



recommended items are grouped as a consent item for automatic approval after the Board President determines there is no request to separate any items for independent consideration.

11.1 **BOARD MINUTES** – Request to approve Board minutes

11.1.1 (p. 64) January 16, 2020 (Regular)

11.1.2 (p. 70) January 21, 2020 (Special)

11.2 (p. 73) **BILLS/WARRANTS** – Request to approve warrants list, special variable payroll (V. Wright)

11.3 **MONTHLY ACCOUNT SUMMARIES** – Request to approve monthly account summaries

11.3.1 (p. 77) Prepared by Toni Rivera, General Ledger Report and Bank Reconciliation Report, Williams Middle School Checking Account, December 2019

11.4 **SERVICE AGREEMENTS/CONTRACTS**

11.4.1 (p. 79) AVID College Readiness System Services and Products Agreement including AVID Secondary Curriculum and Membership for Williams Jr/Sr High School for SY 2020-21.

11.4.2 (p. 85) Imagine Learning Purchase Contract from 2020-2022.

11.4.3 (p. 89) Memorandum of Understanding between Williams Unified School District and Colusa County Office of Education for the Secondary Summer School Academy from June 12, 2020 through July 23, 2020.

11.4.4 (p. 91) Agreement with James Marta & Company LLP for the Financial Audit of Williams Unified School District through June 30, 2022.

11.4.5 (p. 102) Agreement with James Marta & Company LLP for the Financial Audit for Bond Measure C through June 30, 2022.

11.5 (p. 108) **ROUTINE PURCHASE ORDERS**

Purchase Order #	Vendor	Amount
PO20-00430	D2 Trailer Sales	\$26,938.54

11.6 **APPROVE EXTRA DUTY / VOLUNTEER / STUDENT PERSONNEL REPORTS** – Request to approve personnel items relating to Extra Duty, Volunteer and Student personnel reports. (R. Cranford)

Classification	Position	Status	Name
Extra Duty	Varsity Boys Basketball Coach	Filled	Jeffrey Lemus
Extra Duty	Junior Varsity Boys Basketball Coach	Filled	Tanner Bloom
Extra Duty	Assistant Track Coach	Filled	Ben Haney
Extra Duty	Head Track Coach	Filled	Dan McDonald

11.7 **APPROVE CERTIFICATED / CLASSIFIED / CONFIDENTIAL PERSONNEL REPORT-** Request to approve personnel items relating to Certificated, Classified and Confidential personnel reports (R. Cranford)

Classification	Position	Status	Name
Classified	Student Supervisor	Open	
Classified	Health Clerk Aide	Open	
Certificated	Secondary Teacher	Leave of Absence 3/16/20 – 3/27/20	David Garcia

11.8 **APPROVE INSTRUCTIONAL MINUTES/ BELL SCHEDULES / MASTER SCHEDULES**

11.8.1 None

11.9 **APPROVE STUDENT HANDBOOKS**

11.9.1 None

11.10 **APPROVE INTER-DISTRICT TRANSFER REQUESTS**

11.10.1 (p. 110) Updated 2019-20 Inter-District Transfer List

11.11 **APPROVE BOARD POLICIES (BP) AND ADMINISTRATIVE REGULATIONS (AR) AND EXHIBITS (E) AND BOARD BYLAWS (BB)**

11.11.1 (p. 114) Revised E 5117 Interdistrict Attendance

11.12 **APPROVE FIELD TRIP REQUESTS**

11.12.1 None

11.13 **APPROVE DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES**

11.13.1 (p. 116) Destruction of District Office Records

11.14 **ACCEPTANCE OF DONATIONS**

11.14.1 (p. 118) Donation of Toys for the Winter Posada Festival

11.14.2 (p. 122) Donation of Food and Raffle Prizes for the Winter Posada Festival

11.15 **APPROVE REPRESENTATIVE TO THE CSBA DELEGATE ASSEMBLY**

11.15.1 (p. 123) No nominations were received; the Board may choose to write in a name.

**Action** \_\_\_\_\_ **Motion** \_\_\_\_\_ **Second** \_\_\_\_\_ **Ayes** \_\_\_\_\_ **Noes** \_\_\_\_\_  
**Roll Call:** **Abstain** \_\_\_\_\_ **Absent** \_\_\_\_\_  
 Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

## 12.0

**ACTION ITEMS – NEW BUSINESS** – Protocol for action items includes a staff presentation, questions from the Board, public input, closing of public input, deliberation by the Board, and voting by the Board. During public input there will be a 3-minute time limit per person.

12.1 (p. 126) Consideration and possible action concerning the approval of **Resolution #16-022020: Student Activity Special Revenue Fund #08.**

**Action** \_\_\_\_\_ **Motion** \_\_\_\_\_ **Second** \_\_\_\_\_ **Ayes** \_\_\_\_\_ **Noes** \_\_\_\_\_  
**Roll Call:** **Abstain** \_\_\_\_\_ **Absent** \_\_\_\_\_  
 Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

12.2 (p. 127) Consideration and possible action concerning the approval of **Resolution #17-022020: In the Matter of Adopting Development Fees on Residential and Commercial and Industrial Development to Fund the Construction or Reconstruction of School Facilities.**

**Action** \_\_\_\_\_ **Motion** \_\_\_\_\_ **Second** \_\_\_\_\_ **Ayes** \_\_\_\_\_ **Noes** \_\_\_\_\_  
**Roll Call:** **Abstain** \_\_\_\_\_ **Absent** \_\_\_\_\_  
 Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

12.3 (p. 174) Consideration and possible action concerning the approval of the Board Meeting Calendar for 2020-2021.

**Action** \_\_\_\_\_ **Motion** \_\_\_\_\_ **Second** \_\_\_\_\_ **Ayes** \_\_\_\_\_ **Noes** \_\_\_\_\_  
**Roll Call:** **Abstain** \_\_\_\_\_ **Absent** \_\_\_\_\_  
 Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

12.4 (p. 175) Consideration and possible action concerning the approval of the District Attendance Calendar for school year 2020-2021.

**Action** \_\_\_\_\_ **Motion** \_\_\_\_\_ **Second** \_\_\_\_\_ **Ayes** \_\_\_\_\_ **Noes** \_\_\_\_\_  
**Roll Call:** **Abstain** \_\_\_\_\_ **Absent** \_\_\_\_\_  
 Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

12.5 (p. 176) Consideration and possible action concerning the approval of the District Attendance Calendar for school year 2021-2022.

**Action** \_\_\_\_\_ **Motion** \_\_\_\_\_ **Second** \_\_\_\_\_ **Ayes** \_\_\_\_\_ **Noes** \_\_\_\_\_  
**Roll Call:** **Abstain** \_\_\_\_\_ **Absent** \_\_\_\_\_  
 Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

12.6 Consideration and possible action to approve a 1% increase to the salary of Superintendent Edgar Lampkin, Ed. D. for school year 2019-2020 per the Employment Contract between Edgar Lampkin, Ed. D. and the Board of Trustees of the Williams Unified School District, Article II. B. Annual Adjustment to Base Salary.

On June 12, 2019, the Board of Trustees approved a 1% increase for the 2019-2020 school year for the Williams Teachers Association. On July 18, 2019, the Board of Trustees approved a 1% increase for the 2019-2020 school year for the Confidential Management and Certificated Management employees. The Board President and Vice President recommend that the same increase be applied to the Superintendent's contract.

**Action** \_\_\_\_\_ **Motion** \_\_\_\_\_ **Second** \_\_\_\_\_ **Ayes** \_\_\_\_\_ **Noes** \_\_\_\_\_  
**Roll Call:** **Abstain** \_\_\_\_\_ **Absent** \_\_\_\_\_  
 Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

12.7 (p. 177) Consideration and possible action concerning the approval of the proposed changes to Board Policy 6146.6 regarding 8<sup>th</sup> grade promotion/retention.

**Action** \_\_\_\_\_ **Motion** \_\_\_\_\_ **Second** \_\_\_\_\_ **Ayes** \_\_\_\_\_ **Noes** \_\_\_\_\_  
**Roll Call:** **Abstain** \_\_\_\_\_ **Absent** \_\_\_\_\_  
 Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

**13.0** **BOARD MEMBER COMMENTS**

**14.0** **DISCUSSION ITEMS**

14.1 (p. 187) BP 5141.21 Administering Medication and Monitoring Health Conditions

**15.0** **INFORMATIONAL ITEMS AND REPORTS**

15.1 (p. 191) District Enrollment Report  
 15.2 (p. 192) District Discipline Distribution

**16.0** **CORRESPONDENCE**

16.1 (p. 193) California Department of Education Certification of Corrective Action for Williams Unified School District.

**17.0** **FUTURE MEETING DATES**

17.1 February 25, 2020 (Special – Board Self-Evaluation)  
 17.2 March 12, 2020 (Regular)  
 17.3 April 23, 2020 (Regular)  
 17.4 May 21, 2020 (Regular)

**18.0** **PENDING AGENDA** – This is the time to place future items on the Pending Agenda.

18.1 2019-2020 Second Interim Report.

**19.0** **CONVENE TO CLOSED SESSION** **TIME: \_\_\_\_ PM**  
**Closed Session will be held regarding the following matters:**

19.1 Public Employee Performance Evaluation (Gov. Code 54957) (Information only)  
 Titles: Elementary Teachers (13 positions); Secondary Teachers (7 positions);  
 Learning Support Specialist (1 position)  
 19.2 Public Employee Discipline/Dismissal/Release (Gov. Code 54957)  
 19.3 Conference with Labor Negotiators (Gov. Code 54957.6)  
 Superintendent Dr. Edgar Lampkin, Director of Fiscal Services Mechele Coombs and  
 Legal Representation  
 19.3.1 Certificated Employees – WTA  
 19.3.2 Classified Employees – CSEA Chapter #556

**20.0** **RECONVENE TO OPEN SESSION** **TIME: \_\_\_\_ PM**  
**Action Taken During Closed Session:**

20.1 Public Employee Performance Evaluation (Gov. Code 54957) (Information only)  
 Titles: Elementary Teachers (13 positions); Secondary Teachers (7 positions);  
 Learning Support Specialist (1 position)

**Action** \_\_\_\_\_ **Motion** \_\_\_\_\_ **Second** \_\_\_\_\_ **Ayes** \_\_\_\_\_ **Noes** \_\_\_\_\_  
**Roll Call:** **Abstain** \_\_\_\_\_ **Absent** \_\_\_\_\_  
 Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no



## 20.2 Public Employee Discipline/Dismissal/Release (Gov. Code 54957)

**Action** \_\_\_\_\_ **Motion** \_\_\_\_\_ **Second** \_\_\_\_\_ **Ayes** \_\_\_\_\_ **Noes** \_\_\_\_\_  
**Roll Call:** **Abstain** \_\_\_\_\_ **Absent** \_\_\_\_\_  
 Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

20.3 Conference with Labor Negotiators (Gov. Code 54957.6)  
 Superintendent Dr. Edgar Lampkin, Director of Fiscal Services Mechele Coombs and  
 Legal Representation  
 20.3.1 Certificated Employees – WTA  
 20.3.2 Classified Employees – CSEA Chapter #556

**Action** \_\_\_\_\_ **Motion** \_\_\_\_\_ **Second** \_\_\_\_\_ **Ayes** \_\_\_\_\_ **Noes** \_\_\_\_\_  
**Roll Call:** **Abstain** \_\_\_\_\_ **Absent** \_\_\_\_\_  
 Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

21.0 **ADJOURNMENT** **TIME:** \_\_\_\_ PM

**Action** \_\_\_\_\_ **Motion** \_\_\_\_\_ **Second** \_\_\_\_\_ **Ayes** \_\_\_\_\_ **Noes** \_\_\_\_\_  
**Roll Call:** **Abstain** \_\_\_\_\_ **Absent** \_\_\_\_\_  
 Leos-Vera ☐ aye ☐ no / Lopez ☐ aye ☐ no / Mora ☐ aye ☐ no / GW Simmons ☐ aye ☐ no / Vaca ☐ aye ☐ no

*Accommodating Those Individuals with Special Needs – In compliance with the Americans with Disabilities Act, the Williams Unified School District encourages those with disabilities to participate fully in the public meeting process. If you require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting, you should notify the Superintendent's office in writing prior to the regular meeting so that every reasonable effort can be made to accommodate you.*

**Agenda Documents:** As required in SB 343, agenda documents distributed to the Board less than 72 hours before the meeting are available for public inspection at the Williams Unified School District Office located at 499 Marguerite Street, Suite C, Williams, California.  
**THE NEXT REGULARLY SCHEDULED BOARD MEETING WILL BE Thursday, March 12, 2020 AT 6:30 PM.**

Posted: February 13, 2020

## DISTRITO ESCOLAR UNIFICADO DE WILLIAMS

### REUNIÓN REGULAR DEL CONSEJO DIRECTIVO

Reunión Regular, Jueves 20 de febrero de 2020 a las 6:30 p.m.

**Centro Universitario y Profesional**

260 Eleventh Street, Williams, CA

### AGENDA

**1.0**      **LLAMADO AL ORDEN**                      HORA: \_\_\_\_ P.M.

**2.0**      **LISTA DE ASISTENTES**

**3.0**      **JURAMENTO DE LEALTAD**

**4.0**      **APROBACIÓN DE LA AGENDA**

Acción _____	Moción _____	Apoyada _____	Sí _____	No _____
<b>Lista de asistentes:</b>			<b>Abstuvo</b> _____	<b>Ausente</b> _____
Leos-Vera <input type="checkbox"/> sí <input type="checkbox"/> no / López <input type="checkbox"/> sí <input type="checkbox"/> no / Mora <input type="checkbox"/> sí <input type="checkbox"/> no / GW Simmons <input type="checkbox"/> sí <input type="checkbox"/> no / Vaca <input type="checkbox"/> sí <input type="checkbox"/> no				

**5.0**      **DISCUSIÓN PÚBLICA DE AUDIENCIA/VISITANTES** - Cualquiera que desee dirigirse al Consejo Directivo sobre cualquier artículo relacionado a la escuela que no esté programado en esta agenda pero esté dentro de la jurisdicción del Consejo Directivo puede hacerlo en éste momento. Por favor diga su nombre y apellido. La reunión está siendo grabada y todos los comentarios están siendo registrados. El Consejo Directivo limita por norma a 3 minutos de exposición por persona y 20 minutos por artículo.

**6.0**      **AUDIENCIA PÚBLICA**                      HORA: \_\_\_\_ P.M.

6.1 (p. 11) Propuesta de adopción del Arancel del Desarrollador y aumento de la Matrícula Escolar Reglamentaria.

**7.0**      **CIERRE DE AUDIENCIA PÚBLICA**                      HORA: \_\_\_\_ P.M.

**8.0**      **PRESENTACIONES**

- 8.1      Actualización de construcción – Jeff Threet de Stone Creek Engineering, Inc.
- 8.2      Representante de ASB de la Escuela Secundaria Williams.
- 8.3      Reconocimiento de empleado para Footsteps 2 Brilliance (Pasos Hacia la Brillantez)

**9.0**      **REPORTES DEL CONSEJO DIRECTIVO**

- 9.1 (p. 12) Amanda Zimmerman, Directora de la Escuela Primaria.
- 9.2 (p. 22) Rosa Villaseñor, Coordinadora de SIG/Administradora de ELL.
- 9.3 (p. 23) Mónica Vega-Mendoza, Contacto del Distrito.
- 9.4 (p. 25) Héctor González, Director de la Escuela Primaria Superior.
- 9.5 (p. 28) Dr. Mary Ponce, Directora de la Escuela Secundaria.
- 9.6 (p. 30) Estefanía Guillen Aceves, Coordinadora de Pasantías.
- 9.7 (p. 48) Tim Wright, Director de Transporte, Operaciones y Mantenimiento.
- 9.8 (p. 49) Vangelis Bolias, Director de Tecnología.
- 9.9 (p. 53) Kristi Ward, Directora de Nutrición y Alimentos.
- 9.10 (p. 54) Mechele Coombs, Directora de Servicios Fiscales y de Rendición de Cuentas.
- 9.11      Dr. Edgar Lampkin, Superintendente del Distrito y Secretario del Consejo Directivo.

**10.0**      **REPORTES DEL CONSEJO DIRECTIVO DE GRUPOS DE EMPLEADOS.**

- 10.1      Empleados Certificados – Asociación de Maestros de Williams.
- 10.2      Empleados Clasificados - Asociación de Empleados Escolares de California, Capítulo #556.

- 11.0 ARTÍCULOS DE ACCIÓN – CALENDARIO DE CONSENTIMIENTO** – Ciertos artículos, los cuales requieren de la revisión y aprobación del Consejo Directivo, son rutinarios puesto que no necesitan explicación, no son controversiales, o repetitivos. Estos artículos recomendados están agrupados como artículos de consentimiento para aprobación automática una vez que la Presidente del Consejo Directivo determina que no hay ningún pedido de separar los artículos para su consideración independiente.
- 11.1 **ACTA DEL CONSEJO DIRECTIVO** – Pedido de aprobación del acta del Consejo Directivo.  
 11.1.1 (p. 64) 16 de enero de 2020 (Regular).  
 11.1.2 (p. 70) 21 de enero de 2020 (Especial)
- 11.2 (p. 73) **CUENTAS/AUTORIZACIONES** – Pedido de aprobación de la lista de autorizaciones, nómina variable especial (V. Wright).
- 11.3 **RESÚMENES DE CUENTAS MENSUALES** – Solicitud de aprobación de resúmenes de cuentas mensuales.  
 11.3.1 (p. 77) Informe de conciliación bancaria de la cuenta de cheques de la Escuela Intermedia Williams preparado por Toni Rivera, diciembre de 2019.
- 11.4 **CONTRATOS/ACUERDOS DE SERVICIOS.**  
 11.4.1 (p. 79) Acuerdo de Productos y Servicios de Preparación Universitaria AVID incluyendo Programa de Estudio AVID para Secundaria y Membresía para la Escuela Secundaria Intermedia y Preparatoria Williams, año escolar 2020-21.  
 11.4.2 (p. 85) Contrato de compra de Imagine Learning de 2020-2022.  
 11.4.3 (p. 89) Memorandum de entendimiento entre el Distrito Escolar Unificado Williams y la Oficina de Educación del Condado de Colusa para la Academia de Verano de Secundaria del 12 de enero de 2020 al 23 de julio de 2020.  
 11.4.4 (p. 91) Acuerdo con James Marta & Company LLP para la auditoría financiera del Distrito Escolar Unificado de Williams hasta el 30 de junio de 2022.  
 11.4.5 (p. 102) Acuerdo con James Marta & Company LLP para la auditoría financiera de la Medida de Bonos C hasta el 30 de junio de 2022.
- 11.5 (p. 108) **ÓRDENES DE COMPRA DE RUTINA**
- | Orden de Compra # | Proveedor           | Cantidad    |
|-------------------|---------------------|-------------|
| PO20-00430        | Venta de Tráiler D2 | \$26,938.54 |
- 11.6 **APROBACIÓN DE LOS REPORTES DE DEBER ADICIONAL / VOLUNTARIOS / PERSONAL ESTUDIANTIL** - Pedido de aprobación de artículos del personal relacionados a reportes del Personal de Deber Adicional, Voluntarios y Estudiantil (R. Cranford).
- | Clasificación   | Posición   | Estatus | Nombre        |
|-----------------|--|---------|---------------|
| Deber Adicional | Entrenador de Baloncesto Masculino de Preparatoria   | Ocupada | Jeffrey Lemus |
| Deber Adicional | Entrenador de Baloncesto Masculino de Varsity Junior | Ocupada | Tanner Bloom  |
| Deber Adicional | Asistente de Entrenador de Atletismo                 | Ocupada | Ben Haney     |
| Deber Adicional | Entrenador de Atletismo                              | Ocupada | Dan McDonald  |
- 11.7 **APROBACIÓN DE REPORTE DE PERSONAL CERTIFICADO / CLASIFICADO / CONFIDENCIAL** – Pedido de aprobación de artículos del personal relacionados a reportes del personal Certificado, Clasificado y Confidencial (R. Cranford).
- | Clasificación | Posición                  | Estatus                                 | Nombre       |
|---------------|---------------------------|---|--------------|
| Clasificado   | Supervisor de Estudiantes | Vacante                                 |              |
| Clasificado   | Asistente de Salud        | Vacante                                 |              |
| Certificado   | Profesor de secundaria    | Licencia de ausencia<br>3/16/20-3/27/20 | David Garcia |
- 11.8 **APROBACIÓN DE MINUTOS DE INSTRUCCIÓN / CRONOGRAMAS DE CLASE / CRONOGRAMAS MAESTROS**  
 11.8.1 Ninguno.
- 11.9 **APROBACIÓN DE GUÍAS DEL ESTUDIANTE**  
 11.9.1 Ninguna.
- 11.10 **APROBACIÓN DE PEDIDOS DE TRANSFERENCIAS ENTRE DISTRITOS**  
 11.10.1 (p. 110) Lista actualizada de transferencias entre Distritos de 2019-20.
- 11.11 **APROBACIÓN DE POLÍTICAS DEL CONSEJO DIRECTIVO (BP, por sus siglas en inglés), REGLAMENTOS ADMINISTRATIVOS (AR, por sus siglas en inglés), DOCUMENTOS (E, por sus siglas en inglés) Y NORMAS DEL CONSEJO DIRECTIVO (BB, por sus siglas en inglés).**  
 11.11.1 (p. 114) Revisado E 5117 Asistencia entre distritos

- 11.12 **APROBACIÓN DE PEDIDOS DE VIAJES DE ESTUDIO**  
 11.12.1 Ninguno.
- 11.13 **APROBACIÓN DE DESECHO DE LIBROS, EQUIPAMIENTO Y SUMINISTROS**  
 11.13.1 (p. 116) Destrucción de registros de la oficina del distrito.
- 11.14 **ACEPTACIÓN DE DONACIONES**  
 11.14.1 (p. 118) Donación de juguetes para el Festival de Posada de Invierno.  
 11.14.2 (p. 122) Donación de comida y premios para el sorteo del Festival de Posada de Invierno.
- 11.15 **APROBACIÓN DEL REPRESENTANTE PARA LA REUNIÓN DE DELEGADOS DE CSBA**  
 11.15.1 (p. 123) No se recibió ninguna nominación; el Consejo Directivo podría escribir un nombre en una boleta de votación.

Acción \_\_\_\_\_ Moción \_\_\_\_\_ Apoyada \_\_\_\_\_ Sí \_\_\_\_\_ No \_\_\_\_\_  
 Lista de asistentes: Abstuvo \_\_\_\_\_ Ausente \_\_\_\_\_  
 Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

## 12.0

**ARTÍCULOS DE ACCIÓN - ASUNTOS NUEVOS** - El protocolo para los artículos de acción incluye una presentación del personal, preguntas del Consejo Directivo, contribución del público, cierre de la contribución del público, deliberación del Consejo Directivo, y votación del Consejo Directivo. Durante la contribución del público habrá un tiempo límite de 3 minutos por persona.

12.1 (p. 126) Consideración y posible acción respecto a la aprobación de la **Resolución #16-022020: actividad estudiantil del fondo especial de ingresos #08.**

Acción \_\_\_\_\_ Moción \_\_\_\_\_ Apoyada \_\_\_\_\_ Sí \_\_\_\_\_ No \_\_\_\_\_  
 Lista de asistentes: Abstuvo \_\_\_\_\_ Ausente \_\_\_\_\_  
 Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

12.2 (p. 127) Consideración y posible acción respecto a la aprobación de la **Resolución #17-022020: en lo referente a la adopción de aranceles sobre desarrollos residenciales, comerciales e industriales para financiar la construcción o reconstrucción de los establecimientos escolares.**

Acción \_\_\_\_\_ Moción \_\_\_\_\_ Apoyada \_\_\_\_\_ Sí \_\_\_\_\_ No \_\_\_\_\_  
 Lista de asistentes: Abstuvo \_\_\_\_\_ Ausente \_\_\_\_\_  
 Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

12.3 (p. 174) Consideración y posible acción respecto a la aprobación del Calendario de Reunión del Consejo Directivo para 2020-2021.

Acción \_\_\_\_\_ Moción \_\_\_\_\_ Apoyada \_\_\_\_\_ Sí \_\_\_\_\_ No \_\_\_\_\_  
 Lista de asistentes: Abstuvo \_\_\_\_\_ Ausente \_\_\_\_\_  
 Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

12.4 (p. 175) Consideración y posible acción respecto a la aprobación del Calendario de Asistencia del Distrito para el año escolar 2020-2021.

Acción \_\_\_\_\_ Moción \_\_\_\_\_ Apoyada \_\_\_\_\_ Sí \_\_\_\_\_ No \_\_\_\_\_  
 Lista de asistentes: Abstuvo \_\_\_\_\_ Ausente \_\_\_\_\_  
 Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

12.5 (p. 176) Consideración y posible acción respecto a la aprobación del Calendario de Asistencia del Distrito para el año escolar 2021-2022.

Acción \_\_\_\_\_ Moción \_\_\_\_\_ Apoyada \_\_\_\_\_ Sí \_\_\_\_\_ No \_\_\_\_\_  
 Lista de asistentes: Abstuvo \_\_\_\_\_ Ausente \_\_\_\_\_  
 Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

12.6 Consideración y posible acción para aprobar un aumento del 1% al salario del Superintendente Edgar Lampkin, Ed. D. para el año escolar 2019-2020 según el contrato de trabajo entre Edgar Lampkin, Ed. D. y la Junta de Síndicos del Distrito Escolar Unificado de Williams, Artículo II. B. Ajuste anual al salario base.

El 12 de junio de 2019, la Junta de Síndicos aprobó un aumento del 1% para el año escolar 2019-2020 para la Asociación de Maestros Williams. El 18 de julio de 2019, la Junta de Síndicos aprobó un aumento del 1% para el año escolar 2019-2020 para los empleados de Gestión Confidencial y Gestión Certificada. El Presidente y el Vicepresidente de la Junta recomiendan que se aplique el mismo aumento al contrato del Superintendente.

Acción \_\_\_\_\_ Moción \_\_\_\_\_ Apoyada \_\_\_\_\_ Sí \_\_\_\_\_ No \_\_\_\_\_  
 Lista de asistentes: Abstuvo \_\_\_\_\_ Ausente \_\_\_\_\_  
 Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

12.7 (p. 177) Consideración y posible acción respecto a la aprobación de los cambios propuestos a la Política del Consejo Directivo 6146.6 respecto a la promoción/retención de 8° grado.

Acción \_\_\_\_\_ Moción \_\_\_\_\_ Apoyada \_\_\_\_\_ Sí \_\_\_\_\_ No \_\_\_\_\_  
 Lista de asistentes: Abstuvo \_\_\_\_\_ Ausente \_\_\_\_\_  
 Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

### 13.0 COMENTARIOS DE LOS MIEMBROS DEL CONSEJO DIRECTIVO

### 14.0 ARTÍCULOS DE DISCUSIÓN

14.1 (p. 187) BP 5141.21 Administración de medicamentos y monitoreo de estados de salud.

### 15.0 ARTÍCULOS INFORMATIVOS Y REPORTES

15.1 (p. 191) Reporte de inscripción del Distrito.

15.2 (p. 192) Reporte de disciplina del Distrito.

### 16.0 CORRESPONDENCIA

16.1 (p. 193) Certificado de medidas correctivas del Departamento de Educación de California para el Distrito Escolar Unificado Williams.

### 17.0 FECHAS DE PRÓXIMAS REUNIONES

17.1 25 de febrero de 2020 (Especial – Autoevaluación del Consejo Directivo).

17.2 12 de marzo de 2020 (Regular).

17.3 23 de abril de 2020 (Regular).

17.4 21 de mayo de 2020 (Regular).

### 18.0 AGENDA PENDIENTE – Éste es el momento de agregar futuros artículos a la Agenda Pendiente.

18.1 Segundo Informe Provisional 2019-2020.

### 19.0 CONVOCATORIA A UNA SESIÓN CERRADA HORA: \_\_\_\_ P.M.

En la Sesión Cerrada se tratarán los siguientes temas:

19.1 Evaluación del desempeño de empleados públicos (Código de Gobierno 54957)(Solo información).  
 Títulos: Maestros de Primaria (13 posiciones); Maestros de Secundaria (7 posiciones)  
 Especialista de Apoyo de Aprendizaje (1 posición)

19.2 Disciplina/despido/suspensión de empleado público (Código de Gobierno 54957)

19.3 Conferencia con el Negociador Laboral (Código de Gobierno 54957.6).  
 Superintendente Dr. Edgar Lampkin, Directora de Servicios Fiscales Mechele Coombs y  
 Representación Legal.

19.3.1 Empleados Certificados – WTA.

19.3.2 Empleados Clasificados – CSEA Capítulo #556.

### 20.0 REANUDAR LA SESIÓN ABIERTA HORA: \_\_\_\_ P.M.

Medida tomada durante la sesión cerrada:

- 20.1 Evaluación del desempeño de empleados públicos (Código de Gobierno 54957)(Solo información).  
Títulos: Maestros de Primaria (13 posiciones); Maestros de Secundaria (7 posiciones)  
Especialista de Apoyo de Aprendizaje (1 posición)

Acción \_\_\_\_\_ Moción \_\_\_\_\_ Apoyada \_\_\_\_\_ Sí \_\_\_\_\_ No \_\_\_\_\_  
Lista de asistentes: Abstuvo \_\_\_\_\_ Ausente \_\_\_\_\_  
Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

- 20.2 Disciplina/despido/suspensión de empleado público (Código de Gobierno 54957)

Acción \_\_\_\_\_ Moción \_\_\_\_\_ Apoyada \_\_\_\_\_ Sí \_\_\_\_\_ No \_\_\_\_\_  
Lista de asistentes: Abstuvo \_\_\_\_\_ Ausente \_\_\_\_\_  
Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

- 20.3 Conferencia con Negociadores Laborales (Código de Gobierno 54957.6).  
Superintendente Dr. Edgar Lampkin, Directora de Servicios Fiscales Mechele Coombs y  
Representación Legal.  
20.3.1 Empleados Certificados – WTA.  
20.3.2 Empleados Clasificados – CSEA Capítulo #556.

Acción \_\_\_\_\_ Moción \_\_\_\_\_ Apoyada \_\_\_\_\_ Sí \_\_\_\_\_ No \_\_\_\_\_  
Lista de asistentes: Abstuvo \_\_\_\_\_ Ausente \_\_\_\_\_  
Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

21.0 **SUSPENSIÓN** HORA: \_\_\_\_\_ P.M.

Acción \_\_\_\_\_ Moción \_\_\_\_\_ Apoyada \_\_\_\_\_ Sí \_\_\_\_\_ No \_\_\_\_\_  
Lista de asistentes: Abstuvo \_\_\_\_\_ Ausente \_\_\_\_\_  
Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ no

*El Distrito Escolar Unificado de Williams, sirviendo a Individuos con Necesidades Especiales en conformidad con la ley para estadounidenses con discapacidades, alienta a aquellos con discapacidades a participar plenamente del proceso de reunión pública. Si usted necesita acomodaciones o modificaciones relacionadas a su discapacidad, incluyendo asistencia y servicios auxiliares para poder participar en la reunión del Consejo Directivo, debe notificar por escrito a la oficina del Superintendente antes de la reunión regular para poder llevar a cabo todo esfuerzo razonable para acomodar sus necesidades.*

Documentos de la agenda: Según lo establecido en SB 343, los documentos de la agenda distribuidos al Consejo Directivo con menos de 72 horas antes de la reunión estarán disponibles para inspección pública en la Oficina del Distrito Escolar Unificado de Williams ubicado en 499 Marguerite Street, Suite C, Williams, California.  
LA PRÓXIMA REUNIÓN PROGRAMADA DEL CONSEJO DIRECTIVO SERÁ EL JUEVES 12 de marzo de 2020 a las 6:30 P.M.

Publicado: 13 de febrero de 2020

# WILLIAMS UNIFIED SCHOOL DISTRICT

P. O. Box 7 - 499 Marguerite Street - Suite C - Williams, California 95987

DR. EDGAR R. LAMPKIN, SUPERINTENDENT

District Office 530-473-2550

Fax 530-473-5894

www.williamsusd.net

6.1

*"Students in Williams Unified will graduate with 21<sup>st</sup> century skills giving them true choices; career and/or college"*

## NOTICE OF HEARING REGARDING PROPOSED ADOPTION OF A DEVELOPER FEE STUDY AND THE INCREASE OF THE STATUTORY SCHOOL FEE

NOTICE IS HEREBY GIVEN that the Governing Board of the Williams Unified School District will hold a hearing and consider input from the public on the proposed adoption of a Developer Fee Justification Study for the District and an increase in the statutory school facility fee ("Level I Fee") on new residential and commercial/industrial developments as approved by the State Allocation Board on January 22, 2020. The adoption of the Study and the increase of the Level I Fee are necessary to fund the construction of needed school facilities to accommodate students due to development.

Members of the public are invited to comment in writing, on or before **February 20, 2020** or appear in person at the hearing at **6:30 p.m. on February 20, 2020** at the following location:

**Williams High School, College & Career Center, 260 11th Street, Williams, CA**

Materials regarding the Study and the Level I Fee are on file and are available for public review at the District Office located at **499 Marguerite Street, Suite C, Williams, CA.**

Dated: February 5, 2020

## AVISO DE AUDIENCIA CON RESPECTO A LA APROBACIÓN PROPUESTA DE UN ESTUDIO DE CUOTAS PARA DESARROLLADORES Y EL INCREMENTO DE LAS CUOTAS ESCOLARES ESTATUTARIAS

SE AVISA QUE la Junta de Gobierno del Distrito Escolar Unificado de Williams llevará a cabo una audiencia y considerará la opinión del público sobre la adopción propuesta de un Estudio de Justificación de Tarifas de Desarrollador para el Distrito y un aumento en la tarifa de las instalaciones escolares estatutarias ("Nivel I Cuota") en nuevos desarrollos residenciales y comerciales / industriales según lo aprobado por la Junta de Asignación del Estado el 22 de enero de 2020. La adopción del Estudio y el aumento de la Cuota de Nivel I son necesarios para financiar la construcción de las instalaciones escolares necesarias para dar cabida a los estudiantes debido al desarrollo.

Se invita a los miembros del público a comentar por escrito, antes del **20 de febrero de 2020** o presentarse en persona en la audiencia a las **6:30 p.m. el 20 de febrero de 2020** en la siguiente ubicación:

**Williams High School, College & Career Center, 260 11th Street, Williams, CA**

Los materiales relacionados con el Estudio y la Tarifa de Nivel I están archivados y están disponibles para revisión pública en la Oficina del Distrito ubicada en **499 Marguerite Street, Suite C, Williams, CA.**

Con fecha de: 5 de febrero de 2020

BOARD OF TRUSTEES: ANA LEOS-VERA - ALEJANDRA LOPEZ - YARELI MORA - GEORGE W. SIMMONS - SILVIA VACA



**Williams Elementary School**  
Amanda Zimmerman, Principal

**9.1**

### Enrollment

Grade	Students Enrolled	Average Class Size
TK	19	19 Students
Kindergarten	93	20.7 Students
1 <sup>st</sup> Grade	94	20.8 Students
2 <sup>nd</sup> Grade	83	20.75 Students
3 <sup>rd</sup> Grade	88	17.6 Students
<b>Total</b>	<b>377</b>	<b>19.77 Students</b>

### Instruction

#### **Mid-Year Benchmark Assessments**

Mid-year Benchmark assessments are complete. I have attached the results on the back of this document.

#### **Footsteps to Brilliance**

Our School read over 3.7 million words with the footsteps to brilliance program in the month of January! Mrs. Anderson class won the Principal's Literacy challenge by reading over 1 million words this month! We celebrated with a class pizza party.



#### **SEAL Units**

Grade	Unit Name	Language Function
Transition Kindergarten	Season and Climate	Cause and Effect
Kindergarten	Weather	Quantification
1 <sup>st</sup> Grade	Rainforest	Description and Classification
2 <sup>nd</sup> Grade	Landscapes	Cause and Effect
3 <sup>rd</sup> Grade	Life Cycles	Compare and Contrast



### **English Learner (EL) Roadmap Training**

In the month of January, our teachers completed our EL roadmap training. The EL roadmap provides school with suggestions and guidelines to best support our English language learners. Other the course of this month, our teachers have practiced administering the Oral Language Assessment (OLA) and analyzed the results collaboratively to plan Designated English Language Development (E-ELD) lesson.

### **School Climate**

#### **Students leave their mark on WES**

This month students got to leave their mark on the Williams Elementary campus by adding their signatures to a steel beam in our new multipurpose building. A big Williams's thank you to the Clark Sullivan construction team for making this possible! Our students loved it.

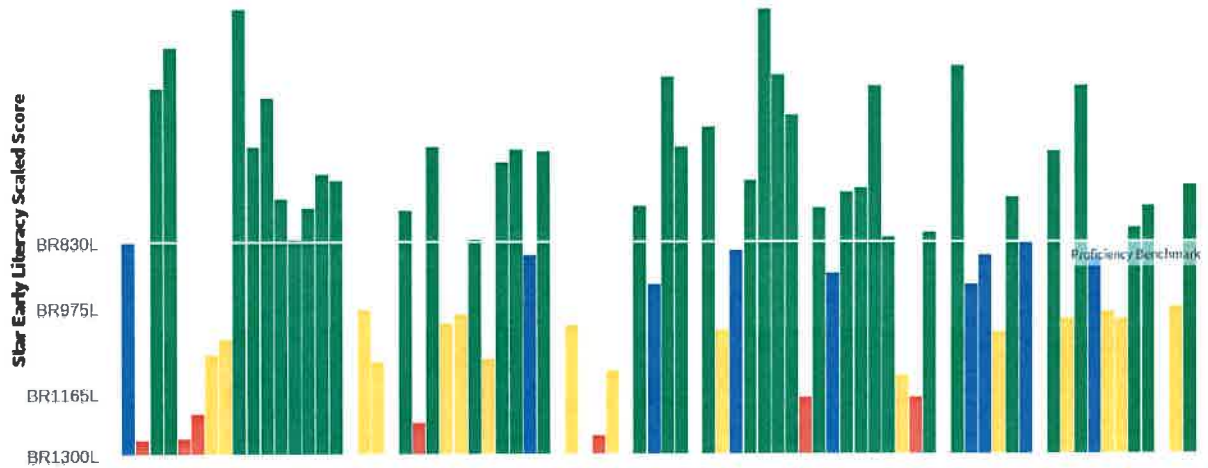


RENAISSANCE **Star Screening Report**  
Star Early Literacy Enterprise Assessment (English)

Generated Feb 11, 2020, 4:02 PM

School **Williams Elementary School** Screening Period **01/07/20-02/05/20** Demographics **All Demographics** Scale **Lexile® Scale** Benchmark Type **District**

Grade  
**K**



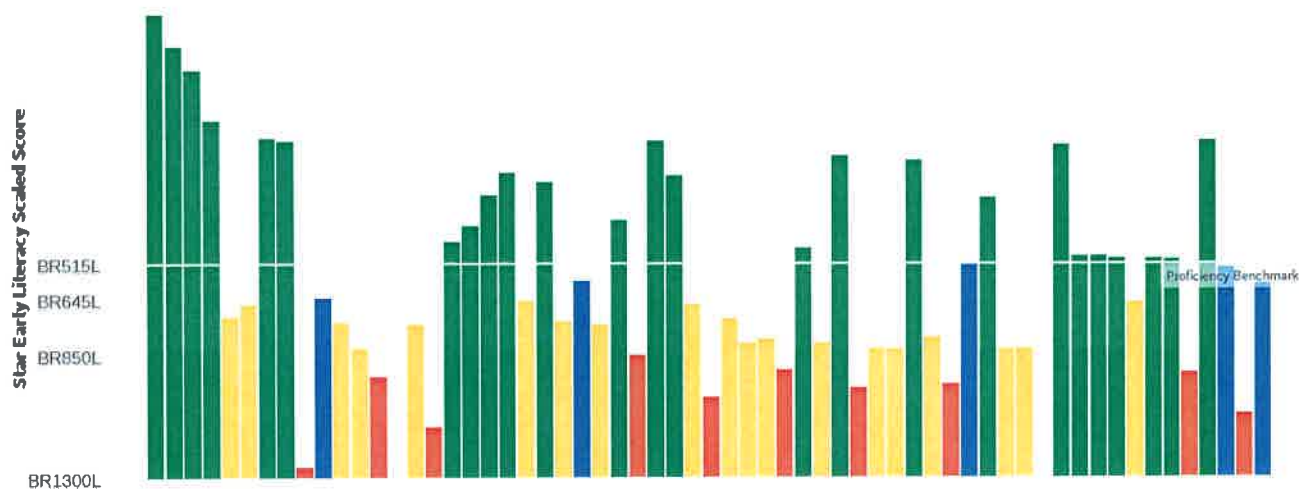
Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above BR830L SS	At/Above 40 PR	37	47%
<b>Category Total</b>			<b>37</b>	<b>47%</b>
<b>Below Benchmark</b>				
On Watch	Below BR830L SS	At/Below 39 PR	9	12%
Intervention	Below BR975L SS	At/Below 24 PR	16	21%
Urgent Intervention	Below BR1165L SS	At/Below 9 PR	16	21%
<b>Category Total</b>			<b>41</b>	<b>53%</b>

RENAISSANCE **Star Screening Report**  
Star Early Literacy Enterprise Assessment (English)

Generated Feb 11, 2020, 4:02 F

School **Williams Elementary School** Screening Period **01/07/20-02/05/20** Demographics **All Demographics** Scale **Lexile® Scale** Benchmark Type **District**

Grade  
**1st**



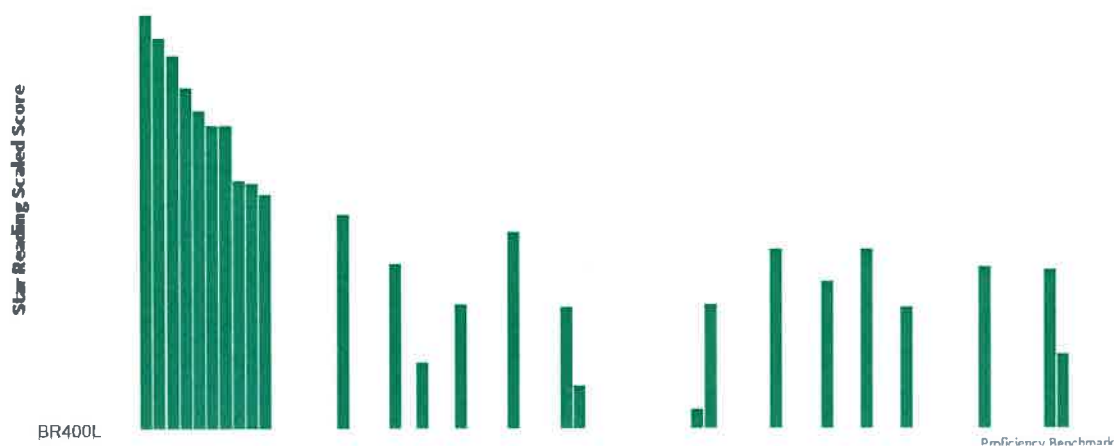
Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above BR515L SS	At/Above 40 PR	25	41%
<b>Category Total</b>			<b>25</b>	<b>41%</b>
<b>Below Benchmark</b>				
On Watch	Below BR515L SS	At/Below 39 PR	5	8%
Intervention	Below BR645L SS	At/Below 24 PR	19	31%
Urgent Intervention	Below BR850L SS	At/Below 9 PR	12	20%
<b>Category Total</b>			<b>36</b>	<b>59%</b>

RENAISSANCE **Star Screening Report**  
Star Reading Enterprise Assessment (English)

Generated Feb 11, 2020, 4:06 P

School **Williams Elementary School** Screening Period **01/07/20-02/05/20** Demographics **All Demographics** Scale **Lexile® Scale** Benchmark Type **District**

Grade  
**1st**



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above BR400L SS	At/Above 40 PR	30	41%
<b>Category Total</b>			<b>30</b>	<b>41%</b>
<b>Below Benchmark</b>				
On Watch	Below BR400L SS	At/Below 39 PR	8	11%
Intervention	Below BR400L SS	At/Below 24 PR	22	30%
Urgent Intervention	Below BR400L SS	At/Below 9 PR	13	18%
<b>Category Total</b>			<b>43</b>	<b>59%</b>

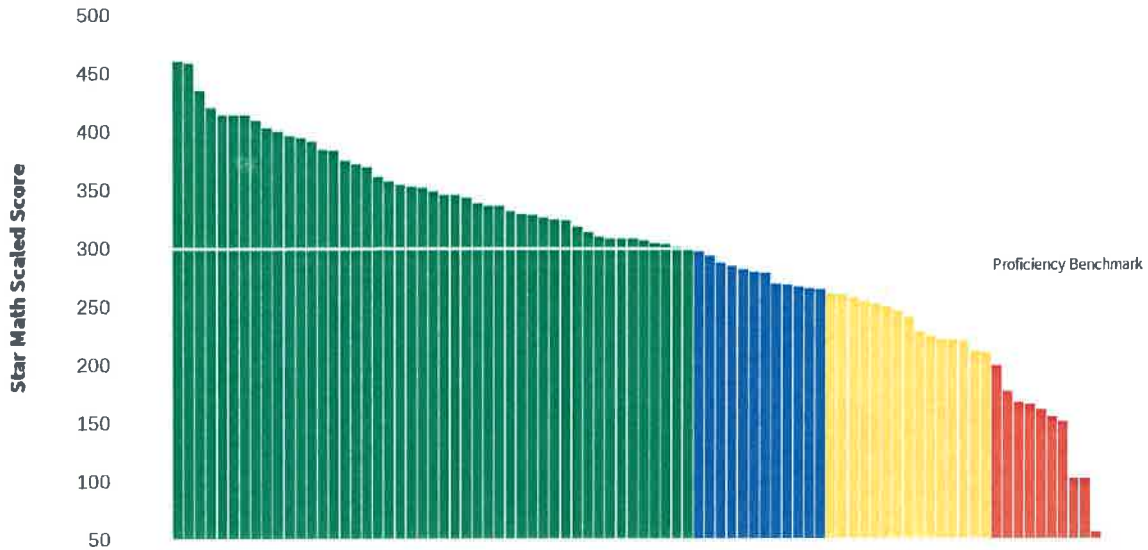
RENAISSANCE **Star Screening Report**  
**Star Math Enterprise Assessment (English)**

Generated Feb 11, 2020, 3:58 PM

School **Williams Elementary School** Screening Period **01/07/20-02/05/20** Demographics **All Demographics** Scale **Star Enterprise Scale** Benchmark Type **District**

Grade

**1st**



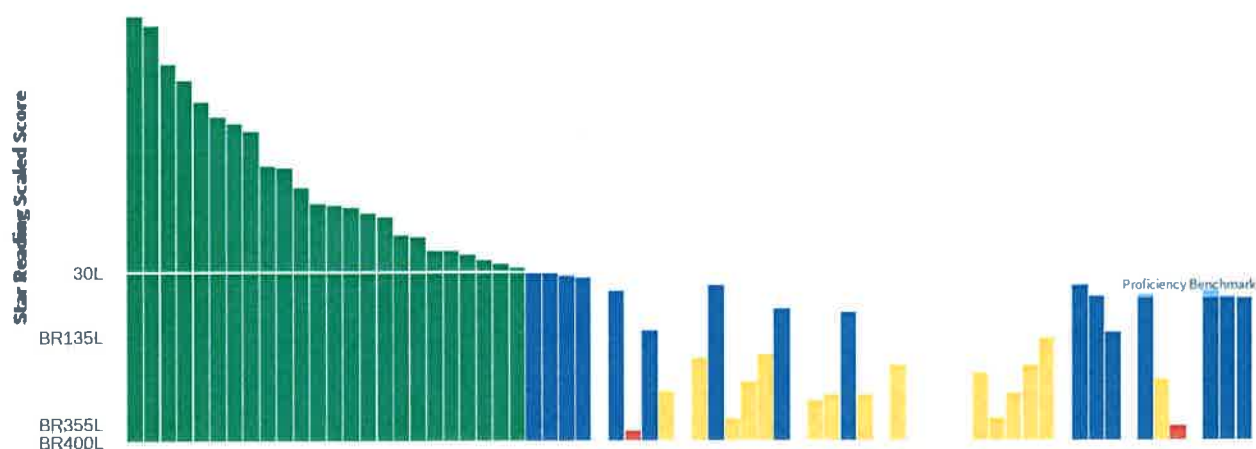
Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above 299 SS	At/Above 40 PR	47	56%
<b>Category Total</b>			<b>47</b>	<b>56%</b>
<b>Below Benchmark</b>				
On Watch	Below 299 SS	At/Below 39 PR	12	14%
Intervention	Below 263 SS	At/Below 24 PR	15	18%
Urgent Intervention	Below 209 SS	At/Below 9 PR	10	12%
<b>Category Total</b>			<b>37</b>	<b>44%</b>

RENAISSANCE® **Star Screening Report**  
Star Reading Enterprise Assessment (English)

Generated Feb 11, 2020, 4:06 PM

School **Williams Elementary School** Screening Period **01/07/20-02/05/20** Demographics **All Demographics** Scale **Lexile® Scale** Benchmark Type **District**

