# WILLIAMS UNIFIED SCHOOL DISTRICT

**BOARD OF TRUSTEES REGULAR MEETING**
6:30 p.m., Thursday, June 18, 2020, Regular Meeting
**College & Career Center**
260 Eleventh Street, Williams, CA

## A G E N D A

**1.0 CALL TO ORDER** **TIME: _____ PM**

**2.0 ROLL CALL**

**3.0 PLEDGE OF ALLEGIANCE**

**4.0 APPROVAL OF THE AGENDA**

**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

**5.0 AUDIENCE/VISITORS PUBLIC DISCUSSION** – Anyone wishing to address the Board 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.

**6.0 PRESENTATIONS**

6.1 Recognition of Retirement for Cynthia Gobel, 38 years of service for Williams Unified.
6.2 Construction Update – Jeff Threet, Stone Creek Engineering, Inc.

**7.0 BOARD REPORTS**

7.1 (p. 12) SIG Coordinator/ELL Administrator, Rosa Villaseñor
7.2 (p. 14) District Liaison, Monica Vega-Mendoza
7.3 (p. 15) Upper Elementary Principal, Hector Gonzalez
7.4 Secondary School Principal, Dr. Mary Ponce
7.5 (p. 17) Internship Coordinator, Estefania Guillen Aceves
7.6 (p. 34) Technology Director, Vangelis Bolias
7.7 (p. 36) Food and Nutrition Director, Kristi Ward
7.8 (p. 37) Director of Fiscal Services and Accountability, Mechele Coombs
7.9 District Superintendent and Secretary to the Board, Dr. Edgar Lampkin

**8.0 EMPLOYEE GROUPS BOARD REPORTS**

8.1 Certificated Employees – Williams Teachers Association
8.2 Classified Employees – California School Employees Association Chapter #556

**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 (p. 38) May 21, 2020 (Regular)
9.2 (p. 44) **BILLS/WARRANTS** – Request to approve warrants list, special variable payroll (V. Wright)
9.3 **MONTHLY ACCOUNT SUMMARIES** – Request to approve monthly account summaries
9.3.1 (p. 48) Prepared by Toni Rivera, General Ledger Report and Bank Reconciliation Report, Williams Middle School Checking Account, April 2020.
9.3.2 (p. 50) Prepared by Lucila Mendez, General Ledger Report and Bank Reconciliation Report, Williams High School Checking Account, April and May 2020.

9.4 **SERVICE AGREEMENTS/CONTRACTS**

9.4.1 (p. 58) Agreement for ELA-MATH Makerspace Distance Learning Academy for Migratory Students (2020 Summer Year) effective June 15, 2020.

9.4.2 (p. 65) Agreement for ELA-MATH Makerspace Distance Learning Academy for Migratory Students (2020 Summer Year) effective July 13, 2020.

9.4.3 (p. 72) Williams Unified School District and Facilitron, Inc. Facilities Management Portal Agreement effective July 1, 2020.

9.4.4 (p. 81) Clark/Sullivan Potential Change Order #144-99 for Williams MP Building.

9.4.5 (p. 86) Clark/Sullivan Potential Change Order #147-99 for Williams MP Building.

9.4.6 (p. 89) ABS Builders Allowance Allocation #2 for Williams High School Gymnasium Project.

9.4.7 (p. 90) Proposal for Photography Service for Williams Jr/Sr High School with Rodney Ramos Productions for 2020 Graduation Photos.

9.4.8 (p. 92) Voluntary Student Accident and Sickness Insurance Program Agreement between Myers-Stevens & Toohey & Company, Inc. and Williams Unified School District SY 2020-21.

9.4.9 (p. 97) Memorandum of Understanding between Colusa County Office of Education and Colusa County School Districts regarding the Tobacco Use Prevention and Education Program (TUPE) effective July 1, 2020 to June 30, 2023.

9.4.10 (p. 101) Revocable License Agreement between Colusa County Office of Education and Williams Unified School District for the Farm to School Garden Plot.

9.4.11 (p. 103) NorCal Teacher Trainers Service Contract for Williams Jr/Sr High School GLAD workshops.

9.5 (p. 105) **ROUTINE PURCHASE ORDERS**

| **Purchase Order #** | **Vendor** | **Amount** |
|---|---|---|
| PO20-00715 | Barmann Landscape and Irrigation | $107,059.00 |

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** |
|---|---|---|---|
| Substitute Pool | Custodian/Assistant Cook/Student Supervisor | Open | |
| | | | |
| Extra Duty | Distance Learning Summer Academy 9-12 Algebra Teacher (1 position) | Filled | Robert Tamayo |
| Extra Duty | Distance Learning Summer Academy 9-12 Credit Recovery Teacher (1 position) | Filled | Jeff Lemus |
| Extra Duty | Distance Learning Summer Academy 9-12 Tutor/Facilitator WCC Courses (up to 3 positions) | Filled | • James Welcome<br>• David Garcia |
| Extra Duty | Distance Learning Summer Academy K-6 Lead Teacher (2 positions) | Filled | Michelle Jorge |
| Extra Duty | Distance Learning Summer Academy K-6 Support Teacher (3 positions) | Filled | • Brian Darden<br>• Emma Agnew<br>• Alejandra Larios |
| Extra Duty | Varsity Volleyball Coach | 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 Management | Elementary Principal | Resignation | Amanda Zimmerman |
| | | | |
| Certificated | Secondary Agriculture Teacher | Resignation | Kristi Hill |
| Certificated | Secondary Agriculture Teacher | Open | |
| Certificated | Health Specialist | Open | |
| Certificated | Secondary Spanish Teacher | Filled | Leonel Mendoza pending all clearances. |
| Certificated | Secondary Math Teacher | Filled | • Natalie Sturdivant<br>• Gary Irwin<br>Pending all clearances |

| | | | |
|---|---|---|---|
| Variable Service Agreement | Interim MOT Director | Filled | Roy Owens |

9.8 **APPROVE INSTRUCTIONAL MINUTES/ BELL SCHEDULES / MASTER SCHEDULES**
9.8.1 (p. 109) 2020-2021 Master Schedule for Williams Upper Elementary School
9.8.2 (p. 110) 2020-2021 Master Schedule for Williams Jr/Sr High School
9.8.3 (p. 111) 2020-2021 Instructional Minutes for Williams Jr/Sr High School

9.9 **APPROVE STUDENT HANDBOOKS**
9.9.1 (p. 112) Williams Jr/Sr High Student Athlete Handbook
9.9.2 (p. 126) Williams Jr/ Sr High School 2020-2021 Student Handbook

9.10 **APPROVE INTER-DISTRICT TRANSFER REQUESTS**
9.10.1 (p. 162) Updated 2020-21 Inter-District Transfer List

9.11 **APPROVE BOARD POLICIES (BP) AND ADMINISTRATIVE REGULATIONS (AR) AND EXHIBITS (E) AND BOARD BYLAWS (BB)**
9.11.1 (p. 166) CSBA Policy Guide Sheet April 2020
9.11.2 (p. 167) CSBA Policy Guide Sheet May 2020

9.12 **APPROVE FIELD TRIP REQUESTS**
9.12.1 None

9.13 **APPROVE DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES**
9.13.1 (p. 171) Disposal of Williams Jr/Sr High School Obsolete Textbooks

**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

**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 (p. 172) Consideration and possible action concerning the approval of the COVID-19 Operations Written Report.

**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

10.2 (p. 176) Consideration and possible action concerning the approval of the Budget Adoption 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

10.3 (p. 329) Consideration and possible action concerning the approval of the 2020-2021 Balances in Excess of Minimum Reserve Requirements.

**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

10.4 (p. 330) Consideration and possible action concerning the approval of **Resolution #25-061820: 2020-2021 Education Protection Account (EPA) Spending Plan.**

**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

10.5 (p. 331) Consideration and possible action concerning the approval of **Resolution #26-061820: Resolution for the Classification of Fund Balances in Governmental Funds (GASB 54).**

**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

10.6 (p. 332) Consideration and possible action concerning the approval of the Migrant Education Plan for Williams Unified School District effective July 1, 2020 – June 30, 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

10.7 (p. 419) Consideration and possible action concerning the approval of the Substitutes Annual Statement of Need 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

10.8 (p. 421) Consideration and possible action concerning the approval of the Declaration of Need for Fully Qualified Educators 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

10.9 (p. 424) Consideration and possible action concerning the approval of the Public Disclosure of the Collective Bargaining Agreement between Williams Unified School District and the Williams Teachers Association.

**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

10.10 (p. 434) Consideration and possible action concerning the approval of the Written Requisition #4 for Disbursements from the Project Fund.

**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

10.11 (p. 437) Consideration and possible action concerning the approval of the revised job description for Teacher on Special Assignment (TOSA) – Technology Trainer.

**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

**11.0 BOARD MEMBER COMMENTS**

**12.0 INFORMATIONAL ITEMS AND REPORTS**

12.1 (p. 439) District Enrollment Report

**13.0 FUTURE MEETING DATES**

13.1 July 16, 2020 (Regular)
13.2 August 11, 2020 (Special – Board & Superintendent Goals)
13.3 August 20, 2020 (Regular)
13.4 September 10, 2020 (Regular)

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

14.1 None

**15.0 CONVENE TO CLOSED SESSION TIME: ____ PM**
**Closed Session will be held regarding the following matters:**

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

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

**16.0 RECONVENE TO OPEN SESSION TIME: ____ PM**
**Action Taken During Closed Session:**

16.1 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

16.2 Conference with Labor Negotiators (Gov. Code 54957.6)
Superintendent Dr. Edgar Lampkin, Director of Fiscal Services Mechele Coombs and Legal Representation
16.2.1 Certificated Employees – WTA
16.2.2 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

**17.0 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 260 11th Street, Williams, California.***
**THE NEXT REGULARLY SCHEDULED BOARD MEETING WILL BE Thursday, July 16, 2020 AT 6:30 PM.**

Posted: June 11, 2020

# DISTRITO ESCOLAR UNIFICADO DE WILLIAMS

**REUNIÓN REGULAR DEL CONSEJO DIRECTIVO**
Reunión Regular, jueves 18 de junio 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 ___**
**Lista de asistentes:** **Abstuvo _____ Ausente_____**
Leos-Vera ☐ sí ☐ no / López ☐ sí ☐ no / Mora ☐ sí ☐ no / GW Simmons ☐ sí ☐ no / Vaca ☐ sí ☐ 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 PRESENTACIONES**

6.1 Reconocimiento al retiro de Cynthia Gobel, 38 años de servicio para el Distrito Escolar Unificado de Williams.
6.2 Actualización de construcción – Jeff Threet de Ingeniería Stone Creek (Stone Creek Engineering, Inc.)

**7.0 REPORTES DEL CONSEJO DIRECTIVO**

7.1 (p. 12) Rosa Villaseñor, Coordinadora de SIG/Administradora de ELL.
7.2 (p. 14) Mónica Vega-Mendoza, Contacto del Distrito.
7.3 (p. 15) Héctor González, Director de la Escuela Primaria Superior.
7.4 Dra. Mary Ponce, Directora de la Escuela Secundaria.
7.5 (p. 17) Estefanía Guillen Aceves, Coordinadora de Pasantías.
7.6 (p. 34) Vangelis Bolias, Director de Tecnología.
7.7 (p. 36) Kristi Ward, Directora de Nutrición y Alimentos.
7.8 (p. 37) Mechele Coombs, Directora de Servicios Fiscales y de Rendición de Cuentas.
7.9 Dr. Edgar Lampkin, Superintendente del Distrito y Secretario del Consejo Directivo.

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

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

**9.0 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.

9.1 **ACTA DEL CONSEJO DIRECTIVO** – Pedido de aprobación del acta del Consejo Directivo.
9.1.1 (p. 38) 21 de mayo de 2020 (Regular).
9.2 (p. 44) **CUENTAS/AUTORIZACIONES** – Pedido de aprobación de la lista de autorizaciones, nómina variable especial (V. Wright).
9.3 **RESÚMENES DE CUENTAS MENSUALES** – Solicitud de aprobación de resúmenes de cuentas

mensuales.

9.3.1 (p. 48) Informe de conciliación bancaria de la cuenta de cheques de la Escuela Intermedia Williams preparado por Toni Rivera, abril de 2020.

9.3.2 (p. 50) Informe del libro mayor de cuentas y conciliación bancaria de la cuenta de cheques de la Escuela Secundaria Williams preparado por Lucila Méndez, abril y mayo de 2020.

9.4 **CONTRATOS/ACUERDOS DE SERVICIOS**

9.4.1 (p. 58) Acuerdo de ELA-MATEMÁTICAS con la Academia de Aprendizaje a Distancia Markerspace para Estudiantes Migrantes (verano de 2020), a partir del 15 de junio de 2020.

9.4.2 (p. 65) Acuerdo de ELA-MATEMÁTICAS con la Academia de Aprendiza Distancia Markerspace para Estudiantes Migrantes (verano de 2020), a partir del 13 de julio de 2020.

9.4.3 (p. 72) Acuerdo entre el Distrito Escolar Unificado Williams y el Portal de Gestión de Instalaciones de Facilitron, Inc. a partir del 1ro de julio de 2020.

9.4.4 (p. 81) Posible cambio de la Orden #144-99 de Clark/Sullivan para el edificio multiuso de Williams.

9.4.5 (p. 86) Posible cambio de la Orden #147-99 de Clark/Sullivan para el edificio multiuso de Williams.

9.4.6 (p. 89) Asignación de presupuesto #2 de Constructores ABS (ABS Builders) para el proyecto del gimnasio de la Escuela Secundaria Williams.

9.4.7 (p. 90) Propuesta para servicios de fotografía con Producciones Rodney Ramos para la Escuela Secundaria Intermedia y Preparatoria Williams para fotos de graduación 2020.

9.4.8 (p. 92) Acuerdo del Programa Voluntario de Seguro por Enfermedad y Accidente Estudiantil entre Myers-Stevens & Toohey & Company, Inc. y el Distrito Escolar Unificado de Williams, año escolar 2020-21.

9.4.9 (p. 97) Memorándum de entendimiento entre la Oficina de Educación del Condado de Colusa y los Distritos Escolares del Condado de Colusa relacionado al Programa Educativo y de Prevención del Consumo de Tabaco (TUPE, por sus siglas en inglés) del 1ro de julio de 2020 al 30 de junio de 2023.

9.4.10 (p. 101) Acuerdo de licencia revocable entre la Oficina de Educación del Condado de Colusa y el Distrito Escolar Unificado Williams para EL Terreno de Cultivo del Programa de la Granja a la Escuela.

9.4.11 (p. 103) Contrato de servicio de formadores de docentes de NorCal para los talleres GLAD de Williams Jr / Sr High School.

9.5 (p. 105) **ÓRDENES DE COMPRA DE RUTINA**

| Orden de Compra # | Proveedor | Cantidad |
|---|---|---|
| PO20-00715 | Barmann Landscape and Irrigation | $107,059.00 |

9.6 **APROBACIÓN DE REPORTES DE DEBER ADICIONAL / VOLUNTARIOS / PERSONAL ESTUDIANTIL** - Pedido de aprobación de artículos del personal relacionados a Deber Adicional, Voluntariado y reportes de los Estudiantes. (R. Cranford).

| Clasificación | Posición | Estatus | Nombre |
|---|---|---|---|
| Grupo sustituto | Custodio/Asistente de Cocina/Supervisor de Estudiantes | Vacante | |
| | | | |
| Deber Adicional | Maestro de Álgebra de 9-12 para la Academia de Verano de Aprendizaje a Distancia (1 posición) | Ocupada | Robert Tamayo |
| Deber Adicional | Maestro de Recuperación de Crédito de 9-12 para la Academia de Verano de Aprendizaje a Distancia (1 posición) | Ocupada | Jeff Lemus |
| Deber Adicional | Tutor/Facilitador de Cursos WCC de 9-12 para la Academia de Verano de Aprendizaje a Distancia (hasta 3 posiciones) | Ocupada | • James Welcome<br>• David Garcia |
| Deber Adicional | Maestro Principal de K-6 para la Academia de Verano de Aprendizaje a Distancia (2 posiciones) | Ocupada | Michelle Jorge |
| Deber Adicional | Maestro de Apoyo de K-6 para la Academia de Verano de Aprendizaje a Distancia (3 posiciones) | Ocupada | • Brian Darden<br>• Emma Agnew |

| | | | |
|---|---|---|---|
| | | | • Alejandra Larios |
| Deber Adicional | Entrenador de voleibol universitario | Vacante | |

9.7 **APROBACIÓN DEL REPORTE DEL 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** |
|---|---|---|---|
| Administración Certificada | Directora de Escuela Primaria | Renuncia | Amanda Zimmerman |
| | | | |
| Certificada | Maestro de Agricultura de Secundaria | Renuncia | Kristi Hill |
| Certificada | Maestro de Agricultura de Secundaria | Vacante | |
| Certificada | Especialista en Salud | Vacante | |
| Certificada | Maestro de Español de Secundaria | Ocupada | Leonel Mendoza; aprobación pendiente. |
| Certificada | Maestro de Matemática de Secundaria | Ocupada | • Natalie Sturdivant<br>• Gary Irwin<br>Aprobación pendiente |
| | | | |
| Acuerdo de servicio variable | Director interino de MOT | Ocupada | Roy Owens |

9.8 **APROBACIÓN DE MINUTOS DE INSTRUCCIÓN / CRONOGRAMAS DE CLASE / CRONOGRAMAS MAESTROS.**
9.8.1 (p. 109) Cronograma Maestro de 2020-2021 para la Escuela primaria superior Williams.
9.8.2 (p. 110) Cronograma Maestro de 2020-2021 para la Escuela Secundaria Intermedia y Preparatoria Williams.
9.8.3 (p. 111) Minutos de Instrucción de 2020-2021 para la Escuela Secundaria Intermedia y Preparatoria Williams.

9.9 **APROBACIÓN DE GUÍAS DEL ESTUDIANTE**
9.9.1 (p. 112) Williams Jr / Sr High Manual Atleta Estudiante
9.9.2 (p. 126) Williams Jr / Sr High School 2020-2021 Manual del estudiante

9.10 **APROBACIÓN DE PEDIDOS DE TRANSFERENCIAS ENTRE DISTRITOS**
9.10.1 (p. 162) Lista actualizada de transferencias entre Distritos de 2020-21.

9.11 **APROBACIÓN DE POLÍTICAS DEL CONSEJO DIRECTIVO (PCD), REGLAMENTOS ADMINISTRATIVOS (RA), DOCUMENTOS (D) Y NORMAS DEL CONSEJO DIRECTIVO (NCD)**
9.11.1 (p. 166) Hoja informativa de la política de CSBA, abril 2020.
9.11.2 (p. 167) Hoja informativa de la política de CSBA, mayo 2020.

9.12 **APROBACIÓN DE PEDIDOS DE VIAJES DE ESTUDIO**
9.12.1 Ninguno.

9.13 **APROBACIÓN DE DESECHO DE LIBROS, EQUIPAMIENTO Y SUMINISTROS**
9.13.1 (p. 171) Desecho de libros de texto obsoletos de la Escuela Secundaria Intermedia y Preparatoria Williams.

**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

**10.0** **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.

10.1 (p. 172) Consideración y posible acción respecto a la aprobación del Informe Escrito de Operaciones COVID-19.

**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

10.2 (p. 176) Consideración y posible acción respecto a la aprobación de la Adopción del Presupuesto 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

10.3 (p. 329) Consideración y posible acción respecto a la aprobación de los saldos excedentes de los requisitos mínimos de reserva de 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

10.4 (p. 330) Consideración y posible acción respecto a la aprobación de la **Resolución #25-061820: Plan de gasto 2020-2021 de la Cuenta de Protección Educativa (EPA, por sus siglas en inglés).**

**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

10.5 (p. 331) Consideración y posible acción respecto a la aprobación de la **Resolución #26-061820: Resolución para la clasificación de saldos de fondos de los Fondos Gubernamentales (GASB 54).**

**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

10.6 (p. 332) Consideración y posible acción respecto a la aprobación del Plan de Educación Migrante para el Distrito Escolar Unificado Williams del 1ro de julio de 2020 al 30 de junio de 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

10.7 (p. 419) Consideración y posible acción respecto a la aprobación de la Declaración Anual de Necesidad de Sustitutos 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

10.8 (p. 421) Consideración y posible acción respecto a la aprobación de la Declaración de Necesidad de Educadores Completamente Cualificados 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

10.9 (p. 424) Consideración y posible acción respecto a la aprobación de la Divulgación Pública del Acuerdo de la negociación colectiva el Distrito Escolar Unificado de Williams y la Asociación de Maestros de Williams.

**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

10.10 (p. 434) Consideración y posible acción respecto a la aprobación de la Solicitud Escrita #4 para desembolsos del Fondo de Proyectos.

**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

10.11 (p. 437) Consideración y posible acción respecto a la aprobación de la descripción de trabajo revisada para el Maestro de Tarea Especial (TOSA, por sus siglas en inglés) - Entrenador de Tecnología.

**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

**11.0 COMENTARIOS DE LOS MIEMBROS DEL CONSEJO DIRECTIVO**

**12.0 ARTÍCULOS INFORMATIVOS Y REPORTES**

12.1 (p. 439) Reporte de inscripción del Distrito.

**13.0 FECHAS DE FUTURAS REUNIONES**

13.1 16 de julio de 2020 (Regular).
13.2 11 de agosto de 2020 (Especial – Metas del Consejo Directivo y el Superintendente)
13.3 20 de agosto de 2020 (Regular).
13.4 10 de septiembre de 2020 (Regular)

**14.0 AGENDA PENDIENTE** – Éste es el momento de agregar futuros artículos a la agenda pendiente.

14.1 Ninguno.

**15.0 CONVOCATORIA A UNA SESIÓN CERRADA HORA: ____ P.M.**
**En la sesión cerrada se tratarán los siguientes temas:**

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

15.2 Conferencia con los negociadores laborales (Código de Gobierno 54957.6).
Superintendente Dr. Edgar Lampkin, Directora de Servicios Fiscales Mechele Coombs y representación legal.
15.2.1 Empleados certificados – WTA.
15.2.2 Empleados clasificados – CSEA Capítulo #556.

**16.0 REANUDAR LA SESIÓN ABIERTA HORA: ____ P.M.**
**Medida tomada durante la sesión cerrada:**

16.1 Disciplina/despido/suspensión del 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

16.2 Conferencia con los negociadores laborales (Código de Gobierno 54957.6).
Superintendente Dr. Edgar Lampkin, Directora de Servicios Fiscales Mechele Coombs y representación legal.
16.2.1 Empleados certificados – WTA.
16.2.2 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

**17.0 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 su revisión pública en la oficina del Distrito Escolar Unificado de Williams ubicado en 260 11th Street, Williams, California.***
**LA PRÓXIMA REUNIÓN PROGRAMADA DEL CONSEJO DIRECTIVO SERÁ EL jueves 16 de julio de 2020 a las 6:30 P.M.**

Publicado: 11 de junio de 2020

**Summer Academy 2020 Board Update**

June 4, 2020
Veronica Solis, Summer Academy Principal

We have two overarching summer programs with different programs underneath them to benefit our students. All programs will be conducted via Distance Learning. Students will have access to meals at the MPR at the Education Village. All students have technology and hot spots to access our program.

**Hiring Update:** We are in the process of wrapping up with staffing our TK-6.

**Dates:** June 8-July 15

**Professional Development Days:** June 5th all teachers will participate in Professional Development with their perspective programs. Our Woodland Community College Course Facilitators/Mentors will be receiving Canvas training by Woodland Community staff in order to audit the course and assist our students.

Our Secondary Program

- **Woodland Community College:** We currently have approximately 73 High School students in college classes with a total of approximately 118 class enrollments. There are also 14 students on the waiting list. Through our ASSETS program, students will have a Facilitator/Tutor assigned to them who will provide support and study groups via google classroom and canvas support.

- **Credit Recovery Enrollment:** We currently have 116 students; this includes students needing to recover Algebra credit and those who need a course to be A-G eligible. We have 8 Seniors who will be enrolled to complete their High School Diploma. Our Algebra teacher will be working with students who are repeating one or two semesters of Algebra because they struggled with the course during the school year.

- **Binational Teacher-**
  Due to the COVID-19 impact internationally, the Binational Teacher Program was suspended for the 2020 summer.

**Transportation:** We will not have transportation services this year since all programs are distance learning.

**Partnerships**: We have Partnerships with Woodland Community College, Upward Bound Program, Assets Program and Migrant Education. We have been meeting on a regular basis with one of current partnerships through WCC; our Upward Bound program, and our assets coordinator to coordinate all our services and solidify our textbook checkout process, students support, tutoring, etc.

WE also have partnerships with our Migrant Education program where they will be providing a staff member to assist in contacting students.

**TK-6 Summer Academy**

- All Williams' students in grades K-8 will be able to log join a Google Classroom this summer and complete 20 days of learning developed by Modern Teacher and six additional days created by summer school staff.

- Modern Teacher will provide students with a variety of learning experiences in reading, math, writing, and word work. They will also have the opportunity to do hands-on STEM projects and engage with Creativity activities.

- Students in grades 3-6 who scored just below average, or scored in the "yellow" range will have the opportunity to have learning support with a teacher. The teacher will meet regularly via zoom with these students and provide educational experiences with the goal of increased student achievement. Staff working this program this summer is Brian Darden, Emma Agnew and Michelle Jorge as the Lead Teacher.

# Board Report
# Mónica Vega-Mendoza

## June 2020 ROLES

### DISTRICT:

**Translations**: Translated documents for meal change, power point presentation, and district letters.

**Bond Oversight Committee meeting** coordinating last meeting for the school.

**District Parent Engagement**: Last parent session participation, prior to the COVID19, was on Tuesday, March 10, 2020.

**MPAC**: The MPAC meeting postponed until further notice.

**Migrant Camp Students**: Migrant students enrolled with Williams Unified School District have been issued a Hot Spot for the online learning. Migrant Families continue to rely on the Parent Center and the Family Resource Center for guidance and support.

**Parent Engagement- Lifelong Skill of the Month Integrity- Meeting:** Meetings postponed until further notice due to COVID-19.

### DISTRICT LIAISON

**Lunch Applications**: Assist Kristi with translation of documents.

Collaborating with Alejandra Lopez for the opening of the Migrant Camp and with delivering backpacks to students from the Migrant Camp.

Coordinating meeting with the Mexican Consulate and Migrant Housing. Mexican Consulate would like to visit Migrant Camp to share resources in regards to COVID-19. I will inform the board with details once the meeting takes place on what transpired.

**Family Resource Center / Parent Center:** Jointly collaborating in deploying Frontier Modems to families in need of internet.

**THANKYOU!**

*Williams Upper Elementary School*
Hector Gonzalez, Principal

**Williams Upper Elementary School's Mission:**
*Students will experience: Communication, Collaboration, Critical Thinking, and Creativity daily*

# June 2020
## Board Report

**ENROLLMENT UPDATE**

| Grade Level | Number of Boys | Number of Girls | Average Class Size | Number of Students |
|---|---|---|---|---|
| **Fourth** | 53 | 41 | 23.5 scholars | 94 |
| **Fifth** | 60 | 42 | 25.5 scholars | 102 |
| **Sixth** | 68 | 38 | 26.5 scholars | 106 |
| **Independent Study** | 0 | 0 | 0 | 0 |
| **Total** | **181** | **121** | **25.16 scholars** | **302** |

**As of June 4, 2020**

## ATTENDANCE

**Attendance:** For next year, we are projecting 96 fourth graders, 96 fifth graders and 110 sixth graders. WUES will most likely have a total of 303 scholars enrolled at start of school year.

| Month | Number of scholars | Month | Number of scholars | Month | Number of scholars |
|---|---|---|---|---|---|
| August | - 318 | November | - 311 | February | - 300 |
| September | - 321 | December | - 304 | March | - 302 |
| October | - 324 | January | - 304 | April | - No School COVID-19 |
| | | | | May | - No School COVID-19 |

***Distance Learning at WUES*:**

1. Teachers made every effort to connect with scholars and with parents to provide scholars the opportunity to actively participating in "Long Distance Learning". Our office staff and I made calls home to parents whose scholars were not participating in our Zoom meetings, or if they were not answering teacher calls.
2. The district is currently working on getting Hot Spots for all families who may not have connectivity.
3. All scholars were asked to hold on to their computers until July. On July 21, we will send an all call informing arents when and where to return their devices.
4. Teachers will still have access to Modern Teacher to continue to develop their playlists and to watch videos on how to best use the resources availible to them.
5. The office staff (Toni and Julie) are still receiving calls from parents and are helping in any way they can.

***Teacher Check-Out*:**

- As of Monday, June 1, 2020 all teachers have checked out of their classrooms.
- Some teachers checked out the week prior to help our custodians begin the work of cleaning the rooms.
- All work orders have been submitted.

***Updates from Michelle Jorge and Wendy Sjouland:*** Michelle and Wendy supported staff by helping them deal with long distince learning. They adviced teachers during grade level Zoom meetings. As teachers were doing their planning, Michelle and Wendy were right there to help them with decision making and any questions they may have. Michelle and Wendy also met with me and kept me well informed with teacher concerns and kept me well adviced on how emotionally our teachers were doing. Happy to report that all teachers finished strong. It was hard but we hung in there and did the work.

***Distance Learning Attendance:***

- 6th Grade has had a 67% attendance rate
- 5th Grade has had a 83% attendance rate
- 4th Grade has had a 68% attendance rate
    - These percentages are based on what teachers reported
- On our attendance sheets, teacher are writing comments as to which scholars are attending their Zoom meetings and which scholars are just working on packets.
- Julie and Toni helped by calling parents when their children do not attend a scheduled Zoom meetings.
- Julie also called Spanish speaking parents to help translate for our teachers who do not speak Spanish. Toni called bilingual parents.
- Teacher texted, called, or emailed us with concerns or when they need to reach a "hard to reach parent".

***What we Learned from Distance Learning:***

- The Modern Teacher training was very helpful, but it seems that we will need to review it. Yet, some teachers took to it like fish to water. We will ask these teachers to help those who struggled.
- Attendance was done on a spreadsheet. If possible, I would recommend using AERIES to keep attandance.
- We will need to increase the rigor and the relevance in all our lessons.
- Parents were hard to reach, some parents struggled with technology. To help, we can hold parent/scholar trainings in small groups to help them with technology.
- Home visitations helped in most cases. Will continue to make visits.

***Lindamood-Bell Professional Development Training***:

- Our Professional Developmnet trainings ended on Thursday, May 28th. I am happy to report that 100% of WUES teachers participated 100% of the time. We did have our three teachers who were teaching Mandarin leave for 30 minutes once a week while they Zoomed in for the Mandarin lesson. Other than that, nobody else missed any part of the training.
- Just as a reminder, we began our journey on May 6th and ended on May 28th. Each week we trained three days (W/Th/F) from 1:30pm until 3:30pm.

ESTEFANIA GUILLEN ACEVES

INTERNSHIP COORDINATOR

JUNE PROGRESS REPORT

**WORK ACCOMPLISHED/WORK IN PROGRESS:**

**Internships:**

Internships are paused until the beginning of the school year.

The internship program is still open to help its students though, especially during this time of employment need. Document support is still being given to the students, whether it is help with resume, cover letters, applications, or letters of recommendation. Three students have came into the Family Resource Center/Parent Center to get help with applying to jobs. Aside from the three students, I have received a lot of phone calls/text messages of students that need help with applications. Support was given on various days of the month.

The internship program also got in contact with Karen Peters from Colusa County One Stop. We will be working together for the following school year to provide additional support to Williams Jr/Sr High School students.

**Work Opportunities:**

Before the school closure, Williams Unified School District had three student tutors helping the ASSETS/ASES program and ten translators/interpreters stationed at the Family Resource Center. Their employment contract ended on May 29, 2020.

The ten translators/interpreters were contacted on May 14, 2020 to ask if they were willing to come into work due to the fact that the Family Resource Center/Parent Center needed the assistance. All of the students were willing. After they notified me that they were willing to come in, I asked them to talk to their parents. If their parents were okay with it, we could get them on board for a few hours a day. Eight out of the ten students got the "okay" from their parents to commence with this opportunity.

The students were brought aboard to be in charge of helping us disperse the modems for families, answering phone calls, organizing, translating amongst other duties. As May 29, 2020 was approaching, I submitted a personnel request form for the students to continue to work at the Family Resource Center/Parent Center.

When May 29, 2020 arrived, I lost a senior and one of translators/interpreters got hired for another position that was posted. In the end, I was left with six students to work at the Family Resource Center/Parent Center.

This month the internship program brought on another position that we usually have in the summer. The Custodian Student Helper position was posted and the internship program received twelve applications. We were to solely hire eight students for this posting. Due to the urgency of getting the students hired, the hiring process lasted a week. Applications were due on May 29th and I worked with the students to get all of their requirements in by June 1st. Interviews were held at the Family Resource Center/Parent Center on June 2 with the help of Clara Aguayo and Monica Vega-Mendoza. The questions that were asked were the following:

1. Please tell us about yourself.
2. What skills and/or training do you have that enables you to work well with other students/teachers and staff members?
3. What skills, training, or work experience do you have for the custodial position?
4. What changes can you make to the school and the community as a custodian?
5. Why do you want this position?
6. What is your availability like for the summer?
7. Are there any limitations on your ability to perform the functions of the position?
8. Do you have any questions for this committee?

Ultimately, we hired eight students. On June 3, we met up to go over the hiring documents: Personal Data Sheet, I-9, W-4, etc. I was able to answer questions and go a little more in depth. On June 4, we met once again, but this time for their professional development training. The training covered how a student intern brings their "A game". We spoke about attitude, attendance, appearance, ambition, accountability, acceptance, and appreciation. We also established a couple of rules to follow on the job.

1. No phones during work hours. If there is an emergency or someone needing to keep in contact with they, they are allowed to carry their phone with them. They are not allowed to answer the phone on a regular basis, text, or be on any type of social media.
2. If they are not coming into work, they are to contact their supervisor and myself two hours prior to their scheduled work day.
3. Three Strike Rule: First strike will be meeting with me, second strike will be meeting with me and individual supervisor, and third strike they will have their hours cut.
    a. Students are to comply to the rules posed by their supervisor as well as follow my rules. Any defiance will lead to as strike.

**Family Resource Center:**

The Family Resource Center has come together to work with the Parent Center. Monica Vega-Mendoza and I will submit a joint board report after our individual reports.

The Family Resource Center is still open for any other phone calls that parents may need. Our phone numbers are (530) 473-4313 and (530) 473-4311. A Facebook page was also opened up to better assist our community with receiving news/resources. You can "like" our page: **WUSD Family Resource Center/Parent Center**. So far, our page has 130 "likes", meaning that at least 130 people are following our posts.

