100-10000-58000-0-0000	\$744.83		
							LIBRARY SERVICE RENEWAL	\$744.83		
							Total Check Amount:	\$744.83		

49 Sunnyside Union Elementary School I
Tulare County Office of Education
Accounts Payable Final Prelist - 9/12/2019 1:23:23PM

9/12/2019
1:23:23PM

Page 2 of 5
APY500

*** FINAL ***

Batch No 302

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
-----------	-------------	------------------	--------------	------	------------	----------------	--------------	--------	------	-----

013795	FRONTIER COMMUNICATIONS	PV-200299	9/1/2019		55956817410615765		010-00000-0-00000-81000-59000-0-0000	\$319.62		
--------	-------------------------	-----------	----------	--	-------------------	--	--------------------------------------	----------	--	--

PHONE CHARGES
Total Check Amount: \$319.62

010-00000-0-00000-81000-43000-0-0000
MAINTENANCE SUPPLIES
Total Check Amount: \$24.32

010-07200-0-11100-10000-44000-0-0406
BAND INSTRUMENTS AND SUPPLIES
Total Check Amount: \$24.32

010-07200-0-11100-10000-44000-0-0406
BAND INSTRUMENTS AND SUPPLIES
Total Check Amount: \$496.43

120-61050-0-00010-10000-43000-0-0000
PRESCHOOL MATERIALS
Total Check Amount: \$26.93

130-53100-0-00000-37000-58000-0-0000
NUTRI KIDS
Total Check Amount: \$26.93

130-53100-0-00000-37000-58000-0-0000
NUTRI KIDS
Total Check Amount: \$497.50

130-53100-0-00000-37000-47000-0-0000
DAIRY PRODUCTS
Total Check Amount: \$497.50

010-00000-0-00000-81000-43000-0-0000
MAINTENANCE SUPPLIES AND RENTALS
010-00000-0-00000-81000-56000-0-0000
Total Check Amount: \$807.96

010-07200-0-00000-81000-58000-0-0601
ANNUAL CYBER LOCK WEB HOSTING
Total Check Amount: \$93.27

010-81500-0-00000-81100-43000-0-0000
MAINTENANCE SUPPLIES
Total Check Amount: \$300.00

010-81500-0-00000-81100-43000-0-0000
MAINTENANCE SUPPLIES
Total Check Amount: \$500.00

010-81500-0-00000-81100-43000-0-0000
MAINTENANCE SUPPLIES
Total Check Amount: \$500.00

010-81500-0-00000-81100-43000-0-0000
MAINTENANCE SUPPLIES
Total Check Amount: \$295.66

49 Sunnyside Union Elementary School I
Tulare County Office of Education
Accounts Payable Final Prelist - 9/12/2019 1:23:23PM

9/12/2019
1:23:23PM

Page 3 of 5
APY500

*** FINAL ***
Batch No 302

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
013597	LAWRENCE TRACTOR CO., INC.	PV-200308	9/9/2019		371979		010-00000-0-00000-81000-43000-0-0000 MAINTENANCE SUPPLIES	\$2.74		
Total Check Amount:								\$295.66		
013522	LOWES	PV-200309	9/2/2019		98005439769		010-81500-0-00000-81100-43000-0-0000 MAINTENANCE SUPPLIES	\$1,295.75		
Total Check Amount:								\$2.74		
013685	MATA, DIANA	PV-200310	8/31/2019		DM-AUG19		010-90271-0-81000-59000-43000-0-1822 VROOM SUPPLIES	\$149.52		
Total Check Amount:								\$1,295.75		
013377	MEDICAL BILLING TECHNOLOGIES	PV-200311	9/2/2019		AR-30262		010-00008-0-00000-27000-58000-0-0000 MEDICAL BILLING SERVICES	\$134.82		
Total Check Amount:								\$149.52		
013958	NUTRIEN AG SOLUTIONS, INC.	PV-200312	9/6/2019		40434441		010-00000-0-00000-81000-43000-0-0000 MAINTENANCE SUPPLIES	\$313.89		
Total Check Amount:								\$134.82		
012673	OFFICE DEPOT CREDIT PLAN	PV-200313	8/28/2019		28293059		010-00000-0-00000-72000-43000-0-0000 SCHOOL SUPPLIES	\$21.98		
Total Check Amount:								\$313.89		
	OFFICE DEPOT CREDIT PLAN		8/28/2019		28293059		010-07200-0-11100-10000-43000-0-0108	\$278.92		
Total Check Amount:								\$300.90		
013970	RAMIREZ CUSTOM CONCRETE	PV-200314	9/6/2019		2019-3099		010-81500-0-00000-85000-61700-0-0000 CONCRETE WORK	\$7,050.00		
Total Check Amount:								\$7,050.00		
012968	SAVE MART SUPERMARKET	PV-200315	8/25/2019		TRD-67321		130-53100-0-00000-37000-47000-0-0000 CAFETERIA FOOD	\$32.68		
Total Check Amount:								\$32.68		
Total Check Amount:								\$32.68		

49 Sunnyside Union Elementary School I
Tulare County Office of Education
Accounts Payable Final Prelist - 9/12/2019 1:23:23PM

9/12/2019
1:23:23PM

Page 4 of 5
APY500

*** FINAL ***
Batch No 302

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
012474	SYSO FOOD SERVICES OF MODESTO	PV-200316	8/31/2019		80989		130-53100-0-00000-37000-47000-0-0000	\$1,570.29		
	SYSO FOOD SERVICES OF MODESTO		8/31/2019		80989		CAFETERIA FOOD AND SUPPLIES 130-53100-0-00000-37000-43000-0-0000	\$274.96		
							Total Check Amount:	\$1,845.25		
013917	Tractor Supply Co	PV-200317	8/30/2019		6035301205123944		010-81500-0-00000-81100-43000-0-0000 MAINTENANCE SUPPLIES	\$10.90		
							Total Check Amount:	\$10.90		
012476	TULARE CO SMALL SCH SUPER ASSO	PV-200319	8/27/2019		CONFERENCE		* 010-07200-0-11100-10000-52000-0-0202 SMALL SCHOOLS CONFERENCE	\$2,600.00	B	
							Total Check Amount:	\$2,600.00		
012476	TULARE CO SMALL SCH SUPER ASSO	PV-200318	8/27/2019		DUES		* 010-00000-0-00000-71500-53000-0-0000 DUES	\$257.50		
							Total Check Amount:	\$257.50		
013955	VALLEY EXPETEC	PV-200320	9/9/2019		W001522		010-00000-0-00000-72000-58000-0-0000 TECH HOURS	\$3,332.00	L	
							Total Check Amount:	\$3,332.00		
013221	VALLEY FOOD SERVICE	PV-200321	9/6/2019		371977/371981		130-53100-0-00000-37000-47000-0-0000 CAFETERIA FOOD AND SUPPLIES	\$1,106.92		
	VALLEY FOOD SERVICE		9/6/2019		371977/371981		130-53100-0-00000-37000-43000-0-0000	\$125.56		
							Total Check Amount:	\$1,232.48		
007477	VERIZON CALIFORNIA	PV-200322	8/28/2019		9837032537		010-00000-0-00000-72000-59000-0-0000 PHONE CHARGES	\$128.14		
	VERIZON CALIFORNIA		8/28/2019		9837032537		010-00000-0-00000-27000-59000-0-0000	\$299.00		
							Total Check Amount:	\$427.14		
013356	Woodwind & Brasswind	PV-200323	8/25/2019		510932		010-07200-0-11100-10000-44000-0-0406 BAND INSTRUMENTS AND SUPPLIES	\$2,276.76		
	Woodwind & Brasswind		8/25/2019		510932		010-07200-0-11100-10000-43000-0-0406	\$190.18		

Accounts Payable Final Prelist - 9/12/2019 1:23:23PM

*** FINAL ***
Batch No 302

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate		Total Check Amount:	Audit		
						Check	Account Code		Amount	Flag	EFT
013652	ZOOM IMAGING SOLUTIONS, INC	PV-200324	9/3/2019		2138104		010-11000-0-11100-10000-58000-0-0000		\$316.03		
						COPIER CONTRACT					
						Total Check Amount:			\$316.03		
						Total Check Amount:			\$2,466.94		
						Total Check Amount:			\$316.03		

Accounts Payable Final Prelist - 9/12/2019 1:23:23PM

*** FINAL ***

Batch No 302

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
-----------	-------------	------------------	--------------	------	------------	----------------	--------------	--------	------------	-----

Total District Payment Amount: \$35,219.44

49 Sunnyside Union Elementary School I

Tulare County Office of Education

9/12/2019
1:23:23PM

Page 1 of 1
APY500

Accounts Payable Final Prelist - 9/12/2019 1:23:23PM

*** FINAL ***

Batch No 302

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate		Total Accounts Payable:	Amount Flag EFT		
						Check	Account Code		Amount	Flag	EFT

Batch No 302

\$35,219.44

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 35,219.44 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Authorizing Signature *Candy Allen* Date 9/12/19

Fund Summary		Total
010		\$30,632.89
120		\$33.88
130		\$4,552.67
Total		\$35,219.44



SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

AGENDA ITEM SUMMARY SHEET

Agenda Heading

- ☐ Closed Session
- ☐ Acknowledgement and Reports
- ☒ Routine Matters – Consent Calendar
- ☐ Information and Discussion
 - ☐ Business
 - ☐ Maintenance, Operations, and Transportation
 - ☐ Instruction
 - ☐ Board
- ☐ Local Control Accountability Plan
- ☒ Action Items

Agenda Item: IX. A. c. Approve Minutes from September 10, 2019, Regular Governing Board Meeting

Date: October 8, 2019

Presented By: Jeannette Torres-Marquez

Attachments: Yes ☒ No ☐

Summary

The attached board meeting minutes are from the board meeting held on September 10, 2019. The notes on the minutes are from the information gathered during the board meeting.

Board of Trustee: Kimberly Braziel | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada
Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager
Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary

Sunnyside Union Elementary School
Governing Board Minutes
September 10, 2019
6:00 pm – Multi-Purpose Room

- I. CALL TO ORDER AT 6:00 PM
 - A. Attendees
 - Board of Education Present: Schuyler Glover, Andy Manning, Humberto Quezada, Kimberly Braziel, Humberto Cárdenas
- II. ADA ACCOMMODATIONS REQUIREMENT
 - A. All Accommodation Meet
 - B. All Accommodation Meet
- III. ADJOURN TO CLOSED SESSION
 - A. Discuss the recommendation for ratification of classified employment for the following positions:
 - a. Part-Time Custodian (5.75 Hours)
 - b. Pre-School Instructional Aide (Part-Time)
 - B. Public Employee Discipline/Dismissal/Release (Government Code 54597)
- IV. ADJOURN TO CLOSED SESSION AT 6:01 PM
- V. RECONVENE TO OPEN SESSION AT 6:09 PM
- VI. GENERAL BUSINESS
 - A. Pledge of Allegiance (Student Presented Video) – Presented by Mrs. Armas Class
 - B. Mission Statement: Presented by No Mission Statement this month. **None. Mr. Kimball's class will present Mission Statement at the next Board Meeting.**
 - C. Welcome – Carlos Kimball and Josh Tredway
 - D. Report of Action Taken is Closed Session (if any) – **No Action Taken**
 - E. Approve the Agenda of the September 10, 2019, Regular Board Meeting.
Motion By: Humberto Cárdenas
Second By: Kimberly Braziel
Votes: 5-0
- VII. PUBLIC COMMENTS – **None**
- VIII. ACKNOWLEDGMENTS AND REPORTS
 - A. Acknowledgments
 - a. Presentation of the students who are being Reclassified as **Fluent English Proficient** based on 2018-2019 Academic Performance. – Mr. Tsuboi acknowledged the thirteen students who were re-designated this year based on the ELPAC testing during the 2018-2019 SY.
 - b. Congratulations to Mr. Anderson who was selected the **2019 Middle School Teacher of the Year**. The Central California Chinese Cultural Center, in partnership with the Tulare County Office of Education, will be honor him on Thursday, September 19, 2019, at the 26th Annual Confucius' Birthday Celebration. – Mr. Tsuboi acknowledged Mr. Anderson and gave the board an invitation so they can attend the event if they are available. Mr. Tsuboi commented that Mr. Schmidt is honored and glad that he will have his cast off for this celebration.

B. Staff Reports

- a. Employee Groups (Certificated, Classified, Confidential) – Mr. Kimball, the Social Studies teacher and football coach reported on the Varsity and JV football teams. The teams are going well and we coach are making it work. The Varsity team has had no wins but they have been really close to a win by one or two touchdowns. Whereas the JV team has had one tie, one win, and one loss. It is going well and it is good to see the students in a different environment than the classroom.
- b. Student Report – None
- c. Academic Coach Report – Mr. Tredway updated the board on the academic coaching to staff and teachers with ELA/ELD and Math. Sixth - eighth grade is working on strategies to develop cross-curriculum skills between ELA/ELD and Math. After the team grouping, we come together to collaborate on the developed concepts during group time. We have completed ELPAC testing, and we are working on narrative writing assessments. Two teachers are attending TECO to do the universal design program. These first six weeks of school have been very active with much learning. We have lined up some excellent speakers for the two staff developments in October; Steve Ventura and Melissa Biggerstaff. The school culture is very positive, and the structure is there, now it's just working on developing strategies to pull it all together.
- d. Vice Principal – Categorical Manager Report – Mrs. Gunderman briefly updated the board on Preschool's four-star rating and the \$600 incentive they received. Fourth – eighth-grade discipline is down. The discipline matrix and scanning is going well so far. The scanning has gone from several to only a few. Now I am working on student's eligibility with grades and sports. We are looking forward to the Social-Emotional speaker to help and direct student in a positive way.
- e. Superintendent-Principal Report – Mr. Tsuboi updated the board on his agenda that was provided in the packet. He went over Athletics, the three meetings he attending and four events that occurred or will occur. The Porterville College ESL Class count is a low and if the number does not increase the class may be canceled. He also updated the board on some of the upcoming events like 6th-grade SCICON week trip, Parent Conference, and Building Night for Families to name a few; see board packet.

IX. ROUTINE MATTERS – ACTION REQUIRED

A. Consent Calendar

- a. Approve payroll for August 2019, in the amount of \$245,347.72.
- b. Approve Pay Vouchers/Purchase Orders for August 7th and 15th of 2019, numbering from 200119 – 200186, totaling \$112,327.85.
- c. Approve August 13, 2019, Governing Board Meeting Minutes

B. Personnel

- a. Approve ratification of employment for Yanet Servin, Preschool Aide.
Motion By: Humberto Quezada
Second By: Humberto Cárdenas
Votes: 5-0

X. PUBLIC NOTICE

- A. Declare a Public Hearing for Sufficient Text Books or Instructional Material for the 2019-2020 Fiscal Year.
- B. Declare a Public Viewing of Proposed English Language Arts Core Materials for September 24th – September 26th during Parent Conferences.