Grade  
**2nd**



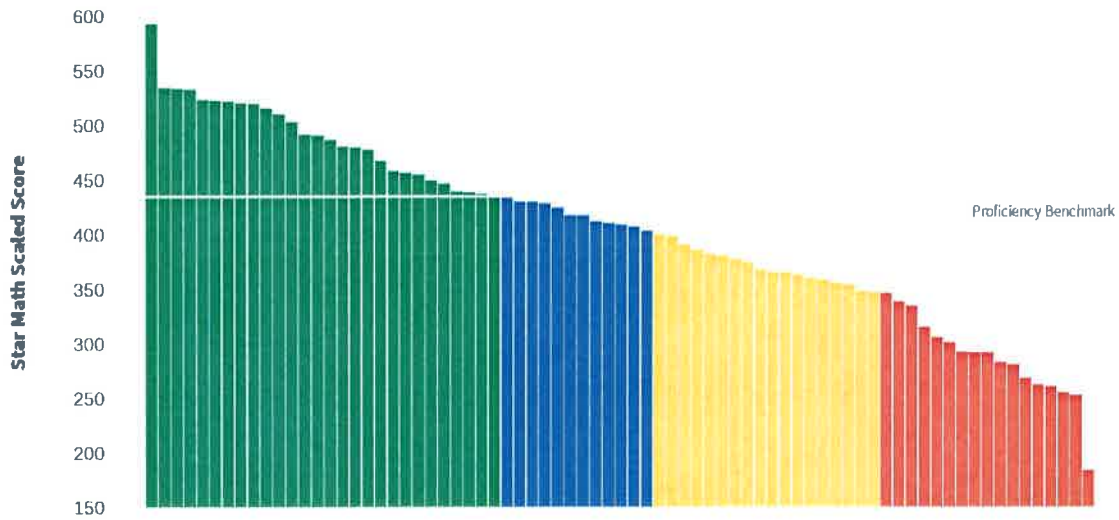
Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above 30L SS	At/Above 40 PR	24	35%
<b>Category Total</b>			<b>24</b>	<b>35%</b>
<b>Below Benchmark</b>				
On Watch	Below 30L SS	At/Below 39 PR	16	24%
Intervention	Below BR135L SS	At/Below 24 PR	15	22%
Urgent Intervention	Below BR355L SS	At/Below 9 PR	13	19%

# **Star Screening Report** **Star Math Enterprise Assessment (English)**

Generated Feb 11, 2020, 3:58 PM

School	Screening Period	Demographics	Scale	Benchmark Type
Williams Elementary School	01/07/20-02/05/20	All Demographics	Star Enterprise Scale	District

Grade  
**2nd**



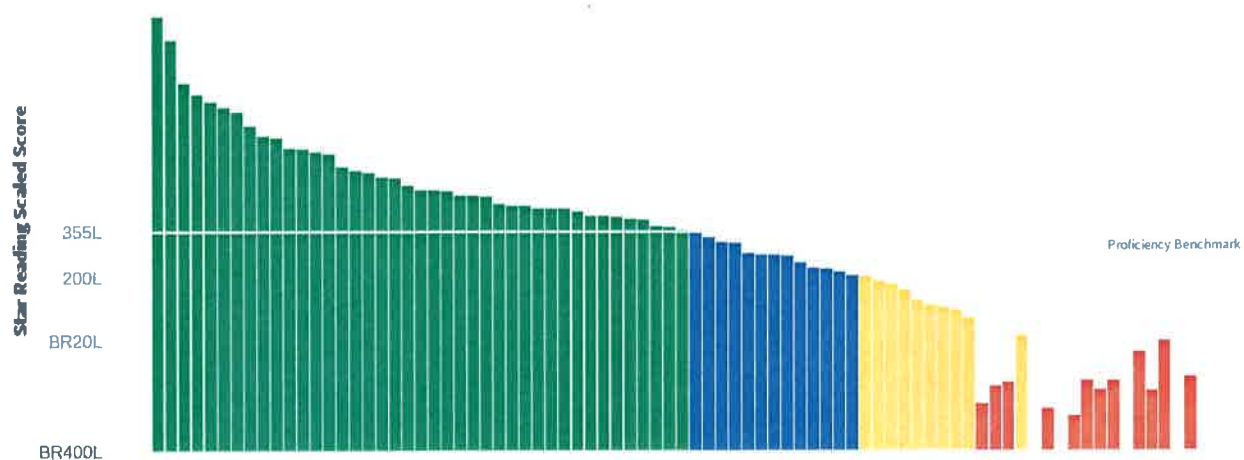
Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above 435 SS	At/Above 40 PR	28	37%
<b>Category Total</b>			<b>28</b>	<b>37%</b>
<b>Below Benchmark</b>				
On Watch	Below 435 SS	At/Below 39 PR	12	16%
Intervention	Below 401 SS	At/Below 24 PR	18	24%
Urgent Intervention	Below 347 SS	At/Below 9 PR	17	23%
<b>Category Total</b>			<b>47</b>	<b>63%</b>

RENAISSANCE<sup>®</sup> **Star Screening Report**  
Star Reading Enterprise Assessment (English)

Generated Feb 11, 2020, 4:06 PM

School	Screening Period	Demographics	Scale	Benchmark Type
Williams Elementary School	01/07/20-02/05/20	All Demographics	Lexile <sup>®</sup> Scale	District

Grade  
**3rd**



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above 355L SS	At/Above 40 PR	41	49%
<b>Category Total</b>			<b>41</b>	<b>49%</b>
<b>Below Benchmark</b>				
On Watch	Below 355L SS	At/Below 39 PR	13	16%
Intervention	Below 200L SS	At/Below 24 PR	11	13%
Urgent Intervention	Below BR20L SS	At/Below 9 PR	18	22%
<b>Category Total</b>			<b>42</b>	<b>51%</b>

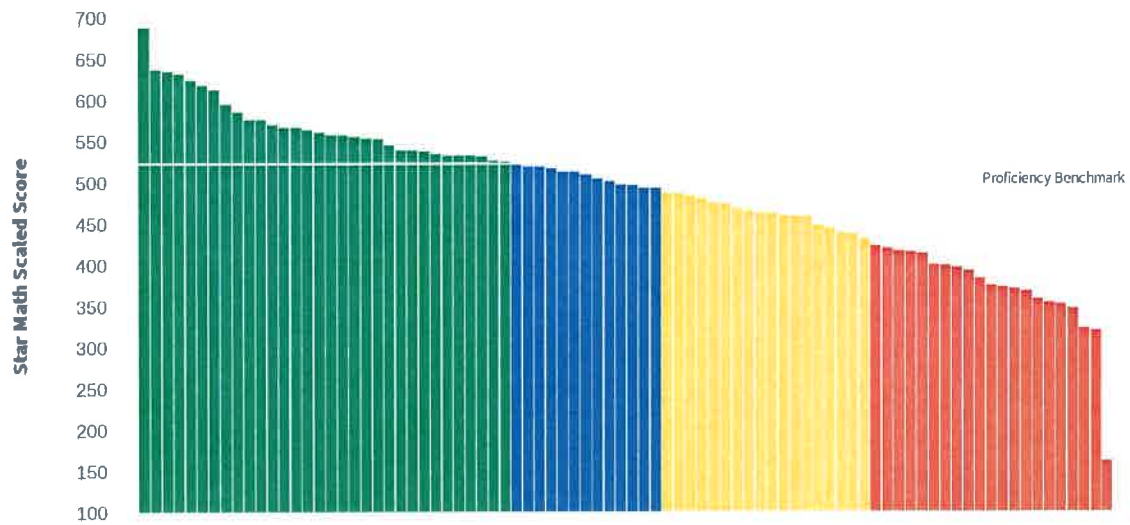


RENAISSANCE **Star Screening Report**  
Star Math Enterprise Assessment (English)

Generated Feb 11, 2020, 3:58 PM

School	Screening Period	Demographics	Scale	Benchmark Type
Williams Elementary School	01/07/20-02/05/20	All Demographics	Star Enterprise Scale	District

Grade  
**3rd**



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
<b>At/Above Benchmark</b>				
At/Above Benchmark	At/Above 523 SS	At/Above 40 PR	32	38%
<b>Category Total</b>			<b>32</b>	<b>38%</b>
<b>Below Benchmark</b>				
On Watch	Below 523 SS	At/Below 39 PR	13	15%
Intervention	Below 487 SS	At/Below 24 PR	18	21%
Urgent Intervention	Below 429 SS	At/Below 9 PR	21	25%
<b>Category Total</b>			<b>52</b>	<b>62%</b>

WUSD Board Report  
February 20, 2020  
District SIG / English Learner Administrator

9.2

**Migrant Education**

Summer Program

The Summer Academies Principal recommendation is on the Board Agenda for approval. The remaining positions will be opened In House by mid-February. Paper screening and interviews will be scheduled with the Principal leading the interviews. The intent is to have all position candidates submitted for approval at the March 12, 2020 Board meeting. The Memorandum of Understanding for use of Education Village facilities (7-12) has been submitted for Board approval. The Food Service contract (K-6) is anticipated to be ready for approval in March, 2020.

The Williams Migrant Camp is scheduled to open on April 21, 2020. Williams USD is continuing to partner with Colusa County Office of Education and other agencies in sponsoring the Colusa County Resource Fair at the Camp. May 1, 2020 is the scheduled date. A flyer with participating agencies will be submitted in March. Planning meeting for the 7-12 Academy continue. The next gathering will be March 4, 2020.

**School Improvement Grant**

The Quarter 2 Expenditure Report was submitted and approved. The grant Leadership team will review the pending expenditures, as well as the budget status for this year and next. Grant funding will end June 30 of 2021 and the allocation for 2020-21 will be significantly less.

April 16, 2020	Quarter 3 Budget Revision Due
April 30, 2020	Quarter 2 Expenditure Report Due

**District English Learner Administration**

The annual Summative ELPAC assessment window has opened and will close May 31, 2020. Sites have been conducting Reclassification Candidacy Reviews and meeting with parents to share the data and their recommendations. Each site is taking steps to administer the assessment with the appropriate student supports.

LCAP forums the District Parent Advisory committees are taking place. During the sessions, an update of the 2019-2020 LCAP Actions and Services, The California Dashboard status results for the district and the result of the Prioritization of Actions and Services for development of the 2020-2023 cycle are being presented. During these sessions, parent input is being gathered and submitted to the Superintendent for consideration.

Respectfully submitted  
Rosa M. Meza Villasenor

# Board Report

## Mónica Vega-Mendoza

### February

### ROLES

#### DISTRICT:

**Translations:** Completed the translations for the EL (English Learner) Roadmap Self-Reflections, LCAP Actions and Services for Sites and Districts, and the Performance Indicators 3 and 4.

**Bond Oversight Committee meeting** will be on Thursday, March 19, 2020 at 10:30am.

**District Parent Engagement:** Project 2Inspire (P2I) Level 3 started on Tuesday, January 28, 2020 from 5pm -7pm thru tentatively, March 19, 2020 P2I Graduation. Due to several parents, not being able to participate in the evening, Toni Hernandez has offered session from 12 noon – 2:30pm parents agreed to come to a couple classes in the evening to bond with the evening classes and work as a team. The day session starts on February 11, 2020.

Sessions take place at the Williams Elementary School (WES) Parent Center Room 102. Calls made from the list given to me, by Toni Hernandez, of the participants who promoted from level two and participants from the Family Leadership Institute also invited.

Project 2Inspire Modules:

1. Community Learning Theory
2. Qualities and Skills of Successful Leaders
3. Enhancing our Facilitation Skills
4. Building our Capacity to Teach others
5. Bringing it All Together
6. Becoming Knowledgeable Facilitators
7. Qualities and Skills of Successful Facilitators
8. Qualities and Skills of Successful Facilitators

**DELAC:** Next DELAC meeting will be on Monday, February 24, 2020 5:30pm – 7:30pm at the Williams Elementary School (WES) Parent Center Room 102.

**MPAC:** The MPAC meeting will be on Monday, February 10, 2020 at 1pm -3pm. Meeting will take place at the WES Parent Center Room 102.

A new Vice-President elected, Susi Jimenez, the former Vice-President was no longer classified as a migrant parent.

Rosa Villasenor discussed the Actualizations of LCAP 2020-2023.

**Low-Performing Students Block Grant (LPSBG):** Responsible for implementing grant based on the students identified as a potentially high achieving student but who have low performing results in English Language Arts, Math, or both, according the student's recent California Assessment of Student Performance and Progress (CAASPP) results.

I started meeting with these students on January 29, 2020. I can see the importance in working with them. The students show a willingness and desire to do better. I meet with these students on a weekly basis and from what the students share with me they enjoy the weekly check-ins it allows them to stay focused and on track.

**Parent Engagement- Lifelong Skill of the Month Personal Best- Meeting:**

Scheduled for Wednesday February 26, 2020 at 10am-11am. Parent Engagement meetings take place at WES Parent Center Room 102. District Wide Auto Dialer will done the day before the meeting inviting all parents to participate.

**DISTRICT LIAISON**

**Lunch Applications:** Assist Kristi in calling parents reminding them of the importance to turn in the lunch applications

**McKinney Vento:**

**Family Resource Center:** Assisted Estefania Guillen, Internship Coordinator, with the Grand Opening of the Family Resource Center on January 21, 2020.



**Williams Upper Elementary School**  
Hector Gonzalez, Principal



**9.4**

**Williams Upper Elementary School's Mission:**

*Students will experience: Communication, Collaboration, Critical Thinking, and Creativity daily*

**February 2020**

**Board Report**

**ENROLLMENT UPDATE**

Grade Level	Number of Boys	Number of Girls	Average Class Size	Number of Students
Fourth	53	40	23.25 scholars	93
Fifth	60	41	25.25 scholars	101
Sixth	68	38	26.5 scholars	106
Independent Study	0	0	0	0
<b>Total</b>	<b>181</b>	<b>119</b>	<b>25 scholars</b>	<b>300</b>

**As of February 7, 2020**

**ATTENDANCE**

**Attendance:** We had 13 migrant families leave for Texas or Mexico. We will see them again in April.

<u>Month</u>	<u>Number of scholars</u>	<u>Month</u>	<u>Number of scholars</u>	<u>Month</u>	<u>Number of scholars</u>
August	- 318	November	- 311	February	- 300
September	- 321	December	- 304	March	-
October	- 324	January	- 304	April	-
				June	-

**Pledge of Allegiance:**

Each morning, our school has one of our sixth-grade scholars lead us in the Pledge of Allegiance. This month, Evelyn Gibarra has been leading the school in our morning pledge. Thank you Evelyn for stepping up to showcase the life skill of "Doing Your Personal Best."

**Events Coming up:**

- Monday, February 12 – President Lincoln's Birthday
- Thursday, February 13 – SFTS Meeting in Room 203
- Friday, February 14 – Valentine's Day Instructional Leadership Team Teacher meeting (3:00 pm)
- Tuesday, February 11 – Instructional Rounds (High School)
- Wednesday, February 12 – Instructional Rounds (WUES)
- Thursday, February 13 – Instructional Rounds (WES)
- Monday, February 17 – No School
- Tuesday, February 18 – PTO meeting
- Thursday, February 20 – School Site Council Meeting at 4:00pm
- Thursday, February 20 – Board Meeting at 6:30pm

**Current Events:**

Rogelio Viramontes came to work with both elementary schools. WUES performed their dance on Thursday, January 23. The gym was packed with parents and family members. Scholars had a great time dancing. So much so that we surveyed scholars and asked who would be interested in creating a dance club. As of Friday,



February 7, we had 18 scholars signed up to participate. Ms. Gurule will be coaching the scholars. On Tuesday through Wednesday all three schools will participate in instructional rounds with Dr. Norma Godina. We will begin with the high school on Tuesday. Each school will bring some teachers to take part in the training.

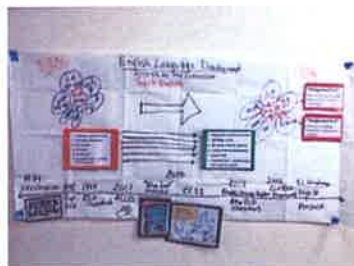
### **Dance Night with Rogelio:**

Rogelio Viramontes came to our district for to work with our scholars for two weeks. In that time, he worked with grade levels that have over 100 scholars. He was able to line them up and move them around as needed for the dance. In the first two photos, he is working with one grade level. The dance performance by our scholars to their parents went well. Scholars coordinated when and how to come out to the floor to present their dance. At the end of the night, scholars were asked to go up to their parents and bring them down to dance with them on the dance floor. In the last photo, the parents are down at the gym floor dancing with their child. For many, this was a special moment. Moms and some dads came down and had a great time.



### **SEAL Training:**

Our this took place at Yolo County Office of Education. There, we were joined by Montgomery Elementary School. Teachers were introduced to new strategies that will be incorporated into their teaching (First Photo). The focus was on language functions and integrated ELD. The staff were trained on how to select language functions and align them to the strategies learned from Module 1. This session focused on building on the oral language strategies previously learned. The SEAL folks modeled how to use the strategy. Teachers were also given background knowledge on our education history to know and understand what challenges have been faced and how far along teaching has come. The second photo depicts the history of English Language Development in terms to second language acquisition. In the third photo, teachers are working with Wendy (Seal Coach) on an Achievement Data Team (ADT) meeting. Here, teachers are reviewing what was taught at SEAL and are also looking at how to unpack the standards for the next cycle. In the last photo, we have one of our newest teachers using a SEAL strategy as she teaches her scholars about California. Here she has unpacked the standard and is using a draw and label strategy to involve the scholars in their own learning. According to what Wendy and I have been observing, teachers are using the strategies and scholars have been highly engaged in their learning.



### **LCAP feedback from sixth-grade:**

We have been engaging our teachers, classified workers, our parents and our scholars to provide us with their feedback on our LCAP. In the first photo, you see 20 sixth-grade level scholars looking at the LCAP goals. I took one hour explaining how the LCAP works and why it was important to hear from everyone, including hearing from scholars. One of the scholars had a great question, “What do our teachers do when they go to these trainings?” In response to this question, I took them on a walking field trip to the SEAL room where their teachers were in the middle of a Unit Development Day (UDD). In the second photo, you see the scholars as they had just walked in. Teachers were very surprised to see the scholars come in. In the last photo, you see Wendy explain to 20 scholars what they were working on. She told them how this training helped to make learning more interactive and purposeful to their learning. Scholars began to make connections to what they were experiencing. Wendy told them that, here, is where teachers had to do their research and the development of the lessons. As I was walking the scholars back to their classrooms, a few scholars commented how hard teachers were working. Another scholar stated that they did not know it took this much planning to teach them. Overall, it was a great experience for the scholars, teachers and for me. We still have one more meeting with the 20 scholars to get their final feedback.





FEB. 2020

**Enrollment update: Active Students**

	W J/S HS	WASP	Ind.	Total
7 <sup>th</sup> Grade	100	0	0	100
8 <sup>th</sup> Grade	105	1	0	106
9 <sup>th</sup> Grade	107	10	0	117
10 <sup>th</sup> Grade	89	5	0	94
11 <sup>th</sup> Grade	89	4	3	96
12 <sup>th</sup> Grade	83	3	3	89
TOTAL 7-12	573	23	6	602

Feb. 7th enrollment update

**Principal Update:**

Continuing to work on Vision of school and build cohesion among staff. Specifically working on EL roadmap and district/site school plans for the 20-21 school plan

Administration finalizing evaluations for probationary, holding eval meetings, and preparing for the Board.

Administration finished stakeholders meetings for District LCAP feedback

Administration will begin Teacher Recruitment Fairs in March to prepare for anticipated openings for the 20-21 school year

**Leadership Team:**

Preparing for training on Feb. 20th and preparing for data meetings with Loan.

**Organizational Leadership Team:**

Revised Course Catalog and posted on website for 20-21

Visited all classrooms and sixth grade students and presented new catalog and course selection sheets

Inputting Course Selection Sheets, and correcting any errors for the 20-21 school year

Next Step: Enter all Course Selection and begin to build Master Selection anticipating needs for next year





## Williams Jr/Sr High School Report to the Board

**FEB. 2020**

---

### **Student Leadership**

Preparing for Winter Ball- Feb. 22nd 6-10 p.m.  
Classes continue to fundraise for trips and events

### **Academics: Curriculum/ Instruction and Assessment:**

1. All staff completed Math/ELA STAR assessments, need to dive in deeper
2. Counselors met with all Seniors who are not on graduation pathway due to Fall semester grades. Contact all parents. Invited all Seniors to Saturday School, and created plan of completion
3. Departments working on their pacing guides and preparing for Loan data teams.

### **ECHS (Early College High School) work continues**

1. WCC unable to add Willis' classroom for Dual Enrollment; WCC unable to provide a professor to supervise. Willis' History classroom transitioned back to regular general H.S. US History. Counselor and Ms. Sanchez accommodated students affected by this situation

### **CTE (Career & Technical Education)**

1. Mr. Parker's FFA program preparing for Fair and beginning the process for students to purchase their animals.

### **Athletics:**

**Jamboree a huge success. Thank you to Gobel and the 9th grade class for sponsoring. Students made a little over 2500.00. This tradition took many community members and staff to organize and accomplish. Great success.**

Winter Sports are moving forward and entering playoff season.

### **PBIS: Positive Behavior Intervention System and Attendance:**

Continue to clarify roles, responsibilities and goals for 19-20: Establish 'tighter' focus for rest of year. Focus on SWARM motto, make it clear, and post it all over campus and paint motto around campus, establish SWARM bucks consistently, auction and luncheon. Begin to work on PBIS tier II- focus students and check ins. Overall, build basic foundation before we leave for the year and enter into 20-21

**Estefania Guillen Aceves**  
**INTERNSHIP COORDINATOR**  
**FEBRUARY PROGRESS REPORT**



**WORK ACCOMPLISHED/WORK IN PROGRESS:**

**Internships:** Williams Unified School District's Internship Program started recruiting in January 2020. Internships were offered for the following places: Harper's NAPA Auto Centers, Williams Hardware Store, Dr. Yvan C. Quintana Castrillon Dentist Office, Williams Animal Clinic, and JV's Grooming.

Interviews were held in the Internship Office on January 30, 2020. Mr. Kenneth Roberts and Teri Sebree helped me interview three students who applied for Dr. Yvan C. Quintana Castrillon Dentist Office, Williams Animal Clinic, and JV's Grooming. The committee came into conclusion of having one student in each of the internship sites.

I met up with the students on February 4, 2020. I gave each of the students an internship packet, which contained the following items: contact information, medical form, internship permission form, parent permission form, confidentiality commitment form, and a photo release form. Along with the internship packet, the students were given their journal.

The journals have the same topics as the last semester:

1. What were your initial expectations for the internship? What did you expect to see, do, or find in the internship setting? How did your initial expectations change as you started and went through your internship?
2. Where do you intern? Tell me about the place of business. What is their main purpose and above all, why did you choose this internship site? Do you see yourself in this specific job setting? Why or why not?
3. Let us talk about strengths and weaknesses. What skills have you acquired thus far that you can consider being your strengths? What skills are your weaknesses? How can we work on your weaknesses to make them be part of your strengths?
4. Pretend you are your supervisor and you are writing about yourself. Talk about your business and the intern you have (yourself). What duties does your intern have? What would you say about the job your intern is doing? (Evaluate yourself.)
5. Reflect on experiences you have had in your internship. Think about two learning experiences you had and explain what happened with each. What made them so impactful?
6. Look back on your journey as an intern. What did you like about this experience? How did it contribute to your education and your career awareness? How did this evolve you as a person? What did you learn about yourself? Would you recommend this experience to someone else?

The journals are to be turned in along with the timesheet to receive transcript recognition. The last day for the students in their internships will be on May 29, 2020.

Currently, I am working on introducing the interns to their internship sites. Students will start the week of February 10, 2020.

**Work Opportunities:** Personnel requests forms for the Nutritional Support position and the ASSETS/ASES Tutor Position(s) were submitted on January 6, 2020. The personnel requests forms were approved the same day. I started recruiting students right after with the help of flyers, bulletin board posting, posters, and word of mouth.

Ultimately, we received seven applications for the ASSETS/ASES Tutor Position. Interviews were held on January 30, 2020 with the help of Mr. Kenneth Roberts and Ms. Teri Sebree. Through deliberation and discussion we picked three students to fill the three positions we have available.

Unfortunately, we did not receive any applications for the Nutritional Support Position(s). We do have a student that is still interested in working; she applied last semester but started too late. I will work on getting her on board. Ms. Kristi Ward would be her immediate supervisor.

The ten translators/interpreters are still located at the family resource center. They began working on January 8, 2020 and worked many extra hours to finish the family resource center. They all attended on January 21, 2020 for the opening day of the family resource center and got to meet many people. We will soon start preparing for parent-teacher conferences for the upper elementary and the elementary sites.

Applications for the census are still being accepted. During the month of January, I was able to help with the recruitment of some students. I was very limited because the requirements to apply are that you have to be 18, and a US citizen. Through research I found that we only had 49 students who were above 18 years of age. Contact was made with all of the students. During our talk, the requirements were mentioned as well as the description of the job duties. After, I asked them if they were interested. If they weren't, they didn't have to share their reason as to why. Ultimately 14 students applied. They are currently undergoing the hiring process.

I was also able to be of assistance to Celia Su, Deputy Clerk of Colusa County. She was in need of student poll workers for the upcoming election. I was able to recruit seven applications to help the day of the election.

### **Family Resource Center:**

The Family Resource Center is finally open and running. Prior to the opening day, we spent very long hours getting it up. The opening day was on January 21, 2020. We had a great outcome with about 50 people in attendance! We would like to acknowledge the people who came.

Consul General Liliana Ferrer, Consul Ana Rosa Ochoa, Mr. George W. Simmons, Maria Arvizu-Espinoza, Alejandra Lopez, Santana King, Frank Kennedy, Mayor Alfred Sellers, Council Member John Troughton, Council Member Sajit Singh, Council Member Santos Jauregui, Pastor Jason McMullen, Senora Berenice Hernandez, Tutti Hackett, Lucy Candido, Margarita Cortez, Kim Wilbanks, Angie Gonzelez, and Betty Houson.

Williams Unified School District Family Resource Center staff thanks everyone for their attendance. We would also like to give a special thanks to Cara and Chris Duncan for their donations to the event. They provided refreshments for the opening day ceremony.

The opening day ceremony started with a speech from myself and Monica Vega-Mendoza, the District Liaison. We then went on to cutting the ribbon with the help of our city council members and board member. After we officially “opened” our family resource center, we had a couple of our community partner’s talk. We concluded our ceremony with our superintendent presenting the high school interns and thanking them for all of their hard work. After the ceremony, the interns and I had a tiny celebration at Straw Hat Pizza!

The Family Resource Center is now open Monday from 3:00pm to 5:00pm and Tuesday through Thursday from 3:30pm to 5:30pm.

#### **VirtualJobShadow.com:**

Edith Duran and I assessed Williams Jr/Sr High School through VirtualJobShadow.com the second week of January 13, 2020 during plus period with the help of the Jr/Sr High teachers. The schedule for VirtualJobShadow.com was the following:

First day: **01/13/2019 M** Go over logins, pass out notecards, look through site, and complete 1<sup>st</sup> Assessment

Second day: **01/14/2019 T** 2<sup>nd</sup> Assessment

Third day: **01/15/2019 W** 3<sup>rd</sup> Assessment

Fourth day: **01/16/2019 Th** 4<sup>th</sup> Assessment

Fifth day: **01/17/2019 F** Finish & Reflect

We worked on a packet for all of the teachers which included the weekly schedule, the daily schedule, troubleshooting information, class roster (for logins), and device list (for computers). I will attach the packet at the end of my report.

The week of the assessments, Edith and I collected laptops from teachers who had more laptops than students in their plus period. We took them over to other teachers who did not have sufficient devices. We would then help classes during the assessments. After plus period, we would collect the devices we took and return them to their original classroom. After the students had finished their assessments and all devices were returned, Edith, Andy and myself would meet up to talk about the day’s session.

### **Summer Literacy Program:**

Ms. Rosa Villasenor and myself have begun to plan for the summer literacy program. We met on January 22, 2020 and spoke about our previous summer literacy program. We discussed supplies, method of distributing supplies, our day schedule, the sessions, and having the appropriate amount of staff. As soon as a principal for summer school is selected, we will work on getting the interns recruited.

### **WORK REMAINING:**

**Internships:** Two of my students still need to meet with their internship sites. We will meet latest on 02/11/2020 with each of the sites. This semester, I have decided to put my internships first. Although I have other projects, I realized that I need to prioritize my students more to ensure a beneficial outcome. I have scheduled more visits with the students and set time aside to meet with my interns. My hope is to provide experience for these young individuals to truly give them an internship experience that can give them true choice after high school.

**Working Opportunities:** Currently, our new student workers are working on getting all required documentation to me as well as getting their work permits approved. The students are to meet with Ms. Ines Duenas on February 7, 2020 to discuss responsibilities and duties. Once all documentation is complete and to our hiring personnel, the students will commence. Ms. Ines Duenas and Ms. Natalie Herrejon will be the tutor's immediate supervisors. Ms. Kristi Ward will be the Nutritional Support's immediate supervisor.

Our ten translators/interpreters will soon begin to prepare for parent-teacher conferences. I will contact WUES secretaries and WES secretaries to see how many students we will need for this round of parent-teacher conferences.

**Family Resource Center:** The Family Resource Center staff is currently researching and organizing a couple of presentations. Some presentation ideas that we have talked about are surround the topics of nutrition, adoption, human trafficking, CPR training, etc. We will communicate it to the public as soon as we have a set date.

**VirtualJobShadow.com:** Edith and I have yet to analyze the data that has been provided to us by the students. We are waiting on getting Mr. Rodney Johnston's and Mr. Jeffrey Lemus' students assessed. We are going to be assessing Mr. Rodney Johnston's class on February 11 and 12 in room 316 in the high school site. After we complete our sessions with his class, we will move on to Mr. Jeffrey Lemus' class. We will be looking into the technology piece on February 7, 2020 for both sessions. Once data is retrieved, we will make a presentation to present to our Board of Trustees. We will also work on a feedback sheet to provide to the teachers.



**Summer Literacy Program:** Once I receive word, I will begin to recruit interns for our Summer Literacy Program. Ms. Rosa Villasenor and I developed a tentative timeline for the interns:

- Applications due on 05/01/2020
- Interviews on 05/06/2020-05/13/2020
- Offer job on 05/14/2020
- Deliver a Letter of Acceptance on 05/15/2020
- Information Meeting on 05/20/2020
- Training from 06/01/2020 to 06/05/2020
- First day on 06/15/2020.

I'm sure that planning ahead of time will help us make the program run smoother this time coming around. My plan for my interns is to add to their experience and increase soft skills while also helping younger grade levels.

### **PROBLEMS ENCOUNTERED:**

**Internships:** With the planning of the Family Resource Center, it was very hard for me to make time for recruitment for internships. Although I created flyers, posters, posted it on the bulletin and talked to several students, I felt like I could have achieved a better outcome if I had gone to speak to all classrooms like last semester.

Timing was a huge factor and it continues to be. My duties in the family resource center interfere with many of my internship coordinator duties. Unfortunately, my internships will happen afterschool and I have to staff the family resource center certain days out of the week.

Thankfully, I have amazing interns that understand and are willing to wait while I finish with certain duties.

**Family Resource Center:** Since the family resource center is very new, it is not very populated. One of the problems we have encountered is the amount of people that stop by. We hope to help this issue with time and a lot of advertising.

**VirtualJobShadow.com:** VirtualJobShadow.com is a great asset for our students, unfortunately one of the problems we encountered when assessing the whole school is that we had little to no control over the students being assessed. Edith, Andy and I were supposed to be facilitating throughout each session, but with some teachers needing a little extra help and some teachers not being here, we were obliged to stay in a specific spot for the whole plus period.

Once we send out the feedback sheet to the teachers, hopefully we get an understanding as to how everyone felt about VirtualJobShadow.com and what we can do to improve overall.

A graphic at the top of the poster shows several stylized hands in blue, green, red, and orange reaching up to hold a globe. The globe is depicted with latitude and longitude lines. The background of the entire poster is a solid red color.

# INTERNSHIP OPPORTUNITIES

APPLICATIONS DUE JANUARY 24TH  
BY 3:30PM

## Internships Available at:

HUST BROTHERS, Harper's Auto Care Center, Williams Hardware Store, Williams Soaring Center, Schaefer Aviation, Williams Dental Clinic, JV's Grooming, Williams Animal Clinic,

A white silhouette of a city skyline is positioned at the bottom of the poster, spanning the width of the page.

For more information contact Estefania  
Guillen, Internship Coordinator  
(530) 228-0774 ; [eguillen-aceves@williams.k12.ca.us](mailto:eguillen-aceves@williams.k12.ca.us)

Made with PosterMyWall.com

## VirtualJobShadow Packet (for teachers)

### ATTACHMENT

MONTH OF JANUARY	Monday	Tuesday	Wednesday	Thursday	Friday
2 <sup>nd</sup> Week of Plus	Monday 01/13/2019 Logins & 1 <sup>st</sup> Assessment	Tuesday 01/14/2019 2 <sup>nd</sup> Assessment	Wednesday 01/15/2019 3 <sup>rd</sup> Assessment	Thursday 01/16/2019 4 <sup>th</sup> Assessment	Friday 01/17/2019 Finish & Reflect

#### Schedule for VirtualJobShadow.com

*\*Any students who miss plus the second week and miss the assessment will later be assessed by  
Edith Duran and Estefania Guillen\**

#### Monday

Students will be given login cards and given instructions to log on to  
VirtualJobShadow.com

Students to work on Career Clusters Interest Survey (CCIS)

#### Tuesday

Students to work on Career Cluster Interest Survey EZ (CCIS-EZ)

#### Wednesday

Students to work on O\*Net Interest Profiler (O\*NET IP)

#### Thursday

Students to work on O\* Net Work Importance Locator (O\* NET WIL)

#### Friday

Students to finish assessments and reflect on findings



## DAILY SCHEDULE VJS

<u>Monday</u>	<u>Tuesday – Thursday</u>	<u>Friday</u>
10:55am – 11:25am	11:24am – 11:54am	11:24am – 11:54am
10:55: Check-In (take roll)	11:24: Check-In (take roll)	11:24: Check-In (take roll)
10:58: Instructions Explained	11:27: Login and begin assessments	11:27: Finish any assessments left over
11:00: Login and begin assessments	11:54: Bell rings and dismiss	11:30: After assessments are over reflect on findings
11:25: Bell rings and dismiss		11:54: Bell rings and dismiss

## VirtualJobShadow.com Login and Trouble Shooting Spring Semester 2020



### **Student login:**

Username: [00001@williamsusd.net](mailto:00001@williamsusd.net)

(Student email address is permanent Student ID number + @williamsusd.net)

Password: williams

(lowercase - same for all students can change at a later time if they wish)

---

### **Staff login:**

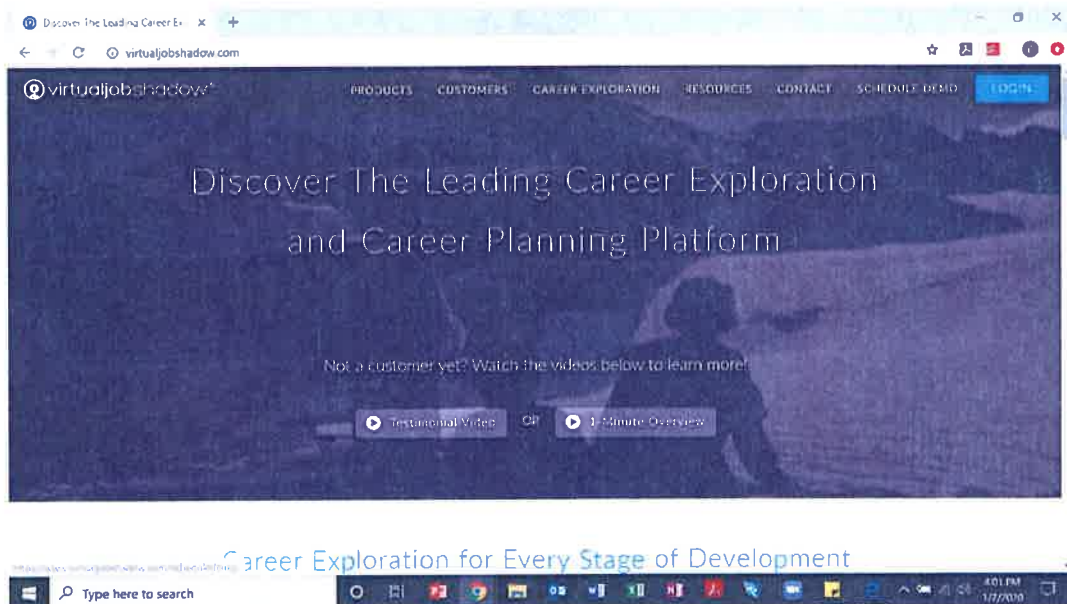
Username: edithd

(your first name and first letter of your last name all lowercase)

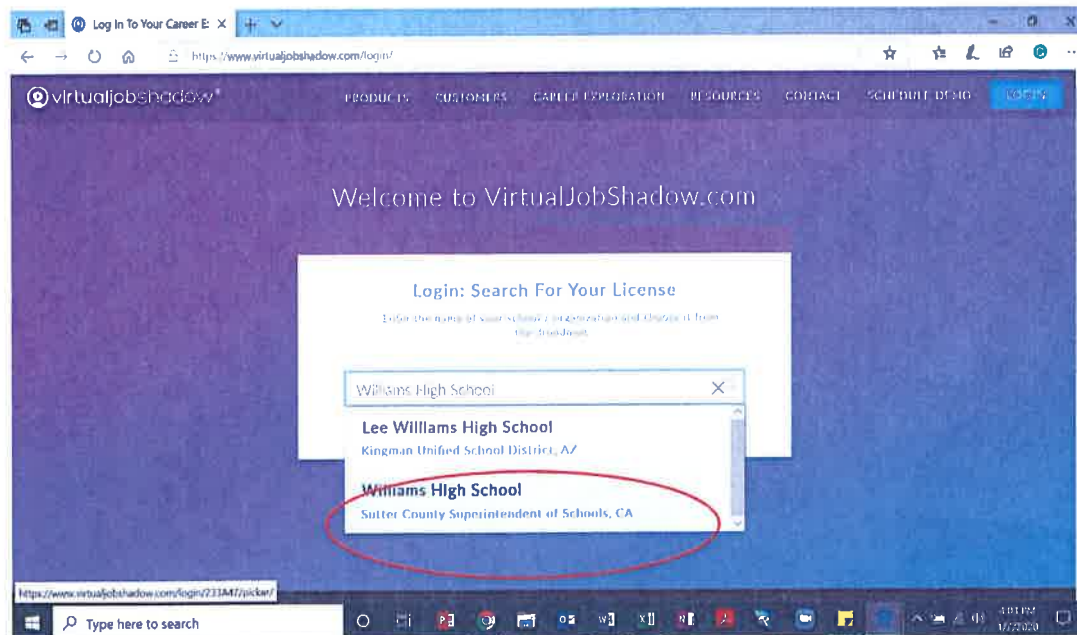
Password: williams

(lowercase - same for all staff can change at a later time if you wish)

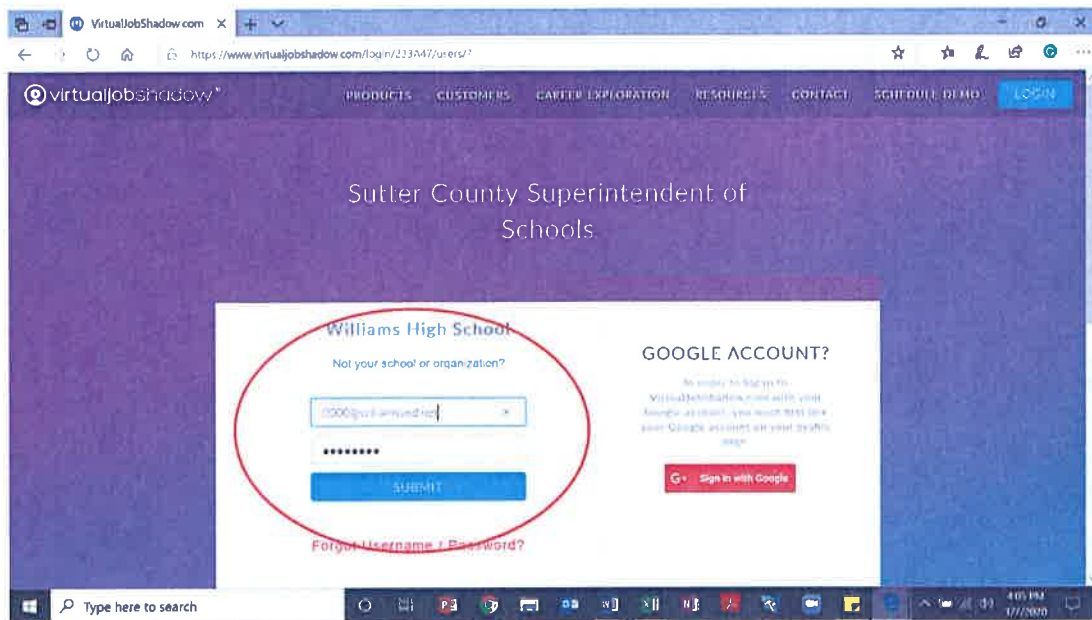
## Step 1: Go to Virtualjobshadow.com



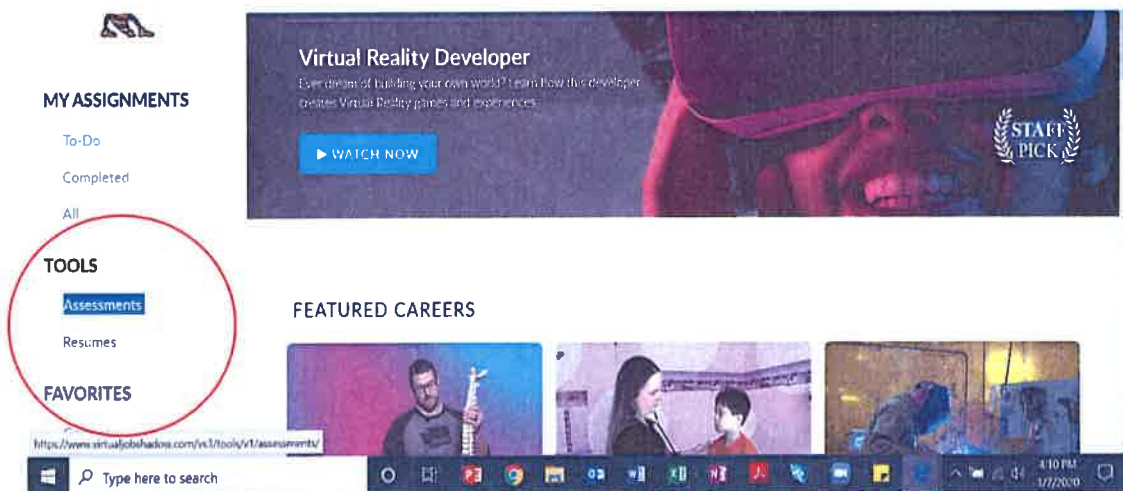
## Step 2: Go to Login. Type Williams High School and choose second option. Williams High School- Sutter County Superintendent of Schools, CA



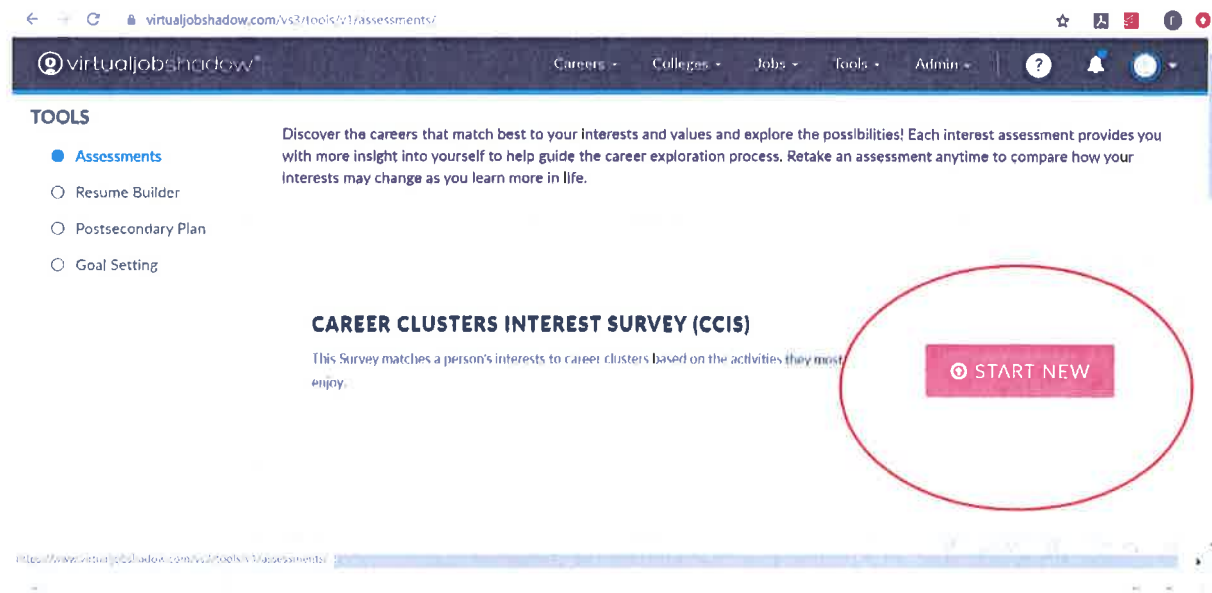
Step 3: Login using student email address and williams as password.



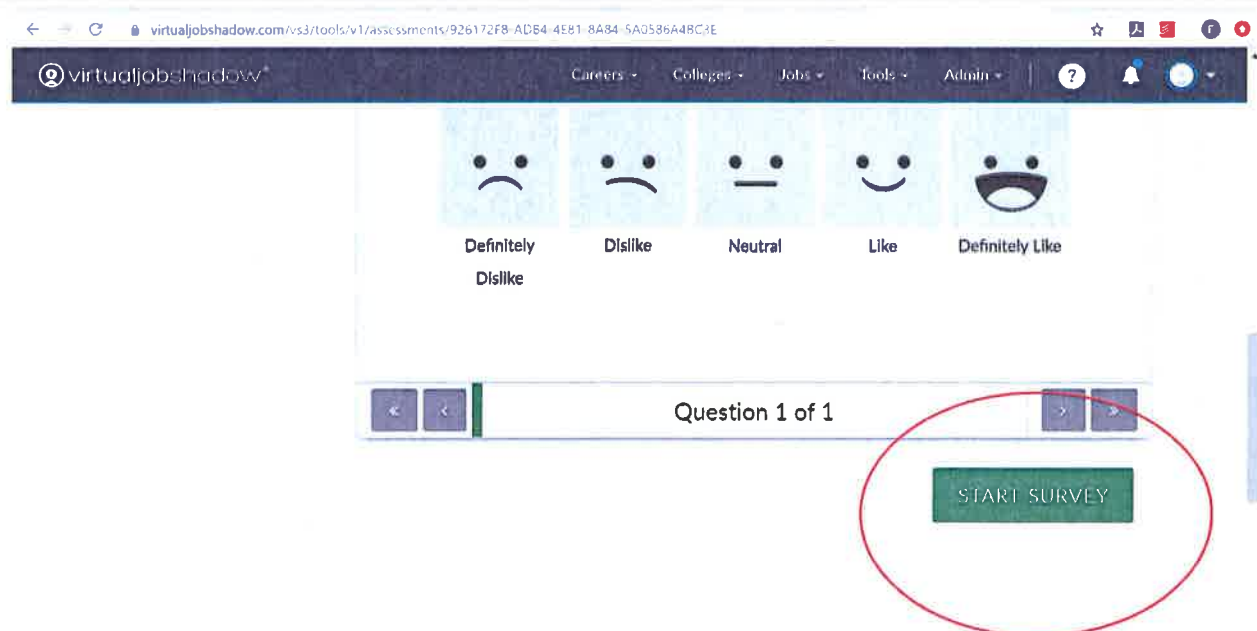
Step 4: Once logged in Go to Tools section and Click Assessments



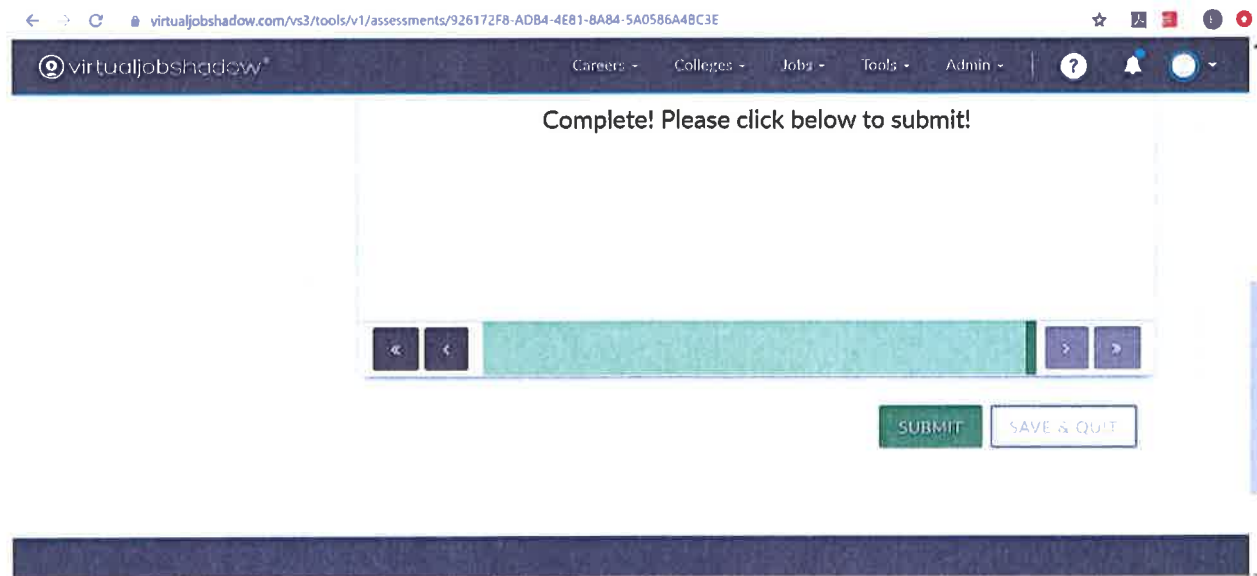
Step 5: Once in Assessment click start on the 1<sup>st</sup> assessment- CCIS



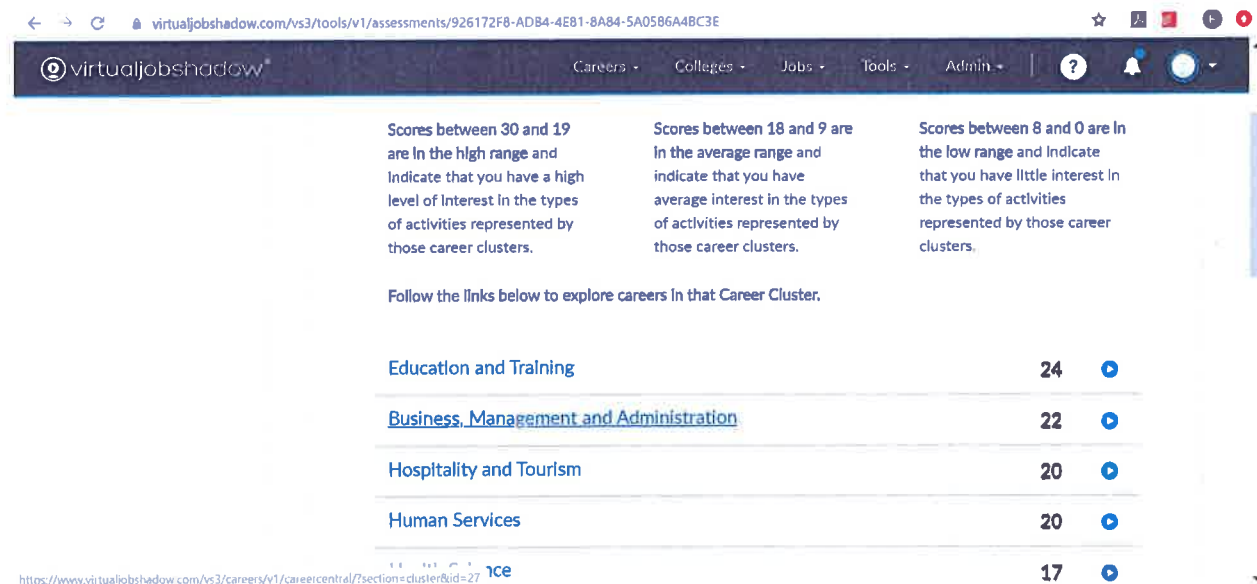
Step 6: Click Start Survey at the bottom of screen and begin survey.