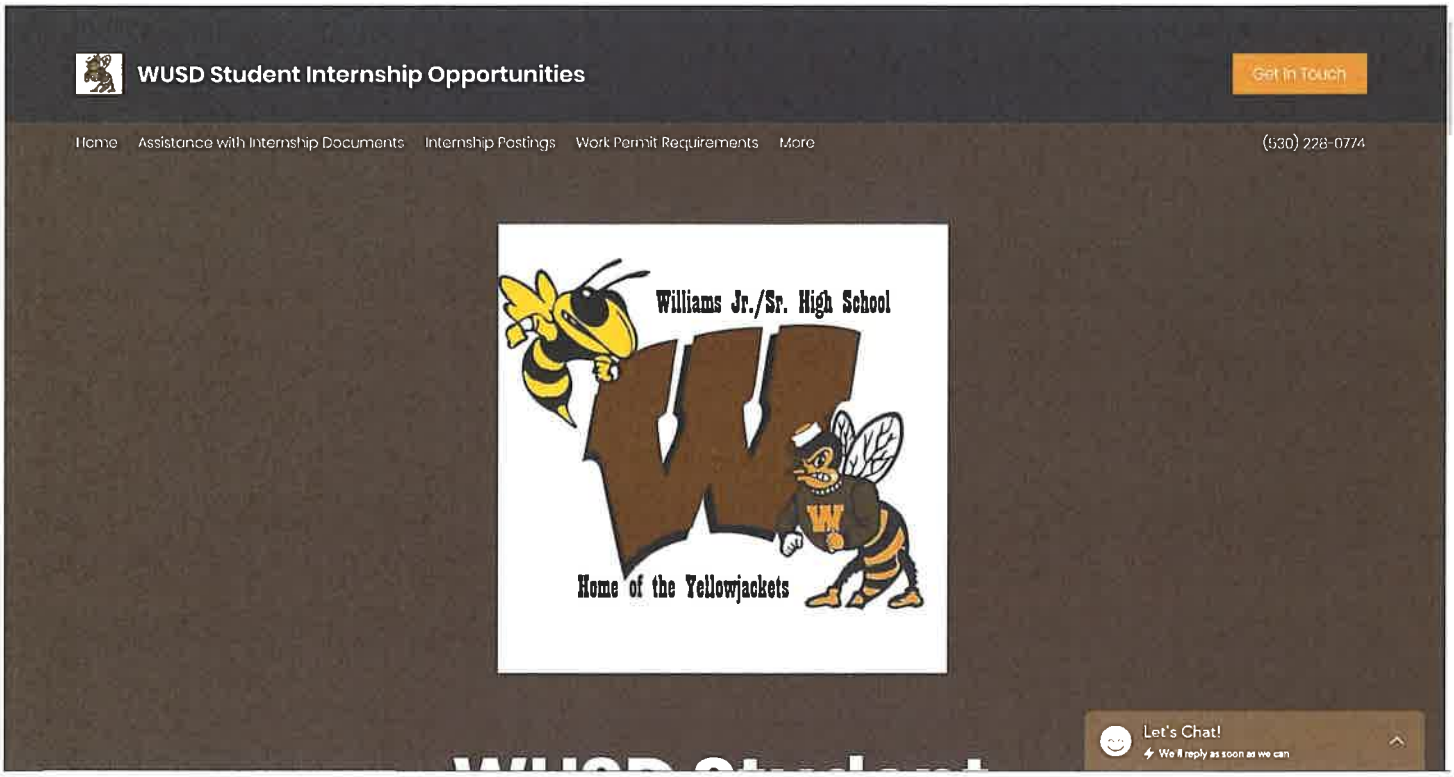
## WORK REMAINING:

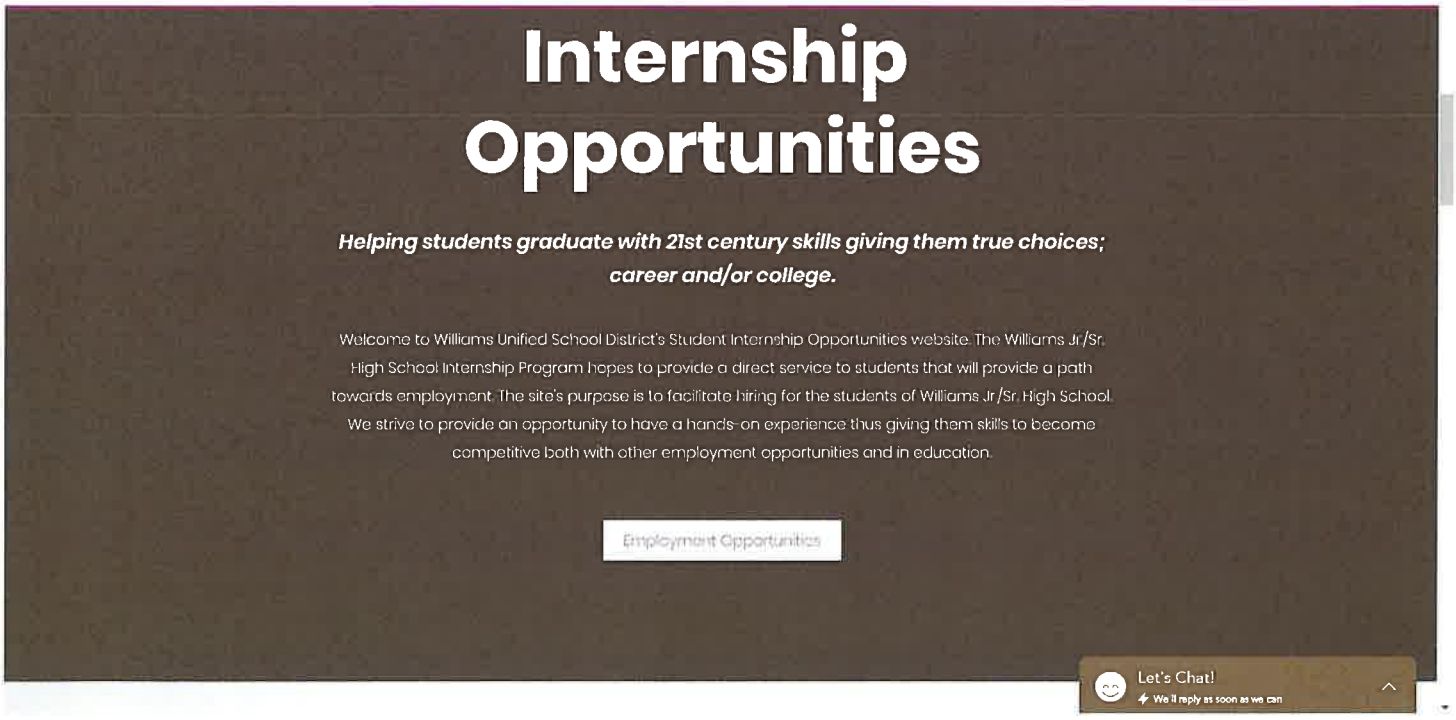
### Work Opportunities:

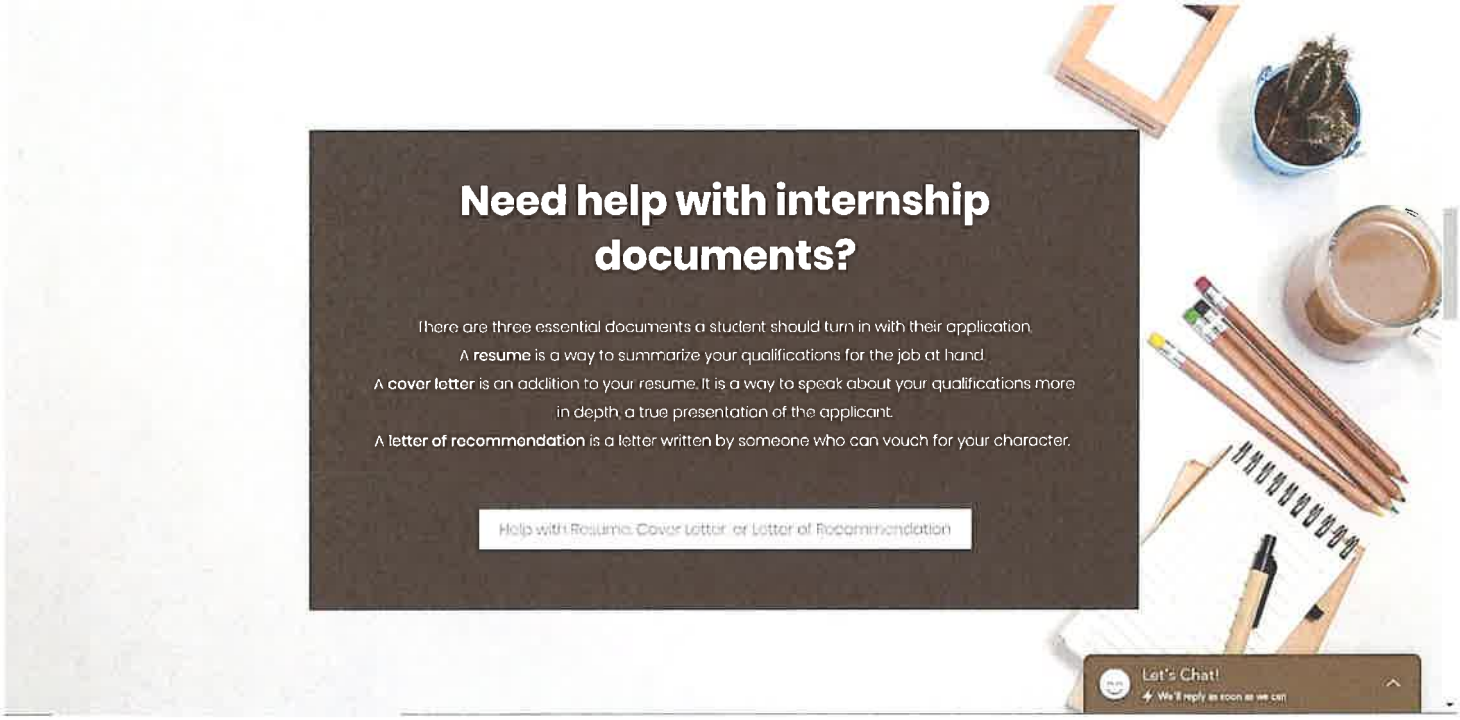
Before the opening of school, the internship program will have a page on the Williams Jr/Sr. High School website. When hired for the position of Internship Coordinator, I had a vision of establishing a website to help students with assistance with hiring documents and internship opportunities all in one. Because of one reason or another, I never got access to the site. This pushed me to create a webpage myself to show my colleagues what my vision was. Once completed, the website looked exactly what I wanted it to look like. The website was published and shown to the District Office with hoped of receiving feedback.

Mechele Coombs, our Fiscal Director, noticed that the webpage I was using was through wix.com. She brought up a problem we seemed to have encountered. Wix has multiple locations in a variety of countries. Their contracts explain how the information used on our sites might be used as propaganda in different countries. Thus posing the issue of the school district being liable for not following FERPA guidelines. Once notified, I brought the website down. I have attached pictures of the website at the end of my report for your convenience.

Currently, the internship program is working together with Leslie Sanchez to get a page up on the Williams Jr/Sr High School website for that purpose. We are set to have a meeting on June 10, 2020. Aeries parent enrollment is to be established on July. The internship program will begin recruiting as soon as the website page is up and running.


WUSD Student Internship Opportunities
Get In Touch
Home
Assistance with Internship Documents
Internship Postings
Work Permit Requirements
More
(530) 228-0774
Williams Jr./Sr. High School
Home of the Yellowjackets
Let's Chat!
We'll reply as soon as we can


Internship Opportunities
Helping students graduate with 21st century skills giving them true choices; career and/or college.
Welcome to Williams Unified School District's Student Internship Opportunities website. The Williams Jr/Sr. High School Internship Program hopes to provide a direct service to students that will provide a path towards employment. The site's purpose is to facilitate hiring for the students of Williams Jr/Sr. High School. We strive to provide an opportunity to have a hands-on experience thus giving them skills to become competitive both with other employment opportunities and in education.
Employment Opportunities
Let's Chat!
We'll reply as soon as we can


Need help with internship documents?
There are three essential documents a student should turn in with their application.
A **resume** is a way to summarize your qualifications for the job at hand.
A **cover letter** is an addition to your resume. It is a way to speak about your qualifications more in depth, a true presentation of the applicant.
A **letter of recommendation** is a letter written by someone who can vouch for your character.
Help with Resume, Cover Letter, or Letter of Recommendation
Let's Chat!
We'll reply as soon as we can


Upcoming Events
Last Day of School
Fri, May 29 | Williams
Let's Chat!
We'll reply as soon as we can

# Contact Us

260 11th Street, Williams, CA 95987

eguillen-aceves@williamsk12.ca.us

(530) 228-0774

Name | Email

Phone | Address

Subject

Type your message here...

Submit

Let's Chat!
We'll reply as soon as we can

## Custodian Student Helper - Paid Internship

The Custodian Student Helper will be under direction of a Custodian to do routine custodial work as assigned. They will help with sweeping, dusting, scrubbing, and mopping floors. Dusting and/or washing walls, woodwork, light fixtures, windows, blinds, furniture and other school equipment is also included. In addition, Custodian Student Helper will be in charge of vacuuming rugs and carpets as needed. They will be in charge of other related work as required and directed by Custodian.

**Hours:** Monday-Friday 6:30am-2:00pm

**Hourly Wage:** $13.00/hour

**Requirements:**

- WUSD Classified Application
- Work Permit
- Resume
- Cover Letter
- Two Letters of Recommendation

Application Due: 05/28/2020

## Aeries Parent Registration Student Helper - Paid Internship

The Aeries Parent Registration Student Helper will be under supervision of the Internship Coordinator along with site secretaries. Students will assist parents with creating a portal through Aeries to better help them be more involved with their students profile. Students will be in charge of assisting with creating emails, helping parents understand Aeries, and upholding confidentiality at all times.

**Hours:** TBA- To be announced

**Hourly Wage:** $13.00/hour

**Requirements:**

- WUSD Classified Application
- Work Permit
- Resume
- Cover Letter
- Two Letters of Recommendation

Application Due: 06/15/2020

Let's Chat!
We'll reply as soon as we can



## Work Permit Requirements

The Internship Program welcomes you to view each of our internship opportunities. To apply a student must follow a variety of requirements:

- Student must be 12/13 to work -
  - 2 hours per school day
  - 4 hours per week
- Student must be 14/15 to work -
  - 3 hours per school day
  - 18 hours per week
- Student must be 16/17 to work -
  - 4 hours on school day
  - 48 hours per week
- A student must be on track to graduate or promote
- Student must maintain a 2.0 GPA and have no F's in any courses.
- Students must also have satisfactory attendance as approved by the administration

Download a work permit ap

Let's Chat!
We'll reply as soon as we can





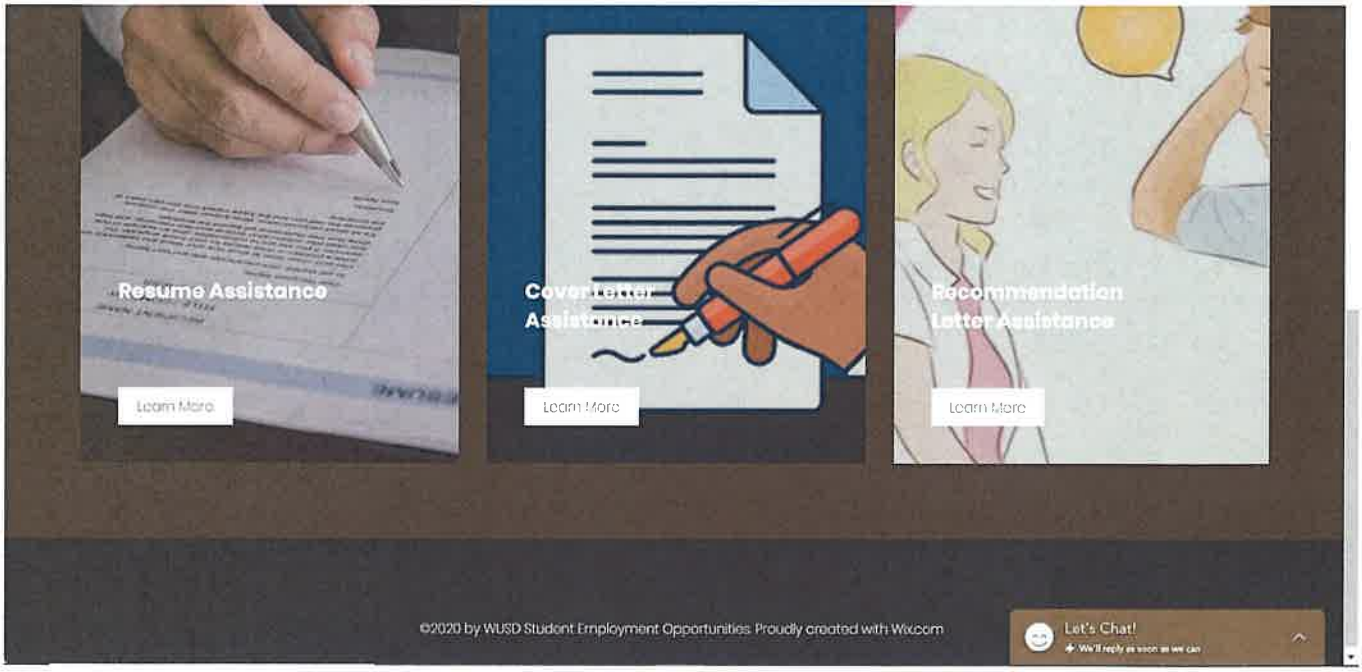

## Turn in an Application

CHECK BEFORE YOU SUBMIT! DO YOU HAVE INCLUDED?

Completed Filled Copy of Internship Application
Cover Letter
Resume
TWO Letters of Recommendation

Let's Chat!
We'll reply as soon as we can

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Resume Assistance
Learn More
Learn More
Recommendation
Letter Assistance
Learn More
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Let's Chat!

**The Perfect Resume!**

You are here because you need a resume! Right? Well let me help you to achieve your highest potential when creating a resume. A resume is a quick snapshot of you to present to your future employer. It lists your qualifications as such:

- Header (Includes your name, address, phone number and email)
- Professional Objective (phrase or sentence that explains your intentions and qualifications towards the position desired)
- Education Background (name of the schools attended, the degree obtained, dates of attendance, and any academic achievements/coursework/honors)
- Work Experience (name of employment, address, supervisor, phone number, dates of employment, and duties related to the position desired)
- Skills (list any skills you believe to be important for the position desired)
    - If you are bilingual, list it! Many times, we forget to list it because we find it so normal! In reality, it is a huge gift!
- Community Service (list any community services you have participated in, names of the organization or event, date, and responsibilities)
- References (list references in alphabetical order, names, titles, addresses, emails, and relationship to you)
    - You have the option to list the references in your resume or leave at "References Provided Upon Request"
    - If you do list references, remember to at least list three people
    - The longer the person has known you the better
    - Remember to ask for permission before listing the person as a reference and thank them if they agree to be your reference.

***There are a couple of pointers I should give you!***

1. Keep it short and concise.
   Did you know, it only take six (6) seconds to look at a resume. The more concise you make it, the better the chances are that an employer will take a second look when deciding for an applicant.
2. Make sure you relate your resume according to the position you are applying for
   One example of this is when looking at your work experience. If you are applying for a cashier position, it would be useful to look at your experience and list any duties that you may have done working with money.
3. ORGANIZATION SKILLS are a must
   Make your resume flow and look nice. If this is not one of your strengths, ask for help! A well-put together resume shows you pay attention to detail. This is a strength that surely will help you with getting the position!
4. Check for typos and appropriate grammar (triple check)
   This may sound self-explanatory but it in fact really isn't. Your credibility and professionalism goes down the drain with a simple error.

**EXAMPLE**

# May Riley

4567 Main Street, Buffalo, New York 98052 | (716) 555-0100 | m.riley@live.com | www.linkedin.com/in/m.riley

## Profile

Friendly and engaging team player and leader able to inspire staff to perform their best. Detail oriented and experienced restaurant manager passionate about food and beverages. A multi-tasker who excels at staff training and recruiting with a track record of inspiring great customer service and customer satisfaction. Regularly exceed sales goals. A master in the art of upselling.

## Experience

**RESTAURANT MANAGER | CONTOSO BAR AND GRILL | SEPTEMBER 2016 - PRESENT**

Recruit, hire, train, and coach over 30 staff members on customer service skills, food & beverage knowledge, sales, and health & safety standards.

Reduced costs by 7% through controls on overtime, operational efficiencies, and reduced waste.

Consistently exceed monthly sales goals by a minimum of 10% by training FOH staff on upselling techniques and by creating a featured food and beverage program.

**RESTAURANT MANAGER | FOURTH COFFEE BISTRO | JUNE 2013 – AUGUST 2016**

Created a cross-training program ensuring FOH staff members were able to perform confidently and effectively in all positions.

Grew customer based and increased restaurant social media accounts by 19% through interactive promotions, engaging postings and contests.

Created and implemented staff health and safety standards compliance training program, achieving a score of 99% from the Board of Health.

Successfully redesigned existing inventory system, ordering and food storage practices, resulting in a 6% decrease in food waste and higher net profits.

## Education

**BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION | JUNE 2013 | BIGTOWN COLLEGE, CHICO, ILLINOIS**

**ASSOCIATE IN ARTS IN HOSPITALITY MANAGEMENT | JUNE 2011 | BIGTOWN COLLEGE, CHICO, ILLINOIS**

## Skills & Abilities

Accounting & Budgeting
Proficient with POS systems
Excellent interpersonal and communication skills
Poised under pressure
Experienced in most restaurant positions
Fun and energetic

## Activities and Interests

Theater, environmental conservation, art, hiking, skiing, travel

Time to get this cover letter done!

You might be asking yourself at this moment, "Why do I need this cover letter?", "what is the purpose of a cover letter?" Well, let me explain! A cover letter is your chance to go into detail about yourself and your qualifications for the position at hand. In comparison to the resume, the cover letter goes more in depth of what you can offer to the company you are applying for. It answers the question, why you? You should always include a cover letter with your application and resume unless you are specifically told not too.

Now let's get started!

In the next page, you will find an example of a cover letter. The cover letter will go into an explanation detailing what goes where and what you should include. For now, some helpful tips to keep in mind!

1. Direct it to a contact person
   If you do not have a contact person to address it to, you can use a more general term such as the following: Dear Hiring Manager, Dear Sir/Madam, or To Whom It May Concern.
2. Be positive and provide what makes you unique.
   Make sure your enthusiasm isn't overly exerted! You don't want to be "funny" when writing a professional cover letter.
3. Be Direct
   Show what you can offer to the company. A firm statement is better than a vague statement. You should be very direct on the next-steps expectations.
4. Familiarize yourself with the qualifications for the position
   Make sure to connect your qualifications with what the position is asking for; just like your resume. This does not mean to repeat your resume.
5. If needed, go over one page, but if it is not needed, limit the cover letter to one page!
   Make sure you use the same font and formatting in the cover letter as your resume. That will keep your application more uniform. The header would also be a great addition to your cover letter and resume.
6. Check for typos and appropriate grammar
   Ensure that you use professionalism throughout the cover letter by checking if there are any typos or grammar errors. Have another person check it prior to you submitting for an additional set of eyes!

NAME
SURNAME

your.name@gmail.com (XXX) XXX XXXX 142 Your Address Blvd, City Name, CA XXXXX

Oct 30, 2018

Hiring Manager's Name
341 Company Address
Palo Alto, California 94301
(xxx) xxx-xxxx
hiring.manager@gmail.com

Dear [Hiring Manager's Name],

The first paragraph should contain a self-introduction. You should write who you are, where your expertise lies, where you found the job posting, and why you want to apply for the job.

The second paragraph should respond directly to the job description written by the hiring manager. Describe how your previous job experiences, skills, and abilities will allow you to meet the company's needs. To make that easier, you can (and should) literally include words and phrases from the job description in your cover letter.

- You can include a bulleted list of your accomplishments
- Make sure you quantify (add numbers to) these bullet points
- A cover letter with numbers is 100% better than one without

To go the extra mile, do some research about the company, and try to find out what they are doing — and why — given the current state of their industry. Explain how you can fit into that schema, and help push the company forward and achieve any goals you suspect they may have.

The final paragraph is called the "call to action" portion of your cover letter. Inform them that you'd love to get interviewed. Give them your contact information. Tell them that you'll be in contact with them in a week if you don't hear back. Thank them for spending the time to read your cover letter.

Sincerely,

Your Name

# JUNE BOARD REPORT
# 2020




JUNE 5

**WUSD FAMILY RESOURCE / PARENT CENTER**

**Written by: Estefania Guillen Aceves & Monica Vega-Mendoza**

The Family Resource and Parent Center Hotline hours continue to be from 10a.m. – 2p.m. Monday – Friday. We are open through walk-in basis or by appointment, still respecting the Distancing Protocol.

The Family Resource Center/Parent Center Hotline number continues to be 530-473-4311 and 530-473-4313. Calls from all sites have now been transferred back to their original destination. Parents now feel more welcome to call the Family Resource Center/Parent Center through our hotline numbers. Calls have definitely decreased since our last report, we now have had roughly 50 calls.

We have continuously worked on training more of our parents and their students in person and over the phone. Our time now has been dedicated more to delivering Frontier modems and hotspots to our families in Williams. The organization process of distributing the devices took a lot of time.

The Family Resource Center/Parent Center team starts by looking up the address on Aeries. We then put the following in a contract: address, student names, student ID numbers, student school (WES, WUES, WJSHS), student grade, parent name, parent phone number, frontier client number, and the serial number of modem/hotspot number. That way, when the parent comes to pick up a modem, we don't waste time filling out that information.

After compiling that information, we contact parent for them to pick up modem at the Family Resource Center/Parent Center or for Monica/Estefania to deliver to their home.
This process was time consuming due to the given address not reflecting in Aeries, parents not picking up phones calls, or answering their doors. The team then followed a variety of avenues to connect with families or students. We texted them, got in contact with site secretaries, and even had our interns get in contact with their classmates. Overall, the distribution of the devices were a joint team effort.

When families finally picked up their modem, the Family Resource Center/Parent Center team went through how to properly install the device. We also gave them a

flyer we developed in order for them to reach us or Frontier if they had any issues. The flyer will be posted at the end of our board report.

As mentioned previously, the internship program's interns have been invited to come and help the Family Resource Center/Parent Center. The high school student interns have helped with the issuing of the Frontier Modems, translations for Kristi, and with special projects within the Family Resource Center and the Parent Center (FRC/PC). They have been a helpful addition to our team.

Overall, the Family Resource Center/Parent Center team has received 59 modems and 50 hotspots to deliver. From those devices we have issued 44 modems and 49 hotspots. 16 Frontier modems returned because while families were waiting for the modem, they established internet connectivity.

In addition, the MPAC President, Berenice Hernandez and Williams Unified School Employee/Parent, Clara Zamora organized the Parent Center to give it a welcome feeling.

As of June 5, 2020, the Family Resource Center and the Parent Center are almost done with the deployment of the Frontier Modems. According to Frontier, the last eight addresses required fiber optic installation and the process to install is different. Estefania and Monica, continue to coordinate the deployment, maintaining an updated spreadsheet of all issued modems. When need be, connecting with Frontier making sure all the "kinks" are taken care of. Vangelis Bolias has been a great resource of help coordinating trouble calls with Frontier and families having issues with the internet. He has been our right hand helping the Family Resource Center and Parent Center.

Lastly, our team is happy to report we finally have a Facebook page. We hope to increase its notability and approbation from the community so that they are confident for the future months to come with our resources and news. We have attached the posts for your convenience also at the end of our report as well.

# Need Internet Help?

## Necesita ayuda con su Internet?

**Please contact the Family Resource Center/Parent Center at (530) 473-4311 or (530) 473-4313.**

**Porfavor comuniquese con el Centro de Recursos de Familia/Centro de Padres a los numeros (530) 473-4311 o (530) 473-4313.**

Frontier COMMUNICATIONS

For more information: http://www.williamsusd.net/

## WUSD Photos

4 Photos · Updated 4 days ago

2020 Graduation Pictures Congratulations once again to the Class of 2020. We hope your future is as bright as your faces on Friday. You left your mark here in Williams Unified School District, now it's time to make your mark on the world. Best wishes on your new endeavors. We will be here cheering you on.

Add Photos










**WUSD Family Resource Center/Parent Center**
June 1 at 1:00 PM ·

For those who did not see the posted pictures:

CalKidz will be offering a Free Summer Food Program from June 1, 2020 to July 31, 2020 (Mondays-Thursdays). It is free for all kids 18 years and younger. Serving time will be from 10:30 to 12:00.

There will be two (2) locations.
1. CCOE Education Village: 499 Margurite Street, Williams, CA 95987
2. Colusa Children's Center: 705 6th Street, Colusa, CA 95932

If you need additional resources for summer meals please:
• Call the National Hunger Hotline at 1-866-3-Hungry (1-866-348-6479) or 1-877-8-Hambre (1-877-842-6273).
• Visit: www.fns.usda.gov/summerfoodrocks
• Text FOOD or COMIDA to 877-877, and receive a text in English or Spanish with the address and program information for sites closest to you.

**WUSD Family Resource Center/Parent Center**
May 29 at 1:40 PM ·

The following is the all call that was sent to parents 😁:

Our district, Williams Unified, knows that COVID-19 has created a loss of learning for all students to various degrees. As a district, we highly encourage our families to participate in the Summer Programs that have been created to support their student. This is why the district has decided to not collect the devices and allow student participate in Summer Programs. Summer programs that will begin June 8 and run until July 23 to provide learning opportunities for our students. Please look on our new Facebook page for more information www.facebook.com/wusdfrcpc You can also visit your school site's website.
Updates will be posted in the coming week for information about how to log on to the corresponding link.

Our district, Williams Unified, recognizes that COVID-19 has created a loss of learning for every student at various levels. As a district, we highly recommend our families to participate in the Summer Programs that have been created to support their student. This is why the district won't pick up the devices so students can participate in Summer Programs. Summer programs will begin June 8th and will continue until July 23th to provide learning opportunities for our students.
Please check our new Facebook page for more information www.facebook.com/wusdfrcpc You can also visit your school staff website.
Updates will be published next week for information on how to enter websites for the corresponding link

**WUSD Family Resource Center/Parent Center**
May 29 at 12:10 PM ·

Graduation Update! 😁

Williams Jr/Sr High School Class of 2020 will now participate a formal in-person graduation ceremony! The location of the graduation will be in the football stadium. The student graduates are to arrive at the football stadium at 4:30 pm (alphabetical order). Attendance with follow the Health Department guidelines of social distancing (6 feet apart) therefore only members of the graduate's immediate household may attend. Ceremony will begin promptly at 5:00 pm. If you have any questions, please contact the high school office at (530) 473-5369. 👩‍🎓👨‍🎓🎉🎈

GREAT NEWS! No registration needed for attendance for Summer Session 2019-2020. All classes will be via online-distance learning. ALL students are HIGHLY encouraged to attend online summer school classes. Due to COVID-19 affecting student learning, we are advising parents to have their students participate in online summer school.
The following is the schedule for the summer session:

K-8th
Modern Teacher- Independent Study
Through the curriculum of Modern Teacher, students will be able to work at their own pace to advance in their studies. Playlists will be added for students to work on.
June 8, 2020 to July 23, 2020
*Be on the look out for a link on school/district websites to assist you on registering for Modern Teacher*

3rd-6th
Extra Support
Extra support session will depend on Star Test results. Your student's teacher will notify the students individually. If you are notified, teacher will provide necessary information to log in to receive extra support.
June 8, 2020 to July 15, 2020

3rd-12th
Migrant Program
Curriculum will be offered in Spanish for Migrant Students who need the curriculum solely in Spanish.
June 15, 2020 to July 31, 2020

9th-12th
Online Classes
Online classes are offered through Woodland Community College. Students have been notified and registered for the available online courses.
June 15, 2020 to July 23, 2020

9th-12th
Algebra Course
This is a course for those who need to pass an Algebra Math course.
June 8, 2020 to July 15, 2020

9th-12th
Credit Recovery
Students needing to fulfill any credits will be participating in this online course.
June 8, 2020 to July 15, 2020

To gain more information on these courses, please contact the Family Resource Center/Parent Center between our business hours of 10:00am to 2:00pm. Thank you for your attention!



**WUSD Family Resource Center/Parent Center**
May 28 at 12:29 PM ·

The Family Resource Center/Parent Center is up and running to help the Williams community with any assistance needed. Please feel free to contact us at (530) 473-4311 or (530) 473-4313. We are open Monday through Friday from 10:00am to 2:00pm.

The Williams Family Resource Center / Parent Center is open for families in the community to assist in any need or questions. Please contact (530) 473-4311 or (530) 473-4313. We are open Monday to Friday from 10:00 am to 2:00 pm.

**Technology Report**
**June 2020**

**Projects:**

- Providing ongoing support for Distance Learning and preparing for summer school support.
- It was decided that students will keep their devices for the summer since everyone has been encouraged to continue with their education.
- A new domain controller is ready to host the new air conditioning manager program that eventually will control the entire campus as construction moves ahead in the future. All programs are installed and the vendor has remote access through VPN (Virtual Private Network) to make adjustments and control the system as needed. The MDF (Main Data Facility) room 151 is ready and connected to our network.
- Aeries: Rollover is scheduled for July 27, 2020. All data is clean from errors and waiting for final updates of student grades before the rollover takes place. This is expected to be completed by Friday, July 24, 2020.
- Illuminate: Rollover is completed. Synchronization is scheduled to stop two weeks after the end of the school year and it will commence approximately two weeks after the new school year starts.
- Clever: The end of school year was processed, however it was decided to revert the system back to the last day of school so that summer school can utilize the system.
- Other applications have been adjusted accordingly for summer school and all will follow the Aeries rollover after the 24th of July.
- E-Rate: All switches were replaced with the latest and greatest HP models throughout the campus with the exception of four 24 port switches. We are in the process of getting these replaced and we will schedule installation at a later time. We will need to submit a change to the E-Rate program and follow the process to make this happen.

- A number of student families have no Internet access at home.
    1. Frontier: The deployments of these devices was completed close to the end of the school year. A number of pending installations were canceled and replaced with Verizon hotspots. These devices will stay with the families for the summer since summer school was opened to

all students and distance learning will continue for at least the summer. The first invoice was received and submitted to finance for payment.

2. Edu Net: The portion of the equipment for Colusa County Office of Education that will be installed at the Village complex has been shipped. Our equipment that will be installed on the Williams' water tower is pending shipment. Estimated completion of this project is 4-6 weeks from the starting date, which is not yet known.
3. We have provided Verizon phones with hotspots for the migrant camp families. These devices will stay with the families for the summer since summer school was opened to all students and distance learning will continue for at least the summer. The first invoice was received and submitted to finance for payment.
4. Kajeet: Pending grant approval from upper bound.
5. We are expecting 250-300 hotspots provided by CDE (California Department of Education). We received 250 Chromebooks from the California Department of Education. Williams Unified School District will pay Google licenses at $25.00 for each device. We still have not received the hotspots. It seems that the hotspots will be provided from T-Mobile and not from Google as reported previously. There is a monthly charge for each device.

- I will be on vacation until the end of June to utilize my remaining vacation days of the year.

# FOOD & NUTRITION DEPARTMENT

**May 2020**

## Meal Counts:

***Elementary School:*** 398 Enrolled

| Breakfast | Free | Reduced | Paid | Total | Lunch | Free | Reduced | Paid | Total | Suppers |
|---|---|---|---|---|---|---|---|---|---|---|
| Served | | | | 0 | | | | | 0 | Elem Café: 0 |
| % Participating | | | | | | | | | | HS Café: 0 |
| 2018/19 Compare | | | | | | | | | | |
| 2017/18 Compare | | | | | | | | | | |

**Upper Elem., Jr./Sr. High School:** 932 Enrolled

| Breakfast | Free | Reduced | Paid | Total | Lunch | Free | Reduced | Paid | Total | ASSETS Snack: |
|---|---|---|---|---|---|---|---|---|---|---|
| Served | | | | 0 | | | | | 0 | |
| % Participating | | | | | | | | | | |
| 2018/19 Compare | | | | | | | | | | |
| 2017/18 Compare | | | | | | | | | | |

## Application Counts:

| | | | | |
|---|---|---|---|---|
| Elementary | 91.21% | Free & Reduced | | |
| High School | 91.21% | Free & Reduced | Compare 2018/19 | 92.51% |
| Combined | 91.21% | Free & Reduced | Compare 2017/18 | 91.89% |
| Directly Certified | 49.17% | ( Goal 62.5% for 100% reimb. Community Elig.) | Outstanding Applications: | 32 |

## Financial:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| EZ School Pay has brought in $ | $1,056.25 | Cash Sales $ | $1,173.43 | Total Cash: | #### | | |
| Outstanding balances owed $ | $4,799.80 | Elem.: | $1,381.25 | Middle: | $992.85 | HS: | $2,425.70 |

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.

The statements have directions in both languages as to how to pay online.

Food & Nutrition Staff will be returning once kitchens have been completed in order to move in/move back in and clean.

We served 6282 sack lunch meals in May, averaging 314 students (total 628 meals served) each day.

*Respectfully,*
*Kristi Ward*
*Food & Nutrition Director*

**Board Report June 18, 2020**

**Mechele Coombs, Director of Fiscal Services and Accountability**

## Business Office Operations

The Business Office has developed the budget for the 2020/21 fiscal year using the Governors January proposed budget and the May Revise information. Included in the board packet is the budget book and the standardized account code structure state forms. The budget was being presented at the June 9, 2020 special board meeting. The state budget is expected to be approved by July 1st. Once the enacted budget is known we will adjust our budget to reflect the changes.

The Consolidated Application not has been released by the California Department of Education yet. Once the Consolidated Application is released we will completed the required forms and bring them before the board for approval at the next available board meeting.

For the month of June the Business Office is preparing for the year-end closing of the Districts financials.

## Community Bond Oversight Committee

The Community Bond Oversight Committee meeting is scheduled for June 18th at 9:00 a.m.

# WILLIAMS UNIFIED SCHOOL DISTRICT

**BOARD OF TRUSTEES REGULAR MEETING**
Thursday, May 21, 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 May 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
Silvia Vaca, Vice President **Arrived at 6:48 PM**
Ana Leos-Vera, Member
Alejandra Lopez, Member
Yareli Mora, Member

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

ASB Representative: None

Audience: Participation via Zoom.

**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 George W. Simmons and **SECONDED** by Yareli Mora to **APPROVE** the agenda. **Motion passed. Ayes __4__ Noes __0_ Absent __1__ by the following vote: Leos-Vera – aye, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – absent.**

**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 Parent Melissa Burnett addressed the Board and stated many parents are not happy with the decision to have a virtual graduation. Two other schools in our county will be holding ceremonies with students spaced out and allowing 2-3 people to attend the ceremony with them. Why can we not look at holding this type of ceremony instead of spending a ton of money on a virtual graduation that the students and parents don't want. Parents spoke with the County Health Department and they stated they are only providing guidelines not laws.

Board president George W. Simmons and trustee Yareli Mora thanked Ms. Burnett for her comments.

**6.0** **PRESENTATIONS**

6.1 Construction Update – Jeff Threet, Stone Creek Engineering, Inc. presented on district construction. Work is close to complete at the Elementary multipurpose building. Power had to be disconnected for two days for PG&E connections to be completed. Work continues at the High School Gymnasium. There is a significant amount of damage in the restroom including mold and dry rot that will need to be removed. Other projects are on track for DSA submission this summer.

**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 we are scheduled to receive $187,477 in additional funding for Migrant students and their families in the 20-21 school year. The amount is noted in the district service agreement with Migrant Education. Mrs. Villasenor stated initial ELPAC screening is closed for this school year and testing postponed until the fall.

7.3 District Liaison, Monica Vega-Mendoza submitted a written report.

7.4 Upper Elementary School Principal, Hector Gonzalez submitted a written report.

Trustee Alejandra Lopez wanted to highlight the Upper Elementary support staff for their work. Mr. Gonzalez added that Julie Suarez and Toni Hilger are great.

7.5 Secondary School Principal, Dr. Mary Ponce submitted a written report.

Board president Simmons asked for administrators to use less acronyms as we are working with the public who are not familiar.

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 the floors are looking good in the MPR kitchen and bathroom. A final sealant will be applied next week and will need to cure for a few days. At that point, MOT will move the kitchen equipment back into place. Repairs continue district wide.

7.8 Technology Director, Vangelis Bolias submitted a written report.

7.9 Food and Nutrition Director, Kristi Ward submitted a written report.

7.10 Director of Fiscal Services and Accountability, Mechele Coombs submitted a written report and shared slides from School Services regarding the Governor's May Revise. The district will be facing reductions to LCFF and categorical program funding. Based on current calculations the reduction in funding is over $1.7 million for Williams Unified. Ms. Coombs shared the district will also face deferred payments from the state in June 2020 and for multiple months in 2021. The district will need to use reserves or other funds to cover payroll during the deferments.

7.11 District Superintendent and Secretary to the Board, Dr. Edgar Lampkin thanked everyone for their work on the virtual graduation. It has taken many people coming together to make this possible. For the 20-21 school year we may not be coming back like normal. We will continue distancing learning and discuss a process for which students will be allowed on campus for instruction. Staff is working to close out the school year. Dr. Lampkin thanked the teachers for all of their work. Dr. Lampkin also thanked the MOT department for their work deep cleaning the facilities. Dr. Lampkin thanked Monica Vega-Mendoza and Estefania Guillen Aceves for their work in the Family Resource Center (FRC). They took on the huge task of internet connectivity for district families. Dr. Lampkin acknowledged Leslie Sanchez for her work preparing the internet survey for students prior to the close of school and the office staff that made phone calls home to parents. Dr. Lampkin shared our process with state representatives and they were impressed with our system. Dr. Lampkin also acknowledged Vangelis Bolias and Alex Evans for their work to assist our families.

## 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 – Chapter President Maria Salcedo stated negotiations continue with the district for the Classified unit.

**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 April 23, 2020 (Regular)

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

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, March 2020.

9.3.2 Prepared by Lucila Mendez, General Ledger Report and Bank Reconciliation Report, Williams High School Checking Account, November 2019, December 2019, January 2020, February 2020 and March 2020.

9.4 **SERVICE AGREEMENTS/CONTRACTS**

9.4.1 Agreement for substance awareness and detection services between Interquest Detection Canines of North Valley Counties and Williams Unified School District for SY 2020-21.

9.4.2 Agreement for Legal Services between Fagen, Friedman & Fulfrost, LLP and Williams Unified School District for SY 2020-21.

9.4.3 Modern Teacher Services & Subscription Agreement for Williams Unified School District effective April 1, 2020.

9.4.4 Lindamood-Bell Learning Processes Services Contract for Visualizing and Verbalizing Online Workshop.

9.4.5 Lindamood-Bell Learning Processes Services Contract for Seeing Stars Online Workshop.

9.4.6 Wallace Kuhl & Associates Cost Proposal for Testing and Inspection Services for the Williams High School Modernization project.