XI. NEW BUSINESS – ACTION ITEMS

- A. Approve Budget Revision for 2018-2019 SY. Mrs. Alari updated the board on the two items that change the figures to last year's budget. The adjustment was made to SERS/PERS and the revenue as well.
Motion By: Andy Manning
Second By: Humberto Cárdenas
Votes: 5-0
- B. Approve Budget Revision for 2019-2020 SY. Mrs. Alari updated the board on the budget revision to the revenue line and the general fund for some unforeseen expenses.
Motion By: Humberto Cárdenas
Second By: Kimberly Braziel
Votes: 5-0

- C. Approve Resolution 355 In the Matter of Establishing an Estimated Appropriation Limit for the 2019-2020 Fiscal Year and an Actual Appropriations Limit for the 2018-2019 Fiscal Year.
Motion By: Humberto Quezada
Second By: Humberto Cárdenas
Votes: 5-0
- D. Nominate and approve Board Member to serve on the School Wellness Committee. The Board nominated Humberto Quezada.
Motion By: Kimberly Braziel
Second By: Humberto Cárdenas
Votes: 5-0
- E. Approve the 2018-2019 Unaudited Actuals.
Motion By: Kimberly Braziel
Second By: Humberto Cárdenas
Votes: 5-0
- F. Approve the Application for Exemption Form Required Expenditures for Classroom Teachers Salaries.
Motion By: Humberto Quezada
Second By: Humberto Cárdenas
Votes: 5-0
- G. Approve Resolution 354 In the Matter of Determining that Pupils Have Sufficient Textbooks or Instructional Material for the 2019-2020 School Year. Mr. Tsuboi and Mrs. Gunderman explained to the board that the ELA curriculum will need to be updated; textbooks old. We will also be looking into adopting a new History and Science curriculum.
Motion By: Andy Manning
Second By: Humberto Quezada
Votes: 5-0
- H. Approve Board Policy 0420 School Plans Site Councils
Motion By: Kimberly Braziel
Second By: Humberto Cárdenas
Votes: 5-0
- I. Approve Administrative Regulation 0420 School Plans Site Councils.
Motion By: Kimberly Braziel
Second By: Humberto Cárdenas
Votes: 5-0
- J. Approve Board Policy 0450 Philosophy Goals Objectives and Comprehensive Plans.
Motion By: Humberto Quezada
Second By: Andy Manning
Votes: 5-0
- K. Approve Administrative Regulation 0450 Philosophy Goals Objectives and Comprehensive Plans.
Motion By: Andy Manning
Second By: Humberto Quezada
Votes: 5-0
- L. Approve Board Bylaws 9323.2 Actions by the Board.
Motion By: Kimberly Braziel
Second By: Humberto Cárdenas
Votes: 5-0
- M. Approve Exhibit 9323.2 Actions.
Motion By: Humberto Cárdenas

Second By: Andy Manning

Votes: 5-0

- N. Approve participation of Superintendent-Principal and Instructional Team to participate in the Curriculum, Instruction, and Steering Committee Annual Conference 2020. Mr. Tsuboi briefly explained that the conference would provide good tools to help with student academics. I am hoping to take a team of four. So far it will be myself, Mr. Tredway, Mr. Schmidt, and one other; the board agreed.

Motion By: Humberto Cárdenas

Second By: Kimberly Brazier

Votes: 5-0

- O. Approve the revised Athletic Participation and Eligibility Form effective October 1, 2019. Mr. Tsuboi and Mrs. Gunderman briefly updated the board on changes to the sport permission slip for athletic participation and eligibility. The board agreed on the NO F's, 2.00-grade point average, and the weekly check of grades on Wednesday's so that parents may be contacted.

Motion By: Kimberly Brazier

Second By: Humberto Quezada

Votes: 5-0

- P. Approve Testing Assessment Requirements for Admissions to Transitional Kindergarten and Kindergarten effective October 1, 2019. Mrs. Gunderman briefly updated the board on changing the requirements of children who are academically and socially ready for Transitional Kindergarten (TK) and Kindergarten. She is requesting that the requirements be changed immediately (September 11, 2019) and not as of October 1, 2019, the Board agreed. The board also agreed on the testing evaluation of these students before moving them to TK or kindergarten.

Motion By: Kimberly Brazier

Second By: Humberto Cárdenas

Votes: 5-0

- Q. Approve Agreement to Share a School Psychologist with Pleasant View Elementary School District for the 2019-2020 School Year.

Motion By: Humberto Cárdenas

Second By: Andy Manning

Votes: 5-0

XII. INFORMATION AND DISCUSSION

A. Local Control and Accountability Plan & Budget and Federal Addendum Updates

- a. Update on Local Control and Accountability Plan Approval from the Tulare County Office of Education. Mr. Tsuboi briefly explained to the board that we are still waiting for the final approval from the county, which also approves our budget. Until it is approved we have proceeded as usual.
- b. Budget and Project Report for Local Control and Accountability Plan for 2019-2020. Mr. Tsuboi briefly updated the board on the LCAP planning for next year; see board packet for details.

B. Maintenance, Operations and Transportation

- a. Report on the 2019-2020 Fire Marshall Inspection. Mr. Tsuboi briefly updated the board on the inspection with the fire marshal. It went well, but I will have the report back for the next meeting.
- b. Report on Monthly 45-Day Inspections. Mr. Tsuboi updated the board on the 45-day buses inspection. Instead of waiting till the 45-day inspection, we are working on the items the first two working days of the month so that we can stay on top of the buses before the inspection occurs. By doing this it will help keep clear records so our buses won't get pulled from being used.
- c. Discussion on overall state of facilities, New Construction, Public Bonds, etc. Mr. Tsuboi briefly explained that we need to start planning on what we want to do with the portables. I am not sure if we qualify for new construction money, but we need to start discussing other avenues or a plan since the buildings are over 25-years old and are being to show it.

C. Instructional Services

- a. Report on the 2019-2020 Williams Inspection. Mr. Tsuboi briefly updated the board on how we did during the Williams walkthrough. The one area that we need to work on is the instructional material for the ELD/ELA course that was created this year. The material needs to be updated to meet academic standards.

- b. Discussion on the Core Curriculum Adoption process for English Language Arts (School Wide Adoption). Mr. Tsuboi and Mrs. Gunderman briefly explained to the board that the curriculum for this subject will need updating to meet William's requirement.
- c. Behavior Report for August 2019. Mrs. Gunderman briefly reported that the behavior is going well with middle grade. Most of the behavior issues have been with primary, which takes up a lot of my time.
- d. Attendance and Enrollment Report as of September 3, 2019
- e. Information and Invitation to Participate in the 2019 Small Schools Conference to be held October 14, 2019. Mr. Tsuboi briefly updated the board letting them know that there will be three power speakers that will be at the Small Schools Conference. Steve Ventura who is one of the powerful speakers will be speaking at our professional development on October 15th.
- f. Classroom Highlights and Campus Walk (Instruction and Facilities)

D. Parental Involvement and Engagement Report

- a. Information on Parental Involvement for the 2019-20 Back to School Night Program - Mr. Tsuboi updated the board on the event and explained to the board that the event went well. Mr. Kimball had a line out the door of his classroom and the Jazz Band performed well as a first-time performance.
- b. Parent Conferences and Family Build Night Information. Mr. Tsuboi briefly explained to the board that he is preparing precut Birdhouse so that families that attend the event can put together a birdhouse as a family project. He committed that he will have an update at the next board meeting.

E. Board

- a. Information regarding the Nominations for CSBA Directors-at-Large African American, American Indian, and County.
- b. Board Policies for Review (First Reading)
 - 1. Board Policy 0460 Local Control and Accountability Plan
 - 2. Administrative Regulation 0460 Local Control and Accountability Plan
 - 3. Administrative Regulation 3543 Transportation Safety and Emergencies
 - 4. Board Policy 5113 Absences and Excuses
 - 5. Administrative Regulation 5113 Absences and Excuses
 - 6. Administrative Regulation 5131.41 Use of Seclusion and Restraint

XIII. NEXT SCHEDULED BOARD MEETING

- A. Regular Board Meeting: October 8, 2019 (6:00 PM)

XIV. ADJOURNMENT AT 8:02 PM

Respectfully Submitted,

Humberto Quezada, Clerk

**BEFORE THE BOARD OF TRUSTEES
OF THE SUNNYSIDE UNION SCHOOL DISTRICT
TULARE COUNTY, CALIFORNIA**

In the Matter of Establishing an Estimated
Appropriations Limit for the 2019-2020 Fiscal
Year and an Actual Appropriations Limit for
the 2018-2019 Fiscal Year

RESOLUTION NO. 356

RECITALS

1. In November of 1979, the California electorate adopted Proposition 4, commonly called the "Gann Initiative," which added Article XIII B to the California Constitution.
2. The provisions of that Article establish maximum appropriation limits, commonly called "Gann Limits," for public agencies, including school districts.
3. Section 7900 et seq. of the Government Code require this board to establish annually, by resolution at a regular or special meeting, the appropriations limit for the District.
4. Government Code section 7902.1 authorizes this board to increase the District's appropriations limit to an amount equal to its proceeds of taxes.
5. Education Code section 42132 requires that the governing board of each school district annually adopt such resolution by September 15th.
6. Education Code section 42132 requires that all documentation used in the identification of the appropriations limit shall be made available to the public at the meeting at which this resolution is adopted.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above recitals are true and correct.
2. This board hereby establishes and adopts for the 2019-2020 fiscal year an estimated appropriations limit in the amount of \$1,987,478.09, and for the 2018-2019 fiscal year identifies the actual appropriations limit of \$1,987,478.09.
3. Said appropriations limits have been calculated and determined in accordance with all applicable statutes and constitutional provisions and do not exceed the limitations imposed by Proposition 4.

4. In the event this board increases the appropriations limit, it shall notify the Director of Finance of the change within 45 days, as required by Government Code section 7902.1.

THE FOREGOING RESOLUTION was adopted upon motion by Trustee _____, seconded by Trustee _____, at a regular/special meeting held on October 8, 2019, by the following vote:

AYES:	
NOES:	
ABSENT:	
ABSTAIN:	

I, Humberto Quezada, secretary of the governing board of the Sunnyside Union School District, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this 8 day of October, 2019.

Dated: October 8, 2019

Secretary, Board of Trustees

**QUALITY RATING AND IMPROVEMENT SYSTEM
BLOCK GRANT AGREEMENT ("Agreement")**

AGREEMENT COVER

Legal Doc./Contract No. of this signed Agreement (TCOE Legal use only): _____

Tulare County Early Stars Rating FY 2018/2019

DISTRICT/AGENCY	TCOE
Sunnyside Union School District Attn: Jody Gunderman 21644 Avenue 196 Strathmore, CA 93267 Phone No: 559-568-1741 FAX No: 559-568-2277 Email: jgunderman@sunnysideunion.com	Tulare County Office of Education (TCOE) Attn: Julie Berk, Assistant Superintendent Tulare County Office of Education Early Childhood Education Program 7000 W. Doe Ave, Suite C Visalia, CA 93291 Phone No: (559) 651-3022 FAX No: (559) 651-3802 Email: jberk@cc.tcoe.org
CONTRACT TERM (see § 3.1)	CONTRACT TERMINATION (see §3.2 and 3.3)
"Effective Date": July 1, 2018 "Termination Date": September 30, 2019	Ground for Termination: <input type="checkbox"/> With cause <input checked="" type="checkbox"/> With or without cause "Notice Period": At least 30 days before the effective date of the termination of this agreement.
CONTRACT AMOUNT (see § 2.2) TCOE will provide a Grant funding allocation to District/Agency that administers sites that have achieved/maintained high common local tiers of quality at 4 and 5 Stars between July 1, 2018 and September 30, 2019; issued by the Tulare County Early Stars Program as follows (" Contract Amount "): 	

5 STARS = \$ 5,130 per classroom* OR 4 STARS = \$3630 per classroom*

*An early learning site is defined according to the California Race to the Top – Early Learning Challenge (RTT-ELC) Tiered Quality Improvement System (TQRIS) Consortia Implementation Guide as follows:

- An early learning site is operated by an administration or entity at one physical location with at least one child care license from Department of Social Services Community Care Licensing Division. If two administrations/entities are operating on the same site and are operating separately from one another (e.g., co-located), each is counted as a separate site.

The teaching team consists of the same group of teachers over time. However, for the purpose of determining whether a new assessment and rating is required, if the lead teacher changes, then a new assessment is required. If other teachers change but the lead teacher remains the same, then a new assessment is not required. The table below demonstrates several scenarios to help determine number of classrooms

INVOICE AND PAYMENT SCHEDULE (see § 2.2)

TCOE shall pay the Contract Amount to District/Agency in accordance with the following **"Payment Schedule"**:

Within 30 days after TCOE receives a completed invoice for fully rated sites that scored between 4 and 5 STARS as a result of a Rating Visit from the Tulare County Early Stars Program.

1. Invoice for Sites Rated by the Early Stars Program at 4 or 5 Stars; Invoice must be submitted to TCOE by September 15, 2019

REQUIRED DOCUMENTS (see § 1A.3): District/Agency shall provide to TCOE each document listed below, each a **"Required Document"**

1. Completed Block Grant Reporting Form 3 (blank form attached as Exhibit A); Form must be submitted to TCOE by December 30, 2019 and every six months following until all funds have been spent.
2. At TCOE's request (only for Non-School district CSPP Sites), Taxpayer Identification Number Request (W-9) and any other documents that TCOE may require to process payment of the Contract Amount to District/Agency.

In consideration of the covenants, conditions and stipulations in and for good and valuable consideration and the mutual benefits to be derived from this Agreement and the attached General Terms and Conditions, which are incorporated in to this Agreement, District/Agency and TCOE, separately referred to as a **"Party"** and collectively as the **"Parties,"** hereby enter into this Agreement. Unless this Agreement states or the context requires otherwise, any reference to a Party shall mean the Party and its governing body, officers, employees, and agents, and, in the case of District, includes District's students. Each person executing this Agreement on behalf of a Party warrants that he/she is legally authorized to execute on behalf of and to bind the Party to this Agreement.

DISTRICT/AGENCY

TCOE-ECEP

By: _____
Print Name: Steve Tsuboi
Title: Superintendent-Principal

By: _____
Julie Berk, Administrator
or Authorized Designee

GENERAL TERMS AND CONDITIONS

These General Terms and Conditions contain the following Articles:

Article 1	Scope of Services and Obligations
Article 1A	Additional Requirements
Article 2	Payment and Allocation of Funds
Article 3	Term and Termination of Agreement
Article 4	Insurance
Article 5	Indemnity
Article 6	Dispute Resolution
Article 7	General Provisions

ARTICLE 1 SCOPE OF SERVICES AND OBLIGATIONS.

SECTION 1.1 RECITALS. This Agreement defines the operative and fiscal conditions that will govern the transfer of the IMPACT QRIS Block Grant ("**Grant**") quality improvement funds from TCOE to District/Agency during the Contract Term ("**Grant Funds**"). The Grant Funds are designed to support State Preschool programs under a District/Agency that received a Star Rating of a 4, or 5 Stars as a result of a Rating Visit from the Tulare County Early Stars Program ("**Rating**"). By this Agreement, the Parties desire to set forth the terms and conditions upon which TCOE shall transfer the Grant Funds to District/Agency, the Quality Improvement Efforts shall be performed in consideration for such transfer, and the Parties' rights and obligations relating to such transfer and efforts.

SECTION 1.2 DISTRICT/AGENCY RESPONSIBILITIES. District/Agency shall provide all labor, materials, services, supplies, equipment, and transportation necessary to complete the quality improvement(s) required by this Agreement.

ARTICLE 1A ADDITIONAL REQUIREMENTS.

SECTION 1A.1 RECORD KEEPING, RETENTION, INSPECTION, AND AUDIT. District/Agency shall maintain accurate books and records of all services and obligations performed, amounts billed pursuant to, and all documents required of District/Agency under this Agreement for at least five years after the date on which this Agreement terminates and make them available for review, audit, and/or copying by TCOE. If this Agreement involves the expenditure of \$10,000 or more in funds from the State, it is subject, for three years after the final payment is made, to the State Auditor's examination and audit at TCOE's request or as part of an audit of TCOE. The provisions of this Section shall survive the termination of this Agreement.

SECTION 1A.2 CONFIDENTIAL RECORDS AND INFORMATION. If any document and/or information (e.g., employee or student records) that are subject to nondisclosure or protection under federal and/or State laws (collectively "**Confidential Materials**") are provided to or created by District/Agency for or pursuant to this Agreement, District/Agency shall: (A) not release, disseminate, publish, or disclose the Confidential Materials except as required by law or a court order, as this Agreement may permit, or as TCOE, through its contact person listed on the Agreement Cover or other designated TCOE staff, may authorize in writing; (B) not use the Confidential Materials for any purpose not related to the performance of this Agreement; and (C) protect and secure the Confidential Materials, including those that are saved or stored in an electronic form, to ensure that they are safe from theft, loss, destruction, erasure, alteration, and unauthorized viewing, duplication, and use. The provisions of this Section shall survive the termination of this Agreement.