## Step 7: Once finished click Submit, if not click Save & Quit



## Step 8: Once 1<sup>st</sup> Assessment is completed Students will get a list of career path choices to watch videos on. At this point they can return to main site and begin 2<sup>nd</sup> Assessment or watch videos.





## Step 9: Click on 2<sup>nd</sup> Assessment- Career Cluster Interest Survey EZ Same as 1<sup>st</sup> assessment.

The screenshot shows the virtualjobshadow.com website. The header includes navigation links for Careers, Colleges, Jobs, Tools, and Admin. The main content area features two assessment options:

- CAREER CLUSTER INTEREST SURVEY EZ (CCIS-EZ)**: This abbreviated version of the Career Cluster Interest Survey matches your interests to Career Clusters based on the activities you most enjoy. A purple "START NEW" button is visible.
- O\*NET INTEREST PROFILER™ (O\*NET IP)**: This survey helps you find out what your interests are and how they relate to the world of work. A green "START NEW" button is visible.

The URL in the address bar is <http://www.virtualjobshadow.com/vs3/tools/v1/assessments/>.

## Step 10: 3<sup>rd</sup> Assessment Click L ? D and submit

The screenshot shows the virtualjobshadow.com website for the 3rd assessment. The header is the same as in Step 9. The main content area includes instructions and a list of activities with response buttons:

answers at any time; use the Previous button to return to an earlier screen.

Your answers will save regularly. When all questions have been answered the "Submit" button will become enabled and you must to finish.

Activity	L	?	D
1. Build kitchen cabinets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Guard money in an armored car	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Study space travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Make a map of the bottom of an ocean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Conduct a symphony orchestra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Write stories or articles for magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Teach an individual an exercise routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The URL in the address bar is <http://www.virtualjobshadow.com/vs3/tools/v1/assessments/0489E9CE-F347-4734-BC78-289C10E6BF8A>.

**Step 11: 4<sup>th</sup> Assessment – O\*NET INTEREST PORFILER:** Students will order cards on level of importance and submit. No cards should be left.

The screenshot shows the virtualjobshadow.com website with the O\*NET Interest Profiler assessment. The browser address bar shows the URL: virtualjobshadow.com/vs3/tools/v1/assessments/C04492A3-DE87-4F46-974F-81F6111D44D8. The page has a dark blue header with navigation links: Careers, Colleges, Jobs, Tools, Admin. Below the header, there is a section titled "On my Ideal Job, it is important that..." with a list of work value cards. The cards are organized into two columns. The left column contains four cards: "things that go against my sense of right and wrong", "My co-workers would be easy to get along with", "I could do something different every day", and "I could plan my work with little supervision". The right column contains four cards: "I could try out my own ideas", "I would be treated fairly by the company", "I could work alone", and "My pay would compare well with that of other workers". Below these cards, there are two sections: "MOST IMPORTANT" and "IMPORTANT". The "MOST IMPORTANT" section has four cards: "I could try out my own ideas", "I would be treated fairly by the company", "I could work alone", and "My pay would compare well with that of other workers". The "IMPORTANT" section has four cards: "The job would provide for steady", "I could give directions and", "I could make decisions on my", and "The work could give me a feeling". A status bar at the top right indicates "Work Value Cards: 5 Remaining".

**Step 12: Explore Website.**

Watch Videos, Begin Resume, Research Colleges and Careers and possibly look for a job!

For troubleshooting issues during school contact:

Estefania Guillen: (530) 228-0774 or Ext: 11300

Edith Duran: Ext: 11316

Andy Hass: (916) 705-1960



Classroom	Teacher	Laptops	Desktops	Students Plus Period	Remaining Computers	
CCC	open	32			32	
301	Brown	30	3	21	12	
302	Mireles	30	1	19	12	
303	Boswell	30	3	21	12	
304	Hatanaka	30	3	17	16	
305	Bloom	30	1	22	9	
306	Sebree	30	3	19	14	
307	Flores	30	3	22	11	
309	Hill	30		20	10	
310	Haney	30		21	9	
311	McDonald			19	-19	Location?
312	Roberts	30		18	12	
313	open					
316	open					
317	Povlsen	15		10	5	
319	Askeland	30		19	11	
320	Robinson	30		20	10	
321	Garcia	30		18	12	
322	Bledsoe	30		21	11	
323	Smith	30		21	9	
		22				
Music	Acosta	Apple		22		Location?
Shop	Hedley	15		19	-4	
326	Parker		6	19	-12	
327	Perez	30		20	10	
328	Welcome		31	18	13	
329	n/a			22 Apple		
330	Carter	20	3	16	7	
331	Rensink	15	3	16	2	
332	Willis	30	3	21	12	
333	Sims	30	3	19	14	
334	Hale	30	2	20	12	
335	Tamayo	30		20	10	
Gym-G	Gobel			19	-19	Location?
Gyn-B	Hermann			19	-19	Location?
600	Lemus	10			n/a	
601	Johnston	10			n/a	

WILLIAMS USD  
FAMILY RESOURCE CENTER  
& PARENT CENTER

# GRAND *Opening*



COME AND JOIN US IN CELEBRATION OF  
OUR GRAND OPENING FOR

## **FAMILY RESOURCE CENTER & THE PARENT CENTER**

1404 E STREET WILLIAMS, CA 95987

JANUARY

**21**

2020

**REFRESHMENTS  
SERVED**

**TIME:** 3:00PM - 5:30PM

**For Any Questions:** Estefania Guillen

**eguillen-aceves@williams.k12.ca.us 1-530-228-0774**



(Done by Ms. Monica Vega Mendoza)

## EL DISTRITO UNIFICADO DE WILLIAMS

Vengan a conocer el Centro  
de Recursos Familiar y el  
Centro de Padres!  
Refrigerios disponibles



## GRAN APERTURA

---

**CENTRO DE RECURSOS FAMILIAR  
& EL CENTRO DE PADRES**

---

**21**  
ENERO  
2020

1404 E STREET WILLIAMS, CA 95987  
930-228-0774  
ESTEFANIA GUILLEN  
EGUILLEN-ACEVES@WILLIAMS.K12.CA.US

**EMPIEZA:  
3:00PM-5:30PM**

(Done by Ms. Monica Vega Mendoza)

## MOT Board Report Feb 2020

Projects-Information:**Maintenance:**

Preventative maintenance and water treatment service performed at the HS and Upper Elem HVAC cooling towers.

Roof and gutter repairs underway at HS. Moving to Upper Elem then on to the WES. Prioritizing routine restricted maintenance repairs and replacement projects campus wide.

Inverter 7 replaced at solar field. 3 broken panels to be changed out.

Fresh air circulation fans repaired and PM complete on units above HS gym, locker rooms and breezeway.

Fire alarm system tested, annual certification complete- District wide.

4 concrete trash receptacles installed at HS Quad.

Exit/Emergency lights and signs replaced/repared HS, Upper Elem.

79 Work orders completed.

Grounds/Athletic Fields- Preparing softball and baseball fields for spring sports.

Playground equipment inspection/PM completed.

Maintenance safety trainings complete

**Grounds:**

Parking lots pressure washed and weeds/leaves removed.

Lawn areas mowed, weeded and leaves removed.

Fencing perimeter of campus weeds, leaves and trash removed.

Preparing softball and baseball fields for spring sports.

**Transportation:**

CHP/DOT terminal inspection completed Monday Feb 3. Received satisfactory rating for the terminal and the equipment inspections.

Inspections include driver's time, training records, medical records, drug-testing records; check out sheets, maintenance schedules and inspection records, preventative maintenance records and drivers proficiency documents.

292 safety inspection complete on 16-12

Bus class consisting of 10 hours of driver training completed- all drivers.

45-day bus safety inspections compete.

Recalls on Ag vehicles completed. Recalls on DEF system unit 16-12 conventional International.

Added another bus to the afternoon home route to Valley Ranch to accommodate increased student ridership count. The second bus will handle overflow to VR and the Migrant Camp as well when camp opens in April.

End of Feb 2020 MOT Board Information Report.

Tim Wright

**Projects:**

- E-rate process for the 2019-20 applications: All equipment has arrived with the exception of the Ruckus wireless controller which is pending availability from the manufacturer. The installation for the switches is scheduled for the first week of June.
- **Verkada Cameras:** Installation is in process.
- The winning BID for our surplus equipment was PN California.
- Replace 32 laptops at CCC (College and Career Center). Pending deployment.

**Daily Activities:**

- Continuing with maintenance of student laptops class by class.
- Inventory Maintenance: Maintaining technology equipment moves, upgrades, renaming and relabeling.
- Provided technical support for all known issues to users.

**Note:** Please use the Help Desk for reporting ANY issues you are having so that we can rectify your concerns.

**Conference Attended:**

- Three teachers, the WES Principal, our TOSA (Teacher on Special Assignment) and myself attended the Illuminate 2020 Annual Conference. The conference proved to be very successful for all and the participants were encouraged to share with their peers what they learned. The teachers were exposed to the possibilities of what this assessment program can do for them so that they can improve their teaching methods with greater effectiveness. The Principal was able to learn how to create report cards for WES. The TOSA learned more techniques to share with the teachers. I was able to see all the new features of the program and provide technical assistance to our staff. Our teachers indeed have an excellent tool at their disposal and should be encouraged to use it on a daily basis. This is especially true now that Aeries and Illuminate are partners and not competitors and the two systems work together, fully complementing each other. Some of the new options are the synchronization and feedback of the assessments throughout the day instead of nightly. In addition, the Aeries gradebook is synchronizing with Illuminate and makes it easy to use.

**Colusa Education Wide Area Network (CEWAN) Projects:**

Here are some of the projects we are working on as a consortium at the CEWAN level:

- Ruckus Zone Director End of Life. Pending availability from Vendor.
- Replacing the iBoss 7-1-20 / Possible Reconfiguration. Scheduled for July 1, 2020.
- Eventual Relocation of the Datacenter at the Library to the Village/Network Restructure/E-rate. No update at this time.
- EduNet Update / Sprint Hotspot 1 million Project. Received utilization information for the hot spots for our District students. Thirteen devices are ready to deploy once the students previously selected have returned from Mexico.

Data provided by the manager of the 1 Million Project:



"Preliminary data that we have processed here at 1MP to show your district's activation and deactivation statistics. As you know from the most recent Terms and Conditions from the 2019-2020 School Year, 1MP will monitor how many students are using their devices **on the network** (this does not include student's usage on any Wi-Fi network).

A very important set of numbers you will see are the quantity of devices never activated (this can include your buffer stock) and number of devices that are using less than half a GB per month. These are relevant since the number of non-activated devices will be part of your ongoing inventory for our Year 4. The devices that are using between zero and half a GB per month will be targets for you and your teammates to reach out to these students to determine if they should keep the devices.

Our agreement signifies that you will ensure a minimum of 75% of Devices use an average of .5 GB of data per month during the school year. The Data Usage Percentage shown in this report will show you where your district is in relevance to this goal.

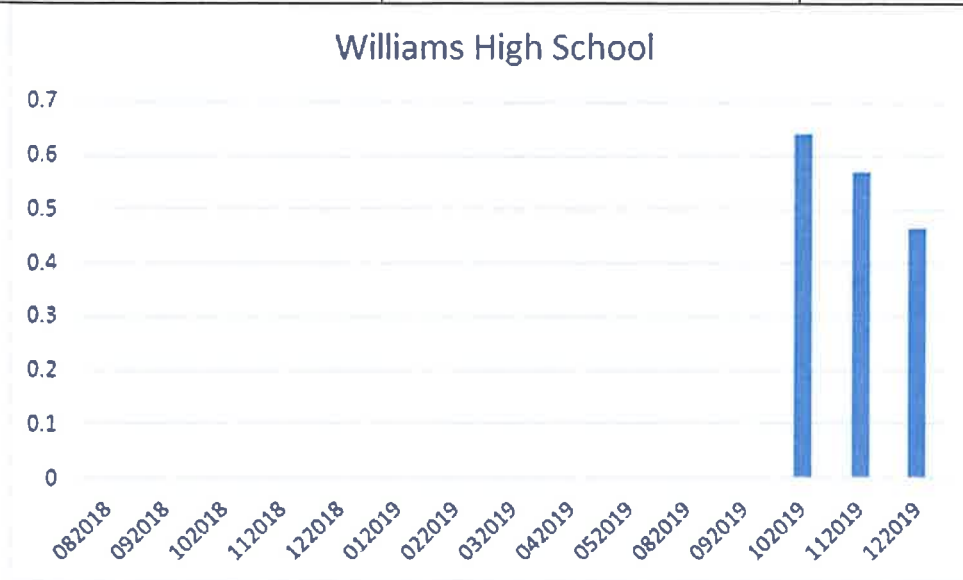
I will be reaching out to you in the weeks to come to set up time to review this data and discuss ways to turn around those numbers that are below average. Please be prepared to have your relevant staff associated to 1MP included in the call so that we can have everyone's input.

Thanks so much and I look forward to chatting soon!

Jim"

Williams High School		
Activity Report	Total Shipped	59
	YR1 ACTIVE	0
	YR1 CANCELLED	0
	YR1 TOTAL ACTIVATED	0
	YR2 ACTIVE	0
	YR2 CANCELLED	0
	YR2 TOTAL ACTIVATED	0
	YR3 ACTIVE	56
	YR3 CANCELLED	0
	YR3 TOTAL ACTIVATED	56
Orders Submitted	YR1 ORDERED	0
	YR2 ORDERED	0
	YR3 ORDERED	59
	SUM ORDERED	59
As of 01/01/2019	Never Activated	0
	Activated, Usage <.5GB/mo	

Data Usage Percentage (as of 01/01/2020)		46.43%
Devices Received	Total Shipped	59
Devices Distributed	Total Distributed	56
	Delta	3



- Snap shot of usage activity for the applications supported in Clever for the current year, August 1 – February 7, 2020:

## Key Metrics

### Usage by scoped users

86.4% 51.6%  
Students Teachers

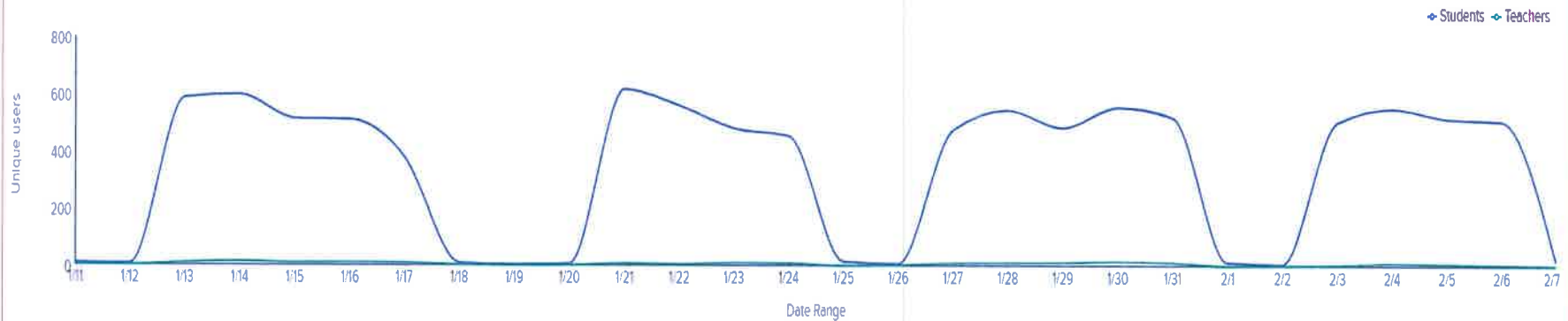
### Unique users

1.1K 32  
Students Teachers

### Total logins

54.1K 665  
Students Teachers

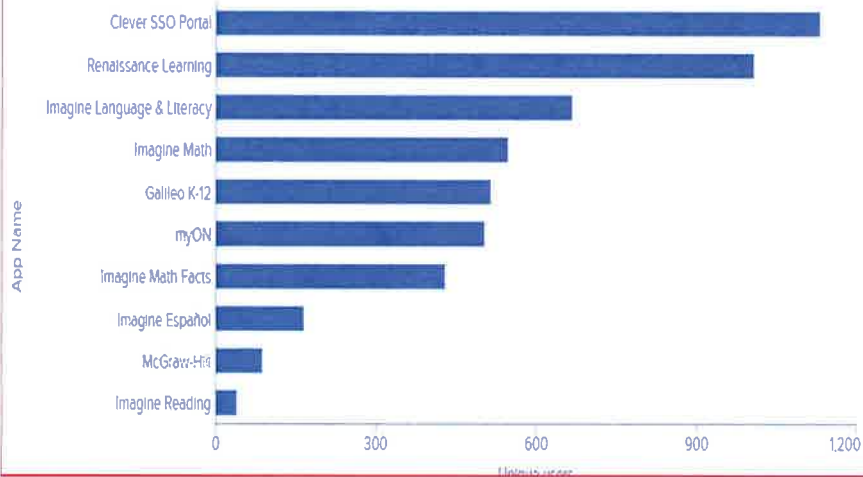
## Daily Unique Users



## Logins by App (Top 10)

Descending Ascending

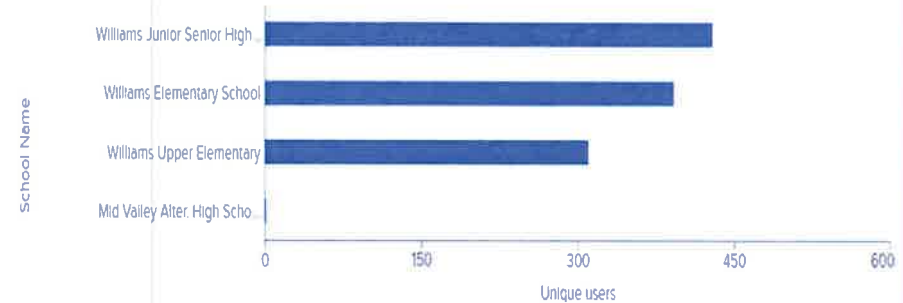
View more



## Logins by School

Descending Ascending

View more







# FOOD & NUTRITION DEPARTMENT

January 2020



## Meal Counts:

Elementary School: 383 Enrolled

Breakfast	Free	Reduced	Paid	Total	Lunch	Free	Reduced	Paid	Total	Suppers
Served	2462	723	278	<b>3463</b>		4200	1142	479	<b>5821</b>	Elem Café: 1979
% Participating	50.74%	55.70%	37.67%	<b>50.28%</b>		86.56%	87.98%	64.91%	<b>84.51%</b>	HS Café: 459
2018/19 Compare	52.16%	55.65%	34.79%	51.62%		85.80%	82.18%	67.40%	83.79%	
2017/18 Compare	55.81%	50.00%	38.16%	53.18%		88.01%	86.58%	67.12%	86.11%	

Upper Elem., Jr./Sr. High School: 907 Enrolled

Breakfast	Free	Reduced	Paid	Total	Lunch	Free	Reduced	Paid	Total	ASSETS Snacks
Served	6312	1303	585	<b>8200</b>		7288	1484	756	<b>9528</b>	751
% Participating	52.83%	47.85%	33.72%	<b>49.98%</b>		57.79%	51.62%	41.27%	<b>55.01%</b>	
2018/19 Compare	53.60%	50.38%	29.94%	50.54%		56.63%	49.22%	36.03%	53.12%	
2017/18 Compare	56.63%	48.63%	33.33%	52.51%		57.74%	52.91%	33.29%	54.09%	

## Application Counts:

Elementary	90.08%	Free & Reduced				
High School	90.19%	Free & Reduced	Compare 2018/19	91.01%		
Combined	90.16%	Free & Reduced	Compare 2017/18	90.43%		
Directly Certified	45.63%	( Goal 62.5% for 100% reimb. Community Elig.)	Outstanding Applications:	32		

## Financial:

EZ School Pay has brought in \$	\$2,874.70	Cash Sales \$	\$4,697.09	Total Cash:	\$7,571.79
Outstanding balances owed \$	\$7,424.00				

Auto Dialers go out Tuesday & Friday. Statements mailed home on the 1st each month.

## Trainings/Misc.:

Lists are provided to each site Principal each month with balances owed and highlights of accounts with no payment activity.

I am working with each Cafeteria to try to involve staff in making subtle changes to our daily choices to increase participation.

The Head Cooks are paying attention to what students like/dislike and getting student feedback which is vital.

Respectfully,  
Kristi Ward  
Food & Nutrition Director

Nutrition Matters



Board Report February 20, 2020

Mechele Coombs, Director of Fiscal Services and Accountability

### Business Office Operations

The business office is currently working on completing the Consolidated Application which is due Feb 28, 2020 and the 2<sup>nd</sup> Interim report which is due March 15, 2020. The 2<sup>nd</sup> Interim report will be completed using the School Services of California's new Dartboard which includes the planning factors for the Governor's 2020-21 proposed budget. The 2<sup>nd</sup> Interim report will be presented to the Board for approval at the March 12, 2020 board meeting.

All staff have been notified April 1, 2020 will be the last day to submit a purchase order request for this fiscal year. The site offices will accept purchase order requests until April 1, 2020. They will continue to follow their normal purchase order request process. The site secretaries will enter the requisition into Escape followed by the site admin approval and then the district office approval. The entire process is expected to be completed by April 15, 2020.

Budget development for 2020-21 will be beginning soon. As part of the budget development process we will also be preparing our estimated actuals report.

Included is the School Services of California Special Fiscal Report: Governor's Proposals for the 2020-21 State Budget and K-12 Education

# FISCAL REPORT

---

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

## Special Fiscal Report: Governor's Proposals for the 2020-21 State Budget and K-12 Education



**BY SSC TEAM**

Copyright 2020 School Services of California, Inc.

posted January 10, 2020

### Preface

During the Great Recovery, California enjoyed unprecedented growth in funding largely due to restoration of past reductions, growth in the economy, and passage of Propositions 30 and 55. To open his press conference, Governor Gavin Newsom disabused California's naysayers, those with "California Derangement Syndrome," that the best days are behind us.

Governor Newsom's press conference preamble, as he called it, highlighted the state's job growth, bond rating, rainy day fund, state surplus, and payments to the Wall of Debt. He gave credit to Governor Jerry Brown for setting the tone and tenor on many of these items and continues these as priorities. In the world of education, Newsom also honors Governor Brown by continuing the Local Control Funding Formula (LCFF), but also goes his own way when it comes to local versus state control of funds for new programs.

Over the fall, the education community braced against the news that the cost-of-living adjustment (COLA) might be significantly less than what was projected just months before. There was hope that Governor Newsom would provide flexible funding above a meager COLA, perhaps with a "super" COLA, for the LCFF. Instead, Governor Newsom proposes several new or continued categorical programs, all with laudable goals, but few that provide immediate relief when the cost to keep local educational agencies (LEAs) afloat hovers around 4%.

As we enter the 2020-21 State Budget deliberations, a key focus will be on whether California is slowly or quickly moving into a new education funding era.

### Overview of the Governor's Budget Proposals

On Friday, January 10, 2020, just after 10:30 a.m., Governor Newsom released his second proposed State Budget for the upcoming 2020-21 fiscal year stating that "Building a strong fiscal foundation now is the best way the state can prepare for the future and continue to build a 'California for All'." Gone are the days of the five minute budget press conferences by former Governor Jerry Brown. Consistent with his inaugural State Budget presentation, Governor Newsom went into great detail and spent nearly two hours presenting the Budget through his Twitter account followed by an additional hour of answering questions from reporters.

The Governor led by explaining that he is proposing a \$157 billion General Fund Budget for the upcoming fiscal year, a 2.23% increase over the current year. The total State Budget proposed by the Governor measures at \$222.2 billion. Governor Newsom emphasized that the 2020–21 Budget is structurally balanced. He uses a significant amount of one-time funds as a way to provide flexibility during times of economic uncertainty. In fact, this strategy, along with continued economic growth, allowed the Governor to propose extending nearly \$2 billion in programs that were due to expire on December 31, 2021, to July 1, 2023. Being fiscally prudent, examples of proposed flexibility are found in the education budget where nearly 60% of the \$3 billion in available new revenue is proposed for new or the extension of one-time investments.

### **Economic Outlook**

Acknowledging eleven years of economic expansion, the State Budget proposal forecasts “constrained growth” for the state over the next four years. Governor Newsom noted in his press conference that while the economy is not contracting, our continued growth is. Nevertheless, the state’s General Fund continues to enjoy stronger than estimated revenue from the “Big Three” taxes. The 2020–21 revised revenue forecast is over \$5 billion more than the 2019–20 State Budget Act projection. Personal income tax is up by \$1.2 billion, corporation tax is up by \$700 million, and revenue from the sales and use tax is projected to be \$1.1 billion over the 2019 Enacted Budget estimates.

Governor Newsom continues to build additional reserves beyond the \$16 billion currently set aside in the Rainy Day Fund. An additional \$1.9 billion transfer is proposed in the budget year and an additional \$1.4 billion over time, bringing the Rainy Day Fund to \$19.4 billion by 2023–24. This unprecedented level of state savings and Governor Newsom’s prudent budgeting approach, which mimics the days of his immediate predecessor, can help the state weather a future economic storm should it come.

## **The Economy and Revenues**

### **Economic Outlook**

Following the footsteps of his predecessor, Governor Newsom cautions that the opportunities for continued economic growth is expected to slow as both the nation and the state have reached full employment. The economic stimulus from the 2017 federal tax policy changes has run its course, interest rates are very low, the stock market is at an all-time high, and growing risks from trade tensions between the U.S. and China as well as military escalation in the middle east all create instability in the global economies of California’s trade partners. In particular, California faces unique structural risks in its aging population and housing shortage.

The State Budget proposal includes constrained job growth realized unevenly across the state and acknowledges an increase in payroll jobs resulting from rule changes on independent contractors, moving most onto company payrolls. The Budget assumes that personal income growth will be 4% through the projection period. Growth in real wages and personal income are necessary to sustain healthy consumption and overall economic activity.

While the State Budget identifies rising economic risk related to the housing shortage, the *UCLA Forecast* from December 2019 focuses on continued trade tensions with China, subprime auto loans, certification of the Boeing 737 Max, and trillion-dollar deficits. As the world's fifth largest economy, California is especially reliant on import-export business and decreasing imports will have an impact. When combined, the economists at UCLA state that the likelihood of a recession is 32%, but share that a temporary economic slowdown in the second half of 2020 is far more likely.

## Revenues

The 2020–21 State Budget assumes higher overall revenues for fiscal years 2017–18 through 2019–20, exceeding the 2018–19 State Budget projections by more than \$5.05 billion. Over the three-year period, personal income tax, sales and use tax, and corporation tax are expected to beat earlier estimates.

Over the long term, the forecast calls for continued increases in the state's "Big Three" taxes.

### "Big Three" Revenue Forecast (General Fund Revenue—in billions)

	Fiscal Years						Average Year-Over- Year Growth
	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24	
Personal Income Tax	\$98.6	\$101.7	\$102.9	\$106.1	\$108.1	\$110.0	2.2%
Sales and Use Tax	\$26.1	\$27.2	\$28.2	\$29.0	\$29.7	\$30.4	3.1%
Corporation Tax	\$14.1	\$15.3	\$16.0	\$16.5	\$17.0	\$17.6	4.6%

## Proposition 98

Adopted by state voters in 1988, Proposition 98 sets in the State Constitution a series of complex formulas that establish the minimum funding level for K–12 education and community colleges from one year to the next. This target level is determined by prior-year appropriations that count toward the guarantee and (1) workload changes as measured by the change in average daily attendance (ADA), and (2) inflation adjustments as measured by the change in either per capita

personal income or per capita state General Fund revenues, whichever is less. While gains experienced over the last several years continue with the 2020–21 State Budget proposal, these gains represent the minimum required by law.

### **Current- and Prior-Year Minimum Guarantee**

The Proposition 98 minimum guarantee has increased from the 2019 State Budget Act for both 2018–19 and 2019–20 due largely to an increase in property tax revenue in 2018–19 and increased General Fund revenues in both years.

For the current year, Governor Newsom’s State Budget proposal acknowledges an increase of \$517 million from the 2019–20 State Budget Act—raising the Proposition 98 guarantee to an estimated \$81.6 billion, up from \$81.1 billion. The 2018–19 year reflects a more modest increase of \$301.5 million, raising the minimum guarantee from \$78.1 billion to \$78.4 billion.

### **2020–21 Minimum Guarantee**

For 2020–21, the Governor’s State Budget proposes a Proposition 98 guarantee of \$84 billion, an increase of \$3 billion year over year. As expected, given the continued declines in enrollment, the guarantee is projected to be based on Test 1—funding based on education’s proportion of the General Fund in 1986–87.

### **Cost-of-Living Adjustment and Average Daily Attendance**

The estimated statutory COLA for K–12 education programs in 2020–21 is 2.29%, and is applied to the LCFF base grant targets, as well as other education programs that are funded outside of the LCFF. Those programs include Special Education, Child Nutrition, Preschool, Foster Youth, American Indian Education Centers, the American Indian Early Childhood Education program, and the Mandate Block Grant.

Note that while the COLA is lower than estimated in the 2019–20 enacted State Budget, it is higher than that projected by the Legislative Analyst’s Office in its *Fiscal Outlook*, which was released in November 2019.

Statewide, ADA is expected to continue declining. The State Budget proposal reduces Proposition 98 funding in 2019–20 due to an ADA decline greater than projected in the 2019–20 State Budget Act, and in 2020–21 from a further projected ADA decline in 2020–21.

### **Local Control Funding Formula**

The Governor’s 2020–21 State Budget proposal includes an increase of \$1.2 billion in Proposition 98 for the LCFF reflecting the 2.29% COLA. This brings LCFF funding to \$64.2 billion.

### **LCFF Target Entitlements for School Districts and Charter Schools**



The target base grants by grade span for 2020–21 are increased over 2019–20 by 2.29% to reflect the estimated statutory COLA:

Grade Span	2019–20 Target Base Grant Per ADA	2.29% COLA	2020–21 Target Base Grant Per ADA
TK–3	\$7,702	\$176	\$7,878
4–6	\$7,818	\$179	\$7,997
7–8	\$8,050	\$184	\$8,234
9–12	\$9,329	\$214	\$9,543

The Transitional Kindergarten (TK)–3 grant increase for the class-size reduction (CSR) grade span adjustment is \$819 per ADA in 2020–21, and the grade 9–12 base grant per ADA is increased by \$248 in recognition of the need for Career Technical Education (CTE) courses provided to students in the secondary grades.

School districts and charter schools are entitled to supplemental grant increases equal to 20% of the adjusted base grant (including CSR and CTE funding) for the percentage of enrolled students who are English learners, eligible for the free or reduced-price meals program, or in foster care. An additional 50% per-pupil increase is provided as a concentration grant for each percentage of eligible students enrolled beyond 55% of total enrollment.

### Special Education

Following the investment in the 2019–20 State Budget for Assembly Bill (AB) 602 equalization (\$152 million) and one-time flexible funding to school districts based on the number of preschoolers with disabilities (\$493 million) plus the call for policy reform to improve outcomes for students with disabilities—the 2020–21 State Budget continues to provide investments in special education. Governor Newsom’s Budget for 2020–21 proposes to use all of last year’s \$645 million to fund special education base grant increases this year and to use a three-year rolling average of LEA ADA, while still allocating funds through Special Education Local Plan Areas (SELPAs). All but one hundred LEAs will receive an increase in base funding through this funding and those LEAs will be held harmless.

Similarly to the 2019–20 State Budget, the Budget proposes \$250 million one-time funding to school districts based on the number of preschoolers ages three to five years with exceptional needs served. In a departure from the flexible nature of these funds in the current year, the Budget would require the funds to be allocated to increased or improved services. The Budget proposes \$4 million one-time Proposition 98 General Fund for dyslexia research, training, and a statewide conference.

Long term, the 2020–21 State Budget calls for a multiyear approach and one-time funding to study the current SELPA governance and accountability structure and improved accountability for special education service delivery and student outcomes. Going forward, the Administration plans to create

a new funding formula to support equity, more inclusive practices, and early intervention; make changes to governance and accountability; pursue reforms related to family and student engagement; and incorporate recommendations from the Master Plan for Early Learning and Care.

### **Teacher Investments**

The State Budget proposal includes over \$900 million in one-time Proposition 98 funds to address California's persistent educator shortage and crisis in the following programs:

- \$350 million to expand the existing Educator Workforce Investment Grant program to provide training to support students with disabilities and English learners, as well as to develop educator capacity in the areas of multitiered system of supports, social-emotional learning and restorative justices practices, non-discriminatory and anti-bullying supports for marginalized student groups, and computer science and STEM fields
- \$193 million for the Workforce Development Grant Program, as well as \$175 million to expand the Teacher Residency Program, which address teacher shortages in high-need subjects and areas
- \$100 million to provide \$20,000 stipends for teachers who participate in the California Teacher Credential Award Program and complete four years of teaching in a high-need subject at a high-need school
- \$64.1 million to expand the Classified School Employees Credentialing Program to support classified staff who aspire to become credentialed teachers

### **Community Schools and School Nutrition**

#### **Community Schools**

In reinforcing efforts to serve the whole child, the 2020–21 State Budget proposes to invest \$300 million in one-time Proposition 98 funds to establish Community School grants accessible by LEAs that employ the community school model. Such efforts would include student wrap-around services like mental health and social services; training in student mental and behavioral health, trauma-informed care, and restorative justice; family and community engagement such as home visits; extended learning time; and expanded learning opportunities.

#### **School Nutrition**

The Governor proposed to increase funding for school nutrition by an ongoing \$60 million Proposition 98 appropriation and proposes a \$10 million Proposition 98 fund to train school food service workers in promoting healthier and more nutritious meals. Additionally, a new Farm to School Grant Program is proposed to be created in the Department of Food and Agriculture, which will provide grants to schools for access to healthy food. This new grant is proposed to be funded with \$10 million in non-Proposition 98 funds to start and \$1.5 million annually thereafter.

### **Computer Science**



The Governor reminded us that he is particularly interested in making sure students are able to access computer science education. With that in mind, he is investing \$15 million in one-time funds for grants that LEAs may access to support training approximately 10,000 K–12 teachers to earn a supplementary authorization on their credential to teach computer science. In addition, the Statewide System of Support will gain a computer science component as \$2.5 million in one-time funds is proposed for one county office of education to serve as a repository for computer science resources for professional development, curriculum, and best practices.

### **Early Childhood and Preschool**

Early childhood investments continue to be a top priority for Governor Newsom. This is perhaps most strongly signaled by his sweeping proposal to establish a Department of Early Childhood Development under the Health and Human Services Agency, and shift all but the California State Preschool Program from the Department of Education into the new department, beginning in July, 2021. The new department is intended to integrate early childhood funding, programs and services including child care, home visiting, and early health programs. As it relates to programs affecting public agency providers, the Governor’s State Budget proposals includes the following investments:

- \$75 million in Proposition 98 funding to expand the Inclusive Early Education Expansion program that provides one-time grants to construct or modernize preschool facilities that serve children with disabilities
- Increases the provider reimbursement rates for General Child Care and State Preschool by a 2.29% COLA
- Proposes future changes in the State School Facility Program if voters approve the \$15 billion statewide school bond (Proposition 13) to provide facility grant enhancements to expand preschool programs on school campuses

### **School Facilities**

The State Budget proposal does not include any significant new initiatives for school facilities. It acknowledges the Public Preschool, K–12, and College Health and Safety Bond Act (Act), which will appear on the March 2020 ballot as Proposition 13 and reforms the School Facility Program (SFP).

Similar to his first budget last year, the Governor’s 2020–21 State Budget proposal includes the sale of an additional \$1.5 billion in bonds for 2020–21 to support the SFP—funding that will go to address the backlog of school districts and charter schools waiting for state funds to become available.

Lastly, the Budget for 2020–21 proposes diverting a portion of the funds allocated for school districts to retrofit and construct facilities to support full-day kindergarten programs. As part of the 2019–20 Adopted Budget, \$300 million was allocated to encourage school districts to increase access to students in kindergarten—particularly through the conversion of part-day to full-day programs—by retrofitting existing or constructing new kindergarten facilities. The Budget proposal looks to dedicate an unspecified portion of these funds to support the construction of preschool

facilities on school campuses. Assuming passage of Proposition 13, the Administration would also introduce language to provide new construction and modernization per pupil grant enhancements for the construction or modernization of facilities to expand preschool programs.

### **System of Support**

The 2019 Dashboard released last month identified 333 school districts to work with their county offices of education (COEs) for differentiated assistance. This work is part of the statewide system of support that has evolved over the last several years, which is intended to help persistently low performing LEAs identify and address root causes for their lack of progress. The 2020–21 State Budget proposal reinforces the statewide system of support with a one-time \$300 million investment to establish Opportunity Grants and expand the capacity of the California Collaborative for Educational Excellence. The grants are for the lowest-performing schools and school districts to pair with federal Title I resources to provide integrated and intensive interventions to close achievement gaps.

### **CalSTRS and CalPERS Payments**

While the Governor makes reference to the \$3.15 billion (one-time, non-Proposition 98) California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) investment that was made on behalf of employers as part of the enacted 2019–20 State Budget, he does not propose to provide any additional CalSTRS and CalPERS relief for LEAs in his 2020–21 State Budget blueprint.

### **Discretionary Funds**

For the second consecutive year, Governor Newsom's State Budget does not propose any one-time Proposition 98 discretionary funding for school districts, charter schools, or COEs.

### **Federal Programs**

Late December 2019, President Donald Trump signed the spending bill for fiscal year 2020 that increased education funding nationally by \$1.3 billion to bring it to \$72.8 billion. Included in this increase are \$600 million for Head Start and \$400 million each for Title I and special education. California receives approximately 10% of these national figures. Because the federal fiscal year runs October through September, these changes affect the next school year.

### **In Closing**

In closing, Governor Newsom is making his mark and distinguishing himself in his proposed 2020–21 State Budget. While respecting Brown's education reform by maintaining LCFF at "full funding" through providing the COLA, he is creating and maintaining several one-time education programs

under his watch. While many of these programs are intended to improve LEA operations over the long term, Governor Newsom provides minimal, immediate relief from the myriad cost pressures that LEAs face.

Remember that the Governor's Budget proposal marks the beginning of the process, not the end. We expect the Legislature to push back on the Governor's priorities and propose their own. As the various proposals are considered by legislative committees, we can expect both confrontation and compromise. We continue to watch the evolving dynamic between a Governor hitting his stride in the second year and a well-established legislative leadership with a strong Democratic supermajority.

We look forward to continuing to see the vision Governor Newsom has for the state of California and wish him well as we all continue this journey together.

## WILLIAMS UNIFIED SCHOOL DISTRICT

## BOARD OF TRUSTEES REGULAR MEETING

Thursday, January 16, 2020, Regular Meeting

MINUTES

- 1.0 **CALL TO ORDER** – Board president, George W. Simmons, called the Regular Board meeting of the Williams Unified School District Board of Trustees to order at **6:30 PM** on January 16, 2020, in the College & Career Center, located at 260 Eleventh Street, Williams, California. A quorum was established.

2.0 **ROLL CALL**

Trustees Present: George W. Simmons, President  
 Silvia Vaca, Vice President  
 Ana Leos-Vera, Member  
 Alejandra Lopez, Member  
 Yareli Mora, Member

Administrative Staff: Dr. Edgar Lampkin, Superintendent  
 Amanda Zimmerman, Elementary School Principal  
 Hector Gonzalez, Upper Elementary School Principal  
 Rosa Villaseñor, SIG Coordinator/ELD Administrator  
 Dr. Mary Ponce, Secondary Principal  
 Dr. Nicole Odell, Secondary Assistant Principal

ASB Representative: Litzie Leos

Audience: Mechele Coombs, Monica Vega-Mendoza, Vangelis Bolias, Kristi Ward, Tim Wright, Estefania Guillen, Edith Duran

- 3.0 **PLEDGE OF ALLEGIANCE** - Board president, George W. Simmons, led the Board and audience in the Pledge of Allegiance.

4.0 **APPROVAL OF THE AGENDA**

A **MOTION** was made by Yareli Mora and **SECONDED** by Ana Leos-Vera to **APPROVE** the agenda. **Motion passed.**  
**Ayes**   5   **Noes**   0   **Absent**   0   **by the following vote:** Leos-Vera – aye, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – aye.

- 5.0 **AUDIENCE/VISITORS PUBLIC DISCUSSION** – Board president, George W. Simmons welcomed all visitors and invited them to speak at this time on any school-related item not scheduled on this agenda but within the jurisdiction of the Board may do so at this time. Please state your first and last name. The meeting is being taped and all comments are being recorded. Board bylaws limit speaking time to 3 minutes per speaker and 20 minutes per item.

- 5.1 Student Parth Patel addressed the Board and suggested using the Elementary Cafeteria for the High School wrestling program next year instead of the Old Gym.

Board president George W. Simmons stated they are looking at different locations for that program and have spoken with the wrestling coach Nik Willis.

6.0 **PRESENTATIONS**

- 6.1 Construction Update – Jeff Threet, Stone Creek Engineering, Inc. distributed a handout to the Board and stated the walls of the multipurpose building are getting high. Mr. Threet shared pictures of the progress of the multipurpose room. Colusa County Office of Education has purchased a new play structure for Williams Elementary School. The installation is expected to be complete by next week. Mr. Threet provided an update on the High School gymnasium project. The gym floor will be replaced as well as the bleachers. Work is expected to be completed by the summer. Clark/Sullivan has a preconstruction agreement for this project and is working with staff on the construction schedule to have minimal impact on instruction. The construction

contract will come to the Board at the March Board meeting. The north wing and infrastructure projects have been submitted to DSA. The south wing modernization project is receiving staff feedback. DSA approval is expected over the summer.

- 6.2 Williams Secondary School ASB Representative Litzie Leos addressed the Board and stated she is the ASB treasurer. Current winter sports are wrestling, soccer and basketball. Students with excessive tardies are not allowed to attend sports games. Ms. Hale is working on a Jr. High yearbook. Ms. Povlsen is holding a Jr. High Cheer Camp to increase student interest in the Cheer program. Tutoring positions are open for students in the ASES and ASSETS after school programs. There are additional internship opportunities for students with Mrs. Guillen. The Steps to College fair is being held on Saturday, February 1<sup>st</sup>. Over 50 colleges and universities will be represented at this college fair. The 4<sup>th</sup> annual art show will be February 26<sup>th</sup>. A rally will be held on Friday, January 31. FFA students have cleaned the Ag barn and selected their animals for fair.

## 7.0 **BOARD REPORTS**

- 7.1 Elementary School Principal, Amanda Zimmerman submitted a written report.
- 7.2 SIG Coordinator/ELL Administrator, Rosa Villaseñor submitted a written report and stated in her role as district attendance supervisor she has been looking at chronic absenteeism for our district. Mrs. Villaseñor stated there is currently no SARB board in Colusa County but we can still build partnerships with associated agencies. Mrs. Villaseñor displayed the 5x5 chronic absenteeism chart from the California Dashboard and shared the status for Williams Unified School District and each school site.
- 7.3 District Liaison, Monica Vega-Mendoza submitted a written report.
- 7.4 Upper Elementary School Principal, Hector Gonzalez submitted a written report and invited the Board members to the Rojelio dance performances for Williams Elementary School on January 22<sup>nd</sup> and for Williams Upper Elementary School on January 23<sup>rd</sup> at 6pm in the High School gym.

Trustee Alejandra Lopez noted she enjoyed the student pictures in Mr. Gonzalez' Board report. It was heartwarming to see the students.

- 7.5 Secondary School Principal, Dr. Mary Ponce submitted a written report and thanked her office staff Mariela Cruz and Lizbeth Jaime for holding up the office while the site secretary and counseling secretary are out. Dr. Ponce thanked Dr. Odell and Veronica Solis for gearing up for course selections. Dr. Ponce thanked Toni Rivera for helping with the High School ASB.
- 7.6 Internship Coordinator, Estefania Guillen Aceves submitted a written report.
- 7.7 Maintenance, Operations and Transportation Director, Tim Wright submitted a written report and stated maintenance, grounds and bus issues were taken care of over break. A substitute groundskeeper was hired and worked over the winter break as well. Mr. Wright shared his experience at the Thomas Built bus factory in North Carolina. Mr. Wright is specifically interested in electric busses. He was able to see how they were made and review the safety factors. Grant opportunities for a new zero emission bus are available with the Rural School Bus program and VW Mitigation. Mr. Wright also toured the Protera plant in the bay area. They make batteries for the Thomas Built electric busses. Next Tuesday, Wednesday and Thursday after school will be the annual fire alarm inspection.
- 7.8 Technology Director, Vangelis Bolias submitted a written report.
- 7.9 Food and Nutrition Director, Kristi Ward submitted a written report and stated site balances are about the same.
- 7.10 Director of Fiscal Services and Accountability, Mechele Coombs submitted a written report and stated the Governor released the budget last Friday. Ms. Coombs attended a budget workshop today and we are in a COLA only environment. The COLA is at 2.29% which is less than projected. There are grant opportunities that we can explore and one time funding options.
- 7.11 District Superintendent and Secretary to the Board, Dr. Edgar Lampkin submitted a written report and stated a correction to his Board report on page 32 of the Board packet. The bond measure is \$19 million not \$12 million. Dr. Lampkin stated the admin team and TOSAs attended an EL Roadmap training today. Our district



received kudos for the work we have done on EL Roadmap implementation. Other districts asked for copies of our data.

Mr. Gonzalez added that it felt good to be ahead of other districts in this area.

Mrs. Villaseñor commended Dr. Lampkin and the Board for involving our staff in the decision-making and input of the LCAP. Mrs. Villaseñor stated of the 80 attendees at the training our district staff ranked among the highest for knowledge and involvement in the LCAP process.

Trustee Silvia Vaca thanked administration for collaborating and doing the hard work that needs to be done. When highlights of our district are shared it feels very rewarding.

Dr. Lampkin stated a district-wide parent survey will be going out tomorrow via mail and is also available on our district websites.

Board president Simmons noted the importance of hearing from parents.

## 8.0 **EMPLOYEE GROUPS BOARD REPORTS**

8.1 Certificated Employees – Williams Teachers Association – No report.

8.2 Classified Employees – California School Employees Association Chapter #556 – No report.

9.0 **ACTION ITEMS – CONSENT CALENDAR** – Certain items, which require review and approval by the Board of Trustees, are routine in nature because they are self-explanatory, non-controversial, or repetitious. These recommended items are grouped as a consent item for automatic approval after the Board President determines there is no request to separate any items for independent consideration.

9.1 **BOARD MINUTES** – Request to approve Board minutes

9.1.1 December 9, 2019 (Special)

9.1.2 December 13, 2019 (Regular)

9.2 **BILLS/WARRANTS** – Request to approve warrants list, special variable payroll (Hirschfield)

9.3 **MONTHLY ACCOUNT SUMMARIES** – Request to approve monthly account summaries (T. Rivera)

9.3.1 Prepared by Toni Rivera, General Ledger Report and Bank Reconciliation Report, Williams Middle School Checking Account, November 2019.

9.4 **SERVICE AGREEMENTS/CONTRACTS**

9.4.1 Change Order #137-99 for Clark/Sullivan Construction for the Williams MP Building.

9.4.2 Change Order #138-99 for Clark/Sullivan Construction for the Williams MP Building.

9.4.3 Professional Services Agreement with SchoolWorks, Inc. for a Level 1 Developer Fee Justification Study.

9.4.4 Amendment #1 to the Memorandum of Understanding between Colusa Unified School District and Williams Unified School District and Maxwell Unified School District to procure registered nurse services for the 2019-2020 school year.

9.4.5 Agreement with Royal King Academy/Rojelio Viramontez for music and dance instruction for the students of Williams Elementary and Williams Upper Elementary Schools, January 13, 2020 – January 23, 2020.