9.4.7 Clark/Sullivan Potential Change Order #310-99 for Williams MP Building.

9.4.8 2020-2021 Designation of CIF Representatives to League.

9.4.9 Save our Graduation Service Agreement for the Full Production Staffing package for Williams Jr/Sr High School.

9.4.10 Memorandum of Understanding between Sutter County Superintendent of Schools Office and Williams Unified School District for the Tri-County Induction Program SY 2020-21.

9.5 **ROUTINE PURCHASE ORDERS**

| Purchase Order # | Vendor | Amount |
|---|---|---|
| PO20-00685 | Sierra School Equipment Co | $31,597.69 |

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 |
|---|---|---|---|
| Substitute Pool | Custodian/Assistant Cook/Student Supervisor | Open | |
| | | | |
| Extra Duty | Distance Learning Summer Academy 9-12 Algebra Teacher (1 position) | Open | |
| Extra Duty | Distance Learning Summer Academy 9-12 Credit Recovery Teacher (1 position) | Open | |
| Extra Duty | Distance Learning Summer Academy 9-12 Tutor/Facilitator WCC Courses (up to 3 positions) | Open | |
| Extra Duty | Distance Learning Summer Academy K-6 Lead Teacher (2 positions) | Open | |
| Extra Duty | Distance Learning Summer Academy K-6 Support Teacher (3 positions) | 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 | Secondary Girls PE Teacher | Filled | Mingy Velazquez pending all clearances |
| Certificated | Health Specialist | Open | |
| Certificated | Multiple Subjects Teacher | Open | |
| Certificated | Secondary Math Teacher | Open | |
| Certificated | Secondary Math Teacher | Resignation | Jonathan Mireles |
| | | | |
| Classified | Health Aide Clerk | Open | |
| Classified | Custodian/Groundskeeper | Open | |
| Classified | Custodian | Leave of Absence May 5 – July 21, 2020 | Nancy Medina |

9.8 **APPROVE INSTRUCTIONAL MINUTES/ BELL SCHEDULES / MASTER SCHEDULE**
- 9.8.1 2020-2021 Instructional Minutes for Williams Elementary School
- 9.8.2 2020-2021 Instructional Minutes for Williams Upper Elementary School

9.9 **APPROVE STUDENT HANDBOOKS**
- 9.9.1 None

9.10 **APPROVE INTER-DISTRICT TRANSFER REQUESTS**
- 9.10.1 Updated 2020-21 Inter-District Transfer List

9.11 **APPROVE BOARD POLICIES (BP) AND ADMINISTRATIVE REGULATIONS (AR) AND EXHIBITS (E) AND BOARD BYLAWS (BB)**
- 9.11.1 None

9.12 **APPROVE FIELD TRIP REQUESTS**
- 9.12.1 None

9.13 **APPROVE DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES**
- 9.13.1 Disposal of Williams Jr/Sr High School Obsolete Textbooks

A **MOTION** was made by Silvia Vaca and **SECONDED** by Yareli Mora 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 revised Wellness Policy for Williams Unified School District.

A **MOTION** was made by Yareli Mora and **SECONDED** by George W. Simmons to **APPROVE** the revised Wellness Policy for Williams Unified School District. **Motion passed. Ayes ___5_ Noes _0__ Absent __0__ by the following vote: Leos-Vera – aye, Lopez – aye, Mora – aye, GW Simmons – no, Vaca – aye.**

10.2 Consideration and possible action concerning the approval of the Memorandum of Understanding between the Williams Unified School District and the Williams Teachers Association regarding Distance Learning due to School Closures during COVID-19 Pandemic dated April 23, 2020.

A **MOTION** was made by Silvia Vaca and **SECONDED** by Alejandra Lopez to **APPROVE** the Memorandum of Understanding between the Williams Unified School District and the Williams Teachers Association regarding Distance Learning due to School Closures during COVID-19 Pandemic dated April 23, 2020. **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 the Tentative Agreement between Williams Unified School District and the Williams Teachers Association for school year 2020-2021.

A **MOTION** was made by Alejandra Lopez and **SECONDED** by Silvia Vaca to **APPROVE** the Tentative Agreement between Williams Unified School District and the Williams Teachers Association for school year 2020-2021. **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 **Resolution #23-052120: of the Governing Board of the Williams Unified School District Ordering Biennial Election, Specifying the Number of Words for Candidate's Statements, Requesting Consolidation of the Election, and Determining the Method of Resolving Tie Votes.**

A **MOTION** was made by Silvia Vaca and **SECONDED** by George W. Simmons to **APPROVE Resolution #23-052120: of the Governing Board of the Williams Unified School District Ordering Biennial Election, Specifying the Number of Words for Candidate's Statements, Requesting Consolidation of the Election, and Determining the Method of Resolving Tie Votes. Motion passed. Ayes __5__ Noes __0__ Absent __0__ by the following vote: Leos-Vera – aye, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – aye.**

10.5 Consideration and possible action concerning the approval of a Waiver for the Community Service Graduation Requirement for the Class of 2020.

A **MOTION** was made by George W. Simmons and **SECONDED** by Yareli Mora to **APPROVE** the Waiver for the Community Service Graduation Requirement for the Class of 2020. **Motion passed. Ayes __5__ Noes __0__ Absent __0__ by the following vote: Leos-Vera – aye, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – aye.**

10.6 Consideration and possible action concerning the approval of the California Department of Education Agricultural Career Technical Education Incentive 2020-21 Grant Application for Funding.

A **MOTION** was made by George W. Simmons and **SECONDED** by Yareli Mora to **APPROVE** the California Department of Education Agricultural Career Technical Education Incentive 2020-21 Grant Application for Funding. **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 Yareli Mora thanked teachers and support staff for their work under these circumstances. Her daughter enjoys the weekly meetings with her teacher. Ms. Mora appreciates the effort put in to provide these resources for our students.

Board president Simmons allowed for additional public comment at this time.

## 12.0 PUBLIC COMMENT

12.1 Parent Lorena Padilla addressed the Board and questioned if a traditional graduation ceremony had been considered. Ms. Padilla stated parents could sign a release of liability form for the district.

12.2 Parent Magaly Garcia addressed the Board and questioned the cost of a virtual ceremony.

Dr. Lampkin stated the cost is $4,000.

Ms. Garcia asked why not put that money into a traditional ceremony that parents and students want and not have the virtual ceremony.

Board president Simmons thanked the parents for their comments.

## 13.0 INFORMATIONAL ITEMS AND REPORTS

13.1 District Enrollment Report

## 14.0 FUTURE MEETING DATES

14.1 June 9, 2020 (Special – Budget Public Hearing)
14.2 June 18, 2020 (Regular - COVID-19 Operations Written Report & Budget Adoption)
14.3 July 16, 2020 (Regular)
14.4 August 11, 2020 (Special – Board & Superintendent Goals)

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

15.1 Master Schedules
15.2 Instructional Minutes
15.3 Public Hearing for Budget Adoption SY 20-21
15.4 COVID-19 Operations Written Report

## 16.0 CONVENE TO CLOSED SESSION (7:42 PM)

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

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

16.2 Conference with Labor Negotiators (Gov. Code 54957.6)
Superintendent Dr. Edgar Lampkin, Director of Fiscal Services Mechele Coombs and Legal Representation

16.2.1 Certificated Employees – WTA
16.2.2 Classified Employees – CSEA Chapter #556

16.3 Conference with Legal Counsel – Existing Litigation (Gov. Code 54956.9 (a))
Colusa County Superior Court No. CV24334

16.4 Public Employee Performance Evaluation and Employment (Gov. Code 54957(b))
Title: Superintendent

16.5 Conference with Labor Negotiators (Gov. Code 54957.6)
District's Negotiator(s): Board President
Unrepresented employee title: Superintendent

**17.0 RECONVENE TO OPEN SESSION (9:15 PM)**
**Action Taken During Closed Session:**

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

**No Action Taken.**

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

**No Action Taken.**

17.3 Conference with Legal Counsel – Existing Litigation (Gov. Code 54956.9 (a))
Colusa County Superior Court No. CV24334

**No Action Taken.**

17.4 Public Employee Performance Evaluation and Employment (Gov. Code 54957(b))
Title: Superintendent

**No Action Taken.**

17.5 Conference with Labor Negotiators (Gov. Code 54957.6)
District's Negotiator(s): Board President
Unrepresented employee title: Superintendent

A **MOTION** was made by George W. Simmons and **SECONDED** by Yareli Mora to **APPROVE** to extend the Superintendent contract by 2 years so that the contract expires on June 30, 2023. **Motion passed. Ayes __5__ Noes __0__ Absent __0_ by the following vote: Leos-Vera – aye, Lopez – aye, Mora – aye, GW Simmons – aye, Vaca – aye.**

**18.0 ADJOURNMENT (9:16 PM)**

A **MOTION** was made by Silvia Vaca and **SECONDED** by Ana Leos-Vera 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,

Edgar Lampkin

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

**Checks Dated 05/01/2020 through 05/31/2020**

| Check Number | Check Date | Pay to the Order of | Fund-Object | Expensed Amount | Check Amount |
|---|---|---|---|---|---|
| 00413349 | 05/01/2020 | Dubuque Bank and Trust | 01-7438 | 8,263.29 | |
| | | | 01-7439 | 33,736.71 | 42,000.00 |
| 00413511 | 05/08/2020 | Amazon Capital Services Inc. | 01-4200 | 1,812.06 | |
| | | | 01-4300 | 9,318.48 | 11,130.54 |
| 00413512 | 05/08/2020 | American Fidelity Administration Services | 01-5800 | | 212.80 |
| 00413513 | 05/08/2020 | B&H Photo Video Remittance Processing Center | 01-4300 | | 1,371.54 |
| 00413514 | 05/08/2020 | California Department of Tax and Fee Administration | 01-9519 | 2,019.08 | |
| | | | 13-9519 | 8.13 | 2,027.21 |
| 00413515 | 05/08/2020 | Cintas Corporation | 13-5500 | | 141.00 |
| 00413516 | 05/08/2020 | Close Lumber | 01-4300 | | 380.00 |
| 00413517 | 05/08/2020 | Colusa Unified School District | 01-5800 | | 3,440.00 |
| 00413518 | 05/08/2020 | CSNA Attn: Membership Department | 13-5300 | | 15.00 |
| 00413519 | 05/08/2020 | EMCOR Services | 01-5600 | | 16,977.00 |
| 00413520 | 05/08/2020 | Fastenal Company | 01-4300 | | 71.52 |
| 00413521 | 05/08/2020 | Flyers Energy LLC Dept # 34516 | 01-4325 | | 112.02 |
| 00413522 | 05/08/2020 | General Produce | 13-4700 | | 2,974.90 |
| 00413523 | 05/08/2020 | Gold Star Foods Inc | 13-4700 | | 1,153.01 |
| 00413524 | 05/08/2020 | Herff Jones Inc | 01-4300 | | 518.06 |
| 00413525 | 05/08/2020 | Inland Business Systems | 01-5650 | | 4,451.10 |
| 00413526 | 05/08/2020 | James Marta & Co LLP | 01-5880 | | 7,050.00 |
| 00413527 | 05/08/2020 | Lakeshore Learning | 01-4300 | | 2,795.67 |
| 00413528 | 05/08/2020 | Latino Film Institute Youth Cinema Project | 01-5800 | | 7,898.95 |
| 00413529 | 05/08/2020 | MJB Welding | 01-5600 | | 66.50 |
| 00413530 | 05/08/2020 | Modern Teacher LLC | 01-5800 | | 15,000.00 |
| 00413531 | 05/08/2020 | New Age Designs David McCreary | 01-5800 | | 1,800.00 |
| 00413532 | 05/08/2020 | Pacific AP Institute | 01-5200 | | 550.00 |
| 00413533 | 05/08/2020 | Rideout Medical Assoc/Occ | 01-5800 | | 75.00 |
| 00413534 | 05/08/2020 | School Health Corporation | 01-4300 | 28.34 | |
| | | | 01-4400 | 9,131.82 | 9,160.16 |
| 00413535 | 05/08/2020 | SFS of Sacramento Inc | 13-4300 | 289.81 | |
| | | | 13-4700 | 273.15 | 562.96 |
| 00413536 | 05/08/2020 | Shop N Save | 13-4700 | | 35.30 |
| 00413537 | 05/08/2020 | Shulthise Lock & Key | 01-4300 | | 5,792.10 |
| 00413538 | 05/08/2020 | Siskiyou Elevator Co | 01-5600 | | 350.00 |
| 00413539 | 05/08/2020 | Stone Creek Engineering Inc | 21-6272 | | 3,402.00 |
| 00413540 | 05/08/2020 | Tamco Capital Corporation | 01-5600 | | 1,676.60 |
| 00413541 | 05/08/2020 | The Danielsen Co | 13-4300 | 134.68 | |
| | | | 13-4700 | 3,609.03 | 3,743.71 |
| 00413542 | 05/08/2020 | US Bank Corporate Payment Sy | 01-4300 | 1,898.26 | |
| | | | 01-4400 | 718.70 | |
| | | | 01-5200 | 103.81 | |
| | | | 01-5800 | 168.00 | 2,888.77 |
| 00413543 | 05/08/2020 | US Bank Equipment Finance | 13-5650 | | 300.00 |

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.

**Checks Dated 05/01/2020 through 05/31/2020**

| Check Number | Check Date | Pay to the Order of | Fund-Object | Expensed Amount | Check Amount |
|---|---|---|---|---|---|
| 00413544 | 05/08/2020 | US Bank Equipment Finance | 01-5650 | | 930.00 |
| 00413545 | 05/08/2020 | Verizon Wireless | 01-5900 | | 1,694.36 |
| 00413546 | 05/08/2020 | Waxie Sanitary Supplies | 01-4300 | | 6,433.28 |
| 00413547 | 05/08/2020 | Williams Unified School District | 01-4300 | | 65.10 |
| 00413548 | 05/08/2020 | Wright, Vera R | 01-5200 | | 57.50 |
| 00413732 | 05/22/2020 | ABS Builders Inc | 35-6270 | | 49,379.40 |
| 00413733 | 05/22/2020 | Access Information Protected | 01-5800 | | 61.42 |
| 00413734 | 05/22/2020 | Amazon Capital Services Inc. | 01-4300 | | 53.58 |
| 00413735 | 05/22/2020 | Beeler Ford Tractor | 01-4300 | | 71.33 |
| 00413736 | 05/22/2020 | Carvalho's Heating & Air Conditioning | 01-5600 | | 676.70 |
| 00413737 | 05/22/2020 | CAS Inspections Inc | 21-6290 | | 17,600.00 |
| 00413738 | 05/22/2020 | City of Williams | 01-5510 | | 2,492.17 |
| 00413739 | 05/22/2020 | CODESP | 01-5800 | | 733.32 |
| 00413740 | 05/22/2020 | Colusa County Farm Supply | 01-4300 | | 2,650.53 |
| 00413741 | 05/22/2020 | Colusa County Office of Education | 01-5800 | | 11,000.00 |
| 00413742 | 05/22/2020 | Crystal Creamery | 13-4700 | | 3,630.92 |
| 00413743 | 05/22/2020 | Eagle Security Systems | 01-5600 | | 1,767.98 |
| 00413744 | 05/22/2020 | Education Translations | 01-5800 | | 187.49 |
| 00413745 | 05/22/2020 | EMCOR Services | 01-5600 | | 3,385.00 |
| 00413746 | 05/22/2020 | Employemnt Development Dept | 01-9515 | | 1,724.55 |
| 00413747 | 05/22/2020 | Fastenal Company | 01-4300 | | 34.35 |
| 00413748 | 05/22/2020 | Fletcher Plumbing & Contractin | 01-5600 | | 340.00 |
| 00413749 | 05/22/2020 | Francisca Ines Duenas | 01-4300 | | 32.11 |
| 00413750 | 05/22/2020 | Frontier | 01-5900 | | 1,918.74 |
| 00413751 | 05/22/2020 | Fulcher Painting | 01-4300 | | 265.29 |
| 00413752 | 05/22/2020 | Gander Publishing | 01-4300 | | 20,672.07 |
| 00413753 | 05/22/2020 | Garcia Hernandez Sawhney LLP | 01-5870 | | 14,212.50 |
| 00413754 | 05/22/2020 | Halo Branded Solutions Inc | 01-4300 | 1,061.13 | |
| | | | 01-5800 | 128.04 | 1,189.17 |
| 00413755 | 05/22/2020 | Harris School Solutions | 13-5800 | | 12.60 |
| 00413756 | 05/22/2020 | Holt of California | 01-4300 | | 478.30 |
| 00413757 | 05/22/2020 | JK Architecture Engineering | 35-6210 | | 10,732.50 |
| 00413758 | 05/22/2020 | Johnson Printing & Design | 01-4300 | | 238.41 |
| 00413759 | 05/22/2020 | Lakeshore Learning | 01-4300 | | 13,964.38 |
| 00413760 | 05/22/2020 | Lift Off Floor Removal | 01-6200 | | 47,620.00 |
| 00413761 | 05/22/2020 | M & K Harvesting Equipment | 01-4300 | 594.23 | |
| | | | 01-5600 | 62.10 | 656.33 |
| 00413762 | 05/22/2020 | Mid Valley Auto Care | 01-5600 | | 2,884.85 |
| 00413763 | 05/22/2020 | Pacific Gas & Electric Company | 01-5530 | | 1,913.56 |
| 00413764 | 05/22/2020 | Pan Pacific Environmental Services LLC | 01-5800 | | 6,225.00 |
| 00413765 | 05/22/2020 | Paradox Technology Inc | 01-5800 | | 647.50 |
| 00413766 | 05/22/2020 | Perfectly Virtual LLC | 01-5800 | | 2,000.00 |
| 00413767 | 05/22/2020 | Recology Butte Colusa Counties | 01-5520 | | 1,468.41 |
| 00413768 | 05/22/2020 | Renaissance Learning | 01-5800 | | 245.00 |
| 00413769 | 05/22/2020 | SchoolWorks Inc | 01-5800 | | 2,000.00 |

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.

**Checks Dated 05/01/2020 through 05/31/2020**

| Check Number | Check Date | Pay to the Order of | Fund-Object | Expensed Amount | Check Amount |
|---|---|---|---|---|---|
| 00413770 | 05/22/2020 | SHI International Corp | 01-4300 | | 104.41 |
| 00413771 | 05/22/2020 | Sjolund, Wendy Ann | 01-4300 | | 147.61 |
| 00413772 | 05/22/2020 | Spurr | 01-5530 | | 1,157.82 |
| 00413773 | 05/22/2020 | Stone Creek Engineering Inc | 35-6272 | | 19,373.00 |
| 00413774 | 05/22/2020 | Sutter County Superintendent | 01-5800 | | 6,000.00 |
| 00413775 | 05/22/2020 | TCI | 01-4100 | 15,052.73 | |
| | | | 01-5800 | 725.00 | 15,777.73 |
| 00413776 | 05/22/2020 | US Bank Corporate Payment Sy | 01-4300 | 78.84 | |
| | | | 01-5800 | 820.00 | |
| | | | 13-4300 | 374.35 | 1,273.19 |
| 00413777 | 05/22/2020 | US Bank Equipment Finance | 01-5650 | | 397.45 |
| 00413778 | 05/22/2020 | US Bank Equipment Finance | 01-5650 | | 3,229.10 |
| 00413779 | 05/22/2020 | Verizon Wireless | 01-4300 | 122.58 | |
| | | | 01-5900 | 5,631.69 | 5,754.27 |
| 00413780 | 05/22/2020 | Veronica K Robbins | 01-5800 | | 1,100.00 |
| 00413781 | 05/22/2020 | Vistaprint Netherlands B.V. | Cancelled | | 244.56 * |
| | Cancelled on 05/28/2020, Cancel Register # 107247 | | | | |
| 00413782 | 05/22/2020 | Waxie Sanitary Supplies | 01-4300 | | 5,606.51 |
| 00413783 | 05/22/2020 | Williams Hardware | 01-4300 | | 1,916.87 |
| 00413784 | 05/22/2020 | Woodwind and Brasswind | 01-4300 | | 727.02 |
| 00413869 | 05/29/2020 | Amazon Capital Services Inc. | 01-4300 | | 4,540.80 |
| 00413870 | 05/29/2020 | Buttes Center State Pipe & Supply Co | 01-4300 | | 823.61 |
| 00413871 | 05/29/2020 | California's Valued Trust | 01-3701 | 4,744.00 | |
| | | | 01-3702 | 714.00 | |
| | | | 01-9514 | 148,836.74 | 154,294.74 |
| 00413872 | 05/29/2020 | Clark & Sullivan Construction | 21-6270 | | 1,075,448.96 |
| 00413873 | 05/29/2020 | Close Lumber | 01-4300 | | 77.19 |
| 00413874 | 05/29/2020 | Colusa County Environmental Health | 01-5800 | | 392.00 |
| 00413875 | 05/29/2020 | Colusa County Farm Supply | 01-4400 | | 697.07 |
| 00413876 | 05/29/2020 | Colusa County Office of Education | 01-5100 | 8,000.00 | |
| | | | 01-5800 | 3,000.00 | 11,000.00 |
| 00413877 | 05/29/2020 | Colusa Unified School District | 01-5800 | | 1,360.00 |
| 00413878 | 05/29/2020 | Ewing Irrigation Products Inc | 01-4300 | | 4,108.02 |
| 00413879 | 05/29/2020 | HM Receivables Co LLC | 01-5100 | 5,890.02 | |
| | | | 01-5800 | 35,095.98 | 40,986.00 |
| 00413880 | 05/29/2020 | IEC Power LLC | 01-5800 | | 1,698.35 |
| 00413881 | 05/29/2020 | Kimberlee Caldwell | 01-4300 | | 131.05 |
| 00413882 | 05/29/2020 | Knox Company | 01-4300 | 443.93 | |
| | | | 01-4400 | 2,547.21 | 2,991.14 |
| 00413883 | 05/29/2020 | NAPA Auto Parts Williams | 01-4300 | | 42.52 |
| 00413884 | 05/29/2020 | Pacific Gas & Electric Company | 01-5530 | | 29.84 |
| 00413885 | 05/29/2020 | Riso Products of Sacramento | 01-5650 | | 300.00 |
| 00413886 | 05/29/2020 | Rua & Son Mechanical Inc | 01-5600 | | 35,500.00 |
| 00413887 | 05/29/2020 | Waxie Sanitary Supplies | 01-4300 | | 3,495.99 |
| 00413888 | 05/29/2020 | Williams Hardware | 01-4300 | | 193.75 |
| 00413889 | 05/29/2020 | Wilmington Trust | 01-5800 | | 2,500.00 |

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.

**Checks Dated 05/01/2020 through 05/31/2020**

| Check Number | Check Date | Pay to the Order of | Fund-Object | Expensed Amount | Check Amount |
|---|---|---|---|---|---|
| 00413890 | 05/29/2020 | Woodburn Press | 01-4300 | 1,760.59 | |
| | | | Unpaid Tax | 116.87- | 1,643.72 |
| | | **Total Number of Checks** | **114** | | **1,789,533.41** |

| | Count | Amount |
|---|---|---|
| Cancel | 1 | 244.56 |
| Net Issue | | 1,789,288.85 |

## Fund Recap

| Fund | Description | Check Count | Expensed Amount |
|---|---|---|---|
| 01 | General Fund/county Sch.srv.fd | 97 | 600,517.98 |
| 13 | Cafeteria Fund | 12 | 12,951.88 |
| 21 | Building Fund | 3 | 1,096,450.96 |
| 35 | County School Facilities Fund | 3 | 79,484.90 |
| | Total Number of Checks | **113** | 1,789,405.72 |
| | Less Unpaid Tax Liability | | 116.87- |
| | **Net (Check Amount)** | | **1,789,288.85** |

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.

# Williams Middle School
## General Ledger Report
## Financial Report

**9.3.1**



| | |
|---|---|
| **From Date:** | 4/1/2020 |
| **To Date:** | 4/30/2020 |

| | |
|---|---|
| **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 | $2,594.97 | $0.00 | $0.00 | $0.00 | $2,594.97 | $0.00 | $2,594.97 |
| 000200 | 4th grade | $997.32 | $0.00 | $0.00 | $0.00 | $997.32 | $0.00 | $997.32 |
| 000210 | 5th grade | $1,995.97 | $0.00 | $0.00 | $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 | $6,805.43 | $12,622.50 | $0.00 | $0.00 | $19,427.93 | $0.00 | $19,427.93 |
| 000600 | Elementary Student Body | $15,969.13 | $0.27 | $0.00 | $0.00 | $15,969.40 | $0.00 | $15,969.40 |
| 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 |
| **Group Total** | | $30,520.35 | $12,622.77 | $0.00 | $0.00 | $43,143.12 | $0.00 | $43,143.12 |
| **Activity Accounts Grand Total** | | $30,520.35 | $12,622.77 | $0.00 | $0.00 | $43,143.12 | $0.00 | $43,143.12 |
| 990 | Petty Cash | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 991 | Cash On Hand | $0.00 | $12,622.50 | $0.00 | ($12,622.50) | $0.00 | $0.00 | $0.00 |
| 992 | Checking | $30,520.35 | $0.27 | $0.00 | $12,622.50 | $43,143.12 | $0.00 | $43,143.12 |
| 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 |
| **General Ledger Grand Total** | | $30,520.35 | $12,622.77 | $0.00 | $0.00 | $43,143.12 | $0.00 | $43,143.12 |

**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:** Tori Hilyer **Date:** 6 2 20

**Principal:** [signature] **Date:** 6 3 2020

# Williams Middle School
## Bank Reconciliation Report

| | |
|---|---|
| From Date: | 4/1/2020 |
| To Date: | 4/30/2020 |

**Checking Account**

**992**

| | | |
|---|---|---|
| Ending Balance on Statement dated 4/30/2020 -> | | $43,883.12 |
| Add: Outstanding Deposits (Bank Deposits) -> + | | $0.00 |
| Less Outstanding Checks: | | $740.00 |
| Checking Cash Balance as of 4/30/2020 | | $43,143.12 *** |
| Cash Balance for Checking as of 4/1/2020 | | $30,520.35 |
| Add: Total Deposits (Bank Deposits) | | $12,622.77 |
| Less: Total Checks and Withdrawals | | $0.00 |
| Computer Cash Balance as of 4/30/2020 | | $43,143.12 *** |

### 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 | $12,622.50 | $0.00 | ($12,622.50) | $0.00 |
| 992 | Checking | $30,520.35 | $0.27 | $0.00 | $12,622.50 | $43,143.12 *** |
| 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** | | **$30,520.35** | **$12,622.77** | **$0.00** | **$0.00** | **$43,143.12** |

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: 6/2/20

Principal: _____ Date: 6/3/2020

*** Entries Must match

**Williams High School**
**General Ledger Report**
**Financial Report**
**2020 April General Ledger Report**

| | |
|---|---|
| **From Date:** | 4/1/2020 |
| **To Date:** | 4/30/2020 |

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

| Acct. | Account Name | Beg. Bal. | Recpt/JV | Disb/JV | Transfer | End. Bal. | YTD Payable | Work Bal. |
|---|---|---|---|---|---|---|---|---|
| 000001 | Volleyball | $54.71 | $0.00 | $0.00 | $0.00 | $54.71 | $0.00 | $54.71 |
| 000003 | Softball | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 000004 | Baseball | $601.34 | $0.00 | $0.00 | $0.00 | $601.34 | $0.00 | $601.34 |
| 000006 | ASB | $3,334.58 | $129.71 | ($5.00) | $0.00 | $3,459.29 | $0.00 | $3,459.29 |
| 000007 | FFA | $7,461.86 | $200.00 | $0.00 | $0.00 | $7,661.86 | $0.00 | $7,661.86 |
| 000008 | Athletics | $43,547.41 | $0.00 | $0.00 | $0.00 | $43,547.41 | $0.00 | $43,547.41 |
| 000009 | Sundial | $6,330.55 | $382.50 | $0.00 | $0.00 | $6,713.05 | $0.00 | $6,713.05 |
| 000010 | Anime Club | $37.11 | $0.00 | $0.00 | $0.00 | $37.11 | $0.00 | $37.11 |
| 000011 | Band | $272.82 | $0.00 | $0.00 | $0.00 | $272.82 | $0.00 | $272.82 |
| 000012 | Jr. High Yearbook | $348.28 | $0.00 | $0.00 | $0.00 | $348.28 | $0.00 | $348.28 |
| 000013 | Golf | $926.95 | $493.00 | $0.00 | $0.00 | $1,419.95 | $0.00 | $1,419.95 |
| 000016 | Pep Squad | $2,125.96 | $0.00 | $0.00 | $0.00 | $2,125.96 | $0.00 | $2,125.96 |
| 000017 | Student Clearing | $1,164.74 | $0.00 | $0.00 | $0.00 | $1,164.74 | $0.00 | $1,164.74 |
| 000018 | Football | $3,189.68 | $0.00 | $0.00 | $0.00 | $3,189.68 | $0.00 | $3,189.68 |
| 000019 | Shop Clearing | $65.35 | $0.00 | $0.00 | $0.00 | $65.35 | $0.00 | $65.35 |
| 000020 | Friday Night Live | $4.93 | $0.00 | $0.00 | $0.00 | $4.93 | $0.00 | $4.93 |
| 000022 | Green House | $1.48 | $0.00 | $0.00 | $0.00 | $1.48 | $0.00 | $1.48 |
| 000023 | Varsity Sports Awards | $327.76 | $0.00 | $0.00 | $0.00 | $327.76 | $0.00 | $327.76 |
| 000024 | CSF | $934.77 | $263.01 | $0.00 | $0.00 | $1,197.78 | $0.00 | $1,197.78 |
| 000025 | MESA | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 000026 | Savings Interest | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 000027 | Admission Challenge | $1,500.00 | $0.00 | $0.00 | $0.00 | $1,500.00 | $0.00 | $1,500.00 |
| 000028 | CALSA | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 000030 | Running Club | $1,076.66 | $0.00 | $0.00 | $0.00 | $1,076.66 | $0.00 | $1,076.66 |
| 000033 | Peer Council | $1,300.09 | $0.00 | $0.00 | $0.00 | $1,300.09 | $0.00 | $1,300.09 |
| 000035 | MEChA | $1,251.00 | $0.00 | $0.00 | $0.00 | $1,251.00 | $0.00 | $1,251.00 |
| 000036 | HS Girls Soccer | $944.31 | $0.00 | $0.00 | $0.00 | $944.31 | $0.00 | $944.31 |
| 000037 | HS Boys Soccer | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 000038 | Boys Basketball | $3,218.00 | $0.00 | $0.00 | $0.00 | $3,218.00 | $0.00 | $3,218.00 |
| 000039 | Drama Club | $89.45 | $0.00 | $0.00 | $0.00 | $89.45 | $0.00 | $89.45 |
| 000040 | FFA AG Loan | $738.96 | $0.00 | $0.00 | $0.00 | $738.96 | $0.00 | $738.96 |
| 000041 | Choir | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 000042 | FBLA | $244.23 | $0.00 | $0.00 | $0.00 | $244.23 | $0.00 | $244.23 |
| 000043 | Mid Valley High School | $335.14 | $0.00 | $0.00 | $0.00 | $335.14 | $0.00 | $335.14 |
| 000044 | WHS Counseling Scholarsh | $375.00 | $0.00 | $0.00 | $0.00 | $375.00 | $0.00 | $375.00 |

# Williams High School
## General Ledger Report
## Financial Report
## 2020 April General Ledger Report



| | |
|---|---|
| **From Date:** | 4/1/2020 |
| **To Date:** | 4/30/2020 |

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

| Acct. | Account Name | Beg. Bal. | Recpt/JV | Disb/JV | Transfer | End. Bal. | YTD Payable | Work Bal. |
|---|---|---|---|---|---|---|---|---|
| 000048 | Art | $612.42 | $250.00 | $0.00 | $0.00 | $862.42 | $0.00 | $862.42 |
| 000049 | LGBT/Straight Alliance Cl | $751.98 | $0.00 | $0.00 | $0.00 | $751.98 | $0.00 | $751.98 |
| 000050 | Shellnut Scholarship Fdtn | $268.30 | $0.00 | $0.00 | $0.00 | $268.30 | $0.00 | $268.30 |
| 000060 | Wrestling Club | $964.12 | $0.00 | $0.00 | $0.00 | $964.12 | $0.00 | $964.12 |
| 000065 | Girls Basketball | $1,000.27 | $0.00 | $0.00 | $0.00 | $1,000.27 | $0.00 | $1,000.27 |
| 000067 | Garden Club | $2,951.49 | $0.00 | $0.00 | $0.00 | $2,951.49 | $0.00 | $2,951.49 |
| 000070 | Jr. High ASB | $551.01 | $0.00 | $0.00 | $0.00 | $551.01 | $0.00 | $551.01 |
| 000072 | Class of 2019 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 000073 | Jr. High FBLA | $171.12 | $0.00 | $0.00 | $0.00 | $171.12 | $0.00 | $171.12 |
| 000074 | Jr. High Band | $21.72 | $0.00 | $0.00 | $0.00 | $21.72 | $0.00 | $21.72 |
| 000075 | Jr. High Athletics | $691.43 | $0.00 | $0.00 | $0.00 | $691.43 | $0.00 | $691.43 |
| 000076 | Jr. High MESA | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 000077 | Jr. High 4.0 Club | $39.77 | $0.00 | $0.00 | $0.00 | $39.77 | $0.00 | $39.77 |
| 000078 | Class of 2020 | $2,987.69 | $0.00 | $0.00 | $0.00 | $2,987.69 | $0.00 | $2,987.69 |
| 000079 | Class of 2021 | $10,367.52 | $0.00 | $0.00 | $0.00 | $10,367.52 | $0.00 | $10,367.52 |
| 000080 | Class of 2022 | $4,275.58 | $0.00 | $0.00 | $0.00 | $4,275.58 | $0.00 | $4,275.58 |
| 000081 | Class of 2023 | $3,904.06 | $0.00 | $0.00 | $0.00 | $3,904.06 | $0.00 | $3,904.06 |
| 000082 | Class of 2024 | $6,969.62 | $0.00 | $0.00 | $0.00 | $6,969.62 | $0.00 | $6,969.62 |
| 000083 | Class of 2025 | $3,316.52 | $375.80 | $0.00 | $0.00 | $3,692.32 | $0.00 | $3,692.32 |
| **Group Total** | | $121,647.74 | $2,094.02 | ($5.00) | $0.00 | $123,736.76 | $0.00 | $123,736.76 |
| **Activity Accounts Grand Total** | | $121,647.74 | $2,094.02 | ($5.00) | $0.00 | $123,736.76 | $0.00 | $123,736.76 |
| 990 | Petty Cash | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 991 | Cash On Hand | $0.00 | $2,092.81 | $0.00 | ($2,092.81) | $0.00 | $0.00 | $0.00 |
| 992 | Checking | $99,367.14 | $0.85 | $0.00 | $2,092.81 | $101,460.80 | $0.00 | $101,460.80 |
| 993 | CD Account Savings | $7,039.75 | $0.00 | $0.00 | $0.00 | $7,039.75 | $0.00 | $7,039.75 |
| 994 | Money Market Account | $15,240.90 | $0.36 | ($5.00) | $0.00 | $15,236.26 | $0.00 | $15,236.26 |
| **General Ledger Grand Total** | | $121,647.79 | $2,094.02 | ($5.00) | $0.00 | $123,736.81 | $0.00 | $123,736.81 |

**Williams High School**
**General Ledger Report**
**Financial Report**
**2020 April General Ledger Report**

| | |
|---|---|
| **From Date:** | 4/1/2020 |
| **To Date:** | 4/30/2020 |

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

| Acct. | Account Name | Beg. Bal. | Recpt/JV | Disb/JV | Transfer | End. Bal. | YTD Payable | Work Bal. |
|---|---|---|---|---|---|---|---|---|

**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:** Jdmendez **Date:** 05/26/2020

**Principal:** [signature] **Date:** 5/26/2020

# Williams High School
## Bank Reconciliation Report

| | |
|---|---|
| From Date: | 4/1/2020 |
| To Date: | 4/30/2020 |

**Checking Account**

**992**

| | | |
|---|---|---|
| Ending Balance on Statement dated 4/30/2020 -> | | $106,281.36 |
| Add: Outstanding Deposits (Bank Deposits) -> + | | $0.00 |
| Less Outstanding Checks: | | $4,820.56 |
| Checking Cash Balance as of 4/30/2020 | | $101,460.80 *** |
| | | |
| Cash Balance for Checking as of 4/1/2020 | | $99,367.14 |
| Add: Total Deposits (Bank Deposits) | | $2,093.66 |
| Less: Total Checks and Withdrawals | | $0.00 |
| Computer Cash Balance as of 4/30/2020 | | $101,460.80 *** |

### Summary of Asset Accounts

| GL Acct | 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 | $2,092.81 | $0.00 | ($2,092.81) | $0.00 |
| 992 | Checking | $99,367.14 | $0.85 | $0.00 | $2,092.81 | $101,460.80*** |
| 993 | CD Account Savings | $7,039.75 | $0.00 | $0.00 | $0.00 | $7,039.75 |
| 994 | Money Market Account | $15,240.90 | $0.36 | ($5.00) | $0.00 | $15,236.26 |
| **Grand Total** | | **$121,647.79** | **$2,094.02** | **($5.00)** | **$0.00** | **$123,736.81** |