SECTION 1A.3 REQUIRED DOCUMENTS. District/Agency must provide to TCOE each Required Document marked on the Agreement Cover, each of which is incorporated by reference into and constitutes a part of this Agreement. If any Required Document becomes incorrect during the Contract Term, District/Agency shall promptly notify in writing and/or submit to TCOE the appropriate document reflecting the correct information.

SECTION 1A.4 COMPLIANCE WITH APPLICABLE LAWS AND GRANT. District/Agency shall comply with all federal and State laws applicable to its performance of this Agreement. If this Agreement is funded with any federal funds, District/Agency shall comply with federal suspension and debarment regulations, including Executive Order 12549 (29

C.F.R. Part 98). Each provision of law required to be inserted in or that applies to this Agreement shall be deemed inserted herein, and this Agreement shall be read and enforced as though such provision of law is inserted herein; however, if any conflict or inconsistency exists between a provision in this Agreement and a provision in applicable law(s), the provision in this Agreement shall govern except where the provision in this Agreement is specifically prohibited or deemed void by the applicable law(s) in which case the provision in the applicable law(s) shall govern. District/Agency shall comply with all terms and conditions of the Grant.

ARTICLE 2 PAYMENT AND ALLOCATION OF FUNDS.

SECTION 2.1 Pursuant to Education Code Section 8203.1, Tulare County Office of Education/Early Care and Education Department/Early Stars Program has received approval by the California Department of Education/Early Education and Support Division (CDE/EESD) to administer the California State Preschool (CSPP) Quality Rating & Improvement System as well as First 5 California to administer the IMPACT Block Grants to Non-CSPP Providers.

(QRIS) Block Grant for Tulare County. An approved plan is on file with CDE/EESD and First 5 California and all implementation activities for the local QRIS will be administered as set forth in said plan.

Education Section 8203.1(g)(1) states: "Local consortia receiving QRIS block grant funds shall allocate those funds to contracting agencies of the California state preschool program, as established by Article 7 (commencing with Section 8235), or local educational agencies, for activities that support and improve quality, and assess quality and access. In allocating the QRIS block grant funds, priority shall be given to directly supporting the classrooms of the California state preschool program sites that have achieved the highest common local tier of quality".

The approved plan for Tulare County allocates block grant funds for sites that have received or hold an active Star Rating of 4 Stars between July 1, 2018 and September 30, 2019.

SECTION 2.2 TCOE GRANT FUND ALLOCATION AND TRANSFER – CONTRACT AMOUNT. TCOE will provide an allocation of the Grant Funds to District/Agency in an amount equivalent to the Contract Amount stated on the Agreement Cover, which Contract Amount TCOE shall pay to District/Agency in accordance with the Payment Schedule stated on the Agreement Cover. Delay of payment from TCOE to District/Agency will incur if TCOE does not receive the allocated Grant Funds from the State as scheduled. District's/Agency's acceptance of any payment under this Agreement shall constitute, effective on the date of acceptance, a release of all claims and liabilities that District/Agency has or may have against TCOE for any additional payment under this Agreement and/or matters for which the payment was made. However, TCOE's payment shall not relieve District/Agency of District's/Agency's obligations under this Agreement or for deficient or defective performance discovered after the payment is made.

SECTION 2.3 INDIRECT COST. TCOE will not charge District/Agency any indirect cost for processing the allocation and transfer of the Grant Funds during the Contract Term.

ARTICLE 3 TERM AND TERMINATION OF AGREEMENT.

SECTION 3.1 CONTRACT TERM. This Agreement shall become effective on the Effective Date stated on the Agreement Cover and shall continue in full force and effect thereafter until and including the Termination Date stated on the Agreement Cover ("**Contract Term**"), unless this Agreement is terminated during the Contract Term in accordance with Section 3.2 or Section 3.3 below.

SECTION 3.2 GROUNDS FOR TERMINATION. This Agreement shall terminate upon expiration of the Contract Term. During the Contract Term, a Party, may terminate this Agreement, without cause, by giving the other Party written notice for the Notice Period stated on the Agreement Cover. Notwithstanding the foregoing, TCOE may terminate this Agreement at any time by giving written notice to District/Agency if District/Agency materially breaches any of the terms of this Agreement, any act or omission of District/Agency or the District/Agency Parties exposes TCOE to potential liability or which may cause an increase in TCOE's insurance premiums, District/Agency is adjudged a bankrupt, District/Agency makes a general assignment for the benefit of creditors or a receiver is appointed because of District/Agency's insolvency. Such termination shall be effective immediately upon District/Agency's receipt of the notice.

SECTION 3.3 ADDITIONAL GROUNDS FOR TERMINATION. Despite any contrary provisions in this Agreement, TCOE may terminate this Agreement effective on the date stated in TCOE's written notice of termination to District/Agency if TCOE, the Tulare County Board of Education, the State, and/or any entity from which TCOE receives or is to receive funds to pay for this Agreement reduces or eliminates some or all such funds, or fails or determines not to appropriate sufficient funds to make future payments under this Agreement.

SECTION 3.4 RIGHTS AND OBLIGATIONS UPON TERMINATION. Upon termination of this Agreement, TCOE shall not be obligated to pay District/Agency for any costs incurred by District/Agency for any quality improvement efforts in accordance with this Agreement before the effective date of termination of this Agreement. TCOE is not obligated to pay and shall have no liability to District/Agency, whether pursuant to contract, law or equity. The provisions of this Section shall survive the termination of this Agreement.

SECTION 3.5 FORCE MAJEURE. A Party is not liable for failing or delaying performance of this Agreement due to events that are beyond the Party's reasonable control and occurring without its fault or negligence, such as tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters (collectively "**Force Majeure**") provided that the Party has notified the other Party in writing of the occurrence of the Force Majeure, except that a Force Majeure shall not excuse TCOE's payment of any portion of the Contract Amount that is due to District/Agency where District/Agency has performed the Services for which payment is sought in accordance with this Agreement and submitted an invoice and supporting information and documentation as required in Section 2.2. District/Agency shall not be entitled to any payment for Services that District/Agency did not perform during the period of the Force Majeure.

ARTICLE 4 INSURANCE.

District/Agency, at its cost and during the Contract Term, shall maintain in effect insurance or self-insurance that complies, at a minimum, with the following requirements, and shall provide written proof of such insurance to TCOE upon TCOE's request: (A) *commercial general liability* with limits of not less than \$1,000,000 per occurrence and \$2,000,000 general aggregate and with coverage for property damage, bodily injury, and personal and advertising injury; (B) *workers compensation* with limits of not less than \$1,000,000 or as required by State laws, whichever is greater; and *employer's liability insurance* of not less than \$1,000,000; and (C) *commercial automobile liability* covering, at a minimum, all owned, non-owned, and hired autos or any auto, with a combined single limit of not less than \$1,000,000 per accident.

Insurance must be placed with insurers with a current rating given by A.M. Best and Company of no less than A (-) from a company admitted to do business in California. District/Agency shall not receive funding under this Agreement until all required insurance has been obtained and certificates indicating the required coverages have been delivered to and approved by TCOE. All insurance policies shall include an endorsement stating that TCOE and its agents, representatives, officers, consultants, employees, Board of Education, members of the Board of Education (collectively, the "TCOE Parties"), are named additional insureds. All of the policies shall be amended to provide that the insurance shall not be suspended, voided, canceled, reduced in coverage or in limits except after thirty (30) days' prior written notice has been given to TCOE. If such a notice is not given or even if TCOE receives a notice, TCOE may, at its sole option, terminate this Agreement. All insurance policies shall include an endorsement stating that it is primary to any insurance or self-insurance maintained by TCOE and shall waive all rights of subrogation against TCOE and/or TCOE Parties. A copy of the declarations page of District/Agency's insurance policies shall be attached to this Agreement as proof of insurance.

ARTICLE 5 INDEMNITY.

District/Agency shall defend, indemnify, and hold harmless TCOE and TCOE Parties, from and against any and all claims, demands, liabilities, damages, losses, suits and actions, and expenses (including, but not limited to attorney fees and costs including fees of consultants) of any kind, nature and description (collectively, the "Claims") directly or indirectly arising out of, connected with, or resulting from any act, error, omission, negligence, or willful misconduct of District/Agency, the District/Agency or its agents, subcontractors, employees, invitees, or licensees (collectively, "District/Agency Parties") in the performance of or failure to perform District/Agency obligations under this Agreement, including, but not limited District/Agency's performance under Article 1. Scope of Services and Obligations, District/Agency's breach of any of the representations or warranties contained in this Agreement, or for injury to persons or damage to property or delay or damage to TCOE or TCOE Parties. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph. District/Agency's defense and indemnity obligations under this section shall arise immediately upon the filing and/or service of any claim or action against TCOE arising under this Agreement, and shall extend to all such claims or actions except those based on the sole negligence or willful misconduct of TCOE. The indemnification provided for in this section also includes any claims that may be made against TCOE by any taxing authority asserting that an employer-employee relationship exists by reason of this agreement, and any claims made against TCOE alleging civil rights violations by District/Agency under the California Fair Employment and Housing Act.

ARTICLE 6 DISPUTE RESOLUTION.

The Parties shall meet and confer in good faith to resolve any disputes between them arising out of, resulting from, or relating to this Agreement. During any dispute, TCOE's decision, for the time being, shall prevail and District/Agency shall perform this Agreement as TCOE directs without prejudice to a final determination. During a dispute regarding payment under this Agreement, TCOE shall pay District/Agency the amount that is undisputed and due to District/Agency; if a disputed amount is finally determined to be due to District/Agency, TCOE shall pay such amount to District/Agency within 30 days of the final determination. Except for an action to preserve the status quo and/or prevent irreparable harm, a Party shall not commence any cause of action, action, lawsuit, or proceeding arising out of, resulting from, or relating to this Agreement until after complying with this Article. The provisions of this Article shall survive the termination of this Agreement.

ARTICLE 7 GENERAL PROVISIONS.

SECTION 7.1 ENTIRE AGREEMENT, CONFLICTS, EXECUTION, AMENDMENT, AND WAIVER. This Agreement is a complete and exclusive statement of the Parties' agreement under Code of Civil Procedure section 1856. This Agreement consists of and any conflicts or inconsistencies in this Agreement shall be resolved by giving precedence as follows: the Agreement Cover, these General Terms and Conditions, Required Documents marked as required on the Agreement Cover, and any amendment entered into by the Parties in accordance with this Section. The Parties may execute this Agreement and any amendment hereto in counterparts such that each Party's signature is on a separate page. A copy or an original of this Agreement with the Parties' signatures, whether original or transmitted by electronic means, shall be deemed a fully executed contract. The Parties may amend or waive any covenant, term, or condition of this Agreement only by a writing executed by them.

SECTION 7.2 INTERPRETATION, APPLICABLE LAWS AND TIME ZONE, VENUE, SEVERABILITY, AND SURVIVAL OF TERMINATION. This Agreement is to be interpreted according to its fair meaning and not strictly for or against any Party, and under California laws without giving effect to California's choice of law provisions that may result in the application of the laws of another jurisdiction. All dates and times stated in this Agreement shall be according to Pacific Time. All causes of action, actions, lawsuits, and proceedings arising out of, resulting from, or relating to this Agreement shall be adjudicated in state or federal court in Tulare County, California, provided that TCOE does not hereby waive any immunity to suit. If a court of competent jurisdiction holds any provision of this Agreement void, illegal, or unenforceable, this Agreement shall remain

in full force and effect and shall be interpreted as though such invalidated provision is not a part of this Agreement and the remaining provisions shall be construed to preserve the Parties' intent in this Agreement. Any provision in this Agreement that by its nature applies after, or is specifically stated to survive, the termination of this Agreement shall survive the termination of this Agreement.

SECTION 7.3 INDEPENDENT CONTRACTOR, ASSIGNMENT, AND TRANSFER. District/Agency is an independent contractor, and it and its officers, employees, and agents are not, and shall not represent themselves as, officers, employees, or agents of TCOE. This Agreement does not and shall not be construed to create an agency relationship, partnership, or joint venture between the Parties. District/Agency shall not assign or transfer any or all of its obligations and/or rights under this Agreement, including by operation of law or change of control or merger, without TCOE's prior written consent.

SECTION 7.4 NOTICES. Except as may be specifically stated otherwise in this Agreement, each Party shall give any notices, demands, invoices, and all other communications required or permitted under this Agreement in writing and by one of the following methods to the other Party at the address, FAX number, and/or email stated on the Agreement Cover, delivery to be effective upon receipt thereof by the other Party: (A) hand delivery; (B) sent by a reputable overnight courier services that tracks the delivery; (C) sent by certified mail, return receipt requested, first class postage prepaid; or (D) sent by regular mail *and* transmitted by facsimile or e-mail. A Party may change its contact person and/or contact information stated on the Agreement Cover by notifying the other Party, in writing, of the particular change and the effective date thereof in accordance with this Section. The provisions of this Section shall survive the termination of this Agreement.

SECTION 7.5 AMBIGUITY. The parties to this Agreement, and each of them, hereby represent that the language contained herein is to be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all parties shall be treated as equally responsible for such ambiguity.

SECTION 7.6 EXECUTION IN COUNTERPARTS. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. A copy, facsimile, or an original, with all signatures appended together, shall be deemed a fully executed agreement.

EXHIBIT A

Tab QRIS BG 3 - QUARTERLY REPORTING FORM *from Contractors to Lead LEA*

Please enter the Contractor's Name (the section in blue)

Please enter the amount spent in the first reporting period in each of the relevant categories

In any of the columns where you enter something in the column marked OTHER, please specify what it is by typing it in the spending category

NOTE: (If applicable) Contractors submit a copy of page 4 of the supplemental funds from Form CDFS 8500 (submitted to CDE), in addition QRIS BG 3 reporting form for that period.
Data entered here should match the totals on CDFS Form 8500 regarding supplemental expenditures from this revenue source.