9.5 **ROUTINE PURCHASE ORDERS**

9.5.1 None

9.6 **APPROVE EXTRA DUTY / VOLUNTEER / STUDENT PERSONNEL REPORTS** – Request to approve personnel items relating to Extra Duty, Volunteer and Student personnel reports. (R. Cranford)

Classification	Position	Status	Name
Substitutes	Updated Classified Substitute Employee List 2019-2020		
Substitute Pool	Custodian/Assistant Cook/Student Supervisor	Open	

9.7 **APPROVE CERTIFICATED / CLASSIFIED / CONFIDENTIAL PERSONNEL REPORT** - Request to approve personnel items relating to Certificated, Classified and Confidential personnel reports (R. Cranford)

Classification	Position	Status	Name
Certificated	Health Specialist	Open	
Classified	Health Clerk	Open	
Classified	ASES Paraeducator	Resignation	Mire Welcome

Classified	Student Supervisor	Resignation	Miriam Ornelas
Variable Service Agreement	Chinese and Mandarin After School Enrichment	Filled	Mire Welcome
Variable Service Agreement	Maintenance and Operations Coaching	Filled	Matthew Juchniewicz

9.8 **APPROVE INSTRUCTIONAL MINUTES/ BELL SCHEDULES / MASTER SCHEDULE**

9.8.1 None

9.9 **APPROVE STUDENT HANDBOOKS**

9.9.1 None

9.10 **APPROVE INTER-DISTRICT TRANSFER REQUESTS**

9.10.1 Updated 2019-20 Inter-District Transfer List

9.11 **APPROVE BOARD POLICIES (BP) AND ADMINISTRATIVE REGULATIONS (AR) AND EXHIBITS (E) AND BOARD BYLAWS (BB)**

9.11.1 CSBA December 2019 Policy Guide Sheet

9.11.2 Revised AR 4161.1 Personal Illness/Injury Leave

9.11.3 Revised AR 4261.1 Personal Illness/Injury Leave

9.12 **APPROVE FIELD TRIP REQUESTS**

9.12.1 None

9.13 **APPROVE DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES**

9.13.1 None

9.14 **ACCEPTANCE OF DONATIONS**

9.14.1 None

A **MOTION** was made by Silvia Vaca and **SECONDED** by Alejandra Lopez to **APPROVE** the Consent Calendar. **Motion passed. Ayes \_\_5\_\_ Noes \_\_0\_\_ Absent \_\_0\_\_ by the following vote: Leos-Vera – aye, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – aye.**

**10.0 ACTION ITEMS – NEW BUSINESS** – Protocol for action items includes a staff presentation, questions from the Board, public input, closing of public input, deliberation by the Board, and voting by the Board. During public input there will be a 3-minute time limit per person.

10.1 Consideration and possible action concerning the approval of the Written Requisition #2 for Disbursements from the Project Fund.

A **MOTION** was made by Silvia Vaca and **SECONDED** by Yareli Mora to **APPROVE** Written Requisition #2 for Disbursements from the Project Fund. **Motion passed. Ayes \_\_5\_\_ Noes \_\_0\_\_ Absent \_\_0\_\_ by the following vote: Leos-Vera – aye, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – aye.**

10.2 Consideration and possible action concerning the approval of the application of Rojana Turner to fill the vacant seat for the Williams Parks and Recreation Commission.

A **MOTION** was made by Silvia Vaca and **SECONDED** by Ana Leos-Vera to **APPROVE** the application of Rojana Turner to fill the vacant seat for the Williams Parks and Recreation Commission. **Motion passed. Ayes \_\_5\_\_ Noes \_\_0\_\_ Absent \_\_0\_\_ by the following vote: Leos-Vera – aye, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – aye.**

10.3 Consideration and possible action concerning the approval of **Resolution #14-011620: Resolution Authorizing the Superintendent or Designee to make application for and to sign certain assurances with respect to applications for local, state and federal programs, projects or grants.**

A **MOTION** was made by Yareli Mora and **SECONDED** by Alejandra Lopez to **APPROVE** Resolution #14-011620: Resolution Authorizing the Superintendent or Designee to make application for and to sign certain assurances with respect to applications for local, state and federal programs, projects or grants. **Motion passed. Ayes \_\_5\_\_ Noes \_\_0\_\_ Absent \_\_0\_\_ by the following vote: Leos-Vera – aye, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – aye.**

10.4 Consideration and possible action concerning the approval of the proposed changes to Board Policy 6146.1 and Exhibit 6146.1 regarding course modifications to the 7th and 9th Grade Wheel.



A **MOTION** was made by Silvia Vaca and **SECONDED** by Alejandra Lopez to **APPROVE** the proposed changes to Board Policy 6146.1 and Exhibit 6146.1 regarding course modifications to the 7th and 9th Grade Wheel. **Motion passed. Ayes \_\_5\_\_ Noes \_\_0\_\_ Absent \_\_0\_\_ by the following vote: Leos-Vera – aye, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – aye.**

#### **11.0 BOARD MEMBER COMMENTS**

- 11.1 Trustee Silvia Vaca thanked the office staff at the high school for their work while missing some of their colleagues. And thanked Ms. Solis for helping as well.
- 11.2 Trustee George W. Simmons stated if the dress code policy says no hats then we must enforce no hats or we must update our dress code policy.

#### **12.0 DISCUSSION ITEMS**

- 12.1 2020-2021 Attendance Calendar

Discussion with site principals ensued regarding the proposed calendar and how it would conflict with the Colusa County fair. Dr. Lampkin stated there is no way to make everyone happy but we will do the best we can. Overall feedback on the calendar was positive. Staff liked beginning the school year on a Thursday.

- 12.2 2021-2022 Attendance Calendar
- 12.3 2020-2021 Board Meeting Calendar

#### **13.0 INFORMATIONAL ITEMS AND REPORTS**

- 13.1 District Enrollment Report
- 13.2 District Discipline Distribution Reports
- 13.3 Williams Uniform Complaint Quarterly Report from October - December, 2019
- 13.4 The Internal Revenue Service mileage reimbursement rate for 2020 is 57.5 cents per mile. Down from 58 cents per mile in 2019.
- 13.5 CALPADS Fall 1 Reports

#### **14.0 CORRESPONDENCE**

- 14.1 Letter from the Colusa County Office of Education regarding Williams Unified School District's Eligibility for Differentiated Assistance.

Director of Fiscal Services Mechele Coombs stated there is a Governor proposed grant for districts with differentiated assistance.

#### **15.0 FUTURE MEETING DATES**

- 15.1 January 21, 2020 (Special – Data and Information)

Trustee Yareli Mora encouraged all Trustees to attend the Special Board meeting. We are looking for data to monitor progress. This may be a tool that you are already using.

- 15.2 February 20, 2020 (Regular)
- 15.3 February 25, 2020 (Special – Board Self Evaluation)
- 15.4 March 12, 2020 (Regular)
- 15.5 April 23, 2020 (Regular)

#### **16.0 PENDING AGENDA – This is the time to place future items on the Pending Agenda.**

- 16.1 Acceptance of donations for the Posada.

#### **17.0 CONVENE TO CLOSED SESSION (7:45 PM)**

**Closed Session will be held regarding the following matters:**

- 17.1 Public Employee Discipline/Dismissal/Release (Gov. Code 54957)

- 17.2 Conference with Labor Negotiators (Gov. Code 54957.6)  
Superintendent Dr. Edgar Lampkin, Director of Fiscal Services Mechele Coombs and Legal Representation
  - 17.2.1 Certificated Employees – WTA
  - 17.2.2 Classified Employees – CSEA Chapter #556

**18.0 RECONVENE TO OPEN SESSION (8:17 PM)****Action Taken During Closed Session:**

- 18.1 Public Employee Discipline/Dismissal/Release (Gov. Code 54957)

**No Action Taken.**

- 18.2 Conference with Labor Negotiators (Gov. Code 54957.6)  
Superintendent Dr. Edgar Lampkin, Director of Fiscal Services Mechele Coombs and Legal Representation
  - 18.2.1 Certificated Employees – WTA
  - 18.2.2 Classified Employees – CSEA Chapter #556

**No Action Taken.****19.0 ADJOURNMENT (8:18 PM)**

A **MOTION** was made by Silvia Vaca and **SECONDED** by Yareli Mora to **APPROVE** the adjournment. **Motion passed. Ayes \_\_5\_\_ Noes \_\_0\_\_ Absent \_\_0\_\_ by the following vote: Leos-Vera – aye, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – aye.**

Please note that additional information distributed to the Board during the meeting and not included in the agenda packet can be obtained by calling the District Office at 530-473-2550, x11409.

Respectfully submitted,



Dr. Edgar Lampkin, District Superintendent  
Secretary to the Board  
erl/jdc

## WILLIAMS UNIFIED SCHOOL DISTRICT

### BOARD OF TRUSTEES SPECIAL BOARD MEETING

Tuesday, January 21, 2020, Special Board Meeting

### MINUTES

- 1.0 CALL TO ORDER**– Board president, George W. Simmons, called the Special Board meeting of the Williams Unified School District Board of Trustees to order at **5:30 PM** on January 21, 2020, in the College & Career Center, located at 260 Eleventh Street, Williams, California. A quorum was established.

**2.0 ROLL CALL**

Trustees Present: George W. Simmons, President  
Alejandra Lopez, Member  
Yareli Mora, Member  
Silvia Vaca, Vice President

Administrative Staff: Dr. Edgar Lampkin, Superintendent  
Amanda Zimmerman, Elementary Principal  
Hector Gonzalez, Upper Elementary Principal  
Dr. Mary Ponce, Secondary Principal  
Rosa Villasenor, EL Administrator/SIG Coordinator

Audience: None

- 3.0 PLEDGE OF ALLEGIANCE** – Board president, George W. Simmons, led the Board and audience in the Pledge of Allegiance.

**4.0 APPROVAL OF THE AGENDA**

A **MOTION** was made by Yareli Mora and **SECONDED** by Alejandra Lopez to **APPROVE** the agenda. **Motion passed. Ayes \_\_4\_\_ Noes \_\_0\_\_ Absent \_\_1\_\_ by the following vote: Leos-Vera – absent, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – aye.**

- 5.0 AUDIENCE/VISITORS PUBLIC DISCUSSION** – Board president, George W. Simmons, stated anyone wishing to address the Board on any school-related item scheduled on the agenda or any item within the jurisdiction of the Board may do so at this time. Please state your first and last name. The meeting is being taped and all comments are being recorded. Board bylaws limit 3 minutes per speaker and 20 minutes per item.

5.1 No public comment.

- 6.0 ACTION ITEMS – NEW BUSINESS** – Protocol for action items includes a staff presentation, questions from the Board, public input, closing of public input, deliberation by the Board, and voting by the Board. During public input there will be a 3-minute time limit per person.

6.1 Consideration and possible action concerning the approval of the School Accountability Report Card for Williams Elementary School.

A **MOTION** was made by Yareli Mora and **SECONDED** by Silvia Vaca to **APPROVE** the School Accountability Report Card for Williams Elementary School. **Motion passed. Ayes \_\_4\_\_ Noes \_\_0\_\_ Absent \_\_1\_\_ by the following vote: Leos-Vera – absent, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – aye.**

6.2 Consideration and possible action concerning the approval of the School Accountability Report Card for Williams Upper Elementary School.

A **MOTION** was made by Silvia Vaca and **SECONDED** by Yareli Mora to **APPROVE** the School Accountability Report Card for Williams Upper Elementary School. **Motion passed. Ayes \_\_4\_\_ Noes \_\_0\_\_ Absent \_\_1\_\_ by the following vote: Leos-Vera – absent, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – aye.**

- 6.3 Consideration and possible action concerning the approval of the School Accountability Report Card for Williams Jr/Sr High School School.

A **MOTION** was made by Yareli Mora and **SECONDED** by Alejandra Lopez to **APPROVE** the School Accountability Report Card for Williams Jr/Sr High School. **Motion passed. Ayes \_4\_ Noes \_0\_ Absent \_1\_ by the following vote: Leos-Vera – absent, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – aye.**

- 6.4 Consideration and possible action concerning the approval of the School Accountability Report Card for Mid Valley High (Continuation).

A **MOTION** was made by George W. Simmons and **SECONDED** by Yareli Mora to **APPROVE** the School Accountability Report Card for Mid Valley High (Continuation). **Motion passed. Ayes \_4\_ Noes \_0\_ Absent \_1\_ by the following vote: Leos-Vera – absent, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – aye.**

## 7.0 DISCUSSION ITEMS

### 7.1 Study Session on Site and District Data

Trustee Yareli Mora asked each site principal for data that will be useful to share with the Board. Trustee Mora stated we receive CAASPP information but I would like to see data that helps you with your decision making; how you bring students up to speed if they are not meeting their standards. The Achievement Data Team (ADT) process is useful but what else do you have to share with us. Reports from systems you are already using.

Elementary Principal Amanda Zimmerman stated the Elementary site is already doing regular progress monitoring. Our site performs benchmark assessments three times per year, beginning, middle and end of year. This is through a system called Galileo. The reports are easy to read and indicate whether the student is at grade level or not. Interim CAASPP tests are given to third graders twice a year and to second graders once a year. Ms. Zimmerman added that the site is working on standardizing report cards and adding them to the Illuminate program so they are available online for parents.

Board president Simmons noted that this will be the third time the Elementary report card has been changed while he has been on the School Board.

Ms. Zimmerman stated the intention is to use report cards as an academic marker and streamline the process.

Trustee Alejandra Lopez stated she would like to see data on attendance, chronic absenteeism and the steps taken to address it.

Trustee Silvia Vaca stated she is most concerned with grade level alignment and stated our data will not matter without the alignment. Ms. Vaca stated CAASPP testing is important and a reliable marker to see where kids are at.

Ms. Zimmerman stated that Math alignment is standard K-3 but English Language Arts (ELA) is targeted slightly differently and aligned to SEAL units.

Upper Elementary Principal Hector Gonzalez stated his site has quarterly benchmark assessments with Galileo. He will be able to present reading scores to the Board in a graph. CAASPP interim testing is given twice a year for grades 4, 5 and 6. Mr. Gonzalez is looking to motivate students for CAASPP testing. Some of the testing materials haven't been covered in their regular classes and some students have been getting discouraged. One idea to motivate students has been to ask each student to dedicate their test to someone in their family and have that person's picture on their desk. PTO will help provide snacks during testing as well. Mr. Gonzalez stated coaching from Loan Moscarro and Steve Ventura has greatly helped the site with ELA alignment but Math has fallen behind. The site needs to breakdown the standards for Math.

Discussion ensued regarding rubrics, scoring and grading. Site administrators will incorporate their data into their monthly Board report as it becomes available.

Secondary Principal Dr. Mary Ponce addressed the Board via Skype. Dr. Ponce stated Star Math and Star Reading are used at the Jr. High and High School as assessments three times a year. ADT cycles at the Secondary level are more difficult to align as the subjects and content standards differ greatly. CAASPP tests are given to 7<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade students. Data can be collected from grading cycles. We can look at D's and F's by subject area.

Trustee Lopez questioned how Dr. Ponce is using the information from the Healthy Kids Survey.

Dr. Ponce stated the results are not in yet for the Healthy Kids Survey. She will share the data with stakeholders and create goals to improve climate.

Trustee Vaca discussed alignment of grading and alignment within subject matters.

Dr. Ponce stated grading is new to her. She is analyzing this area and moving towards competency in grading. She is looking at grading practices to ensure grading is equitable and fair. Dr. Ponce stated she will need to look at the district Board policies and administrative regulations to see how staff is supposed to be grading.

Trustee Vaca stated every teacher turns in a syllabus annually that explains their grading process. We have no current alignment for grading so it is not a reliable measurement. CAASPP data is the most reliable data to her at this time. As a parent, she is looking for consistency in these areas.

Board president Simmons and Trustee Lopez noted the need to update Board policies to match current practices.

Dr. Ponce shared that there is discussion of CAASPP scores replacing SAT and ACT tests as a measurement for colleges and universities.

EL Administrator/SIG Coordinator Rosa Villaseñor questioned the chronic absenteeism data request.

Trustee Lopez stated at this time she would only like to see data on the Elementary site as they were listed in the red on the California Dashboard.

#### 8.0 ADJOURNMENT (6:56 PM)

A **MOTION** was made by Yareli Mora and **SECONDED** by Alejandra Lopez to **APPROVE** the Adjournment. **Motion passed. Ayes \_\_4\_\_ Noes \_\_0\_\_ Absent \_\_1\_\_ by the following vote: Leos-Vera – absent, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – aye**

Please note that additional information distributed to the Board during the meeting and not included in the agenda packet can be obtained by calling the District Office at 530-473-2550, x11409.

Respectfully submitted,



Dr. Edgar Lampkin, District Superintendent  
Secretary to the Board  
erl/jdc



Checks Dated 01/01/2020 through 01/31/2020				Board Meeting Date 2/20/2020	
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00411099	01/10/2020	Barmann Landscape & Irrigation	01-5600		31,061.00
00411100	01/10/2020	Beeler Ford Tractor	01-6400		7,041.53
00411101	01/10/2020	Bersola-Vallejos, Candice	01-5200		160.08
00411102	01/10/2020	Bimbo Bakeries USA	13-4700		637.45
00411103	01/10/2020	Butte Sand & Gravel	01-4300		950.38
00411104	01/10/2020	California's Valued Trust	01-3701	4,744.00	
			01-3702	714.00	
			01-9514	148,383.39	153,841.39
00411105	01/10/2020	Carvalho's Heating & Air Conditioning	01-5600		140.00
00411106	01/10/2020	Cintas Corporation	13-5500		140.25
00411107	01/10/2020	Close Lumber	01-4300		360.71
00411108	01/10/2020	Crystal Creamery	13-4700		3,407.24
00411109	01/10/2020	Department of Industrial Relations	01-5800		125.00
00411110	01/10/2020	Educational Testing Service	01-4300		231.42
00411111	01/10/2020	EMCOR Services	01-5600		2,089.73
00411112	01/10/2020	Fastenal Company	01-4300		73.30
00411113	01/10/2020	Felix, John	01-5800		46.00
00411114	01/10/2020	Flyers Energy LLC Dept # 34516	01-4325		599.22
00411115	01/10/2020	General Produce	13-4700		2,786.15
00411116	01/10/2020	Gold Star Foods Inc	13-4700		5,322.93
00411117	01/10/2020	Happy Valley Fresh Fruit Co	13-4700		210.00
00411118	01/10/2020	Herff Jones Inc	01-4300	76.61	
			Unpaid Tax	5.51-	71.10
00411119	01/10/2020	IEC Power LLC	01-5800		1,698.35
00411120	01/10/2020	Interquest Detection Canines	01-5800		710.00
00411121	01/10/2020	Jeff Savage Plumbing	01-5600		290.00
00411122	01/10/2020	K12Management Inc	01-5800		24,000.00
00411123	01/10/2020	Meridian Diesel	01-5600		490.00
00411124	01/10/2020	Pacific Gas & Electric Company	01-5530	1,999.29	
			13-5530	273.53	2,272.82
00411125	01/10/2020	Papa Murphy's JRD Food Service lbc	13-4700		1,786.50
00411126	01/10/2020	Placer County Office of Ed	01-5200		125.00
00411127	01/10/2020	Rideout Medical Assoc/Occ	01-5800		363.00
00411128	01/10/2020	SCHOLASTIC	01-4300		1,483.22
00411129	01/10/2020	SFS of Sacramento Inc	13-4300	572.04	
			13-4700	3,546.96	4,119.00
00411130	01/10/2020	Shadd Janitorial Supply	01-4300	61.07	
			01-5600	561.84	622.91
00411131	01/10/2020	Shop N Save	13-4700		61.45
00411132	01/10/2020	Shulthise Lock & Key	01-4400		1,289.98
00411133	01/10/2020	Solis, Veronica	01-5200		395.58
00411134	01/10/2020	Stone Creek Engineering Inc	35-6272		28,167.00
00411135	01/10/2020	Straw Hat	01-4300		128.59
00411136	01/10/2020	Tamco Capital Corporation	01-5600		1,676.60
00411137	01/10/2020	The Danielsen Co	13-4300	916.62	
			13-4700	4,206.38	5,123.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 1 of 4

Checks Dated 01/01/2020 through 01/31/2020				Board Meeting Date 2/20/2020	
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00411138	01/10/2020	Three B's Toilet Rentals	01-5600		200.00
00411139	01/10/2020	Tim Wright	01-4300	150.00	
			01-5200	229.00	379.00
00411140	01/10/2020	Triarco	01-4400		2,696.49
00411141	01/10/2020	US Bank Corporate Payment Sy	01-4300	257.51	
			01-5200	2,076.12	
			01-5800	2,642.42	4,976.05
00411142	01/10/2020	US Bank Equipment Finance	01-5650	204.45	
			13-5650	155.16	359.61
00411143	01/10/2020	US Bank Equipment Finance	01-5650		397.45
00411144	01/10/2020	Waxie Sanitary Supplies	01-4300		2,641.98
00411287	01/17/2020	Amazon Capital Services Inc.	01-4300	4,510.51	
			Unpaid Tax	2.32-	4,508.19
00411288	01/17/2020	Antonieta Marquez-Diaz	01-5200		267.26
00411289	01/17/2020	Buttes Center State Pipe & Supply Co	01-4300		653.51
00411290	01/17/2020	CDW Government Inc	01-4300	2,193.79	
			01-4400	27,450.92	
			01-5800	42.00	29,686.71
00411291	01/17/2020	City of Williams	01-5510		2,165.18
00411292	01/17/2020	City of Williams	01-5800		14,524.25
00411293	01/17/2020	City of Williams	01-5800		14,524.25
00411294	01/17/2020	Clark & Sullivan Construction	21-6270		441,045.58
00411295	01/17/2020	Close Lumber	01-4300		60.23
00411296	01/17/2020	Colusa County Farm Supply	01-4300	241.46	
			01-5800	10.12	251.58
00411297	01/17/2020	Colusa County Office of Education	01-5800		62.02
00411298	01/17/2020	Davies Oil Company Inc	01-4325		862.90
00411299	01/17/2020	Dubuque Bank and Trust	01-7438	8,380.66	
			01-7439	33,619.34	42,000.00
00411300	01/17/2020	Education Translations	01-5800		178.45
00411301	01/17/2020	Employemnt Development Dept	01-9515		1,159.77
00411302	01/17/2020	Epicure Digital Systems	13-5800		408.95
00411303	01/17/2020	Flyers Energy LLC Dept # 34516	01-4325		67.09
00411304	01/17/2020	Frontier	01-5900		1,966.39
00411305	01/17/2020	Garcia Hernandez Sawhney LLP	01-5870		8,550.00
00411306	01/17/2020	IEC Power LLC	01-5800		1,698.35
00411307	01/17/2020	JK Architecture Engineering	21-6210	12,521.25	
			35-6210	1,890.00	14,411.25
00411308	01/17/2020	Louis Cairo's Restaurant	01-5800		355.22
00411309	01/17/2020	Mid Valley Auto Care	01-5600	121.00	
			01-5800	1.02	122.02
00411310	01/17/2020	MJB Welding	01-5600		66.50
00411311	01/17/2020	NAPA Auto Parts Williams	01-4300	570.60	
			01-5800	1.00	571.60
00411312	01/17/2020	Recology Butte Colusa Counties	01-5520		2,317.60
00411313	01/17/2020	Scholastic	01-4200		3,956.73

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 2 of 4



Checks Dated 01/01/2020 through 01/31/2020				Board Meeting Date 2/20/2020	
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00411314	01/17/2020	School Health Corporation	01-4300		424.20
00411315	01/17/2020	Spurr	01-5530		1,265.47
00411316	01/17/2020	Sutter County Superintendent	01-5800		9,750.00
00411317	01/17/2020	Triarco	01-4300		74.56
00411318	01/17/2020	US Bank Corporate Payment Sy	01-4300	2,964.19	
			01-5200	565.00	
			01-5800	195.38	3,724.57
00411319	01/17/2020	US Bank Equipment Finance	01-5650		176.52
00411320	01/17/2020	Verizon Wireless	01-5900		1,424.61
00411321	01/17/2020	Wallace Kuhl & Associates Inc	21-6240		1,798.00
00411322	01/17/2020	Warren Consulting Engineers	35-6250		2,500.00
00411323	01/17/2020	Waxie Sanitary Supplies	01-4300		215.01
00411324	01/17/2020	Williams Hardware	01-4300		2,766.81
00411325	01/17/2020	Williams Pioneer Review	01-5820		138.00
00411326	01/17/2020	Williams Unified School District	01-5800		229.38
00411452	01/24/2020	Alejandra Lopez	01-5200		121.82
00411453	01/24/2020	Amazon Capital Services Inc.	01-4300	243.88	
			01-4356	41.21	285.09
00411454	01/24/2020	American Fidelity Administration Services	01-5800		212.80
00411455	01/24/2020	CAS Inspections Inc	21-6290		15,290.00
00411456	01/24/2020	Charlie's Electric Inc	01-5600		88.97
00411457	01/24/2020	EMCOR Services	01-5600		1,590.50
00411458	01/24/2020	Illuminate Education Inc	01-5200		2,400.00
00411459	01/24/2020	Office Depot	01-4356		218.00
00411460	01/24/2020	Pacific Gas & Electric Company	01-5530		60.37
00411461	01/24/2020	PAPA	01-5200		80.00
00411462	01/24/2020	Platt Electric	01-4300		17.31
00411463	01/24/2020	Rideout Medical Assoc/Occ	01-5800		275.00
00411464	01/24/2020	Royal King Academy Rojelio Viramontez	01-5800		9,000.00
00411465	01/24/2020	SWRCB	21-6274		484.00
00411466	01/24/2020	US Bank Corporate Payment Sy	01-4200	483.07	
			01-4300	503.15	
			01-5200	3,316.98	
			01-5800	23.30	4,326.50
00411467	01/24/2020	Warren Consulting Engineers	35-6250		10,000.00
00411468	01/24/2020	Willows Glass	01-5600		313.12
00411607	01/31/2020	Candice Bersola-Vallejos	01-9540		554.65
00411608	01/31/2020	Center for the Future of Public Education	01-5800		2,328.00
00411609	01/31/2020	CPM Educational Program	01-4100		801.48
00411610	01/31/2020	CTP	01-5800		4,500.00
00411611	01/31/2020	Fastenal Company	01-4300		51.99
00411612	01/31/2020	Francisca Ines Duenas	01-4300		155.46
00411613	01/31/2020	Herff Jones Inc	01-9509		657.61
00411614	01/31/2020	Outdoor Creations Inc	01-4400		4,913.40

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 3 of 4

Checks Dated 01/01/2020 through 01/31/2020				Board Meeting Date 2/20/2020	
Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00411615	01/31/2020	Pacific Gas & Electric Company	01-5530		454.41
00411616	01/31/2020	Patricia M Sims	01-4300		124.47
00411617	01/31/2020	Recology Butte Colusa Counties	01-5520		1,501.58
00411618	01/31/2020	Shannon Ibbotson	01-9540		123.62
00411619	01/31/2020	Tamco Capital Corporation	01-5600		1,676.60
00411620	01/31/2020	US Bank Corporate Payment Sy	01-5200		200.00
00411621	01/31/2020	Yuba College	01-5200		360.00
00411622	01/31/2020	Zimmerman, Amanda	01-5200		162.40
Total Number of Checks			119		970,006.32

## Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund/county Sch.srv.fd	100	431,886.71
13	Cafeteria Fund	13	24,431.61
21	Building Fund	5	471,138.83
35	County School Facilities Fund	4	42,557.00
Total Number of Checks		119	970,014.15
Less Unpaid Tax Liability			7.83-
Net (Check Amount)			970,006.32

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 4 of 4

**Williams Middle School  
General Ledger Report  
Financial Report**

**11.3.1**

**From Date:** 12/1/2019  
**To Date:** 12/31/2019

**From Acct:** 1  
**To Account:** 999999

Acct.	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.	YTD	
							Payable	Work Bal.
000100	Upper Elementary School	\$1,545.52	\$100.00	\$0.00	\$0.00	\$1,645.52	\$0.00	\$1,645.52
000200	4th grade	\$1,622.32	\$0.00	\$0.00	\$0.00	\$1,622.32	\$0.00	\$1,622.32
000210	5th grade	\$6,458.47	\$0.00	(\$4,462.50)	\$0.00	\$1,995.97	\$0.00	\$1,995.97
000220	6th grade	\$73.19	\$0.00	\$0.00	\$0.00	\$73.19	\$0.00	\$73.19
000230	K-6 Playground	\$1,154.30	\$0.00	\$0.00	\$0.00	\$1,154.30	\$0.00	\$1,154.30
000310	Shady Creek	\$8,243.36	\$730.00	(\$8,160.00)	\$0.00	\$813.36	\$0.00	\$813.36
000600	Elementary Student Body	\$16,014.74	\$236.26	\$0.00	\$0.00	\$16,251.00	\$0.00	\$16,251.00
000620	3rd grade	\$506.46	\$0.00	\$0.00	\$0.00	\$506.46	\$0.00	\$506.46
000630	3rd grade Pioneers	\$83.09	\$0.00	\$0.00	\$0.00	\$83.09	\$0.00	\$83.09
000640	Elementary Garden Fund	\$246.36	\$0.00	\$0.00	\$0.00	\$246.36	\$0.00	\$246.36
000650	Elementary Library Club	\$94.13	\$0.00	\$0.00	\$0.00	\$94.13	\$0.00	\$94.13
<b>Group Total</b>		\$36,041.94	\$1,066.26	(\$12,622.50)	\$0.00	\$24,485.70	\$0.00	\$24,485.70
<b>Activity Accounts Grand Total</b>		\$36,041.94	\$1,066.26	(\$12,622.50)	\$0.00	\$24,485.70	\$0.00	\$24,485.70
<hr/>								
990	Petty Cash	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
991	Cash On Hand	\$0.00	\$1,066.00	\$0.00	(\$1,066.00)	\$0.00	\$0.00	\$0.00
992	Checking	\$36,041.94	\$0.26	(\$12,622.50)	\$1,066.00	\$24,485.70	\$0.00	\$24,485.70
993	Savings	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
994	Investments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>General Ledger Grand Total</b>		\$36,041.94	\$1,066.26	(\$12,622.50)	\$0.00	\$24,485.70	\$0.00	\$24,485.70

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Joni Shugra Date: 1/9/20  
Principal: Hub Angley Date: 1/10/20

# Williams Middle School Bank Reconciliation Report

From Date:	12/1/2019
To Date:	12/31/2019

Checking Account

992

Ending Balance on Statement dated 12/31/2019 ->	\$24,485.70
Add: Outstanding Deposits (Bank Deposits) -> +	\$0.00
Less Outstanding Checks:	\$0.00
Checking Cash Balance as of 12/31/2019	\$24,485.70 ***

Cash Balance for Checking as of 12/1/2019	\$36,041.94
Add: Total Deposits (Bank Deposits)	\$1,066.26
Less: Total Checks and Withdrawals	(\$12,622.50)
Computer Cash Balance as of 12/31/2019	\$24,485.70 ***

## Summary of Asset Accounts

GL Acc	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.
990	Petty Cash	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
991	Cash On Hand	\$0.00	\$1,066.00	\$0.00	(\$1,066.00)	\$0.00
992	Checking	\$36,041.94	\$0.26	(\$12,622.50)	\$1,066.00	\$24,485.70 ***
993	Savings	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
994	Investments	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grand Total		\$36,041.94	\$1,066.26	(\$12,622.50)	\$0.00	\$24,485.70

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper:

Date:

Principal:

Date:

\*\*\* Entries Must match

# AVID Center



## Products and Services Quote/Order

Quote/Order #: Q-78480  
 Client: Williams Unified School Dist  
 Address: PO Box 7  
 Williams, CA 95987

AVID Center Representative: Lori Rosenblatt  
 Phone: (858) 380-4717  
 Email: lrosenblatt@avid.org

Effective Date: July 01, 2020

Expiration Date: June 30, 2021

Williams Jr Sr High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	\$4,099.00	\$4,099.00
1	AVID Weekly Secondary	\$595.00	\$580.00
Williams Jr Sr High School SUBTOTAL:			\$4,679.00

**TOTAL:** \$4,679.00

*plus all applicable taxes*

This AVID Products and Services Quote/Order ("Quote/Order"), together with the General Terms and Conditions ("Ts&Cs") attached hereto as Exhibit "A" (collectively, this "Agreement" or "AVID Agreement"), constitutes a binding agreement between AVID Center and the "Client" identified above with respect to the AVID Products and Services (as defined in the Ts&Cs) specified in this Quote/Order. The Ts&Cs attached to this Quote/Order will apply to any Subsequent Quote/Order that is placed by Client. Each party agrees to be bound by the terms of this Agreement and has caused this Agreement to be signed by its duly authorized representative. The terms of this Quote/Order or Subsequent Quote/Order will control in the event of a conflict with the Ts&Cs.

**Additional Comments:**

N/A

IN WITNESS WHEREOF, the parties have executed this Agreement on the dates below their signatures, but such dates shall not alter the Term of this Agreement as specified herein:

**AVID Center,  
a California Non-Profit Corporation  
501(c)(3)**

**Williams Unified School Dist**

**Signature:** \_\_\_\_\_

**Print** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Print** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Email** \_\_\_\_\_  
**Address** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**AVID Center  
9797 Aero Drive, Suite 100  
San Diego, CA 92123  
Employer ID # 33-0522594**



**Exhibit "A"****AVID Center General Terms and Conditions**

These General Terms and Conditions (these "Ts&Cs") set forth an agreement by and between AVID Center, a California nonprofit corporation ("AVID Center"), and the "Client" identified in the attached Quote/Order. Client agrees to these Ts&Cs by entering into the Quote/Order or a Subsequent Quote/Order regardless of whether these Ts&Cs are attached to such Quote/Order or Subsequent Quote/Order. These Ts&Cs shall prevail over any terms and conditions contained in any purchase order or other document submitted by Client and fulfillment of the Quote/Order or a Subsequent Quote/Order does not constitute acceptance of any of Client's terms and conditions and does not modify or amend these Ts&Cs. If an individual enters into the Quote/Order or a Subsequent Quote/Order on behalf of his/her employer, then such individual hereby represents and warrants that he/she has the authority to bind such entity to this Agreement.

**Article I. Definitions.** Capitalized terms in these Ts&Cs not defined in the Quote/Order or a Subsequent Quote/Order or elsewhere in these Ts&Cs shall have the meanings set forth below:

1.1. "AVID Materials" shall mean any materials, in any medium, printed or electronic, provided by AVID Center relating to the AVID Products and Services.

1.2. "AVID Member Site" shall mean each Client facility identified in the Quote/Order or a Subsequent Quote/Order where the AVID Products and Services will be implemented.

1.3. "AVID Methodologies" shall mean AVID Center's proprietary methodologies incorporated within the AVID Products and Services.

1.4. "AVID Products and Services" shall mean the descriptions and requirements related to the products and services specified in the Quote/Order or a Subsequent Quote/Order, as described on the area of AVID Center's website located at <https://www.avid.org/Page/3290>. Such descriptions and requirements may change from time to time at AVID Center's sole discretion without prior notice to Client and are hereby incorporated herein by this reference.

1.5. "Proprietary Information" shall mean confidential or proprietary information pertaining to AVID Center's business, products or services, including without limitation AVID Methodologies, techniques, processes, designs, and research, and the terms of this Agreement.

1.6. "Subsequent Quote/Order" shall mean an order signed by AVID Center and Client to renew a subscription of the AVID Products and Services or any Amendment to a Quote/Order.

1.7. "Site Data" shall mean data collected from an AVID Member Site pertaining to student demographics, course enrollment, site characteristics and related outcomes.

1.8. "Student Data" shall mean individual student academic and disciplinary data.

**Article II. Term.**

2.1. Term. The term of this Agreement shall commence on the date specified in the Quote/Order or Subsequent Quote/Order and, unless earlier terminated as provided herein, shall continue until the expiration date specified in the Quote/Order, unless renewed pursuant to a Subsequent Quote/Order ("Term").

**Article III. Licenses.**

3.1. AVID Products and Services.

(a) Subject to all of the terms and conditions of this Agreement, AVID Center hereby grants to Client during the Term a limited, non-exclusive, non-transferable license,

without the right to sublicense, to (i) use, and permit AVID Member Sites to use (a) the AVID Products and Services corresponding to such AVID Member Sites as specified in the Quote/Order or a Subsequent Quote/Order, and (b) the AVID Methodologies solely to implement the AVID Products and Services and for no other purpose, and (ii) reproduce the AVID Materials and distribute and display copies of such AVID Materials to staff and students of AVID Member Sites where such AVID Products and Services are implemented.

(b) This Agreement grants Client only the rights to use the AVID Products and Services and AVID Materials as set forth herein and does not convey or transfer title or ownership of any AVID Products and Services or AVID Materials to Client. All rights not expressly granted herein are reserved by AVID Center, and no other licenses are granted herein by implication, estoppel or otherwise.

3.2 Restrictions. Except as permitted in this Agreement, Client shall not, nor permit any third party to, engage in any of the following conduct:

(a) Provide, sell, sublicense, transfer, or lease any AVID Products and Services or AVID Materials;

(b) Distribute, broadcast or transmit in any medium whatsoever any AVID Products and Services or AVID Materials, except to AVID Member Sites solely via a password-protected website that is accessible only to staff and students of such AVID Member Site;

(c) Reproduce any AVID Products and Services or AVID Materials, except for classroom or school use;

(d) Distribute or transmit through the Internet any AVID Materials or AVID Methodologies to AVID Member Sites, except to a password-protected website that is accessible only to staff and students of such AVID Member Site;

(e) Enable AVID Member Sites to download electronic versions of any AVID Products and Services or AVID Materials, other than downloads by staff and students of AVID Member Sites who are required to agree prior to downloading (via clicking an "Accept" button or other form of electronic acknowledgement) not to distribute, reproduce, display, or transfer such AVID Products and Services or AVID Materials to anyone other than staff and students of their AVID Member Site;

(f) Modify or create derivative works of any AVID Products and Services or AVID Materials;

(g) Use or integrate any AVID Products and Services or AVID Materials with any product or service other than the AVID Products and Services or to develop any other product or service;



(h) Use any AVID Products and Services or AVID Materials in connection with any timesharing service, service bureau, network or any other services for revenue-generating purposes; or

(i) Obscure, remove, alter or fail to reproduce any copyright notice and other proprietary legends contained on or in any AVID Products and Services or AVID Materials.

### 3.3 AVID Trademarks.

(a) Subject to all of the terms and conditions of this Agreement, AVID Center grants to Client during the Term a limited, nonexclusive, non-transferable, indivisible license, without the right to sublicense, to use the "AVID" trademarks, service marks and logos (collectively, "AVID Trademarks") only (i) as they are incorporated within the AVID Materials; and (ii) on advertising and promotional materials created by Client or AVID Member Sites to promote the AVID Products and Services implemented at such AVID Member Sites.

(b) Client shall at all times use the AVID Trademarks in a professional manner in order to preserve and enhance AVID Center's substantial goodwill associated with the AVID Trademarks.

(c) Client shall not, and shall ensure that AVID Member Sites do not, (i) use any AVID Trademarks as a business name or trade name; (ii) adopt any trademark that is confusingly similar to any AVID Trademarks; (iii) submit any application or otherwise attempt to register for itself or others any AVID Trademarks; (iv) modify or otherwise alter any AVID Trademarks or use any other designs or logos in conjunction with the AVID Trademarks; or (v) use any AVID Trademarks in connection with any product or service other than the AVID Products and Services in accordance with this Agreement.

(d) All use of the AVID Trademarks by Client or an AVID Member Site will include the appropriate trademark symbol and will be in the following form, as appropriate: [AVID Trademark]® or [AVID Trademark]™. All literature and materials printed, distributed or electronically transmitted by Client or an AVID Member Site and containing any AVID Trademarks will include the following notice, as appropriate: "[AVID Trademark] is a [registered] trademark of AVID Center."

(e) Use by Client or any AVID Member Site of any AVID Trademarks on any product or other item in order to promote the AVID Products and Services shall be subject to AVID Center's prior written approval. Any such uses of AVID Trademarks approved by AVID Center shall be subject to the terms and conditions of this Agreement.

3.4 Ownership. As between the parties, AVID Center shall solely own all right, title and interest, except as licensed to Client hereunder, in and to the AVID Products and Services, AVID Trademarks, and AVID Materials, and any and all modifications, enhancements and derivative works thereof, and all intellectual and proprietary rights related thereto ("Intellectual Property Rights"). In addition, AVID Center shall own any and all suggestions, comments and feedback provided by Client concerning improvements or modifications of any AVID Products and Services (collectively, "Feedback") and AVID Center shall have the right to use, in any manner and for any purpose whatsoever, any and all Feedback. Client agrees to assign and does hereby irrevocably assign to AVID Center all right, title and interest that Client may acquire in and to any and all AVID Products and Services, AVID Trademarks, AVID Materials, and Feedback and all Intellectual Property Rights therein.

3.5 Equitable Relief. Client acknowledges and agrees that AVID Center will be irreparably harmed and money damages would be an inadequate remedy in the event of a breach of this Article III. Client therefore agrees that, in the event of such a breach, in addition to all other available remedies, AVID Center shall be entitled to equitable relief, including without limitation an order of specific performance and/or temporary, preliminary and permanent injunctive relief.

### Article IV. Client's Obligations.

4.1. Infringement by Third Parties. Client shall notify AVID Center of any infringement of any of AVID Center's Intellectual Property Rights of which Client becomes aware. AVID Center shall have the sole right, but not any obligation, to take legal action to enforce such rights and Client agrees to cooperate with AVID Center in any such action and provide all information and assistance reasonably requested by AVID Center at AVID Center's expense.

4.2. Compliance with Laws. Client shall at all times comply with all applicable laws and regulations in its use of the AVID Products and Services.

4.3. Data Collection. During the Term, Client shall provide to AVID Center via a designated secure web portal Site Data and Student Data (collectively, "Data") specified by AVID Center. Client shall collect Data in accordance with applicable privacy laws, including without limitation the federal Family Educational Rights and Privacy Act (FERPA). AVID Center shall maintain in confidence all personally identifiable student information or information that is included in Data that it receives from Client. Client may withhold, revise, and/or edit confidential data, such as student names, Social Security Numbers and any other information the disclosure of which would violate state or federal law. AVID Center agrees not to use any Data in a manner that would violate, or cause Client to violate, any applicable provision of FERPA.

### 4.4. Proprietary Information.

(a) Confidentiality. Client shall hold and maintain all Proprietary Information provided by, or otherwise obtained from, AVID Center in strict confidence and not use or disclose such information to any third party other than to its employees and contractors who have a need to know such information, except to the extent necessary to exercise the rights granted, and perform its obligations, under this Agreement. Client will safeguard all Proprietary Information using the same precautions it uses to protect its own confidential information, but shall in no event exercise less than a reasonable degree of care. Client shall ensure compliance of AVID Member Sites with the obligations in this Section 4.4 and shall be responsible for any AVID Member Site's breach of such obligations.

(b) Exceptions. The restrictions set forth in Section 4.4(a) shall not apply with respect to information which: (i) is already known by Client at time of disclosure; (ii) becomes, through no act or fault of Client or any AVID Member Site, publicly available; (iii) is rightfully received by Client from a third party on a non-confidential basis; or (iv) is independently developed by Client without reference to any Proprietary Information. Notwithstanding Section 4.4(a), Client may disclose Proprietary Information pursuant to a lawful requirement or request of a governmental entity or agency to the minimum extent required, provided that, to the extent permitted by applicable law, Client first notifies AVID Center of such requirement or request and Client cooperates with AVID

Center in seeking a protective order or contesting such required disclosure.

#### **Article V. Compensation.**

5.1. Invoicing and Payment. AVID Center will invoice Client the amount stated in the Quote/Order or Subsequent Quote/Order, as the case may be, upon execution of the Quote/Order or Subsequent Quote/Order, and Client shall pay to AVID Center the full invoiced amount within thirty (30) days following Client's receipt of the invoice.

5.2. Taxes. Client shall be responsible for the payment of any applicable sales or use taxes or any value added or similar taxes payable with respect to the AVID Products and Services provided by AVID Center or arising out of or in connection with this Agreement.

5.3. No Right of Offset. Client shall have no right to offset any amount or claim against amounts payable to AVID Center hereunder.

#### **Article VI. Representations and Warranties; Warranty Disclaimer.**

6.1. Representations and Warranties. Each party represents and warrants to the other party that its execution and delivery of this Agreement, and its performance of this Agreement, (i) are within its power and authority; (ii) do not require any consent or other action by and in respect of or filing with any third party or governmental body or agency; and (iii) do not, and will not, violate or conflict with or constitute a default under any applicable law, regulation, or published interpretive guidance or ruling.

##### **6.2. Warranty Disclaimer.**

(a) EXCEPT AS EXPRESSLY SET FORTH IN SECTION 6.1., NEITHER PARTY MAKES ANY REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, AND EACH PARTY DISCLAIMS ALL OTHER WARRANTIES INCLUDING, BUT NOT LIMITED TO, IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE AND NON-INFRINGEMENT.

(b) AVID CENTER DOES NOT WARRANT THAT THE AVID PRODUCTS AND SERVICES WILL MEET CLIENT'S OR ANY AVID MEMBER SITE'S REQUIREMENTS AND AVID CENTER DOES NOT MAKE ANY WARRANTY WITH RESPECT TO CLIENT'S OR ANY AVID MEMBER SITE'S USE OR INABILITY TO USE ANY OF THE AVID PRODUCTS AND SERVICES OR THE RESULTS GENERATED FROM THE USE OF ANY OF THE AVID PRODUCTS AND SERVICES.

#### **Article VII. Limitation of Liability.**

7.1. Exclusion of Damages. TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, IN NO EVENT SHALL EITHER PARTY HAVE ANY LIABILITY TO THE OTHER PARTY ARISING OUT OF THIS AGREEMENT UNDER ANY CAUSE OF ACTION OR THEORY OF LIABILITY, INCLUDING TORT, NEGLIGENCE, STRICT LIABILITY, MISREPRESENTATION, BREACH OF CONTRACT OR BREACH OF WARRANTY, FOR (a) ANY INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL OR EXEMPLARY DAMAGES OF ANY KIND, EVEN IF SUCH PARTY KNEW OR SHOULD HAVE KNOWN OF THE POSSIBILITY OF SUCH DAMAGES; OR (b) THE COST OF PROCURING SUBSTITUTE GOODS, SERVICES, TECHNOLOGY OR RIGHTS.

7.2. Maximum Liability. NOTWITHSTANDING ANYTHING IN THIS AGREEMENT OR OTHERWISE, AVID CENTER SHALL HAVE NO LIABILITY FOR DAMAGES IN EXCESS OF THE AGGREGATE AMOUNT PAID BY CLIENT HEREUNDER AND

CLIENT SHALL HAVE NO LIABILITY FOR DAMAGES IN EXCESS OF THE AGGREGATE AMOUNT PAID OR PAYABLE BY CLIENT HEREUNDER WITH RESPECT TO THE QUOTE/ORDER OR SUBSEQUENT QUOTE/ORDER GIVING RISE TO LIABILITY.

7.3. Exceptions. THE EXCLUSIONS OF DAMAGES AND LIABILITY LIMITATIONS IN SECTIONS 7.1 AND 7.2 SHALL NOT APPLY TO ANY BREACH OF CLIENT'S OBLIGATIONS UNDER ARTICLE III OR SECTION 4.4 OR ANY VIOLATION OR INFRINGEMENT OF AVID CENTER'S INTELLECTUAL PROPERTY RIGHTS. THESE LIMITATIONS SHALL APPLY NOTWITHSTANDING A FAILURE OF THE ESSENTIAL PURPOSE OF ANY LIMITED REMEDY.

#### **Article VIII. Termination.**

8.1. By AVID Center. AVID Center may terminate this Agreement in its entirety or with respect to one or more AVID Member Sites in the event of Client's material breach of this Agreement, which is not fully cured within thirty (30) days following AVID Center's notice of the breach. In the event Client's breach is not cured, AVID Center shall notify Client of its election to terminate this Agreement or, if termination is limited to one or more AVID Member Sites, AVID Center shall notify Client of the AVID Member Sites so terminated.

8.2. By Client. Client may terminate this Agreement for any reason, or no reason, upon thirty (30) days' prior written notice to AVID Center.

8.3. Effect of Termination. Upon termination or expiration of this Agreement or with respect to termination of one or more AVID Member Sites, (a) the licenses granted to Client hereunder, or the rights granted hereunder with respect to the terminated AVID Member Sites, shall automatically terminate and all rights shall revert to AVID Center; (b) Client shall immediately discontinue use of the AVID Products and Services and cease using the AVID Materials, AVID Methodologies, and AVID Trademarks in all AVID Member Sites following termination or expiration of this Agreement, or, in the case of termination of one or more AVID Member Sites, in the terminated AVID Member Sites; (c) Client shall pay to AVID Center all unpaid amounts that are due and payable hereunder and shall remain liable for its obligations or other actions that accrued or occurred prior to the date of termination or expiration; and (d) Client shall promptly return to AVID Center all AVID Materials and Proprietary Information (including copies) in its possession or control following termination or expiration of this Agreement.

8.4. Survival. All accrued rights to payment and the parties' respective rights, obligations and duties under Articles I, VI, VII, and VIII and Sections 3.4, 3.5, 4.1, 4.4, and 5.1 shall survive expiration or any termination of this Agreement.

#### **Article IX. General Provisions**

9.1. Independent Contractors. The relationship between the parties is that of independent contractors and neither party shall have authority to contract for or bind the other party in any manner whatsoever.

9.2. Cumulative Remedies. All rights and remedies conferred herein shall be cumulative and in addition to all of the rights and remedies available to each party at law, equity or otherwise.

9.3. Governing Law/Venue. This Agreement shall be governed by and interpreted under California law, without regard to its conflict of laws provisions, and, except as provided in Section 9.4, the state and federal courts located within the County of San Diego, California shall have the exclusive

jurisdiction over all disputes and causes of action relating to this Agreement.

**9.4. Dispute Resolution.**

(a) Before initiating any legal action, the parties will endeavor to settle any dispute, controversy or claim arising out of or relating to this Agreement or a party's performance or lack of performance hereunder (a "Dispute") by mediation conducted by JAMS, Inc. ("JAMS") in San Diego, California. The requesting party may commence mediation by providing to JAMS and the other party a written request for mediation, setting forth the subject of the dispute and the relief requested. The parties agree that they will participate in the mediation in good faith and that they will share equally in its costs.