**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:** 05/26/2020

**Principal:** _____ **Date:** 5/26/2020

*** Entries Must match

# Williams High School
## General Ledger Report
## Financial Report
## 2020 May



| | |
|---|---|
| From Date: | 5/1/2020 |
| To Date: | 5/31/2020 |

| | |
|---|---|
| From Acct: | 1 |
| To Account: | 999999 |

| Acct. | Account Name | Beg. Bal. | Recpt/JV | Disb/JV | Transfer | End. Bal. | YTD Payable | Work Bal. |
|---|---|---|---|---|---|---|---|---|
| 000001 | Volleyball | $54.71 | $0.00 | $0.00 | $0.00 | $54.71 | $0.00 | $54.71 |
| 000003 | Softball | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 000004 | Baseball | $601.34 | $0.00 | $0.00 | $0.00 | $601.34 | $0.00 | $601.34 |
| 000006 | ASB | $3,459.29 | $1.16 | ($515.99) | $0.00 | $2,944.46 | $0.00 | $2,944.46 |
| 000007 | FFA | $7,661.86 | $0.00 | ($3,016.80) | $0.00 | $4,645.06 | $0.00 | $4,645.06 |
| 000008 | Athletics | $43,547.41 | $4,490.34 | ($8,720.34) | $0.00 | $39,317.41 | $0.00 | $39,317.41 |
| 000009 | Sundial | $6,713.05 | $3,648.50 | ($6,093.23) | $0.00 | $4,268.32 | $0.00 | $4,268.32 |
| 000010 | Anime Club | $37.11 | $0.00 | $0.00 | $0.00 | $37.11 | $0.00 | $37.11 |
| 000011 | Band | $272.82 | $0.00 | $0.00 | $0.00 | $272.82 | $0.00 | $272.82 |
| 000012 | Jr. High Yearbook | $348.28 | $0.00 | $0.00 | $0.00 | $348.28 | $0.00 | $348.28 |
| 000013 | Golf | $1,419.95 | $0.00 | ($258.56) | $0.00 | $1,161.39 | $0.00 | $1,161.39 |
| 000016 | Pep Squad | $2,125.96 | $35.00 | $0.00 | $0.00 | $2,160.96 | $0.00 | $2,160.96 |
| 000017 | Student Clearing | $1,164.74 | $0.00 | $0.00 | $0.00 | $1,164.74 | $0.00 | $1,164.74 |
| 000018 | Football | $3,189.68 | $0.00 | $0.00 | $0.00 | $3,189.68 | $0.00 | $3,189.68 |
| 000019 | Shop Clearing | $65.35 | $0.00 | $0.00 | $0.00 | $65.35 | $0.00 | $65.35 |
| 000020 | Friday Night Live | $4.93 | $0.00 | $0.00 | $0.00 | $4.93 | $0.00 | $4.93 |
| 000022 | Green House | $1.48 | $0.00 | $0.00 | $0.00 | $1.48 | $0.00 | $1.48 |
| 000023 | Varsity Sports Awards | $327.76 | $0.00 | $0.00 | $0.00 | $327.76 | $0.00 | $327.76 |
| 000024 | CSF | $1,197.78 | $0.00 | ($589.77) | $0.00 | $608.01 | $0.00 | $608.01 |
| 000025 | MESA | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 000026 | Savings Interest | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 000027 | Admission Challenge | $1,500.00 | $0.00 | $0.00 | $0.00 | $1,500.00 | $0.00 | $1,500.00 |
| 000028 | CALSA | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 000030 | Running Club | $1,076.66 | $0.00 | $0.00 | $0.00 | $1,076.66 | $0.00 | $1,076.66 |
| 000033 | Peer Council | $1,300.09 | $0.00 | $0.00 | $0.00 | $1,300.09 | $0.00 | $1,300.09 |
| 000035 | MEChA | $1,251.00 | $0.00 | $0.00 | $0.00 | $1,251.00 | $0.00 | $1,251.00 |
| 000036 | HS Girls Soccer | $944.31 | $150.00 | ($983.60) | $0.00 | $110.71 | $0.00 | $110.71 |
| 000037 | HS Boys Soccer | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 000038 | Boys Basketball | $3,218.00 | $0.00 | $0.00 | $0.00 | $3,218.00 | $0.00 | $3,218.00 |
| 000039 | Drama Club | $89.45 | $0.00 | $0.00 | $0.00 | $89.45 | $0.00 | $89.45 |
| 000040 | FFA AG Loan | $738.96 | $0.00 | $0.00 | $0.00 | $738.96 | $0.00 | $738.96 |
| 000041 | Choir | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 000042 | FBLA | $244.23 | $0.00 | $0.00 | $0.00 | $244.23 | $0.00 | $244.23 |
| 000043 | Mid Valley High School | $335.14 | $0.00 | $0.00 | $0.00 | $335.14 | $0.00 | $335.14 |
| 000044 | WHS Counseling Scholarsh | $375.00 | $0.00 | $0.00 | $0.00 | $375.00 | $0.00 | $375.00 |

# Williams High School
## General Ledger Report
## Financial Report
## 2020 May



| From Date: | 5/1/2020 |
|---|---|
| To Date: | 5/31/2020 |

| From Acct: | 1 |
|---|---|
| To Account: | 999999 |

| Acct. | Account Name | Beg. Bal. | Recpt/JV | Disb/JV | Transfer | End. Bal. | YTD Payable | Work Bal. |
|---|---|---|---|---|---|---|---|---|
| 000048 | Art | $862.42 | $0.00 | ($131.38) | $0.00 | $731.04 | $0.00 | $731.04 |
| 000049 | LGBT/Straight Alliance Cl | $751.98 | $0.00 | $0.00 | $0.00 | $751.98 | $0.00 | $751.98 |
| 000050 | Shellnut Scholarship Fdtn | $268.30 | $0.00 | $0.00 | $0.00 | $268.30 | $0.00 | $268.30 |
| 000060 | Wrestling Club | $964.12 | $0.00 | $0.00 | $0.00 | $964.12 | $0.00 | $964.12 |
| 000065 | Girls Basketball | $1,000.27 | $0.00 | $0.00 | $0.00 | $1,000.27 | $0.00 | $1,000.27 |
| 000067 | Garden Club | $2,951.49 | $0.00 | $0.00 | $0.00 | $2,951.49 | $0.00 | $2,951.49 |
| 000070 | Jr. High ASB | $551.01 | $0.00 | $0.00 | $0.00 | $551.01 | $0.00 | $551.01 |
| 000072 | Class of 2019 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 000073 | Jr. High FBLA | $171.12 | $0.00 | $0.00 | $0.00 | $171.12 | $0.00 | $171.12 |
| 000074 | Jr. High Band | $21.72 | $0.00 | $0.00 | $0.00 | $21.72 | $0.00 | $21.72 |
| 000075 | Jr. High Athletics | $691.43 | $0.00 | ($230.00) | $0.00 | $461.43 | $0.00 | $461.43 |
| 000076 | Jr. High MESA | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 000077 | Jr. High 4.0 Club | $39.77 | $0.00 | $0.00 | $0.00 | $39.77 | $0.00 | $39.77 |
| 000078 | Class of 2020 | $2,987.69 | $0.00 | ($2,241.20) | $0.00 | $746.49 | $0.00 | $746.49 |
| 000079 | Class of 2021 | $10,367.52 | $0.00 | $0.00 | $0.00 | $10,367.52 | $0.00 | $10,367.52 |
| 000080 | Class of 2022 | $4,275.58 | $0.00 | $0.00 | $0.00 | $4,275.58 | $0.00 | $4,275.58 |
| 000081 | Class of 2023 | $3,904.06 | $0.00 | $0.00 | $0.00 | $3,904.06 | $0.00 | $3,904.06 |
| 000082 | Class of 2024 | $6,969.62 | $0.00 | ($324.43) | $0.00 | $6,645.19 | $0.00 | $6,645.19 |
| 000083 | Class of 2025 | $3,692.32 | $0.00 | $0.00 | $0.00 | $3,692.32 | $0.00 | $3,692.32 |
| **Group Total** | | $123,736.76 | $8,325.00 | ($23,105.30) | $0.00 | $108,956.46 | $0.00 | $108,956.46 |
| **Activity Accounts Grand Total** | | $123,736.76 | $8,325.00 | ($23,105.30) | $0.00 | $108,956.46 | $0.00 | $108,956.46 |
| 990 | Petty Cash | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| 991 | Cash On Hand | $0.00 | $8,323.84 | $0.00 | ($8,323.84) | $0.00 | $0.00 | $0.00 |
| 992 | Checking | $101,460.80 | $0.81 | ($23,100.30) | $8,323.84 | $86,685.15 | $0.00 | $86,685.15 |
| 993 | CD Account Savings | $7,039.75 | $0.00 | $0.00 | $0.00 | $7,039.75 | $0.00 | $7,039.75 |
| 994 | Money Market Account | $15,236.26 | $0.35 | ($5.00) | $0.00 | $15,231.61 | $0.00 | $15,231.61 |
| **General Ledger Grand Total** | | $123,736.81 | $8,325.00 | ($23,105.30) | $0.00 | $108,956.51 | $0.00 | $108,956.51 |

**Williams High School**
**General Ledger Report**
**Financial Report**
**2020 May**



| | |
|---|---|
| **From Date:** | 5/1/2020 |
| **To Date:** | 5/31/2020 |

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

| Acct. | Account Name | Beg. Bal. | Recpt/JV | Disb/JV | Transfer | End. Bal. | YTD Payable | Work Bal. |
|---|---|---|---|---|---|---|---|---|

**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:** Edmendez **Date:** 06/20/2020

**Principal:** _____ **Date:** __/__/__

# Williams High School
## Bank Reconciliation Report

| | |
|---|---|
| From Date: | 5/1/2020 |
| To Date: | 5/31/2020 |

**Checking Account**

**992**

| | | |
|---|---|---|
| Ending Balance on Statement dated 5/31/2020 -> | | $93,940.88 |
| Add: Outstanding Deposits (Bank Deposits) -> + | | $0.00 |
| Less Outstanding Checks: | | $7,255.73 |
| Checking Cash Balance as of 5/31/2020 | | $86,685.15 *** |
| | | |
| Cash Balance for Checking as of 5/1/2020 | | $101,460.80 |
| Add: Total Deposits (Bank Deposits) | | $8,324.65 |
| Less: Total Checks and Withdrawals | | ($23,100.30) |
| Computer Cash Balance as of 5/31/2020 | | $86,685.15 *** |

### Summary of Asset Accounts

| GL Acct | 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 | $8,323.84 | $0.00 | ($8,323.84) | $0.00 |
| 992 | Checking | $101,460.80 | $0.81 | ($23,100.30) | $8,323.84 | $86,685.15*** |
| 993 | CD Account Savings | $7,039.75 | $0.00 | $0.00 | $0.00 | $7,039.75 |
| 994 | Money Market Account | $15,236.26 | $0.35 | ($5.00) | $0.00 | $15,231.61 |
| Grand Total | | $123,736.81 | $8,325.00 | ($23,105.30) | $0.00 | $108,956.51 |

**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:** L Almendarez **Date:** 6/10/20

**Principal:** [signature] **Date:** 1/1/

***** Entries Must match**

**AGREEMENT FOR**
**ELA- MATH Makerspace Distance Learning Academy for Migratory Students**
**(2020 SUMMER YEAR)**

This Agreement for Services ("Agreement") is made and entered into as of May 26, 2020 by and between the **WILLIAMS UNIFIED SCHOOL DISTRICT/Migrant Education**, ("ME") and **BUTTE COUNTY OFFICE OF EDUCATION/ Future Educator Support** ("FES"), (together, "Parties").

**WHEREAS,** the primary objective of the ELA- Math Makerspace Distance Learning Academies ("Program") is to address the learning gaps in Reading, Writing, Math, foster proficiency and fluency in ELD, instill Design Thinking, increase students' knowledge of STEM, and build student self-pride.

**WHEREAS,** there is a need for the Program in the following district: Williams Unified School District (WUSD)which is within the Migrant Operating Agency, Region 2 (the "Region"); and

**WHEREAS,** the Program is administered by BCOE/FES.

NOW, THEREFORE, the Parties agree as follows:

1. **Services**. This Agreement is made and entered into for the provision of Program services as further described in **Exhibits "A" and "B,"** attached hereto and incorporated herein by this reference ("Services").

2. **Term.** The term of this Agreement is contingent upon FES's receipt of funding. So long as funding has been received, services shall commence under this Agreement for the dates of June 15, in the year of 2020, unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **Payment.** WUSD -ME shall pay BCOE/FES for the actual cost of the Services as described in **Exhibits "A"** and **"B".**

4. **Termination**. It is expressly understood and mutually agreed that the success of the program is the condition for the continuation of this agreement. Either party may, at any time, with or without reason, terminate this Agreement. Written notice by the terminating party shall be sufficient to stop further provision of Services. Notice shall be deemed given when received by the non-terminating party or no later than three (3) days after the day of mailing, whichever is sooner.

5. **Indemnification**. To the furthest extent permitted by California law, each party shall defend, indemnify, and hold harmless the other party, its Governing Board, agents, representatives, officers, consultants, employees, trustees, and volunteers (the "indemnified parties") from any and all claims arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of the indemnifying party. The indemnifying party shall have the right to accept or reject any legal representation that the other party proposes to defend the indemnified parties.

6. **Insurance.** Each party shall procure and maintain at all times insurance with minimum limits as customary for that party's course of business.

7. **Anti-Discrimination**. It is the policy of the Butte County Office of Education ("BCOE") that in connection with all work performed under contracts there be no discrimination against any person engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation,

gender, or age and therefore the Parties agree to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and Butte County Office of Education policy.

8. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

9. **Limitation of BCOE Liability**. Other than as provided in this Agreement, ME's financial obligations under this Agreement shall be limited to the provision of funding and expenses provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall ME be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement or the Services performed in connection with this Agreement.

10. **Notice**. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**ME:**

Williams Unified School District
Migrant Education
260 11st.
Williams, CA 95987
ATTN: Rosa Villasenor
PHONE: (530) 473-2550
FAX: (530) 473-5894
EMAIL: rvillasenor@williams.k12.ca.us

**FES:**

Butte County Office of Education
Future Educator Support
1760 Creekside Oaks Drive, Suite 190
Sacramento, CA 95833
ATTN: Guillermo Castillo
PHONE: (530) 871-9153
FAX: (530) 532-0000
EMAIL: FES@bcoe.org

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

11. **Integration/Entire Agreement of Parties**. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

12. **Assignment.** The obligations and/or interests of BCOE under this Agreement shall not be assigned or transferred in anyway without written consent from the other party.

13. **Independent Contractor.** The Williams Unified School District ME Program, in the performance of its obligations under this Agreement, shall be and act as an independent contractor and at no time be considered the agent of FES.

14. **California Law**. This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County.

15. **Waiver**. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

16. **Severability**. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

17. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.

18. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.

19. **Dispute Resolution.** Any disagreements that may occur shall be resolved at the lowest possible level within Butte County Office of Education and with a cooperative spirit. Should agreement not be reached between Parties after working through the process already prescribed, then the matter should go to the appropriate Associate Superintendents for discussion and consideration.

20. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

21. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.

22. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.

23. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.

24. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

25. **Incorporation of Recitals and Exhibits**. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Dated: _____

**SUPERINTENDENT Williams USD**

By: _____

Print Name: Dr. Edgar Lampkin

Print Title: Superintendent

Dated: _____

**SUPERINTENDENT BCOE**

By: _____

Print Name: Mary Sakuma

Print Title: Superintendent

**EXHIBIT "A"**
**DUTIES AND OBLIGATIONS OF ME**

UNDER THIS AGREEMENT ME AGREES TO:

1. Identify the academy dates and secure adequate learning tools for all participating students: Tech Pack (Chromebook & portable mifi hotspots)
2. The fifteen (15) ELA-Math Makerspace Distance Learning Academy sessions are as follows:
    a. June 15, 2020
    b. June 16, 2020
    c. June 17, 2020
    d. June 18, 2020
    e. June 19, 2020
    f. June 22, 2020
    g. June 23, 2020
    h. June 24, 2020
    i. June 25, 2020
    j. June 26, 2020
    k. June 29, 2020
    l. June 30, 2020
    m. July 1, 2020
    n. July 2, 2020
    o. July 3, 2020
3. The fifteen (15) ELA- Math Makerspace Distance Learning Academy sessions will consist of three (3) daily classes:
    a. 9:00 am - 12:00 pm 3rd/4th/5th grades
    b. 12:00 pm -3:00 pm 6th/7th/8th grades
    c. 2:00 pm - 5:00 pm 9th-12th grades
4. Train FES Lead Instructor regarding the unique needs of migrant students.
5. Recruit migrant students and ensure they attend the academy at least thirteen and a half (13.5) of the fifteen (15) meetings.
6. Provide FES the Regional Program Evaluation protocol to be completed at the end of the service for each academy.
7. Reimburse FES upon completion of services through interdepartmental journal:

**Distance Learning Teachers:**
- 2 Certificated Lead Teachers
- 2 Classified Support Staff
- ELA-Math Makerspace materials and supplies
- Curriculum Development

**TOTAL $ 45,000**

**EXHIBIT "B"**
**DUTIES AND OBLIGATIONS OF FES**

UNDER THIS AGREEMENT THE FES AGREES TO:

1. Develop and implement ELA-Math Makerspace Distance Learning Academies in the following district: Williams Unified School District.
2. The fifteen (15) ELA- Math Makerspace Distance Learning Academy sessions are as follow:
    a. June 15, 2020
    b. June 16, 2020
    c. June 17, 2020
    d. June 18, 2020
    e. June 19, 2020
    f. June 22, 2020
    g. June 23, 2020
    h. June 24, 2020
    i. June 25, 2020
    j. June 26, 2020
    k. June 29, 2020
    l. June 30, 2020
    m. July 1, 2020
    n. July 2, 2020
    o. July 3, 2020
3. Hire and provide professional development for three (3) credentialed teachers and three (3) classified staff. Teachers and classified staff will work 8 hours per day which includes: 6 hours of instruction, 1 hour 30 minutes of prep and 30 minutes for teacher articulation of day.
4. Collaborate with MEP staff to recruit migrant students into the service and ensure they attend the ELA-Math Makerspace Distance Learning academy at least thirteen and a half (13.5) of the eighteen (15) sessions.
5. Purchase materials and supplies for up to forty-five (45) students.
6. Develop curriculum aligned to the State Service Delivery Plan (SSDP) for ELA, Math, and design engaging activities and lessons which incorporate the following:
    - Focused learning on writing development in areas of informational/argumentative and expository text writing form appropriate genres.
    - Use a rubric with students that outlines the elements required by the genre to write a proficient example and identify what is needed for different levels of writing proficiency.
    - English Language Development will be embedded into all aspects of curriculum to help foster proficiency and fluency in English.
    - Use of sentence frames, graphic organizers, additional vocabulary development activities, and primary language support.

- Cultural component for students to develop self-confidence and leadership skills while working in small groups and opportunities to discuss articles and readings of famous Latino/Indian/Pakistani professionals in the field of STEM.
- Focused learning on vocabulary building, reading fluency, comprehension, literacy skills, and reading informational/expository texts to develop reading proficiency.
- Student grouping: Small groups, mixed levels, strategic groups, one-on-one; differentiation based on content area and skill-level of deficiency.
- Content-specific, differentiated instruction based on students' learning needs.
- Teachers use of SDAIE strategies and breaking down the learning into small units to help students digest information a-little-at-a-time while allowing them to grow their knowledge-base and understanding of the material.
- Bridging or activating knowledge with primary language support in order to tie new information to something familiar. This will help students as they decode information from their native language and transfer that understanding into English.
- Hands-on activities for students to build and investigate the characteristics of Design Thinking.

7. FES will provide a Program Evaluation as directed by the Region for each of the academies within fourteen (14) days of the completion of the academies.
8. Provide interdepartmental journal to Migrant Education for up to $45,000 total by September 3, 2020, with the following backup:
    a. All documentation required in program evaluation report
    b. Receipts for expenses including: curriculum, and materials

**AGREEMENT FOR**
**ELA- Math Makerspace Distance Learning Academy for Migratory Students**
**(2020 SUMMER YEAR)**

This Agreement for Services ("Agreement") is made and entered into as of May 26, 2020 by and between the **WILLIAMS UNIFIED SCHOOL DISTRICT/Migrant Education**, ("ME") and **BUTTE COUNTY OFFICE OF EDUCATION/ Future Educator Support** ("FES"), (together, "Parties").

**WHEREAS,** the primary objective of the ELA-Math Makerspace Distance Learning Academies ("Program") is to address the learning gaps in Reading, Writing, foster proficiency and fluency in ELD, instill Design Thinking, increase students' knowledge of STEM, and build student self-pride.

**WHEREAS,** there is a need for the Program in the following district: Williams Unified School District (WUSD) which is within the Migrant Operating Agency, Region 2 (the "Region"); and

**WHEREAS,** the Program is administered by BCOE/FES.

NOW, THEREFORE, the Parties agree as follows:

1. **Services**. This Agreement is made and entered into for the provision of Program services as further described in **Exhibits "A" and "B,"** attached hereto and incorporated herein by this reference ("Services").

2. **Term**. The term of this Agreement is contingent upon FES's receipt of funding. So long as funding has been received, services shall commence under this Agreement for the dates of July 13, in the year of 2020, unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **Payment.** Williams shall pay BCOE/FES for the actual cost of the Services as described in **Exhibits "A"** and **"B".**

4. **Termination**. It is expressly understood and mutually agreed that the success of the program is the condition for the continuation of this agreement. Either party may, at any time, with or without reason, terminate this Agreement. Written notice by the terminating party shall be sufficient to stop further provision of Services. Notice shall be deemed given when received by the non-terminating party or no later than three (3) days after the day of mailing, whichever is sooner.

5. **Indemnification**. To the furthest extent permitted by California law, each party shall defend, indemnify, and hold harmless the other party, its Governing Board, agents, representatives, officers, consultants, employees, trustees, and volunteers (the "indemnified parties") from any and all claims arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of the indemnifying party. The indemnifying party shall have the right to accept or reject any legal representation that the other party proposes to defend the indemnified parties.

6. **Insurance.** Each party shall procure and maintain at all times insurance with minimum limits as customary for that party's course of business.

7. **Anti-Discrimination**. It is the policy of the Butte County Office of Education ("BCOE") that in connection with all work performed under contracts there be no discrimination against any person engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation,

gender, or age and therefore the Parties agree to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and Butte County Office of Education policy.

8. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

9. **Limitation of BCOE Liability**. Other than as provided in this Agreement, ME's financial obligations under this Agreement shall be limited to the provision of funding and expenses provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall ME be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement or the Services performed in connection with this Agreement.

10. **Notice**. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

**Williams District:**

Williams Unified School District
Migrant Education
260 11st.
Williams, CA 95987
ATTN: Rosa Villasenor
PHONE: (530) 473-2550
FAX: (530) 473-5894
EMAIL: rvillasenor@williams.k12.ca.us

**BCOE/FES:**

Butte County Office of Education
Future Educator Support
1760 Creekside Oaks Drive, Suite 190
Sacramento, CA 95833
ATTN: Guillermo Castillo
PHONE: (530) 871-9153
FAX: (530) 532-0000
EMAIL: FES@bcoe.org

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

11. **Integration/Entire Agreement of Parties**. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

12. **Assignment.** The obligations and/or interests of BCOE under this Agreement shall not be assigned or transferred in anyway without written consent from the other party.

13. **Independent Contractor.** The Williams Unified School District ME Program, in the performance of its obligations under this Agreement, shall be and act as an independent contractor and at no time be considered the agent of FES.

14. **California Law**. This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in

Butte County.

15. **Waiver**. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

16. **Severability**. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

17. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.

18. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.

19. **Dispute Resolution.** Any disagreements that may occur shall be resolved at the lowest possible level within Butte County Office of Education and with a cooperative spirit. Should agreement not be reached between Parties after working through the process already prescribed, then the matter should go to the appropriate Associate Superintendents for discussion and consideration.

20. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.

21. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.

22. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.

23. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.

24. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

25. **Incorporation of Recitals and Exhibits**. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Dated: 5/27/2020

**Superintendent Williams USD**

By: Edgar Lampkin

Print Name: Edgar Lampkin

Print Title:Superintendent

Dated: _____

**SUPERINTENDENT BCOE**

By: _____

Print Name: Mary Sakuma

Print Title:Superintendent

**EXHIBIT "A"**
**DUTIES AND OBLIGATIONS OF Williams**

UNDER THIS AGREEMENT ME AGREES TO:

1. Identify the academy dates and secure adequate learning tools for all participating students: Tech Pack (Chromebook & portable mifi hotspots)
2. The fifteen (15) ELA- Math Makerspace Distance Learning Academy sessions are as follows:
    a. July 13, 2020
    b. July 14, 2020
    c. July 15, 2020
    d. July 16, 2020
    e. July 17, 2020
    f. July 20, 2020
    g. July 21, 2020
    h. July 22, 2020
    i. July 23, 2020
    j. July 24, 2020
    k. July 27, 2020
    l. July 28, 2020
    m. July 29, 2020
    n. July 30, 2020
    o. July 31, 2020
3. The fifteen (15) ELA- Math Makerspace Distance Learning Academy sessions will consist of two (2) daily classes:
    a. 9:00 am - 12:00 pm with K-12
    b. 12:00 pm - 3:00 pm with K-12
4. Train FES Lead Instructor regarding the unique needs of migrant students.
5. Recruit migrant students and ensure they attend the academy at least thirteen and a half (13.5) of the fifteen (15) meetings.
6. Provide FES the Regional Program Evaluation protocol to be completed at the end of the service for each academy.
7. Reimburse FES upon completion of services through interdepartmental journal:

**Distance Learning Teachers:**
- 1-2 Certificated Lead Teachers
- 1-2 Classified staff

**TOTAL $15,000**

**EXHIBIT "B"**
**DUTIES AND OBLIGATIONS OF FES**

UNDER THIS AGREEMENT THE FES AGREES TO:

1. Develop and implement ELA- Math Makerspace Distance Learning Academies in the following district: Williams Unified School District.
2. The fifteen (15) ELA-Math Makerspace Distance Learning Academy sessions are as follows (at both sites):
    a. July 13, 2020
    b. July 14, 2020
    c. July 15, 2020
    d. July 16, 2020
    e. July 17, 2020
    f. July 20, 2020
    g. July 21, 2020
    h. July 22, 2020
    i. July 23, 2020
    j. July 24, 2020
    k. July 27, 2020
    l. July 28, 2020
    m. July 29, 2020
    n. July 30, 2020
    o. July 31, 2020
3. Hire and provide professional development for one-two (1-2) credentialed teachers and one-two (1-2) classified staff. Teachers and classified staff will work 8 hours per day which includes: 6 hours of instruction, 1 hour 30 minutes of prep and 30 minutes for teacher articulation of day.
4. Collaborate with MEP staff to recruit migrant students into the service and ensure they attend the ELA-Makerspace Distance Learning academy at least thirteen and a half (13.5) of the fifteen (15) sessions.
5. Purchase materials and supplies for up to thirty (30) students.
6. Develop curriculum aligned to the State Service Delivery Plan (SSDP) for ELA, Math, and design engaging activities and lessons which incorporate the following:
    - Focused learning on writing development in areas of informational/argumentative and expository text writing form appropriate genres.
    - Use a rubric with students that outlines the elements required by the genre to write a proficient example and identify what is needed for different levels of writing proficiency.
    - English Language Development will be embedded into all aspects of curriculum to help foster proficiency and fluency in English.
    - Use of sentence frames, graphic organizers, additional vocabulary development activities, and primary language support.

- Cultural component for students to develop self-confidence and leadership skills while working in small groups and opportunities to discuss articles and readings of famous Latino/Indian/Pakistani professionals in the field of STEM.
- Focused learning on vocabulary building, reading fluency, comprehension, literacy skills, and reading informational/expository texts to develop reading proficiency.
- Student grouping: Small groups, mixed levels, strategic groups, one-on-one; differentiation based on content area and skill-level of deficiency.
- Content-specific, differentiated instruction based on students' learning needs.
- Teachers use of SDAIE strategies and breaking down the learning into small units to help students digest information a-little-at-a-time while allowing them to grow their knowledge-base and understanding of the material.
- Bridging or activating knowledge with primary language support in order to tie new information to something familiar. This will help students as they decode information from their native language and transfer that understanding into English.
- Hands-on activities for students to build and investigate the characteristics of Design Thinking.

7. FES will provide a Program Evaluation as directed by the Region for each of the academies within fourteen (14) days of the completion of the academies.
8. Provide interdepartmental journal to Migrant Education for up to $15,000, total by October 1, 2020, with the following backup:
    a. All documentation required in program evaluation report
    b. Receipts for expenses including: curriculum, and materials

**Williams Unified School District and Facilitron, Inc.**
**Facilities Management Portal Agreement**

This Facilities Management Portal Agreement (this "Agreement") is made and entered into as of July 1, 2020 (the "Effective Date"), by and between Williams Unified School District (the "Client"), and Facilitron, Inc., a Delaware corporation (the "Company"). The Client and the Company may be referred to herein individually as a "Party" and collectively as the "Parties".

**WITNESSETH**

WHEREAS, the Company is the operator of a web platform that provides its customers with solutions and services for the presentation, scheduling and rental of facilities and management of work orders; and

WHEREAS, the Client desires to present, schedule, rent and administer its facilities and manage work orders on a web platform hosted by the Company ("the "Facilities Management Portal");

NOW, THEREFORE, in consideration of the mutual promises contained herein and other good and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the Parties agree as follows:

**AGREEMENT**

1. Definitions. As used in this Agreement, the following terms, when capitalized, shall have the following meanings:

(a) "**Company Site**" shall mean the Company's website maintained at www.facilitron.com and any successor or supplemental locations.
(b) "**Client Site**" shall mean Client's website maintained at: www.wusd2.org and any successor or supplemental locations.
(c) **"End Users"** shall mean any employee, contractor or agent of Client, as well as individuals or outside group representatives who use the Facilities Management Portal.
(d) "**Client Facilities**" shall mean the facilities that the Client intends to schedule, rent and administer using Facilities Management Portal.
(e) **"Facilities Management Portal"** shall mean the website and e-commerce platform on the Company Site provided to Client by the Company for the purpose of presenting, scheduling, renting and administering of facilities and managing work orders.
(f) **"Services"** shall mean the act of implementing and operating Facilities Management Portal to present, schedule and administer internal and external use of Client Facilities and to manage work orders, providing additional offerings facilitating transactions, such as liability insurance and processing of payments and disbursements, providing customer support, facility based data analytics, best practices and other consultative services.

(g) **"Transaction"** shall mean the total of each reservation by an End-User. For example, if a reservation is made that includes twenty (20) uses of a Client Facility, the "Transaction" will be the total costs associated with all twenty (20) uses.

2. Grant of Rights.

(a) Grant of Rights to Company. The Client hereby grants Company the non-exclusive right to present and rent Client Facilities to End-Users in accordance with the provisions of this Agreement during the Term.

(b) Appointment of the Company as Limited Payment Collection Agent for the Client. The Client hereby appoints Company as the Client's limited payment collection agent solely for the purpose of accepting rental and service payments from End Users. The Client agrees that payment made by an End User through Company, shall be considered the same as a payment made directly to the Client, and the Client will make the facilities and services available to the End User in the agreed-upon manner as if the Client has received the fees. The Client agrees that Company may, in accordance with the cancellation policy selected by the Client (i) permit the End User to cancel the booking and (ii) refund (via Company) to the End User that portion of the fees specified in the applicable cancellation policy. The Client understands that Company accepts payments from End Users as the Client's limited payment collection agent and that Company's' obligation to pay the Client is subject to and conditioned upon successful receipt of the associated payments from End Users. In accepting appointment as the limited authorized agent of the Client, the Company assumes no liability for any acts or omissions of the Client.

(c) Pricing and Payment Terms. The Client shall determine the pricing for its facilities, application, equipment usage, custodial and other associated services provided by the Client (the "Client Fee"). **The Client agrees to pay the Company a commission of 14% of the total Client Fee amount per Transaction which shall be deducted from the client's payment.** Notwithstanding the foregoing, in no event shall the aggregate fees to be charged to End Users exceed those limits set forth in California law or Client's board policies. Company shall remit all collected Client Fee payments for completed rentals minus any applicable commission and any End User refunds by a check to the Client on a monthly basis, and such funds must be sent by Company to Client by the 20th day of the following month.

(d) Audit. Upon at least ten (10) calendar days prior written demand to Company, the Client shall have the right, at its own cost and expense, to audit Company's books, records, and accounts for the sole purpose of verifying payments reported under Section 2(c). Company shall provide all such relevant books, records, and accounts to Client upon such demand. If Client (through its certified public accountant or other appropriate auditor) concludes that additional amounts were owed during the audited period, the Company shall pay such additional amounts within thirty (30) calendar days of the date the Client delivers to Company such accounting firm's written report so concluding. The fees charged by such accounting firm shall be paid by the Client; provided, however, if the audit discloses that the payments payable by Company for such period are more than thirty percent (30%) of the amounts actually paid for such period, then the Company shall pay the reasonable fees and expenses charged by such accounting firm in addition to any additional amounts owed.

3. Scope of Services.
Company shall be responsible for (a) designing and hosting facility booking websites equipped with photos, application and payment processing for each facility, (b) provisioning and populating the work order management platform, (c) maintaining the websites and calendar to ensure that the sites are functionable and usable, (d) providing account management and customer personnel as are reasonably necessary to perform, maintain and manage the Services, (e) coordinating all administrative functions associated with the Services, and (f) conducting any other operations reasonably necessary to perform the Services. Company shall comply with all industry standards, any Client rules and regulations concerning the use of Client Facilities, Client's reasonable requests, and all applicable law.

4. Client Obligations.
(a) Solely for purposes of conducting the Services, Client shall use reasonable efforts to assist Company in performing the Services by providing access to its staff, facilities, and updated availability data in a timely manner.
(b) The Client shall use reasonable efforts to provide on its website and other communications, at its discretion, instructions, links, and other information to promote the Services therein.

5. No Transfer of Intellectual Property Rights. The Client and the Company acknowledge and agree that no transfer of any proprietary technology, inventions, developments, improvements, art, ideas, art form, or the like, including, but not limited to patents, patent applications, trademarks, copyrights or trade secrets (collectively, "Intellectual Property"), is intended in connection with this Agreement. Each Party's ownership interest in any Intellectual Property owned or licensed by such Party as of the date of this Agreement or acquired by it during the Term of this Agreement is not, and shall not be affected by the terms of this Agreement.

6. Trademarks; Client Marks and Company Marks.
(a) Subject to the terms and conditions of this Agreement, the Client grants Company a nonexclusive, non-transferable, revocable license to use the Client's trademarks ("Client Marks") solely on the Facilities Management Portal and in connection with any promotions, marketing and press releases relating to the Services contemplated under this Agreement. The Client Marks are, and shall remain, the sole property of Client. Upon termination of this Agreement or of the herein granted license for any reason, the Company shall promptly discontinue use of the Client Marks.
(b) Subject to the terms and conditions of this Agreement, Company grants Client a nonexclusive, non-transferable, revocable license to use the Company's trademarks and servicemarks (the "Company Marks") in connection with marketing of the Client Facilities and any related services. The Company Marks are, and shall remain, the sole property of the Company. Client recognizes the Company's title to the Company Marks. Client shall use reasonable efforts not to do or suffer to be done any act or thing which will in any way impair the rights of the Company and to the Company Marks. It is understood that Client shall not acquire

and shall not claim any title to the Company Marks adverse to the Company by virtue of the license granted herein, it being the intention of the Parties that use of the Company Marks by Client shall at all times inure to the benefit of the Company. Upon termination of this Agreement or of the herein granted license for any reason, Client agrees to promptly discontinue use of the Company Marks except that historical records may remain and be subject to internet access and/or public records requests.

7. Privacy Policy.

Company shall ensure that any collection, use of or disclosure of any individual, aggregate and/or personally-identifiable customer data and information about the End Users by Company complies with all applicable laws and regulations, including, but not limited to the Children's Online Privacy Protection Act of 1998 (15 U.S.C. §§ 6501, et seq.), the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. §§ 1232g, et seq.) and related regulations, relevant State law, and with Client's privacy policy and the Company's privacy policy (the "Privacy Policy"). To the extent any End-User data contains student data, pupil records, or other personally identifiable information of a student, Company shall comply with SOPIPA and California Education Code Section 49073.1, the mandatory provisions of which are incorporated herein by reference. Company shall post throughout the Term of this Agreement, on at least the main page of the Online Facilities Rental Storefront, a copy or link to the Privacy Policy. The Privacy Policy must be prominently published on the web page and provide adequate notice, disclosure and choice to users regarding Company's collection, use and disclosure of user information. Company shall ensure that the Privacy Policy does not create any liability to Client for the use of any customer or user data by either Party in any manner.

8. Confidentiality.

(a) Confidential Information. For purposes of this Agreement, "Confidential Information" shall mean any information disclosed by a Party hereto (the "Disclosing Party") to the other Party ("Recipient"), either directly or indirectly, in writing or by inspection of tangible objects (including without limitation documents, prototypes, samples, plant and equipment), which is designated as "Confidential," "Proprietary" or would reasonably be regarded as being of a confidential nature or, if disclosed orally, is identified as confidential or proprietary at the time of its disclosure to the Recipient or would reasonably be regarded as being of a confidential nature; provided, however, that any information relating to financial, product and business plans and strategies shall be deemed to be Confidential Information whether or not so designated. Notwithstanding the foregoing, Confidential Information shall not include any information which (i) was publicly known and available in the public domain prior to the time of disclosure to the Recipient by the Disclosing Party; (ii) becomes publicly known and available in the public domain after disclosure to the Recipient by the Disclosing Party through no action or inaction of Recipient; (iii) Recipient is able to demonstrate by documentary evidence was lawfully in the possession of Recipient at the time of disclosure by the Disclosing Party; (iv) is independently developed by Recipient, provided Recipient can show by documentary evidence that such development was accomplished by or for Recipient without any use or beneficial reference to any Confidential Information of the Disclosing Party; (v) is disclosed pursuant to legal, judicial or

administrative proceeding or as otherwise required by law, provided that (A) Recipient gives reasonable prior notice to the Disclosing Party to allow it to seek a protective or similar order preventing or restricting the disclosure of such information, and (B) such information shall be deemed not to be Confidential Information only to the extent that such disclosure is compelled by such proceeding or law and only for the purpose of complying with such proceeding or law; or (vi) has been approved in writing for disclosure by the Disclosing Party.

(b) Duty to Hold in Confidence. Each Recipient agrees that, to the extent permitted by law, it will preserve in strict confidence and secure against accidental loss any Confidential Information disclosed by the Disclosing Party to Recipient. In preserving the Disclosing Party's Confidential Information, Recipient will use the same standard of care it would use to secure and safeguard its own Confidential Information of similar importance, but in no event less than reasonable care. Any permitted reproduction of the Disclosing Party's Confidential Information shall contain all confidential or proprietary legends that appear on the original.

(c) Permitted Disclosures. To the extent permitted by law, Recipient shall permit access to the Disclosing Party's Confidential Information solely to its employees, agents and contractors who have a need to know such information for purposes of the Recipient's performance of the Agreement. Except as permitted by law or in the exercise of the rights granted under this Agreement, Recipient shall not disclose or transfer any Confidential Information to any third party, without the specific prior written approval of the Disclosing Party.

(d) Obligation to Return Confidential Information. Recipient acknowledges that the Disclosing Party retains ownership of all Confidential Information disclosed or made available to Recipient. Accordingly, upon any termination, cancellation or expiration of this Agreement, or upon the Disclosing Party's request for any reason (other than in violation of this Agreement), Recipient shall return promptly to the Disclosing Party the originals and all copies (without retention of any copy) of any written documents, tools, materials or other tangible items provided by the Disclosing Party to the Recipient containing or embodying Confidential Information.

9. Representations and Warranties.

(a) Client Representations and Warranties. Client represents and warrants to the Company as of the Effective Date that:

(i) Authority. Client has power and authority to execute and deliver this Agreement and to perform its obligations hereunder, and has by all necessary action authorized the execution and delivery of this Agreement and the performance of its obligations hereunder.

(ii) No Conflicts. The execution, delivery and performance by Client of this Agreement and each other agreement, document, or instrument now or hereafter executed and delivered by Client pursuant thereto or in connection herewith will not: (A) conflict with or violate any provision of any law, rule, regulation, authorization or judgment of any governmental authority having applicability to Client or its actions; or (B) to the best knowledge of Client, materially conflict with or result in any breach of, or constitute a default under, any note, security agreement, commitment, contract or other

agreement, instrument or undertaking to which Client is a party or by which any of its property is bound.