Name of Agency

E-MAIL SIGNED HARD COPY & EXCEL VERSION TO THE LEA

QUARTERLY REPORTING FORM (from Contractor to Lead LEA)

Categories of Spending	Amount spent in the first reporting period	Amount spent in the second reporting period	Total amount spent (Columns B+C)
1000 Certified Salaries			
Increase in salaries	\$ -	\$ -	\$ -
Release Time/Substitutes	\$ -	\$ -	\$ -
Paid Pre-Service Day(s)	\$ -	\$ -	\$ -
Professional Development/coursework reimbursement	\$ -	\$ -	\$ -
Additional staff to reduce adult: child ratios	\$ -	\$ -	\$ -
Additional staff to cover time for PLC/completing ASOs or other assessments	\$ -	\$ -	\$ -
Other:	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ -	\$ -
2000 Classified Salaries			
Paid Pre-Service Day(s)	\$ -	\$ -	\$ -
Other:	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ -	\$ -
3000 Benefits			
Other:	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ -	\$ -
4000 Supplies			
Other:	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ -	\$ -
5000 Travel/Equipment/Contractual			
Travel	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Workshop conference/registration fee	\$ -	\$ -	\$ -
Incentives/Teacher stipends	\$ -	\$ -	\$ -
Contracted/Purchased Professional Development Services	\$ -	\$ -	\$ -
Other:	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ -	\$ -
Other Spending Categories not mentioned (please specify):			
Non-reimbursable bonuses	\$ -	\$ -	\$ -
Grand Total	\$ -	\$ -	\$ -
Total Grant Award Amount Spent in this Quarter =			\$ -

CERTIFICATION- I hereby certify that, to the best of my knowledge and belief, the information in this report is accurate and complete

Signature of Contractor (Original signature only)	Date October 8, 2019
Name and Title (Please Print): Steve Tsuboi, Superintendent-Principal	Date
Fiscal Contact Name and Title Jody Gunderman, Preschool Director	Date October 8, 2019

**BEFORE THE GOVERNING BOARD
OF THE SUNNYSIDE UNION SCHOOL DISTRICT
TULARE COUNTY, CALIFORNIA**

In the Matter of Determining that Pupils Have
Sufficient Textbooks or Instructional Materials for
the 2019-2020 School Year

RESOLUTION NO. 357

RECITALS:

1. Education Code section 60119 establishes requirements that this Board must meet in order for the District to be eligible to receive funds for instructional materials from any state source.
2. The Board is required to hold a public hearing or hearings to make a determination, by resolution, as to whether or not each pupil in each school in the District has sufficient textbooks or instructional materials, or both, that are aligned to the content standards adopted by the State Board of Education.
3. Education Code section 60119, subdivision (c)(1), defines sufficient textbooks or instructional materials to mean that each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, although this does not require two sets of textbooks or instructional materials for each pupil.
4. Education Code section 60119, subdivision (c)(1), provides that materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class and to take home, as all other pupils in the same class or course in the District and has the ability to use and access them at home.
5. Photocopied sheets from only a portion of a textbook or instructional materials are not considered sufficient textbooks or instructional materials.
6. The public hearing shall take place on or before the eighth week from the first day pupils attend school for that year. A District that operates schools on a multi-track, year-round calendar shall hold the hearing on or before the end of the eighth week from the first day pupils attend school for that year on any tracks that begin in a school year in August or September.
7. The Board is required to provide ten (10) days' notice of the public hearing or hearings and the notice shall contain the time, place, and purpose of the hearing and shall be posted in three (3) public places in the District.
8. The Board shall encourage the participation of parents, teachers and members of the community interested in the affairs of the District, and bargaining unit leaders.
9. The hearing shall be held at a time that will encourage the attendance of teachers and parents and guardians of pupils who attend the schools in the District and shall not take place during or immediately following school hours.

10. The Board held a properly noticed public hearing that met the foregoing requirements on September 10, 2019 at 6:00 pm.

NOW, THEREFORE BE IT RESOLVED, as follows:

1. The above recitals are true and correct.
2. The Board determines that the District has provided each pupil with sufficient textbooks or instructional materials, or both, on the basis that each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home that are aligned to the content standards adopted by the State Board of Education in each of the following subjects:
 - a. Mathematics: (K-8th- Houghton Mifflin GO Math!, Adoption year 2016) and supplementary materials from Scholastic Math.
 - b. Science: (K-5th- Pearson Scott Foresman, adoption year 2008; 4th-8th – Pearson Prentice Hall, adoption year 2008) and supplementary online materials from Mystery Science at <http://www.mysteryscience.com>. 6-8th Grade will use supplementary online materials from <http://scienceeducation.stanford.edu> Stanford NGSS Integrated Curriculum for 6th, 7th, and 8th Grades
 - c. History-social science: (K-3rd – Pearson Scott Foresman, adoption year 2007; 4th-6th – Houghton Mifflin, adoption year 2007; 6th-8th – McDougal Littell, adoption year 2007) and supplementary materials from <https://www.teachtci.com/social-studies/>
 - d. English language arts, including the English language development component of an adopted program:
 - i. Heinemann TCRWP Reading Units of Study and Writing Units of Study from <http://www.heinmann.com/unitsofstudy/ca-eld/>
 - ii. Sunnyside Unit of Studies created by Sunnyside teachers in collaboration with TCOE
 - iii. Tulare County Office of Education Common Core Connect <http://www.commoncore.tcoe.org>
 - iv. Georgia Department of Education <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/CCGPS.aspx>
 - v. Engage New York <http://www.engageny.org>
 - vi. Student Periodicals/Workbooks
 1. Scholastic Math
 2. Wordly Wise 3000
 3. Time Magazine <http://www.timeforkids.com>
3. The Board determines that said textbooks or instructional materials, or both, are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education and adopted by this Board in accordance with established procedures.
4. The Board determines that each pupil enrolled in a world language (foreign language) or health course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the

curriculum framework adopted by the State Board of Education for those subjects: Health is taught within out Physical Education Courses based on California Physical Education Model Content Standards.

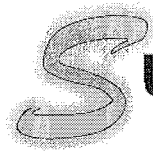
THE FOREGOING RESOLUTION was adopted upon motion by Trustee _____, seconded by Trustee _____, at a regular/special meeting held on October 8, 2019, by the following vote:

AYES:	
NOES:	
ABSENT:	
ABSTAIN:	

I, Humberto Quezada, secretary of the governing board of the Sunnyside Union School District, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this 8th day of October, 2019.

Date: October 8, 2019

Secretary, Board of Trustees



SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

AGENDA ITEM SUMMARY SHEET

Agenda Heading

- ☐ Closed Session
- ☐ Acknowledgement and Reports
- ☐ Routine Matters – Consent Calendar
- ☒ Information and Discussion
 - ☐ Business
 - ☐ Maintenance, Operations, and Transportation
 - ☐ Instruction
 - ☐ Board
- ☒ Local Control Accountability Plan
- ☐ Action Items

Agenda Item: XII. A. a. TCOE Letter Regarding the LCAP

Date: October 8, 2019

Presented By: Steve Tsuboi and Candy Alari

Attachments: Yes ☒ No ☐

Summary

Attached is the letter regarding the approval of the LCAP by Tulare County Office of Education.

Board of Trustee: Kimberly Braziel | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada
Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager
Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary

Tulare County Office of Education

Committed to Students, Support & Service

SEP 16 2019

Tim A. Hire
County
Superintendent
of Schools

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
tcoe.org

Administration
(559) 733-6301
fax (559) 627-5219

Business Services
(559) 733-6474
fax (559) 737-4378

Human Resources
(559) 733-6306
fax (559) 627-4670

Instructional Services
(559) 302-3633
fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

Main Locations

**Administration
Building & Conference
Center**
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

Steve Tsuboi
Superintendent
Sunnyside Union School District
21644 Avenue 196
Strathmore, CA 93267

September 12, 2019

Dear Superintendent Tsuboi,

In accordance with Education Code sections 52070, the Tulare County Office of Education has reviewed the Local Control and Accountability Plan (LCAP) of Sunnyside Union School District for fiscal year 2019-20.

Education Code requires the County Superintendent to approve the LCAP and annual update for each school district after determining all of the following: Adherence to State Board of Education (SBE) template, Demonstration of sufficient expenditures in the budget to implement the adopted LCAP, and Demonstration of adherence to SBE expenditure regulations.

Based upon our review of the 2019/20 LCAP, Sunnyside Union School District's LCAP was approved as submitted.

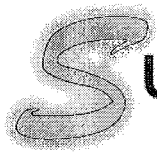
Please be advised that a separate letter regarding the budget review will be forthcoming.

I appreciate the time and effort that you and your team committed to the successful completion of your plan. The Leadership Support Services Department looks forward to working with you this year in the area of LCAP support and review. If you have any general questions about the LCAP, feel free to contact our team at lcap@tcoe.org.

Respectfully,



John Alvarez
Administrator, Leadership Support Services
Phone: (559) 302-3636
Email: john.alvarez@tcoe.org



SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

AGENDA ITEM SUMMARY SHEET

Agenda Heading

- ☐ Closed Session
- ☐ Acknowledgement and Reports
- ☐ Routine Matters – Consent Calendar
- ☒ Information and Discussion
 - ☐ Business
 - ☐ Maintenance, Operations, and Transportation
 - ☐ Instruction
 - ☒ Board
- ☐ Local Control Accountability Plan
- ☐ Action Items

Agenda Item: XII. F. a. i. through vi. Board Policies for Review (First Reading)

Date: October 8, 2019

Presented By: Steve Tsuboi

Attachments: Yes ☒ No ☐

Summary

The policies listed below need to be reviewed before the second reading on November 12, 2019, so that they can be approved at the December 10, 2019, board meeting.

Board Policy 5141.52 Suicide Prevention
Administrative Regulation 5141.52 Suicide Prevention
Board Policy 5144 Student Discipline
Administrative Regulation 5144 Student Discipline
Board Policy 6175 Migrant Education Program
Administrative Regulation 6175 Migrant Education Program

Board of Trustee: Kimberly Brazier | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada
Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager
Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary





SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

AGENDA ITEM SUMMARY SHEET

Agenda Heading

- ☐ Closed Session
- ☐ Acknowledgement and Reports
- ☐ Routine Matters – Consent Calendar
- ☒ Information and Discussion
 - ☐ Business
 - ☐ Maintenance, Operations, and Transportation
 - ☐ Instruction
 - ☐ Board
- ☒ Local Control Accountability Plan
- ☐ Action Items

Agenda Item: XII. A. b. Letter Regarding Review and Approval of Budget, Fiscal Year 19-20

Date: October 8, 2019

Presented By: Steve Tsuboi and Candy Alari

Attachments: Yes ☒ No ☐

Summary

Attached is the letter from Tulare County Office of Education regarding the review and approval of the budget for the fiscal year 2019-20.

Board of Trustee: Kimberly Braziel | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada
Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager
Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary



Tulare County Office of Education

Committed to Students, Support & Service

Tim A. Hire
County
Superintendent
of Schools

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
tcoe.org

Administration
(559) 733-6301
fax (559) 627-5219

Business Services
(559) 733-6474
fax (559) 737-4378

Human Resources
(559) 733-6306
fax (559) 627-4670

Instructional Services
(559) 302-3633
fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

Main Locations

**Administration
Building & Conference
Center**
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

September 13, 2019

Steve Tsuboi, Superintendent
Sunnyside Union School District
21644 Avenue 196
Strathmore, CA 93267

SUBJECT: REVIEW AND APPROVAL OF BUDGET, FISCAL YEAR 2019-20

Dear Steve:

We have completed our review and analysis of your district budget for fiscal year 2019-20 and the accompanying certification pursuant to Education Code Section 42127.

The County Superintendent is required to approve, conditionally approve, or disapprove a school district budget on or before September 15th each fiscal year. Beginning with fiscal year 2014-15 a school district budget shall not be approved by the county superintendent of schools before a district's local control and accountability plan or update to an existing plan is approved.

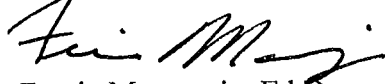
The district's 2019-20 local control accountability plan (LCAP) has been approved by our office. A separate letter regarding that approval was sent to you and the governing board president from the Instructional Services Division of our office.

Our office has completed our review of the district's 2019-20 adopted budget. We find the budget, as submitted, reflects a satisfactory fiscal position and indicates the district will be able to meet its financial obligations during this fiscal year and the two following projection years.

Please review our comments and recommendations on the following page concerning our review of the district's 2019-20 adopted budget.

If you have any concerns or questions about this review, our comments or recommendations, please do not hesitate to call me at 733-6474.

Sincerely,



Fernie Marroquin, Ed.D.
Assistant Superintendent, Business Services

/es

cc: Schuyler Glover, Board President
District Business Manager

SEP 13 2019

September 13, 2019

Additional Comments and Recommendations concerning the 2019-20 Adopted Budget

- The district is projecting significant general fund unrestricted deficit spending over the current and subsequent two fiscal years. Anticipated deficit spending should be for one-time, non-recurring expenditures to avoid depletion of the district's ongoing reserves. This trend in declining balances must be addressed by the district to maintain district solvency.

	2019-20	2020-21	2021-22
Projected General Fund Unrestricted Deficit Spending	(137,370)	(157,666)	(174,105)

- Information was not completed on Form 01CS or the information provided is not clear or complete for multiple items in the document. We recommend district staff contact our office to meet and discuss Form 01CS so it can be properly filled out.
- There are no additional comments.



SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

AGENDA ITEM SUMMARY SHEET

Agenda Heading

- ☐ Closed Session
- ☐ Acknowledgement and Reports
- ☐ Routine Matters – Consent Calendar
- ☒ Information and Discussion
 - ☐ Business
 - ☐ Maintenance, Operations, and Transportation
 - ☐ Instruction
 - ☐ Board
- ☐ Local Control Accountability Plan
- ☐ Action Items

Agenda Item: XII. B. a. Annual Fire Marshal Report

Date: October 8, 2019

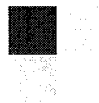
Presented By: Steve Tsuboi

Attachments: Yes ☒ No ☐

Summary

Everything has been cleared and signed off by the Fire Marshall. Please see attached report of the areas that were addressed.

Board of Trustee: Kimberly Braziel | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada
Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager
Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary



Tulare County

Cellphone: XXX-XXX-XXXX. Address: XXX XXXXX BLVD XXXX

Case Number: **Case Module:** Business
Inspection Date: Wed Sep 25, 2019 **Inspection Status:** Passed
Inspector: John Meyer **Inspection Type:** Fire L & S - E Occupancy

Job Address: 21644 Ave. 196 **Parcel Number:**
Strathmore, CA 93267

Contact Type	Company Name	Name
Primary Contact	Sunnyside Elementary	Joe Lopez

Checklist Item	Status
Exiting - Exiting - General	Passed
Move boxes in old nurses office at exit	
Fire Protection System & Fire Extinguishers - Fire Protection System & Fire Extinguishers - General	Passed
June 2019 Jorgensen	
Electrical - Electrical - General	Passed
Bus barn electrical panel needs to be secured, electrical panels need 30" clearance, switch cover custodians closet, PE room electrical panel screw in breaker check all rooms	
MISCELLANEOUS - 7 - Repair/replace missing/broken ceiling tiles (T-19, 3.14)	Passed
Old nurses office	
General Comments - General Comments	Passed
Overall fire safety was good minor corrections needed, fire panel was just installed will need annual test 2020	
Additional - 6 - Every person in charge of any public, private, or parochial school, other than a two year community college shall cause the fire alarm signal to be sounded not less than once every calendar month at the elementary and intermediate levels and not less than twice yearly at the secondary level	Passed
August 27	

Checklist Item**Status**

Additional - 9 - Knox box has correct keys. (CFC 506.1)

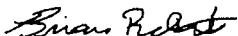
Passed

Verified

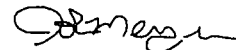
Carbon Monoxide Detectors - Based on CFC 915.1.4 it requires that carbon monoxide detection shall be provided in classrooms located in buildings that contain fuel-burning appliances or fuel-burning fireplaces. Per Assembly Bill No. 56 - Article 7 of the Education Code - 32081 (b) it states: that existing schools that have a fossil fuel burning furnace located inside the school building are encouraged to have a carbon monoxide device installed in the building. While it is not required for existing schools to install carbon monoxide detectors it is highly recommended by TCFD.

Passed

Tested in kitchen



Brian Roberts



Meyer, John



SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

AGENDA ITEM SUMMARY SHEET

Agenda Heading

- ☐ Closed Session
- ☐ Acknowledgement and Reports
- ☐ Routine Matters – Consent Calendar
- ☒ Information and Discussion
 - ☐ Business
 - ☐ Maintenance, Operations, and Transportation
 - ☐ Instruction
 - ☐ Board
- ☐ Local Control Accountability Plan
- ☐ Action Items

Agenda Item: XII. C. a. Small Schools Conference on October 14, 2019

Date: October 8, 2019

Presented By: Steve Tsuboi

Attachments: Yes ☒ No ☐

Summary

There are about 250 people scheduled to attend the October 14th conference in Visalia. Burt Quezada has signed up and will be representing the Governing Board. We will have breakfast, lunch, and snacks for this event. I have included information on two of the presenters and a link for "The Opportunity Myth": [https://tntp.org/assets/documents/TNTP Opportunity-Myth Executive-Summary WEB.pdf](https://tntp.org/assets/documents/TNTP%20Opportunity-Myth%20Executive-Summary%20WEB.pdf).