(b) If the Dispute is not resolved within sixty (60) days following the request for mediation, the Dispute shall be resolved by final and binding arbitration in accordance with the JAMS Streamlined Arbitration Rules & Procedures then in effect (the "Rules"), except as modified by this Agreement. The arbitration will be conducted by one arbitrator approved by both parties; provided, however, if the parties fail to approve the arbitrator within ten (10) days after the written demand for arbitration, then either party to the dispute may request that JAMS select the arbitrator in accordance with the Rules. The final decision of the arbitrator shall include the dollar amount of the award to such party, if any, and the findings of fact and conclusions of law on which it is based shall be furnished to the parties in writing and shall be binding upon the parties. Judgment upon the arbitration award may be entered in any court having jurisdiction thereof.

**9.5. Attorneys' Fees.** The prevailing party in any legal action or proceeding related to this Agreement shall, in addition to all other remedies, be entitled to an award of its attorneys' fees.

**9.6. Force Majeure.** Neither party shall be liable for nonperformance or any delay caused by an event reasonably beyond its control including, but not limited to, wars, acts of terrorism, compliance with laws or regulation (including, without limitation, those related to infringement), fires, floods, earthquakes or any Act of God or any law, proclamation, regulation, ordinance or other act or order of any court, government or governmental agency.

**9.7. Severability.** If any provision of this Agreement is held to be illegal or unenforceable, such provision shall be limited or eliminated to the minimum extent necessary so that the remainder of this Agreement will continue in full force and effect and be enforceable.

**9.8. Notices.** All notices or other communications required or permitted hereunder shall be in writing and shall be deemed to have been duly given either when personally delivered, one business day following delivery by a nationally recognized overnight courier with tracking capabilities, or three business days following deposit in the U.S. mail, registered or certified, postage prepaid, return receipt requested, to the address of the party to be notified set forth in the Quote/Order or a Subsequent Quote/Order. Notice of change of address shall be given by written notice in the manner set forth in this Section 9.8.

**9.9. Waiver.** The waiver by either party of any breach or failure to require performance by the other party shall not constitute the waiver of any other or subsequent breach or diminish the right to require such performance in the future.

**9.10. No Third-Party Beneficiaries.** Nothing in this Agreement shall confer upon any person or entity other than the parties and their respective successors or permitted assigns, any rights, obligations, or remedies hereunder (whether as a third-party beneficiary or otherwise).

**9.11. No Assignment.** Client may not assign any of its rights or delegate any of its obligations under this Agreement without AVID Center's prior written consent and any purported assignment in the absence of such consent shall be null and void.

**9.12. Amendment.** No amendment or modification of this Agreement shall be binding, unless it is in writing and signed by both parties.

**9.13. Headings; Construction.** Headings and captions are for convenience only and are not to be used in the interpretation of this Agreement. Each party agrees that any rule of construction to the effect that ambiguities are to be resolved against the drafting party shall not be applied in the construction or interpretation of this Agreement.

**9.14. Entire Agreement.** This Agreement is the entire agreement between the parties relating to the subject matter hereof, and all quotes, communications, understandings and agreements relating to the same subject matter are merged into, and superseded by, this Agreement.

**9.15. Counterparts.** This Agreement may be executed in multiple counterparts, each of which will be deemed an original, but all of which taken together shall constitute one and the same instrument. Delivery of a copy of this Agreement bearing a signature by facsimile transmission, by electronic mail or by any other electronic means will have the same effect as physical delivery of the paper document bearing the original signature.





## Purchase Contract

### Agreement Terms:

This purchase contract ("Agreement") documents a purchase made by Williams USD (CA) ("Customer") from Imagine Learning, Inc. ("Company"). In exchange for the consideration described on #141226 (a copy of which is attached hereto as "Exhibit A"), and subject to the terms (including product information, license numbers, payment amounts, payment deadlines, and rates for future years if applicable) listed thereon, Company will provide Customer access to the named education software products.

This Agreement may be revoked by Company if the conditions (such as deadlines for signature of this Agreement, deadlines for Company's receipt of a Customer-approved purchase order, etc.) outlined on **Exhibit A** are not met.

### Registration, Implementation, Training, and Support information:

**Registration.** Customer is responsible to complete the registration process outlined in the attached "Exhibit B".

**Implementation and Training Services.** Customer's purchase of Company's software product(s) includes implementation and virtual training services. Any additional onsite training or professional development will be noted on **Exhibit A**.

**Support and Upgrades.** As part of Customer's purchase of licensed software under the Agreement, Company will, throughout the term of the Agreement, provide the following:

1. Imagine Learning Customer Care is available by telephone at 1-866-ILSUPPORT (1-866-457-8776) Monday through Friday, 6:00 a.m.–6:00 p.m. MST or by email at: [support@imaginelearning.com](mailto:support@imaginelearning.com).
2. Calls to Imagine Learning Customer Care by teachers, administrators, technicians, etc., are answered by a live support agent and handled immediately.
3. Other communications to the support team, including emails and after-hour messages, are answered within one business day.
4. Support services and upgrades are included at no additional charge for the duration of the contract's license term.
5. Company will provide updates to the licensed software product(s) on a regular basis; Customer will be notified regularly of new content and will receive newly developed content for the licensed product(s) when available.

ACCEPTED AND AGREED:

Williams USD (CA)

Imagine Learning, Inc.

By:

By:

Print:

Print:

J. Brent Taylor

Title:

Title:

Vice President, Finance

Date:

Date:

### Thank you for choosing Imagine Learning!

Any taxes, duties, and fees, included on this quote, are estimates only and are provided for planning purposes. Actual amounts will be invoiced.  
For information about Imagine Learning's License Agreement, Terms of Use, and Privacy Policy, please visit our website or email:  
[privacy@imaginelearning.com](mailto:privacy@imaginelearning.com).

### Exhibit A

**Bill To**  
Accounts Payable  
Williams Unified School District  
P.O. Box 7  
Williams CA 95987

**Ship To**  
Williams Unified School District  
499 Marguerite St.  
Williams CA 95987

141226  
**Date** 1/15/2020  
**Valid Until** 4/14/2020  
**Partnership Manager** Shelley Joyer

This proposal is provided as a courtesy to you, our customer. Please direct any questions to your Area Partnership Manager, at 916-990-8955 or [shelley.joyer@imaginelearning.com](mailto:shelley.joyer@imaginelearning.com).

Quantity	Item	Unit Price	Amount
	Year 1 of 3 Year Contract		
1	District-wide Imagine Language & Literacy + Galileo K-12 Integrated Assessment All students have an Imagine Language & Literacy license available for one year from date of purchase.	\$38,000.00	\$38,000.00
1	District-wide Early Learning Imagine Math (Pre-K-2) All Pre-K - 2 students have an Imagine Learning Math license available for one year from date of purchase.	\$4,000.00	\$4,000.00
1	District-wide Imagine Math (3-8) All students have an Imagine Math license available for one year from date of purchase.	\$15,000.00	\$15,000.00
1	District-wide Imagine Math Facts All students have an Imagine Math Facts license available for one year from date of purchase.	\$5,000.00	\$5,000.00
1	District-wide Imagine Español All students have an Imagine Español license available for one year from date of purchase.	\$18,000.00	\$18,000.00
1	District-wide - Imagine Reading All students have an Imagine Reading license available for one year from date of purchase.	\$0.00	\$0.00
	Subtotal		\$80,000.00
	Discount		(\$30,000.00)

### **Thank you for choosing Imagine Learning!**

Any taxes, duties, and fees, included on this quote, are estimates only and are provided for planning purposes. Actual amounts will be invoiced.  
For information about Imagine Learning's License Agreement, Terms of Use, and Privacy Policy, please visit our website or email:  
[privacy@imaginelearning.com](mailto:privacy@imaginelearning.com).



Quantity	Item	Unit Price	Amount
	3 Year contract summary Total Value: \$240,000 Purchase Price: \$150,000 Payment Schedule: Payment 1 for \$50,000 with purchase order due 1/31/2020 and payment due 2/29/2020 Payment 2 for \$50,000 with purchase order due 1/31/2021 and payment due 2/29/2021 Payment 3 for \$50,000 with purchase order due 1/31/2022 and payment due 2/29/2022		

Include the quote number (#141226) and Accounts Payable email on all Purchase Orders.  
Please fax, email or mail to:

Fax: (866) 507-9270  
Email: PO@imaginelearning.com  
Mail: Imagine Learning, Inc.  
382 W. Park Circle, Ste 100  
Provo, UT 84604

<b>Subtotal</b>	\$50,000.00
<b>Tax</b>	\$0.00
<b>Total</b>	\$50,000.00

**Thank you for choosing Imagine Learning!**

Any taxes, duties, and fees, included on this quote, are estimates only and are provided for planning purposes. Actual amounts will be invoiced.  
For information about Imagine Learning's License Agreement, Terms of Use, and Privacy Policy, please visit our website or email:  
privacy@imaginelearning.com.



## Exhibit B: Customer Registration

Thank you for considering Imagine Learning as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to you. **To get started, please enter the information listed below at the following link:**

### [Customer Registration](#)

The following information will be requested to ensure a successful implementation:

1. **Selected Quote Number** - located in the upper right corner of the quote
2. **Schools** - List sites where the licenses will be utilized
3. **Contact Information** - Provide email and phone number for the following:
  - Implementation Contact - Who will be helping the sites implement the products?
  - Technical Contact - Who is responsible for reviewing technical specifications?
  - Rostering Contact - Who is responsible for rostering students?
  - Accounts Payable Contact - Who will be handling the financial aspect of the transaction?
4. **Billing & Shipping Addresses**
5. **Target Launch Date** - State the desired start date for student access
6. **Technical Specifications** - including:
  - Rostering Method
  - Device Type
  - Approximate number of students using licenses at each school
  - Review technical specifications at this website: [Imagine Learning System Requirements](#)

In order to achieve the desired success with student outcomes, customer agrees to implement and use the program(s) with fidelity in accordance with the minimum usage recommendations shown on the chart below:

Product	Grades	Session Length	Number of Sessions per Week
Imagine Language & Literacy	PreK - K	15 minutes	Struggling Readers: 3+ Students on or above grade level: 2+
	1 - 2	20 minutes	
	3 +	25 - 30 minutes	
Imagine Español	PreK - 1	15 - 20 minutes	All Students: 3
Imagine Math Facts	All	30 minutes	All Students: 1
Imagine Math	All	30 - 45 minutes	All Students: 2 +
Blueprint	PreK - 1	20 - 30 minutes	All Students: 3 - 4
STAAR Readiness	2 - 8	30 minutes	All Students: 2

### **Thank you for choosing Imagine Learning!**

Any taxes, duties, and fees, included on this quote, are estimates only and are provided for planning purposes. Actual amounts will be invoiced.  
For information about Imagine Learning's License Agreement, Terms of Use, and Privacy Policy, please visit our website or email:  
[privacy@imaginelearning.com](mailto:privacy@imaginelearning.com).

**Memorandum of Understanding**  
Between  
**WILLIAMS UNIFIED SCHOOL DISTRICT**  
and  
**COLUSA COUNTY OFFICE OF EDUCATION**

**11.4.3**

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Williams Unified School District (WUSD-Client) and the Colusa County Office of Education (CCOE-Vendor) to provide services for a Summer School Academy from June 12, 2020 through July 23, 2020.

**SPECIFIC CCOE ACTIVITIES ARE AS FOLLOWS**

CCOE will provide WUSD with facilities to operate a Secondary Summer School Academy from June 12, 2020 through July 23, 2020.

- A. Manage space and facilities
- B. Provide office space, telephone use, and computer use for clerical and administrators
- C. Provide facilities: classrooms, restrooms, physical therapy room, multipurpose room/cafeteria and all other appropriate space to accommodate the Summer Academy
- D. See Use of Facilities contract (attached)
- E. Provide custodial services from June 12, 2020 through July 23, 2020.
- F. Provide all cleaning supplies

**SPECIFIC WUSD ACTIVITIES ARE AS FOLLOWS**

- A. Work with Technology Department to set up and maintain summer school technology for students and staff
- B. Responsible for the supervision, care and management of equipment and facilities

**TERMS**

WUSD agrees to reimburse CCOE for the following services provided not to exceed the estimated amounts shown.

**JUNE 2020 COSTS:**

- Use of Facilities – \$139.22 per day X 13 days = **\$1809.86**
- Custodial Services - at the cost shown:  
Custodian: \$13.42 Hr. X 4 Hrs. X 13 Days (\$697.84) + Statutory Benefits 30.42% (\$212.28)  
= **\$910.12**

**TOTAL FOR 2019-2020 SCHOOL YEAR: \$2719.98**

**JULY 2020 COSTS:**

- Use of Facilities – \$139.22 per day X 17 days = **\$2366.74**
- Custodial Services as shown:  
Custodian: \$13.76 Hr. X 4 Hrs. X 17 Days (\$935.68) + Statutory Benefits 33.40% (\$312.52)  
= **\$1248.20**

**TOTAL FOR 2020-2021 SCHOOL YEAR: \$3614.94**

**TOTAL PROGRAM COST: \$6334.92**

**INDEMNIFICATION**

WUSD and CCOE will indemnify, defend and hold the other Party and its assignees, agents, officers and employees harmless from and against any claims, suits, proceedings, costs, liabilities, expenses (including court

costs and reasonable legal fees), or damages (Claims) to real or tangible personal property and/or bodily injury to persons, including death, resulting from its or its employees, Clients or agent's negligence or willful misconduct arising from or related to this Agreement.

#### **PAYMENT**

WUSD agrees to pay CCOE the total amount of the cost of the MOU upon receipt of an invoice and approval by the WUSD Board of Trustees, Williams USD Superintendent and the CCOE Superintendent.

#### **PROVISIONS FOR CANCELLATION OF AGREEMENT**

In the event that WUSD wishes to suspend work, they will be obligated to pay for uncompensated work completed.

#### **DURATION**

This MOU is at-will and may be modified by mutual consent of authorized officials from WUSD and CCOE. This MOU shall become effective upon signature by the authorized officials and will remain in effect until modified or terminated by any one of the partners by mutual consent.

#### **CONTACT INFORMATION**

Williams Unified School District  
499 Marguerite Street, Suite C  
Williams, CA  
530-473-2550  
[elampkin@williams.k12.ca.us](mailto:elampkin@williams.k12.ca.us)

Colusa County Office of Education  
345 5<sup>th</sup> Street  
Colusa, CA 95932  
530-473-1350  
[mwest@ccoe.net](mailto:mwest@ccoe.net)

---

Dr. Edgar Lampkin, Superintendent  
Williams Unified School District

---

Date

---

Michael P. West, Superintendent  
Colusa County Office of Education

---

Date



**James Marta & Company LLP**  
**Certified Public Accountants**

*Accounting, Auditing, Consulting, and Tax*

September 25, 2019

Mechele Coombs  
 Director of Fiscal Services and Accountability  
 Williams Unified School District  
 499 Marguerite Street, Suite C  
 Williams, CA 95987

We are pleased to confirm our understanding of the arrangements for our audit of the financial statements of Williams Unified School District for the fiscal years ending June 30, 2020, 2021, and 2022.

This letter confirms the services you have asked our firm to perform and the terms under which we have agreed to do that work. Please read this letter carefully because it is important to both our firm and you that you understand what you can and cannot expect from our work. In other words, we want you to know the limitations of the services you have asked us to perform. If you are confused at all by this letter or believe we have misunderstood what you need, please call to discuss this letter before you sign it.

We will require written authorization from you permitting your predecessor auditor to speak openly with our firm. By your signature below, you understand and agree that our firm's acceptance of this engagement and the terms and conditions as specified in this letter are contingent upon receiving satisfactory responses to these inquiries.

### **Scope of Work**

You have requested that we audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Williams Unified School District, as of June 30, 2020, 2021, and 2022, and for the fiscal years then ended and the related notes to the financial statements, which collectively comprise Williams Unified School District's basic financial statements and provide assistance with the preparation of the financial statements. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audit will be conducted with the objective of our expressing an opinion on each opinion unit.

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, Schedule(s) of Revenues, Expenditures, and Changes in Fund Balance – Budget (Non-GAAP) and Actual, Schedule of Changes in the District's Net OPEB Liability and Related Ratios, Schedule of Proportionate Share of Net Pension Liability, Schedule of Pension Contributions, and Notes to Required Supplementary Information, respectively, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by Governmental Accounting Standards Board (GASB) who considers it to be an essential part of the financial reporting for

placing the basic financial statement in an appropriate operational, economic, or historical context.

As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation, and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI. The following RSI is required by accounting principles generally accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

- Management's Discussion and Analysis
- Schedule(s) of Revenues, Expenditures, and Changes in Fund Balance – Budget (Non-GAAP) and Actual
- Schedule of Changes in the District's Net OPEB Liability and Related Ratios
- Schedule of Proportionate Share of Net Pension Liability
- Schedule of Pension Contributions
- Notes to Required Supplementary Information

Supplementary information other than RSI will accompany Williams Unified School District's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and perform certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole.

- Combining Balance Sheet – All Non-Major Funds
- Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – All Non-Major Funds
- Organization
- Schedule of Average Daily Attendance
- Schedule of Instructional Time
- Schedule of Charter Schools
- Schedule of Expenditure of Federal Awards
- Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
- Schedule of Financial Trends and Analysis
- Notes to Supplementary Information

### **The Objective of an Audit**

The objective of our audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Our audit will be conducted in accordance with U.S. generally accepted auditing standards (GAAS),



and in accordance with Government Auditing Standards, and the latest edition of the State of California's Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting and will include tests of the accounting records and other procedures we consider necessary to enable us to express such opinions. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions on the financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

### **General Audit Procedures**

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS), Government Auditing Standards, promulgated by the United States Comptroller General; the Office of Management and Budget's Compliance Supplement for Single Audits; and the Uniform Guidance (2 CFR Section 200), Audits of States, Local Government, and Nonprofit Organizations, as applicable. This audit shall include audit procedures recommended by the Education Audit Appeals Panel of the State of California as detailed in the latest edition of the Standards and Procedures for Audits of California K-12 Local Education Agencies. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free from material misstatement and are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America. As such, our audit will involve performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements and will include tests of the accounting records of Williams Unified School District and other procedures we consider necessary. The procedures we determine necessary will depend on our "auditor's" judgment and will be based, in part, on our assessment of the risks of material misstatement of the financial statements, whether due to fraud or error.

An audit also includes evaluating the appropriateness of accounting policies used, and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. If appropriate, our procedures will therefore include tests of documentary evidence that support the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of cash, investments, and certain other assets and liabilities by correspondence with creditors and financial institutions. As part of our audit process, we will request written representations from your attorneys, and they may bill you for responding. At the conclusion of our audit, we will also request certain written representations from you about the financial statements and related matters.

### **Internal Control Audit Procedures**

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk exists that some material misstatements (whether caused by errors, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations) may not be detected by our firm, even though our audit is properly planned and performed in accordance with GAAS, Government Auditing Standards, promulgated by the United States Comptroller General; the Office of Management and Budget's Compliance Supplement for Single Audits; and the Uniform Guidance (2 CFR Section 200), Audits of States, Local Government, and Nonprofit Organizations, as applicable. In addition, an audit is not



designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform you of any material errors that come to our attention, and we will inform you, or the appropriate level of management, of any fraudulent financial reporting or misappropriation of assets that comes to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential.

In making our risk assessments, we will consider internal controls relevant to the preparation and fair presentation of your entity's financial statements in order to design audit procedures that are appropriate in the circumstances. However, our audit procedures are not designed for the purpose of expressing an opinion on the effectiveness of your entity's internal control. We will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit. Our responsibility as auditors is, of course, limited to the period covered by our audit and does not extend to any other periods.

### **Compliance with Laws and Regulations**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform required tests of Williams Unified School District's compliance with the provisions of applicable laws, regulations, contracts, and agreements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion.

- State of California's Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting
- Office of Management and Budget's Compliance Supplement for Single Audits/Uniform Guidance (2 CFR Section 200), Audits of States, Local Government, and Nonprofit Organizations (as applicable)

### **Management Responsibilities**

As part of our engagement, we may advise you about appropriate accounting principles and their application; however, management acknowledges and understands that the final responsibility for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America remains with you. As such, management is responsible for adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. Other management responsibilities include maintaining adequate records, selecting and applying accounting principles, and safeguarding assets.

By your signature below, you also acknowledge that you are responsible for the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error. This responsibility includes having appropriate programs and controls in place to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the company that involves management, employees who have significant roles in internal control,

and others where fraud could have a material impact on the financial statements. You are also responsible for informing us of your knowledge of any allegations of fraud or suspected fraud affecting the company received in communications from employees, former employees, regulators, or others. In addition, you are responsible for identifying and ensuring that the company complies with applicable laws and regulations. You agree that management will confirm its understanding of its responsibilities as defined in this letter to us in a management representation letter.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility: (a) for the preparation of the supplementary information in accordance with the applicable criteria; (b) to provide us with the appropriate written representations regarding supplementary information; (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information; and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

Management's responsibilities also include designating qualified individuals with the skill, knowledge, and experience to be responsible and accountable for overseeing financial statement preparation, tax services, and any other nonattest services we perform as part of this engagement, as well as evaluating the adequacy and results of those services and accepting responsibility for them.

You further acknowledge and understand that management is responsible for providing us with access to all information management is aware of that is relevant to the preparation and fair presentation of the financial statements such as records, documentation and other matters; for the accuracy and completeness of the information that is provided to us; and for informing us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements. This responsibility also includes providing us with any additional information that we may request from management for the purpose of the audit; as well as allowing us unrestricted access to individuals within the organization from whom we may determine it necessary to obtain audit evidence, including access to your designated employees who will turn all confirmations we request.

## **Reporting**

We expect to issue a written report upon completion of our audit of Williams Unified School District's basic financial statements. Our report will be addressed to the board of directors of Williams Unified School District. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph, and decline to express an opinion, or withdraw from the engagement.

We also will issue a written report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards, on Compliance with State Laws and

Regulations, and on Compliance for Each Major Federal Program and on Internal Control over Compliance Required by the Uniform Guidance (if applicable) upon completion of our audit.

### **Other**

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

### **Provisions of Engagement Administration, Timing and Fees**

During the course of the engagement, we may communicate with you or your personnel via fax or e-mail, and you should be aware that communication in those mediums contains a risk of misdirected or intercepted communications.

We expect to begin our audit on approximately April 2020 and to complete and issue our report no later than December 15, 2020.

James Marta, CPA is the engagement partner for the audit services specified in this letter. His responsibilities include supervising James Marta & Company LLP's services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our liability as auditors shall be limited to the period covered by our audit and shall not extend to later periods for which we are not engaged as auditors.

### **Record Retention**

It is our policy to keep records related to this engagement for 7 years. However, James Marta & Company LLP does not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. When records are returned to you, it is your responsibility to retain and protect your records for possible future use, including potential examination by any government or regulatory agencies.

By your signature below, you acknowledge and agree that upon the expiration of the 7 year period James Marta & Company LLP shall be free to destroy our records related to this engagement.

### **Fees**

Our fees for the audits will be \$18,000, \$18,000, and \$18,000 for the fiscal years ending June 30, 2020, 2021, and 2022, respectively. The engagement fee includes the cost of a single audit in conformance with the Uniform Guidance, however, if additional programs need to be tested, an additional fee will be agreed-upon for every additional major program audited. We will bill you on a monthly basis for our services and invoices are payable upon presentation. Unpaid fee

balances 30 days overdue will bear interest at 18 percent per annum. We may require full payment prior to issuance of the reports. This fee is based upon the assumption that the closing journal entries will be made and accounting will be finalized and closed before the year end audit fieldwork. If compliance requirements change, or if the District is involved in issuing an exempt offering, additional fees and an amended engagement letter may be required. Additional time and billing charges will be charged at our standard hourly rates and costs in the event of the following:

- Account reconciliations are not completed for, (example but not limited to):
  - Cash Accounts
  - Accounts Receivable
  - Inventories
  - Capital Assets and Depreciation
  - Accounts Payable
  - Unearned Income
  - Long-Term Debt
  - Net Pension and OPEB Liabilities and Related Deferred Outflows and Inflows of Resources and Pension and OPEB Expenses
  - Compensated Absences
  - LCFF Revenues
  - Federal Revenues
  - Other State Revenues
  - Other Local Revenues
- Accounting system or account group changes from prior year
- Allocation of expenses not completed
- Allocation of investments not completed
- Allocation of income not completed
- Changes in accounts after beginning of audit work that necessitates additional or redo of audit work.
- Changes or revision of the initial trial balance
- Addition of new activities
  - New funding sources
  - New funds
  - New debt

Whenever possible, we will attempt to use your personnel to assist in the preparation of schedules and analyses of accounts. We understand that your employees will prepare all cash or other confirmations we request and will locate any invoices selected by us for testing. This effort could substantially reduce our time requirements and facilitate the timely conclusion of the audit.

Our initial fee estimate assumes we will receive the aforementioned assistance from your personnel and unexpected circumstances will not be encountered. In the event that the GASB, FASB, AICPA, GAO, OMB, or the State of California issues additional standards or audit procedures that require additional work during the audit period, we will discuss these requirements with you before proceeding further. Before starting the additional work, we will prepare an estimate of the time necessary, as well as the fee for performing the additional work. Our fee for addressing the additional requirements will be at our standard hourly rates for each person involved in the additional work.

In the event we are required to respond to discovery requests, subpoenas, and outside inquiries, we will first obtain your permission unless otherwise required to comply under the law. Our time and expense to comply with such requests will be charged at our standard hour rates in addition to the stated contract.

We agree to retain our audit documentation or work papers for a period of at least seven years from the date of our report.

At the conclusion of our audit engagement, we will communicate to the governing board the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

The audit documentation for this engagement is the property of James Marta & Company LLP and constitutes confidential information. However, we may be requested to make certain audit documentation available pursuant to authority given to any regulator by law or regulation, or to peer reviewers. If requested, access to such audit documentation will be provided under the supervision of James Marta & Company LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to any regulator. They may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

### **Mediation Provision**

Disputes arising under this agreement (including scope, nature, and quality of services to be performed by us, our fees and other terms of the engagement) shall be submitted to mediation. A competent and impartial third party, acceptable to both parties shall be appointed to mediate, and each disputing party shall pay an equal percentage of the mediator's fees and expenses. No suit or arbitration proceedings shall be commenced under this agreement until at least 60 days after the mediator's first meeting with the involved parties. If the dispute requires litigation, the court shall be authorized to impose all defense costs against any non-prevailing party found not to have participated in the mediation process in good faith.

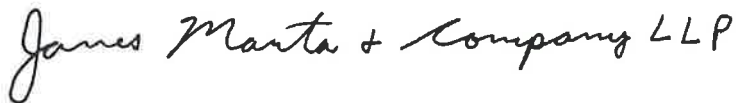
Several technical accounting and auditing words and phrases have been used herein. We presume you to understand their meaning or that you will notify us otherwise so that we can furnish appropriate explanations.



We have attached a copy of our latest external peer review report of our firm for your consideration and files.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us. This letter will continue in effect until canceled by either party.

Respectfully,



James Marta & Company LLP  
Certified Public Accountants  
Sacramento, California

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Williams Unified School District.

Authorized Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_





www.CoughlanNapaCPACo.com  
Company@CoughlanNapaCPACo.com

## **Report on the Firm's System of Quality Control**

September 27, 2018

To James Marta & Company, LLP and the  
Peer Review Committee of the California Society of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of James Marta & Company, LLP (the firm) in effect for the year ended May 31, 2018. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at [www.aicpa.org/prsummary](http://www.aicpa.org/prsummary). The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

### **Firm's Responsibility**

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

### **Peer Reviewer's Responsibility**

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

### **Required Selections and Considerations**

Engagements selected for review included an engagement performed under *Government Auditing Standards*, including a compliance audit under the Single Audit Act.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

## Opinion

In our opinion, the system of quality control for the accounting and auditing practice of James Marta & Company, LLP in effect for the year ended May 31, 2018, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. James Marta & Company, LLP has received a peer review rating of *pass*.

*Coughlan Napa CPA Company, Inc.*

Coughlan Napa CPA Company, Inc.



**James Marta & Company LLP**  
**Certified Public Accountants**

*Accounting, Auditing, Consulting, and Tax*

January 28, 2020

Mechele Coombs  
 Director of Fiscal Services and Accountability  
 Williams Unified School District  
 499 Marguerite Street, Suite C  
 Williams, California 95987

Re: Performance and Financial Audit for 2016 Measure C Bond

We are pleased to confirm our understanding of the services we are to provide for Williams Unified School District.

This letter confirms the services you have asked our firm to perform and the terms under which we have agreed to do that work. Please read this letter carefully because it is important to both our firm and you that you understand what you can and cannot expect from our work. In other words, we want you to know the limitations of the services you have asked us to perform. If you are confused at all by this letter or believe we have misunderstood what you need, please call to discuss this letter before you sign it.

**I. SCOPE OF WORK**

We have been engaged to perform an audit of Williams Unified School District's Measure C Bond Balance Sheet as of June 30, 2020, 2021 and 2022, and the related Statement of Revenues and Expenditures and Changes in Fund Balance for the fiscal years then ended and provide assistance with the preparation of the financial statements. We are also engaged to conduct a performance audit in accordance with standards applicable to performance audits contained in Government Auditing Standards issued by the Comptroller General of the United States.

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) and in accordance with Government Auditing Standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to error, fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS and in accordance with Government Auditing Standards.

In making our risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

## **II. MANAGEMENT'S RESPONSIBILITIES**

At the outset, it is imperative that we state the scope of your responsibilities in connection with this engagement:

- a. The financial statements are the responsibility of Williams Unified School District's management.
- b. Encompassed in that responsibility is the establishment and maintenance of effective internal control over financial reporting, the establishment and maintenance of proper accounting records, and the selection of appropriate accounting principles.
- c. Management is responsible for the design and implementation of programs and controls to prevent or detect fraud, and for informing us about all known or suspected fraud affecting the organization involving (a) management, (b) individuals who have significant roles in internal control, and (c) others where the fraud could have a material effect on the financial statements.
- d. Management is also responsible for informing us of its knowledge of any allegations of fraud or suspected fraud affecting the organization received in communications from members, regulators, or others. In addition, management is responsible for identifying and ensuring that the entity complies with applicable laws and regulations.
- e. Management is responsible:
  - i. for the identification of the applicable reporting framework.
  - ii. for the preparation and fair presentation of financial statements in accordance with accounting principles generally accepted in the United States of America.
  - iii. for the design, implementation, and maintenance of internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- f. Management is responsible to provide us with:
  - i. access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements such as records, documentation, and other matters;
  - ii. additional information that we may request from management for the purpose of the audit; and
  - iii. unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We will assist in the preparation of your financial statements, but the responsibility for the financial statements remains with you. You are responsible for adjusting the financial statements to correct material misstatements and for confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

As part of our engagement we may propose standard, adjusting, or correcting journal entries to your financial statements. You are responsible for reviewing the entries and understanding the nature of any proposed entries and the impact they have on your financial statements. Further, you are responsible for designating a qualified management-level individual to be responsible and accountable for overseeing these services.

### **III. OUR RESPONSIBILITY**

Our responsibility is to express an opinion as to whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles, and is limited to the period covered by our audit. Facts and circumstances may require us to qualify that opinion, or to disclaim it, or to express an adverse opinion. We will also express an opinion on performance requirements for the District's Measure C general obligation bond funds. Other facts and circumstances may require us to provide additional information on our report. We will keep you informed if and when we begin to reach conclusions that our report may need to be modified because of such facts and circumstances.

### **IV. CHARACTER AND LIMITATIONS OF AN AUDIT**

Our audit will be conducted in accordance with generally accepted auditing standards. Those standards require that we initially assess the risk that errors, fraud, irregularities, and illegal acts may cause the financial statements to contain a material misstatement. This is necessary because we do not audit all the transactions and balances in the financial statements, only a selected portion of them, in some cases a very small portion. The costs for us to examine a large portion of them, or all of them of a certain category, or all of them in all categories, would be prohibitive. Consequently, there are risks.

In making this initial assessment, we are required to obtain an understanding of the entity and its environment, including its internal control, sufficient to assess the risks of material misstatement of financial statements and to design appropriate audit procedures. Those considerations mandate your complete cooperation and honesty about your knowledge and understanding of the possibility of the existence of errors, fraud, irregularities and illegal acts. By signing this letter, you agree that you will provide this cooperation and that you will be totally honest with us.

Based on that assessment, the standards require us to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement, whether caused by errors, fraud, irregularities and illegal acts. Accordingly, a material misstatement may remain undetected. While we are required to exercise due care and professional skepticism, since our opinion is based on the concept of reasonable assurance, we are not an insurer and our report does not constitute a guarantee. We will inform you of all matters of fraud that come to our attention. We will also inform you of illegal acts that come to our attention, unless they are clearly inconsequential. We will inform you of any need to extend our procedures because of them and our estimate of their additional cost.

The discovery, subsequent to the date of the auditor's report, that one or more errors, frauds, irregularities, or illegal acts causing the financial statements to contain one or more material misstatements, have occurred does not necessarily mean that our audit was not conducted in accordance with generally accepted auditing standards.

An audit includes obtaining an understanding of internal control sufficient to plan the audit, but is not designed to provide assurance on internal control or to identify significant deficiencies conditions. However, during the audit, if we become aware of such reportable conditions or ways that we believe management practices can be improved, we will communicate them to you in a separate letter.

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include direct confirmation of certain assets, revenues and expenses by correspondence with selected individuals, legal counsel, creditors, and financial institutions.



Management is responsible for making all financial records and related information available for purposes of the audit.

In the event that the financial information provided is incomplete or inaccurate, then we will either complete the work at our standard rate, or delay the audit until this information is complete and accurate.

At the conclusion of our audit, we will require you to furnish us a management representation letter confirming, among others, your responsibility for your financial statements and for the design and implementation of program and controls to prevent and detect fraud. This letter is a required audit procedure prior to issuing our report. By signing this engagement letter and furnishing a management representation letter, you agree to indemnify us and hold us harmless for any liability and costs arising from knowing misrepresentations by management.

In accordance with auditing standards generally accepted in the United States of America, we will also issue a written report describing the scope of our testing over internal control over financial reporting, including the results of that testing. However, providing an opinion on internal control and compliance will not be an objective of the audit and, therefore, no such opinion will be expressed.

## **V. OTHER STIPULATIONS**

Jesse Deol, CPA is the engagement partner for the audit services specified in this letter. His responsibilities include supervising James Marta & Company LLP's services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

### **Fees**

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses. Invoices are payable upon presentation. Unpaid fee balances will bear interest at 18 percent per annum. Our fees for the audits will not exceed \$5,500 for each of the fiscal years ended June 30, 2020, 2021 and 2022. The bond financial and performance audit engagements will only be necessary until the bond measure proceeds are expended. Once the bond measure proceeds are fully spent, the District will no longer need a bond financial and performance audit.

This fee includes a presentation to the Bond Oversight Committee. We will bill you on a monthly basis for our services and invoices are payable upon presentation. Unpaid fee balances 30 days overdue will bear interest at 18 percent per annum. This fee is based upon the assumption that the closing journal entries will be made and accounting will be finalized and closed before the year end audit fieldwork. Additional time and billing charges will incur if accounting service is provided for closing accounting records. Attendance at special meetings will be billed at our hourly rates.

Whenever possible, we will attempt to use your organization's personnel to assist in the preparation of schedules and analyses of accounts. We understand that your employees will prepare all cash or other confirmations we request and will locate any invoices selected by us for testing. This effort could substantially reduce our time requirements, facilitate the timely conclusion of the audit, and help you hold down audit fees.

Our initial fee estimate assumes we will receive the aforementioned assistance from your personnel and unexpected circumstances will not be encountered. In the event that the GASB, FASB, AICPA, GAO, OMB, or the State of California issues additional standards or audit procedures that require additional work during the audit period, we will discuss these requirements with you before proceeding further. If to complete our work or in conjunction with our audit we are asked or are required to perform account reconciliation or other work not otherwise in the scope of an audit, our fee for addressing the additional requirements will be at our standard hourly rates for each person involved in the additional work.



In the event we are required to respond to discovery requests, subpoenas, and outside inquiries, we will first obtain your permission unless otherwise required to comply under the law. Our time and expense to comply with such requests will be charged at our standard hour rates in addition to the stated contract.

### **Reports**

We will issue a report on the audit of the Williams Unified School District's Measure C Bond for the year ended June 30, 2020, 2021 and 2022. The purpose of an audit is to express an opinion as to whether your financial statements are fairly presented, in all material respects in conformity with United States generally accepted accounting principles, and is limited to the period covered by our audit. We will issue a written report upon the completion of our audit to the Williams Unified School District. Our report will be addressed to the Citizens' Bond Oversight Committee of Williams Unified School District. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary to modify our opinion, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement. In the event we must withdraw from the engagement, our fees will be limited to the fees incurred up to the point of withdrawal.

We will also issue a written report on internal control, a report to those charged with governance and a management comment letter (if applicable).

At the conclusion of our audit engagement, we will communicate to those charged with governance the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

We will provide you with 10 copies of the report and a PDF format copy. If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

The intended users of the report are the board of directors of the Williams Unified School District and the Citizens Bond Oversight Committee. You agree to be responsible to distribute the reports to those charged with governance and to the appropriate officials of the responsible party.

### **Working Papers**

The working papers for this engagement are the property of James Marta & Company LLP and constitute confidential information. However, we may be requested to make certain working papers available or provide copies of them to certain regulators pursuant to authority given to it by law or regulation or peer reviewers. If requested, access to such working papers will be provided under the supervision of James

Marta & Company LLP. The regulators may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

We agree to retain our work papers related to this audit for a period of at least seven (7) years from the date of our report.

**Mediation Provision**

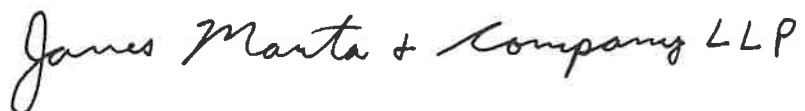
Disputes arising under this agreement (including scope, nature, and quality of services to be performed by us, our fees and other terms of the engagement) shall be submitted to mediation. A competent and impartial third party, acceptable to both parties shall be appointed to mediate, and each disputing party shall pay an equal percentage of the mediator's fees and expenses. No suit or arbitration proceedings shall be commenced under this agreement until at least 60 days after the mediator's first meeting with the involved parties. If the dispute requires litigation, the court shall be authorized to impose all costs against any non-prevailing party found not to have participated in the mediation process in good faith.

Several technical accounting and auditing words and phrases have been used herein. We presume you to understand their meaning or that you will notify us otherwise so that we can furnish appropriate explanations.

If the foregoing is in accordance with your understanding, please indicate your agreement by signing a copy of this letter and returning it to us.

We appreciate the opportunity to serve you and look forward to working with you and your staff.

Sincerely,



James Marta & Company LLP  
Certified Public Accountants  
Sacramento, California

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Williams Unified School District

Approved by: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

# Williams Unified School District

Business Department  
499 Marguerite St. Ste. C  
Williams, CA 95987  
(530) 473-2550 FAX (530) 473-5894

# 11.5

**PURCHASE ORDER**  
NO: PO20-00430  
DATE 01/23/2020

**SHIP TO:**  
Williams Jr./Sr. High School  
222 11th St  
Williams, CA 95987

**ORDERED FROM:** **FAX:**

D2 Trailer Sales  
13246 Stockton Blvd  
Galt, CA 95632

## IMPORTANT INSTRUCTIONS TO VENDOR

1. Itemized INVOICES and enclose PACKING LIST with ALL shipments.
2. Purchase order number must appear on packing slips, invoices, packages, and correspondence relating to this order.
3. No deviation in PRICE or SUBSTITUTION permitted without notice and acceptance prior to shipment.
4. All deliveries F.O.B. Destination unless otherwise specified. If freight is to be charged, prepay, and add to invoice.
5. THE LAW REQUIRES MATERIAL SAFETY DATA SHEETS FOR PRODUCTS ON THIS ORDER. PLEASE ENCLOSE WITH INVOICE.

Vendor Telephone (209) 745-5480

ORDER LOCATION 000 - District Office		VENDOR # 004919/1		REQUISITIONER Brian Parker		REQUISITION # R20-00631	
DATE REQUIRED		F.O.B.		TERMS OF PAYMENT		SHIP VIA	
						BUYER	
						RPQ #	
ITEM	QTY	UNIT	DESCRIPTION	UNIT COST	EXTENSION		
1	1	EACH	Livestock Trailer Model: 2019 SOONER SELECT 720A BP Options: STK#: 72067	24,900.00	\$24,900.00		
2	1	EACH	Doc Fee	65.00	\$65.00		
3	1	EACH	Electronic Vehicle Reg. AVRS	30.00	\$30.00		
4	5	EACH	CA Tire Fee	1.75	\$8.75		
				Order Sub-Total	\$25,003.75		
				Sales Tax	1,934.79		
				Shipping	.00		
				Adjustment	.00		
				Order Total	\$26,938.54		
ACCOUNT DISTRIBUTION				AMOUNT			
( 000719) 01-6387-0-6400-3800-1000-300-3000-0000				\$26,938.54			

# D2Trailer Sales.com

(209) 745-5460

Name: Brian Parker Date: 1/22/2020  
 Address:  
 Phone: 530-681-8915  
 Email:

		Price	
Model:	2019 SOONER SELECT 720A BP	24,900.00	*Please Note
Options-	STK#: 72067		

EXEMPT PLATE

TRAILER WILL BE PICKED UP @ D2 Trailers

Doc Fee		65.00	
Subtotal		24,965.00	
Tax by Co.	7.750%	1,934.79	WILLIAMS CA
DMV PTI License/Title		0.00	
Electronic Vehicle Reg. AVRS		30.00	
CA Tire Fee (\$1.75 per)	5	8.75	
Trailer Total		26,938.54	

## SHOP BILL

<u>Accessories</u>	Material	Labor
Subtotal	0.00	0.00
Shop Supplies	0.00	
Tax	0.00	
Shop Total	0.00	
Grand Total	26,938.54	
Down Payment		
Amount to Finance	26,938.54	

Please ask for your salesperson: Ryan Jackson

\*Price quote good for 7 days.

## 2019-2020

## Incoming

Colusa	12
Konocti	2
Maxwell	7
Pierce	4
<u>Princeton</u>	<u>1</u>
Total	26

## Outgoing

Coastal Buttes	1
Colusa	54
Community	1
Home School	2
Maxwell	27
Meridian	2
Pierce	71
Princeton	9
Sutter Charter	5
Vacaville	2
Willows	2
<u>Woodland</u>	<u>1</u>
Total	177

R: 2/10/2020

## WUSD Inter District Transfers 2019-2020

UPDATED

2/10/2020

STU I.D.	#	GR	FROM	TO	Child	Employ	Sibling	Other	Senior	Renewal Letters	New 2019-20	Verif. Ltr. Mailed 2019-20	A/approved D/denied V/verified 2019-20
Incoming	1	9	Colusa	Williams		1				1			A 10/4/19
Incoming	2	4	Colusa	Williams		1				1			A 10/4/19
Incoming	3	1	Colusa	Williams	1						1	New for 2019-20	A 10/30/19
Incoming	4	12	Princeton	Williams				1	1				A 10/31/19
Incoming	5	6	Colusa	Williams	1					1			A 10/16/19
Incoming	6	9	Colusa	Williams	1					1			A 10/16/19
Incoming	7	12	Pierce	Williams				1	1				A 9/17/19
Incoming	8	9	Maxwell	Williams	1						1	New for 2019-20	A 10/22/19
Incoming	9	11	Colusa	Williams				1		1			
Incoming	10	K	Maxwell	Williams	1						1	New for 2019-20	A 3/6/19
Incoming	11	2	Maxwell	Williams		1				1			
Incoming	12	12	Colusa	Williams		1			1				
Incoming	13	1	Colusa	Williams		1				1			
Incoming	14	2	Konocti	Williams		1					1	New for 2019-20	A 11/6/19
Incoming	15	2	Konocti	Williams		1					1	New for 2019-20	A 11/6/19
Incoming	16	6	Colusa	Williams				1			1	New for 2019-20	A 8/6/19
Incoming	17	5	Maxwell	Williams	1						1	New for 2019-20	A 10/16/19
Incoming	18	12	Pierce	Williams		1			1			New for 2019-20	A 10/24/19
Incoming	19	8	Pierce	Williams		1					1	New for 2019-20	A 10/24/19
Incoming	20	9	Maxwell	Williams		1				1			A 10/16/19
Incoming	21	10	Colusa	Williams		1				1			A 10/30/19
Incoming	22	11	Pierce	Williams				1		1			
Incoming	23	10	Colusa	Williams				1		1			A 8/2/19
Incoming	24	6	Maxwell	Williams		1					1	New for 2019-20	A 10/16/19
Incoming	25	4	Maxwell	Williams		1					1	New for 2019-20	A 10/16/19
Incoming	26	TK	Colusa	Williams		1					1	New for 2019-20	A 7/30/19
Outgoing	1	7	Williams	Pierce				1		1		2/11/2019	A 2/27/19
Outgoing	2	3	Williams	Pierce	1					1		2/11/2019	A 2/27/19
Outgoing	3	K	Williams	Pierce	1						1	New for 2019-20	A 4/3/19
Outgoing	4	1	Williams	Princeton		1				1		2/11/2019	A 3/28/19
Outgoing	5	1	Williams	Pierce	1					1		3/13/2019	A 3/28/19
Outgoing	6	8	Williams	Pierce		1					1	New for 2019-20	A 9/3/19
Outgoing	7	10	Williams	Pierce		1					1	New for 2019-20	A 12/18/19
Outgoing	8	7	Williams	Pierce		1					1	New for 2019-20	A 12/18/19
Outgoing	9	9	Williams	Pierce		1					1	New for 2019-20	A 12/18/19
Outgoing	10	10	Williams	Meridian				1		1		2/11/2019	
Outgoing	11	5	Williams	Colusa		1				1		2/11/2019	A 5/17/19
Outgoing	12	10	Williams	Colusa		1				1		2/11/2019	A 5/17/19
Outgoing	13	8	Williams	Maxwell				1			1	New for 2019-20	A 8/22/19
Outgoing	14	6	Williams	Princeton			1				1	New for 2019-20	A 9/9/19
Outgoing	15	8	Williams	Colusa				1		1		2/11/2019	A 2/15/19
Outgoing	16	10	Williams	Colusa				1		1		2/11/2019	A 2/15/19
Outgoing	17	8	Williams	Colusa		1				1		2/11/2019	A 3/18/19
Outgoing	18	9	Williams	Colusa	1					1		2/11/2019	A 3/13/19
Outgoing	19	6	Williams	Colusa	1					1		2/11/2019	A 3/13/19
Outgoing	20	8	Williams	Colusa		1				1		2/11/2019	A 5/20/19
Outgoing	21	10	Williams	Pierce		1				1		Verified	A 1/9/19
Outgoing	22	7	Williams	Home School				1		1		2/11/2019	V 5/31/19
Outgoing	23	9	Williams	Colusa				1		1		2/11/2019	
Outgoing	24	2	Williams	Pierce		1					1	New for 2019-20	A 1/21/20
Outgoing	25	4	Williams	Pierce		1					1	New for 2019-20	A 1/21/20
Outgoing	26	8	Williams	Pierce		1				1		2/11/2019	
Outgoing	27	11	Williams	Pierce		1				1		2/11/2019	
Outgoing	28	7	Williams	Pierce		1				1		2/11/2019	
Outgoing	29	1	Williams	Pierce	1					1		2/11/2019	A 3/28/19
Outgoing	30	12	Williams	Pierce		1			1			2/11/2019	A 2/27/19
Outgoing	31	8	Williams	Pierce		1				1		2/11/2019	A 2/27/19
Outgoing	32	7	Williams	Meridian				1		1		2/11/2019	
Outgoing	33	12	Williams	Colusa				1	1			2/11/2019	A 2/15/19
Outgoing	34	4	Williams	Pierce			1				1	New for 2019-20	A 8/12/19
Outgoing	35	8	Williams	Pierce	1					1		2/11/2019	A 4/24/19
Outgoing	36	12	Williams	Princeton				1	1			New for 2019-20	A 9/3/19
Outgoing	37	K	Williams	Pierce	1						1	New for 2019-20	A 5/21/19
Outgoing	38	5	Williams	Colusa		1				1		2/11/2019	A 3/28/19
Outgoing	39	10	Williams	Colusa		1				1		2/11/2019	A 3/28/19
Outgoing	40	8	Williams	Pierce		1				1		2/11/2019	A 3/7/19
Outgoing	41	4	Williams	Sutter Charter		1				1		2/11/2019	V 9/4/19
Outgoing	42	4	Williams	Maxwell	1					1		2/11/2019	A 2/25/19