(b) Company Representations and Warranties. The Company represents and warrants to Client as of the Effective Date that:

(i) Corporate Authority. The Company is a corporation duly organized, validly existing, and in good standing under the laws of the jurisdiction of its incorporation, has the corporate power and authority to execute and deliver this Agreement and to perform its obligations hereunder, and has by all necessary corporate action authorized the execution and delivery of this Agreement and the performance of its obligations hereunder.

(ii) No Conflicts. The execution, delivery and performance by the Company of this Agreement and each other agreement, document, or instrument now or hereafter executed and delivered by the Company pursuant thereto or in connection herewith will not: (A) conflict with or violate the articles of incorporation or bylaws of the Company or any provision of any law, rule, regulation, authorization or judgment of any governmental authority having applicability to the Company or its actions; or (B) to the best knowledge of the Company, materially conflict with or result in any breach of, or constitute a default under, any note, security agreement, commitment, contract or other agreement, instrument or undertaking to which the Company is a party or by which any of its property is bound.

(iii) Binding Obligation. When executed and delivered by the Company and Client, this Agreement will be valid and legally binding obligation of the Company in accordance with its terms, subject to bankruptcy, reorganization, insolvency, moratorium and similar laws and to general principles of equity which are within the discretion of courts of applicable jurisdiction.

(iv) Confidentiality Agreements. The Company has and will maintain with all the Company employees, agents, and consultants, written agreements sufficient to enable the Company to perform its obligations hereunder with confidentiality terms at least as restrictive as those provided for the Parties under this Agreement.

(v) Non-infringement. The Company represents and warrants that the Company Site and the Facilities Management Portal do not knowingly infringe any Intellectual Property Rights of any third party.

10. Termination.

(a) Term. The initial term of this Agreement shall be **twelve (12)** months from the Effective Date (the "Term"). Company will be the provider of Client Facilities Management Portal for the Term, unless terminated early per Paragraph 10(b). Thereafter, this Agreement shall continue on a month-to-month basis unless terminated by either Party as set forth in Paragraph 10(c).

(b) Termination for Breach. In the event of a material breach of this Agreement by a Party (the "Breaching Party"), expressly including Company's failure to abide by the payment and reporting terms as set forth in the Agreement, this Agreement may be terminated by the non-breaching Party, effective upon delivery of written notice to the Breaching Party, unless within seven (7) business days after receiving written notice of such breach from the

non-breaching Party the Breaching Party cures such breach (or agrees with the non-breaching Party on a plan to cure such breach, which agreement shall not be unreasonably withheld, conditioned or delayed by the non-breaching Party).

(c) Other Termination. Following the Term the Client or Company may terminate this Agreement at any time for any reason without cause. Written notice by the Client shall be sufficient to stop further performance of services by the Company. In the event of early termination, the Company shall be paid for satisfactory work performed to the date of termination. The Client may then proceed with any work-product, materials, and information completed by the Company in any manner the Client deems proper.

(d) Survival. Notwithstanding anything to the contrary in this Agreement, the provisions of Sections 5, 6 and 8 shall survive the expiration or earlier termination of this Agreement.

11. General Provisions.

(a) Limitation of Liability. IN NO EVENT SHALL EITHER PARTY HAVE ANY LIABILITY TO THE OTHER PARTY OR ITS AFFILIATES ON ANY CAUSE OF ACTION RELATING TO THIS AGREEMENT FOR ANY INDIRECT, INCIDENTAL, CONSEQUENTIAL, SPECIAL, OR SPECULATIVE DAMAGES, INCLUDING, BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS OR USE, BUSINESS INTERRUPTION, OR LOSS OF GOODWILL, IRRESPECTIVE OF WHETHER SUCH DAMAGES ARISE UNDER CONTRACT, TORT, STATUTE, OR OTHERWISE AND WHETHER OR NOT THE PARTY HAS ADVANCE NOTICE OF THE POSSIBILITY OF SUCH DAMAGES. THESE LIMITATIONS SHALL APPLY NOTWITHSTANDING ANY FAILURE OF ESSENTIAL PURPOSE OF ANY LIMITED REMEDY. COMPANY'S LIABILITY HEREUNDER SHALL BE LIMITED TO THE TRANSACTION FEES RECEIVED BY THE COMPANY DURING THE TERM OF THIS AGREEMENT.

(b) Assignment. This Agreement may not be assigned by either Party without the prior written consent of the other Party, which consent shall not be unreasonably withheld, conditioned or delayed, except that this Agreement may be assigned by any Party without the consent of the other Party (i) to any of the Party's majority-owned or controlled subsidiary entities or (ii) to any other entity resulting from the sale, merger, reorganization or other transfer of all or substantially all of the business or assets of the Party or its majority-owned or controlled subsidiary entities. This Agreement shall be binding upon and inure to the benefit of the Parties and their respective successors and permitted assigns.

(c) Headings. The section headings appearing in this Agreement are inserted only as a matter of convenience and in no way define, limit, construe or describe the scope or extent of such section or in any way affect the Agreement.

(d) Counterparts. This Agreement may be executed simultaneously in two or more counterparts, each of which will be considered an original, but all of which together will constitute one and the same instrument. The signature page of any counterpart may be detached therefrom without impairing the legal effect of the signatures thereon provided such signature page is attached to any other counterpart identical thereto except having additional signature pages executed by the other Party. Counterparts may be delivered by email or facsimile provided that original executed counterparts are delivered to the recipient within the next three (3) business days following the email or facsimile transmission.

(e) Delivery of Notices. All notices permitted or required under this Agreement shall be given to the respective Parties at the following address, or at such other address as the respective Parties may provide in writing for this purpose:

| | |
|---|---|
| If to Client: | Williams Unified School District<br>260 11th Street / P.O. Box 7<br>Williams, CA 95987<br>Attn: Dr. Edgar Lampkin<br>Telephone: (530) 473-2550 |
| If to the Company: | Chief Executive Officer<br>Facilitron, Inc.<br>PO Box 1935<br>Los Gatos, CA 95031-1935<br>Telephone: 800-272-2962 |

Notice delivered by hand shall be deemed to have been received by the addressee on the date delivered. Notice given by registered or certified mail, return receipt requested, shall be deemed to have been received by the addressee on the date marked on the receipt. Notice given electronically or by confirmed facsimile shall be deemed to have been received by the addressee on the business day following the day on which it was sent.

(f) Entire Agreement. This Agreement and the Exhibits hereto are the complete agreement of the Parties relating to the subject matter hereof. This Agreement supersedes and governs any other prior or collateral agreements with respect to the subject matter hereof. Any amendment to this Agreement or any modification of any term of this Agreement must be in writing and be executed by an authorized officer of each Party.

(g) Governing Law, Dispute Resolution and Exclusive Venue. This Agreement shall be governed by and construed under the laws of the State of California, without reference to conflict of laws principles. The parties waive any objection to exclusive jurisdiction and venue in the state and federal courts located in Santa Clara County, California.

(h) Severability. The illegality or unenforceability of the whole or any part of the provisions of this Agreement will not affect the continued operation of the remaining provisions of this Agreement.

(i) Waiver. The failure of either Party at any time to insist upon strict performance of any of the terms and conditions contained in this Agreement will not be deemed a waiver of its right at any time thereafter to insist upon strict performance.

(j) Independent Contractors. The relationship of the Parties established by this Agreement is that of independent contractors, and nothing contained in this Agreement shall be construed to (i) give either Party the power to direct and control the day-to-day activities of the other, (ii) constitute the Parties as partners, joint venturers, co-owners or otherwise as participants in a joint or common undertaking, or (iii) allow either Party to create or assume any obligation on behalf of the other Party for any purpose whatsoever.

(k) Force Majeure. Neither Party to this Agreement shall be held responsible for any failure or delay in performance under this Agreement where such performance is rendered impracticable by any act of war, compliance with laws, governmental acts or regulations, fire, flood, other natural disaster, epidemic, strikes and other causes similar to those listed, in each case where failure to perform is beyond the control, and not caused by the negligence of the non-performing Party ("Force Majeure").

(l) No Third Party Beneficiaries. Unless otherwise expressly provided, no provision of this Agreement are intended or shall be construed to confer upon or give to any person or entity other than the Parties any rights, remedies or other benefits under or by reason of this Agreement.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their representatives thereunto duly authorized as of the date first written above.

| "CLIENT" | "COMPANY" |
|---|---|
| Williams Unified School District | Facilitron, Inc. |
| By: _____ | By: _____ |
| Name: Dr. Edgar Lampkin | Name: _____ |
| Title: Superintendent | Title: _____ |
| Date: June 18, 2020 | Date: _____ |

CLARK/SULLIVAN
construction

Tuesday, May 12, 2020

Dr. Edgar Lampkin
Williams Unified School District
499 Marguerite Street, Suite C
Williams, Ca 95987

**RE: Potential Change Order # 144-99**
**Williams Multi Purpose Bldg- #1840**
**Request to Use: Owner Contingency**
**Number of Requested Day:**

Dear Dr. Lampkin,

We have finalized the required quotations for PCO Number **144-99** for the following extra work: **Supply and Install Exterior Column Flashing per RFI 166 and Interior Column Caps**. We have reviewed the scopes of work and have verified that all extra items are in compliance with our contract agreement. The following is a detailed itemization of all costs:

| Description | Contractor | Proposed Amount |
|---|---|---|
| Supply exterior column flashing per RFI 166 and interior column caps. Note: DSA approved drawings did not show detail for the interior column caps | GP Mechanical | $ 916.78 |
| Clark/Sullivan labor to install the exterior and interior column caps. | Clark/Sullivan Construction | $510.00 |
| 5% Mark Up | Clark/Sullivan Construction | $71.34 |
| **District Contingency** | | **$1,498.12** |

Per the terms and conditions of our agreement, please approve this contingency usage by signing below and returning to Clark & Sullivan Construction. If we do not receive this written authorization to proceed within 5 days, there may be cost and schedule impacts.

Respectfully,

**CLARK/SULLIVAN CONSTRUCTION**

Michael Flores 5-12-20
Authorized Representative Date

**WILLIAMS UNIFIED SCHOOL DISTRICT**

Edgar Lampkin 5/28/2020
Authorized Representative Date

**JK ARCHITECTURE ENGINEERING**

05/18/2020
Authorized Representative Date

# PROPOSED CHANGE ORDER ESTIMATE

Williams Unified School District

| | | | |
|---|---|---|---|
| **Project Name:** | Williams MP Building | **PCO No.** | 144-99 |
| **Project Address:** | 1404 E Street | **Reference RFI No.** | |
| | Williams, CA | **Job No.** | 1840 |
| **Contractor Name:** | Clark/Sullivan | **DSA File No.** | |
| **Contractor Address:** | 2150 Opportunity #150 | **DSA Application No.** | |
| | Roseville, CA 95678 | **Date:** | 05/12/20 |

**Subject:** Supply and Install Exterior Column Flashing per RFI 166. Note: This PCO also includes the interior column caps that were not show on the DSA approved drawings.

| ITEM DESCRIPTION | LABOR | | | MATERIAL | | | | EQUIPMENT | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | HRS | RATE | $ EXT | QTY | UNIT | U/P | $ EXT | QTY | UNIT | U/P | $ EXT |
| **CONTRACTOR WORK:** | | | | | | | | | | | |
| Clark/Sullivan labor to install | 6 | $85.00 | $510.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| TOTAL | | | $510.00 | | | | $0.00 | | | | $0.00 |
| SUBTOTAL BEFORE MARK-UP | | | | | | | | | | | **$510.00** |
| **SUB WORK:** | | | | | | | | | | | |
| GP Mechanical | 0 | $0.00 | $0.00 | 0 | | $916.78 | $916.78 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| TOTAL | | | $0.00 | | | | $916.78 | | | | $0.00 |
| SUBTOTAL BEFORE MARK-UP | | | | | | | | | | | **$916.78** |
| SUBTOTAL | | | | | | | | | | | **$916.78** |
| **DELETED WORK:** | | | | | | | | | | | |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| TOTAL | | | $0.00 | | | | $0.00 | | | | $0.00 |
| SUBTOTAL BEFORE MARK-UP | | | | | | | | | | | **$0.00** |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| TOTAL | | | $0.00 | | | | $0.00 | | | | $0.00 |
| SUBTOTAL BEFORE MARK-UP | | | | | | | | | | | **$0.00** |

| | | |
|---|---|---|
| NET SUBTOTALS | | $1,426.78 |
| ADD MARK-UP (NET>0) | 5% of the actual direct costs for OH&P | $71.34 |
| COST TOTAL | | **$1,498.12** |

☑ **Check here if additional pages attached**



GP MECHANICAL CA. LIC. # 802244
5345 UNION MINE RD.
EL DORADO, CA 95623
PHONE; (530) 363-3324
FAX: (530) 698-5505

# Change Order Proposal

| Project Name: Williams Elementary School - MP | Date: | 4/3/2020 | PCO # 3 |
|---|---|---|---|

**SCOPE**

Provide Column Caps as requested per General contractor. 3 Pitched column caps to be installed by others.

All standing contract exclusions apply

| | DESCRIPTION | QUANTITY | UNIT COST/RATE | | TOTAL |
|---|---|---|---|---|---|
| LABOR | Laborer | 0 | $0.00 | | $0.00 |
| | Apprentice | 0 | $94.38 | | $0.00 |
| | Journeyman | 4 | $131.45 | | $525.80 |
| | Foreman | 0 | $131.45 | | $0.00 |
| | Service Tech | 0 | $140.00 | | $0.00 |
| | **Subtotal** | 4 | | | $525.80 |
| MATERIAL | Materials- 3 Multi sided Pitched Column Caps-(Material Only) | 3 | $45.00 | | $135.00 |
| | Materials- | 0 | $0.00 | | $0.00 |
| | Misc. Material - Hardware | 1 | $25.00 | | $25.00 |
| | Consumables | | | 2% | $3.20 |
| | **Subtotal** | | | | **$163.20** |
| SUBCONTRACTO | Other | 0 | $0.00 | | $0.00 |
| | Subcontractor - | 1 | $0.00 | | $0.00 |
| | Material | 1 | $0.00 | | $0.00 |
| | Crane - | 0 | $0.00 | | $0.00 |
| | - | 0 | $0.00 | | $0.00 |
| | **Subtotal** | | | | $0.00 |
| EQUIPMENT & TOOLS | Genie Equipment Lift | 0 | $125.00 | | $0.00 |
| | Scissor Lift/Ladders | 0 | $400.00 | | $0.00 |
| | Forklift | 0 | $500.00 | | $0.00 |
| | Crane - | 1 | $0.00 | | $0.00 |
| | **Subtotal** | | | | **$0.00** |
| ADDITIONAL DIRECT & INDIRECT COSTS | Freight/Shipping | 0 | $0.00 | | $0.00 |
| | Pickup/Delivery | 1 | $131.45 | | $131.45 |
| | Start Up, Testing & Commissioning | 0 | $0.00 | | $0.00 |
| | Per Diem/Travel Time | 0 | $85.00 | | $0.00 |
| | Insurance | 0 | $0.00 | | $0.00 |
| | Bonds | 0 | $0.00 | | $0.00 |
| | - | 0 | $0.00 | | $0.00 |
| | **Subtotal** | 1 | $216.45 | | **$131.45** |
| MARK-UPS | Sales Tax on Materials & Equipment Rental | | 8.75% | | $14.28 |
| | Labor | | 0.00% | | $0.00 |
| | Material | | 0.00% | | $0.00 |
| | Subcontractor | | 0.00% | | $0.00 |
| | Overhead | | 0.00% | | $0.00 |
| | Profit | | 10.00% | | $82.05 |
| | Subtotal | | | | **$96.33** |
| **Total** | | | | | **$916.78** |

CLARK/SULLIVAN construction | JK ARCHITECTURE

## CONTRACTOR'S REQUEST FOR INFORMATION

**RFI #** 166

From: Clark/Sullivan Construction | JKAE Proj. # _____ | Date: 3/5/2020

To: Andrew Todd | JKAE Project: Williams MP Building

Disciplines Impacted: ☑ Structural ☐ Mechanical ☐ Electrical ☑ Architectural ☐ Civil ☐ Landscape ☐ Kitchen ☐ _____

Reference: Drawing(s) 7/A6.1.1 | Spec Section(s) _____ | Other _____

Please clarify or provide the following information:

Ref: 7/A6.1.1

Please see attached. Could you please confirm the attached sketch detail is acceptable for exterior column flashing?
Cap to match adjacent break shape material
Please use sealant where flange attaches to outrigger.
Where practical please seal all openings cavities with expandable foam insulation
AT-JKAE

| | | | | |
|---|---|---|---|---|
| Possible Cost Impact | ☐ Increase | ☐ Decrease | ☐ No Change | ☑ Unknown |
| Possible Time Impact | ☐ Increase | ☐ Decrease | ☑ No Change | ☐ Unknown |

This information is required as soon as possible, but no later than 3/6/2020

**[ ] PRIORITY ATTENTION REQUIRED**

Copies to: _____

Contractor's Representative

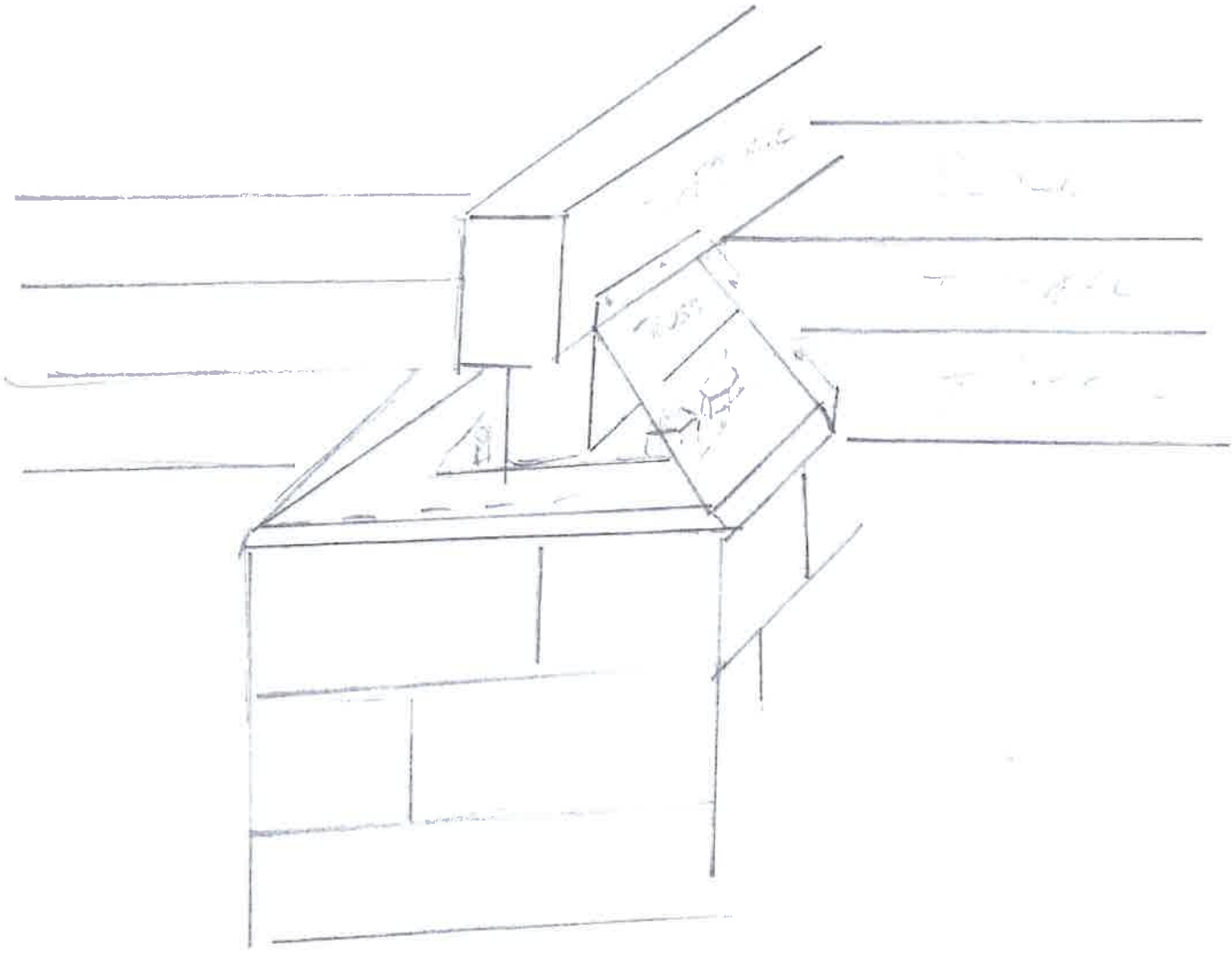
**Response:** Date: _____

Copies to: _____

JKAE Representative

**Advantage Construction Supply Inc.**

**Sacramento Location**
8500 Younger Creek Drive, #100 • Sacramento, CA 95828 **Phone (916) 381-9188**



CLARK/SULLIVAN
**construction**

Monday, May 11, 2020

Dr. Edgar Lampkin
Williams Unified School District
499 Marguerite Street, Suite C
Williams, Ca 95987

**RE: Potential Change Order # 147-99**
**Williams Multi Purpose Bldg- #1840**
**Request to Use: Owner Contingency**
**Number of Requested Day: 0**

Dear Dr. Lampkin,

We have finalized the required quotations for PCO Number **147-99** for the following extra work: **Labor to paint the free throw steps per JKA request. Note: Approved DSA drawings did not show the steps**. We have reviewed the scopes of work and have verified that all extra items are in compliance with our contract agreement. The following is a detailed itemization of all costs:

| Description | Contractor | Proposed Amount |
|---|---|---|
| Labor to paint the free throw steps per JKA request. | Universal Flooring, Inc. | $487.50 |
| 5% Mark Up | Clark/Sullivan Construction | $24.38 |
| **District Contingency** | | **$511.88** |

Per the terms and conditions of our agreement, please approve this contingency usage by signing below and returning to Clark & Sullivan Construction. If we do not receive this written authorization to proceed within 5 days, there may be cost and schedule impacts.

Respectfully,

**CLARK/SULLIVAN CONSTRUCTION**

Michael Flores 5-11-20
Authorized Representative Date

**WILLIAMS UNIFIED SCHOOL DISTRICT**

Edgar Lampkin 5/28/2020
Authorized Representative Date

**JK ARCHITECTURE ENGINEERING**

05/11/2020
Authorized Representative Date

# PROPOSED CHANGE ORDER ESTIMATE

Williams Unified School District

| | | | |
|---|---|---|---|
| Project Name: | Williams MP Building | PCO No. | 147-99 |
| Project Address: | 1404 E Street | Reference RFI No. | |
| | Williams, CA | Job No. | 1840 |
| Contractor Name: | Clark/Sullivan | DSA File No. | |
| Contractor Address: | 2150 Opportunity #150 | DSA Application No. | |
| | Roseville, CA 95678 | Date: | 05/11/20 |

Subject: Labor to paint the free throw steps per JKA request.

| ITEM DESCRIPTION | LABOR | | | MATERIAL | | | | EQUIPMENT | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | HRS | RATE | $ EXT | QTY | UNIT | U/P | $ EXT | QTY | UNIT | U/P | $ EXT |
| CONTRACTOR WORK: | | | | | | | | | | | |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| TOTAL | | | $0.00 | | | | $0.00 | | | | $0.00 |
| SUBTOTAL BEFORE MARK-UP | | | | | | | | | | | $0.00 |
| SUB WORK: | | | | | | | | | | | |
| Universal Flooring, Inc | 0 | $0.00 | $0.00 | 0 | | $487.50 | $487.50 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| TOTAL | | | $0.00 | | | | $487.50 | | | | $0.00 |
| SUBTOTAL BEFORE MARK-UP | | | | | | | | | | | $487.50 |
| SUBTOTAL | | | | | | | | | | | $487.50 |
| DELETED WORK: | | | | | | | | | | | |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| TOTAL | | | $0.00 | | | | $0.00 | | | | $0.00 |
| SUBTOTAL BEFORE MARK-UP | | | | | | | | | | | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| | 0 | $0.00 | $0.00 | 0 | | $0.00 | $0.00 | 0 | | $0.00 | $0.00 |
| TOTAL | | | $0.00 | | | | $0.00 | | | | $0.00 |
| SUBTOTAL BEFORE MARK-UP | | | | | | | | | | | $0.00 |

| | | |
|---|---|---|
| NET SUBTOTALS | | $487.50 |
| ADD MARK-UP (NET>0) | 5% of the actual direct costs for OH&P | $24.38 |
| COST TOTAL | | $511.88 |

☑ Check here if additional pages attached

# ESTIMATE JE000796-001

**UNIVERSAL FLOORING, INC.**
1060 NATIONAL DR.
SUITE #1
SACRAMENTO, CA 95834
916-285-8944 FAX:916-285-8946

ESTIMATE Date 05/08/20

**JE000796-001**

## CLIENT

CLARK-SULIVAN CONSTRUCTION
2024 OPPORTUNITY DRIVE
ROSEVILLE, CA 95678

## PROJECT

WILLIAMS ELEMENTARY SCHOOL
1404 E STREET
MULTI PURPOSE BUILLDING
WILLIAMS, CA 95987

| MAIN | JOB # | Salesperson 1 | User Header Label 1 |
|---|---|---|---|
| 916-338-7707 | 19-0073 WILLIAMS MP | DANIEL MURGUIA | |
| **Job Phone** | **BLD/UNIT** | **Salesperson 2** | **User Header Label 2** |
| | PCO #4 FREE THROW STEPS | | |

| Area | Style/Item | Color/Desc | Manufacturer | W x L | Qty | Price | Total |
|---|---|---|---|---|---|---|---|
| MP ROOM | JMAN SAC-REG | | JMAN SAC-REG | | 5.00 HR | 97.50 | 487.50 |

LABOR TO PAINT THE FREE THROW STEPS.
5/8/2020 - TRIP CHARGE REMOVED BY LORI, NO ADD'L TRIP REQUIRED TO COMPLETE PROJECT.

**MP ROOM Sub Total: 487.50**

THERE WAS ENOUGH MATERIAL LEFT OVER FROM THE GAME LINES TO COVER THIS PROJECT.

WORK IS TO BE PERFORMED MONDAY - FRIDAY BETWEEN THE HOURS OF 7:00 AM - 5:00 PM (EXCLUDING HOLIDAYS)

WORK IS TO BE PERFORMED MONDAY - FRIDAY BETWEEN THE HOURS OF 7:00 AM - 5:00 PM (EXCLUDING HOLIDAYS)

| JE000796-001 | |
|---|---|
| Material | $0.00 |
| Service | $487.50 |
| Misc Charges | $0.00 |
| Sales Tax | $0.00 |
| Misc Tax | $0.00 |
| **Total** | $487.50 |

ABS BUILDERS, INC.
1023 Main Street
Colusa, CA 95932
530-458-2299 phone
530-458-2238 fax

# ALLOWANCE ALLOCATION

| | | | |
|---|---|---|---|
| PROJECT NAME: | Williams High School Gymansium Project | NUMBER | 2 |
| PROJECT NO: | 17.051 | SUBMITTED BY: | AMY SCHMIDT |
| GENERAL CONTRACTOR: | ABS Builders, Inc. | DATE: | 5/12/2020 |
| DESCRIPTION OF CHANGES: | Ladies restroom-remove concrete curb and wall. Install new electrical. Add 3' partition | | |

## Contract Change Order Description & Amounts

Additive Costs

| | | AMOUNT | |
|---|---|---|---|
| 1 | Labor | $1,610.00 | |
| 2 | Materials | $1,586.00 | |
| 3 | Equipment | $0.00 | |
| | P&O 5% | $160.00 | |
| | Subtotal of Additive Cost | | $3,356.00 |
| | **TOTAL ADDITIVE COSTS** | | $3,356.00 |

Deductive Costs

| | DESCRIPTION | AMOUNT | |
|---|---|---|---|
| | Subtotal of Deductive Cost | | $0.00 |
| 2 | Decrease bond | | |
| | TOTAL DEDUCTIVE COSTS | | $0.00 |
| | **TOTAL CHANGE ORDER AMOUNT** | | $3,356.00 |

*Changes are accepted and included as a part of the contract:*

| Signature | Printed Name & Title | Date |
|---|---|---|
| Edgar Lampkin | Edgar Lampkin, Superintendent | 5/28/2020 |

Rodney Ramos
PRODUCTIONS

3511 Del Paso Road #160-PMB215
Sacramento, CA 95835
(916) 285-0031
info@RodneyRamos.com
www.rodneyramos.com

# PROPOSAL FOR PHOTOGRAPHY SERVICE FOR WILLIAM JR. SR. HIGH SCHOOL

| | |
|---|---|
| **TO:** William Jr. Sr. High School | **ATTENTION:** Dr. Mary Ponce |
| **ADDRESS:** 260 Eleventh Street, Williams, CA | **FROM:** Rodney Ramos |

**To:** William Jr. Sr. High School

**Submitted to:** Dr. Mary Ponce – Principal

**Submitted by: Rodney Ramos –** Rodney Ramos Productions Owner & Photographer

This proposal shall form the basis by which Rodney Ramos Productions will provide photography services for William Jr. Sr. High School 2020 Graduation Photos.

Hence forth, Rodney Ramos Productions will be referred to as the "Photographer" and William Jr. Sr. High School is "School".

## Proposal Objectives

Photographer will photograph School's Graduation Portrait.

Photographer will travel to William Jr. Sr. High School located at 260 Eleventh Street, Williams, CA

Photographer will set up studio lights and backdrop prior to photo session.

Photographer will photograph each senior's student grad portrait after they receive their diploma.

Photographer will provide school a private on-line photo gallery.

Photographer will provide school a digital photo of each senior student photographed.

Photographer will save digital photos file of each student photogtraphed on flash drive.

Photographer will deliver flash drive to the School within three (3) – four (4) weeks after the event.

Rodney Ramos
PRODUCTIONS

3511 Del Paso Road #160-PMB215
Sacramento, CA 95835
(916) 285-0031
email@RodneyRamosProductions.com
www.rodneyramosproductions.com

## About Rodney Ramos Productions

**Rodney Ramos Productions is a Professional Portrait Photographer Based in the Sacramento Area. Specializing In Fine-Art Portraiture Photography.**

**Awards:**

2015 - KCRA 1st Place Best Portrait Photographer
2014 - KCRA 1st Place Best Portrait Photographer
2013 – KCRA 1st Place Best Portrait Photographer
2012 – KCRA 2nd Place Best Portrait Photographer
2011 – KCRA 1st Place Best Portrait Photographer
2010 – KCRA 2nd Place Best Wedding Photographer
2009 – KCRA 2nd Place Best Wedding Photographer
2008 – KCRA 3rd Place Best Wedding Photographer
2007 - 3rd Place Best Wedding Photographer

**Memberships:**

Sacramento Valley Professional Photographers
Professional Photographers of America
Wedding & Portrait Photographers International

**Event Experience:**

Woodland High School Senior Prom 2013 – 2019
Fairfield High School Class of 1989 25 Year Reunion
Southwest Airlines – Portland Station of the Year Party
Southwest Airlines – Sacramento Christmas Party

**Business License:**

License Number: 10955
Filed Location: The County of Yolo, Woodland, CA

Edgar Lampkin 5/18/2020
Edgar Lampkin Ed. D.
Williams USD Superintendent

**Business Insurance Company**

State Farms – Fairfield, CA
Agent: Tara Dacus
Policy Number: 97-B2-Z359-5

## Service Price Quote

Photograph up to 50 grad students - $600.00
Photograph up to 51 – 100 grad students - $15.00 each additional student

Photographer will accept Cash, Check, or Credit Card as payment.

# Myers-Stevens & Toohey & Co., Inc.

## Voluntary Student Accident and Sickness Insurance Program 2020-2021

INSTRUCTIONS: Please complete or update all blank areas. An incomplete application may cause a delay in shipment of materials.

### APPLICATION FOR INSURANCE

Application is hereby made by the undersigned Policyholder for insurance under the policy number issued by ACE American Insurance Company based on the following statements and representations.

1. Name of Policyholder (Correct Legal Name): WILLIAMS UNIFIED SCHOOL DISTRICT CA
(School or District name as you wish it to appear on the policy)

2. Policyholder Address: PO BOX 7 WILLIAMS CA 95987

Telephone: 530-473-5894 Fax: 530-473-5894 Email: jcortez@williams.k12.ca.us

3. Effective Date Requested: 6/4/20
(today's date)

It is agreed that the Policy will not become effective unless the application is approved by the Company at its Home Office at rates to be determined by the Company. The Applicant declares that to the best of his knowledge and belief the statements and answers to the above questions are complete and true.

**WARNING: IT IS A CRIME TO PROVIDE FALSE OR MISLEADING INFORMATION TO AN INSURER FOR THE PURPOSE OF DEFRAUDING THE INSURER OR ANY OTHER PERSON. PENALTIES INCLUDE IMPRISONMENT AND/OR FINES. IN ADDITION, AN INSURER MAY DENY INSURANCE BENEFITS IF FALSE INFORMATION MATERIALLY RELATED TO A CLAIM WAS PROVIDED BY THE APPLICANT.**

6/4/20
Date

Signature of Authorized Policyholder Representativde

Witness (Myers-Stevens Signature)

JODI CORTEZ
Name and Title:

| BROKER OF RECORD (IF APPLICABLE) | BROKER CONTACT NAME | TELEPHONE | FAX |
|---|---|---|---|
| | | | |

| | 2019/2020 | 2020/2021 |
|---|---|---|
| 1. ESTIMATED TOTAL ENROLLMENT | 1,350 | 1350 |
| 2. DATE 2020/2021 SCHOOL YEAR ENDS ..... | | 5/28/2021 |

3. INDICATE PROGRAM OF CHOICE FOR YOUR DISTRICT *("X" indicates prior year's selection, please change if desired)*

☐ Network Benefit Package (NBP) Policy #SDA N18008701

☒ Scheduled Benefit Package Policy #SDA N18008695

**IMPORTANT: The Limited Activities Coverage Agreement that follows must be completed and signed in order to provide your students with additional protection at no charge.**

**PLEASE COMPLETE THE APPROPRIATE SUPPLY ORDER FORM FOLLOWING THIS APPLICATION:**

GENERAL STUDENT BODY INSURANCE MATERIAL.

INTERSCHOLASTIC SPORTS INSURANCE MATERIAL
*(Including Tackle Football)*

EXCHANGE STUDENT INSURANCE MATERIAL

**BLANKET COVERAGES ARE AVAILABLE FOR PURCHASE ON A GROUP BASIS:**

*Complete plan description is available in the Sales Brochure and samples are enclosed for review.*
*Please have your schools contact us directly for the appropriate form(s).*

**1. SHORT-TERM (24-HOUR COVERAGE)**

**2. SCHOOL TO WORK COVERAGE (Career/Workstudy)**

**3. ELEMENTARY COMPETITORS**

**4. INTERSCHOLASTIC TACKLE FOOTBALL TRYOUT**

**5. ADULT VOLUNTEERS**

**6. COMMUNITY SERVICE**

**Arranged & Administered By**
myers | stevens | toohey
**Myers-Stevens & Toohey & Co., Inc.**
26101 Marguerite Parkway, Mission Viejo, CA 92692
(949) 348-0656 or (800) 827-4695 Fax (949) 348-2630
CA License # 0425842

**Underwritten By**
CHUBB
**ACE American Insurance Company**
436 Walnut St, Philadelphia PA 19106

DISTRICT ID
53592
*CA_20-21*

# LIMITED ACTIVITIES COVERAGE AGREEMENT

Though more families in the U.S. are obtaining accident & sickness coverage, there continues to be an increasing amount of coverage gaps in many of these plans. Other students may still be without insurance altogether. Uncovered costs for medical care following a school-related injury can be a serious problem for families and schools!

***This is why adequate distribution to each and every student is crucial.*** Whether or not the student participates in interscholastic sports, attends high school or grade school-- every family deserves a fair opportunity to make an informed decision when providing coverage for their children.

The blanket coverages highlighted on page 5 of the attached Rates and Benefits document are offered in conjunction with the voluntary participation student accident & sickness insurance program. They are intended to provide additional protection to students in the district and help facilitate district compliance with relevant sections of the Education Code (where applicable):

IT IS UNDERSTOOD AND ACKNOWLEDGED THAT THESE COVERAGES WILL BE PROVIDED IN CONSIDERATION OF THE DISTRICT'S DILIGENT EFFORTS TO:

1. Ensure that the parents/guardians of every student enrolled in the district are provided with the student accident & sickness insurance materials at the beginning of the school year, and
2. Maintain a proper system of signed waivers/proof of insurance (where required by law).

Please select below the distribution option/s you and your sites intend to utilize for the upcoming school year:

## PAPER DISTRIBUTION

☐ **Back-to-School Mailer:** Most schools find it more efficient to include the brochure in these mailers.

☐ **First Day Packets:** Brochures will be included in First Day packets for parents' review.

☐ **Direct Handouts:** Brochures will be distributed amongst teachers and simply handed out from teacher-to-student in a "homework" fashion during class. Students should be instructed to give the brochure to their parents.

☐ **Other:** Please explain: _____

## ELECTRONIC DISTRIBUTION

☐ **Online Registration:** If your site(s) utilize online registration we can coordinate with your web developer(s) to incorporate the insurance information into this process.

☐ **Email Blast:** Either by a 3rd party platform (i.e. Mail Chimp, Zoho, etc.) or manual submission, each family will receive a PDF brochure at the beginning of the school year.

☐ **Peachjar:** Peachjar is the leading cloud-based platform that electronically distributes district-approved information directly to each family free of charge. If your district isn't already registered with Peachjar, we can assist in facilitating arrangements.

☒ **Other:** Please explain: Forms are available in each school site office for students to pick up and the forms are distributed to coaches.