Board of Trustee: Kimberly Brazier | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada
Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager
Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary

Melissa Biggerstaff



Melissa Biggerstaff serves as the Associate Executive Director of the Green River Regional

Educational Cooperative, an educational service agency in the Commonwealth of Kentucky that serves 46 school districts and Western Kentucky University. A former teacher, instructional specialist, assistant principal, and principal in multiple rural schools in the state, Melissa is a veteran educator with over 20 years-experience in school improvement. She also serves as a national consultant and speaker. Her

expertise includes school improvement, leadership development, data, and instruction. She has a Masters (MAE) in Elementary Education, a Rank I in Educational Leadership and Research, and additional certifications as a District Superintendent, Instructional Supervisor, and Principal.

During her tenure, Mrs. Biggerstaff's accomplishments include leading a school to become a top-ten school in the state and assisting two schools in receiving National Blue Ribbon awards. In her nine years with GRREC, she has steadily increased the number of programs and services offered to the students, teachers, and leaders served.

In addition, Mrs. Biggerstaff works with various national and state organizations on grants and policy development. She also has specialized certifications as a Harvard-trained Instructional Rounds facilitator; a leadership coach; a certified trainer for Data Retreats, Data Teams and Common Formative Assessments.

Stephen Ventura is a Professional Development Consultant for Advanced Collaborative Solutions and an Author-Consultant for Corwin Professional Learning. He is a highly motivational and knowledgeable speaker who approaches high stakes professional development armed with practical, research-based strategies. Steve is a former elementary, middle, and high school teacher. His administrative experiences encompass those of assistant principal, principal, director, and superintendent.



With expertise in presenting leadership development, Visible Learning, Common Formative Assessments, Student Voice and Aspirations, Achievement Teams™, and grading policies/practices, Steve takes the mystery out of determining those most urgent needs of schools and districts. His work is embedded in contemporary research focused on disciplined collaboration, goal setting, and organizational improvement, all throughout the lens of clearly identified success criteria.

In addition to his professional development work with teachers and administrators, Steve is also a frequent speaker at state, national, and international conferences, and has contributed to several books focused on teaching, learning, and leadership. Titles include *Standards and Assessment: The Core of Quality Instruction* (2011) and *Engaged Instruction: Thriving Classrooms in the Age of the Common Core* (2014).

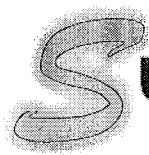
Through his own reality-based experiences, Steve has inspired teachers and leaders across the nation to pursue higher levels of implementation with greater focus, rigor, and clarity. He has a strong moral aspect, intelligence, easy way with people, and saving sense of humor that support him in his life and work.

Steve obtained a Bachelor's of Science in Physical Education and Special Education and also earned a Master's in Educational Management.

He resides in the small community of Templeton, California. He enjoys spending time with family, playing racquetball, and reading.

Steve can be reached at info@steveventura.com.





SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

AGENDA ITEM SUMMARY SHEET

Agenda Heading

- ☐ Closed Session
- ☐ Acknowledgement and Reports
- ☐ Routine Matters – Consent Calendar
- ☒ Information and Discussion
 - ☐ Business
 - ☐ Maintenance, Operations, and Transportation
 - ☐ Instruction
 - ☐ Board
- ☐ Local Control Accountability Plan
- ☐ Action Items

Agenda Item: XII. C. c. William's Report and Update

Date: October 8, 2019

Presented By: Steve Tsuboi

Attachments: Yes ☒ No ☐

Summary

Attached is the Annual Williams Report with the results from the county.

Tulare County
Office of Education
Committed to Students, Support & Service

September 11, 2019

Tim A. Hire
County
Superintendent
of Schools

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
tcoe.org

Administration
(559) 733-6301
fax (559) 627-5219

Business Services
(559) 733-6474
fax (559) 737-4378

Human Resources
(559) 733-6306
fax (559) 627-4670

Instructional Services
(559) 302-3633
fax (559) 739-0310

Special Services
(559) 730-2910
fax (559) 730-2511

Main Locations

Administration
Building & Conference
Center
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

Liberty Center/
Planetarium &
Science Center
11535 Ave. 264
Visalia

Steve Tsuboi, Superintendent
Sunnyside Union School District
21644 Avenue 196
Strathmore, CA 93267

Dear Superintendent Tsuboi:

California Education Code Section 1240 requires county superintendents to visit schools who were ranked in deciles 1-3 on the Academic Performance Index (API). This report concerns the Williams Visit on **Friday, August 16, 2019**, at **Sunnyside Elementary**. The outset of the visit was a positive, professional experience with a focus by the entire staff on seeking to improve the learning of each student.

The purpose of my visit as specified in California Education Code Section 1240 was to ensure:

1. That students have access to "sufficient" instructional materials in four core subjects of English Language Arts, Mathematics, History/Social Science and Science;
2. To assess compliance with facilities maintenance to determine the condition of a facility that "poses an emergency or urgent threat to the health or safety of pupils or staff"; and
3. To determine if the school has provided accurate data for the annual school accountability report card related to instructional material and facilities maintenance.

Tulare County Office of Education found no instructional deficiencies and, after examination, did not find any facility issues that posed an emergency or urgent threat to the safety of pupils or staff.

Tulare County Office of Education certainly appreciated the opportunity to work with you and your staff and we are always available to answer any future questions regarding the Williams Settlement.

Sincerely,



Tim A. Hire
County Superintendent of Schools

Cc: President and Members of the Board of Trustees, Sunnyside Union School District

TAH:yt

Williams SARC Data Verification Tool

District: Sunnyside

Date: 8/16/19

School: Sunnyside

Reviewer: John Davis

Reported for School Year: 2018-2019

Published During: 2019-2020

The following worksheet is designed to assist county superintendents in determining the accuracy of the data reported on the school accountability report cards (SARCs) of Decile 1-3 schools as required by Education Code section 1240(c)(2)(j)(iii). The worksheet provides the specific statutory requirements to be reported in the SARC, as well as data definitions from the standardized SARC template adopted by the State Board of Education. The data definitions are designed to enable schools to furnish contextual or comparative information to assist the public in understanding the information in relation to the performance of other schools. Cal. Educ. Code § 33126.1(c)(2). Please note that school districts are not required to use the standardized template, but must report data in a manner that is consistent with the data definitions. Ed Code § 33126.1(j).

Section VI, SARC Template –School Facilities Conditions and Planned Developments (School Year 2017-2018)				
Specific Requirements	Definitions	Accurate		Comments
		Yes	No	
<p>Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.</p> <p>EC Section 33126(b)(8)</p> <p>EC Sections 17002 (d), 17014, 17032.5, 17070.75(a), 17089(b)</p>	<p>Description of safety, cleanliness, and adequacy of the school facility. Description of any planned or recently completed facility improvements. Description of any needed maintenance to ensure good repair as specified in statute. "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facilities Inspection Tool (FIT) developed and approved by the State of California Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good," "fair," or "poor." The FIT also provides an overall rating of the conditions at each school on a scale of "exemplary," "good," "fair," or "poor." The instrument shall not require capital enhancements beyond the standards to which the facility was designed and constructed. Note: the local educational agency (LEA)/school may use a locally developed school facility inspection and evaluation instrument so long as it meets the same criteria as the instrument developed by the OPSC and the same criteria specified in Education Code Section 17002(d).</p>	X		
	<p>Descriptions should use the most recent available data collected by the LEA. The year and month in which the data were collected should also be identified.</p>	X		

Section VI, SARC Template – School Facilities and Conditions
School Facility Good Repair Status
Guidelines and Data Sources
(Examples from California Department of Education's SARC Template)

Narrative is developed and provided by the local educational agency.

Are students safe on school grounds before, during, and after school?

- Before and after school supervision
- Limiting/controlling unauthorized access during school day (e.g., entrances, procedures for check-in/visitors, supervision of grounds and buildings)

Does the school facility have sufficient classroom, playground, and staff spaces to support teaching and learning?

- Classroom space
- Playground space
- Space for staff

What is the general condition of the school and is it cleaned on a regular basis?

- Age of school/buildings
- Maintenance and repair
- Cleaning process and schedule for classrooms, restrooms, grounds

For reporting the results of the most recent site inspection, provide information about the determination of good repair as documented in a completed Facilities Inspection Tool (FIT) or its equivalent. For any item (e.g. any item marked with 'D' or 'X' in a completed FIT) inspected and found not to be in good repair, describe the deficiency and the remedial action already taken or planned. Note the school site inspection date, the completion date of the Facilities Inspection Tool (FIT) or its equivalent, and the date of any remedial action taken or planned.

Examples of **unacceptable** summary statements on the condition of school facilities are as follows:

The LEA has ensured that this school has facilities that are safe, clean, and adequate, and that any needed maintenance to ensure good repair has been or will soon be completed.

For more information about the condition of this school's facilities, contact the school principal.

Section VI, SARC Template – School Facilities and Conditions
School Facility Good Repair Status
Guidelines and Data Sources (cont'd.)
(Examples from California Department of Education's SARC Template)

Examples of **acceptable** summary statements on the condition of school facilities are as follows:

General:

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the LEA office, or on the Internet at [web site address].

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School/Buildings:

This school has 20 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1965. Additions were constructed in 1968 and 1972. Two portable classrooms were constructed in 1997 for Class Size Reduction. The school opened in 1990 with all portable buildings. In 1995, permanent classrooms were built. The multipurpose room was built in 1997.

Maintenance and Repair:

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

Cleaning Process and Schedule:

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at [web site address]. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Section VI, SARC Template – School Facilities
School Facility Good Repair Status
Guidelines and Data Sources (cont'd.)**
(Examples from California Department of Education's SARC Template)

Deferred Maintenance Budget

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the [2013-14] school year, the district has budgeted \$[] for the deferred maintenance program. This represents []% of the LEA's general fund budget.

Deferred Maintenance Projects (if applicable)

For the [] school year, the district's governing board has approved deferred maintenance projects for this school that will result in the replacement of the roof on the multipurpose room and the installation of a new fire alarm system for all classrooms. The district's complete deferred maintenance plan is available at the district office or on the Internet at [web site address].

Modernization Projects (if applicable)

During the [] school year, local bond funds [Measure], and state matching funds will be used to install new air conditioning in all classrooms, provide wiring for technology, and provide for an upgraded electrical service. The work on this project is scheduled to begin in [] and be completed prior to the start of the [] school year.

New Construction Projects (if applicable)

Architectural planning for replacing five portable classrooms with permanent classrooms will begin during the [] school year. State and local bond funds will be used. The new classrooms are scheduled to be occupied by students in the [] school year.

Data provided by LEA.

Williams SARC Data Verification Tool

District: Sunnyside

Date: 8/16/19

School: Sunnyside

Reviewer: John Davis

The following worksheet is designed to assist county superintendents in determining the accuracy of the data reported on the school accountability report cards (SARCs) of Decile 1-3 schools as required by Education Code section 1240(c)(2)(i)(iii). The worksheet provides the specific statutory requirements to be reported in the SARC, as well as data definitions from the standardized SARC template adopted by the State Board of Education. The data definitions are designed to enable schools to furnish contextual or comparative information to assist the public in understanding the information in relation to the performance of other schools. Cal. Educ. Code § 33126.1(c)(2). Please note that school districts are not required to use the standardized template, but must report data in a manner that is consistent with the data definitions. Cal. Educ. Code § 33126.1(d).

Section IX, SARC Template – Curriculum and Instructional Materials				
Quality, Currency and Availability of Textbooks and Instructional Materials (School Year 2017-2018)				
Specific Requirements	Definitions	Accurate		Comments
		Yes	No	
The SARC must detail the availability of sufficient textbooks and other instructional materials, for each pupil, including English learners, in each of the core curriculum areas of reading/language arts, mathematics, science and history/social science; foreign language and health; visual and performing arts; and science laboratory equipment for grades nine through twelve as appropriate. If the governing board determines that there are insufficient textbooks or instructional materials, or both, it shall include information for each school in which an insufficiency exists, identifying the percent of pupils who lack sufficient	<p>List of all textbooks and instructional materials used in the school in the core subjects (English language arts [ELA], mathematics, science, and history-social science), including:</p> <ul style="list-style-type: none"> • The year in which they were adopted • Whether they were selected from the most recent list of standards-based materials adopted by the SBE (kindergarten and grades one through eight) or the local governing board (grades nine through twelve), and which are consistent with the content and cycles of the curriculum frameworks adopted by the SBE • For kindergarten and grades one through eight, the list of textbooks and 	<p>X</p> <p>X</p> <p>X</p>		

<p>standards-aligned textbooks or instructional materials in each subject area. The subject areas to be included are all of the following:</p>	<p>i. The core curriculum areas of reading/language arts (including the English language development component of an adopted program), mathematics, science, and history/social science.</p> <p>ii. Foreign language and health.</p> <p>iii. Science laboratory equipment for grades 9 to 12, inclusive, as appropriate.</p>	<p>"Sufficient textbooks or instructional materials" means that each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home. This paragraph does not require two sets of textbooks or instructional materials for each pupil. Sufficient textbooks or instructional materials does not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage.</p>	<p>Note: The sufficiency requirement for the core areas of English-language arts (including the English language development component of an adopted program), mathematics, science, and history-social science applies to all students, including English Learners. However, the sufficiency requirement for foreign language,</p>
<p>instructional materials should also include any supplemental curriculum adopted by the local governing board</p>	<p>If schools with kindergarten and grades one through eight are using textbooks and instructional materials that are not from the most recent state-approved list, provide an explanation of why non-adopted materials are being used and how they are aligned with state standards.</p> <p>If an insufficiency exists, the description must identify the percent of pupils who lack sufficient textbooks and instructional materials.</p>	<p>The formula for the percent of students lacking their own assigned copy of textbooks and instructional material is:</p>	<p><i>(The number of students lacking their own assigned copy of textbooks and instructional materials)</i> <i>-divided by-</i> <i>(The total number of enrolled students at the time of the Fall Census Day (first Wednesday in October))</i></p> <p>The description should use the most recent available data collected by the Local Educational Agency (LEA). The year and month in which the data were collected should also be identified.</p>

<p>health, science lab equipment and visual and performing arts applies only to students enrolled in those courses. While <i>Education Code</i> Section 60119 does not require a finding of sufficiency for textbooks or instructional materials in visual and performing arts, the SARC does require this information.</p> <p>Education Code Section 33126(b)(6)(A) <i>Education Code</i> Section 33126(b)(6)(B) <i>Education Code</i> Section 60119 (c)</p>					
<p align="center">Guidelines and Data Sources</p> <p>Local governing board resolutions concerning the adoption and availability of sufficient textbooks and instructional materials should contain much of the information needed for this reporting element. In addition, LEA curriculum departments should have records of the ordering and distribution of adopted textbooks and instructional materials.</p> <p>Data provided by LEA</p>					

School Accountability Report Card Williams Related Requirements

County Office responsibility for verifying the SARC under current law:

A priority objective when visiting decile 1-3 schools is "the accuracy of data reported on the school accountability report card with respect to the availability of sufficient textbooks and instructional materials as defined by Section 60119 and the safety, cleanliness, and adequacy of school facilities, including good repair as required by Sections 17002 (d), 17014, 17032.5, 17070.75 (a), and 17089(b)." (The sections of the SARC template referenced in the chart above.)