## WUSD Inter District Transfers 2019-2020

Outgoing	43	6	Williams	Maxwell	1				1	2/11/2019	A 2/25/19
Outgoing	44	11	Williams	Sutter Charter				1	1	2/11/2019	V 2/26/19
Outgoing	45	9	Williams	Sutter Charter				1	1	2/11/2019	V 2/26/19
Outgoing	46	5	Williams	Pierce	1				1	2/11/2019	A 3/14/19
Outgoing	47	7	Williams	Pierce	1				1	2/11/2019	A 3/14/19
Outgoing	48	2	Williams	Pierce		1			1	2/11/2019	
Outgoing	49	7	Williams	Colusa		1			1	2/11/2019	A 2/15/19
Outgoing	50	5	Williams	Colusa		1			1	2/11/2019	A 2/15/19
Outgoing	51	5	Williams	Pierce		1			1	New for 2019-20	A 8/12/19
Outgoing	52	1	Williams	Pierce		1			1	New for 2019-20	A 8/12/19
Outgoing	53	3	Williams	Pierce		1			1	New for 2019-20	A 8/12/19
Outgoing	54	10	Williams	Vacaville		1			1	2/11/2019	
Outgoing	55	10	Williams	Vacaville		1			1	2/11/2019	
Outgoing	56	11	Williams	Colusa		1			1	2/11/2019	
Outgoing	57	9	Williams	Colusa		1			1	2/11/2019	
Outgoing	58	3	Williams	Willows	1				1	2/11/2019	A 4/9/19
Outgoing	59	9	Williams	Princeton				1	1	2/11/2019	A 8/15/19
Outgoing	60	10	Williams	Princeton				1	1	2/11/2019	A 8/15/19
Outgoing	61	6	Williams	Willows	1				1	2/11/2019	A 4/9/19
Outgoing	62	8	Williams	Princeton				1	1	2/11/2019	A 8/15/19
Outgoing	63	5	Williams	Colusa		1			1	2/11/2019	
Outgoing	64	12	Williams	Woodland		1		1	1	2/11/2019	
Outgoing	65	K	Williams	Colusa		1			1	New for 2019-20	A 4/12/19
Outgoing	66	8	Williams	Colusa		1			1	2/11/2019	
Outgoing	67	4	Williams	Colusa		1			1	2/11/2019	
Outgoing	68	7	Williams	Maxwell				1	1	New for 2019-20	A 9/16/19
Outgoing	69	4	Williams	Maxwell			1		1	New for 2019-20	A 9/16/19
Outgoing	70	3	Williams	Pierce			1		1	2/11/2019	A 2/27/19
Outgoing	71	5	Williams	Pierce		1			1	2/11/2019	A 6/24/19
Outgoing	72	2	Williams	Pierce		1			1	2/11/2019	A 6/24/19
Outgoing	73	12	Williams	Colusa				1	1	2/11/2019	
Outgoing	74	6	Williams	Maxwell	1				1	2/11/2019	A 8/1/19
Outgoing	75	5	Williams	Maxwell	1				1	2/11/2019	A 8/1/19
Outgoing	76	6	Williams	Maxwell	1				1	2/11/2019	A 8/1/19
Outgoing	77	10	Williams	Colusa				1	1	2/11/2019	A 3/4/19
Outgoing	78	12	Williams	Colusa	1			1	1	2/11/2019	A 3/4/19
Outgoing	79	11	Williams	Colusa			1		1	2/11/2019	A 3/18/19
Outgoing	80	10	Williams	Maxwell				1	1	2/11/2019	A 4/5/19
Outgoing	81	10	Williams	Maxwell				1	1	2/11/2019	A 4/5/19
Outgoing	82	9	Williams	Maxwell				1	1	2/11/2019	A 4/5/19
Outgoing	83	1	Williams	Maxwell		1			1	2/11/2019	A 2/28/19
Outgoing	84	7	Williams	Maxwell		1			1	2/11/2019	A 2/28/19
Outgoing	85	3	Williams	Pierce		1			1	2/11/2019	A 3/7/19
Outgoing	86	3	Williams	Maxwell		1			1	2/11/2019	A 2/28/19
Outgoing	87	5	Williams	Pierce		1			1	2/11/2019	A 3/7/19
Outgoing	88	1	Williams	Maxwell				1	1	New for 2019-20	A 10/8/19
Outgoing	89	8	Williams	Colusa	1				1	New for 2019-20	A 8/13/19
Outgoing	90	11	Williams	Home School				1	1	New for 2019-20	V 10/7/19
Outgoing	91	5	Williams	Maxwell				1	1	2/11/2019	A 2/25/19
Outgoing	92	2	Williams	Pierce	1				1	New for 2019-20	A 10/22/19
Outgoing	93	K	Williams	Pierce				1	1	New for 2019-20	A 8/12/19
Outgoing	94	7	Williams	Pierce		1			1	2/11/2019	A 7/30/19
Outgoing	95	12	Williams	Colusa				1	1	2/11/2019	A 8/9/19
Outgoing	96	9	Williams	Pierce		1			1	2/11/2019	A 7/30/19
Outgoing	97	5	Williams	Coastal Buttes				1	1	2/11/2019	
Outgoing	98	4	Williams	Colusa		1			1	2/11/2019	A 8/13/19
Outgoing	99	1	Williams	Colusa		1			1	2/11/2019	A 8/13/19
Outgoing	100	12	Williams	Pierce		1		1	1	2/11/2019	A 3/7/19
Outgoing	101	12	Williams	Pierce			1		1	2/11/2019	A 3/7/19
Outgoing	102	9	Williams	Colusa		1			1	New for 2019-20	A 8/6/19
Outgoing	103	7	Williams	Colusa	1				1	2/11/2019	A 3/18/19
Outgoing	104	9	Williams	Colusa	1				1	2/11/2019	A 3/18/19
Outgoing	105	7	Williams	Maxwell				1	1	New for 2019-20	A 10/7/19
Outgoing	106	K	Williams	Pierce		1			1	New for 2019-20	A 4/8/19
Outgoing	107	11	Williams	Sutter Peak				1	1	2/11/2019	
Outgoing	108	8	Williams	Sutter Peak				1	1	2/11/2019	
Outgoing	109	4	Williams	Pierce		1			1	2/11/2019	A 2/27/19
Outgoing	110	2	Williams	Pierce		1			1	2/11/2019	A 2/27/19
Outgoing	111	9	Williams	Colusa		1			1	2/11/2019	A 4/5/19
Outgoing	112	2	Williams	Pierce		1			1	New for 2019-20	A 12/18/19
Outgoing	113	3	Williams	Pierce			1		1	2/11/2019	A 5/6/19
Outgoing	114	8	Williams	Pierce				1	1	2/11/2019	A 5/6/19

WUSD Inter District Transfers 2019-2020

Outgoing	115	2	Williams	Pierce		1				1		2/11/2019	A 2/21/19
Outgoing	116	1	Williams	Pierce		1				1		2/11/2019	
Outgoing	117	12	Williams	Colusa			1			1		2/11/2019	
Outgoing	118	11	Williams	Colusa					1	1		2/11/2019	A 3/4/19
Outgoing	119	10	Williams	Pierce					1	1		2/11/2019	A 4/8/19
Outgoing	120	12	Williams	Colusa					1	1		2/11/2019	
Outgoing	121	8	Williams	Colusa					1	1		2/11/2019	
Outgoing	122	K	Williams	Colusa					1	1		New for 2019-20	A 3/14/19
Outgoing	123	1	Williams	Colusa			1					2/11/2019	A 3/27/19
Outgoing	124	1	Williams	Colusa		1						2/11/2019	A 3/28/19
Outgoing	125	2	Williams	Maxwell	1					1		2/11/2019	
Outgoing	126	10	Williams	Colusa						1		2/11/2019	A 3/18/19
Outgoing	127	4	Williams	Pierce	1						1	New for 2019-20	A 12/11/19
Outgoing	128	2	Williams	Pierce	1						1	New for 2019-20	A 12/11/19
Outgoing	129	K	Williams	Pierce	1						1	New for 2019-20	A 3/7/19
Outgoing	130	11	Williams	Colusa	1						1	2/11/2019	
Outgoing	131	12	Williams	Princeton						1	1	2/11/2019	
Outgoing	132	8	Williams	Pierce			1				1	2/11/2019	A 8/5/19
Outgoing	133	1	Williams	Colusa	1						1	2/11/2019	A 3/28/19
Outgoing	134	12	Williams	Pierce			1			1	1	2/11/2019	A 8/5/19
Outgoing	135	6	Williams	Pierce						1	1	2/11/2019	A 8/5/19
Outgoing	136	4	Williams	Pierce			1				1	2/11/2019	A 8/5/19
Outgoing	137	3	Williams	Princeton		1					1	2/11/2019	A 5/30/19
Outgoing	138	9	Williams	Princeton		1					1	2/11/2019	A 5/30/19
Outgoing	139	K	Williams	Pierce		1					1	2/11/2019	A 3/5/19
Outgoing	140	8	Williams	Colusa		1					1	2/11/2019	A 4/5/19
Outgoing	141	10	Williams	Pierce		1					1	2/11/2019	A 4/10/19
Outgoing	142	8	Williams	Pierce		1					1	2/11/2019	A 4/10/19
Outgoing	143	12	Williams	Pierce						1	1	New for 2019-20	A 9/6/19
Outgoing	144	1	Williams	Maxwell		1					1	2/11/2019	A 2/28/19
Outgoing	145	3	Williams	Maxwell		1					1	2/11/2019	A 2/28/19
Outgoing	146	K	Williams	Maxwell	1						1	New for 2019-20	A 6/3/19
Outgoing	147	12	Williams	Pierce		1				1		2/11/2019	A 2/21/19
Outgoing	148	7	Williams	Pierce		1					1	2/11/2019	A 2/21/19
Outgoing	149	3	Williams	Pierce		1					1	2/11/2019	A 2/21/19
Outgoing	150	K	Williams	Pierce		1					1	New for 2019-20	A 2/27/19
Outgoing	151	TK	Williams	Pierce						1	1	New for 2019-20	A 4/12/19
Outgoing	152	12	Williams	Colusa		1				1		2/11/2019	A 5/13/19
Outgoing	153	2	Williams	Colusa	1						1	2/11/2019	A 8/12/19
Outgoing	154	4	Williams	Colusa	1						1	2/11/2019	A 8/12/19
Outgoing	155	TK	Williams	Colusa						1	1	New for 2019-20	A 10/11/19
Outgoing	156	2	Williams	Colusa						1	1	New for 2019-20	A 10/11/19
Outgoing	157	4	Williams	Pierce		1					1	2/11/2019	A 3/28/19
Outgoing	158	4	Williams	Maxwell	1						1	2/11/2019	
Outgoing	159	9	Williams	Maxwell	1						1	2/11/2019	
Outgoing	160	9	Williams	Pierce		1					1	2/11/2019	A 2/27/19
Outgoing	161	6	Williams	Pierce		1					1	2/11/2019	A 2/27/19
Outgoing	162	10	Williams	Colusa		1					1	2/11/2019	A 4/5/19
Outgoing	163	10	Williams	Colusa		1					1	2/11/2019	A 5/13/19
Outgoing	164	2	Williams	Colusa						1	1	2/11/2019	
Outgoing	165	12	Williams	Pierce						1	1	New for 2019-20	A 8/12/19
Outgoing	166	4	Williams	Maxwell		1					1	2/11/2019	A 4/8/19
Outgoing	167	6	Williams	Maxwell		1					1	2/11/2019	A 4/8/19
Outgoing	168	10	Williams	Colusa	1						1	2/11/2019	
Outgoing	169	6	Williams	Colusa	1						1	2/11/2019	
Outgoing	170	5	Williams	Colusa		1					1	2/11/2019	
Outgoing	171	1	Williams	Pierce		1					1	2/11/2019	A 2/21/19
Outgoing	172	3	Williams	Pierce	1						1	2/11/2019	A 7/29/19
Outgoing	173	6	Williams	Pierce	1						1	2/11/2019	A 7/29/19
Outgoing	174	12	Williams	Maxwell		1				1		2/11/2019	A 4/8/19
Outgoing	175	10	Williams	Maxwell		1					1	2/11/2019	A 4/8/19
Outgoing	176	1	Williams	Pierce		1					1	2/11/2019	
Outgoing	177	11	Williams	Community						1		2/11/2019	A 5/25/19

COLOR KEY:	
changes since last report	
Senior in 2019-20	22
Renewal letter(s) sent	135
New ID transfers for	46
TOTALS	203

	43	96	12	52
	Child	Employ	Sibling	Other
Incoming	26	Outgoing		177

22 135 46 203

## WILLIAMS UNIFIED SCHOOL DISTRICT

P.O. Box 7 – 499 Marguerite Street, Ste. C, Williams, CA 95987 (530) 473-2550 FAX (530) 473-5894

☐ NEW Request

Dr. Edgar Lampkin, Superintendent

☐ Continuing Request

## INTER-DISTRICT AGREEMENT

Education Code 46600 and 46601

**This form must be completed on an annual basis.**

School Year Requested: \_\_\_\_\_ - \_\_\_\_\_

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Age: \_\_\_\_\_

First (Please Print) Last

Parent/Guardian Name: \_\_\_\_\_

First (Please Print) Last

Residence Address: \_\_\_\_\_

Address City

Mailing Address (if different): \_\_\_\_\_

Address City

Parent/Guardian Telephone Number: \_\_\_\_\_

Home

Business

1. School District of Residence: \_\_\_\_\_

2. Requested School District to Attend: \_\_\_\_\_

Did your child previously attend school in requested district above? \_\_\_\_\_ If yes, how long? \_\_\_\_\_

3. Is the student currently under an expulsion or discipline contract? \_\_\_\_\_

Reason for Request: \_\_\_\_\_

Does Parent/Guardian work in Requested District? \_\_\_\_\_ Does Parent/Guardian use childcare in Requested District? \_\_\_\_\_

If yes, list place of employment/childcare facility: \_\_\_\_\_

**I understand that an Inter-district Attendance Agreement is conditional upon:** 1) The student obeying rules and maintaining good attendance, good citizenship and passing all courses. 2) Class sizes not exceeding maximum allowed by statute or contract. The student is subject to change to another school or termination of the agreement if any of these conditions occur. Transportation is the responsibility of the parent/student.

\_\_\_\_\_  
Signature of Parent/Guardian

**\*\*Only New Requests – Meet with the WUSD principal of the school that your child should be attending and discuss with them the program options and tour the school. The principal will have to sign this document as verification.**

\_\_\_\_\_  
Principal's Signature\_\_\_\_\_  
Date

For Official Use Only

ACTION OF DISTRICT OF RESIDENCE		ACTION OF RECEIVING DISTRICT	
____ Approved	____ Denied	____ Approved	____ Denied
_____ Name	_____ Date	_____ Name	_____ Date

\_\_\_\_ Copy – Parent/Guardian

\_\_\_\_ Copy – District of Residence

\_\_\_\_ Copy – District of Attendance

# WILLIAMS UNIFIED SCHOOL DISTRICT

P.O. Box 7 – 499 Marguerite Street, Ste. C, Williams, CA 95987 (530) 473-2550 FAX (530) 473-5894

\_\_\_\_ NUEVA Petición

Dr. Edgar Lampkin, Superintendente

\_\_\_\_ Petición Continua

## CONVENIO PARA TRANSFERENCIAS ENTRE DISTRITOS

Código Educativo 46600 y 46601

**Este formulario debe completarse anualmente.**

Petición para el año escolar: \_\_\_\_\_ - \_\_\_\_\_ Fecha: \_\_\_\_\_

Nombre del estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_ Edad: \_\_\_\_\_  
Nombre (Letra en molde) Apellido

Nombre del padre o tutor: \_\_\_\_\_  
Nombre (Letra en molde) Apellido

Dirección del domicilio: \_\_\_\_\_  
Dirección Ciudad

Dirección postal (Si es diferente): \_\_\_\_\_  
Dirección Ciudad

Nº de teléfono de padres o tutores: \_\_\_\_\_  
Casa Trabajo

1. Distrito escolar en donde reside actualmente: \_\_\_\_\_

2. Distrito al cual desea asistir: \_\_\_\_\_

¿El alumno asistió anteriormente al distrito al cual desea asistir? \_\_\_\_ Si la respuesta es sí, ¿Por cuánto tiempo? \_\_\_\_

3. ¿Se encuentra el alumno actualmente bajo expulsión o proceso de disciplina? \_\_\_\_\_

Motivo por el cual se pide la transferencia: \_\_\_\_\_

¿Padre/tutor trabajan en tal distrito? \_\_\_\_ ¿Padre o tutor usan servicios de guardería infantil en ese distrito? \_\_\_\_

Si la respuesta es sí; nombre de la empresa en donde trabaja y/o la guardería: \_\_\_\_\_

**Yo comprendo que el convenio de transferencias entre distritos está condicionado a:** 1) El alumno tiene que obedecer las reglas y mantener una buena asistencia, civismo, y cursar todas las materias 2) El tamaño de las clases no pueden sobrepasar el número límite por estatuto o por contrato. El alumno está sujeto a ser cambiado a otra escuela o se puede dar por finalizado el convenio, si alguno de estas condiciones ocurre. El transporte es responsabilidad de los padres o del alumno.

\_\_\_\_\_  
Firma del padre o tutor

\_\_\_\_\_  
Fecha

**\*\*Solo Nueva Peticiones – Reunirse con el director de WUSD de la escuela que su hijo/a debe de asistir y discutir con ellos las opciones del programa y visitar la escuela. El director tendrá que firmar este documento como verificación.**

\_\_\_\_\_  
Firma del director

\_\_\_\_\_  
Fecha

### For Official Use Only

ACTION OF DISTRICT OF RESIDENCE		ACTION OF RECEIVING DISTRICT	
____ Approved	____ Denied	____ Approved	____ Denied
_____ Name	_____ Date	_____ Name	_____ Date

\_\_\_\_ Copy – Parent/Guardian

\_\_\_\_ Copy – District of Residence

\_\_\_\_ Copy – District of Attendance

# WILLIAMS UNIFIED SCHOOL DISTRICT

P. O. Box 7 - 499 Marguerite Street - Suite C - Williams, California 95987

DR. EDGAR R. LAMPKIN, SUPERINTENDENT

District Office 530-473-2550

Fax 530-473-5894

www.williamsusd.net

11.13.1

*"Students in Williams Unified will graduate with 21<sup>st</sup> century skills giving them true choices;  
career and/or college"*

February 10, 2020

Governing Board  
Williams Unified School District  
Colusa County  
Williams, CA 95987

RE: DESTRUCTION APPROVAL

The attached list of documents is considered Class 1 and 2. These records have been retained for the legal period of time as per Article 2, Sections 16023 through 16028, of Article 5, California Administrative Code.

There is no further need to retain these records for use in the district. The Superintendent requests permission to destroy the documents listed.

Dr. Edgar Lampkin

Records Officer

Board of Trustees Disposition:

Date: February 20, 2020

Disposition: Shredding of Documents

Signature: \_\_\_\_\_  
(Board of Trustees)

# **WILLIAMS UNIFIED SCHOOL DISTRICT**

P. O. Box 7 - 499 Marguerite Street - Suite C - Williams, California 95987

**DR. EDGAR R. LAMPKIN, SUPERINTENDENT**

District Office 530-473-2550 Fax 530-473-5894 www.williamsusd.net

*"Students in Williams Unified will graduate with 21<sup>st</sup> century skills giving them true choices;  
career and/or college"*

## **DESTRUCTION STATEMENT**

(for Board Approval)

### CLASS 2 (Optional)

The documents listed below are classified as Class 2 records as per Board Policy BP/AR 3580 District Records.

These records have been retained for the legal period of time as per Article 2, Sections 16023 through 16028, of Title 5, California Administrative Code. There is no further need to retain these records for use in the district. The Superintendent requests permission to destroy the documents listed below.

Contracts                      Prior to 2015

### CLASS 1 (Permanent)

The documents listed below are classified as Class 1 records as per Board Policy BP/AR 3580 District Records.

These documents will be kept permanently as electronic copies. There is no further need to retain the records in hard copy form for use in the district. The Superintendent requests permission to destroy the documents listed below.

Board Packets              1930 – 2017  
Board Minutes              1930 – 2015

Note: Electronic Copies: Education Code, Section 35254 states that "the governing board of any school district may make photographic, microfilm or electronic copies of any records of the district. The original of any records of which a photographic, microfilm or electronic copy has been made may be destroyed when provision is made for permanently maintaining the photographic, microfilm or electronic copies in the files of the district, except that no original record that is basic to any required audit shall be destroyed prior to the second July 1st succeeding the completion of the audit."

BOARD APPROVAL DATE: February 20, 2020



**WILLIAMS UNIFIED SCHOOL DISTRICT**  
**Letter of Transmittal to Williams USD Board**

<b>SUBJECT:</b> Donation to Williams Unified School District – Winter Posada Festival 2019	<b>AGENDA ITEM #:</b> <span style="color: red; font-size: 1.2em;"><b>11.14.1</b></span>
<b>PER:</b> <input type="checkbox"/> <b>BOARD REQUEST</b> <input checked="" type="checkbox"/> <b>STAFF REQUEST</b> <input type="checkbox"/> <b>PARENT(S)</b> <input type="checkbox"/> <b>OTHER</b>	<b>ATTACHMENTS:</b> <input checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> <b>NO</b>
<b>FOR BOARD:</b> <input checked="" type="checkbox"/> <b>ACTION</b> <input type="checkbox"/> <b>INFORMATION</b>	<b>RESEARCH &amp; PREPARATION BY:</b> Superintendent
<b><u>BACKGROUND:</u></b>	<b>DATE:</b> 2-6-20

Mr. Victor Hwang donated toys an estimated value of \$1963.01. The donations made November of 2019 for the benefit of the children of Williams Unified School District. Items used as Therapy materials for PIP, Learning Support Specialist, and children’s raffle during the District Winter Posada Festival 2019.

According to board policy, BP 3290(a) indicates, *“The Governing Board may accept any gift...to the district from any individual, organization, foundation, or public or private agency that desires to support the district’s education program.”*

In turn, BP 3290(b) states that the *“Superintendent or designee will annually provide a report to the Board indicating the gifts, grants, and/or bequest on behalf of the district in the preceding fiscal year. The report shall include a statement of the account and expenditure of all gifts of money and or inventory of all gifts of physical assets.”*

Please find attached the inventory item with an estimated value.

**RECOMMENDATION/COMMENTS:**

Recommendation: To Approve the donation of toys equaling \$1963.01 provided to the Williams Unified School District.

Toy Donations Inventory List  
Williams USD Winter Posada Festival 2019

Yes

Inventory	Name	Description	Inventory Value
IN0001	Classic Tasmanian Devil	Toy	\$7.99
IN0002	Walt Disney 101 Dalmatians	Toy	\$30.00
IN0003	Pooh Chat Pal	Toy	\$26.20
IN0004	Pooh 24" Rabbit	Toy	\$34.99
IN0005	1994 Coca-Cola Polar	Toy	\$9.99
IN0006	Pooh 24" Kanga & Roo	Toy	\$39.99
IN0007	Beethoven's 2nd Tchaikovsky Pup	Toy	<del>\$14.99</del>
IN0008	Taz Bean Bag	Toy	\$7.00
IN0009	Las Vegas Roman tweety Bean bag	Toy	\$7.00
IN0010	A Child's Place Ozzie	Toy	\$21.95
IN0011	M &M's Mini Candelabra	Toy	\$6.99
IN0012	The Walt Disney Company Pooh hat	Toy	\$6.99
IN0013	Babe and Friends Super Talking Plush	Toy	\$19.98
IN0014	101 Dalmatians Puppet "I bark!"	Toy	\$24.00
IN0015	The Disney Store Simply Pooh	Toy	\$25.00
IN0016	Brown Teddy Bear Montgomery Ward	Toy	\$4.99
IN0017	Disney Mickey	Toy	\$16.00
IN0018	Baby Pig Bird	Toy	\$6.99
IN0019	Scooby-Doo	Toy	\$9.99
IN0020	The Disney Store Pooh Jumping Bean bag	Toy	\$10.00
IN0021	Taz Reindeer bean bag	Toy	\$7.00
IN0022	The Disney Store Lucky 12" Looney Tunes	15	\$15.00
IN0023	Taz With Musical heart	Toy	\$20.00
IN0024	The cat in the hat with the gink Rhyme & Sunrise	Toy	\$19.99
IN0025	Tic Tac Taz	Toy	\$25.00
IN0026	Demolition Man bolajet	Toy	\$9.99
IN0027	Demolition Man Fast Blast	Toy	\$7.99
IN0028	Talking tasmanian Devil	Toy	\$9.97
IN0029	22 Rhino Grey plush	Toy	\$15.99
IN0030	101 Dalmatians Walt Disney	Toy	\$21.99
IN0031	2 Got to get Gund (x2 @ \$21.50 each)	Toy	\$43.00
IN0032	Strike it up Holidays Mickey	Toy	\$16.95
IN0033	Kids of america (Bear)	Toy	\$4.99
IN0034	Stargate	Toy	\$9.89
IN0035	Chick Run	Toy	\$14.99
IN0036	Bus Bunny Bean Bag	Toy	\$7.00
IN0037	Taz Bean Bag	Toy	\$10.00
IN0038	Russ White Bear	Toy	\$13.00

Toy Donations Inventory List  
Williams USD Winter Posada Festival 2019

Yes

Inventory	Name	Description	Inventory Value
IN0039	Life Dress up	Toy	\$14.00
IN0040	X-man Wolverine	Toy	\$4.97
IN0041	Easter Bunny	Toy	\$9.99
IN0042	Air Jammer	Toy	\$12.99
IN0043	Sesame Street Collectibles	Toy	\$16.99
IN0044	Super Deluxe 101 Dalmatians	Toy	\$69.99
IN0045	MDH Dog	Toy	\$15.00
IN0046	Radio Control Jeff	Toy	\$22.00
IN0047	Batman	Toy	\$19.99
IN0048	Beauty & the Beast	Toy	\$39.95
IN0049	Aladdin Rajan	Toy	\$18.00
IN0050	Stargate	Toy	\$4.98
IN0051	Babys First Eyor	Toy	\$15.99
IN0052	Alladin Iago	Toy	\$15.99
IN0053	Tasmanian	Toy	\$15.99
IN0054	The Smurfs	Toy	\$15.50
IN0055	101 Gumball Bank	Toy	\$12.99
IN0056	Hugging Friends	Toy	\$10.00
IN0057	Keepsake Hershey's	Toy	\$7.00
IN0058	Easter pooh	Toy	\$12.99
IN0059	Mouse Pad	Toy	\$6.00
IN0060	Bady Bop	Toy	\$15.99
IN0061	Tas Remember	Toy	\$5.00
IN0062	Tas Whitehead (x2 @ \$6 each)	Toy	\$12.00
IN0063	Tas mouse pad	Toy	\$6.00
IN0064	101 Dalmatian 2000	Toy	\$24.00
IN0065	Gorilla /Banana (x2 @ \$7 eacj)	Toy	\$14.00
IN0066	Lion King Rafiki	Toy	\$15.99
IN0067	Mickey Mouse Dancing	Toy	\$24.99
IN0068	Mickey Gumball	Toy	\$5.00
IN0069	Red Cape Mickey	Toy	\$20.00
IN0070	Red Guitar	Toy	\$15.00
IN0071	Mickey Easter	Toy	\$25.00
IN0072	Land before Doni	Toy	\$5.00
IN0073	Jungle Joe	Toy	\$7.00
IN0074	I love you Pooh	Toy	\$20.00
IN0075	Cookie Monster	Toy	\$30.00
IN0076	Tom	Toy	\$8.00

Toy Donations Inventory List  
Williams USD Winter Posada Festival 2019

Yes

Inventory	Name	Description	Inventory Value
IN0079	Aladdin Rajah	Toy	\$4.00
IN0080	Tiger	Toy	\$10.00
IN0081	Taz Reindeer bean bag	Toy	\$30.00
IN0082	Scooby-Doo w/Goggles	Toy	\$10.00
IN0083	Plar Puff pig	Toy	\$11.00
IN0084	Russ Bears (red)	Toy	\$13.00
IN0085	Big Red Crayon Reindeer dressed in	Toy	\$10.00
IN0086	Santa Claus	Toy	\$20.00
IN0087	Sid the Talking Bear	Toy	\$10.00
IN0088	Big Elmo	Toy	\$34.99
IN0089	Big Lion King	Toy	\$20.00
IN0090	Big Bananimal	Toy	\$14.00
IN0091	Big Big Bird from Sesame Street	Toy	\$26.00
IN0092	Bunny dressed with a floral dress	Toy	\$20.00
IN0093	Baby pluto	Toy	\$14.99
IN0094	Kisses dispenser	Toy	\$14.99
IN0095	Grey Wolf Plush	Toy	\$10.00
IN0096	Big Winnie the Pooh	Toy	\$20.00
IN0097	Aladdin Genie	Toy	\$40.00
IN0098	101 Dalmatians Puppy with adoption cer	Toy	\$50.00
IN0099	Eureka Pete teddy bear box	Toy	\$20.00
IN0100	101 Dalmatians Plush Puppy	Toy	\$50.00
IN0101	Ty xoxo Dog	Toy	\$13.00
IN0102	Looney tunes Fun on the farm	Toy	\$40.00
IN0103	101 Dalmatians Penny	Toy	\$23.00
IN0104	102 Dalmatians Deluxe Collectible gift se	Toy	\$45.00
IN0105	1996 Looney tunes Olympic Salute	Toy	\$55.00
IN0106	N.Y. Teddy	Toy	\$45.00
IN0107	101 Dalmatianx Pongo	Toy	\$50.00
Total =			\$1,963.01

**WILLIAMS UNIFIED SCHOOL DISTRICT**  
**Letter of Transmittal to Williams USD Board**

<b>SUBJECT:</b> Donation to Williams Unified School District – Winter Posada Festival 2019	<b>AGENDA ITEM #:</b> <b>11.14.2</b>
<b>PER:</b> <input type="checkbox"/> BOARD REQUEST <input checked="" type="checkbox"/> STAFF REQUEST <input type="checkbox"/> PARENT(S) <input type="checkbox"/> OTHER	<b>ATTACHMENTS:</b> <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
<b>FOR BOARD:</b> <input checked="" type="checkbox"/> ACTION <input type="checkbox"/> INFORMATION	<b>RESEARCH &amp; PREPARATION BY:</b> Superintendent
<b>BACKGROUND:</b>	<b>DATE:</b> 2/6/20

Grocery Outlet donated all vegetables and hominy an estimated value of \$132.00.  
Casa Lupe from Gridley donated meat an estimated value of \$350.00.  
Williams Elementary Cafeteria donated 10lbs. of Espinazo meat and water a value of \$49.87.  
Nissan of Yuba City donated a Raffle basket an estimated value of \$150. The products raffled individually.  
Starbucks donated a gift basket estimated value of \$60 products raffled individually.

The donations made December of 2019 for the benefit of the children, parents, and community of Williams Unified School District. Items used as raffle during the District Winter Posada Festival 2019.

According to board policy, BP 3290(a) indicates, *“The Governing Board may accept any gift...to the district from any individual, organization, foundation, or public or private agency that desires to support the district’s education program.”*

In turn, BP 3290(b) states that the *“Superintendent or designee will annually provide a report to the Board indicating the gifts, grants, and/or bequest on behalf of the district in the preceding fiscal year. The report shall include a statement of the account and expenditure of all gifts of money and or inventory of all gifts of physical assets.”*

**RECOMMENDATION/COMMENTS:**

Recommendation: To approve the donations equaling \$741.87 provided to the Williams Unified School District.



11.15.1



***REQUIRES BOARD ACTION***

**Due: Mon. Mar. 16—return ballot in enclosed envelope**

January 31, 2020

**MEMORANDUM**

To: All Board Presidents and Superintendents — CSBA Member Boards  
From: Xilonin Cruz-Gonzalez, CSBA President  
Re: 2020 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Mon. March 16**

---

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper), the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Monday, March 16, 2020. No exceptions.**

Your Board may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot).

If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2020 – March 31, 2022. The next meeting of the Delegate Assembly takes place on Saturday, May 16 and Sunday, May 17 at the Hyatt Regency in Sacramento. The names of all Delegates will be available on CSBA's website no later than Wednesday, April 1. Please do not hesitate to contact CSBA's Executive Office at (800) 266-3382 should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper  
List of all current Delegates on reverse side of ballot  
Candidate(s)' required Biographical Sketch Forms and resumes, if provided  
CSBA-addressed envelope to send back ballots



**REQUIRES BOARD ACTION**

This completed **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the U.S. post office no later than **MONDAY, MARCH 16, 2020**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.

*A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2020 DELEGATE ASSEMBLY BALLOT  
SUBREGION 4-C  
(Colusa, Sutter, Yuba Counties)

(Vote for no more than 1 candidate)

---

*Delegates will serve two-year terms beginning April 1, 2020 – March 31, 2022*

*\*denotes incumbent*

☐

No nominations were received; however your board may vote to write in the name of a board member to fill this seat.

---

*Provision for Write-in Candidate Name*

---

*School District*

---

*Signature of Superintendent or Board Clerk*

---

*Title*

---

*School District*

---

*Date of Board Action*

*See reverse side for a current list of all Delegates in your Region.*

---

## **REGION 4 – 8 Delegates (8 elected)**

**Director: Paige Stauss (Roseville Joint Union HSD)**

---

**Below are the current Delegates and their terms (as of January 31, 2020).**

### **Subregion 4-A (Glenn, Tehama)**

Rod Thompson (Red Bluff Jt. Union HSD), term expires 2020

### **Subregion 4-B (Butte)**

Sandra Barnes (Oroville City ESD), term expires 2021

### **Subregion 4-C (Colusa, Sutter, Yuba)**

Jim Flurry (Marysville Joint USD), term expires 2020

Silvia Vaca (Williams USD), term expires 2021

### **Subregion 4-D (Nevada, Placer, Sierra)**

Julann Brown (Auburn Union ESD), term expires 2021

Alisa Fong (Roseville City SD), term expires 2021

Renee Nash (Eureka Union SD), term expires 2020

### **County Delegate:**

June McJunkin (Sutter COE), term expires 2020

---

## **Counties**

Glenn, Tehama (Subregion A)

Butte (Subregion B)

Colusa, Sutter, Yuba (Subregion C)

Nevada, Placer, Sierra (Subregion D)

**WILLIAMS UNIFIED SCHOOL DISTRICT  
BOARD RESOLUTION #16-022020  
Student Activity Special Revenue Fund #08**

WHEREAS, the Williams Unified School Board of Trustees wish to separately track revenues and expenditures for the Associated Student Body Activities in the district;

WHEREAS, the Colusa County Office of Education can provide a separate fund for the purpose of tracking revenues and expenditures for the Associated Student Body Activity Funds;

NOW, THEREFORE, BE IT RESOLVED by the Williams Unified School District Board of Trustees that the County Superintendent of Schools with the consent of the District shall set up a Student Activity Special Revenue Fund for the Associated Student Body Activity Funds. The Student Activity Special Revenue Fund shall be numbered Associated Student Body Activity Special Revenue Fund #08.

PASSED AND ADOPTED as a resolution of the Williams Unified School District, at a regular meeting held on February 20, 2020 by the following roll call vote:

Ayes:

Noes:

Absent/Abstentions:

I certify that the foregoing Resolution was duly introduced, and passed and adopted as stated.

ATTESTED:

\_\_\_\_\_  
George W Simmons, Board President

\_\_\_\_\_  
Edgar Lampkin, Secretary to the Board

\_\_\_\_\_  
Date

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE  
WILLIAMS UNIFIED SCHOOL DISTRICT  
COLUSA COUNTY, CALIFORNIA**

---

**12.2**

In the Matter of Adopting Development	)	
Fees on Residential and Commercial and	)	RESOLUTION
Industrial Development to Fund the	)	NO.17-022020
Construction or Reconstruction of School	)	
Facilities	)	

WHEREAS, Education Code section 17620 et seq. and Government Code section 65995, authorize the governing board of any school district to levy a fee, charge, dedication, or other form of requirement (hereinafter “fee” or “fees”), in the maximum amounts specified therein, against residential, commercial and industrial development projects occurring within the boundaries of the district (hereinafter “development”), for the purpose of funding the construction or reconstruction of school facilities; and

WHEREAS, this Board has previously resolved to levy fees on development projects pursuant to this authority; and

WHEREAS, Government Code section 65995 provides that the maximum fees which may be levied on development projects shall be increased in 2000 and every two years thereafter according to the adjustment for inflation set forth in the statewide cost index for Class B construction as determined by the State Allocation Board “SAB” and to become effective at its January meeting; and

WHEREAS, the SAB at its January 22, 2020 meeting, set the maximum fee to \$4.08 per square foot for residential development and to \$0.66 per square foot for commercial/industrial development; and

WHEREAS, the new Fees are an increase of what is currently being collected by Williams Unified School District. A copy of the Study is attached hereto, marked Exhibit "A," and incorporated herein by this reference; and

WHEREAS, in the judgment of this Board it is necessary and appropriate, and in the best interests of the District and its students, to levy fees for the purpose of funding the construction or reconstruction of school facilities necessary to serve the students generated by new development occurring within the District;

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE  
WILLIAMS UNIFIED SCHOOL DISTRICT  
COLUSA COUNTY, CALIFORNIA**

---

NOW, THEREFORE, BE IT RESOLVED, ORDERED AND FOUND by this Board as follows:

1. The foregoing recitals are true and correct.
2. This Board approves and adopts the Study and recommendation of the District Superintendent, or designee, to levy fees in the maximum amounts authorized on new residential, commercial and industrial development that occurs within the District, and based upon the Study and recommendations, and upon all other written and oral information presented to this Board concerning this matter, makes the following findings:

A. The purpose of the fees is to finance the construction and reconstruction of school facilities in order to provide adequate school facilities for the students of the District who will be generated by new residential and commercial/industrial development taking place in the District.

B. The construction or reconstruction of school facilities is necessary to create updated, adequate, appropriate classroom space and academic support facilities for the following reasons:

(1) New residential and commercial and industrial development is projected to occur within the District within the next five years which will generate additional school-aged children.

(2) Additional students projected from new development will impact and increase the need of the District to create updated, adequate, appropriate classroom space and academic support facilities.

(3) Existing school facilities in the District are in need of, or will be in need of, reconstruction or modernization. New development will generate students who will attend District schools and be housed in existing facilities. These students cannot be housed without upgrading existing school facilities, ultimately making reconstruction or modernization of such facilities necessary.

(4) Both existing students and new students generated by future development occurring within the district will need to be housed and served in existing school facilities, as well as new and additional school facilities necessary to serve the projected student population.

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE  
WILLIAMS UNIFIED SCHOOL DISTRICT  
COLUSA COUNTY, CALIFORNIA**

---

(5) As commercial and industrial development occurs, new jobs are created. Many of the people hired for these jobs move into the community, thereby increasing the need for residential development which generates additional students adding to the impact on the school facilities of the District. The maximum fee that can be levied against residential development is insufficient to cover the full cost of the new or reconstructed school facilities needed by the district to house students generated from new residential development, and therefore justifies a separate fee against commercial and industrial development in the maximum amount allowed by law.

C. Without the addition of new school facilities and/or the reconstruction and modernization of existing facilities, the District will be unable to adequately house and serve additional students generated by new development which will impair or adversely impact the normal functioning of educational programs and services of the District.

D. The District has no, or limited local revenue sources available for funding the construction or reconstruction of school facilities attributable to new development;

E. The fees adopted herein bear a reasonable relationship to the need for, and the estimated cost of, the construction or reconstruction of school facilities attributable to the type of new development on which the fees will be imposed.

F. The cost of providing for the construction and/or reconstruction of school facilities attributable to the type of new development occurring in the District will exceed the revenues reasonably anticipated from fees.

G. Existing students will benefit from the use of developer fees for new school facilities. Conversely, students generated from new development will occupy existing school facilities and will benefit from the use of fees to reconstruct or modernize those facilities. Therefore, it is appropriate to use developer fees for existing facilities to the extent of the estimated use of such facilities by students generated by new development.

3. Based on the foregoing, this Board hereby determines:

A. To levy a fee on any new or on other residential development, as described in Education Code § 17620(a), occurring within the District, in the maximum amount currently authorized by law of \$4.08 per square foot of assessable space as such space is defined in Government Code § 65995(b)(1).



**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE  
WILLIAMS UNIFIED SCHOOL DISTRICT  
COLUSA COUNTY, CALIFORNIA**

---

B. To levy a fee on categories of new commercial or industrial development, as described in Education Code § 17620(a), occurring within the boundaries of the District, in the maximum amount currently authorized by law of \$0.66 per square foot of chargeable covered and enclosed space as such space is defined in Government Code § 65995(b)(2), except for Rental Self Storage facilities in which a fee of \$0.27 per square foot is justified .

4. The fee provisions of this Resolution are not exclusive, and this Board specifically reserves authority to undertake other or additional methods to finance school facilities in partial or complete substitution for, or in conjunction with, the fee provisions set forth therein, as authorized by law. This Board reserves the authority, in its discretion, to substitute the dedication of land or other form of requirement in lieu of fees to be levied pursuant to this Resolution.

5. The District intends to utilize fees for new construction of school facilities, reconstruction or modernization of existing facilities, purchase, lease or lease-purchase of portable or relocatable classrooms and related facilities as interim school facilities to house students pending the construction of permanent facilities, or the purchase of land for school facilities. This includes all associated costs to plan and execute school facilities projects including, but not limited to, architectural and engineering costs, testing and inspection costs, permits and plan checking, and other administrative costs related to the provision of school facilities. Construction, reconstruction or modernization of school facilities includes, but is not limited to, classrooms and equipment and furnishings for classrooms, and all other reasonable and customary auxiliary, accessory, adjunct, or other supportive facilities for classrooms such as restrooms, gymnasiums, administrative offices, cafeterias, libraries, multi-purpose rooms, maintenance and storage rooms, walkways, overhangs, parking lots, landscaping, and all other similar facilities. Finally, fees may be used for studies and reports necessary to make the findings and determinations required by law for the collection of fees which may include the school facilities needs analysis described in Government Code section 65995.6, for reimbursement of administrative costs to collect fees, and for such other purposes consistent with the purpose and intent of this Resolution, or authorized by law, or deemed necessary or appropriate by this governing board.

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE  
WILLIAMS UNIFIED SCHOOL DISTRICT  
COLUSA COUNTY, CALIFORNIA**

---

6. The Superintendent, or designee, is authorized to certify compliance of a particular development project with the fee or other requirement levied by this Board, or to certify where appropriate that a project is fully or partially exempt from fees in appropriate circumstances. Any certification of compliance for a particular residential construction project is expressly conditioned upon the continued satisfaction by that project of the requirements for that certification and failure to meet those requirements in the future may result in the revocation of such certification and enforcement of the appropriate fee requirement for the project.

7. Pursuant to Education Code § 17621(c), this board determines that the fee levied on residential development is not subject to the restrictions set forth in subdivision (a) of Government Code § 66007 and, pursuant to Education Code § 17620(b), shall be collected at the time of issuance of the building or similar permit required for a particular development project.

8. Pursuant to Government Code section 66001(d), the Superintendent or the District's designee shall review the Fund established pursuant to this Resolution for the fifth fiscal year following the first deposit of fees in the Fund, and every five years thereafter, and with respect to any portion of a fee remaining unspent five or more years after deposit, the Superintendent or the District's designee shall report to this Board which shall either make the findings required by section 66001(d) for said unspent fees, or direct the refund of such fees in the manner provided in 66001(e) and (f).

9. Pursuant to Government Code section 66001(e), the Superintendent or designee, shall advise this board whenever it appears sufficient fees have been collected to complete financing on incomplete public improvements that have been identified in the Study. This board shall then make a determination whether or not sufficient fees have been collected for a particular project, and when a determination is made by this board that sufficient fees have been collected, this Board shall identify, within 180 days of the determination, an approximate date by which the construction of the public improvement will be commenced, or shall refund the fees as provided in said section, unless the provisions of section 66001(f) are deemed to apply.

10. The fees adopted herein are effective sixty (60) days after the approval of this Resolution unless the School Board states this is an urgency due to the significant needs and impacts of the impending new housing developments and there is a 4/5ths majority vote, to cause that the imposition of fees shall take effect thirty (30) days after the date of this Resolution.

**BEFORE THE GOVERNING BOARD OF TRUSTEES OF THE  
WILLIAMS UNIFIED SCHOOL DISTRICT  
COLUSA COUNTY, CALIFORNIA**

---

11. The Superintendent or the District's designee is hereby authorized and directed to do the following:

A. As required by Government Code § 66006(a), to establish a separate capital facilities fund (herein "Fund") into which the fees received by the District shall be deposited and shall not be commingled with other revenues and funds of the District. The fees, and any interest earned thereon, shall be expended only for the purpose of funding the construction or reconstruction of school facilities or such other purposes as are permitted by law and authorized by this Board.

B. If applicable, negotiate agreements with other school district(s) with common territorial boundaries ensuring that the total fees collected by each school district does not exceed the maximum fees allowed by law for residential and commercial and industrial development and providing for an equitable division of the fees with such other school district(s). As required by Education Code section § 17623(a), copies of such agreement(s) shall be transmitted to the State Allocation Board, and shall also be sent to any county or city planning agency which is calculating or collecting fees on behalf of the District.

C. Take such further action as is necessary or appropriate to carry out the purpose and intent of this Resolution.

I, Dr. Edgar Lampkin, Secretary to the Board of Trustees of the Williams Unified School District, do hereby certify that the foregoing Resolution was proposed by Board member \_\_\_\_\_, seconded by Board member \_\_\_\_\_, and was duly passed and adopted, by vote of said Board, at an official and public meeting thereof held on February 20, 2020, as follows:

AYES:

NOES:

ABSENT:

ABSTAIN:

Dated: \_\_\_\_\_

\_\_\_\_\_  
Secretary, Board of Trustees

JANUARY 2020

# 2020 DEVELOPER FEE JUSTIFICATION STUDY WILLIAMS UNIFIED SCHOOL DISTRICT

DR. EDGAR LAMPKIN,  
SUPERINTENDENT



*The Family Problem Solvers*

SCHOOLWORKS, INC.  
8331 Sierra College Blvd., #221  
Roseville, CA 95661

PHONE: 916-733-0402  
[WWW.SCHOOLWORKSGIS.COM](http://WWW.SCHOOLWORKSGIS.COM)

## TABLE OF CONTENTS

<b>Executive Summary .....</b>	<b>1</b>
<b>Background.....</b>	<b>2</b>
<b>Purpose and Intent .....</b>	<b>3</b>
Burden Nexus .....	3
Cost Nexus.....	3
Benefit Nexus.....	3
<b>Enrollment Projections .....</b>	<b>4</b>
Student Generation Factor.....	5
New Residential Development Projections.....	6
<b>Existing Facility Capacity .....</b>	<b>7</b>
Classroom Loading Standards .....	7
Existing Facility Capacity .....	8
Unhoused Students by State Housing Standards .....	9
<b>Calculation of Development's Fiscal Impact on Schools .....</b>	<b>10</b>
School Facility Construction Costs .....	10
Impact of Residential Development.....	11
Impact of Other Residential Development.....	12
Impact of Commercial/Industrial Development.....	12
Employees per Square Foot of Commercial Development .....	13
Students per Employee.....	13
School Facilities Cost per Student.....	13
Residential Offset.....	14
Net Cost per Square Foot.....	15
Verifying the Sufficiency of the Development Impact .....	15
<b>District Map .....</b>	<b>16</b>
<b>Conclusion .....</b>	<b>17</b>
Burden Nexus .....	17
Cost Nexus.....	17
Benefit Nexus.....	17

## **Appendices**

- **SAB 50-01 - Enrollment Certification/Projection**
- **Census Data**
- **Use of Developer Fees**
- **Site Development Costs**
- **Index Adjustment on the Assessment for Development – State Allocation Board Meeting of January 22, 2020**
- **Annual Adjustment to School Facility Program Grants**



## Executive Summary

This Developer Fee Justification Study demonstrates that the Williams Unified School District requires the full statutory impact fee to accommodate impacts from development activity.

A fee of \$3.79 per square foot for residential construction and a fee of \$0.61 per square foot for commercial/industrial construction is currently assessed on applicable permits pulled in the District. The new fee amounts are **\$4.08** per square foot for residential construction and **\$0.66\*** per square foot for commercial/industrial construction. This proposed increase represents \$0.29 per square foot and \$0.05 per square foot for residential and commercial/industrial construction, respectively.

The following table shows the impacts of the new fee amounts:

**Table 1**  
**Williams Unified School District**  
**Developer Fee Collection Rates**

<b>Totals</b>	<u>Previous</u>	<u>New</u>	<u>Change</u>
Residential	\$3.79	\$4.08	\$0.29
Commercial/Ind.	\$0.61	\$0.66	\$0.05

\*except for Rental Self Storage facilities in which a fee of \$0.27 per square foot is justified.

The total projected number of housing units to be built over the next five years is 22. The average square feet per unit is 1,697. This Study demonstrates a need of \$15.60 per square foot for residential construction.

## Background

Education Code Section 17620 allows school districts to assess fees on new residential and commercial construction within their respective boundaries. These fees can be collected without special city or county approval, to fund the construction of new school facilities necessitated by the impact of residential and commercial development activity. In addition, these fees can also be used to fund the reconstruction of school facilities to accommodate students generated from new development projects. Fees are collected immediately prior to the time of the issuance of a building permit by the City or the County.

As enrollment increases, additional school facilities will be needed to house the growth in the student population. Because of the high cost associated with constructing school facilities and the District's limited budget, outside funding sources are required for future school construction. State and local funding sources for the construction and/or reconstruction of school facilities are limited.

The authority cited in Education Code Section 17620 states in part "... the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The legislation originally established the maximum fee rates at \$1.50 per square foot for residential construction and \$0.25 per square foot for commercial/industrial construction. Government Code Section 65995 provides for an inflationary increase in the fees every two years based on the changes in the Class B construction index. As a result of these adjustments, the fees authorized by Education Code 17620 are currently **\$4.08** per square foot of residential construction and **\$0.66** per square foot of commercial or industrial construction.

If Proposition 13 (Public Preschool, K-12, and College Health and Safety Bond Act of 2020) passes on March 3, 2020 it will have the following effects on developer fees:

- Level 3 fees are suspended until Jan 1, 2028
- Multi-family units within ½ mile of major transit stop are exempt from school impact fees until Jan 1, 2026
- All other multi-family units get a 20% reduction in the school impact fees (Level 1 and Level 2) until Jan 1, 2026

## Purpose and Intent

Prior to levying developer fees, a district must demonstrate and document that a reasonable relationship exists between the need for new or reconstructed school facilities and residential, commercial and industrial development. The justification for levying fees is required to address three basic links between the need for facilities and new development. These links or nexus are:

Burden Nexus: A district must identify the number of students anticipated to be generated by residential, commercial and industrial development. In addition, the district shall identify the school facility and cost impact of these students.

Cost Nexus: A district must demonstrate that the fees to be collected from residential, commercial and industrial development will not exceed the cost of providing school facilities for the students to be generated from the development.

Benefit Nexus: A district must show that the construction or reconstruction of school facilities to be funded by the collection of developer fees will benefit the students generated by residential, commercial and industrial development.

The purpose of this Study is to document if a reasonable relationship exists between residential, commercial and industrial development and the need for new and/or modernized facilities in the Williams Unified School District.

Following in this Study will be figures indicating the current enrollment and the projected development occurring within the attendance boundaries of the Williams Unified School District. The projected students will then be loaded into existing facilities to the extent of available space. Thereafter, the needed facilities will be determined and an estimated cost will be assigned. The cost of the facilities will then be compared to the area of residential, commercial and industrial development to determine the amount of developer fees justified.