Dr. Edgar Lampkin
Name of District Official

Edgar Lampkin
Signature

6/4/2020
Date

# SUPPLY ORDER FORM FOR INSURANCE MATERIALS FOR GENERAL STUDENT BODY

DATE, OR DATE RANGE, YOU WISH TO RECEIVE YOUR MATERIALS:

7/6/2020 (Indicate Date) Or ____ - ____ (Date Range)

**IMPORTANT:** Personnel must be available to sign for materials.

SEND MATERIALS TO:

- ☐ **DISTRICT OFFICE**
- ☐ **WAREHOUSE**
- ☒ **EACH SCHOOL**

*If shipping to District Office or Warehouse:*

Contact Name: _____

Contact Phone: _____

Address: _____

City, State, Zip: _____

**WE CANNOT SHIP TO P.O. BOXES**

INDICATE YOUR CHOICE OF ENROLLMENT ENVELOPE:

- ☐ **SR** - to be returned to school
- ■ **MB** - To be returned directly to Myers-Stevens

DISTRICT ID 53592

**PLEASE UPDATE ENROLLMENT FOR THE 2020/2021 SCHOOL YEAR**

| SCHOOL NAME | "Attention to" | 2019/2020 School Enroll | 2019/2020 English Applications | 2019/2020 Spanish Applications | 2020/2021 School Enroll | 2020/2021 English Applications | 2020/2021 Spanish Applications |
|---|---|---|---|---|---|---|---|
| MID VALLEY ALTERNATIVE SCHOOL<br>1105 D STREET<br>WILLIAMS CA 95987 | ATTN: MARI CRUZ | 25 | 10 | 15 | 25 | 10 | 15 |
| WILLIAMS ELEMENTARY<br>1404 E WILLIAMS ST<br>WILLIAMS CA 95987 | ATTN: MARIA SALCEDO | 445 | 330 | 145 | 445 | 330 | 145 |
| WILLIAMS HIGH SCHOOL<br>222 ELEVENTH ST<br>WILLIAMS CA 95987 | ATTN: MARI CRUZ | 525 | 300 | 250 | 525 | 300 | 250 |
| WILLIAMS JUNIOR HS<br>260 ELEVENTH STREET<br>WILLIAMS CA 95987 | ATTN: MARI CRUZ | 170 | 150 | 100 | 170 | 150 | 100 |
| WILLIAMS MIDDLE SCHOOL<br>300 11TH STREET<br>WILLIAMS CA 95987 | ATTN: TONI RIVERA | 300 | 300 | 150 | 300 | 300 | 150 |

## SUPPLY ORDER FORM FOR ADDITIONAL INSURANCE MATERIALS FOR INTERSCHOLASTIC SPORTS

Including Interscholastic Tackle Football Materials

School return envelopes will be provided unless advised otherwise.

DATE, OR DATE RANGE, YOU WISH TO RECEIVE YOUR MATERIALS:

7/6/2020 (Indicate Date) Or [ ] - [ ] (Date Range)

**IMPORTANT:** Personnel must be available to sign for materials.

SEND MATERIALS TO:

- ☐ **DISTRICT OFFICE**
- ☐ **WAREHOUSE**
- ☐ **EACH SCHOOL**

*If shipping to District Office or Warehouse:*

Contact Name: _____

Contact Phone: _____

Address: _____

City, State, Zip: _____

**WE CANNOT SHIP TO P.O. BOXES**

| SCHOOL NAME | "ATTENTION TO" | 2019/2020 English Athletes | 2019/2020 Spanish Athletes | 2020/2021 English Athletes | 2020/2021 Spanish Athletes |
|---|---|---|---|---|---|
| WILLIAMS HIGH SCHOOL<br>222 ELEVENTH ST<br>WILLIAMS CA 95987 | ATTN: MARI CRUZ | 250 | | 125 | 125 |
| WILLIAMS JUNIOR HS<br>260 ELEVENTH STREET<br>WILLIAMS CA 95987 | ATTN: MARI CRUZ | 80 | | 40 | 40 |

**Please List Any Additional Schools**

DISTRICT ID: 53592

# SUPPLY ORDER FORM FOR EXCHANGE STUDENT ENROLLMENT FORMS

## Coverage for Inbound and Outbound Exchange Students

DATE, OR DATE RANGE, YOU WISH TO RECEIVE YOUR MATERIALS:

7/6/20 (Indicate Date) Or [ ] - [ ] (Date Range)

**IMPORTANT:** Personnel must be available to sign for materials.

SEND MATERIALS TO:

- [x] **DISTRICT OFFICE**
- [ ] **WAREHOUSE**
- [ ] **EACH SCHOOL**

*If shipping to District Office or Warehouse:*

Contact Name: Jodi Cortez
Contact Phone: 530-473-2550
Address: P.O. Box 7
City, State, Zip: Williams, CA 95987

**WE CANNOT SHIP TO P.O. BOXES**

| **Please Indicate:** **SCHOOL NAME** | **"ATTENTION TO"** | **2020/2021** Estimated Number of Exchange Students |
|---|---|---|
| Williams Jr/Sr High School | Jodi Cortez | 15 |
| | | |
| | | |
| | | |
| | | |

DISTRICT ID: 53592

# MEMORANDUM OF UNDERSTANDING
## Between Colusa County Office of Education and Colusa County School Districts

This Memorandum of Understanding (MOU) is between the Colusa County Office of Education ("CCOE"), Colusa Unified School District, Maxwell Unified School District, Pierce Joint Unified School District, and Williams Unified School District, herein by referred to as "CONSORTIUM". The purpose of the agreement is to formalize a consortium and clarify expectations and relationships between all parties from July 1, 2020 to June 30, 2023.

**BACKGROUND**
CCOE operates the Tobacco Use Prevention and Education Program (TUPE) and is responsible for providing services in accordance with the California Department of Education (CDE) and the California *Health and Safety Code* Section 104385. The primary goal of the TUPE program is to equip Colusa County youth with knowledge and skills to live tobacco, vape, and nicotine free by providing leadership and guidance for the development and implementation of school-based education, intervention, counseling, and other youth development activities.

**FUNDING SOURCE**
The Tier 1 Cohort P Grant from the California Department of Education (CDE) and TUPE Office provides funding for three years, beginning July 1, 2020, through June 30, 2023. Proposition 99 tax revenues have been allocated to the CDE to fund all three years of the Tier 1 Cohort P Grant Program. Tier 1 is considered the entry-level TUPE grant program and requires baseline activities such as developing tobacco-free policies, posting tobacco-free signs and educating students, staff, and parents of the health concerns related to tobacco use. Tier 1 also requires student participation in the California Healthy Kids Survey in grades 6, 7, 9, and 11.

**CCOE RESPONSIBILITIES:**
1. Submit all the required deliverables and expenditure reports to CDE/TUPE Office by the designated due dates to ensure the program remains in good standing with the TUPE Office.
2. Implement the program as described in the approved application or receive written permission from the CDE prior to implementing any changes to the approved application.
3. Expend funds as detailed in the approved application unless specifically approved by the CDE.
4. Assisting LEAs in the development of procedures and processes to prohibit the use of all tobacco products on LEA property. This includes, where applicable, assessing tobacco-free policies and enforcement procedures and assisting LEAs in revising policies to address the prohibition of electronic cigarettes and other emerging products.
5. Assisting LEAs in developing capacity for implementing TUPE programs and activities.
6. Provide a designated person who is responsible for supporting and maintaining the relationships at the school sites.
7. Coordinating the biennial administration of the California Healthy Kids Survey (CHKS) by LEAs on a countywide basis and ensuring that CHKS student data is shared broadly with the local community.

8. Providing assistance to LEAs, as needed, to ensure the provision of services to pregnant minor and minor parents as described in California Health and Safety Code (HSC) Section 104460.
9. Keep all LEAs on same CHKS administrative cycle (tentatively scheduled for fall 2021 and fall 2023).
10. Schedule Students Working Against Tobacco (SWAT) annually.
11. Promote activity planning to all LEA's for Red Ribbon Week and Great American Smoke Out.
12. Building LEA capacity to support TUPE-focused youth development strategies.
13. Building LEA capacity to support TUPE-focused activities addressing disparate populations within the county.
14. Keeping records and providing information to the California Department of Education, as needed, to facilitate a fiscal audit or grant review consistent with the law.

**CONSORTIUM RESPONSIBILITES:**

1. Enforce the Tobacco-Free School Policy as described in HSC Section 104420(n)(2).
2. Administer the district-level CHKS Core Module as described in this RFA under CHKS Requirements.
3. Participate in external evaluations by researchers as described in this RFA under CHKS Requirements
4. Provide reasonable space, as agreed upon, to facilitate services to students.
5. Each school site identified in the consortium must maintain the tobacco-free policy and obtain official recertification by the CDE no later than July 1, 2020 and covering each fiscal year thereafter.
6. Provide a facility for two community/parent outreach events to present information about underage tobacco use and health risks associated with using traditional tobacco products, nicotine, e-cigarettes, and vaping.
7. Work with TUPE Coordinator in implementing the Brief Intervention Program for students who violate site policies because of tobacco/drugs/alcohol use.
8. Implement the Stanford Tobacco Toolkit, evidence-informed curriculum program to prevent tobacco-use and vaping for the specific student subgroup(s) selected in grades 6–12.
9. Identify the students that are most likely to initiate tobacco-use and vaping and providing intervention strategies to meet the needs of those students. The intervention strategy will utilize the Alternative to Suspension Model by implementing one or more of the following activities:
    a. Review and update the Student/Parent Handbook to include an alternative to suspension policy for students who have been referred as having used tobacco, nicotine, or vaping products on campus.
    b. Develop a peer-to-peer program.
    c. Provide intervention training as an alternative to suspension.
    d. Require community service activities related to TUPE.
    e. Refer students who are caught using tobacco, nicotine, or vaping products to Brief Intervention Program through TUPE Coordinator.

**TERM**

MOU shall be effective July 1, 2020 to June 30, 2023. Any party may terminate their participation in the MOU upon a 30-day notice to all other parties however, due to the

three-year funding cycle they will not be eligible to apply for Tier I funding until 2023.

**NOTICES**
All notices and/or correspondences shall be addressed and mailed to CCOE as follows:

**Colusa County Office of Education**
Michael West, Superintendent
345 5th Street
Colusa, CA 95932

**Colusa Unified School District**
John McIntosh, Interim Superintendent
745 10th Street
Colusa, CA 95932

**Maxwell Unified School District**
Zach Thurman, Superintendent
515 Oak Street
Maxwell, CA 95955

**Pierce Joint Unified School District**
Carol Geyer, Superintendent
540-A 6th Street
Arbuckle, CA 95912

**Williams Unified School District**
Dr. Edgar Lampkin, Superintendent
260 11th Street
Williams, CA 95987

This Agreement may not be amended or modified except in writing signed by all parties. This Agreement is valid through June 30, 2023.

In witness whereof, the parties hereto have executed this agreement on the day and year first written above.

**Colusa County Office of Education**

BY:_____
Authorized Signature
PRINTED NAME: Michael P. West
TITLE: Superintendent
DATE:_____

**Colusa Unified School District**

BY: _____
Authorized Signature
PRINTED NAME: Scott Lantsberger
TITLE: Superintendent's Designee
DATE: 05.26.2020

**Maxwell Unified School District**

BY: _____
Authorized Signature
PRINTED NAME: Zach Thurman
TITLE: Superintendent
DATE: 5-26-20

**Pierce Joint Unified School District**

BY: _____
Authorized Signature
PRINTED NAME: Carol Geyer
TITLE: Superintendent
DATE: 5/26/2020

**Williams Unified School District**

BY: _____
Authorized Signature
PRINTED NAME: Dr. Edgar Lampkin
TITLE: Superintendent
DATE: 6/2/2020

## REVOCABLE LICENSE AGREEMENT

This License Agreement ("Agreement") is entered into on July 1, 2020, by and between COLUSA COUNTY OFFICE OF EDUCATION ("Licensor") and WILLIAMS UNIFIED SCHOOL DISTRICT ("Licensee").

## RECITALS

A. Licensor is the owner of that certain parcel of real property located at 101 Marguerite St., Williams, California ("Licensor's Property").

B. Licensee seeks to use a portion of Licensor's Property for the purposes of planting annual crops as more particularly detailed on the Farm to School Garden Plot Application attached hereto as Exhibit A ("Activities").

C. Licensor and Licensee enter into this Agreement for the purpose of Licensee's receiving a license for the purposes of conducting the Activities over that portion of Licensor's Property described as follows: the 0.3 acre +/- plot of land depicted on Exhibit B attached hereto (the "License Area").

D. By this Agreement, the parties intend to set forth the conditions of Licensor's approval of Licensee's use of the License Area.

Now, therefore, with regard to the foregoing Recitals and for good and sufficient consideration, the adequacy of which is acknowledged, the Licensor and the Licensee agree as follows:

## AGREEMENT

1. License. Licensor hereby permits Licensee's non-exclusive use of the License Area solely for the purpose of performing the Activities, and for no other purpose.

2. Use. Licensee shall comply with all applicable laws, ordinances and regulations with respect to Licensee's Activities on the License Area, and shall under no circumstances grow marijuana or hemp on the License Area.

3. Term. Licensee shall have permission to use the License Area for one growing season, commencing on execution of this Agreement and ending on or before **December 31, 2020**. The permission may be revoked by Licensor at any time and is non-assignable by Licensee.

4. Damage. Licensee shall be responsible for all damage to Licensor's Property arising out of or resulting from the use of the License Area by the Licensee, and any of Licensee's representatives, employees, agents, or customers.

5. Waiver. Licensee hereby waives any and all claims against Licensor for damage or injuries of any kind to persons on or about Licensor's Property from any cause related to this Agreement, including but not limited to collision, fire, theft or vandalism, and arising at any time, except for damage directly attributable to the gross negligence of Licensor.

6. Indemnification. Licensee agrees to indemnify, defend, protect and hold Licensor and its representatives, invitees, and agents, harmless from and against all claims, damages, losses, judgments, liabilities, expenses and other costs, including litigation costs and attorney's fees, arising out of, resulting from or in connection with, either directly or indirectly, the Licensee's use of Licensor's Property pursuant to this Agreement. This provision shall survive the termination of this Agreement.

7. Responsibility for Personal Property. Licensee acknowledges and agrees that it is fully and solely responsible for any of its property and personal belongings that it brings onto the License Area and that Licensor will not be responsible for or provide any security for Licensee's property and personal belongings.

8. Photography/Video Release. Licensee acknowledges that participants in Activities on Licensor's Property may be photographed or videotaped during their use of the License Area. Licensee hereby consents to Licensor's use of these photographs and/or videos without compensation, and without reservation or limitation.

9. Medical Information. Licensee acknowledges that it must provide to Licensor emergency medical information for any participants of the Activities over the License Area prior to the participants accessing Licensor's Property.

IN WITNESS WHEREOF, the parties have duly executed this Agreement effective the day and year first above written.

**LICENSOR:** **COLUSA COUNTY OFFICE OF EDUCATION**

Date: By: _____
Name:
Title:

**LICENSEE:**

I HEREBY ACKNOWLEDGE THAT I HAVE CAREFULLY READ THIS AGREEMENT AND FULLY UNDERSTAND THAT IT CONTAINS A RELEASE OF LIABILITY, EXPRESS ASSUMPTION OF RISK AND INDEMNITY AGREEMENT. I AM AWARE AND AGREE THAT BY EXECUTING THIS AGREEMENT, I AM GIVING UP MY RIGHT TO BRING A LEGAL ACTION OR ASSERT A CLAIM AGAINST LICENSOR OR ANY RELEASED PARTY FOR THEIR NEGLIGENCE, OR FOR ANY DEFECTIVE PRODUCT USED WHILE PARTICIPATING IN THE ACTIVITIES ON THE LICENSE AREA. I EXECUTE THIS AGREEMENT VOLUNTARILY AND INTENDING TO BE FULLY BOUND.

Sign Name: _____
Print Name: Dr. Edgar Lampkin, Superintendent
Date: 6/4/2020

**IF THE PARTICIPANT IS A MINOR, his or her custodial parent or legal guardian must read and execute this Agreement.**
I hereby warrant that I am the legal guardian or custodial parent of the Participant named above, who is a minor, and agree, on my own and said minor's behalf to the terms and conditions of the foregoing Agreement.

Sign Name: _____

Print Name: _____

Date: _____

# NorCal Teacher Trainers
# Service Contract

(In conjunction with Orange County Dept of Education Project GLAD®)

## District/School: Williams Jr Sr High School

**Dates:**

July 20-21, 2020- (times to be determined)

**Access and Engagement ONLINE Zoom Workshop**/Note: May be delivered in person depending upon COVID-19 parameters

**Description**: Participants will receive training in an overview of the Orange County Department of Education Project GLAD ® (Guided Language Acquisition Design) model. Participants will be guided by trainers with key strategies for engagement and accessibility. This is **NOT** OCDE Project GLAD® training, and therefore participants **will not** be officially OCDE GLAD® trained. Participants will be given access to a presentation with discussion and practical ways to learn about engaging OCDE GLAD® strategies.

A. **Module Topics to Include:** Theory/Research, second language acquisition, brain research, cultural sensitivity and respect, classroom implications and applications (both in classroom and distance learning options). All strategies will be integrated with California State Standards/Common Core State Standards with a focus on English Learners.

B. If the training takes place "in person", the district/school will provide a room with tables and chairs for the participants, document camera and screen and a room with tackable surfaces for charts. The room should be large enough for physical distancing as recommended by health agencies. (COVID-19) **RECORDING OF ANY PORTION OF THIS WORKSHOP IS STRICTY PROHIBITED.**

C. If the training should be presented online, the workshop will be presented in a synchronous method. Participants will need access to a device and internet access in order to participate. **RECORDING OF ANY PORTION OF THIS WORKSHOP IS STRICTY PROHIBITED**

D. **Trainers:** The trainers will be:

- **Kelli Richardson**, email: kelli9294@gmail.com
  address: 4411 Morse Court, Napa, CA 94558 phone: (707) 227-7442
- **Kathryn Wyffels**, email: kathrynwyffels@gmail.com
  address: 6828 Gibson Canyon Road, Vacaville, CA 95688, phone: (707) 688-8666
- **Regina Rosenzweig,** email: reginar0711@gmail.com
  address: 625 Rutgers Drive, Davis, CA 95616, phone: (530) 400-9606
- **Jocelyn Mitchelmore,** email: jmitchelmore@comcast.net
  address: 1314 Cromwell Court, El Dorado Hills, CA 95752, phone: (916) 230-6980

**Cost and Payment**:

Total Cost of training to trainers- $9,000.00 for 30 participants

$300 per participant over 30

**Estimated Total Contract cost:** $9,000.00

**Checks should be payable to Regina Rosenzweig.**

E. **Non-payment:** If payment is not received within 60 days, interest will be charged at a rate of 10% per annum until paid in full. In addition, if the matter is sent to a collection agency, it is agreed that the district will pay any and all collection costs and reasonable attorney's fees.

Revised June 2020

F. **Cancellation Policy:** Notice of any cancellations must be given in writing 30 days prior to the first scheduled workshop. After that time, the district will still be charged the full amount.

G. **Entire Agreement:** This contract contains the entire agreement of the parties. There are no warranties expressed or implied other that as set forth herein.

Name: Dr. Edgar Lampkin Title: Superintendent

School/District: Williams Jr/Sr High/ Williams USD Phone: 530-473-2550

Address: 260 11th Street, Williams, CA 95987

Authorized Signature: _____ Date: _____

GLAD key trainer signature: *Regina Rosenzweig* Date: June 4, 2020

**We must receive your confirmation before participants will be allowed to attend the workshop. Please print and fill out the information above. Return the entire form by email to Regina Rosenzweig – reginar0711@gmail.com Thank you.**

# Williams Unified School District

Business Department
260 11th Street
Williams, CA 95987
(530) 473-2550 FAX (530) 473-5894

**PURCHASE ORDER**
NO: PO20-00715
DATE 06/11/2020

**SHIP TO:**
Williams Elementary School
1404 E St.
Williams, CA 95987-0007

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

Barmann Landscape & Irrigation
PO Box 846
Colusa, CA 95932

Vendor Telephone (530) 870-2473

**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.

| ORDER LOCATION | VENDOR # | REQUISITIONER | REQUISITION # |
|---|---|---|---|
| 100 - Williams Elementary School | 004911/1 | Edgar Lampkin | R20-00924 |

| DATE REQUIRED | F.O.B. | TERMS OF PAYMENT | SHIP VIA | BUYER | RPQ # |
|---|---|---|---|---|---|
| | | | | | 239 |

| ITEM | QTY | UNIT | DESCRIPTION | UNIT COST | EXTENSION |
|---|---|---|---|---|---|
| 1 | 1 | EACH | Landscape Front parking lot areas per specs on plan. Price includes irrigation trees and shrubs and bark and all materials and labor | 84,569.00 | $84,569.00 |
| 2 | 3,460 | EACH | Install sod and irrigation behind the building. On the sloped section of the ground. | 6.50 | $22,490.00 |
| | | | Order Sub-Total | | $107,059.00 |
| | | | Sales Tax | | .00 |
| | | | Shipping | | .00 |
| | | | Adjustment | | .00 |
| | | | **Order Total** | | **$107,059.00** |

| ACCOUNT DISTRIBUTION | AMOUNT |
|---|---|
| ( 002617) 35- 0000- 0- 6270- 0000- 8500- 000- 0000- 9602 | $107,059.00 |

**Copy**

BARMANN
LANDSCAPE AND IRRIGATION

# Quote #239


From **Barmann Landscape & Irrigation**
530-870-2473
SRBARMANN@GMAIL.COM
PO BOX 846 COLUSA CA, 95932


Bill To 490 Marguerite Street
Williams, California 95987

Sent On 06/09/2020

Job Title Landscape construction

**Williams Unified School**

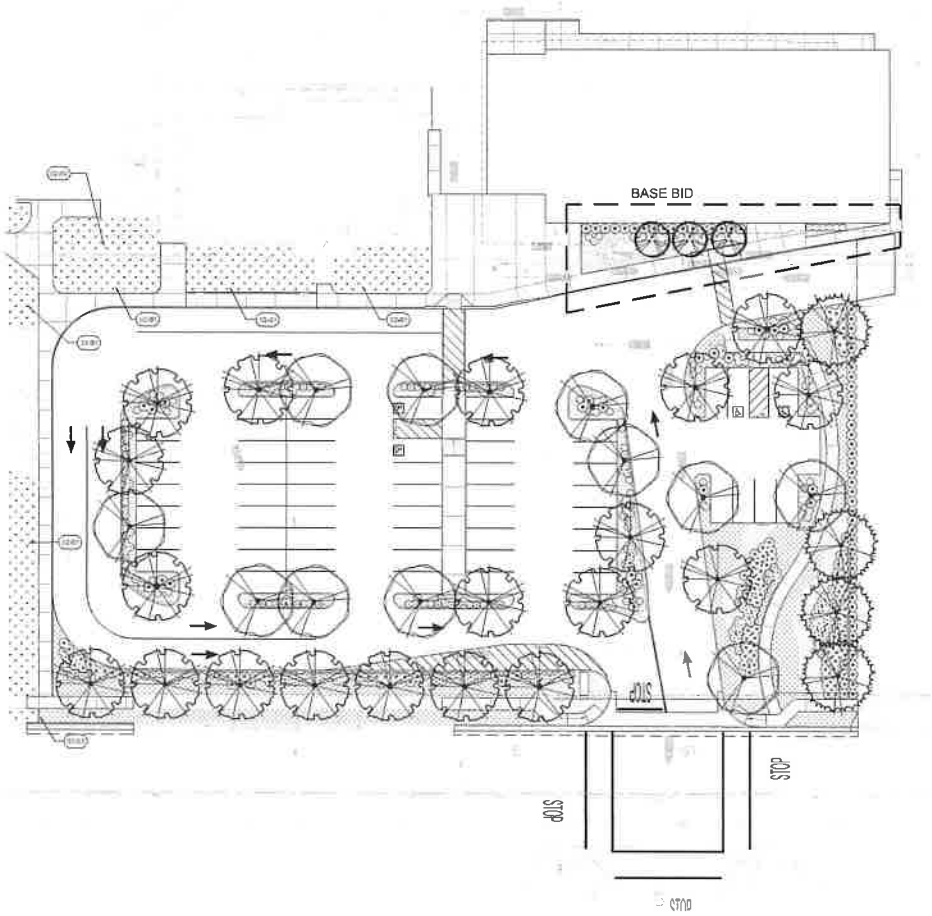
490 Marguerite Street
Williams, California 95987

| PRODUCT / SERVICE | DESCRIPTION | QTY. | UNIT COST | TOTAL |
|---|---|---|---|---|
| Landscape Construction | Landscape Front parking lot areas per specs on plan. Price includes irrigation trees and shrubs and bark and all materials and labor | 1 | $84,569.00 | $84,569.00 |
| Landscape Construction | Install sod and irrigation behind the building. On the sloped section of the ground | 3460 | $6.50 | $22,490.00 |

**Total** **$107,059.00**

Price includes all materials and labor Plants were reduced 25% to simplify and ensure we install a low Maintenance landscape that fits customers needs.
Front beds by gym doors could be landscapes & finished at the end of the week after the 4th of
July.

This quote is valid for the next 30 days, after which values may be subject to change.




SITE PLAN - ADD ALTERNATE

## PLANT SCHEDULE ADD ALTERNATE

| TREES | CODE | QTY | BOTANICAL NAME / COMMON NAME | SIZE |
|---|---|---|---|---|
| | CED DEO | 6 | Cedrus deodara / Deodar Cedar | 15 gal |
| | PIS KEI | 10 | Pistacia chinensis 'Keith Davey' / Keith Davey Chinese Pistache | 15 gal |
| | PLA COL | 19 | Platanus x acerifolia 'Columbia' / London Plane Tree | 15 gal |
| | PRU ATR | 3 | Prunus cerasifera 'Atropurpurea' / Purpleleaf Plum | 15 gal |

| SHRUBS | CODE | QTY | BOTANICAL NAME / COMMON NAME | SIZE |
|---|---|---|---|---|
| ⊙ | CAL BET | 190 | Callistemon viminalis 'Better John' / Dwarf Weeping Bottle Brush | 5 gal |
| ⊙ | DIE IRI | 159 | Dietes bicolor / Fortnight Lily | 5 gal |
| ⊙ | MUH REG | 126 | Muhlenbergia capillaris 'Regal Mist' TM / Muhly | 1 gal |
| ⊙ | RHA OWA | 51 | Rhaphiolepis umbellata 'Minor' / Dwarf Yeddo Hawthorne Standard | 5 gal |

| GROUND COVERS | CODE | QTY | BOTANICAL NAME / COMMON NAME | SIZE | SPACING |
|---|---|---|---|---|---|
| | CIS CRI | 181 | Cistus x hybridus 'Warley Rose' / Rockrose | 1 gal | 3½" o.c. |
| | COT DAM | 619 | Cotoneaster dammeri 'Coral Beauty' / Bearberry Cotoneaster | 1 gal | 36" o.c. |
| | ROS HUN | 188 | Rosmarinus officinalis 'Huntington Blue' / Rosemary | 1 gal | 36" o.c. |

Existing Landscaping to Remain

NOTE:

A. PATCH AND REPAIR ANY LANDSCAPING AND IRRIGATION DAMAGED BY NEW CONSTRUCTION, TYP.

B. ALL LANDSCAPING SHALL CONTINUE TO RECEIVE IRRIGATION DURING CONSTRUCTION. CONTRACTOR SHALL BE RESPONSIBLE FOR REPLACING DEAD OR DAMAGED LANDSCAPING DUE TO INSUFFICIENT WATER, CONSTRUCTION DAMAGE OR NEGLECT.

## SHEET NOTES

| SYMBOL | DESCRIPTION |
|---|---|
| (12-01) | Patch and repair existing landscaping damaged by new construction, typ. |
| (12-02) | Memorial plaque to be protected during construction. |
| (12-03) | 6" Concrete mowstrip. |

0' 40' 20' 80'

SCALE: 1"=20'

NORTH

JK ARCHITECTURE ENGINEERING
165 W. RIVER ROAD P.O. BOX 743 TAHOE CITY CA 96145 530.583.4722
11661 BLOCKER DRIVE SUITE 2A AUBURN CA 95603 530.885.0868
WWW.JKENGINEERING.COM

YAMASAKI LANDSCAPE ARCHITECTURE

SEAL

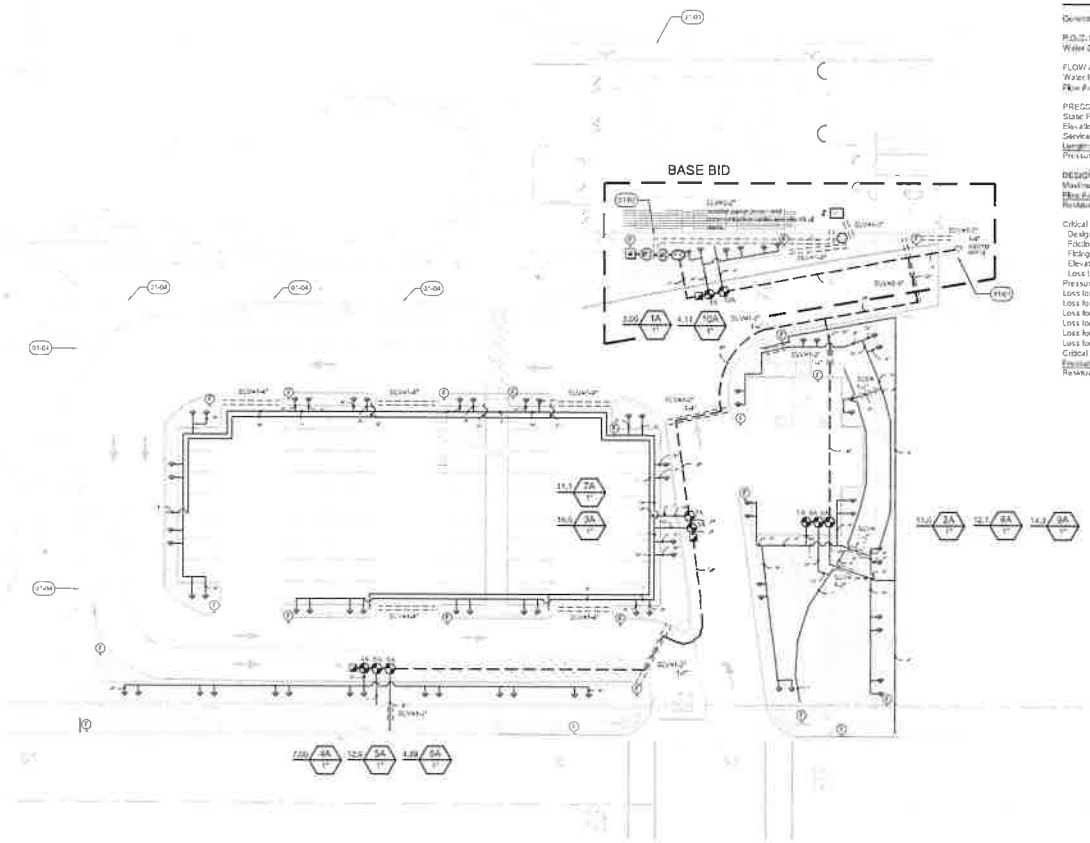
APP# 02-117121 INC 0
REVIEWED FOR
SS ☐ FLS ☐ ACS ☑
DATE: 02/07/2019

VISTA WILLIAMS UNIFIED SCHOOL DISTRICT

WILLIAMS ELEMENTARY SCHOOL
MULTI-PURPOSE BUILDING

PLANTING PLAN

L2.1 ALT




SITE PLAN - ADD ALTERNATE

## CRITICAL ANALYSIS

| | |
|---|---|
| Generated: | 2019-10-18 11:45 |
| P.O.C. NUMBER: 02 | |
| Water Source Information: | See Civil Plans. |
| FLOW AVAILABLE | |
| Water Meter Size: | 1-1/2" |
| Flow Available: | 16.12 gpm |
| PRESSURE AVAILABLE | |
| Static Pressure at POC: | 40.66 psi |
| Elevation Change: | 5.00 ft |
| Service Line Size: | 1-1/2" |
| Length of Service Line: | 30.00 ft |
| Pressure Available: | 38.66 psi |
| DESIGN ANALYSIS | |
| Maximum Station Flow: | 11.00 gpm |
| Flow Available at POC: | 16.12 gpm |
| Residual Flow Available: | 5.12 gpm |
| Critical Station: | 5 |
| Design Pressure: | 15.00 psi |
| Friction Loss: | 2.70 psi |
| Fittings Loss: | 0.27 psi |
| Elevation Loss: | 0.00 psi |
| Loss through Valve: | 3.60 psi |
| Pressure Req. at Critical Station: | 20.96 psi |
| Loss for Fittings: | 0.24 psi |
| Loss for Main Line: | 2.37 psi |
| Loss for POC to Valve Elevation: | 0.00 psi |
| Loss for Backflow: | 12.00 psi |
| Loss for Master Valve: | 1.50 psi |
| Loss for Water Meter: | 0.52 psi |
| Critical Station Pressure at POC: | 37.89 psi |
| Pressure Available: | 38.66 psi |
| Residual Pressure Available: | 0.77 psi |

## IRRIGATION SCHEDULE

| SYMBOL | MANUFACTURER/MODEL/DESCRIPTION |
|---|---|
| 25 20 15 10 | Hunter PCS<br>Flood Bubbler, 1/2" FPT, |

| SYMBOL | MANUFACTURER/MODEL/DESCRIPTION |
|---|---|
| | Netafim TLCV6MPV-1<br>Automatic flush valve, 1/2" male pipe thread, |
| | Area to Receive Dripline<br>Netafim TLDL-06-18<br>Techline Pressure Compensating Landscape Dripline, 0.6 GPH emitters at 18" O.C, Dripline laterals spaced at 18" apart, with emitters offset for triangular pattern, Surface and Sub Surface Installations, UV Resistant. |

| SYMBOL | MANUFACTURER/MODEL/DESCRIPTION |
|---|---|
| | Hunter ICV-G-AS-ADJ<br>1", 1-1/2", 2", and 3" Plastic Electric Remote Control Valves, Globe Configuration, with NPT Threaded Inlet/Outlet and Accu Sync pressure regulator for Commercial/Municipal Use. |
| | Hunter ICV-G-AS-ADJ-HY-100<br>1", 1-1/2", 2", and 3" Plastic Electric Remote Control Valves, Globe Configuration, with NPT Threaded Inlet/Outlet, Accu Sync pressure regulator and Hunter non-pressure regulating Y Filter for Commercial/Municipal Use. |
| | Hunter HQ-44LRC<br>Quick coupler valve, yellow rubber locking cover, red brass and stainless steel, with 1" NPT inlet, 2-piece body. |
| | Hunter ICV-G-1-1/2"<br>1", 1-1/2", 2", and 3" Plastic Electric Master Valve, Globe Configuration, with NPT Threaded Inlet/Outlet, for Commercial/Municipal Use. |
| | Febco 825Y 1-1/2"<br>Reduced Pressure Backflow Preventer |
| | Hunter IC-(A600)M<br>Modular Controller, 6 stations, Outdoor Model, Metal Cabinet, No Module Required, Commercial Use. |
| | Hunter WSS-SEN<br>Wireless Solar, rain freeze sensor with outdoor interface, connects to Hunter X-Core and ACC Controllers, Install as noted, Includes gutter mount bracket, Module not included. |
| FSI | Creative Sensor Technology FSI-T10-E01<br>1" (25mm) PVC tee type flow sensor w/socket ends, custom mounting bar and ultra-lightweight impeller enhances low flow measurement, 2 wire digital output compatible w/all Irrigation controllers Flow range: 86-52 GPM |
| | Cap for future use<br>Cap at the dripline or lateral line for future use. The pressure and flow provided at that location are indicated next to the cap symbol. |
| M | Water Meter 1-1/2"<br>See Civil Plans. |

Irrigation Lateral Line: PVC Sch. 40

Irrigation Mainline: PVC Schedule 40

Pipe Sleeve: PVC Schedule 40

Valve Callout
- Valve Number
- Valve Flow
- Valve Size

Notes:

Irrigation design is based on a maximum demand of 16 GPM and a minimum operating pressure of 30 PSI. Landscape Contractor shall test and verify pressure and flow prior to starting job and notify Landscape Architect immediately if water and pressure does not meet these minimum requirements. If available pressure does not meet the minimum operating pressure of 40 PSI, Landscape Contractor shall contact Landscape Architect for further direction.

Irrigation plan is diagrammatic. Install valves and irrigation lines in planting areas where possible.

Provide conduit from irrigation controller to valve box and from sensor box for cable installation, see sheet note 01-01.