The School Accountability Report Card (SARC) template and data definitions were revised in May 2005 by the State Board of Education to include additional reporting elements mandated by the Williams settlement. The following is a guide to the sections of the SARC template (<http://www.cde.ca.gov/ta/ac/sa/documents/temword09.doc>) and data definitions (<http://www.cde.ca.gov/ta/ac/sa/documents/definitions09.pdf>) where these changes can be found:

New or Revised Reporting Element	SARC Template Section	Data Definition Title
"Good repair" condition of school facilities and status of facility improvements	Section VI School Facilities - Condition of the school's grounds, buildings, and restrooms and planned or recently completed facility improvements	Facility Conditions and Planned Improvements School Facility Good Repair Status
Availability of sufficient textbooks and other instructional materials	Section IX Curriculum and Instructional Materials –Quality, Currency, and Availability of Sufficient Standards -Aligned Textbooks And Other Instructional Materials	Quality, Currency, and Availability of Textbooks

When preparing the annual SARC, LEAs are required to collect and report the most recent available data, and identify the year and month in which the data were collected.

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(i), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

✓	No Deficiency - Good Repair: Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	Deficiency: Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	Extreme Deficiency: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	Not Applicable: If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA."

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks.

Examples include but are not limited to the following:

- a. There is no odor that would indicate a gas leak. (X)
- b. Gas pipes are not broken and appear to be in good working order. (X)
- c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

- a. The HVAC system is operable. (X)
- b. The facilities are ventilated (via mechanical or natural ventilation).
- c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
- d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e., no strong odor is present, air is not stuffy)
- e. Interior temperatures appear to be maintained within normally accepted ranges.
- f. The ventilation units are not generating any excessive noise or vibrations.
- g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

- a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
- b. The sanitary system controls odors as designed.
- c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

- a. Walls are free of hazards from tears and holes.
- b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
- c. Ceiling is free of hazards from missing ceiling tiles and holes.
- d. There is no evidence of water damage (e.g., no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
- e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

- a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
- b. Area(s) evaluated is free of unabated graffiti.
- c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
- d. Other

Pest/Vermín Infestation

Pest or vermin infestation are not evident.

Examples include but are not limited to the following:

- a. There is no evidence of a major pest or vermin infestation. (X)
- b. There are no holes in the walls, floors, or ceilings.
- c. Rodent droppings or insect skins are not evident.
- d. Odor caused by a pest or vermin infestation is not evident.
- e. There are no live rodents observed.
- f. Other

Electrical (Interior and Exterior)

1. There is no evidence that any portion of the school has a power failure. (X)

2. *Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:*

- a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
- b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
- c. Other

3. *Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:*

- a. Lighting appears to be adequate.
- b. Lighting is not flickering.
- c. There is no unusual hum or noise from the light fixtures.
- d. Other

Restrooms

Restrooms in the vicinity of the area being evaluated appear to be accessible during school

Structural Damage

There does not appear to be structural damage that has created or could create hazardous

hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

- a. Restrooms are maintained and cleaned regularly.
- b. Restrooms are fully operational.
- c. Restrooms are stocked with toilet paper, soap, and paper towels.
- d. Restrooms are open during school hours.
- e. Other

Sinks/Fountains (inside and outside)

Drinking fountains appear to be accessible and functioning as intended.

Examples include but are not limited to the following:

- a. Drinking fountains are accessible.
- b. Water pressure is adequate.
- c. A leak is not evident.
- d. There is no moss, mold, or excessive staining on the fixtures.
- e. The water is clear and without unusual taste or odor.
- f. Other

Fire Safety

The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

- a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
- b. Emergency alarms appear to be functional. (X)
- c. Emergency exit signs function as designed, exits are unobstructed. (X)
- d. Fire extinguishers are current and placed in all required areas.
- e. Fire alarms pull stations are clearly visible.
- f. Other

Hazardous Materials (Interior and Exterior)

There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

- a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g., locked and labeled properly). (X)
- b. Paint is not peeling, chipping, or cracking.
- c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
- d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
- e. Other

There does not appear to be structural damage that may result in unsafe structural conditions or uninhabitable conditions. Examples include but are not limited to the following:

- a. Severe cracks are not evident. (X)
- b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
- c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
- d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
- e. Other

Roofs (observed from the ground, inside/outside the building)

Roof systems appear to be functioning properly.

Examples include but are not limited to the following:

- a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
- b. Roofs, gutters, roof drains, and down spouts are intact.
- c. Other

Playground/School Grounds

The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional.

Examples include but are not limited to the following:

- a. Significant cracks, trip hazards, holes and deterioration are not found.
- b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
- c. Seating, tables, and equipment are functional and free of significant cracks.
- d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
- e. Other

Windows/Doors/Gates/Fences (interior and exterior)

Conditions that pose a safety and/or security risk are not evident.

Examples include but are not limited to the following:

- a. There is no exposed broken glass accessible to pupils and staff. (X)
- b. Exterior doors and gates are functioning and do not pose a security risk. (X)
- c. Windows are intact and free of cracks.
- d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- e. Doors are intact.
- f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
- g. Gates and fences appear to be functional.
- h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
- i. Other

PART II: EVALUATION SHEET																Date of Inspection: 08/06/19																Sunnyvale																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
AREA	CATEGORY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
		Load Limit	Decking	Stairs	Handrails	Guardrails	Platform	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase	Handrails	Staircase

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Sunnyside Union Elementary		COUNTY Tulare
SCHOOL SITE Sunnyside Elementary School	SCHOOL TYPE (GRADE LEVELS) TK-8	
INSPECTOR'S NAME John Davis	INSPECTOR'S TITLE Williams Lead	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Jody Gundeman
DATE OF INSPECTION 10:45 AM	WEATHER CONDITION AT TIME OF INSPECTION hot and sunny	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		CASELOADS	MECHANICAL	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GARTEPACHES
↑	Number of "V"s:	3	3	3	3	3	3	3	1	3	3	3	3	3	3	3
	Number of "D"s:	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of "NAs":	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "V"s divided by (Total Areas - "NAs")		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	33.33%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	Total Percent per Category (average of above)*	100.00%			100.00%	100.00%	100.00%	100.00%	66.67%		100.00%		100.00%			100.00%
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD	GOOD	GOOD	POOR		GOOD		GOOD			GOOD

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE



95.83%

SCHOOL RATING:*



GOOD

*For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

One restroom has a sink that is not working. The other restroom has a leak in the stall. Work orders have been completed by the site custodian.



SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

AGENDA ITEM SUMMARY SHEET

Agenda Heading

- ☐ Closed Session
- ☐ Acknowledgement and Reports
- ☐ Routine Matters – Consent Calendar
- ☒ Information and Discussion
 - ☒ Business
 - ☐ Maintenance, Operations, and Transportation
 - ☐ Instruction
 - ☐ Board
- ☐ Local Control Accountability Plan
- ☐ Action Items

Agenda Item: XII. C. d. Student Enrollment and Average Attendance Reports

Date: February 12, 2019

Presented By: Steve Tsuboi

Attachments: Yes ☒ No ☐

Summary

Enclosed is the report "Active Students by Program and Grade" and "Year to Date (YTD) Attendance Totals" as of October 3, 2019. The "Daily Apportionment for Month 1" is from August 8th through August 30th of 2019.

Board of Trustee: Kimberly Braziel | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada
Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager
Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary



Sunnyside Union Elementary School District

2019-2020

Active Students by Grade

10/3/2019

Sunnyside Union Elementary School

Regular Program

Grade	Female	Male	Other Gender	Total
K	20	20	0	40
1	15	24	0	39
2	19	19	0	38
3	16	18	0	34
4	20	17	0	37
5	20	18	0	38
Program Total:	110	116	0	226

Independent Study - TK

Grade	Female	Male	Other Gender	Total
TK	0	1	0	1
Program Total:	0	1	0	1

No ADA

Grade	Female	Male	Other Gender	Total
TK	4	3	0	7
K	1	0	0	1
Program Total:	5	3	0	8

Transitional Kindergarten

Grade	Female	Male	Other Gender	Total
TK	0	3	0	3
Program Total:	0	3	0	3
School Total:	115	123	0	238

Sunnyside Union Elementary School District

2019-2020

Active Students by Grade

10/3/2019

Sunnyside UESD 6-8

Regular Program

Grade	Female	Male	Other Gender	Total
6	21	22	0	43
7	23	20	0	43
8	21	24	0	45
Program Total:	65	66	0	131
School Total:	65	66	0	131
Grand Total:	180	189	0	369

Sunnyside Union Elementary School

10/3/2019

2019-2020

Year To Date (YTD) Attendance Totals

Page 1

Program(s)	Grd	Tch	MO	Days Taught	Carried Forward	Gains	Total	Losses	Ending	Days N/E	NonApp Attend	Actual Days	Apport Attend	A.D.A	Pct Of Actual
Regular Program	0	010	1	17	1	21	21	1	20	14	12	357	331	19.47	96.50
Regular Program	0	013	1	17	0	20	20	0	20	9	5	340	326	19.18	98.49
Regular Program	1	007	1	17	0	19	19	0	19	0	7	323	316	18.59	97.83
Regular Program	1	065	1	17	1	21	21	1	20	15	15	357	327	19.24	95.61
Regular Program	2	064	1	17	0	13	13	0	13	0	5	221	216	12.71	97.74
Regular Program	2	078	1	17	1	26	26	1	25	13	5	442	424	24.94	98.83
Regular Program	3	061	1	17	0	23	23	0	23	0	7	391	384	22.59	98.21
Regular Program	3	064	1	17	0	11	11	0	11	0	1	187	186	10.94	99.47
Regular Program	4	040	1	17	0	12	12	0	12	0	2	204	202	11.88	99.02
Regular Program	4	049	1	17	0	24	24	0	24	3	6	408	399	23.47	98.52
Regular Program	5	040	1	17	0	12	12	0	12	0	4	204	200	11.76	98.04
Regular Program	5	080	1	17	0	26	26	0	26	7	11	442	424	24.94	97.47
No ADA (N)	-1	010	1	17	0	1	1	0	1	0	0	17	17	1	100
No ADA (N)	-1	056	1	17	1	10	10	1	9	18	4	170	148	8.71	97.37

Sunnyside UESD 6-8

10/3/2019

2019-2020

Year To Date (YTD) Attendance Totals

Page 1

Program(s)	Grd	MO	Days Taught	Carried Forward	Gains	Total	Losses	Ending	Days N/E	NonApp Attend	Actual Days	Apport Attend	A.D.A	Pct Of Actual
Regular Program	6	1	17	0	43	43	0	43	3	17	731	711	41.82	97.66
Regular Program	7	1	17	0	43	43	0	43	0	16	731	715	42.06	97.81
Regular Program	8	1	17	0	44	44	0	44	7	20	748	721	42.41	97.30

Sunnyside Union Elementary School

10/3/2019

2019-2020

Daily Apportionment for Month 1

Page 1

Regular Program

Day #	Date	Holiday	Enrollment	Apportionment	Difference	Percent Present
1	08/05/2019	@	0	0	0	
2	08/06/2019	@	0	0	0	
3	08/07/2019	@	0	0	0	
4	08/08/2019		224	219	5	97.77%
5	08/09/2019		224	222	2	99.11%
Week 1 Average:			224.00	220.50		98.44%
6	08/12/2019	%	224	222	2	99.11%
7	08/13/2019		224	222	2	99.11%
8	08/14/2019		223	222	1	99.55%
9	08/15/2019		223	223	0	100.00%
10	08/16/2019		223	219	4	98.21%
Week 2 Average:			223.40	221.60		99.19%
11	08/19/2019	%	225	222	3	98.67%
12	08/20/2019		225	217	8	96.44%
13	08/21/2019		225	222	3	98.67%
14	08/22/2019		225	217	8	96.44%
15	08/23/2019		225	214	11	95.11%
Week 3 Average:			225.00	218.40		97.07%
16	08/26/2019	%	225	222	3	98.67%
17	08/27/2019		225	218	7	96.89%
18	08/28/2019		225	222	3	98.67%
19	08/29/2019		225	218	7	96.89%
20	08/30/2019		225	214	11	95.11%
Week 4 Average:			225.00	218.80		97.24%
Month 1 Average:			224.41	219.71		97.90%

Program N No ADA

Day #	Date	Holiday	Enrollment	Apportionment	Difference	Percent Present
1	08/05/2019	@	0	0	0	
2	08/06/2019	@	0	0	0	
3	08/07/2019	@	0	0	0	
4	08/08/2019		9	9	0	100.00%
5	08/09/2019		10	9	1	90.00%
Week 1 Average:			9.50	9.00		94.74%
6	08/12/2019	%	10	10	0	100.00%
7	08/13/2019		10	10	0	100.00%
8	08/14/2019		10	10	0	100.00%
9	08/15/2019		10	10	0	100.00%
10	08/16/2019		10	9	1	90.00%
Week 2 Average:			10.00	9.80		98.00%

Sunnyside Union Elementary School

10/3/2019

2019-2020

Daily Apportionment for Month 1

Page 2

11	08/19/2019	%	10	9	1	90.00%
12	08/20/2019		10	9	1	90.00%
13	08/21/2019		10	10	0	100.00%
14	08/22/2019		10	10	0	100.00%
15	08/23/2019		10	10	0	100.00%
Week 3 Average:			10.00	9.60		96.00%
16	08/26/2019	%	10	10	0	100.00%
17	08/27/2019		10	10	0	100.00%
18	08/28/2019		10	10	0	100.00%
19	08/29/2019		10	10	0	100.00%
20	08/30/2019		10	10	0	100.00%
Week 4 Average:			10.00	10.00		100.00%
Month 1 Average:			9.94	9.71		97.63%

Sunnyside UESD 6-8

10/3/2019

2019-2020

Daily Apportionment for Month 1

Page 1

Regular Program

Day #	Date	Holiday	Enrollment	Apportionment	Difference	Percent Present
1	08/05/2019	@	0	0	0	
2	08/06/2019	@	0	0	0	
3	08/07/2019	@	0	0	0	
4	08/08/2019		128	120	8	93.75%
5	08/09/2019		128	122	6	95.31%
Week 1 Average:			128.00	121.00		94.53%
6	08/12/2019	%	128	125	3	97.66%
7	08/13/2019		129	127	2	98.45%
8	08/14/2019		129	128	1	99.22%
9	08/15/2019		129	126	3	97.67%
10	08/16/2019		129	127	2	98.45%
Week 2 Average:			128.80	126.60		98.29%
11	08/19/2019	%	130	129	1	99.23%
12	08/20/2019		130	130	0	100.00%
13	08/21/2019		130	127	3	97.69%
14	08/22/2019		130	128	2	98.46%
15	08/23/2019		130	128	2	98.46%
Week 3 Average:			130.00	128.40		98.77%
16	08/26/2019	%	130	129	1	99.23%
17	08/27/2019		130	129	1	99.23%
18	08/28/2019		130	123	7	94.62%
19	08/29/2019		130	127	3	97.69%
20	08/30/2019		130	122	8	93.85%
Week 4 Average:			130.00	126.00		96.92%
Month 1 Average:			129.41	126.29		97.59%

AGENDA ITEM SUMMARY SHEET

Agenda Heading

- ☐ Closed Session
- ☐ Acknowledgement and Reports
- ☐ Routine Matters – Consent Calendar
- ☒ Information and Discussion
 - ☐ Business
 - ☐ Maintenance, Operations, and Transportation
 - ☐ Instruction
 - ☒ Board
- ☐ Local Control Accountability Plan
- ☐ Action Items

Agenda Item: XII. E. a. i. through vi. Board Policies for Review (Second Reading)

Date: October 8, 2019

Presented By: Steve Tsuboi

Attachments: Yes ☒ No ☐

Summary

Please bring the policy listed below so that we can discuss and review the changes before approving at the next board meeting on November 12, 2019.