## Enrollment Projections

In 2019/2020 the District's total enrollment (CBEDS) was 1,375 students. The enrollment by grade level is shown here in Table 2.

**Table 2**

**Williams Unified School District  
CURRENT ENROLLMENT**

<b>Grade</b>	<b>2019/2020</b>
TK/K	122
1	99
2	95
3	100
4	100
5	110
6	114
<hr/>	
TK-6 Total	740
7	108
8	107
<hr/>	
7-8 Total	215
9	121
10	100
11	102
12	97
<hr/>	
9-12 Total	420
<hr/>	
TK-12 Total	1,375

This data will be the basis for the enrollment projections which will be presented later after a review of the development projections and the student generation factors.

#### Student Generation Factor

In determining the impact of new development, the District is required to show how many students will be generated from the new developments. In order to ensure that new development is paying only for the impact of those students that are being generated by new homes and businesses, the student generation factor is applied to the number of new housing units to determine development-related impacts.

The student generation factor identifies the number of students per housing unit and provides a link between residential construction projects and projections of enrollment. The State-wide factor used by the Office of Public School Construction is 0.7 for grades TK-12. For the purposes of this Study we will use the local factors to determine the students generated from new housing developments. This was done by comparing the number of housing units in the school district to the number of students in the school district as of the 2010 Census. Table 3 shows the student generation factors for the various grade groupings.

**Table 3**

**Williams Unified School District  
STUDENT GENERATION FACTORS**

<u>Grades</u>	<u>Students per Household</u>
TK-6	0.4185
7-8	0.115
9-12	0.2223
<b>Total</b>	<b>0.7558</b>

When using the Census data to determine the average district student yield rate, it is not possible to determine which students were living in multi-family units versus single family units. Therefore, only the total average yield rate is shown. The Census data does indicate that **73.8%** of the total housing units within the district boundaries are single family units. It is reasonable to assume that the construction of new housing units would be similar to the current housing stock, which was confirmed by the various planning departments within the school district boundaries, and therefore the overall student generation rate will be used to determine student yields from the projected developments.

#### New Residential Development Projections

The Williams Unified School District has experienced an average new residential construction rate of approximately 25 units per year over the past four years. This was determined by reviewing the residential permits pulled and school development impact fees paid to the District. After contacting the various planning departments within the school district boundaries, it was determined that the residential construction rate over the next five years will average 4 units per year. Projecting the average rate forward, we would expect that 20 units of residential housing will be built within the District boundaries over the next five years.

To determine the impact of residential development, a student projection is done. Applying the student generation factor of 0.7558 to the projected 20 units of residential housing, we expect that 14 students will be generated from the new residential construction over the next five years. This includes 8 elementary school students, 2 middle school students, and 4 high school students.

The following table shows the projected impact of new development. The students generated by development will be utilized to determine the facility cost impacts to the school district.

Table 4

#### **Williams Unified School District DEVELOPMENT IMPACT ANALYSIS**

<u>Grades</u>	<u>Current Enrollment</u>	<u>Development Projection</u>	<u>Projected Enrollment</u>
TK to 6	740	8	748
7 to 8	215	2	217
9 to 12	420	4	424
Totals	1,375	14	1,389



## Existing Facility Capacity

To determine the need for additional school facilities, the capacity of the existing facilities must be identified and compared to current and anticipated enrollments. The District's existing building capacity will be calculated using the State classroom loading standards shown in Table 6. The following types of "support-spaces" necessary for the conduct of the District's comprehensive educational program, are not included as "teaching stations," commonly known as "classrooms" to the public:

**Table 5**

### List of Core and Support Facilities

Library	Resource Specialist
Multipurpose Room	Gymnasium
Office Area	Lunch Room
Staff Workroom	P.E. Facilities

Because the District requires these types of support facilities as part of its existing facility and curriculum standards at its schools, new development's impact must not materially or adversely affect the continuance of these standards. Therefore, new development cannot require that the District house students in these integral support spaces.

### Classroom Loading Standards

The following maximum classroom loading-factors are used to determine teaching-station "capacity," in accordance with the State legislation and the State School Building Program. These capacity calculations are also used in preparing and filing the baseline school capacity statement with the Office of Public School Construction.

**Table 6**

### State Classroom Loading Standards

TK/Kindergarten	25 Students/Classroom
1 <sup>st</sup> -3 <sup>rd</sup> Grades	25 Students/Classroom
4 <sup>th</sup> -6 <sup>th</sup> Grades	25 Students/Classroom
7 <sup>th</sup> -8 <sup>th</sup> Grades	27 Students/Classroom
9 <sup>th</sup> -12 <sup>th</sup> Grades	27 Students/Classroom
Non Severe Special Ed	13 Students/Classroom

Existing Facility Capacity

The State determines the baseline capacity by either loading all permanent teaching stations plus a maximum number of portables equal to 25% of the number of permanent classrooms or by loading all permanent classrooms and only portables that are owned or have been leased for over 5 years. As allowed by law and required by the State, facility capacities are calculated by identifying the number of teaching stations at each campus. All qualified teaching stations were included in the calculation of the capacities at the time the initial inventory was calculated. To account for activity and changes since the baseline was established in 1998/99, the student grants (which represent the seats added either by new schools or additions to existing schools) for new construction projects funded by OPSC have been added. Using these guidelines the District's current State calculated capacity is shown in Table 7.

**Table 7**

Williams Unified School District Summary of Existing Facility Capacity							
<u>School Facility</u>	<u>Permanent Classrooms</u>	<u>Portable Classrooms</u>	<u>Chargeable Portables</u>	<u>Total Chargeable Classrooms</u>	<u>State Loading Factor</u>	<u>State Funded Projects</u>	<u>Total State Capacity</u>
Grades TK-6	14	34	5	19	25	149	624
Grades 7-8	4	4	1	5	27	0	135
Grades 9-12	9	8	1	10	27	0	270
Totals	27	46	7	34		149	1,029
OPSC Funded Projects							
<u>Name</u>	<u>Project #</u>	<u>TK-6 Grants</u>	<u>7-8 Grants</u>	<u>9-12 Grants</u>	<u>Special Ed</u>	<u>CR</u>	
Williams Elem	1	149	0	0	0	8	

This table shows a basic summary of the form and procedures used by OPSC (Office of Public School Construction) to determine the capacity of a school district. There were a total of 27 permanent classrooms in the District when the baseline was established. In addition there were 46 portable classrooms. However, OPSC regulations state that if the number of portables exceeds 25% of the permanent classrooms, then the maximum number of portables to be counted in the baseline capacity is 25% of the permanent classrooms. Therefore the chart shows the chargeable portables as 7 which is 25% of the permanent classroom count. This results in a total classroom count of 34 and is referred to as the chargeable classrooms since it accounts for the fact that some of the portable were not included in the total. This is done to

account for the fact that portables are typically considered to be temporary, especially when the total number exceeds 25% of the permanent classrooms.

To determine the total capacity based on State standards, the capacity of the chargeable classrooms are multiplied by the State loading standards and then the capacity of the projects completed since 1998/99 (when the baseline was established) are added based on the State funded new construction projects. As Table 7 shows, the total State capacity of the District facilities is 1,029 students.

Unhoused Students by State Housing Standards

This next table compares the facility capacity with the space needed to determine if there is available space for new students from the projected developments. The space needed was determined by reviewing the historic enrollments over the past four years along with the projected enrollment in five years to determine the number of seats needed to house the students within the existing homes. The seats needed were determined individually for each grade grouping. The projected enrollment in this analysis did not include the impact of any new housing units.

**Table 8**

**Williams Unified School District  
Summary of Available District Capacity**

<u>School Facility</u>	<u>State Capacity</u>	<u>Space Needed</u>	<u>Available Capacity</u>
Grades TK-6	624	813	(189)
Grades 7-8	135	218	(83)
Grades 9-12	270	478	(208)
Totals	1,029	1,509	(480)

Since the enrollment space needed exceeds the District capacity there is no excess capacity available to house students from new development.

## Calculation of Development's Fiscal Impact on Schools

This section of the Study will demonstrate that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the Williams Unified School District. To the extent this relationship exists, the District is justified in levying developer fees as authorized by Education Code Section 17620.

### School Facility Construction Costs

For the purposes of estimating the cost of building school facilities we have used the State School Building Program funding allowances. These amounts are shown in Table 9. In addition to the basic construction costs, there are site acquisition costs of \$85,000 per acre and service-site, utilities, off-site and general site development costs which are also shown in Table 9.

**Table 9**

#### **NEW CONSTRUCTION COSTS**

<u>Grade</u>	<u>Base Grant</u>	<u>Fire Alarms</u>	<u>Fire Sprinklers</u>	Per Student
				<u>Total</u>
TK-6	\$24,902	\$30	\$418	\$25,350
7-8	\$26,338	\$40	\$496	\$26,874
9-12	\$33,512	\$68	\$516	\$34,096

#### **Site Acreage Needs**

<u>Grade</u>	<u>Typical</u>	<u>Average</u>	<u>Projected</u>	<u>Equivalent</u>	<u>Site</u>
	<u>Acres</u>	<u>Students</u>	<u>Unhoused</u>	<u>Sites</u>	<u>Acres</u>
TK-6	10	600	8	0.01	0.13
7-8	20	800	2	0.00	0.05
9-12	40	1,500	4	0.00	0.11
<b>TOTAL</b>					<b>0.29</b>

#### **General Site Development Allowance**

<u>Grade</u>	<u>Acres</u>	<u>Allowance/</u>		<u>% Allowance</u>	<u>Added Cost</u>	<u>Total Cost</u>
		<u>Acre</u>	<u>Base Cost</u>			
TK-6	0.13	\$40,532	\$5,269	6%	\$12,168	\$17,437
7-8	0.05	\$40,532	\$2,027	6%	\$3,225	\$5,251
9-12	0.11	\$40,532	\$4,459	3.75%	\$5,114	\$9,573
<b>Totals</b>	<b>0.29</b>					<b>\$32,262</b>

#### **Site Acquisition & Development Summary**

<u>Grade</u>	<u>Acres</u>	<u>Land</u>	<u>Total</u>	<u>Site</u>	<u>Site</u>	<u>General Site</u>	<u>Total Site</u>
	<u>To Be</u>			<u>Development</u>			
TK-6	0.13	<u>Cost/Acre</u>	<u>Land Cost</u>	<u>Cost/Acre</u>	<u>Dev. Cost</u>	<u>Development</u>	<u>Development</u>
TK-6	0.13	\$85,000	\$11,050	\$267,920	\$34,830	\$17,437	\$52,267
7-8	0.05	\$85,000	\$4,250	\$252,060	\$12,603	\$5,251	\$17,854
9-12	0.11	\$85,000	\$9,350	\$293,931	\$32,332	\$9,573	\$41,905
<b>Totals</b>	<b>0.29</b>		<b>\$24,650</b>		<b>\$79,765</b>	<b>\$32,262</b>	<b>\$112,027</b>

Note: The grant amounts used are twice those shown in the appendix to represent the full cost of the facility needs and not just the standard State funding share of 50%.

Impact of New Residential Development

This next table compares the development-related enrollment to the available district capacity for each grade level and then multiplies the unhoused students by the new school construction costs to determine the total school facility costs related to the impact of new residential housing developments.

In addition, the State provides that new construction projects can include the costs for site acquisition and development, including appraisals, surveys and title reports. The District needs to acquire 0.29 acres to meet the needs of the students projected from the new developments. Therefore, the costs for site acquisition and development of the land have been included in the total impacts due to new development.

**Table 10**

**Williams Unified School District  
Summary of Residential Impact**

<u>School Facility</u>	<u>Development Projection</u>	<u>Available Space</u>	<u>Net Unhoused</u>	<u>Construction Cost Per Student</u>	<u>Total Facility Costs</u>
Elementary	8	0	8	\$25,350	\$202,800
Middle	2	0	2	\$26,874	\$53,748
High & Cont.	4	0	4	\$34,096	\$136,384
Site Purchase: 0.29 acres					\$24,650
Site Development:					\$112,027
<b>New Construction Needs:</b>					<b>\$529,609</b>
<b>Average cost per student:</b>					<b>\$37,829</b>
<b>Total Residential Sq Ft:</b>					<b>33,940</b>
<b>Residential Fee Justified:</b>					<b>\$15.60</b>

The total need for school facilities based solely on the impact of the 20 new housing units projected over the next five years totals \$529,609. To determine the impact per square foot of residential development, this amount is divided by the total square feet of the projected developments. As calculated from the historic Developer Fee Permits, the average size home built has averaged 1,697 square feet. The total area for 20 new homes would therefore

be 33,940 square feet. The total residential fee needed to be able to collect \$823,387 would be **\$15.60** per square foot.

#### Impact of Other Residential Development

In addition to new residential development projects that typically include new single family homes and new multi-family units, the District can also be impacted by additional types of new development projects. These include but are not limited to redevelopment projects, additions to existing housing units, and replacement of existing housing units with new housing units.

These development projects are still residential projects and therefore it is reasonable to assume they would have the same monetary impacts per square foot as the new residential development projects. However, the net impact is reduced due to the fact that there was a previous residential building in its place. Therefore, the development impact fees should only be charged for other residential developments if the new building(s) exceed the square footage area of the previous building(s). If the new building is larger than the existing building, then it is reasonable to assume that additional students could be generated by the project. The project would only pay for the development impact fees for the net increase in assessable space generated by the development project. Education Code allows for an exemption from development impacts fees for any additions to existing residential structures that are 500 square feet or less. As of January 1, 2020, ADU's (accessory dwelling units) are only charged if they are more than 750 square feet according to Senate Bill 13.

#### Impact of Commercial/Industrial Development

There is a correlation between the growth of commercial/industrial firms/facilities within a community and the generation of school students within most business service areas. Fees for commercial/industrial can only be imposed if the residential fees will not fully mitigate the cost of providing school facilities to students from new development.

The approach utilized in this section is to apply statutory standards, U.S. Census employment statistics, and local statistics to determine the impact of future commercial/industrial development projects on the District. Many of the factors used in this analysis were taken from the U.S. Census, which remains the most complete and authoritative source of information on the community in addition to the "1990 SanDAG Traffic Generators Report".



#### Employees per Square Foot of Commercial Development

Results from a survey published by the San Diego Association of Governments "1990 San DAG Traffic Generators" are used to establish numbers of employees per square foot of building area to be anticipated in new commercial or industrial development projects. The average number of workers per 1,000 square feet of area ranges from 0.06 for Rental Self Storage to 4.79 for Standard Commercial Offices. The generation factors from that report are shown in the following table.

**Table 11**

<b>Commercial/Industrial Category</b>	<b>Average Square Foot Per Employee</b>	<b>Employees Per Average Square Foot</b>
Banks	354	0.00283
Community Shopping Centers	652	0.00153
Neighborhood Shopping Centers	369	0.00271
Industrial Business Parks	284	0.00352
Industrial Parks	742	0.00135
Rental Self Storage	15541	0.00006
Scientific Research & Development	329	0.00304
Lodging	882	0.00113
Standard Commercial Office	209	0.00479
Large High Rise Commercial Office	232	0.00431
Corporate Offices	372	0.00269
Medical Offices	234	0.00427

*Source: 1990 SanDAG Traffic Generators report*

#### Students per Employee

The number of students per employee is determined by using the 2008-2012 American Community Survey 5-Year Estimates and the 2010 QT-H1 Summary File for the District. There were 2,689 employees and 1,687 homes in the District. This represents a ratio of 1.5940 employees per home.

There were 1,275 school age children attending the District in 2010. This is a ratio of 0.4742 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (30.6%), because only those employees living in the District will impact the District's school facilities with their children. The net ratio of students per employee in the District is 0.1451.

#### School Facilities Cost per Student

Facility costs for housing commercially generated students are the same as those used for residential construction. The cost factors used to assess the impact from commercial

development projects are contained in Table 10.

#### Residential Offset

When additional employees are generated in the District as a result of new commercial/industrial development, fees will also be charged on the residential units necessary to provide housing for the employees living in the District. To prevent a commercial or industrial development from paying for the portion of the impact that will be covered by the residential fee, this amount has been calculated and deducted from each category. The residential offset amount is calculated by multiplying the following factors together and dividing by 1,000 (to convert from cost per 1,000 square feet to cost per square foot).

- Employees per 1,000 square feet (varies from a low of 0.06 for rental self storage to a high of 4.79 for office building).
- Percentage of employees that worked in their community of residence (30.6 percent).
- Housing units per employee (0.6274). This was derived from the 2008-2012 ACS 5 Year Estimates data for the District, which indicates there were 2,689 employees, and the 2010 QT-H1 Summary File data for the District, which indicates there were 1,687 housing units.
- Percentage of employees that will occupy new housing units (75 percent).
- Average square feet per dwelling unit (1,697).
- Residential fee charged by the District (\$4.08 per square foot).
- Average cost per student was determined in Table 10.

The following table shows the calculation of the school facility costs generated by a square foot of new commercial/industrial development for each category of development.

Table 12

Williams Unified School District Summary of Commercial and Industrial Uses							
Type	Employees per 1,000 Sq. Ft.	Students per Employee	Students per 1,000 Sq. Ft.	Average Cost per Student	Cost per Sq. Ft.	Residential offset per Sq. Ft.	Net Cost per Sq. Ft.
Banks	2.83	0.1451	0.411	\$37,829	\$15.53	\$2.82	\$12.71
Community Shopping Centers	1.53	0.1451	0.222	\$37,829	\$8.40	\$1.53	\$6.87
Neighborhood Shopping Centers	2.71	0.1451	0.393	\$37,829	\$14.87	\$2.70	\$12.17
Industrial Business Parks	3.52	0.1451	0.511	\$37,829	\$19.32	\$3.51	\$15.81
Industrial Parks	1.35	0.1451	0.196	\$37,829	\$7.41	\$1.35	\$6.06
Rental Self Storage	0.06	0.1451	0.009	\$37,829	\$0.33	\$0.06	\$0.27
Scientific Research & Development	3.04	0.1451	0.441	\$37,829	\$16.69	\$3.03	\$13.66
Lodging	1.13	0.1451	0.164	\$37,829	\$6.20	\$1.13	\$5.08
Standard Commercial Office	4.79	0.1451	0.695	\$37,829	\$26.29	\$4.78	\$21.52
Large High Rise Commercial Office	4.31	0.1451	0.625	\$37,829	\$23.66	\$4.30	\$19.36
Corporate Offices	2.69	0.1451	0.390	\$37,829	\$14.76	\$2.68	\$12.08
Medical Offices	4.27	0.1451	0.620	\$37,829	\$23.44	\$4.26	\$19.18

\*Based on 1990 SanDAG Traffic Generator Report

#### Net Cost per Square Foot

Since the State Maximum Fee is now \$0.66 for commercial/industrial construction, the District is justified in collecting the maximum fee for all categories with the exception of Rental Self Storage. The District can only justify collection of \$0.27 per square foot of Rental Self Storage construction.

#### Verifying the Sufficiency of the Development Impact

Education Code Section 17620 requires districts to find that fee revenues will not exceed the cost of providing school facilities to the students generated by the development paying the fees. This section shows that the fee revenues do not exceed the impact of the new development.

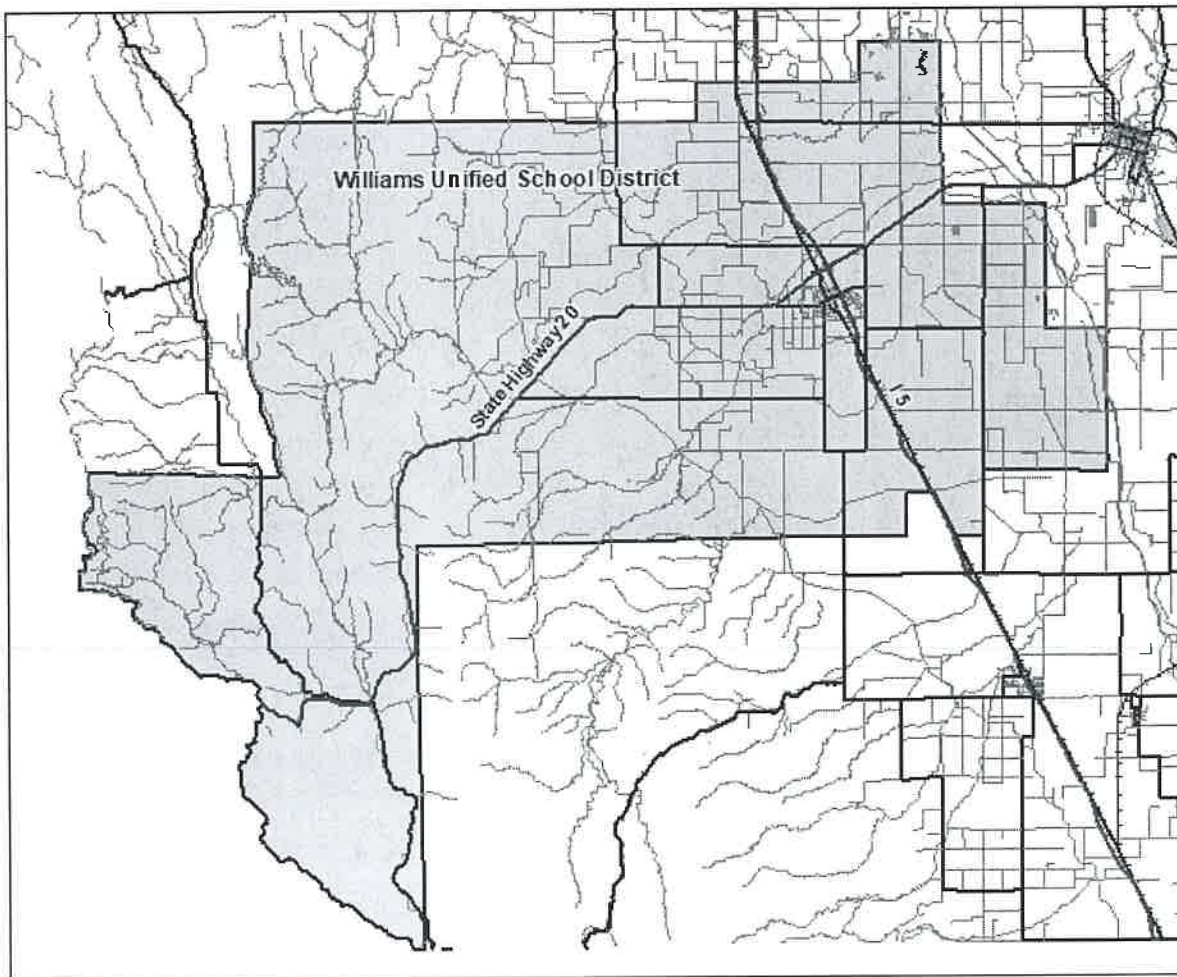
The total need for school facilities resulting from new development totals \$529,609. The amount the District would collect over the five year period at the maximum rate of \$4.08 for residential and \$0.66 for commercial/industrial development would be as follows:

\$4.08 x 20 homes x 1,697 sq ft per home = \$138,475 for Residential  
\$0.66 x 17,604 sq ft per year x 5 years = \$58,093 for Commercial/Industrial  
Total projected 5 year income: \$196,568

The estimated income is less than the projected facility needs due to the impact of new development projects.

### **District Map**

The following map shows the extent of the areas for which development fees are applicable to the Williams Unified School District.



## Conclusion

Based on the data contained in this Study, it is found that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the Williams Unified School District. The following three nexus tests required to show justification for levying fees have been met:

Burden Nexus: New residential development will generate an average of 0.7558 TK-12 grade students per unit. Because the District does not have adequate facilities for all the students generated by new developments, the District will need to build additional facilities and/or modernize/reconstruct the existing facilities in order to maintain existing level of services in which the new students will be housed.

Cost Nexus: The cost to provide new and reconstructed facilities is an average of \$15.60 per square foot of residential development. Each square foot of residential development will generate \$4.08 in developer fees resulting in a shortfall of \$11.52 per square foot.

Benefit Nexus: The developer fees to be collected by the Williams Unified School District will be used for the provision of additional and reconstructed or modernized school facilities. This will benefit the students to be generated by new development by providing them with adequate educational school facilities.

The District's planned use of the fees received from development impacts will include the following types of projects, each of which will benefit students from new developments.

- 1) **New Schools:** When there is enough development activity occurring in a single area, the District will build a new school to house the students from new developments.
- 2) **Additions to Existing Schools:** When infill development occurs, the District will accommodate students at existing schools by building needed classrooms and/or support facilities such as cafeterias, restrooms, gyms and libraries as needed to increase the school capacity. Schools may also need upgrades of the technology and tele-communication systems to be able to increase their capacity.

- 3) Portable Replacement Projects: Some of the District's capacity is in temporary portables and therefore may not be included in the State's capacity calculations. These portables can be replaced with new permanent or modular classrooms to provide adequate space for students from new developments. These projects result in an increase to the facility capacity according to State standards. In addition, old portables that have reached the end of their life expectancy, will need to be replaced to maintain the existing level of service. These types of projects are considered modernization projects in the State Building Program. If development impacts did not exist, the old portables could be removed.
- 4) Modernization/Upgrade Projects: In many cases, students from new developments are not located in areas where new schools are planned to be built. The District plans to modernize or upgrade older schools to be equivalent to new schools so students will be housed in equitable facilities to those students housed in new schools. These projects may include updates to the building structures to meet current building standards, along with upgrades to the current fire and safety standards and any access compliance standards.

The District will be using the developer fees to make COP payments on several projects.

The reasonable relationship identified by these findings provides the required justification for the Williams Unified School District to levy the maximum fees of **\$4.08** per square foot for residential construction and **\$0.66** per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of **\$0.27** per square foot is justified as authorized by Education Code Section 17620.



# Appendices

## 2020 Developer Fee Justification Study

*Williams Unified School District*

SCHOOL DISTRICT Williams Unified	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) 61622
COUNTY Colusa	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)

Check one: ☒ Fifth-Year Enrollment Projection ☐ Tenth-Year Enrollment Projection

HSAA Districts Only - Check one: ☐ Attendance ☐ Residency  
☐ Residency - COS Districts Only - (Fifth Year Projection Only)

<input type="checkbox"/> Modified Weighting (Fifth-Year Projection Only)	3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current
<input type="checkbox"/> Alternate Weighting - (Fill in boxes to the right):			

**Part G. Number of New Dwelling Units**  
 (Fifth-Year Projection Only)

20

**Part H. District Student Yield Factor**  
 (Fifth-Year Projection Only)

.755779

**Part I. Projected Enrollment**

1. Fifth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL
557	196	482	1235

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe	0	0	0
Severe	0	0	0
TOTAL	0	0	

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

**Part A. K-12 Pupil Data**

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
	/	/	/	/	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020
K					148	137	120	122
1					111	104	88	99
2					112	104	99	95
3					109	115	96	100
4					112	115	113	100
5					112	99	113	110
6					109	107	106	114
7					92	112	105	108
8					94	89	113	107
9					94	94	98	121
10					87	94	99	100
11					98	89	98	102
12					104	98	87	97
TOTAL					1382	1357	1335	1375

**Part B. Pupils Attending Schools Chartered By Another District**

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				0	0	0	0

**Part C. Continuation High School Pupils - (Districts Only)**

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9					0	0	0	0
10					0	0	0	0
11					0	0	0	0
12					0	0	0	0
TOTAL					0	0	0	0

**Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)**

	Elementary	Secondary	TOTAL
Non-Severe	0	0	0
Severe	0	0	0
TOTAL	0	0	

**Part E. Special Day Class Pupils - (County Superintendent of Schools Only)**

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
/	/	/	/	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020

**Part F. Birth Data - (Fifth-Year Projection Only)**

☐ County Birth Data ☐ Birth Data by District ZIP Codes ☐ Estimate ☐ Estimate ☐ Estimate

8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

I certify, as the District Representative, that the information reported on this form and, when applicable, the High School Attendance Area Residency Reporting Worksheet attached, is true and correct and that:

- I am designated as an authorized district representative by the governing board of the district.
- If the district is requesting an augmentation in the enrollment projection pursuant to Regulation Section 1859.42.1 (a), the local planning commission or approval authority has approved the tentative subdivision map used for augmentation of the enrollment and the district has identified dwelling units in that map to be contracted. All subdivision maps used for augmentation of enrollment are available at the district for review by the Office of Public School Construction (OPSC).
- This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction. In the event a conflict should exist, then the language in the OPSC form will prevail.

NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE)

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE

TELEPHONE NUMBER

E-MAIL ADDRESS



QT-H1

General Housing Characteristics: 2010

2010 Census Summary File 1

NOTE: For information on confidentiality protection, nonsampling error, and definitions, see <http://www.census.gov/prod/cen2010/doc/sf1.pdf>.

## Geography: Williams Unified School District, California

Subject	Number	Percent
<b>OCCUPANCY STATUS</b>		
Total housing units	1,848	100.0
Occupied housing units	1,687	91.3
Vacant housing units	161	8.7
<b>TENURE</b>		
Occupied housing units	1,687	100.0
Owner occupied	1,042	61.8
Owned with a mortgage or loan	827	49.0
Owned free and clear	215	12.7
Renter occupied	645	38.2
<b>VACANCY STATUS</b>		
Vacant housing units	161	100.0
For rent	27	16.8
Rented, not occupied	1	0.6
For sale only	36	22.4
Sold, not occupied	9	5.6
For seasonal, recreational, or occasional use	16	9.9
For migratory workers	2	1.2
Other vacant	70	43.5
<b>TENURE BY HISPANIC OR LATINO ORIGIN OF HOUSEHOLDER BY RACE OF HOUSEHOLDER</b>		
Occupied housing units	1,687	100.0
Owner-occupied housing units	1,042	61.8
Not Hispanic or Latino householder	527	31.2
White alone householder	457	27.1
Black or African American alone householder	24	1.4
American Indian and Alaska Native alone householder	11	0.7
Asian alone householder	25	1.5
Native Hawaiian and Other Pacific Islander alone householder	3	0.2
Some Other Race alone householder	0	0.0
Two or More Races householder	7	0.4
Hispanic or Latino householder	515	30.5
White alone householder	241	14.3
Black or African American alone householder	2	0.1
American Indian and Alaska Native alone householder	1	0.1
Asian alone householder	0	0.0
Native Hawaiian and Other Pacific Islander alone householder	1	0.1
Some Other Race alone householder	257	15.2

Subject	Number	Percent
Two or More Races householder	13	0.8
<b>Renter-occupied housing units</b>	<b>645</b>	<b>38.2</b>
Not Hispanic or Latino householder	208	12.3
<b>White alone householder</b>	<b>185</b>	<b>11.0</b>
Black or African American alone householder	5	0.3
<b>American Indian and Alaska Native alone householder</b>	<b>4</b>	<b>0.2</b>
Asian alone householder	8	0.5
<b>Native Hawaiian and Other Pacific Islander alone householder</b>	<b>0</b>	<b>0.0</b>
Some Other Race alone householder	0	0.0
<b>Two or More Races householder</b>	<b>6</b>	<b>0.4</b>
Hispanic or Latino householder	437	25.9
<b>White alone householder</b>	<b>194</b>	<b>11.5</b>
Black or African American alone householder	0	0.0
<b>American Indian and Alaska Native alone householder</b>	<b>5</b>	<b>0.3</b>
Asian alone householder	0	0.0
<b>Native Hawaiian and Other Pacific Islander alone householder</b>	<b>0</b>	<b>0.0</b>
Some Other Race alone householder	220	13.0
<b>Two or More Races householder</b>	<b>18</b>	<b>1.1</b>

X Not applicable.

Source: U.S. Census Bureau, 2010 Census.

Summary File 1, Tables H3, H4, H5, and HCT1.



S0802

## MEANS OF TRANSPORTATION TO WORK BY SELECTED CHARACTERISTICS

2008-2012 American Community Survey 5-Year Estimates

Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Data and Documentation section.

Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.

Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the official estimates of the population for the nation, states, counties, cities and towns and estimates of housing units for states and counties.

Subject	Williams Unified School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
Workers 16 years and over	2,689	+/-240	1,869	+/-258	577
AGE					
16 to 19 years	6.9%	+/-2.8	5.1%	+/-3.3	13.9%
20 to 24 years	10.4%	+/-3.5	9.4%	+/-3.9	15.1%
25 to 44 years	43.3%	+/-5.8	49.8%	+/-7.1	24.3%
45 to 54 years	25.0%	+/-4.0	23.9%	+/-4.8	28.6%
55 to 59 years	9.7%	+/-4.8	8.5%	+/-4.6	16.6%
60 years and over	4.7%	+/-2.7	3.3%	+/-2.6	1.6%
Median age (years)	41.3	+/-2.2	41.0	+/-2.5	43.6
SEX					
Male	59.4%	+/-4.8	55.2%	+/-6.4	65.3%
Female	40.6%	+/-4.8	44.8%	+/-6.4	34.7%
RACE AND HISPANIC OR LATINO ORIGIN					
One race	97.1%	+/-1.9	96.4%	+/-2.4	98.1%
White	79.4%	+/-5.8	78.0%	+/-6.3	85.6%
Black or African American	1.1%	+/-1.5	1.6%	+/-2.2	0.0%
American Indian and Alaska Native	0.0%	+/-1.4	0.0%	+/-2.0	0.0%
Asian	0.8%	+/-1.2	0.0%	+/-2.0	2.4%
Native Hawaiian and Other Pacific Islander	0.7%	+/-0.7	1.0%	+/-1.0	0.0%
Some other race	15.0%	+/-5.5	15.8%	+/-5.9	10.1%
Two or more races	2.9%	+/-1.9	3.6%	+/-2.4	1.9%
Hispanic or Latino origin (of any race)	64.7%	+/-5.1	61.8%	+/-6.7	78.7%
White alone, not Hispanic or Latino	32.8%	+/-4.9	35.7%	+/-6.6	18.9%
NATIVITY AND CITIZENSHIP STATUS					
Native	50.4%	+/-5.7	52.6%	+/-6.4	38.0%
Foreign born	49.6%	+/-5.7	47.4%	+/-6.4	62.0%
Naturalized U.S. citizen	13.7%	+/-4.1	14.7%	+/-5.1	8.0%



Subject	Williams Unified School District, California				
	Total		Car, truck, or van -- drove alone		Car, truck, or van -- carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
Not a U.S. citizen	36.0%	+/-6.3	32.6%	+/-7.3	54.1%
LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH					
Speak language other than English	58.2%	+/-6.0	54.5%	+/-7.5	73.7%
Speak English "very well"	18.5%	+/-5.1	17.9%	+/-6.5	20.1%
Speak English less than "very well"	39.8%	+/-7.0	36.7%	+/-7.9	53.6%
EARNINGS IN THE PAST 12 MONTHS (IN 2012 INFLATION-ADJUSTED DOLLARS) FOR WORKERS					
Workers 16 years and over with earnings	2,689	+/-240	1,869	+/-258	577
\$1 to \$9,999 or less	14.8%	+/-3.7	11.9%	+/-3.8	25.0%
\$10,000 to \$14,999	16.3%	+/-5.3	10.7%	+/-4.5	35.2%
\$15,000 to \$24,999	22.5%	+/-4.9	25.9%	+/-6.8	7.1%
\$25,000 to \$34,999	19.3%	+/-5.2	19.6%	+/-5.9	19.8%
\$35,000 to \$49,999	12.2%	+/-3.5	15.2%	+/-4.2	2.4%
\$50,000 to \$64,999	9.0%	+/-3.0	10.4%	+/-4.1	6.8%
\$65,000 to \$74,999	0.2%	+/-0.4	0.3%	+/-0.6	0.0%
\$75,000 or more	5.7%	+/-2.8	5.9%	+/-3.3	3.8%
Median earnings (dollars)	23,756	+/-2,784	27,292	+/-6,867	13,658
POVERTY STATUS IN THE PAST 12 MONTHS					
Workers 16 years and over for whom poverty status is determined	2,689	+/-240	1,869	+/-258	577
Below 100 percent of the poverty level	5.6%	+/-2.9	4.7%	+/-3.1	8.1%
100 to 149 percent of the poverty level	13.6%	+/-5.9	12.4%	+/-6.2	16.1%
At or above 150 percent of the poverty level	80.8%	+/-6.3	82.9%	+/-6.2	75.7%
Workers 16 years and over	2,689	+/-240	1,869	+/-258	577
OCCUPATION					
Management, business, science, and arts occupations	17.2%	+/-4.4	17.4%	+/-4.5	9.2%
Service occupations	19.2%	+/-4.9	23.4%	+/-5.8	2.3%
Sales and office occupations	13.5%	+/-4.5	16.3%	+/-5.8	7.1%
Natural resources, construction, and maintenance occupations	30.5%	+/-6.2	24.7%	+/-6.4	56.2%
Production, transportation, and material moving occupations	19.6%	+/-6.5	18.2%	+/-8.6	25.3%
Military specific occupations	0.0%	+/-1.4	0.0%	+/-2.0	0.0%
INDUSTRY					
Agriculture, forestry, fishing and hunting, and mining	30.3%	+/-7.0	27.6%	+/-7.3	44.4%
Construction	2.8%	+/-2.0	4.0%	+/-2.8	0.0%
Manufacturing	13.3%	+/-4.5	11.6%	+/-4.3	24.6%
Wholesale trade	2.1%	+/-1.6	2.6%	+/-2.1	0.0%
Retail trade	8.0%	+/-4.3	9.7%	+/-5.4	0.0%
Transportation and warehousing, and utilities	4.5%	+/-2.5	4.0%	+/-2.8	8.0%
Information and finance and insurance, and real estate and rental and leasing	3.0%	+/-2.1	2.6%	+/-2.0	0.0%
Professional, scientific, management, and administrative and waste management services	3.3%	+/-2.6	3.2%	+/-3.1	0.0%
Educational services, and health care and social assistance	9.8%	+/-3.5	10.5%	+/-4.0	7.6%
Arts, entertainment, and recreation, and accommodation and food services	12.8%	+/-4.1	12.8%	+/-5.3	7.8%
Other services (except public administration)	4.2%	+/-2.1	3.7%	+/-2.3	5.5%
Public administration	5.9%	+/-3.3	7.8%	+/-4.2	2.1%
Armed forces	0.0%	+/-1.4	0.0%	+/-2.0	0.0%
CLASS OF WORKER					
Private wage and salary workers	78.8%	+/-4.8	76.6%	+/-5.6	87.9%



Subject	Williams Unified School District, California				
	Total		Car, truck, or van – drove alone		Car, truck, or van – carpooled
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate
Government workers	16.1%	+/-4.4	17.5%	+/-5.2	12.1%
Self-employed workers in own not incorporated business	5.1%	+/-2.4	5.9%	+/-3.1	0.0%
Unpaid family workers	0.0%	+/-1.4	0.0%	+/-2.0	0.0%
PLACE OF WORK					
Worked in state of residence	100.0%	+/-1.4	100.0%	+/-2.0	100.0%
Worked in county of residence	84.0%	+/-5.0	79.8%	+/-7.1	91.0%
Worked outside county of residence	16.0%	+/-5.0	20.2%	+/-7.1	9.0%
Worked outside state of residence	0.0%	+/-1.4	0.0%	+/-2.0	0.0%
Workers 16 years and over who did not work at home	2,643	+/-242	1,869	+/-258	577
TIME LEAVING HOME TO GO TO WORK					
12:00 a.m. to 4:59 a.m.	6.2%	+/-5.5	7.0%	+/-7.6	5.5%
5:00 a.m. to 5:29 a.m.	6.8%	+/-4.6	5.5%	+/-3.9	13.3%
5:30 a.m. to 5:59 a.m.	10.8%	+/-4.3	8.5%	+/-4.0	20.1%
6:00 a.m. to 6:29 a.m.	12.8%	+/-4.0	11.8%	+/-4.5	20.3%
6:30 a.m. to 6:59 a.m.	12.1%	+/-4.3	8.8%	+/-4.1	21.7%
7:00 a.m. to 7:29 a.m.	8.0%	+/-4.0	8.1%	+/-4.6	4.7%
7:30 a.m. to 7:59 a.m.	10.6%	+/-4.0	11.3%	+/-5.1	5.9%
8:00 a.m. to 8:29 a.m.	6.4%	+/-2.2	8.4%	+/-3.2	0.0%
8:30 a.m. to 8:59 a.m.	2.3%	+/-2.2	2.5%	+/-2.2	0.0%
9:00 a.m. to 11:59 p.m.	23.9%	+/-6.1	27.9%	+/-7.6	8.5%
TRAVEL TIME TO WORK					
Less than 10 minutes	30.6%	+/-5.6	31.6%	+/-6.6	17.9%
10 to 14 minutes	15.2%	+/-5.4	15.8%	+/-6.2	16.1%
15 to 19 minutes	14.9%	+/-4.5	17.8%	+/-5.5	7.6%
20 to 24 minutes	13.0%	+/-5.0	9.0%	+/-4.8	25.6%
25 to 29 minutes	3.8%	+/-3.3	4.9%	+/-4.3	1.7%
30 to 34 minutes	8.0%	+/-5.0	2.9%	+/-2.2	24.4%
35 to 44 minutes	4.6%	+/-2.3	5.5%	+/-3.1	1.9%
45 to 59 minutes	5.2%	+/-5.5	7.4%	+/-7.6	0.0%
60 or more minutes	4.7%	+/-2.7	5.2%	+/-3.4	4.7%
Mean travel time to work (minutes)	18.8	+/-2.4	19.3	+/-3.3	20.0
Workers 16 years and over in households	2,558	+/-247	1,793	+/-247	545
HOUSING TENURE					
Owner-occupied housing units	63.1%	+/-7.8	65.0%	+/-7.7	62.8%
Renter-occupied housing units	36.9%	+/-7.8	35.0%	+/-7.7	37.2%
VEHICLES AVAILABLE					
No vehicle available	6.1%	+/-3.1	7.0%	+/-4.2	4.0%
1 vehicle available	15.1%	+/-5.3	10.7%	+/-4.5	21.1%
2 vehicles available	32.8%	+/-8.0	34.7%	+/-9.5	27.3%
3 or more vehicles available	46.0%	+/-8.7	47.6%	+/-9.5	47.5%
PERCENT IMPUTED					
Means of transportation to work	3.5%	(X)	(X)	(X)	(X)
Time leaving home to go to work	10.4%	(X)	(X)	(X)	(X)
Travel time to work	5.3%	(X)	(X)	(X)	(X)
Vehicles available	0.0%	(X)	(X)	(X)	(X)

Subject	Williams Unified School District, California		
	Car, truck, or van -- carpooled	Public transportation (excluding taxicab)	
	Margin of Error	Estimate	Margin of Error
Workers 16 years and over	+/-205	0	+/-18
<b>AGE</b>			
16 to 19 years	+/-8.3	-	**
20 to 24 years	+/-8.9	-	**
25 to 44 years	+/-10.6	-	**
45 to 54 years	+/-9.7	-	**
55 to 59 years	+/-16.7	-	**
60 years and over	+/-2.5	-	**
Median age (years)	+/-11.5	-	**
<b>SEX</b>			
Male	+/-11.8	-	**
Female	+/-11.8	-	**
<b>RACE AND HISPANIC OR LATINO ORIGIN</b>			
One race	+/-4.2	-	**
White	+/-14.3	-	**
Black or African American	+/-6.3	-	**
American Indian and Alaska Native	+/-6.3	-	**
Asian	+/-4.9	-	**
Native Hawaiian and Other Pacific Islander	+/-6.3	-	**
Some other race	+/-13.0	-	**
Two or more races	+/-4.2	-	**
Hispanic or Latino origin (of any race)	+/-15.3	-	**
White alone, not Hispanic or Latino	+/-14.6	-	**
<b>NATIVITY AND CITIZENSHIP STATUS</b>			
Native	+/-16.7	-	**
Foreign born	+/-16.7	-	**
Naturalized U.S. citizen	+/-7.2	-	**
Not a U.S. citizen	+/-18.1	-	**
<b>LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH</b>			
Speak language other than English	+/-16.0	-	**
Speak English "very well"	+/-13.3	-	**
Speak English less than "very well"	+/-18.0	-	**
<b>EARNINGS IN THE PAST 12 MONTHS (IN 2012 INFLATION-ADJUSTED DOLLARS) FOR WORKERS</b>			
Workers 16 years and over with earnings	+/-205	0	+/-18
\$1 to \$9,999 or less	+/-10.3	-	**
\$10,000 to \$14,999	+/-15.0	-	**
\$15,000 to \$24,999	+/-7.2	-	**
\$25,000 to \$34,999	+/-11.4	-	**
\$35,000 to \$49,999	+/-4.4	-	**
\$50,000 to \$64,999	+/-6.8	-	**
\$65,000 to \$74,999	+/-6.3	-	**
\$75,000 or more	+/-5.3	-	**
Median earnings (dollars)	+/-3,445	-	**
<b>POVERTY STATUS IN THE PAST 12 MONTHS</b>			
Workers 16 years and over for whom poverty status is determined	+/-205	0	+/-18
Below 100 percent of the poverty level	+/-7.1	-	**
100 to 149 percent of the poverty level	+/-16.6	-	**

Subject	Williams Unified School District, California		
	Car, truck, or van -- carpooled	Public transportation (excluding taxicab)	
	Margin of Error	Estimate	Margin of Error
At or above 150 percent of the poverty level	+/-17.9	-	**
Workers 16 years and over	+/-205	0	+/-18
<b>OCCUPATION</b>			
Management, business, science, and arts occupations	+/-7.2	-	**
Service occupations	+/-3.6	-	**
Sales and office occupations	+/-6.9	-	**
Natural resources, construction, and maintenance occupations	+/-17.6	-	**
Production, transportation, and material moving occupations	+/-14.7	-	**
Military specific occupations	+/-6.3	-	**
<b>INDUSTRY</b>			
Agriculture, forestry, fishing and hunting, and mining	+/-19.9	-	**
Construction	+/-6.3	-	**
Manufacturing	+/-14.0	-	**
Wholesale trade	+/-6.3	-	**
Retail trade	+/-6.3	-	**
Transportation and warehousing, and utilities	+/-7.4	-	**
Information and finance and insurance, and real estate and rental and leasing	+/-6.3	-	**
Professional, scientific, management, and administrative and waste management services	+/-6.3	-	**
Educational services, and health care and social assistance	+/-6.7	-	**
Arts, entertainment, and recreation, and accommodation and food services	+/-7.6	-	**
Other services (except public administration)	+/-6.4	-	**
Public administration	+/-3.6	-	**
Armed forces	+/-6.3	-	**
<b>CLASS OF WORKER</b>			
Private wage and salary workers	+/-9.2	-	**
Government workers	+/-9.2	-	**
Self-employed workers in own not incorporated business	+/-6.3	-	**
Unpaid family workers	+/-6.3	-	**
<b>PLACE OF WORK</b>			
Worked in state of residence	+/-6.3	-	**
Worked in county of residence	+/-6.0	-	**
Worked outside county of residence	+/-6.0	-	**
Worked outside state of residence	+/-6.3	-	**
Workers 16 years and over who did not work at home	+/-205	0	+/-18
<b>TIME LEAVING HOME TO GO TO WORK</b>			
12:00 a.m. to 4:59 a.m.	+/-4.9	-	**
5:00 a.m. to 5:29 a.m.	+/-17.1	-	**
5:30 a.m. to 5:59 a.m.	+/-14.8	-	**
6:00 a.m. to 6:29 a.m.	+/-11.4	-	**
6:30 a.m. to 6:59 a.m.	+/-15.4	-	**
7:00 a.m. to 7:29 a.m.	+/-6.1	-	**
7:30 a.m. to 7:59 a.m.	+/-5.5	-	**
8:00 a.m. to 8:29 a.m.	+/-6.3	-	**
8:30 a.m. to 8:59 a.m.	+/-6.3	-	**
9:00 a.m. to 11:59 p.m.	+/-7.8	-	**
<b>TRAVEL TIME TO WORK</b>			

Subject	Williams Unified School District, California		
	Car, truck, or van -- carpooled	Public transportation (excluding taxicab)	
	Margin of Error	Estimate	Margin of Error
Less than 10 minutes	+/-11.9	-	**
10 to 14 minutes	+/-14.0	-	**
15 to 19 minutes	+/-6.0	-	**
20 to 24 minutes	+/-15.5	-	**
25 to 29 minutes	+/-4.2	-	**
30 to 34 minutes	+/-17.9	-	**
35 to 44 minutes	+/-4.2	-	**
45 to 59 minutes	+/-6.3	-	**
60 or more minutes	+/-4.4	-	**
Mean travel time to work (minutes)	+/-4.0	-	**
Workers 16 years and over in households	+/-200	0	+/-18
HOUSING TENURE			
Owner-occupied housing units	+/-19.0	-	**
Renter-occupied housing units	+/-19.0	-	**
VEHICLES AVAILABLE			
No vehicle available	+/-5.9	-	**
1 vehicle available	+/-18.0	-	**
2 vehicles available	+/-16.5	-	**
3 or more vehicles available	+/-20.0	-	**
PERCENT IMPUTED			
Means of transportation to work	(X)	(X)	(X)
Time leaving home to go to work	(X)	(X)	(X)
Travel time to work	(X)	(X)	(X)
Vehicles available	(X)	(X)	(X)

Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see Accuracy of the Data). The effect of nonsampling error is not represented in these tables.

Foreign born excludes people born outside the United States to a parent who is a U.S. citizen.

Workers include members of the Armed Forces and civilians who were at work last week.

Industry codes are 4-digit codes and are based on the North American Industry Classification System 2007. The Industry categories adhere to the guidelines issued in Clarification Memorandum No. 2, "NAICS Alternate Aggregation Structure for Use By U.S. Statistical Agencies," issued by the Office of Management and Budget.

While the 2008-2012 American Community Survey (ACS) data generally reflect the December 2009 Office of Management and Budget (OMB) definitions of metropolitan and micropolitan statistical areas; in certain instances the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB definitions due to differences in the effective dates of the geographic entities.

Estimates of urban and rural population, housing units, and characteristics reflect boundaries of urban areas defined based on Census 2000 data. Boundaries for urban areas have not been updated since Census 2000. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of ongoing urbanization.