## ADD ALTERNATE SHEET NOTES

| SYMBOL | DESCRIPTION |
|---|---|
| 01-01 | Provide 2 1/2" irrigation stub in irrigation valve box with fifteen spare control wires and one common wire for future use. |
| 01-02 | Provide space for future booster pump between proposed backflow preventer and pull box for electrical and communication cable. Pump pad to be 54" by 42" with 3' of clearance around all sides of pad. Install electrical and communication conduits east of booster pump location and stub in utility box for future connection. Install master valve and flow sensor east of pull box. |
| 01-03 | Remove backflow preventer and irrigation controller and turnover to district, not shown. |
| 01-04 | Patch and repair existing irrigation damaged by new construction, typ. |

## VALVE SCHEDULE

| NUMBER | MODEL | SIZE | TYPE | GPM | WIRE | DESIGN PSI | FRICTION LOSS | VALVE LOSS | PSI | PSI @ POC | PRECIP |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1A | Hunter ICV-G-AS-ADJ-HY-100 | 1" | Area for Dripline | 4.11 | #14 | #0 | 0.34 | 2.29 | 13.73 | 29.63 | 0.43 in/h |
| 1B | Hunter ICV-G-AS-ADJ | 1" | Bubbler | 3.60 | #14 | #5 | 0.21 | 2.25 | 17.45 | 31.36 | 1.73 in/h |
| 2A | Hunter ICV-G-AS-ADJ | 1" | Bubbler | 11.00 | #14 | #5 | 2.57 | 3 | 20.57 | 35.88 | 1.73 in/h |
| 3A | Hunter ICV-G-AS-ADJ | 1" | Bubbler | 10.60 | #14 | #5 | 2.37 | 3 | 20.97 | 36.88 | 1.73 in/h |
| 4A | Hunter ICV-G-AS-ADJ | 1" | Bubbler | 7.60 | #14 | #5 | 0.88 | 2.70 | 18.58 | | 1.71 in/h |
| 5A | Hunter ICV-G-AS-ADJ-HY-100 | 1" | Area for Dripline | 11.88 | #14 | #0 | 0.58 | 3 | 13.59 | 31.17 | 0.43 in/h |
| 8A | Hunter ICV-G-AS-ADJ-HY-100 | 1" | Area for Dripline | 4.80 | #14 | #0 | 0.63 | 2.49 | 13.12 | 27.68 | 0.43 in/h |
| 7A | Hunter ICV-G-AS-ADJ-HY-100 | 1" | Area for Dripline | 11.11 | #14 | #0 | 1.65 | 3 | 14.65 | 28.42 | 0.43 in/h |
| 6A | Hunter ICV-G-AS-ADJ-HY-100 | 1" | Area for Dripline | 12.12 | #14 | #0 | 1.77 | 3 | 14.77 | 30.38 | 0.43 in/h |
| 9A | Hunter ICV-G-AS-ADJ-HY-100 | 1" | Area for Dripline | 14.32 | #14 | #0 | 1.61 | 3 | 14.01 | 29.21 | 0.43 in/h |

0' 40' 80'
20'
SCALE: 1"=20'

NORTH

JK ARCHITECTURE ENGINEERING
WWW.JKAEDESIGN.COM

YAMASAKI LANDSCAPE ARCHITECTURE

SEAL

CERTIFICATION STAMP
DSA OF THE STATE ARCHITECT
APP. NO. 11-112121 SHT. 0
REVIEWED FOR
SS ☑ FLS ☐ ACLS ☐
DATE 02/07/2019

WILLIAMS UNIFIED SCHOOL DISTRICT
WILLIAMS ELEMENTARY SCHOOL
MULTI - PURPOSE BUILDING

IRRIGATION PLAN

L1.1 ALT

# Williams Upper Elementary 4-6
# 2020-21 MASTER SCEHDULE

**9.8.1**

| ***FOURTH GRADE*** | | ***96 TOTAL STUDENTS*** |
|---|---|---|
| 1. LOPEZ | ROOM 202 Combo 4/5 | 12 STUDENTS |
| 2. LEAL | ROOM 217 | 28 STUDENTS |
| 4. CALDWELL | ROOM 214 | 28 STUDENTS |
| 5. SOLORIO | ROOM 213 | 28 STUDENTS |

| ***FIFTH GRADE*** | | ***96 TOTAL STUDENTS*** |
|---|---|---|
| 1. ALVES | ROOM 203 | 27 STUDENTS |
| 2. DARDEN | ROOM 207 | 28 STUDENTS |
| 3. GURULE | ROOM 206 | 28 STUDENTS |
| 4. LOPEZ | ROOM 202 Lopez 4/5 Combo | 13 STUDENTS |

| ***SIXTH GRADE*** | | ***110 TOTAL STUDENTS*** |
|---|---|---|
| 1. MARTINEZ | ROOM 201 | 28 STUDENTS |
| 2. ESTRADA | ROOM 204 | 28 STUDENTS |
| 3. MAGANA | ROOM 205 | 27 STUDENTS |
| 4. ANSTEAD | ROOM 208 | 27 STUDENTS |

| ***SUPPORT STAFF*** | | |
|---|---|---|
| 1. HENDRICKS | 3-4 SPED RSP | ROOM 215 |
| 2. CHASTAIN | 5-6 SPED RSP | ROOM 216 |
| 3. M. JORGE | 4-6 LITERACY SUPPORT<br>2-6 SEAL COACH | ROOM 211 |
| 4. SJOLUND | CURRIC SUPPORT | WUES 254 |
| 5. MAX STOUT | MUSIC | WUES 210 |

Board approved:

## Williams Jr./Sr. High School 2020-2021 Master Schedule

| | | Brown Day | | | | Gold Day | | | |
|---|---|---|---|---|---|---|---|---|---|
| Teacher | Room | Block 1<br>Reg: 8:10-9:39<br>Mon: 8:10-9:25 | Block 2<br>Reg: 9:56-11:19<br>Mon: 9:40-10:50 | Block 3<br>Reg: 12:29-1:52<br>Mon: 12:00-1:10 | Block 4<br>Reg: 2:00-3:23<br>Mon: 1:15-2:25 | Block 5<br>Reg: 8:10-9:39<br>Mon: 8:10-9:25 | Block 6<br>Reg: 9:56-11:19<br>Mon: 9:40-10:50 | Block 7<br>Reg: 12:29-1:52<br>Mon: 12:00-1:10 | Block 8<br>Reg: 2:00-3:23<br>Mon: 1:15-2:25 |
| Askeland | 319 | Math 7 | EDUC 15 Ed Ineq | Math 7 | Math 7 | PREP | Math 7 | Personal Finance | Personal Finance |
| Bledsoe | 322 | US History 8 | PREP | US History 8 | World History 7 | World History 7 | World History 7 | World History 7 | PREP |
| Bloom | 305 | PREP | English 12 | Leadership | English 8 | AP Eng. Lit | English 12 | PREP | English 8 |
| Boswell | 303 | AP Eng. Lang. | English 7 | English 9 | PREP | English 7 | English 9 | PREP | HUMAN 10-WCC |
| Carter | 330 | Essential Acad. | Essential Acad. | Essential Acad. | 6th grade | Essential Acad. | Essential Acad. | Essential Acad. | 6th grade |
| Clark | 253/Band | Beg.Band/Band | PREP | Mariachi Band | Guitar | Beg.Band/Band | Music Tech | Music Explor | PREP |
| Flores | 307 | English 10 | PREP | ELD 1 Reading | ELD 2 Writing | ELD 1 Writing | ELD Adv. Writing | PREP | PREP |
| Garcia | 321 | World History | Amer. Gov/Econ | World History | Amer. Gov/Econ | AVID 8 | AVID 11 | PREP | 7th Gr. Req |
| Hale | 334 | Science 7 | Science 8 | Science 8 | Science 7 | Science 7 | PREP | Science 7 | 7th Gr. Req |
| Haney | 310 | Chemistry | Chemistry | PREP | CHEM 10-WCC | Science 8 | PREP | Physics | Science 8 |
| Hedley | 325 | Ceramics 1 | Ceramics 1 | PREP | Ceramics 2 | Art | Art Exploration | Art 2 | Art |
| Hermann | Gym/334 | PREP | P. E. | P. E. | P. E. | P. E. | P. E. | P. E. | PREP |
| Hill | 309 | Pract. Ag Mech | ROP Int Ag Bio | PREP | Ag & Soil Chem | PREP | ROP Int Ag Bio | Explor. Ag | AG 45-WCC |
| Johnston | 601 | MVAE | MVAE | MVAE | PREP | MVAE | MVAE | MVAE | PREP |
| Lemus | 327 | Geography | World Hisory | PREP | AVID 9/10 | Amer. Gov/Econ | World History | Geography | World History |
| McDonald | Gym/336 | PREP | PREP | P. E.-Wgt Trn | P. E. | PREP | P.E.-Wgt Trn | P.E.-Wgt Trn | P.E.-Wgt Trn |
| Irwin | 302 | Math 7 | Algebra 1 | Algebra 2 | PREP | Math 7 | PREP | Algebra 1 | Algebra 1 |
| Parker | 326 | PLSCI-20L | Adv. Ag Mech | PREP | Pract. Ag Mech | PREP | Pract. Ag Mech | PREP | ROP Ag Const |
| Sorenson | 301 | English 11 | PREP | English 8 | English 8 Lab | English 11 | English 8 | PREP | 7th Gr. Req |
| Mendoza | 313 | Spa 1 Nat Spk | Spanish 2 | PREP | Spa 1 Nat Spk | PREP | Spanish 2 | Spanish 3 | Spa 2 Nat Spk |
| Colsa-Friel | 317 | Study Skills | Study Skills | Study Skills | PREP | Study Skills | Study Skills | Study Skills | PREP |
| Kelley | 304 | English 10 | PREP | English 10 | English 9 | English 9 | PREP | ELD L Support | English 10 |
| Rensink | 331 | Study Skills 11 | Study Skills 12 | Study Skills 9 | PREP | Study Skills 10 | Study Skills 12 | Study Skills 9 | PREP |
| Roberts | 312 | PREP | Spanish 1 | Spanish 1 | Adv. Trans/Inter | PREP | AP Spanish Lan | AP Spanish Lan | Spanish 2 |
| Robinson | 320 | PREP | Algebra 1 Rem. | Geometry | Geometry | Geometry | Algebra 1 Rem. | Geometry | PREP |
| Luchetta | 306 | English 7 | English 7 | English 7 Lab | PREP | English 7 Lab | Spee/Deb/Drama | Spee/Deb/Drama | PREP |
| Sims | 333 | 9th Gr. St. Req. | PREP | Zoology/Botany | Biology | Biology | Forenic Science | 9th Gr. St. Req. | Biology |
| Sturdivant | 323 | Algebra 1 | PREP | Math 8 | Math 8 Lab | Algebra 1 | Math 8 | PREP | Algebra 1 |
| Tamayo | 335 | PREP | Geometry | AVID 9/10 | AVID 9/10 | Algebra 2 | Geometry | Pre-Calculus | Algebra 2 |
| Velazquez | Gym/354 | P.E. | P.E. 7-8 | P.E. | PREP | P.E. 7-8 | PREP | P.E. 7-8 | Drivers Ed |
| Welcome | 328 | PREP | Intro Photo/Web | Dig Journalism | Intro Photo/Web | Intro Photo/Web | PREP | ROP Video Comp | ROP Graphic Com |
| Willis | 332 | US History 8 | US History | US History | PREP | US History | PREP | US History 8 | US History 8 |

# Williams Jr./Sr. High School 7-12 Grade

## 2020-2021 Instructional Minutes

| Block Day Schedule Brown and Gold | | Minutes |
|---|---|---|
| 1st Period - 5th Period | 8:15 - 9:39 | 84 |
| Late Breakfast | 9:39 - 9:51 (12) | 0 |
| Passing | 9:51 - 9:56 | 5 |
| 2nd Period - 6th Period | 9:56 - 11:19 | 83 |
| Passing | 11:19 - 11:24 | 5 |
| Advisory Period | 11:24 - 11:54 (30) | 30 |
| Lunch | 11:54 - 12:24 (30) | 0 |
| Passing | 12:24 - 12:29 | 5 |
| 3rd Period - 7th Period | 12:29 - 1:52 | 83 |
| Passing | 1:52 - 2:00 | 8 |
| 4th Period - 8th Period | 2:00 - 3:23 | 83 |
| Total | | 386 |

| Early Release Monday Brown and Gold | | Minutes |
|---|---|---|
| 1st Period - 5th Period | 8:15 - 9:25 | 70 |
| Late Breakfast | 9:25 - 9:35 | 0 |
| Passing | 9:35 - 9:40 | 5 |
| 2nd Period - 6th Period | 9:40 - 10:50 | 70 |
| Passing | 10:50 - 10:55 | 5 |
| Advisory Period | 10:55 - 11:25 (30) | 30 |
| Lunch | 11:25 - 11:55 (30) | 0 |
| Passing | 11:55 - 12:00 | 5 |
| 3rd Period - 7th Period | 12:00 - 1:10 | 70 |
| Passing | 1:10 - 1:15 | 5 |
| 4th Period - 8th Period | 1:15 - 2:25 | 70 |
| Staff Development | 2:30 - 3:30 (60) | 0 |
| Total | | **330** |

| Semester Finals 1st and 2nd Day 1/2/3/4 | | Minutes |
|---|---|---|
| **Period Exam** | 8:15 - 10:15 | 120 |
| Break | 10:15 - 10:35 (20) | 0 |
| Passing | 10:35 - 10:40 | 5 |
| **Period Exam** | 10:40 - 12:40 | 120 |
| Conference | 12:40-3:30 | 0 |
| Total | | 245 |

| 9th-12th Grade | Minutes | Days | Inst. Minutes | | Required |
|---|---|---|---|---|---|
| Regular | 386 | 142 | **54,812** | | |
| Early Release Mondays | 330 | 30 | **9,900** | | |
| Finals 1st & 2nd Semester | 245 | 8 | **1,960** | | |
| **Totals** | | **180** | **66,672** | | **64,800** |
| | | | | surplus/shortage | 1,872 |
| Board approved: | | | | | |

# Williams JR SR High
# Student Athlete Handbook

Yellowjackets

**Revised: June 2020**

**Athletic Director(s)**
**Dan McDonald 9th-12th grade**
**dmcdonald@williams.k12.ca.us**
**Kevin Askeland 7th-8th grade**
**kaskeland@williams.k12.ca.**

# WILLIAMS JUNIOR AND SENIOR HIGH SCHOOL STUDENT/ATHLETE HANDBOOK

The policies in this section have been developed in the form of a Student Athletic Handbook for distribution to the athlete and parent(s).

## Introduction

**This handbook is provided to you to communicate the expectations and responsibilities of all those participating in athletics at Williams Jr Sr High within the Williams Unified School District. The cooperation of the athlete, their parents/guardians and coach are equally important to a productive season. Please review all materials together before making a commitment by signing the required forms.**

### To the Parent

We believe that participation in sports provides a wealth of opportunities and experiences which assist students in personal growth.

The educational development of students through athletics, within a properly controlled, well-organized sports program, can meet student needs for self-expression, social, mental and physical growth. It is our intent to conduct a program that is educationally sound in purpose and will enhance each student's personal growth.

A student who elects to participate in athletics is voluntarily making a choice of self-discipline and self-denial. These are the reasons we place such stress on good training habits. Failure to comply with the rules of training and conduct means exclusion from the squad. This concept of self-discipline and self-denial is tempered by our responsibility to recognize the rights of the individual within the objectives of the team. There is no place in high school athletics for students who will not discipline their minds and bodies for rigorous competition. We are striving for excellence and do not want our athletes to compromise with mediocrity.

When your son/daughter enlisted in one of our sports programs, he/she committed our staff to certain responsibilities and obligations which are:

**a)** to provide adequate equipment and facilities
**b)** to provide well trained coaches
**c)** to provide equalized contests with skilled officials

Likewise, we feel that you have committed yourselves to certain responsibilities and obligations. We would like to take this opportunity to acquaint you with specific policies that are necessary for a well-organized program of athletics.

It is the role of the Athletic Department to make rules that govern the spirit of competition for the school. These rules need a broad basis of community support, which is achieved only through communication to the parent. It is our hope to accomplish this objective through this athletic publication for students and parents.

### To the Athlete

Being a member of a Williams athletic team is a fulfillment of an early ambition for many students. The attainment of this goal carries with it certain traditions and responsibilities that must be maintained. A great athletic tradition is not built overnight; it takes the hard work of many people over many years. As a member of an interscholastic squad of Williams Junior High and Williams Senior High School, you have inherited a

wonderful tradition which you are challenged to uphold.

Our tradition has been to win with honor. We desire to win, but only with honor to our athletes, our schools and our community. Such a tradition is worthy of the best efforts of all concerned. Over many years, our squads have achieved more than their share of league and tournament championships. Many individuals have set records and achieved All-American, All-State and All-Conference honors.

It will not be easy to contribute to such a great athletic tradition. When you wear the colors of your school, we assume that you not only understand our traditions, but are willing to assume the responsibilities that go with them. However, the contributions you make should be a satisfying accomplishment to you and your family.

**a) Responsibilities to Yourself**:
The most important of these responsibilities is to broaden and develop strength of character. You owe it to yourself to derive the greatest benefit from your high school experiences. Your academic studies, your participation in other extracurricular activities as well as in sports, prepare you for your life as an adult.

**b) Responsibilities to Your School:**
Another responsibility you assume as a squad member is to your school. Williams cannot maintain its position as having an outstanding school unless you do your best in the activity in which you engage. By participating in athletics to the maximum of your ability, you are contributing to the reputation of your school. You assume a leadership role when you are on the athletic squad. The student body and citizens of the community know you. You are on stage with the spotlight on you. The student body, the community and other communities judge our school by your conduct and attitude, both on and off the field. Because of this leadership role, you can contribute significantly to school spirit and community pride. Make Williams Junior and Williams Senior High Schools proud of you, and your community proud of your school, by your consistent demonstration of these ideals.

**c) Responsibilities to Others:**
As a squad member you also bear a heavy responsibility to your home. If you never give your parents anything to be ashamed of, you will have measured up to the ideal. When you know in your heart that you have lived up to all of the training rules, that you have practiced to the best of your ability everyday and that you have played the game "all out," you can keep your self-respect and your family can be justly proud of you. The younger students in the Williams Unified School District are watching you. They will copy you in many ways. Do not do anything to let them down. Set good examples for them.

## CIF CODE OF CONDUCT FOR STUDENT-ATHLETES

Interscholastic athletic competition should demonstrate high standards of ethics and sportsmanship and promote the development of good character and other important life skills. The highest potential of sports is achieved when participants are committed to pursuing victory with honor according to six core principles: trustworthiness, respect, responsibility, fairness, caring, and good citizenship (the "Six Pillars of Character sm"). This Code applies to all student-athletes involved in interscholastic sports in California. I understand that, in order to participate in high school athletics, I must act in accord with the following:

TRUSTWORTHINESS Trustworthiness - be worthy of trust in all I do. Integrity - live up to high ideals of ethics and sportsmanship and always pursue victory with honor; do what's right even when it's unpopular or personally costly. Honesty - live and compete honorably; don't lie, cheat, steal or engage in any other dishonest or unsportsmanlike conduct. Reliability - fulfill commitments; do what I say I will do; be on time to practices and games. Loyalty - be loyal to my school and team; put the team above personal glory.

RESPECT Respect - treat all people with respect all the time and require the same of other student-athletes. Class

- live and play with class; be a good sport; be gracious in victory and accept defeat with dignity; give fallen opponents help, compliment extraordinary performance, show sincere respect in pre-and post-game rituals. Disrespectful Conduct - don't engage in disrespectful conduct of any sort including profanity, obscene gestures, offensive remarks of a sexual or racial nature, trash-talking, taunting, boastful celebrations, or other actions that demean individuals or the sport. Respect Officials - treat contest officials with respect; don't complain about or argue with official calls or decisions during or after an athletic event.

RESPONSIBILITY Importance of Education - be a student first and commit to getting the best education I can. Be honest with myself about the likelihood of getting an athletic scholarship or playing on a professional level and remember that many universities will not recruit student-athletes that do not have a serious commitment to their education, the ability to succeed academically, or the character to represent their institution honorably. Role-Modeling - Remember, participation in sports is a privilege, not a right and that I am expected to represent my school, coach, and teammates with honor, on and off the field. Consistently exhibit good character and conduct yourself as a positive role model. Self-Control - exercise self-control; don't fight or show excessive displays of anger or frustration; have the strength to overcome the temptation to retaliate. Healthy Lifestyle -safeguard your health; don't use any illegal or unhealthy substances including alcohol, tobacco and drugs, or engage in any unhealthy techniques to gain, lose or maintain weight. Integrity of the Game - protects the integrity of the game; don't gamble. Play the game according to the rules.

FAIRNESS Be Fair - live up to high standards of fair play; be open-minded; always be willing to listen and learn.

CARING Concern for others - demonstrate concern for others; never intentionally injure any player or engage in reckless behavior that might cause injury to myself or others. Teammates - help promote the well-being of teammates by positive counseling and encouragement or by reporting any unhealthy or dangerous conduct to coaches.

CITIZENSHIP Play by the Rules - maintain a thorough knowledge of and abide by all applicable game and competition rules. Spirit of rules - honor the spirit and the letter of rules; avoid temptations to gain competitive advantage through improper gamesmanship techniques that violate the highest traditions of sportsmanship.

**Williams Jr./Sr. High School Schoolwide Expectations – S.W.A.R.M.**
SAFETY – Respect boundaries, use materials and tools wisely and appropriately, help create a positive community.
WILLING – Be positive, be a team leader, learn from your mistakes.
ADVOCATE – Feel confident to stand up for yourself and others, be an ally, promote positive self/student talk.
RESPECTFUL – Be prepared, come on time, prioritize and remain organized.
MINDFUL – Respect opinions, think before you speak, be open minded and have a growth mindset

## ATHLETIC PHILOSOPHY

### I) Statement of Philosophy
The Williams Athletic Program should provide a variety of experiences to enhance the development of favorable habits and attitudes that will prepare students for adult life in a democratic society.
The interscholastic athletic program shall be conducted in accordance with existing Board of Education policies, rules and regulations. While the Board of Education takes great pride in winning, it does not condone "winning at any cost." It discourages any and all pressures which might lead to neglecting good sportsmanship and good mental health. At all times, the athletic program must be conducted in such a way that it is an educational activity.

### II) Athletic Goals and Objectives
Our Goal - The student-athlete shall become a more effective citizen in a democratic society. Our Specific Objectives - The student-athlete shall learn:
**a) To work with others**- In a democratic society a person must develop self discipline, respect for authority, and

the spirit of hard work and sacrifice. The team and its objectives must be placed higher than personal desires.
**b) To be successful-** Our society is very competitive. We do not always win, but we succeed when we continually strive to do so. You can learn to accept defeat only by striving to win with earnest dedication. Develop a desire to excel.
**c) To develop sportsmanship**. To accept any defeat like a true sportsman, knowing we have done our best, we must learn to treat others as we would have others treat us. We need to develop desirable social traits, including emotional control, honesty, cooperation and dependability.
**d) To improve.** Continual improvement is an essential component of good citizenship. As an athlete, you must establish a goal and you must constantly try to achieve that goal. Try to improve in the skills and knowledge required and those personal traits that enhance the success of a team.
**e) To enjoy athletics-** It is necessary for athletes to enjoy participation, to acknowledge all of the personal rewards to be derived from athletics, and to give sufficiently of themselves in order to persevere and improve the program.
**f) To develop desirable personal health habits.** To be an active, contributing citizen, it is important to obtain a high degree of physical fitness through exercise and good health habits, and to develop the desire to maintain this level of physical fitness after formal competition has been completed.

**3) The Athletic League/Conference**

Williams High School is a member of the Mid-Valley League. The league's primary purpose is promoting selected interscholastic activities among member schools and the assurance of such advantages as may be gained by a union of effort.

**III) Williams High School Association Rules**

(See respective state handbook for pertinent regulations)
To be eligible for interscholastic athletics, a high school student must meet the following state regulations: **a)** Enrollment; **b)** Age (not have reaches his/her 19th birthday on or before June 15; **c)** Physical Examinations; **d)** Seasons of Competition; **e)** Semesters of Enrollment (Scholarship); **f)** Residence Requirements; **g)** Transfers; **h)** Guardianship; **i)** Awards; **j)** Amateur Practices; **k)** have not competed on any outside team in the same sport during the school season of that sport; **I)** Undue Influence (Recruiting)

## REQUIREMENT FOR PARTICIPATION

**1) Physical Examination**

A yearly physical examination is required. The physical card must be completed by the physician and submitted to the coach prior to participation. The examination covers all sports for the entire school and is valid for exactly one year from the date of the physical. The form will be kept on the file in the athletic office.

**2) Emergency Medical Authorization**

Each athlete's parents shall complete an Emergency Medical Authorization Form giving permission for treatment by a physician or hospital when the parent(s) are not available. The form will be kept in the medical kit for availability at all practices and contests.

**3) Parental Acknowledgment of Athletic Policies**

Upon entering high school or at the time a student tries out for an athletic team, he/she will be presented with this handbook containing all the necessary forms and information for participating in athletics.

Each parent or guardian and athlete shall read all of the enclosed material and certify that they understand the athletic eligibility rules and policies of the school district. This signed document will be filed in the athletic administrator's office.

**4) Insurance**

The school district does not carry insurance to cover student athletic injuries. Parents will need to sign the reverse side of the acknowledgment form verifying that they have purchased school insurance or possess a family insurance plan.

**5) Concussion Head Injury Information Sheet**

Sheet must be signed each year to students participating in any District-sponsored sports programs or activities (interscholastic, intramural, recreational); the only exception to the statutory requirement is for P.E. classes.
Form provides important information to a parent/health care provider regarding a serious injury/concussion/potential head injury.
Form also contains required medical clearance form to be executed only by MD/DO, who has been specifically trained in concussion care and management (required by law), except for non-concussion, serious injuries where a Nurse Practitioner/Physician's Assistance can also sign.

**6) Agreement not to use Performance Enhancing Drugs (District Required/Translated)**

As a CIF requirement, this form addresses the prohibition against the use of steroids. As a District requirement, this form also notes the ban on all performance-enhancing substances, including personal use, possession, or distribution.
The form also authorizes drug testing in response to a complaint of illegal/improper use of substances and/or the use of random drug testing as allowed by law.

**7) CIF Forms Eligibility**

Transfer of Student CIF requires that student eligibility be verified on a Certificate of Eligibility.
Sudden Cardiac Arrest Warning and Signature Form CIF requires that each athlete and at least one parent/legal guardian execute its Sudden Cardiac Arrest Warning form.

**8) Scholastic Eligibility**

In order to participate on a Williams athletic team, each athlete must have satisfied all of the scholastic eligibility requirements prior to participation.

**9) Risk of Participation**

All athletes and parents must realize the risk of serious injury which may be a result of athletic participation. Williams Unified School District will use the following safeguards to make every effort to eliminate injury:
**a)** Maintain a continuing education program for coaches to learn the most up-to-date techniques and skills to be taught in their sport.
**b)** Instruct all athletes about the dangers of participation in the particular sport.

**10) Financial Obligations and Equipment**

**a) Uniforms** — Athletes will be given a uniform by the school.
**b) Equipment** — All athletes are responsible for the proper care and security of equipment issued to them. School-furnished equipment is to be worn only for contests and practice. All equipment not returned in good condition at the end of the season will be subject to a financial penalty.

**11) Concussion Management: California state law AB 25 (effective January 1, 2012), now Education Code § 49475:**

A. The law requires a student athlete who may have a concussion during a practice or game to be removed from the activity for the remainder of the day.
B. Any athlete removed for this reason must receive a written note from a medical doctor trained in the management of concussion before returning to practice.
C. Before an athlete can start the season and begin practice in a sport, a concussion information sheet must be signed and returned to the school by the athlete and the parent or guardian.
D. Every 2 years all coaches are required to receive training about concussions (AB 1451), as well as certification in First Aid training, CPR, and AEDs (life-saving electrical devices that can be used during CPR).
E. What is a concussion and how would I recognize one? A concussion is a kind of brain injury. It can be caused by a bump or hit to the head, or by a blow to another part of the body with the force that shakes the head. Concussions can appear in any sport, and can look differently in each person.
F. Most concussions get better with rest and over 90% of athletes fully recover. However, all concussions should be considered serious. If not recognized and managed the right way, they may result in problems including brain damage and even death.

G. Most concussions occur without being knocked out. Signs and symptoms of concussion (see back of this page) may show up right after the injury or can take hours to appear. If your child reports any symptoms of concussion or if you notice some symptoms and signs, seek medical evaluation from your team's athletic trainer and a medical doctor trained in the evaluation and management of concussion. If your child is vomiting, has a severe headache, or is having difficulty staying awake or answering simple questions, call 911 to take him or her immediately to the emergency department of your local hospital.

H. On the CIF website is a Graded Concussion Symptom Checklist. If your child fills this out after having had a concussion, it helps the doctor, athletic trainer or coach understand how he or she is feeling and hopefully shows improvement. We ask that you have your child fill out the checklist at the start of the season even before a concussion has occurred so that we can understand if some symptoms such as headache might be a part of his or her everyday life. We call this a "baseline" so that we know what symptoms are normal and common for your child. Keep a copy for your records, and turn in the original. If a concussion occurs, he or she should fill out this checklist daily. This Graded Symptom Checklist provides a list of symptoms to compare over time to make sure the athlete is recovering from the concussion.

*What can happen if my child keeps playing with concussion symptoms or returns too soon after getting a concussion?*

Athletes with the signs and symptoms of concussion should be removed from play immediately. There is NO same day return to play for a youth with a suspected concussion. Youth athletes may take more time to recover from concussion and are more prone to long-term serious problems from a concussion.

Even though a traditional brain scan (e.g., MRI or CT) may be "normal", the brain has still been injured. Animal and human research studies show that a second blow before the brain has recovered can result in serious damage to the brain. If your athlete suffers another concussion before completely recovering from the first one, this can lead to prolonged recovery (weeks to months), or even to severe brain swelling (Second Impact Syndrome) with devastating consequences.

There is an increasing concern that head impact exposure and recurrent concussions may contribute to long-term neurological problems. One goal of this concussion program is to prevent a too early return to play so that serious brain damage can be prevented.

## ATHLETIC CODE OF CONDUCT

### 1) Conduct of Athletes

A firm and fair policy of enforcement is necessary to uphold the regulations and standards of the athletic department. The community, school administrators and the coaching staff feel strongly that high standards of conduct and citizenship are essential in maintaining a sound program of athletics. The welfare of the student is our major consideration and transcends any other consideration.

All athletes shall abide by a code of ethics which will earn them the honor and respect that participation and competition in the interscholastic program affords. Any conduct that results in dishonor to the athlete, the team or the school will not be tolerated. Acts of unacceptable conduct, such as, but not limited to theft, vandalism, disrespect, immorality, violations of law, using or being in possession of alcohol, tobacco or any other illegal substance, tarnish the reputation of everyone associated with the athletic program and will not be tolerated.

### 2) Student and Student Athlete Use of Alcohol and/or Drugs

Disciplinary action under section 48900 of the Education Code for substance violations applies to the school day, going to, and coming from school and all school activities, regardless of the day, time and location of those activities.

When students are chosen to participate on a Williams Jr./Sr. High School athletic team, or another WJSHS extracurricular, or co-curricular activity, the student agrees to abide by all school rules on and off campus, both in

and out of school for the duration of their season, including not using alcohol or drugs. The season is defined as the time from the first day of practice/try-outs and shall last for 365 days. Consequences for all students must be consistent and fair and, whenever possible, assistance-based.

For athletic teams, each coach is required to address the issue of illegal substance use with his/her student-athletes and to review this policy with them at the start of the season. At a minimum, the coach will describe the policy and corresponding regulations to athletes in at least one parent meeting and one team meeting and provide a copy of the policy and regulations, and to post it prominently on team websites, if they exist. The purpose of the presentation is to ensure parents and athletes are aware of the expectations and required response if a member of the team uses substances.

**2 )PENALTIES FOR VIOLATION**

Due to the serious nature of this rule, the coach involved, the athletic administrator and the principal shall meet and determine the penalty according to the degree of the infraction. The penalty shall range from a minimum of 2% of the season or succeeding season to a maximum of permanent denial of participation from all interscholastic athletics.

Violation of this rule shall be cumulative within each of the following two periods of academic life: **(1)** grades 7 through 8; and **(2)** grades 9 through 12. The school year is defined as starting the day after the last day of classes of the previous school year.

**First Violation**

The student-athlete found in first violation shall be denied athletic participation for the remainder of the school year from the date of determination of guilt (unless):

**a)** The athlete agrees to attend required rehabilitation meetings. (An unexcused absence from a support group meeting will immediately reactivate the remainder of the school year denial of participation.)

**b)** The athlete agrees to have revoked any leadership positions such as, but not limited to, team captain, and will not hold any leadership positions on athletic teams for the remainder of the school year.

**c)** The athlete attends practice but cannot travel or sit on the bench with the team.

**Second Violation**

The student-athlete who commits a second violation during his/her high school (middle school) tenure shall be denied athletic participation for a period of one calendar year from the date of determination of guilt.

**a)** The athlete is assessed by a certified professional agency and follows the assessment recommendation at his/her expense. Assessment must be completed prior to reinstatement with evaluation reports.

**b)** The athlete agrees to attend required rehabilitation meetings. (An unexcused absence from a support group meeting will immediately reactivate the remainder of the school year denial of participation). The support meeting will not be necessary if placed in rehabilitation as a result of "a)" above.

**c)** The athlete agrees to have revoked any leadership positions such as, but not limited to team captain, and will not hold any leadership positions on athletic teams for the remainder of the school year.

**d)** The athlete attends practice but cannot travel or sit on the bench with the team.

**Third Violation**

The student-athlete found in a third violation shall be denied athletic participation for the remainder of their high school or junior high career. After one calendar year from determination of guilt, an appeal can be made to the Appeals Board for reinstatement contingent upon substantiated rehabilitation.

**3) Individual Coaches Rules**

Coaches may establish additional rules and regulations with the approval of the athletic administrator and principal for their respective sports. These additional rules for a particular sport must be stipulated in writing to all team members and parents and explained fully at the start of the season. Penalties for violation of team rules will also be in writing and shall be administered by the coach. Copies of all additional team rules by coaches are on file in the athletic office.

*Additionally, parents need to sign off any coaches special rules or additional team costs. This will be attached to the students packet behind the insurance form.

**4) Truancy**

Any athlete who is declared truant will be ineligible for a period determined by the coach and Athletic Director after the infraction is discovered.

**School Discipline Referral** — Any student-athletes referred to the office for a school rules violation may be denied the privilege of participation in all athletic activities for a period determined by the principal and or Athletic Director.

**5) Policy on Fighting in Interscholastic Sports**

High School and Conference Policy on Harassment, Fighting, and Flagrant Unsportsmanlike Conduct in Interscholastic
Sports:

**a)** Fighting in any sport shall be construed to consist of: an invitation to fight; following an opposing player during a disturbance and making any menacing or taunting gesture or sound; punching or slugging, whether or not contact is made; wrestling or tackling an opponent as part of an altercation. In addition, leaving the player box or player bench area to approach an altercation shall be construed as participation in the altercation. Furthermore, any athlete, coach, or team personnel ejected by a contest official from any contest for harassment, fighting, or flagrant unsportsmanlike conduct will be subject to the penalties listed hereafter.

**b)** Violation of this rule shall bring an automatic suspension for the remainder of that contest plus suspension from at least the next scheduled contests.

**c)** Should the original violation of this rule occur during the final contest of the season, the violation will be suspended from the next two contests the athlete, coach or team personnel member is eligible for during a season in which he/she participates and successfully completes.

**d)** A more severe penalty may be assessed against an individual for a violation if, in the judgment of the school, such action will be beneficial to the future of that sport.

**e)** A second violation by the same individual during the same season brings automatic expulsion from that sport for the remainder of the season plus suspension from any and all tournament contests of that same season.

Violation of this rule shall bring an automatic suspension for the remainder of that game plus suspension from the next scheduled contest. The same suspension applies to any member of the playing squad who leaves the bench during a fight.

**6) Appeal Procedure**

The student-athlete may appeal the decision of the athletic department committee to the executive committee. The executive committee shall be made up of the principal, the vice principal and a neutral coach. The appeal will require the following:

**a)** The written appeal must be presented to the athletic administrator within five days of the initial ruling.

**b)** The student shall have the privilege of representation even though it is not a legal process.

**c)** The appeals committee shall render a decision within five days, in writing, to the student and his/her parents or guardian.

**7) Bullying**

The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.
No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account

and assuming that person's identity in order to damage that person's reputation.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Definition: Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include: ❑ An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people. ❑ Repetition: Bullying behaviors happen more than once or have the potential to happen more than once. Bullying includes repeated actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

The procedures for intervening in bullying behavior include, but are not limited, to the following:
❑ All staff, athletes, and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the athletic handbook as part of new student orientation, and as part of the school system's notification to parents. ❑ The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential. ❑ Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

**8) Hazing:**
Definition: the practice of various rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. A student may be suspended from school, removed from a team or recommended for expulsion if that student at any time commits an act of hazing, engages in hazing, or attempts to engage in hazing. 1. While on school grounds, 2. While going to or coming from school, 3. During the lunch period whether on or off the campus, and/or during, or while going to or coming from, a school sponsored activity Discipline Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations. See suspended athlete policy. Student athletes that engage in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption to the team, team activities or the attendance at team functions, shall be subject to discipline, which may include denial of athletic eligibility.

## ACADEMIC REQUIREMENTS

To be eligible to participate in interscholastic athletics at Williams Junior High and Senior High schools, all students will be required to meet the following eligibility standards. The standard(s) shall include:

**Minimum Cumulative Grade Point Average:**
1. Per CIF State Guidelines. the student must be currently enrolled in at least 20 semester period of work.
2. Per CIF State Guidelines, the student must have passed at least 20 semester period of work at the completion of the previous regular grading period.
3. Per CIF State Guidelines, the student must maintain minimum progress towards meeting the high school graduation requirements as prescribed by the School Board.
4. Per CIF State Guidelines, all student-athletes must maintain a minimum of a 2.00 grade point

average on a 4.0 scale during the previous regular grading period.

5. The grade point average from the fourth quarter of the preceding year shall be used for fall athletes. Courses taken and grades earned in summer school may be included.

6. The grading periods will be first quarter, first semester, third quarter, second semester. Grading periods for junior high school include progress reports.

7. An athlete who fails to earn the minimum requirements shall be granted one period of probation during his/her high school career. A period of probation is defined as one school grading period. They receive **only two** probation period waivers during their high school career, but not consecutively. Only juniors and seniors are eligible to use a waiver. The student must make an appointment with the Athletic Administrator and do all necessary paperwork to receive the probation period. NOTE: Students are not declared eligible or ineligible until the Monday following grade verifications. Incomplete grades are considered "F" grades for purposes of computing eligibility.

Students, for whom an Individualized Education Plan **(IEP)** is on file, at the time that they would be declared ineligible under the above standards, shall automatically be afforded a review of their case. The review shall be conducted by the principal, athletic director, the student's guidance counselor and the student's special education teacher. This review committee shall have the right to waive the eligibility requirement if, in their professional judgment, the student has made every effort possible to meet the standard.

**Bi-weekly (or Weekly) Check of Grades:**

In addition to the grade point average standard, Coaches may require athletes (both high school and junior high school) must maintain passing grades during the school year.

**1)** Coaches may check grades at their discretion.

**2)** Coaches, along with the Athletic Director, may also determine eligibility or playing time for student/athletes who are not maintaining minimum academic requirement

## BASIC ATHLETIC POLICIES

**1) Participation:** An athlete, after approval by the athletic director, principal and proper coaches may participate in more than one sport per season.

**2) Quitting, removal from or transferring sports:** Quitting or being removed from a team for insubordination is an unacceptable habit. A player who either quits or is removed from a team will lose the privilege of participating in the very next season of sport. On occasion, however, an athlete may find it necessary to drop a sport for a good reason. If this is the case, the following procedure must be followed:

**a)** Consult with immediate coach and then the head coach.

**b)** Report situation to the Athletic Director and principal

**c)** Check in all equipment.

**d)** Student/Athletes not in agreement with the decision, refer to #5 of the Appeal Procedure

If an athlete wishes to change sports during a season, or after having won an award in one sport and he/she wishes to change sports, he/she shall consult with both coaches concerned and the athletic administrator. This procedure assures a smooth transfer which is in the best interest of the student.

**3) Equipment:** School equipment checked out by the student-athlete is his/her responsibility. He/she is expected to keep it clean and in good condition. Loss of any equipment is the athlete's financial obligation.

**4) Missing practice:** An athlete should always consult his/her coach before missing practice. Missing practice or a game without good reason will be dealt with by the coach, Athletic Director and or the administrator in charge.

**5) Travel:** All athletes must travel to and from out-of-town athletic contests in transportation provided by the athletic department unless previous arrangements are made by the parents for an exceptional situation.

**a)** Athletes will remain with their squad and under the supervision of the coach when attending away contests.

**b)** Athletes that miss the bus will not be allowed to participate in the contest unless there are extenuating circumstances.

**c)** All regular school and bus rules will be followed.

**d)** Dress should be appropriate and in good taste.

**6) Attendance:** Students who miss any part of the school day due to medical, dental or optical appointments will be allowed to play a contest or practice on that date. Students missing any part of the school day for reasons other than illness must have an excused absence in order to participate. Final authority for infractions of this rule will rest with the principal or administrator in charge. Students absent from school on Friday with a contest the following day (Saturday) will be eligible to participate provided the absence is excused by a school administrator.

**7) Release From Class:** It is the responsibility of athletes to see their teacher the day before the classes they will miss because of an athletic contest. All work shall be made up at the convenience of the teacher.

**8) Grooming and Dress Policy:** A member of an athletic team is expected to be well-groomed. Appearance, expression and actions always influence people's opinions of athletes, the team, the community, the coaches and the school. Members of a squad have made a choice to uphold certain standards expected of athletes in this community. Athletes are expected to dress neatly and be kept well groomed. Dress codes for the day of the contest may be determined by the coach.