Board Policy 0460 Local Control and Accountability Plan
Administrative Regulation 0460 Local Control and Accountability Plan
Administrative Regulation 3543 Transportation Safety and Emergencies
Board Policy 5113 Absences and Excuses
Administrative Regulation 5113 Absences and Excuses
Administrative Regulation 5131.41 Use of Seclusion and Restraint



SUNNYSIDE UNION SCHOOL DISTRICT

21644 Avenue 196 - Strathmore, California 93267 - (P) 559-568-1741 - www.sunnysideunion.com

AGENDA ITEM SUMMARY SHEET

Agenda Heading

- ☐ Closed Session
- ☐ Acknowledgement and Reports
- ☐ Routine Matters – Consent Calendar
- ☒ Information and Discussion
 - ☐ Business
 - ☐ Maintenance, Operations, and Transportation
 - ☐ Instruction
 - ☒ Board
- ☐ Local Control Accountability Plan
- ☐ Action Items

Agenda Item: XII. F. a. i. through vi. Board Policies for Review (First Reading)

Date: October 8, 2019

Presented By: Steve Tsuboi

Attachments: Yes ☒ No ☐

Summary

The policies listed below need to be reviewed before the second reading on November 12, 2019, so that they can be approved at the December 10, 2019, board meeting.

Board Policy 5141.52 Suicide Prevention
Administrative Regulation 5141.52 Suicide Prevention
Board Policy 5144 Student Discipline
Administrative Regulation 5144 Student Discipline
Board Policy 6175 Migrant Education Program
Administrative Regulation 6175 Migrant Education Program

Board of Trustee: Kimberly Brazier | Humberto Cardenas | Schuyler Glover | Andy Manning | Humberto Quezada
Administration: Steve Tsuboi, Superintendent-Principal | Jody Gunderman, Vice Principal-Categorical Manager
Candy Alari, Business Manager | Jeannette Torres-Marquez, Administrative Secretary

Students

BP 5141.52

Suicide Prevention

Note: Education Code 215 mandates that the Governing Board of any district serving students in grades 7-12 adopt a policy on student suicide prevention, intervention, and postvention (i.e., intervention conducted after a suicide) with specified components. Those components are addressed in the following policy and the accompanying administrative regulation. Although not required by law, districts serving students in grades K-6 may adapt this policy for use in elementary schools.

Note: The following policy and accompanying administrative regulation should be revised to reflect district practice. Pursuant to Education Code 215, the policy must be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. It is recommended that districts also consult with legal counsel and the district's risk manager or insurance carrier, as appropriate.

Note: Also see the California Department of Education's model policy required by Education Code 215.

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, suicide prevention experts, local health agencies, mental health professionals, and community organizations.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Such measures and strategies shall include, but are not limited to:

Note: Education Code 215 mandates that the district's policy address any training to be provided to teachers of students in grades 7-12 on suicide awareness and prevention. See the accompanying administrative regulation for additional language fulfilling this mandate. In addition, Education Code 49604 encourages each district to provide suicide prevention training at least once to each middle, junior high, and high school counselor. Item #1 may be revised to specify other categories of employees who will receive the training.

1. Staff development on suicide awareness and prevention for teachers, school counselors,

and other district employees who interact with students

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Note: Items #2-7 below reflect optional strategies for suicide prevention, intervention, and postvention and may be revised to reflect district practice.

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. 6142.8 - Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis

5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

6. Crisis intervention procedures for addressing suicide threats or attempts

7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

Note: Education Code 215 mandates that the district's policy specifically address the needs of high-risk groups, including, but not limited to, those listed in the following paragraph. See the accompanying administrative regulation for additional language fulfilling this mandate.

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide;

students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

Note: Pursuant to Education Code 215, as amended by AB 2639 (Ch. 437, Statutes of 2018), boards that serve students in grades 7-12 are required to review, and if necessary update, the district's student suicide prevention policy at least every five years.

The Board shall review, and update as necessary, this policy at least every five years.
(Education Code 215)

Legal Reference:

EDUCATION CODE

215 Student suicide prevention policies

215.5 Suicide prevention hotline contact information on student identification cards

216 Suicide prevention online training programs

32280-32289 Comprehensive safety plan

49060-49079 Student records

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 Government Claims Act

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5850-5883 Children's Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS

Preventing Suicide: Guidelines for Administrators and Crisis Teams, 2015

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012

Preventing Suicide: A Toolkit for High Schools, 2012

WEB SITES

American Association of Suicidology: <http://www.suicidology.org>

American Foundation for Suicide Prevention: <http://afsp.org>
American Psychological Association: <http://www.apa.org>
American School Counselor Association: <http://www.schoolcounselor.org>
California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>
California Department of Health Care Services, Suicide Prevention Program:
<http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>
Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>
National Association of School Psychologists: <http://www.nasponline.org>
National Institute for Mental Health: <http://www.nimh.nih.gov>
Trevor Project: <http://thetrevorproject.org>
U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services
Administration: <http://www.samhsa.gov>

(7/09 3/17) 12/18

Students

AR 5141.52

Suicide Prevention

Note: Pursuant to Education Code 215, districts serving students in grades 7-12 are mandated to adopt a policy on student suicide prevention, intervention, and postvention (i.e., intervention conducted after a suicide). See the accompanying Board policy. The following administrative regulation provides additional strategies that fulfill the mandate and may be revised to reflect district practice.

Note: Examples of suicide prevention strategies are also available in the California Department of Education's (CDE) model policy, the U.S. Department of Health and Human Services publication Preventing Suicide: A Toolkit for High Schools, and resources issued by other state and federal agencies and organizations. For further information about strategies to protect students from bullying, cyberbullying, and other harassment, see BP 5131 - Conduct, BP 5131.2 - Bullying, BP 5145.3 - Nondiscrimination/Harassment, and BP 5145.9 - Hate-Motivated Behavior.

Note: Effective July 1, 2019, Education Code 215.5, as added by SB 972 (Ch. 460, Statutes of 2018), requires districts that issue or reissue student identification cards to have printed on either side of the card the telephone number of the National Suicide Prevention Lifeline (1-800-273-8255), and allows to have printed on the card the Crisis Text Line (texting HOME to 741741) and/or a local suicide prevention hotline telephone number. If, as of July 1, 2019, the district has unissued student identification cards that do not comply with the above requirements, the cards should be issued until the supply is depleted.

Student identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

Staff Development

Note: Education Code 215 mandates that the district's policy and procedures address any training to be provided to teachers of students in grades 7-12 on suicide awareness and prevention. In addition, Education Code 49604 encourages each district to provide suicide prevention training at least once to each middle, junior high, and high school counselor. The following section may be revised to reflect district practice.

***Note: Education Code 216, as added by AB 1808 (Ch. 32, Statutes of 2018), requires CDE to identify evidence-based online training program(s), aligned with the requirements of Education Code 215, that districts can use to train students and staff. Additionally, dependent

upon funds being appropriated in the annual Budget Act, CDE will provide grants, upon application, to county offices of education for the acquisition of such training programs to disseminate to districts at no cost.***

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

Note: Education Code 215 mandates that the district's policy specifically address the needs of high-risk groups; see the accompanying Board policy. One strategy to specifically address their needs is to increase staff awareness of the higher rates of suicide among these groups, as provided in item #1 below.

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth

Note: Staff development may include training about individual risk factors associated with suicide, as provided in item #2 below. Information about risk factors is available from CDE, Centers for Disease Control and Prevention, American Association of Suicidology, American Foundation for Suicide Prevention, Trevor Project, and other agencies and organizations.

2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent

4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

7. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed
8. District procedures for responding after a suicide has occurred

Instruction

Note: The state's content standards for health education include voluntary standards pertaining to mental, emotional, and social health at selected elementary and secondary grades and suicide prevention instruction at grade 7 or 8 and in high school.

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills and self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5141.6 - School Health Services)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6164.2 - Guidance/Counseling Services)

Intervention

Note: Education Code 215 mandates that the district's policy and procedures address suicide intervention. The following section should be revised to reflect district practice.

Note: In addition, the district may choose to incorporate crisis intervention strategies in its comprehensive school safety plan adopted pursuant to Education Code 32280-32289; see BP/AR 0450 - Comprehensive Safety Plan.

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal or school counselor, who shall implement district intervention protocols as appropriate.

Note: Education Code 49602 generally protects the confidentiality of information of a personal nature disclosed to a school counselor by a student age 12 years or older or by a parent/guardian. However, in certain circumstances, the counselor may disclose such information to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. Also see BP 6164.2 - Guidance/Counseling Services.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

School employees shall act only within the authorization and scope of their credential or license. An employee is not authorized to diagnose or treat mental illness unless specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5141 - Health Care and Emergencies)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. 5125 - Student Records)

Note: The following paragraph is optional. If a student's parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide, the Superintendent or designee shall consider whether a referral to child protective services for child neglect is needed. Pursuant to Penal Code 11164-11174.3, the Child Abuse and Neglect Reporting Act, school employees who are mandated reporters are required to report child abuse or neglect, as defined in law, when they have knowledge of or reasonably suspect that a child is a victim of child abuse or neglect. See BP/AR 5141.4 - Child Abuse Prevention and Reporting.

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support.

Postvention

Note: Education Code 215 mandates that the district's policy and procedures address suicide postvention. The following section should be revised to reflect district practice.

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

Note: Research has identified an increased risk of suicide among youth who are grieving the suicide of another (so-called "suicide contagion"). The National Association of School Psychologists, in its Preventing Suicide: Guidelines for Administrators and Crisis Teams, recommends that memorials should be implemented with care so as not to sensationalize or glamorize suicide and thereby increase the suicide risk to other students. If a memorial is conducted for a student who dies by suicide, the association suggests a living memorial, such as making donations to a local crisis center, participating in an event that raises awareness about suicide prevention, or providing other opportunities for service activities in the school that emphasize the importance of students taking care of each other.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112- Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

(7/09 3/17) 12/18

Students

BP 5144

Discipline

Note: The following policy is optional. Pursuant to Education Code 52060-52077, the Governing Board is required to adopt a local control and accountability plan (LCAP) that includes a description of the specific actions that the district intends to take in order to achieve its annual goals in specific priority areas, including student engagement and school climate. See BP/AR 0460 - Local Control and Accountability Plan.

Note: Since a district's ability to meet its goals around these priorities is impacted by its student discipline policies and practices, the Board must be careful to enact rules that are effective in maintaining safety and order on campus and in correcting student misbehavior without unnecessarily excluding students from school or participation in instruction. State law specifies behaviors for which a student may be suspended and/or recommended for expulsion (see BP/AR 5144.1 - Suspension and Expulsion/Due Process) and authorizes the use of age-appropriate alternatives designed to address a student's specific misbehavior, including those listed in Education Code 48900.5 and 48900.6.

Note: In addition, the U.S. Department of Justice's Civil Rights Division and the U.S. Department of Education's Office for Civil Rights (OCR), in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, state that studies have suggested a correlation between exclusionary discipline policies and practices (such as suspension and expulsion) and an array of serious educational, economic, and social problems, including school avoidance, diminished educational engagement, decreased academic achievement, increased behavior problems, and increased likelihood of dropping out, substance abuse, and involvement with the juvenile justice system. Consequently, they recommend that districts adopt alternative disciplinary measures that provide students with appropriate interventions and supports as a means for preventing and addressing student misbehavior.

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Note: Pursuant to Education Code 49005.2, as added by AB 2657 (Ch. 998, Statutes of 2018), use of seclusion and behavioral restraint as a means of discipline is prohibited. Education Code 49005.4, as added by AB 2657, provides that seclusion or behavioral constraint may only be used to control behavior that poses a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a less restrictive response. See AR 5131.41 - Use of Seclusion and Restraint.

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

Note: The following optional paragraph may be revised to reflect district practice. According to Public Counsel's model policy issued as part of the Fix School Discipline Project, a discipline matrix that lists violations and consequences could be a useful guide to school site administrators with regard to when suspension or expulsion referrals should be utilized.

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

Note: Education Code 35291.5 authorizes, but does not require, school sites to adopt rules and procedures for student discipline. Pursuant to Education Code 32282, any adopted site-level discipline rules must be included in the comprehensive safety plan; see BP/AR 0450 - Comprehensive Safety Plan. The following paragraph is optional.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Note: Pursuant to Education Code 52060, the district must annually adopt an LCAP that includes a description of district goals for improving school climate, as provided in the following paragraph.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Legal Reference:

EDUCATION CODE

32280-32289 School safety plans
35146 Closed sessions
35291 Rules
35291.5-35291.7 School-adopted discipline rules
37223 Weekend classes
44807.5 Restriction from recess
48900-48926 Suspension and expulsion
48980-48985 Notification of parent/guardian
49005-49006.4 Seclusion and restraint
49330-49335 Injurious objects
49550-49564.5 Meals for needy students
52060-52077 Local control and accountability plan

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus
353 Detention after school

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

1751-1769j School Lunch Program

1773 School Breakfast Program

Management Resources:

CSBA PUBLICATIONS

Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015

The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

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

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

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

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

Public Counsel: <http://www.fixschooldiscipline.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

(4/14 12/17) 12/18

Students

AR 5144

Discipline

Site-Level Rules

Note: The following section is optional. Pursuant to Education Code 35291.5, schools are authorized, but not required, to adopt site-level student discipline rules and procedures. Schools that choose to adopt student discipline rules, or that are directed by the Governing Board to do so, must solicit input from groups specified in items #1-5 below. Such site-level rules must be consistent with law, Board policy, and district regulations. If the school develops student discipline rules, Education Code 32282 requires that they be included in the comprehensive safety plan; see BP/AR 0450 - Comprehensive Safety Plan.

Note: In addition, pursuant to Education Code 52060, the district is required to adopt a local control and accountability plan (LCAP) that includes a description of the specific actions that it intends to take to achieve its annual goals in specified priority areas, including student engagement and school climate. In the development of the LCAP, the district is required to involve and/or consult with parents/guardians, employees, employee organizations, and students in accordance with law. See BP/AR 0460 - Local Control and Accountability Plan.

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

Note: Item #5 below may be deleted by elementary districts.

5. For junior high and high schools, students enrolled in the school

***Note: The following optional paragraph may be revised to reflect district practice. Education Code 35291.5 authorizes, but does not require, each school site to adopt school rules every four years. However, it is recommended that the timelines for the review of school rules be

aligned with those for the review and updating of the comprehensive safety plan, since the school rules must, by law, be included in the plan. Pursuant to Education Code 32286, the comprehensive safety plan must be reviewed and updated every year by March 1; see BP/AR 0450 - Comprehensive Safety Plan.***

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

Disciplinary Strategies

Note: Education Code 48900.5 lists means of correction of student behavior that a district may use as an alternative to suspension. The district should select those strategies that are appropriate for its student population. The following strategies may be modified or expanded to reflect district practice.

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the

behavior in partnership with the student and parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

Note: The Public Counsel's Fix School Discipline Project recognizes that exposure to chronic violence and other family or community traumas, such as serious accidents and life-threatening illnesses involving loved ones, and to conditions such as homelessness, may affect students' ability to learn and function well in school, and urges schools to adopt policies that recognize those factors and provide appropriate support to students.

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"

12. Detention after school hours as provided in the section below entitled "Detention After School"

13. Community service as provided in the section below entitled "Community Service"

14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Note: Pursuant to Education Code 48900.5, when a student's misbehavior may result in a referral for suspension or expulsion after other means of correction have failed, the district may document and place in the student's record any other means of correction used to address the behavior. The following optional paragraph may be revised to reflect district practice.

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

Note: The following optional section should be revised to reflect district practice. Although Education Code 44807.5 authorizes the district to adopt reasonable regulations allowing a teacher to restrict recess time for disciplinary purposes, it is recommended that districts discourage its use since it could limit students' opportunity to engage in physical activity which is inconsistent with district goals for student wellness. Studies have shown that, apart from its multiple health benefits, physical activity can help students improve their academic performance, attention, and behavior.

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of

restriction.

3. The student's teacher shall inform the principal of any recess restrictions imposed.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

Note: The following paragraph should be modified to reflect district practice.