Source: U.S. Census Bureau, 2008-2012 American Community Survey

Explanation of Symbols:

1. An "" entry in the margin of error column indicates that either no sample observations or too few sample observations were available to compute a standard error and thus the margin of error. A statistical test is not appropriate.

2. An '-' entry in the estimate column indicates that either no sample observations or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper interval of an open-ended distribution.
3. An '-' following a median estimate means the median falls in the lowest interval of an open-ended distribution.
4. An '+' following a median estimate means the median falls in the upper interval of an open-ended distribution.
5. An '\*\*\*\*' entry in the margin of error column indicates that the median falls in the lowest interval or upper interval of an open-ended distribution. A statistical test is not appropriate.
6. An '\*\*\*\*\*' entry in the margin of error column indicates that the estimate is controlled. A statistical test for sampling variability is not appropriate.
7. An 'N' entry in the estimate and margin of error columns indicates that data for this geographic area cannot be displayed because the number of sample cases is too small.
8. An '(X)' means that the estimate is not applicable or not available.





QT-H1

General Housing Characteristics: 2010

2010 Census Summary File 1

NOTE: For information on confidentiality protection, nonsampling error, and definitions, see <http://www.census.gov/prod/cen2010/doc/sf1.pdf>.

## Geography: Williams Unified School District, California

Subject	Number	Percent
<b>OCCUPANCY STATUS</b>		
Total housing units	1,848	100.0
Occupied housing units	1,687	91.3
Vacant housing units	161	8.7
<b>TENURE</b>		
Occupied housing units	1,687	100.0
Owner occupied	1,042	61.8
Owned with a mortgage or loan	827	49.0
Owned free and clear	215	12.7
Renter occupied	645	38.2
<b>VACANCY STATUS</b>		
Vacant housing units	161	100.0
For rent	27	16.8
Rented, not occupied	1	0.6
For sale only	36	22.4
Sold, not occupied	9	5.6
For seasonal, recreational, or occasional use	16	9.9
For migratory workers	2	1.2
Other vacant	70	43.5
<b>TENURE BY HISPANIC OR LATINO ORIGIN OF HOUSEHOLDER BY RACE OF HOUSEHOLDER</b>		
Occupied housing units	1,687	100.0
Owner-occupied housing units	1,042	61.8
Not Hispanic or Latino householder	527	31.2
White alone householder	457	27.1
Black or African American alone householder	24	1.4
American Indian and Alaska Native alone householder	11	0.7
Asian alone householder	25	1.5
Native Hawaiian and Other Pacific Islander alone householder	3	0.2
Some Other Race alone householder	0	0.0
Two or More Races householder	7	0.4
Hispanic or Latino householder	515	30.5
White alone householder	241	14.3
Black or African American alone householder	2	0.1
American Indian and Alaska Native alone householder	1	0.1
Asian alone householder	0	0.0
Native Hawaiian and Other Pacific Islander alone householder	1	0.1
Some Other Race alone householder	257	15.2



Subject	Number	Percent
Two or More Races householder	13	0.8
<b>Renter-occupied housing units</b>	<b>645</b>	<b>38.2</b>
Not Hispanic or Latino householder	208	12.3
<b>White alone householder</b>	<b>185</b>	<b>11.0</b>
Black or African American alone householder	5	0.3
<b>American Indian and Alaska Native alone householder</b>	<b>4</b>	<b>0.2</b>
Asian alone householder	8	0.5
<b>Native Hawaiian and Other Pacific Islander alone householder</b>	<b>0</b>	<b>0.0</b>
Some Other Race alone householder	0	0.0
<b>Two or More Races householder</b>	<b>6</b>	<b>0.4</b>
Hispanic or Latino householder	437	25.9
<b>White alone householder</b>	<b>194</b>	<b>11.5</b>
Black or African American alone householder	0	0.0
<b>American Indian and Alaska Native alone householder</b>	<b>5</b>	<b>0.3</b>
Asian alone householder	0	0.0
<b>Native Hawaiian and Other Pacific Islander alone householder</b>	<b>0</b>	<b>0.0</b>
Some Other Race alone householder	220	13.0
<b>Two or More Races householder</b>	<b>18</b>	<b>1.1</b>

X Not applicable.

Source: U.S. Census Bureau, 2010 Census.

Summary File 1, Tables H3, H4, H5, and HCT1.



## Use of Developer Fees:

A School District can use the revenue collected on residential and commercial/industrial construction for the purposes listed below:

- Purchase or lease of interim school facilities to house students generated by new development pending the construction of permanent facilities.
- Purchase or lease of land for school facilities for such students.
- Acquisition of school facilities for such students, including:
  - Construction
  - Modernization/reconstruction
  - Architectural and engineering costs
  - Permits and plan checking
  - Testing and inspection
  - Furniture, Equipment and Technology for use in school facilities
- Legal and other administrative costs related to the provision of such new facilities
- Administration of the collection of, and justification for, such fees, and
- Any other purpose arising from the process of providing facilities for students generated by new development.

Following is an excerpt from the Education Code that states the valid uses of the Level 1 developer fees. It refers to construction and reconstruction. The term reconstruction was originally used in the Leroy Greene program. The term modernization is currently used in the 1998 State Building Program and represents the same scope of work used in the original reconstruction projects.

**Ed Code Section 17620.** (a) (1) The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code. This fee, charge, dedication, or other requirement may be applied to construction only as follows: ...

The limitations referred to in this text describe the maximum amounts that can be charged for residential and commercial/industrial projects and any projects that qualify for exemptions. They do not limit the use of the funds received.



Determination of Average State allowed amounts for Site Development Costs

Elementary Schools

<u>District</u>	<u>Project #</u>	<u>Acres</u>	Original	Inflation	2009 Adjusted	<u>Project Year</u>	2009
			OPSC Site Development	Factor	Site Development		Cost/Acre
Davis Jt Unified	3	9.05	\$532,282	38.4%	\$1,473,469	2004	\$162,814
Dry Creek Jt Elem	2	8.5	\$516,347	46.2%	\$1,509,322	2002	\$177,567
Dry Creek Jt Elem	5	11.06	\$993,868	20.1%	\$2,387,568	2006	\$215,874
Elk Grove Unified	5	12.17	\$556,011	48.2%	\$1,648,316	2001	\$135,441
Elk Grove Unified	10	11	\$690,120	48.2%	\$2,045,888	2001	\$185,990
Elk Grove Unified	11	10	\$702,127	48.2%	\$2,081,483	2001	\$208,148
Elk Grove Unified	14	10	\$732,837	46.2%	\$2,142,139	2002	\$214,214
Elk Grove Unified	16	9.86	\$570,198	46.2%	\$1,666,733	2002	\$169,040
Elk Grove Unified	17	10	\$542,662	46.2%	\$1,586,243	2002	\$158,624
Elk Grove Unified	20	10	\$710,730	43.2%	\$2,034,830	2003	\$203,483
Elk Grove Unified	25	10	\$645,923	38.4%	\$1,788,052	2004	\$178,805
Elk Grove Unified	28	10.03	\$856,468	24.4%	\$2,130,974	2005	\$212,460
Elk Grove Unified	39	9.91	\$1,007,695	20.1%	\$2,420,785	2006	\$244,277
Folsom-Cordova Unified	1	9.79	\$816,196	20.1%	\$1,960,747	2006	\$200,281
Folsom-Cordova Unified	4	7.5	\$455,908	46.2%	\$1,332,654	2002	\$177,687
Folsom-Cordova Unified	5	8	\$544,213	46.2%	\$1,590,776	2002	\$198,847
Folsom-Cordova Unified	8	8.97	\$928,197	11.2%	\$2,063,757	2007	\$230,073
Galt Jt Union Elem	2	10.1	\$1,033,044	38.4%	\$2,859,685	2004	\$283,137
Lincoln Unified	1	9.39	\$433,498	46.2%	\$1,267,148	2002	\$134,947
Lodi Unified	3	11.2	\$555,999	46.2%	\$1,625,228	2002	\$145,110
Lodi Unified	10	11.42	\$1,245,492	46.2%	\$3,640,669	2002	\$318,798
Lodi Unified	19	9.93	\$999,164	11.2%	\$2,221,545	2007	\$223,721
Lodi Unified	22	10	\$1,416,212	7.7%	\$3,051,426	2008	\$305,143
Natomas Unified	6	8.53	\$685,284	46.2%	\$2,003,138	2002	\$234,834
Natomas Unified	10	9.83	\$618,251	43.2%	\$1,770,061	2003	\$180,067
Natomas Unified	12	9.61	\$735,211	24.4%	\$1,829,275	2005	\$190,351
Rocklin Unified	8	10.91	\$593,056	46.2%	\$1,733,548	2002	\$158,895
Stockton Unified	1	12.66	\$1,462,232	7.7%	\$3,150,582	2008	\$248,861
Stockton Unified	2	10.5	\$781,675	43.2%	\$2,237,946	2003	\$213,138
Stockton Unified	6	12.48	\$1,136,704	20.1%	\$2,730,703	2006	\$218,806
Tracy Jt Unified	4	10	\$618,254	46.2%	\$1,807,204	2002	\$180,720
Tracy Jt Unified	10	10	\$573,006	38.4%	\$1,586,202	2004	\$158,620
Washington Unified	1	8	\$446,161	46.2%	\$1,304,163	2002	\$163,020
Washington Unified	4	10.76	\$979,085	7.7%	\$2,109,575	2008	\$196,057
<b>Totals</b>		<b>341.16</b>			<b>\$68,791,833</b>	<b>Average</b>	<b>\$201,641</b>
							<b>2020 Adjustment \$267,920</b>

Middle and High Schools

<u>District</u>	<u>Project #</u>	<u>Acres</u>	Original	Inflation	2009 Adjusted	<u>Project Year</u>	2009
			OPSC Site Development	Factor	Site Development		Cost/Acre
Western Placer Unified	4	19.3	\$5,973,312	24.4%	\$7,431,085	2005	\$385,030
Roseville City Elem	2	21.6	\$1,780,588	48.2%	\$2,639,311	2000	\$122,190
Elk Grove Unified	4	66.2	\$8,659,494	48.2%	\$12,835,704	2000	\$193,893
Elk Grove Unified	13	76.4	\$9,791,732	48.2%	\$14,513,986	2001	\$189,974
Elk Grove Unified	18	84.3	\$13,274,562	43.2%	\$19,002,626	2003	\$225,417
Grant Jt Union High	2	24	\$2,183,840	48.2%	\$3,237,039	2000	\$134,877
Center Unified	1	21.2	\$1,944,310	46.2%	\$2,841,684	2002	\$134,042
Lodi Unified	2	13.4	\$1,076,844	46.2%	\$1,573,849	2002	\$117,451
Lodi Unified	6	13.4	\$2,002,164	46.2%	\$2,926,240	2002	\$218,376
Galt Jt Union Elem	1	24.9	\$2,711,360	46.2%	\$3,962,757	2002	\$159,147
Tahoe Truckee Unified	2	24	\$2,752,632	43.2%	\$3,940,412	2003	\$164,184
Davis Unified	5	23.3	\$3,814,302	43.2%	\$5,460,199	2003	\$234,343
Woodland Unified	3	50.2	\$8,664,700	46.2%	\$12,663,792	2002	\$252,267
Sacramento City Unified	1	35.2	\$4,813,386	46.2%	\$7,034,949	2002	\$199,856
Lodi Unified	4	47	\$7,652,176	46.2%	\$11,183,950	2002	\$237,956
Stockton Unified	3	49.1	\$8,959,088	43.2%	\$12,824,996	2003	\$261,202
Natomas Unified	11	38.7	\$3,017,002	38.4%	\$4,175,850	2004	\$107,903
Rocklin Unified	11	47.1	\$11,101,088	24.4%	\$13,810,282	2005	\$293,212
<b>Totals</b>		<b>679.3</b>			<b>\$142,058,711</b>	<b>Average</b>	<b>\$209,125</b>
<b>Middle Schools:</b>		<b>260.7</b>			<b>\$49,447,897</b>	<b>Middle</b>	<b>\$189,704</b>
<b>High Schools:</b>		<b>418.6</b>			<b>\$92,610,814</b>	<b>High</b>	<b>\$221,217</b>
							<b>2020 Adjustment \$252,060</b>
							<b>\$293,931</b>

## INDEX ADJUSTMENT ON THE ASSESSMENT FOR DEVELOPMENT

### PURPOSE OF REPORT

To report the index adjustment on the assessment for development, which may be levied pursuant to Education Code Section 17620.

### DESCRIPTION

The law requires the maximum assessment for development be adjusted every two years by the change in the Class B construction cost index, as determined by the State Allocation Board (Board) at its January meeting. This item requests that the Board make the adjustment based on the change reflected using the RS Means index.

### AUTHORITY

Education Code Section 17620(a)(1) states the following: "The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code."

Government Code Section 65995(b)(3) states the following: "The amount of the limits set forth in paragraphs (1) and (2) shall be increased in 2000, and every two years thereafter, according to the adjustment for inflation set forth in the statewide cost index for class B construction, as determined by the State Allocation Board at its January meeting, which increase shall be effective as of the date of that meeting."

### BACKGROUND

There are three levels that may be levied for developer's fees. The fees are levied on a per-square foot basis. The lowest fee, Level I, is assessed if the district conducts a Justification Study that establishes the connection between the development coming into the district and the assessment of fees to pay for the cost of the facilities needed to house future students. The Level II fee is assessed if a district makes a timely application to the Board for new construction funding, conducts a School Facility Needs Analysis pursuant to Government Code Section 65995.6, and satisfies at least two of the requirements listed in Government Code Section 65995.5(b)(3). The Level III fee is assessed when State bond funds are exhausted; the district may impose a developer's fee up to 100 percent of the School Facility Program new construction project cost.

**STAFF ANALYSIS/STATEMENTS**

A historical comparison of the assessment rates for development fees for 2016 and 2018 are shown below for information. According to the RS Means, the cost index for Class B construction increased by 7.64, during the two-year period from January 2018 to January 2020, requiring the assessment for development fees to be adjusted as follows beginning January 2020\*:

**RS Means Index Maximum Level I Assessment Per Square Foot**

	2016	2018	2020
<b>Residential</b>	\$3.48	\$3.79	\$4.08
<b>Commercial/Industrial</b>	\$0.56	\$0.61	\$0.66

\*Assembly Bill 48 (O'Donnell) includes provisions related to development fees. In the event that Proposition 13 is approved by the voters in March 2020, the provisions of Assembly Bill 48 will take effect and may change the fee amounts above for certain types of development projects.

**RECOMMENDATION**

Increase the 2020 maximum Level I assessment for development in the amount of 7.64 percent using the RS Means Index to be effective immediately.

## ATTACHMENT B

**ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS**

State Allocation Board Meeting, January 22, 2020

**Grant Amount Adjustments**

New Construction	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-19	Adjusted Grant Per Pupil Effective 1-1-20
Elementary	1859.71	\$12,197	\$12,451
Middle	1859.71	\$12,901	\$13,169
High	1859.71	\$16,415	\$16,756
Special Day Class – Severe	1859.71.1	\$34,274	\$34,987
Special Day Class – Non-Severe	1859.71.1	\$22,922	\$23,399
Automatic Fire Detection/Alarm System – Elementary	1859.71.2	\$15	\$15
Automatic Fire Detection/Alarm System – Middle	1859.71.2	\$20	\$20
Automatic Fire Detection/Alarm System – High	1859.71.2	\$33	\$34
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.71.2	\$61	\$62
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.71.2	\$43	\$44
Automatic Sprinkler System – Elementary	1859.71.2	\$205	\$209
Automatic Sprinkler System – Middle	1859.71.2	\$243	\$248
Automatic Sprinkler System – High	1859.71.2	\$253	\$258
Automatic Sprinkler System – Special Day Class – Severe	1859.71.2	\$646	\$659
Automatic Sprinkler System – Special Day Class – Non-Severe	1859.71.2	\$433	\$442



ATTACHMENT B

**ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS**

State Allocation Board Meeting, January 22, 2020

Grant Amount Adjustments

Modernization	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-19	Adjusted Grant Per Pupil Effective 1-1-20
Elementary	1859.78	\$4,644	\$4,747
Middle	1859.78	\$4,912	\$5,014
High	1859.78	\$6,431	\$6,565
Special Day Class - Severe	1859.78.3	\$14,802	\$15,110
Special Day Class – Non- Severe	1859.78.3	\$9,903	\$10,109
State Special School – Severe	1859.78	\$24,672	\$25,185
Automatic Fire Detection/Alarm System – Elementary	1859.78.4	\$151	\$154
Automatic Fire Detection/Alarm System – Middle	1859.78.4	\$151	\$154
Automatic Fire Detection/Alarm System – High	1859.78.4	\$151	\$154
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.78.4	\$415	\$424
Automatic Fire Detection/Alarm System – Special Day Class – Non- Severe	1859.78.4	\$278	\$284
Over 50 Years Old – Elementary	1859.78.6	\$6,452	\$6,586
Over 50 Years Old – Middle	1859.78.6	\$6,824	\$6,966
Over 50 Years Old – High	1859.78.6	\$8,933	\$9,119
Over 50 Years Old – Special Day Class – Severe	1859.78.6	\$20,565	\$20,993
Over 50 Years Old – Special Day Class – Non-Severe	1859.78.6	\$13,752	\$14,038
Over 50 Years Old – State Special Day School – Severe	1859.78.6	\$34,273	\$34,986

## ATTACHMENT B

**ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS**

State Allocation Board Meeting, January 22, 2020

**Grant Amount Adjustments**

<b>New Construction / Modernization / Facility Hardship / Seismic Mitigation / Joint Use</b>	<b>SFP Regulation Section</b>	<b>Adjusted Grant Amount Effective 1-1-19</b>	<b>Adjusted Grant Amount Effective 1-1-20</b>
Therapy/Multipurpose Room/Other (per square foot)	1859.72 1859.73.2 1859.77.3 1859.82 1859.125 1859.125.1	\$200	\$204
Toilet Facilities (per square foot)	1859.72 1859.73.2 1859.82 1859.125 1859.125.1	\$359	\$366

<b>New Construction Only</b>	<b>SFP Regulation Section</b>	<b>Adjusted Grant Amount Effective 1-1-19</b>	<b>Adjusted Grant Amount Effective 1-1-20</b>
Parking Spaces (per stall)	1859.76	\$15,511	\$15,834
General Site Grant (per acre for additional acreage being acquired)	1859.76	\$19,853	\$20,266
Project Assistance (for school district with less than 2,500 pupils)	1859.73.1	\$7,460	\$7,615

<b>Modernization Only</b>	<b>SFP Regulation Section</b>	<b>Adjusted Grant Amount Effective 1-1-19</b>	<b>Adjusted Grant Amount Effective 1-1-20</b>
Two-stop Elevator	1859.83	\$124,080	\$126,661
Each Additional Stop	1859.83	\$22,335	\$22,800
Project Assistance (for school district with less than 2,500 pupils)	1859.78.2	\$3,978	\$4,061

**WILLIAMS UNIFIED SCHOOL DISTRICT****12.3****Board Meeting Calendar  
2020-2021**

<b>Month</b>	<b>Date</b>	<b>Topic</b>
<b>July</b>	Thursday, July 16, 2020	Regular
<b>August</b>	<i>Tuesday, August 11, 2020</i>	<i>Board &amp; Superintendent Goals</i>
	Thursday, August 20, 2020	Regular
<b>September</b>	Thursday, September 10, 2020*	Regular
<b>October</b>	Thursday, October 15, 2020	Regular
	<i>Tuesday, October 27, 2020</i>	<i>LCAP</i>
<b>November</b>	Thursday, November 19, 2020	Regular
<b>December</b>	Tuesday, December 15, 2020	Regular
<b>January</b>	Thursday, January 21, 2021	Regular
<b>February</b>	Thursday, February 18, 2021	Regular
	<i>Tuesday, February 23, 2021</i>	<i>Board Self-Evaluation</i>
<b>March</b>	Thursday, March 11, 2021*	Regular
<b>April</b>	Thursday, April 15, 2021	Regular
<b>May</b>	Thursday, May 20, 2021	Regular
<b>June</b>	<i>Tuesday, June 8, 2021</i>	<i>LCAP</i>
	Thursday, June 17, 2021	Regular

\*Meeting will be held on the second Thursday of the month.

*Board Study Sessions are in italics and gray. Special meetings begin at 5:30 p.m.*

**Meeting location: College & Career Center, 260 11<sup>th</sup> Street, Williams, CA**

The Williams Unified School District Board of Trustees meet on the third Thursday of each month. All regular meetings begin at 6:30 p.m., unless otherwise posted. Board meetings shall end at 10:30 p.m. unless extended by a majority vote of the Board. The meeting shall be extended no more than once and may be adjourned to a later date.

Board Approved:

# 2020-2021 WILLIAMS UNIFIED SCHOOL DISTRICT ATTENDANCE CALENDAR

12.4

## JULY

M	T	W	TH	F
		1	2	(3)
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

## AUGUST (18)

M	T	W	TH	F
^3^	^4^	^5^	*6	(7)
10	11	12	13	(14)
17	18	19	20	(21)
24	25	26	27	(28)
31				

8/3 Teacher Work Day  
8/4-5 Prof. Dev (TK-12)  
\*8/6 \*First Day for Students

## SEPTEMBER (21)

M	T	W	TH	F
	1	2	3	(4)
(7)	8	9	10	(11)
14	15	16	17	(18)
21	22	23	24	(25)
28	29	30		

## OCTOBER (21)

M	T	W	TH	F
			1	(2)
5	6	7	8	(9)
^12^	13	14	15	(16)
19	20	21	22	(23)
26	27	28	29	(30)

9/7 Labor Day Holiday  
10/2 7-12 End 1st Qtr 41 days  
10/12 District Holiday - In lieu of Lincoln's Birthday  
Prof. Dev (TK-12)  
10/30 TK-6 End 1st Trimester 60 days

## NOVEMBER (15)

M	T	W	TH	F
2	3	4	5	(6)
*9*	*10*	(11)	*12*	*13*
16	17	18	19	(20)
23	24	25	(26)	(27)
30				

## DECEMBER (14)

M	T	W	TH	F
	1	2	3	(4)
7	8	9	10	(11)
14	*15*	*16*	*17*	<18>
21	22	23	(24)	(25)
28	29	30	(31)	

11/9-13 TK-6 Minimum Days - Parent Conferences  
11/11 Veteran's Day Holiday  
11/23-27 Thanksgiving Break  
12/15-18 7-12 Minimum Days - Finals Schedule  
12/18 District-wide Minimum Day  
7-12 End 1st Smstr 89 days/2nd Qtr 48 days  
12/21-1/11 Winter Break

## JANUARY (13)

M	T	W	TH	F
				(1)
4	5	6	7	8
^11^	12	13	14	(15)
(18)	19	20	21	(22)
25	26	27	28	(29)

## FEBRUARY (19)

M	T	W	TH	F
1	2	3	4	(5)
8	9	10	11	(12)
(15)	16	17	18	(19)
22	23	24	25	(26)

1/11 Prof. Dev. (TK-12)  
1/18 Martin Luther King Jr. Holiday  
2/15 President's Day Holiday  
2/19 TK-6 End 2nd Trimester 56 days

## MARCH (23)

M	T	W	TH	F
1	2	3	4	(5)
8	9	10	11	(12)
15	16	17	18	(19)
22	23	24	25	(26)
29	30	31		

## APRIL (16)

M	T	W	TH	F
			1	(2)
5	6	7	8	9
12	13	14	15	(16)
19	20	21	22	(23)
26	27	28	29	(30)

3/12 7-12 End 3rd Qtr 42 days  
4/2 Good Friday Holiday  
4/5-9 Spring Break

## MAY (20)

M	T	W	TH	F
3	4	5	6	(7)
10	11	12	13	(14)
17	18	19	20	(21)
24	<25>	<26>	<27>	<*28>
(31)				

## JUNE

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

5/25-5/28 District-wide Minimum Days  
\*\*5/28 \*\*Last Day for Students  
TK-6 End 3rd Trimester 64 days  
7-12 End 2nd Semester 91 days/4th Qtr 49 days  
5/31 Memorial Day Holiday

**LEGEND:** ○ Legal Holiday \* \* Site Specific Min. Day ^ ^ Teacher In-Service Day No School □ District-wide Early Release Day < > District-wide Minimum Day ( ) TK-6 Early Release Day

180 Instructional Days  
4 Prof. Dev. (TK-12)  
1 Teacher Work Day  
185 Total Days of Service for Teachers

Board approved:



# 2021-2022 WILLIAMS UNIFIED SCHOOL DISTRICT ATTENDANCE CALENDAR

12.5

## JULY

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

## AUGUST (19)

M	T	W	TH	F
^2^	^3^	^4^	*5	(6)
9	10	11	12	(13)
16	17	18	19	(20)
23	24	25	26	(27)
30	31			

8/2 Teacher Work Day  
8/3-4 Prof. Dev. (TK-12)  
\*8/5 \*First Day for Students

## SEPTEMBER (21)

M	T	W	TH	F
		1	2	(3)
6	7	8	9	(10)
13	14	15	16	(17)
20	21	22	23	(24)
27	28	29	30	

## OCTOBER (20)

M	T	W	TH	F
				(1)
4	5	6	7	(8)
^11^	12	13	14	(15)
18	19	20	21	(22)
25	26	27	28	(29)

9/6 Labor Day Holiday  
10/1 7-12 End 1st Qtr 41 days  
10/11 District Holiday - In lieu of Lincoln's Birthday  
Prof. Dev. (TK-12)  
10/29 TK-6 End 1st Trimester 60 days

## NOVEMBER (16)

M	T	W	TH	F
1	2	3	4	(5)
*8*	*9*	*10*	(11)	*12*
15	16	17	18	(19)
22	23	24	(25)	(26)
29	30			

## DECEMBER (13)

M	T	W	TH	F
		1	2	(3)
6	7	8	9	(10)
13	*14*	*15*	*16*	<17>
20	21	22	23	(24)
(27)	28	29	30	(31)

11/8-12 TK-6 Minimum Days - Parent Conferences  
11/11 Veteran's Day Holiday  
11/22-26 Thanksgiving Break  
12/14-17 7-12 Minimum Days - Finals Schedule  
12/17 District-wide Minimum Day  
7-12 End 1st Smstr 89 days/2nd Qtr 48 days  
12/20-1/10 Winter Break

## JANUARY (14)

M	T	W	TH	F
(3)	4	5	6	7
^10^	11	12	13	(14)
(17)	18	19	20	(21)
24	25	26	27	(28)
31				

## FEBRUARY (19)

M	T	W	TH	F
	1	2	3	(4)
7	8	9	10	(11)
14	15	16	17	(18)
(21)	22	23	24	(25)
28				

1/10 Prof. Dev. (TK-12)  
1/17 Martin Luther King Jr. Holiday  
2/18 TK-6 End 2nd Trimester 57 days  
2/21 President's Day Holiday

## MARCH (23)

M	T	W	TH	F
	1	2	3	(4)
7	8	9	10	(11)
14	15	16	17	(18)
21	22	23	24	(25)
28	29	30	31	

## APRIL (15)

M	T	W	TH	F
				(1)
4	5	6	7	(8)
11	12	13	14	(15)
18	19	20	21	22
25	26	27	28	(29)

3/11 7-12 End 3rd Qtr 42 days  
4/15 Good Friday Holiday  
4/18-22 Spring Break

## MAY (20)

M	T	W	TH	F
2	3	4	5	(6)
9	10	11	12	(13)
16	17	18	19	(20)
23	<24>	<25>	<26>	<*27>
(30)	31			

## JUNE

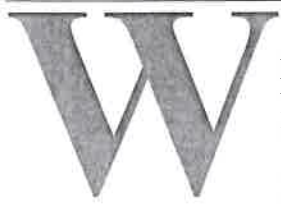
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

5/24-5/27 District-wide Minimum Days  
\*\*5/27 \*\*Last Day for Students  
TK-6 End 3rd Trimester 63 days  
7-12 End 2nd Semester 91 days/4th Qtr 49 days  
5/31 Memorial Day Holiday

**LEGEND:** ○ Legal Holiday \* \* Site Specific Min. Day ^ ^ Teacher In-Service Day No School  
□ District-wide Early Release Day < > District-wide Minimum Day ( ) TK-6 Early Release Day

180 Instructional Days  
4 Prof. Dev. (TK-12)  
1 Teacher Work Day  
185 Total Days of Service for Teachers

Board approved:



## Williams Jr./Sr. High School

Dr. Mary Ponce, Principal;  
Dr. Nicole Odell, Asst. Principal  
Veronica Solis, Counselor  
P.O. Box 7 • Williams • CA • 95987  
Office (530) 473-3029 Fax (530)473-2771

12.7



### Williams Unified School District

#### Board Action Item

Date: 02/05/2020  
To: Dr. Edgar Lampkin, Superintendent  
From: Dr. Nicole Odell, Assistant Principal and Dr. Mary Ponce, Principal  
Subject: 8<sup>th</sup> Grade Promotion/Retention Requirements

#### Overview:

The administration and counseling staff at Williams Jr/Sr High School is proposing a changes to the board policy for the 8<sup>th</sup> Grade Promotion/Retention Requirements starting for the current 8<sup>th</sup> grade class. The current policy addressing this issue is BP 6146.6 and BP 5123.

#### Current Board Policy:

Board policy 5123 is a broad promotion/acceleration/retention policy that applies to the district as a whole and was adopted July 18, 2019. This policy is contradicted by the other current policy that was adopted June 13, 2013 and revised February 15, 2018. It outlines the requirements for 8<sup>th</sup> graders to promote to 9<sup>th</sup> grade, to be retained, and to participate in 8<sup>th</sup> grade promotion activities is outlined in BP 6146.6

Th BP 6146.6 Williams Unified Board Policy for 8th grade promotion/retention is:

“Grades in Core Courses:

Students must pass 4 core classes during the seventh and eighth grades combined for a total of 8 core classes passed. Students must pass 4 core classes for each year they are enrolled Williams Junior High to be promoted to the ninth grade. It is the responsibility of the school to inform students and parents regarding the grades earned each semester. Passing Grades are earned by receiving an A, B, C, or D in core courses. Students meeting promotion requirements will be eligible to participate in the promotion ceremony. To participate in the promotion ceremony, students must have no more than five (5) days of Suspension for the 8th grade year with no suspension days in the 4th quarter, all disciplinary actions must be cleared prior to the ceremony and all school fines must be paid.

A student that does not satisfy the annual core passing grade requirements in seventh and/ or eighth grade shall be required to attend a special course of study offered after school, during the summer or any other board approved option. Parents will be notified if their student does not meet grade requirements and needs to attend a special course of study. A student will be considered for retention if he/she does not pass 4 core classes per year. Procedures for retention will be conducted according to Board Policy BP/AR5123: Promotion/Acceleration/Retention.





## Williams Jr./Sr. High School

**Dr. Mary Ponce, Principal;**

**Dr. Nicole Odell, Asst. Principal**

**Veronica Solis, Counselor**

P.O. Box 7 • Williams • CA • 95987

Office (530) 473-3029 Fax (530)473-2771

Criteria for Participation in Eighth Grade Trip, and Dance (or other 8th grade trips):

1. Not earn more than one F in the year at semester grades.
2. Be on track to promote.
3. Must have a 2.0 or higher Grade Point Average (GPA) in all classes:
  - a. In the 4th quarter progress reporting period prior to the trip
  - b. In the last quarter of the 8th grade for the ceremony and dance
4. No more than 17 days of excused and/or unexcused absences
5. No more than ten (10) days of administrative detention during the 8th grade year
6. No more than five (5) days of Suspension for the 8th grade year and no suspension days in the 4th quarter
7. All disciplinary actions must be cleared prior to the trip
8. All school fines must be paid to participate in any of the promotion activities

Policy WILLIAMS UNIFIED SCHOOL DISTRICT

adopted: June 13, 2013 Williams, California

revised: February 15, 2018”

### **Current Impact:**

Currently, students who fail one or more of the core classes in 7<sup>th</sup> and/or 8<sup>th</sup> grade are required to complete “credit recovery” on the online program AVENTA either at Saturday School and/or at Summer School. Students who do not complete the AVENTA courses are moved to the Student Success Academy (also known as SSA) as a 9<sup>th</sup> grader. Students at SSA work on 9<sup>th</sup> grade work as well as complete their 7<sup>th</sup>/8<sup>th</sup> grade work which placed them there. The resulting impact is the following:

- 1) The two board policies contradict one another. Board Policy 5123 states “Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code [48070.5](#))”, indicating that retention must be primarily based on reading, English language arts and mathematics only which is contradicted by BP 6146.6.
- 2) Jr High/Middle School students do not really earn credits. The credits earned on Jr High/Middle School transcripts do not transfer to their high school transcript. Currently, the board policy is asking them to remediate credits that are not used after Jr. High.
- 3) The purpose of the Student Success Academy has changed from offering a small alternative environment for students who needed the smaller, more personalized learning environment to an environment focused on remediation of middle school credits. Students who need access to SSA are prevented from enrolling due to the high need for students who are not completing 7<sup>th</sup>/8<sup>th</sup> grade requirements.
- 4) Students at the Student Success Academy find it hard to transition back to the High School and be able to meet A-G requirements for UC/CSUs. The students receive high school credit for any 9<sup>th</sup> grade course taken at SSA, however, they do not have access to A-G courses. Students would need to take additional coursework to get A-G.

- 5) Students at SSA also are more likely to move into the Mid-Valley Alternative School as they are trying to “remediate” 7<sup>th</sup>/8<sup>th</sup> grade while taking 9<sup>th</sup> grade courses.
- 6) Students who need interventions are not receiving actual interventions aimed at increasing their skill sets needed in high school. The focus is on remediation of credits not working on skill sets. Other intervention or tutoring programs, such as ASSETs, are not geared for SSA students. The programs occur long after the shorter day of the Student Success Academy and would result in students either returning after their day concludes or remaining on campus for almost two hours after the conclusion of their day creating a supervision issue for administration.

**Suggested Changes:**

As Jr High students are not earning credits for High School, the WJSHS would like to remove board policy 6146.6 and utilize the more recent cohesive district wide policy 5123. The 8<sup>th</sup> grade policies regarding the 8<sup>th</sup> grade trip is set at the site level and stated in the Jr. Sr. High School agenda and is duplicated in the board policy that we would like to remove. As it is duplicated, there is no need for the policy to be repeated in the board policy. We suggest that board policy 6146.6 be removed.

# Williams USD

## Board Policy

### Promotion/Acceleration/Retention

BP 5123

#### Students

The Board of Trustees expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

*(cf. 6011 - Academic Standards)*

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.5 - Elementary/Middle School Graduation Requirements)*

*(cf. 6170.1 - Transitional Kindergarten)*

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Such students shall be identified at the following grade levels: (Education Code 48070.5)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement:

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

*(cf. 6142.91 - Reading/Language Arts Instruction)*  
*(cf. 6142.92 - Mathematics Instruction)*

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

The teacher's decision to promote or retain a student may be appealed in accordance with AR 5123 - Promotion/Acceleration/Retention.

When any student in grades 2-9 is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations. (Education Code 48070.5)

*(cf. 6176 - Weekend/Saturday Classes)*  
*(cf. 6177 - Summer Learning Programs)*  
*(cf. 6179 - Supplemental Instruction)*

#### Legal Reference:

##### EDUCATION CODE

46300 Method of computing average daily attendance  
48010 Admittance to first grade  
48011 Promotion/retention following one year of kindergarten  
48070-48070.5 Promotion and retention  
56345 Elements of individualized education program  
60640-60649 California Assessment of Student Performance and Progress  
CODE OF REGULATIONS, TITLE 5  
200-202 Admission and exclusion of students

#### Management Resources:

##### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs Promotion, Retention, and Grading (students with disabilities)  
FAQs Pupil Promotion and Retention  
Kindergarten Continuance Form

##### WEB SITES

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

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

Policy  
adopted: July 18, 2019

**WILLIAMS UNIFIED SCHOOL DISTRICT**  
Williams, California

# **Williams USD**

## **Administrative Regulation**

### **Promotion/Acceleration/Retention**

AR 5123  
**Students**

#### Acceleration from Kindergarten to First Grade

Any student who meets the age eligibility requirement and has completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten. (Education Code 48010, 48011)

*(cf. 5111 - Admission)*

A student who does not meet the age eligibility requirement may be admitted to first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian upon determination that the student is ready for first-grade work, subject to the following minimum criteria: (Education Code 48011; 5 CCR 200)

1. The student is at least five years of age.
2. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
3. The student is in the upper five percent of his/her age group in terms of general mental ability.
4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.
5. The parent/guardian of the student has filed a written statement with the district approving the placement in first grade.

#### Continuation in Kindergarten

Whenever the Superintendent or designee and the parents/guardians agree that a student shall continue in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300, 48011)

The Superintendent or designee shall not approve a student's continuation in kindergarten until the student has been enrolled in kindergarten for close to one school year.

## Retention at Other Grade Levels

If a student is identified as performing below the minimum standard for promotion to the next grade level based on the indicators specified in Board policy, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - State Academic Achievement Tests)*

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (Education Code 48070.5)

*(cf. 6176 - Weekend/Saturday Classes)*

*(cf. 6177 - Summer Learning Programs)*

*(cf. 6179 - Supplemental Instruction)*

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parent/guardian as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

*(cf. 5145.6 - Parental Notifications)*

The Superintendent or designee shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that their child is at risk of retention.

## Appeal Process

Whenever a student's parent/guardian appeals the teacher's decision to promote or retain a student, the burden shall be on the parent/guardian to show why the teacher's decision should be overruled. (Education Code 48070.5)

To appeal a teacher's decision, the parent/guardian shall submit a written request to the Superintendent or designee specifying the reasons that the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion.



The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent or designee may meet with the parent/guardian and the teacher. If the Superintendent or designee determines that the parent/guardian has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board of Trustees within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the parent/guardian, the teacher, and the Superintendent or designee to decide the appeal. The decision of the Board shall be final.

*(cf. 9321 - Closed Session Purposes and Agendas)*

*(cf. 9321.1 - Closed Session Actions and Reports)*

If the final decision is unfavorable to the parent/guardian, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

*(cf. 5125 - Student Records)*

*(cf. 5125.3 - Challenging Student Records)*

Regulation  
approved: February 15, 2018

**WILLIAMS UNIFIED SCHOOL DISTRICT**  
Williams, California

# **Williams USD**

## **Board Policy**

### **Seventh And Eighth Grade Promotion/Retention Requirements And Eighth Grade Activities Participation**

**BP 6146.6-  
Instruction**

#### **Grades in Core Courses**

Students must pass 4 core classes during the seventh and eighth grades combined for a total of 8 core classes passed. Students must pass 4 core classes for each year they are enrolled Williams Junior High to be promoted to the ninth grade. It is the responsibility of the school to inform students and parents regarding the grades earned each semester. Passing Grades are earned by receiving an A, B, C, or D in core courses. Students meeting promotion requirements will be eligible to participate in the promotion ceremony. To participate in the promotion ceremony, students must have no more than five (5) days of Suspension for the 8th grade year with no suspension days in the 4th quarter, all disciplinary actions must be cleared prior to the ceremony and all school fines must be paid.

A student that does not satisfy the annual core passing grade requirements in seventh and/or eighth grade shall be required to attend a special course of study offered after school, during summer or any other board approved option. Parents will be notified if their student does not meet grade requirements and needs to attend a special course of study. A student will be considered for retention if he/she does not pass 4 core classes per year. Procedures for retention will be conducted according to Board Policy BP/AR5123: Promotion/Acceleration/Retention.

#### **Criteria for Participation in Eighth Grade Trip, and Dance (or other 8th grade trips):**

1. Not earn more than one F in the year at semester grades.
2. Be on track to promote.
3. Must have a 2.0 or higher Grade Point Average (GPA) in all classes:
  - a. In the 4th quarter progress reporting period prior to the trip
  - b. In the last quarter of the 8th grade for the ceremony and dance
4. No more than 17 days of excused and/or unexcused absences
5. No more than ten (10) days of administrative detention during the 8th grade year
6. No more than five (5) days of Suspension for the 8th grade year and no suspension days

in the 4th quarter

7. ~~All disciplinary actions must be cleared prior to the trip~~

8. ~~All school fines must be paid to participate in any of the promotion activities~~

Policy ~~\_\_\_\_\_~~ **WILLIAMS UNIFIED SCHOOL DISTRICT**

adopted: ~~June 13, 2013~~ ~~\_\_\_\_\_~~ Williams, California

revised: ~~February 15, 2018~~

**Students**

BP 5141.21(a)

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should be able to participate in the educational program.

*(cf. 5113 - Absences and Excuses)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

*(cf. 5141.24 - Specialized Health Care Services)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

*(cf. 1250 - Visitors/Outsiders)*

*(cf. 5141 - Health Care and Emergencies)*

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.23 - Asthma Management)*

*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

*(cf. 6116 - Classroom Interruptions)*

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

The Superintendent or designee shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3)

**OPTION 1:** The parent/guardian of a student who is a qualified patient pursuant to Health and Safety Code 11362.7-11362.85 may administer medicinal cannabis, excluding medicinal

## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS** (continued)

cannabis or cannabis products in a smokeable or vapeable form, to the student at a school site. School personnel are not authorized to administer medicinal cannabis to a student. (Education Code 49414.1)

Before administering medicinal cannabis at a school site, the parent/guardian shall provide to the principal or designee a valid written medical recommendation for the student to be given medicinal cannabis, which shall be kept on file at the school. The parent/guardian shall sign in at the school site before administering the medication, and shall not administer the medication in a manner that disrupts the educational environment or exposes other students. After the parent/guardian administers the medication, the parent/guardian shall remove any remaining medicinal cannabis from the school site. (Education Code 49414.1)

**OPTION 2:** Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

### **Administration of Medication by School Personnel**

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

*(cf. 3530 - Risk Management/Insurance)*

*(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)*

*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage

## ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (continued)

of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

### *Legal Reference:*

#### EDUCATION CODE

48980 Notification at beginning of term

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

49414.3 Emergency medical assistance; administration of medication for opioid overdose

49414.5 Providing school personnel with voluntary emergency training

49422-49427 Employment of medical personnel, especially:

49423 Administration of prescribed medication for student

49423.1 Inhaled asthma medication

49480 Continuing medication regimen; notice

#### BUSINESS AND PROFESSIONS CODE

2700-2837 Nursing, especially:

2726 Authority not conferred

2727 Exceptions in general

3501 Definitions

4119.2 Acquisition of epinephrine auto-injectors

4119.8 Acquisition of naloxone hydrochloride or another opioid antagonist

#### HEALTH AND SAFETY CODE

11362.7-11362.85 Medicinal cannabis

#### CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students

#### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

#### UNITED STATES CODE, TITLE 21

812 Schedules of controlled substances

844 Penalties for possession of controlled substance

#### UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

#### COURT DECISIONS

American Nurses Association v. Torlakson, (2013) 57 Cal.4th 570

*Management Resources: (see next page)*



## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS** (continued)

### *Management Resources:*

#### AMERICAN DIABETES ASSOCIATION PUBLICATIONS

Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015

Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

Program Advisory on Medication Administration, 2005

#### NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003

#### WEB SITES

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

American Diabetes Association: <http://www.diabetes.org>

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

National Diabetes Education Program: <http://www.ndep.nih.gov>

U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information: <http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

## Williams Unified School District

2/10/2020  
10:58:17 AM

2019-2020

## Daily Enrollment by School - 2/10/2020

Page 6

## Report Totals

SCHOOL NAME	Transitional Kindergarten	Kindergarten	First Grade	Second Grade	Third Grade	TK-3	Fourth Grade	Fifth Grade	Sixth Grade	4-6	Seventh Grade	Eighth Grade	7-8	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade	9-12	Total
Mid Valley Alter. High School						0				0			0		5	4	3	12	12
Williams Elementary School	19	93	94	83	89	378				0			0					0	378
Williams Independent Study						0				0			0			3	3	6	6
Williams Junior Senior High School						0				0	100	107	207	117	90	89	83	379	586
Williams Upper Elementary						0	93	101	106	300			0					0	300
<b>Total:</b>	19	93	94	83	89	378	93	101	106	300	100	107	207	117	95	96	89	397	1282

# Williams Upper Elementary

2/10/2020

2019-2020

## Discipline Distribution Report from 1/7/2020 to 1/31/2020

Page 1

Code # and Name	Total	Grade			Gender			User3 Codes	
		4	5	6	F	M	OGN	F	H
WG 48900 (f) Property Damage	1	1	-	-	-	1	0	-	-
Totals:	1	1	-	-	-	1	-	-	-

# Williams Junior Senior High School

2/10/2020

2019-2020

## Discipline Distribution Report from 1/7/2020 to 1/31/2020

Page 1

Code # and Name	Total	Grade						Gender			User3 Codes	
		7	8	9	10	11	12	F	M	OGN	F	H
48 Dress, Code Violation	1	-	-	1	-	-	-	-	1	0	-	-
WA 48900 (a)(1) Caused, Attempte	5	2	-	2	-	1	-	4	1	0	-	-
WB 48900 (a)(2) Used Force or Vio	5	-	-	3	-	1	1	2	3	0	-	-
WD 48900 (c) Possession, Use, Sale	1	-	-	-	-	-	1	1	-	0	-	-
WJ 48900 (i) Obscene Acts, Profan	1	1	-	-	-	-	-	-	1	0	-	-
WL 48900 (k) Disruption, Defiance	6	1	-	1	1	1	2	1	5	0	-	-
Totals:	19	4	-	7	1	3	4	8	11	-	-	-

# Mid Valley Alter. High School

2/10/2020

2019-2020

## Discipline Distribution Report from 1/7/2020 to 1/31/2020

Page 1

Code # and Name	Total	Grade			Gender			User3 Codes	
		10	11	12	F	M	OGN	F	H
WA 48900 (a)(1) Caused, Attempte	1	-	1	-	-	1	0	-	-
WB 48900 (a)(2) Used Force or Vio	1	-	1	-	-	1	0	-	-
WL 48900 (k) Disruption, Defiance	1	-	1	-	-	1	0	-	-
Totals:	3	-	3	-	-	3	-	-	-

**CERTIFICATION OF CORRECTIVE ACTION**  
Resolution of 2018–19 Audit Findings

January 17, 2020

LEA: Williams Unified School District

County: Colusa

CDS #: 06-61622

Superintendent or Designee's Signature: Edgar Lampkin  
 (The Superintendent certifies that all corrective action(s) specified on the attached page(s) have been implemented and assures that the corrective procedures will be used in ensuing years.)

Contact Person: Edgar Lampkin E-mail Address: elampkin@williams.k12.ca.us  
 Phone Number: (530) 867-7715 Fax Number: n/a

**INSTRUCTIONS**

On a separate sheet, please describe the specific corrective action which has been taken for each audit finding identified on the enclosed Management Decision List and provide any requested documentation. Be certain that your responses are clear and concise. You will need to provide all documentation that confirms specific actions resolving the problem, i.e., copies of amended reports, certification number of the amended P-2 or Annual Reports of Attendance, revised procedures, corrective action plans, etc.

Please sign and date this Certification of Corrective Action form and submit the original certification form, response, and corresponding documentation to:

Audit Resolution Office  
 School Fiscal Services Division  
 California Department of Education  
 1430 N Street, Suite 3800  
 Sacramento, CA 95814  
 FAX: 916-327-6157

Your response must be submitted **within three weeks of the date of this letter.**

If the Superintendent, Chief Business Officer, or mailing address shown in our letter is incorrect, please report any updated information on our web page at <https://www3.cde.ca.gov/opuscds/default.aspx>.

## WILLIAMS UNIFIED SCHOOL DISTRICT

P. O. Box 7 - 499 Marguerite Street - Suite C - Williams, California 95987

DR. EDGAR R. LAMPKIN, SUPERINTENDENT

District Office 530-473-2550 Fax 530-473-5894 www.williamsusd.net

*"Students in Williams Unified will graduate with 21<sup>st</sup> century skills giving them true choices;  
career and/or college"*

February 5, 2020

RE: 2018-2019 Audit Findings Resolution

Dear Rachel Tucker,

This letter is in response to your request to attempt to show that Williams Unified School District is taking appropriate and timely action to correct the following finding: 2019-01 Comprehensive School Safety Plan. Finding was based on the audit report for 2018-2019.

Corrective Actions Taken:

The School Safety Plan is being revised and aligned to state compliance.

December 2019:	Findings acknowledged
January 2020:	Work on School Safety Plan Revision
February 2020:	Finalize School Safety Plan Revisions that meet state compliance
February 2020:	Submit for review & approval to School Site Council School Safety Plan
March 1 2020:	Submit to CDE Confirmation of compliance with minutes indicating School Safety Plan was <u>reviewed</u> & <u>approved</u> by School Site Councils.
March 2020:	Share revisions with staff of School Safety Plan that needed to be compliant.
April 2020:	Begin ongoing Training around the School Safety Plan provided for Cabinet & Administrators
May 2020:	Continue with Training on the Schools Safety Plan into next year 2020-2021
January 2021:	Update School Safety Plan
February 2021:	Submit School Safety Plan for SSC Review
March 1, 2021:	Submit to CDE confirmation of compliance with minutes indicating <u>review</u> and <u>approval</u> by School Site Councils.

Please let me know if this description for reviewing suffices.

Sincerely,



Edgar Lampkin, Ed. D.  
Williams USD Superintendent

BOARD OF TRUSTEES: ANNIE LEOS-VERA - ALEJANDRA LOPEZ - YARELI MORA - GEORGE W. SIMMONS - SILVIA VACA

## MANAGEMENT DECISION LIST

LEA: Williams Unified

County: Colusa

CDS#: 06-61622

Finding

CDE Decision

2019-01 Comprehensive  
School Safety Plan

Corrective Action/  
Documentation  
Required:

Provide a description of procedures for reviewing and approving Comprehensive School Safety Plans and a timeline for implementation.

There is currently no cost associated with this finding, however, per California Education Code Section 32287, if the Superintendent of Public Instruction determines that there has been a willful failure to make any report, the Superintendent shall do both of the following: (a) Notify the school district or county office of education in which the willful failure has occurred, and (b) Make an assessment of not more than two thousand (\$2,000) dollars against that school district or COE.