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Note: The following optional paragraph is offered for districts that use Saturday classes for purposes of detention. Education Code 37223 authorizes the use of Saturday classes; however, except in the case of truants, attendance at such classes must be at the election of the student, or parent/guardian when the student is a minor.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

Note: Education Code 48900.6 provides that the community service option is not available for those students who have been suspended, pending expulsion, for acts qualifying for either "mandatory recommendation for expulsion" or "mandatory expulsion" pursuant to Education Code 48915. See BP 5144.1 - Suspension and Expulsion/Due Process.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not

implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

(11/12 4/14) 12/18

Instruction

BP 6175

Migrant Education Program

Note: The following optional policy is for use by districts that have established migrant education programs pursuant to federal Title I, Part C (20 USC 6391-6399) and Education Code 54440-54445. In California, most districts that provide migrant education services operate pursuant to service agreements with regional service centers pursuant to Education Code 54444.1. The district submits a service application to the regional center, which then submits a regional application to the California Department of Education (CDE). The following policy and accompanying administrative regulation should be revised as necessary to reflect the district's agreement with its regional service center.

Note: During the Federal Program Monitoring process, CDE will review whether the district is fulfilling the major legal requirements for implementation of the program.

The Governing Board desires to provide a comprehensive program for migrant students that attempts to mitigate the impact of educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit their ability to succeed in school. The district shall make use of available funds to provide supplementary services for migrant students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall cooperate with the regional migrant service center in outreach and identification of eligible migrant students and in the provision of migrant education services. The Superintendent or designee shall also coordinate migrant education services with other programs within the district and with other public agencies that serve migrant workers and their families.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5141.6 - School Health Services)
(cf. 5147 - Dropout Prevention)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Learners)

Note: 20 USC 6394, as amended by the Every Student Succeeds Act (P.L. 114-95), establishes priority for services for migrant students who are failing or at risk of failing to meet state standards or have dropped out of school. According to CDE's 2017 State Service Delivery Plan, for purposes of establishing priority for services, students are considered to be failing or at risk of failing to achieve state standards if they (1) score at Level 1-2 (standard not met or standard nearly met) on the English language or mathematics summative assessments of the California Assessment of Student Performance and Progress, or (2) score at Levels 1-3 (beginning to moderately developed English skills) on the English Language Proficiency Assessments for California.

The district shall give first priority for services to migrant students who are failing, or are most at risk of failing, to meet state academic standards or have dropped out of school. (20 USC 6394)

(cf. 6011 - Academic Standards)

Note: 20 USC 7881 requires that eligible private school students residing within the district be provided an opportunity to receive services on an equitable basis with public school students, as provided below. See AR 6171 - Title I Programs for further information about requirements pertaining to such participation.

The district shall provide services to eligible private school students residing within the district on an equitable basis with participating public school students. (20 USC 7881; 34 CFR 200.87)

Note: Education Code 54443.1 requires that local migrant education programs conduct an individual assessment of the educational and health needs of each migrant student and prepare a brief individual learning plan listing the services to be provided to each student; see the accompanying administrative regulation. These duties may be performed by either the district or the regional service center depending on their agreement.

The Superintendent or designee shall ensure that each migrant student is placed at the appropriate grade level upon enrollment and is provided services in accordance with an individual needs assessment and learning plan.

Note: The following optional paragraph may be revised to reflect district practice, including specific indicators that the Governing Board and Superintendent or designee agree to use in evaluating program effectiveness.

The Superintendent or designee shall annually report to the Board regarding student performance on statewide assessments of core academic subjects and English language development, as appropriate, for students enrolled in the district's migrant education program. In addition, the Superintendent or designee shall periodically report to the Board regarding the alignment of district services with the needs of students as identified in student needs assessments conducted pursuant to Education Code 54443.1. As necessary, the Board shall seek technical assistance from the migrant education regional service center and/or make changes in the services provided by the district in order to improve student achievement.

(cf. 0500 - Accountability)
(cf. 6162.51 - State Academic Achievement Tests)

Legal Reference:

EDUCATION CODE

200 Educational equity

220 Prohibition against discrimination

234.7 Student protections relating to immigration and citizenship status

51225.1 Exemption from district graduation requirements

51225.3 High school graduation, course requirements

54440-54445 Migrant education program

CODE OF REGULATIONS, TITLE 5

3080 Application of uniform complaint procedures

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

6311 Title I state plan

6381-6381k Even Start family literacy program

6391-6399 Education of migrant students

7881 Services for private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.81-200.89 Migrant education program

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2017 State Service Delivery Plan

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Education of Migratory Children Under Title I, Part C of the Elementary and Secondary

Education Act of 1965, Non-Regulatory Guidance, rev. March 2017

WEB SITES

California Department of Education, Migrant Education Office: <http://www.cde.ca.gov/sp/me>

U.S. Department of Education, Office of Migrant Education:

<http://www.ed.gov/about/offices/list/oese/ome>

West Ed, Migrant Student Information Network:

<http://www.wested.org/project/migrant-student-information-network-msin>

Instruction

AR 6175

Migrant Education Program

Note: The following optional administrative regulation reflects requirements of the migrant education program established pursuant to federal Title I, Part C (20 USC 6391-6399) and Education Code 54440-54445 and should be revised to reflect the district's agreement with the regional service center.

Eligibility

Note: Student eligibility for migrant education services is based on criteria delineated in 20 USC 6399, as amended by the Every Student Succeeds Act (P.L. 114-95), and 34 CFR 200.81. Eligibility is established through an interview conducted by a migrant education recruiter, who is employed by either the regional service center or district and has received specialized training and authorization to identify and recruit families for the migrant education program. Recruitment and identification procedures are detailed in the California Department of Education's (CDE) 2017 State Service Delivery Plan.

Note: Pursuant to 34 CFR 200.89, regional service centers are required to annually validate eligibility through the re-interview of parents/guardians of a randomly selected sample of students previously identified as migrant.

Students age 3 to 21 years shall be eligible for the district's migrant education program if they, their parents/guardians, or their spouses are migratory agricultural workers or fishers who, in the preceding 36 months, moved into the district due to economic necessity and engaged in new temporary or seasonal employment or personal subsistence in agriculture or fishing. If such employment was not secured soon after the move, students may be considered migrant students if they, their parents/guardians, or their spouses actively sought such new employment and have a recent history of moves for temporary or seasonal agricultural or fishing employment. (20 USC 6399; 34 CFR 200.81)

Note: The last sentence of the following paragraph should be deleted by districts that do not offer classes at the secondary level.

A student who ceases to be a migrant student during a school term shall be eligible for services until the end of the term. If comparable services are not available through other programs, a student who is no longer migratory may continue to receive services for one additional school year. Students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. (20 USC 6394)

Student Records

Note: Pursuant to 34 CFR 200.89, CDE and agencies operating migrant education programs must maintain a Certificate of Eligibility form and any additional documentation needed to confirm each student's eligibility.

Note: Education Code 234.7 prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members, except as required by law or to administer a state or federally supported educational program. If the district becomes aware of the citizenship or immigration status of any student, it is prohibited from disclosing that information to U.S. Immigration and Customs Enforcement. See BP/AR 5145.13 - Response to Immigration Enforcement.

The Superintendent or designee shall maintain records documenting the eligibility of students enrolled in the district's migrant education program. However, the district shall not collect information or documents regarding the citizenship or immigration status of students or their family members for the purpose of determining eligibility for migrant education services.

(cf. 5125 - Student Records)

(cf. 5145.13 - Response to Immigration Enforcement)

Note: 20 USC 6398 requires districts receiving migrant education funds to make student records available at no cost to another district that requests the records, if the request is made to meet the needs of a migrant student. State law requiring the transfer of records for all students is reflected in BP/AR 5125 - Student Records. In California, the Migrant Student Information Network, developed and maintained by WestEd, assists CDE and each regional center with migrant student data collection and reporting.

The Superintendent or designee shall acquire education and health records from migrant students' previous school districts, as appropriate.

When a migrant student transfers to another district, the student's records shall be provided to the receiving district upon request at no cost in order to assist that district in meeting the needs of the student. (20 USC 6398)

Program Components

Note: The following section may be revised to reflect the district's service agreement with the regional service center.

The migrant education program shall include all of the following components: (Education Code 54443.1)

1. A general needs assessment summarizing the needs of the population to be served
2. A comprehensive program to meet the educational, health, and related needs of participating students which supplements the district program and includes, but is not limited to:

a. Instructional services, including academic, remedial and compensatory, bilingual-crosscultural, and career technical instruction

(cf. 6174 - Education for English Learners)

(cf. 6177 - Summer Learning Programs)

(cf. 6178 - Career Technical Education)

b. Counseling and career education services

(cf. 6164.2 - Guidance/Counseling Services)

c. Preschool services in accordance with Education Code 54443

(cf. 5148.3 - Preschool/Early Childhood Education)

d. Other educational services that are not otherwise available in sufficient quantity or quality to eligible migrant students

e. The acquisition of instructional materials and equipment necessary to adequately provide the appropriate services

f. Other related services to meet the special needs of eligible migrant students to enable them to participate effectively in instructional services

g. The coordination and teaming of existing resources serving migrant students, such as bilingual-crosscultural education, health screening, and compensatory education

(cf. 5141.6 - School Health Services)

(cf. 5147 - Dropout Prevention)

(cf. 6171 - Title I Programs)

3. Individual assessment of the educational and relevant health needs of each participating student, within 30 days of enrollment, including assessments concurrently provided pursuant to compensatory education, bilingual-crosscultural education, school improvement programs, and other programs serving the student

4. A brief individual learning plan listing the services to be provided to each student, which shall be given to the parent/guardian in writing or at a parent/guardian conference, annually and when the student moves to a new district

5. Staffing and staff development plans and practices to meet the needs of students and implement the program

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. Parent/guardian and community involvement as specified in Education Code 54444.2, including, but not necessarily limited to, the establishment of a parent/guardian advisory council to actively involve parents/guardians in planning, operating, and evaluating the district's migrant education program

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

Note: 20 USC 6394 requires "the same" parent involvement in migrant education programs as is required for Title I programs for disadvantaged students (see BP/AR 6020 - Parent Involvement), unless extraordinary circumstances make such provision impractical.

The migrant education program shall provide for the same opportunities for parent/guardian involvement that are provided to parents/guardians for federal Title I programs. (20 USC 6394)

7. Evaluations which include annual student progress and overall program effectiveness and quality control reports

Note: The following optional paragraph is for use by districts that offer a Migrant Education Even Start family literacy program pursuant to 20 USC 6381-6381k and 34 CFR 200.80 and may be revised to reflect district practice.

Contingent upon funding, the district shall provide home-based and/or school-based family literacy services to migrant families to enhance literacy levels, parenting skills, and English language skills of parents/guardians.

Summer School

Note: Pursuant to Education Code 54444.3, each district receiving federal migrant education funding is required to conduct summer school programs for eligible migrant students. Before establishing the program, the district must submit an application for approval to the Superintendent of Public Instruction. The following section may be revised to reflect the grade levels offered by the district.

The district shall conduct summer school program(s) for eligible migrant students. The summer school program shall respond to the individual needs of participating students and shall build on and be consistent with the instructional programs offered to these students during the regular school year. Coursework shall be of the same level of difficulty in each subject as that provided to students enrolled in regular classes of instruction within the district in the preceding year. (Education Code 54444.3)

Teachers in the summer school program shall have cultural training or background and understanding of the special needs of migrant students and possess the proper credential for the subjects and grade levels to which they are assigned. (Education Code 54444.3)

The program shall comply with the following requirements for instructional time: (Education Code 54444.3)

1. For kindergarten class, a minimum of 180 minutes per day, including recesses, for not less than 20 instructional days
2. For grades 1-8, a minimum of 200 minutes per day, including recesses and passing time but excluding noon intermissions, for not less than 20 instructional days
3. For grades 7-12, a minimum of 240 minutes per day, including passing time but excluding noon intermissions, for not less than 30 instructional days

When district facilities that are suitable for the summer climate are available, the district shall make facilities available at cost to other agencies that request facilities for the operation of migrant summer school programs. When approved by the Superintendent of Public Instruction, the district may jointly offer facilities with a neighboring district to meet the needs of the migrant summer school program for the entire area. (Education Code 54444.3)

Applicability of Graduation Requirements

Note: The following section is for use by districts maintaining high schools.

To obtain a high school diploma, migrant students shall complete all courses required by Education Code 51225.3 and shall generally fulfill any additional graduation requirements prescribed by the Board.

(cf. 6146.1 - High School Graduation Requirements)

Note: Whenever a migrant student transfers between districts or schools in grades 11-12, Education Code 51225.1, as amended by AB 2121 (Ch. 581, Statutes of 2018), exempts such students from the requirement to complete district-established graduation requirements that are in addition to the state requirements, under the conditions described below. Also see BP 6146.1 - High School Graduation Requirements.

However, when a migrant student who has completed the second year of high school transfers into the district or transfers between high schools within the district, the student shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the fourth year of high school. Within 30 calendar days of the transfer, the Superintendent or designee shall notify the student and the student's parent/guardian of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student no longer meets the definition of a migrant student. (Education Code 51225.1)

(cf. 5145.6 - Parental Notifications)

To determine whether a migrant student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer or the length of school enrollment, whichever qualifies the student for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any migrant student who is granted an exemption and the student's parent/guardian how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a migrant student to transfer schools in order to qualify for an exemption, and no request for a transfer solely to qualify for an exemption shall be made by a migrant student or parent/guardian. (Education Code 51225.1)

If a migrant student is exempted from local graduation requirements, the exemption shall continue to apply after the student no longer meets the definition of a migrant student if the student is still enrolled in school or transfers to another school or district. (Education Code 51225.1)

Upon making a finding that a migrant student is reasonably able to complete district graduation requirements within a fifth year of high school, the Superintendent or designee shall:
(Education Code 51225.1)

1. Inform the student and parent/guardian of the student's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution
2. Provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student or parent/guardian, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Parent Advisory Council

The parent advisory council shall be comprised of members who are knowledgeable of the needs of migrant students and shall be elected by the parents/guardians of students enrolled in the district's migrant education program. The composition of the council shall be determined by the parents/guardians at a general meeting to which all parents/guardians of participating students shall be invited. The parents/guardians shall be informed, in a language they understand, that they have the sole authority to decide on the composition of the council. (Education Code 54444.2)

At least two-thirds of the advisory council shall consist of parents/guardians of migrant students. (Education Code 54444.2)

All parent/guardian candidates for the council shall be nominated by parents/guardians. Nonparent candidates, such as teachers, administrators, other school personnel, or students, shall be nominated by the groups they represent. All other community candidates shall be nominated by the parents/guardians. (Education Code 54444.2)

The parent/guardian advisory council shall meet at least six times during the year and shall: (Education Code 54444.4)

1. Establish program goals, objectives, and priorities
2. Review annual needs assessments, program activities for each school, and individual learning plans
3. Advise on the selection, development, and reassignment of migrant education program staff
4. Participate actively in planning and negotiating program applications and service agreements
5. Perform all other responsibilities required under state and federal laws or regulations

The Superintendent or designee shall establish and implement a training program for advisory council members to enable them to carry out their responsibilities. The training program shall be developed in consultation with the council and shall include appropriate training materials in a language understandable to each member. (Education Code 54444.2)

The Superintendent or designee shall provide the council, without charge, a copy of all applicable state and federal migrant education statutes, rules, regulations, guidelines, audits, monitoring reports, and evaluations. Upon request, these materials also shall be provided without charge to each member of the council. (Education Code 54444.2)

Notification and Complaints

Note: Education Code 51225.1 and 51225.2, as amended by AB 2121, provide that complaints of noncompliance with specified requirements related to the educational rights of migrant students may be filed in accordance with the uniform complaint procedures specified in 5 CCR 4600-4670. As with other complaints covered under the uniform complaint procedures, a complainant may appeal the district's decision to CDE and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Information regarding the educational rights of migrant students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification

distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of migrant students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

(7/03 7/09) 12/18