The following grooming and dress rules will be adhered to by team members:

**a)** Hair styles are to be maintained in a neat and clean manner so as to present a positive image for both the team and the school.

**b)** An athlete shall dress presentably at all times, on trips, or at assemblies or banquets.

**c)** Only uniforms issued by the athletic department will be worn for contests.

**d)** Athletes will not be permitted to participate until deviations of the above rules are satisfactorily corrected.

**9) Squad Selection:** In accordance with our philosophy of athletics and our desire to see as many students participate in the athletic program as possible while at Williams Jr./Sr. High School, we encourage coaches to keep as many students as they can without unbalancing the integrity of their sport. Time, space, facilities, equipment, personal preference and other factors will place limitations of the most effective squad size for any particular sport.

**10) Squad Reduction Policies:** Choosing the members of athletic squads is the sole responsibility of the coaches of those squads. Prior to trying out, the coach shall provide the following information to all candidates for the team:

**a)** Extent of try-out period
**b)** Criteria used to select the team
**c)** Number to be selected
**d)** Practice commitment if they make the team
**e)** Game commitments

When a squad cut becomes a necessity, the process will include three important elements. Each candidate shall have:

**a)** Competed in a minimum of five practice sessions.
**b)** Performed in at least one intrasquad game.
**c)** Been personally informed of the cut by the coach, including the reason for the action.
**d)** May not be cut after the first interscholastic contest without penalty to the student (see Policy G. 2 regarding quitting, removal from team).

*Coaches will discuss alternative possibilities for participation in the sport, or other areas in the activities program.

**11) Reporting of Injury:** All injuries which occur while participating in athletics should be reported to the trainer/coach. If the injury requires medical attention by a doctor or treatment center, it will be necessary to have an injury report form completed. Once athletes are treated by a physician, the athlete must obtain the doctor's permission to return to the activity.

**12) Sexual Parity in Programs and Opportunities**

Taking into account the many challenges that face the District in forming and operating athletic programs, the District expects the Athletic Department to conduct operations in a fair and consistent manner as between boys'

and girls' programs, taking into account: (1) the timely selection of qualified coaches who can recruit and maintain the interest of participants in their sports; (2) available locker room, conditioning, training, and practice sites, and competition facilities; (3) equipment, uniforms and storage facilities; (4) scheduling of practices and competitions in a fair and balanced manner; and (5) publicity and promotional support, including fundraising support when conducted by District as opposed to external booster groups.

The Athletic Director [Designated District Representative] shall each year evaluate these factors, and any other fact that may be relevant to a Title IX self-evaluation, and determine whether the District's policies, procedures, or activities should be modified in order to ensure compliance with all governing laws and District standards. The Athletic Director [Designated District Representative] shall provide his/her findings and recommendations, if any, to the Superintendent by June 30 of each year.

**13) Locker Room Regulations:**

**a)** Rough-housing and throwing towels or other objects are not allowed in the locker room. Hazing of other players is not allowed.

**b)** All showers must be turned off. The last person to leave the shower room is expected to check all showers.

**c)** No one except coaches and assigned players is allowed in the locker room.

**d)** No glass containers are permitted in locker rooms.

**e)** All spiked or cleated shoes must be put on and taken off outside of the locker room. No metal or hard-plastic spikes or cleats are ever allowed in any other part of the school building.

**14) Weight Room Regulations:**

**a)** Any student who uses the weight room must have a signed parental permission and release form on file in the athletic office.

**b)** Shirts and shoes are required at all times - Tank tops are acceptable.

**c)** No one is to be in the weight room alone.

**d)** All students must be under the supervision of the instructor assigned.

**e)** Lifters must work with a partner.

**f)** Replace all weights on racks **immediately** following use.

**g)** Know your limits! Work with the instructor to determine your limits.

**h)** Do the lifts correctly. It is better to use lighter weights for correct lifting than heavier weights and run the risk of injury.

**i)** Warm-up with proper stretching exercises.

**j)** No chewing gum or eating candy while lifting.

**k)** No food or drinks inside weight room.

**l)** No horseplay or profanity.

**m)** No abuse of equipment. Any equipment that is broken must be reported immediately.

**n)** All lifters must have a signed pass, given to their study hall teacher, before lifting each period. This pass can be for a semester. Attendance will be taken.

**o)** Strength training is not only a supplement to other athletic programs, but also a highly-skilled activity itself.

**15. Sports Camps/Skill Building Sessions**

It is not uncommon for certain sports to begin training during the "off-season," including weight training, skill building, or "sports camp" activities. For both CIF sports, and other sports pursuant to Education Code 35179.5, there are limitations on pre-season and off-season activities.

In addition to the requirement that no student be penalized for being unable to pay or contribute to the cost of training camps or off-season activities, the participation in events for which there is a financial costs to the student cannot serve as a basis or factor in determining whether a student is entitled to participate on a team (i.e., if a student does not go to a Summer football camp, attend training sessions at a particular gym, or play for a certain club team, the student will not be placed on a team or it will be more difficult for the student to be selected).

**STUDENT SIGNATURE** _____ **DATE** _____

**PARENT GUARDIAN** _____ **DATE** _____

# *Williams Junior/Senior High School*
# *Mid Valley Alternative High School*
# Student Handbook
# 2020-2021

**Dr. Mary Ponce,** Principal
**Dr. Nicole Odell,** Assistant Principal
P.O. Box 7/ 260 Eleventh Street
Williams, CA 95987
Junior/Senior High School Office: (530) 473-5369
Fax: (530) 473-5540
Web Site: http//whs.williamsusd.net
**Board Approved: June 2020**

**School Colors: Brown and Gold**
**Mascot: Yellowjacket**

**ALMA MATER**

Hail to thee our Williams High School,
Colors Brown and Gold; Home of fighting Yellow Jackets,
Sons of strength and bold. May our guiding spirits lead us,
May we 'ere succeed, Always for our Alma Mater, first in word and deed.






**SCHOOL FIGHT SONG**

Brown and gold our colors true we now unfold;
Brown and gold our sons are loyal, strong and bold,
Williams High we'll let our colors fly, for we will fight for
Williams High School and for brown and gold

*This Agenda Belongs to:*

Name: _____

This Handbook is ALWAYS under construction & is subject to change
All Policies are Subject to Williams Jr./Sr. High School Administrative Discretion
This agenda is issued to students for use during the school year but remains school property and must be surrendered to school personnel upon request. **If lost or defaced it must be replaced at student expense.**

# Williams Jr./Sr. High School
## 2020-2021 Important Dates to Remember/*Fechas Importantes para Recordar*

**Holidays/ *Días de Fiesta***
September 7th - (Labor Day)
October 12th- (Columbus-Indigenous Peoples' Day)
November 11th - (Veteran's Day)
November 23rd - 27th (Thanksgiving)
December 21st - January 11th (Winter Break)
January 18th - (Martin Luther King Jr. Day)
February 15th - (President's Day)
April 2nd - (Good Friday)
April 5th - 9th (Spring Break)

**Progress Report Date/ *Fecha de Informe de Progreso***
September 4, 2020 October 30, 2020
February 5, 2021 April 16, 2021

**Semester Finals/ *Finales de semestre***
December 15th-18th
May 24th-27th

**Grade Dates/ *Fechas de Calificaciones***
October 2, 2020 (Fall Midterm)
December 18, 2020 (Fall End of Term)
March 12, 2021 (Spring Midterm)
May 28, 2021 (Spring End of Term)

**Back to School Night/ *Noche de Regreso a Clases***
August 27, 2020

**Open House-Science Fair/ *Casa Abierta-Feria de Ciencias***
February 25, 2021 Open House

**Incoming 7th/9th grade Orientation/ *Entrantes de 7 y 9 grado***
7th grade orientation March 18, 2021 at 6:30 PM
9th grade orientation March 4, 2021 at 6:30 PM

**State Tests/ *Examenes Estatales***
ELAC
CAASPP

**School Site Council in the office at 3:30 PM**
***Consejo de Plantel Escolar en la oficina a las 3:30 PM***
September 15, 2020 November 10, 2020
January 19, 2021 February 16, 2021
April 20, 2021 May 18, 2021

**English Learners Advisory Committee at 6:30 PM**
***Consejo de Asesor Aprendices de Ingles a las 6:30 PM***
October 20, 2020 December 1, 2020
March 23, 2021 May 4, 2021

**Community Climate Committee at 6 PM**
***Consejo de Ambiente Comunitario a las 6 PM***
September 22, 2020 November 17, 2020
February 9, 2021 April 27, 2021

Revised 06/02/2020

# Block Day Bell Schedule

**Brown Days – Blocks 1, 2, 3, 4; Gold Days - Blocks 5, 6, 7, 8**

| EARLY RELEASE MONDAY | |
|---|---|
| Block 1/Block 5 | 8:10 - 9:25 |
| Late Breakfast | 9:25 - 9:35 |
| Block 2/Block 6 | 9:40 – 10:50 |
| Advisory Period | 10:55 – 11:25 |
| Lunch | 11:25 – 11:55 |
| Block 3/Block 7 | 12:00 – 1:10 |
| Block 4/Block 8 | 1:15 – 2:25 |

| REGULAR DAY | |
|---|---|
| Block 1/Block 5 | 8:10 – 9:39 |
| Late Breakfast | 9:39 - 9:51 |
| Block 2/Block 6 | 9:56 – 11:19 |
| Advisory Period | 11:24 - 11:54 |
| Lunch | 11:54 – 12:24 |
| Block 3/Block 7 | 12:29 – 1:52 |
| Block 4/Block 8 | 2:00 - 3:23 |

| Semester Finals 1st & 2nd | |
|---|---|
| Period Exam | 8:10 – 10:15 |
| Break | 10:15 - 10:35 |
| Period Exam | 10:40 – 12:40 |
| Conference | 12:40 – 3:15 |

Please do not schedule any appointments during finals; student must be present and on time

## COLLEGE ENTRANCE EXAM DATES FOR 2020-2021

**ACT TEST DATES**
*www.act.org*
September 12, 2020
October 24, 2020
December 12, 2020
February 06, 2021
April 17, 2021
June 12, 2021

**SAT TEST DATES**
*www.collegeboard.org*
August 29, 2020
October 03, 2020
November 07, 2020
December 05, 2020
March 13, 2021
May 08, 2021
June 05, 2021

**AP EXAM DATES**
May 05, 2021- English Language & Comp Test (8am)
May 11, 2021- Spanish Language & Culture Test (8am)
May 12, 2021- English Language & Comp Test (8am)

**IMPORTANT COLLEGE INFO DATES**
August 01, 2020- UC Application Opens
October 01, 2020- CSU Application Opens
October 01, 2020- FAFSA Application opens
March 02, 2021- FAFSA Cal Grant Deadline
May 01, 2021- College Decision Day
June 30, 2021- Federal FAFSA deadline

# 2020 - 2021
# Brown & Gold Schedule

## August 2020

| M | T | W | Th | F |
|---|---|---|---|---|
| ----- | -- | -- | B | G |
| 3 | 4 | 5 | 6 | 7 |
| B | G | B | G | B |
| 10 | 11 | 12 | 13 | 14 |
| G | B | G | B | G |
| 17 | 18 | 19 | 20 | 21 |
| B | G | B | G | B |
| 24 | 25 | 26 | 27 | 28 |
| G | | | | |
| 31 | | | | |

## September 2020

| M | T | W | Th | F |
|---|---|---|---|---|
| | B | G | B | G |
| | 1 | 2 | 3 | 4 |
| --- | B | G | B | G |
| 7 | 8 | 9 | 10 | 11 |
| B | G | B | G | B |
| 14 | 15 | 16 | 17 | 18 |
| G | B | G | B | G |
| 21 | 22 | 23 | 24 | 25 |
| B | G | B | | |
| 28 | 29 | 30 | | |

## October 2020

| M | T | W | Th | F |
|---|---|---|---|---|
| | | | G | B |
| | | | 1 | 2 |
| G | B | G | B | G |
| 5 | 6 | 7 | 8 | 9 |
| --- | B | G | B | G |
| 12 | 13 | 14 | 15 | 16 |
| B | G | B | G | B |
| 19 | 20 | 21 | 22 | 23 |
| G | B | G | B | G |
| 26 | 27 | 28 | 29 | 30 |

## November 2020

| M | T | W | Th | F |
|---|---|---|---|---|
| B | G | B | G | B |
| 2 | 3 | 4 | 5 | 6 |
| G | B | --- | G | B |
| 9 | 10 | 11 | 12 | 13 |
| G | B | G | B | G |
| 16 | 17 | 18 | 19 | 20 |
| --- | --- | --- | --- | --- |
| 23 | 24 | 25 | 26 | 27 |
| B | | | | |
| 30 | | | | |

## December 2020

| M | T | W | Th | F |
|---|---|---|---|---|
| | G | B | G | B |
| | 1 | 2 | 3 | 4 |
| G | B | G | B | G |
| 7 | 8 | 9 | 10 | 11 |
| B | Finals | Finals | Finals | Finals |
| 14 | 15 | 16 | 17 | 18 |
| --- | --- | --- | --- | --- |
| 21 | 22 | 23 | 24 | 25 |
| --- | --- | --- | --- | |
| 28 | 29 | 30 | 31 | |

## January 2021

| M | T | W | Th | F |
|---|---|---|---|---|
| | | | | --- |
| | | | | 1 |
| --- | --- | --- | --- | --- |
| 4 | 5 | 6 | 7 | 8 |
| --- | G | B | G | B |
| 11 | 12 | 13 | 14 | 15 |
| --- | G | B | G | B |
| 18 | 19 | 20 | 21 | 22 |
| G | B | G | B | G |
| 25 | 26 | 27 | 28 | 29 |

## February 2021

| M | T | W | Th | F |
|---|---|---|---|---|
| B | G | B | G | B |
| 1 | 2 | 3 | 4 | 5 |
| G | B | G | B | G |
| 8 | 9 | 10 | 11 | 12 |
| --- | B | G | B | G |
| 15 | 16 | 17 | 18 | 19 |
| B | G | B | G | B |
| 22 | 23 | 24 | 25 | 26 |

## March 2021

| M | T | W | Th | F |
|---|---|---|---|---|
| G | B | G | B | G |
| 1 | 2 | 3 | 4 | 5 |
| B | G | B | G | B |
| 8 | 9 | 10 | 11 | 12 |
| G | B | G | B | G |
| 15 | 16 | 17 | 18 | 19 |
| B | G | B | G | B |
| 22 | 23 | 24 | 25 | 26 |
| G | B | G | | |
| 29 | 30 | 31 | | |

## April 2021

| M | T | W | Th | F |
|---|---|---|---|---|
| | | | B | --- |
| | | | 1 | 2 |
| --- | --- | --- | --- | --- |
| 5 | 6 | 7 | 8 | 9 |
| G | B | G | B | G |
| 12 | 13 | 14 | 15 | 16 |
| B | G | B | G | B |
| 19 | 20 | 21 | 22 | 23 |
| G | B | G | B | G |
| 26 | 27 | 28 | 29 | 30 |

## May 2021

| M | T | W | Th | F |
|---|---|---|---|---|
| B | G | B | G | B |
| 3 | 4 | 5 | 6 | 7 |
| G | B | G | B | G |
| 10 | 11 | 12 | 13 | 14 |
| B | G | B | G | B |
| 17 | 18 | 19 | 20 | 21 |
| G | Finals | Finals | Finals | Finals |
| 24 | 25 | 26 | 27 | 28 |
| --- | | | | |
| 31 | | | | |



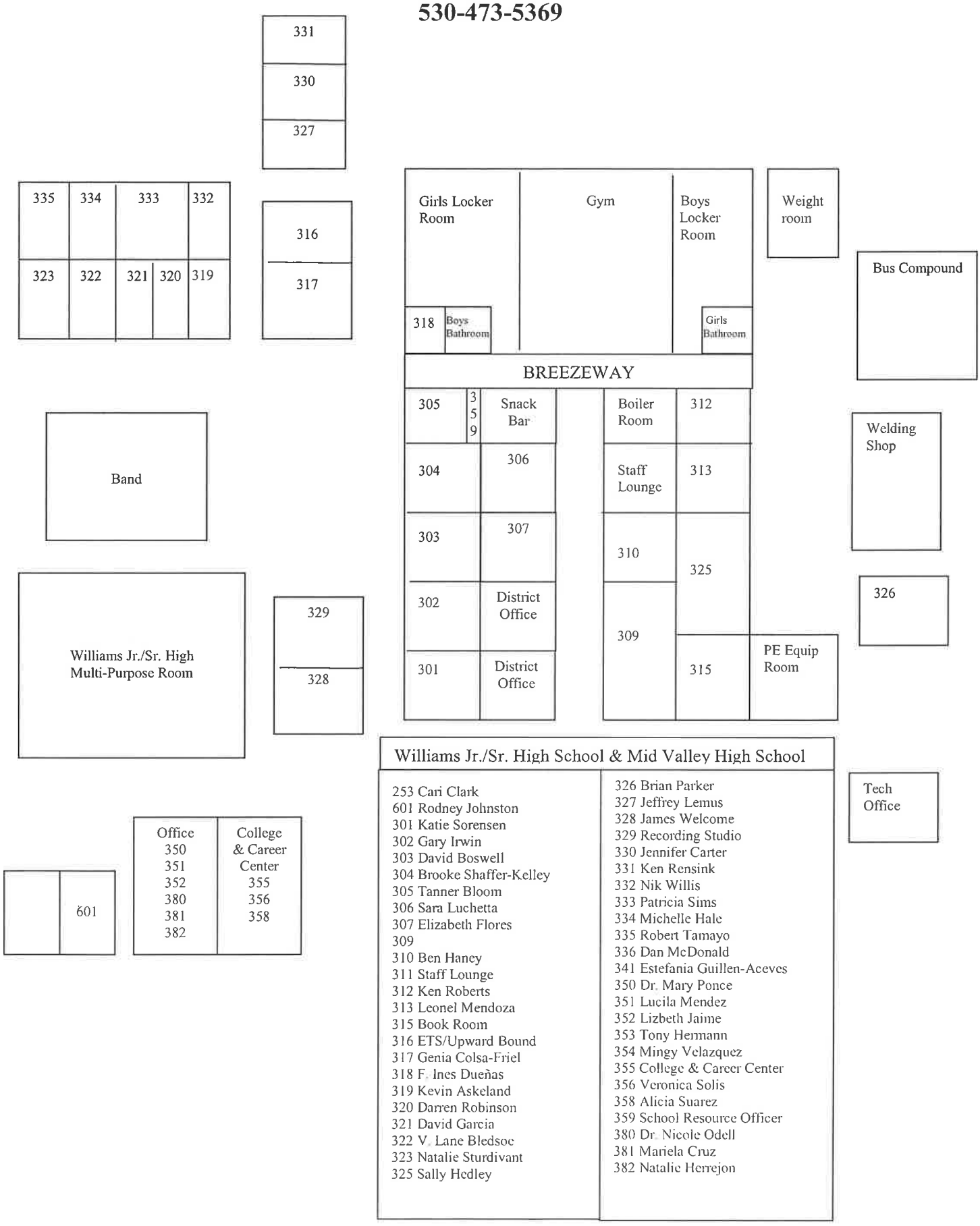
**WILLIAMS JR./SR. HIGH SCHOOL**
**"HOME OF THE YELLOWJACKETS"**
**STAFF/PHONE EXTENSIONS/EMAIL ADDRESS**



| | | | |
|---|---|---|---|
| Dr. Mary Ponce | 11350 | Principal | mponce@williams.k12.ca.us |
| Dr. Nicole Odell | 11380 | Assistant Principal | nodell@williams.k12.ca.us |
| Veronica Solis | 11356 | Counselor | vsolis@williams.k12.ca.us |
| Natalie Herrejon | 11382 | Intervention Specialist | nherrejon@williams.k12.ca.us |
| Alicia Suarez | 11358 | Registrar | asuarez@williams.k12.ca.us |
| Lucila Mendez | 11351 | School Secretary | lmendez@williams.k12.ca.us |
| Mariela Cruz | 11381 | Bi-lingual/Bi-literate Clerk | mcruz@williams.k12.ca.us |
| F. Ines Dueñas | 11318 | Learning Support Specialist | fduenas@williams.k12.ca.us |
| Liz Jaime | 11352 | Attendance Clerk | ljaime@williams.k12.ca.us |
| Kevin Askeland | 11319 | English/Math | kaskeland@williams.k12.ca.us |
| V. Lane Bledsoe | 11322 | English | lbledsoe@williams.k12.ca.us |
| Tanner Bloom | 11305 | English | tbloom@williams.k12.ca.us |
| David Boswell | 11303 | English | dboswell@williams.k12.ca.us |
| Katie Sorensen | 11301 | Mathematics | |
| Jennifer Carter | 11330 | Education Specialist | jcarter@williams.k12.ca.us |
| Cari Clark | 11253 | Band | |
| Genia Colsa-Friel | 11317 | Education Specialist | |
| Elizabeth Flores | 11307 | English/ELD | eflores@williams.k12.ca.us |
| David Garcia | 11321 | Social Science | dgarcia@williams.k12.ca.us |
| Sally Hedley | 11325 | Art | shedley@williams.k12.ca.us |
| Michelle Hale | 11334 | Science | mhale@williams.k12.ca.us |
| Benjamin Haney | 11310 | Science | bhaney@williams.k12.ca.us |
| Tony Hermann | 11353 | Physical Education | thermann@williams.k12.ca.us |
| | 11309 | Ag Science | |
| Gary Irwin | 11302 | Mathematics | |
| Rodney Johnston | 11601 | Mid Valley High School | rjohnston@williams.k12.ca.us |
| Jeffrey Lemus | 11327 | Social Science | jlemus@williams.k12.ca.us |
| Dan McDonald | 11336 | PE/Athletic Director | dmcdonald@williams.k12.ca.us |
| Brian Parker | 11326 | Ag Science/FFA | bparker@williams.k12.ca.us |
| Leonel Mendoza | 11313 | Spanish | |
| Ken Rensink | 11331 | Education Specialist | krensink@williams.k12.ca.us |
| Ken Roberts | 11312 | Spanish/AP Spanish | kroberts@williams.k12.ca.us |
| Darren Robinson | 11320 | English | drobinson@williams.k12.ca.us |
| Brooke Shaffer-Kelley | 11304 | English | |
| Patricia Sims | 11333 | Science | psims@williams.k12.ca.us |
| Natalie Sturdivant | 11323 | Mathematics | |
| Sara Luchetta | 11306 | English | |
| Robert Tamayo | 11335 | Math/AP Calculus | rtamayo@williams.k12.ca.us |
| Mingy Velazquez | 11354 | Physical Education | |
| Nikolas Willis | 11332 | Social Science | nwillis@williams.k12.ca.us |
| James Welcome | 11328 | Comp Apps/Business | jameswelcome@williams.k12.ca.us |
| Officer Hindo | 11354 | School Resource Officer | |

# Williams Jr./Sr. High School

## 530-473-5369




### Williams Jr./Sr. High School & Mid Valley High School

253 Cari Clark
601 Rodney Johnston
301 Katie Sorensen
302 Gary Irwin
303 David Boswell
304 Brooke Shaffer-Kelley
305 Tanner Bloom
306 Sara Luchetta
307 Elizabeth Flores
309
310 Ben Haney
311 Staff Lounge
312 Ken Roberts
313 Leonel Mendoza
315 Book Room
316 ETS/Upward Bound
317 Genia Colsa-Friel
318 F. Ines Dueñas
319 Kevin Askeland
320 Darren Robinson
321 David Garcia
322 V. Lane Bledsoe
323 Natalie Sturdivant
325 Sally Hedley

326 Brian Parker
327 Jeffrey Lemus
328 James Welcome
329 Recording Studio
330 Jennifer Carter
331 Ken Rensink
332 Nik Willis
333 Patricia Sims
334 Michelle Hale
335 Robert Tamayo
336 Dan McDonald
341 Estefania Guillen-Aceves
350 Dr. Mary Ponce
351 Lucila Mendez
352 Lizbeth Jaime
353 Tony Hermann
354 Mingy Velazquez
355 College & Career Center
356 Veronica Solis
358 Alicia Suarez
359 School Resource Officer
380 Dr. Nicole Odell
381 Mariela Cruz
382 Natalie Herrejon

# Williams High School Graduation Requirements

Graduation requirements may change within the course of student's high school career. It is vital that students (and their parents) continually verify that they are on course for graduation; a simple call to Counselor, Veronica Solis, should do. Equally important for graduation purposes is how well a student does on the **California High School Exit Exam.**

Remember that these graduation requirements are only the minimal requirements to achieve a high school diploma; they will not qualify a student for admission to a four-year college. Students that wish to gain employment or admission to a college or technical school must take the most rigorous courses available in order to qualify. In addition, these students must gain the best grades possible in order to compete.

| Williams High School | |
|---|---|
| History/Social Science (World, US, Gov/Econ) | 30 Credits |
| English (English 9-12) | 40 Credits |
| Math (3yrs, 3 different classes; must Pass Alg. 1) | 30 Credits |
| Science (1 yr physical, 1 yr life) | 20 Credits |
| Visual/Performing Arts Or Foreign Language | 10 Credits |
| Freshman Requirements | 10 Credits |
| Physical Education | 20 Credits |
| Vocational Education | 10 Credits |
| Electives | 90* Credits |
| | 260 |

| Mid-Valley High School | |
|---|---|
| History/Social Science | 30 Credits |
| Freshman Requirements | 10 Credits |
| English | 40 Credits |
| Mathematics | 30 Credits |
| Science (1yr physical, 1 yr life) | 20 Credits |
| Physical Education | 20 Credits |
| Vocational Education | 10 Credits |
| Fine Arts Or Foreign Language/CTE | 10 Credits |
| Additional Electives | 45 Credits |
| | 215 |

Seniors must also complete 20 hours of Community Service Learning

* Teacher Aide/Office Aide positions will generate credits but not grade points.

| CSU/UC | |
|---|---|
| History/Social Science | 20 Credits |
| English | 40 Credits |
| Math | 30 Credits |
| Lab Science (1yr physical, 1yr life) | 20 Credits |
| Visual/Performing Arts | 10 Credits |
| Foreign Language | 20 Credits |
| College Prep Elective | 10 Credits |
| | 150 Credits |

# ACADEMIC & SUPPORT INFORMATION/POLICIES/PROCEDURES

| | |
|---|---|
| **Academic Counseling** | Our mission is to provide educational, personal, and career guidance for all students. We strive to meet the needs of all of our students. Williams High School counselors focus on fostering a sense of social and academic empowerment, career development awareness, and responsible decision making in our students.<br>Counselors assist students with high school academic programming, educational and career planning and interpersonal issues that may affect student progress. Students are encouraged to make appointments and meet with their counselors regularly. Additional academic counseling will be available through student and/or parent requests. Students can sign up to see their academic counselor in the College and Career Center. Parents may contact the counseling staff at 473-5034 Our Career Center has information about colleges, career and technical training, military academies, scholarships, financial aid and summer programs.<br>STUDENT PLANNING WITH COUNSELOR:<br>9th Graders will review their course plan a minimum 1 time during the year. Grades 10-12 students will have their academic plans reviewed 1 time per semester. UC, CSU and private college and financial aid workshops are provided throughout the year. It is important that all students review their transcripts to assure they are meeting the requirements for a high school diploma and a-g requirements.<br>PLANNING AND SCHEDULING CLASSES: Course offering information and registration occurs during the spring semester for the following year.<br>***Learning Support Specialist-**<br>-Provide social emotional support for all students, parents, and staff for a better learning environment<br>-Responsible for SST meetings and 504 Plans<br>-Provide brief counseling services<br>-Intervene in mental health crisis providing appropriate support and referrals.<br>*This individual does not provide therapy, but refer to appropriate resources in the community.<br>***Intervention Specialist**<br>-Monitors students grades and provides academic intervention<br>-Reviews credits and places students in credit recovery program<br>-Reviews graduation requirements and places students in alternative education |
| **Books / Agendas** | Books, student agendas, and materials of instruction are issued at no cost to the student. Replacement of books or agendas damaged and/or lost shall be charged to the student. Replacement cost for agendas is $10 and books vary from $5-$150. |
| **Courses & Schedule Change Requests** | Students may sign up in the counseling office before school, at lunch, or afterschool to make an appointment with the counselor. Class changes must be done within the first 10 days after being assigned to that class unless the teacher or administrator makes the request. Changes involving required classes or UC/CSU A-G requirements must have parent approval. Changes are made for academic necessity only.<br>Students may request a change according to the following guidelines:<br>• Level change request (AP to general, and vice versa) based on availability<br>• Medical/Health issue require adjustment in schedule<br>• Course needed for graduation requirements to meet minimum a-g requirements<br>• Spring Semester Changes: Yearlong courses will only be dropped for extenuating circumstances with administrative approval<br>• Core classes may not be changes<br>• Request for teacher change will not be honored |
| **Media Resources** | In order for your students to have access to computers during the school year the parent/guardian must sign the District Internet Acceptable Use Policy. All users must sign the written "Acceptable Use Policy" referred to in the Regulation. The "Acceptable Use Policy" agreement has been provided for your signature. |
| **Eligibility for Jr./Sr. High Sports** | Williams Jr./ Sr. High School Follows CIF guidelines regarding eligibility.<br>For specific requirements for eligibility, please refer to the Athletic Handbook. |

| | |
|---|---|
| **College Classes** | Students have the choice to include college courses on their high school transcript. Prior to enrollment in a college class a student must obtain a concurrent enrollment form from the high school counselor. As stated above, courses that are UC/CSU transferable will be counted as weighted credit. Each college credit 3 unit college classes= 10 high school credits<br>4 unit college classes= 13 high school credits. Students are required to bring an official transcript from the college where the course was taken to the WHS counseling office before the course will be placed on the high school transcript. Transcripts must be received before the end of the following semester in which the course was taken. All eligible courses on the college transcript will be added to the student's high school transcript. |
| **Grades, Progress Reports & Report Cards** | Williams Jr./Sr. High School evaluates each student's academic progress using progress reports and grade reports. Grade reports are issued at the end of each quarter and semester. Progress reports are issued half way through each quarter to indicate a student's progress, improvement or danger of failure. The staff at Williams Jr./Sr. High School believes that parents and students should be aware of their progress, which may be done, by using parent ABI. The parent ABI link may be accessed at each sites web home page.<br>Merit Roll 3.0 – 3.49 Honor Roll 3.5 - 3.99 Principal's Honor Roll 4.0 + |
| **Promotion Requirements** | See Board Policy BP5123 adopted July 18, 2019 |
| **Senior Contract** | Mandatory Senior Contract meeting with student and parent in August.<br>Must be signed in August by parent guardian/student<br>Contract copies can be obtained in front office |
| **Graduation Ceremonies and Activities** | • All fines and disciplinary actions must be paid before the senior activities.<br>The following criteria will be used to determine Valedictorian/Salutatorian recipients:<br>1. A = 4, B = 3, C = 2, D = 1<br>2. Honors and Advanced Placement classes (properly recognized by the UC system and AP System) with grades of A, B and C will = 1 additional point<br>3. College Classes (meeting the college entrance A-G requirements and fully transferable to the University of California and/or California State University system as defined by the California approved website, https://www.assist.org) will receive honors status<br>4. Each college credit 3 unit college classes= 10 high school credits; 4 unit college classes= 13 high school credits<br>5. To receive the above awards, the student must have attended Williams High School for a minimum of three semesters, prior to graduation.<br>6. The grade point averages will be based on total grades ninth through twelfth grades, including all weighted classes. No end of course sequence weighted grades.<br>Award winners must complete 15 UC/CSU A-G courses (15)<br>All graduating seniors who fulfill the above requirements and attain a 4.0 overall GPA while attending high school will be given recognition at graduation. The students who fulfill the above requirements will be ranked and the highest overall ($9^{th}$ – $12^{th}$) GPA will be identified as the valedictorian. The GPA will be calculated out to the hundredths place, and rounded up if the hundredths place is 5 or above, and down if it is 4 or less (example: 4.06 = 4.1 and 4.04 = 4.0). The next highest-ranking student, who fulfills the above requirements, will be awarded salutatorian recognition. |
| **Cafeteria** | Breakfast and lunch are offered daily. In addition to purchasing lunches, free and reduced-fee lunches are available to qualifying students. Credit is not available.<br>Students may purchase State and Federal wellness approved items from the snack bar during lunch and after school. Cafeteria fines must be cleared by the end of the school year. |
| **Work Permit** | Students may qualify for work permits while they are in high school. The requirements to maintain a work permit are as follows:<br>1. Students must maintain a 2.00 GPA<br>2. Student can have no more than one F<br>3. Students must have satisfactory attendance as approved by the administration<br>4. Student must be on track to graduate or promote.<br>All other appeals must be approved by an administrator. |

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# STUDENT ATTENDANCE INFORMATION/POLICIES/PROCEDURES

| | |
|---|---|
| **Attendance** | School staff is charged by State of California and school board with the task of accounting for every student, every period, every day. There is direct relation between positive attendance and achievement.<br>Attendance is compulsory and it is the responsibility of the student and parent to ensure daily attendance. |
| **Excusable Absences** | The Education Code lists the following as the only legal excuses for absences from school:<br>Illness (medical note required to be excused after the 3rd day)<br>Quarantine directed by county or city health officer<br>Death of a Family Member: For the purpose of attending the funeral services of a member of the immediate family. One (1) day for in state, and three (3) days for out of state.<br>Medical Appointments: Services for the student include medical, dental, optometry or chiropractic. Written proof of the appointment from the medical office is required. |
| **Clearing Absences** | Parents/guardians must clear all absences in advance of the absence or **within 3 days** by calling the attendance office at 530-473-5369 ext 11352 or by writing a note including the following information:<br>Student's full legal name (please print clearly)<br>The date(s) of absence (month, day, year)<br>Reason for the absence<br>Writer's name and the relationship to the student<br>Home and work (cell) phone numbers<br>All absences not cleared **within three (3) days** will be considered **unexcused** and will be counted toward Attendance Agreements with possible referral to the Williams District Attendance Review Team. (DART) |
| **Make-Up Work after an Absence** | Student may be given make-up work for excused absences. Students are required to turn in make-up work with in 48 hours after an excused absence. All make-up work is the responsibility of the student. Requests made to the site office after 12:00 pm will not be ready for same day pick up. Students can request make-up work for unexcused absences from their individual teachers. Teachers, at their discretion, may or may not grant these requests. The following is a sample list of unexcused absences:<br>Vacations<br>Family need (other than personal illness or bereavement)<br>Truant to classes/Tardy to class<br>Home Suspension |
| **Attendance for Extra-Curricular Participation** | School ID **must be presented** and carried on their person at all times during school events. Students participating and/or attending in extra-curricular events must be in attendance at school the day of a performance, game, meet, or practice. Absences due to medical, dental, optical or for other justified reasons must be verified with a written medical notification or **by administrative approval**. Students will not be allowed into events if there are any unverified absences, truancies during the week of the event. |
| **Arriving Late/Leaving School Early** | Students who arrive to school late must check-in at the attendance office for a pass to class. Students who arrive late to school shall have a written note explaining their tardiness. Unexcused tardies shall be counted in assigning Attendance Agreements. If the students receive 4 or more tardies in a week, they will be assigned Saturday School. If tardies continue, more progressive discipline may be implemented. Parent/Guardian must sign student out. |
| **Appointments** | Students are to check into the office, where they will meet their parent/guardian. A parent/guardian signature is required at the time of check out. The office must verify with parent/guardian all notes received via phone call before a student is approved to leave campus once the school day has begun. |
| **Illness** | School staff must be able to reach the parent/guardian by phone in order to secure permission for a student to leave school. The student will remain at school until a parent/guardian is contacted to take responsibility for the student.<br>Students who leave campus without obtaining clearance as described above will receive truancy for each class missed and shall be counted in toward Attendance Agreements. |

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|---|---|
| **Attendance Review Process** | The Attendance Office must be able to verify all student absences with parent/guardian within 3 days in person or via phone/ written communication. Submit changes in contact information to the Attendance Office as soon as possible.<br>Level 1 Monitoring by Attendance Office<br>Level 2 Referral to School Attendance Review Team (SART), Attendance Contract initiated for remainder of academic year.<br>Level 3 Referral to Colusa County Probation Attendance Officer<br>Level 4 Referral to Williams District Attendance Review Team (WUSD DART) |
| **Discipline Philosophy** | Williams Jr//Sr. High fosters a positive school climate. To this end, we utilize PBIS (Positive Behavior Intervention Systems) and Restorative Practices to promote learning and an understanding of respect for human diversity. All students have the right to attend school without threat to their health and safety. All persons on campus should be treated with courtesy.<br>Our 'MOTTO is: SWARM students will practice the following:<br>1. Safety<br>2. Willingness<br>3. Advocacy<br>4. Respect<br>5. Mindfulness<br>At the beginning of the year, behavior expectations are clearly communicated to students.<br>Refer to the behavior matrix located on our district website for more information. |
| **Zero Tolerance Policy** | The Williams Unified School District has adopted a **ZERO TOLERANCE POLICY** for Williams Jr./Sr. High School.<br>1) Weapons of any kind will not be tolerated.<br>2) Fighting will not be tolerated.<br>3) Alcohol, tobacco and illegal drugs will not be tolerated. |
| **Behavior** | Behavior is a process, which enables students to make appropriate choices toward self-management when presented with clearly defined school rules and classroom limits. The WJHS/WHS Administration believes that discipline should have as its goal the development of a mature, self-disciplined individual who is a responsible, contributing member of a democratic society. Effective discipline exists in a school and classroom when a positive, constructive learning environment is apparent, and when negative student actions are addressed so as not to interfere with, or adversely affect, the learning process of the students. Assembly behavior is part of the total experience, which develops student growth and responsibility. Proper student behavior is expected and staff will be present to supervise positive programs and extra curricular activities. The Administration further feels that effective discipline in a school is a group endeavor. The establishment and maintenance of effective discipline is a shared responsibility and can be accomplished when the students, parents, teachers, administration, and other school personnel, each fulfills specific role expectations. |
| **Academic Dishonesty** | The acts of cheating, plagiarism (copying materials from Internet, books etc.), or forgery in connection with academic endeavors or school processes and/or procedures are detrimental to the educational process and are subject to strict disciplinary action. |
| **Drug Testing High School Athletes** | The Governing Board desires to offer all students a voluntary drug testing program in order to support the district's substance abuse prevention efforts. In order to protect the health and safety of all high school athletes and to help refer drug users to appropriate counseling and rehabilitative services, the superintendent or designees may establish a non-voluntary, random urinalysis drug testing program for all high school students in athletics. Refer to BP 5131.61 |
| **Electronic Equipment** | Williams Jr/Sr High School's mission of preparing students to graduate with 21st century skills giving them true choices; college and/or career promotes the interfacing of technology in the delivery of content instruction whenever possible. To ensure that the learning process is not interrupted, use of cell phones/electronic devices is reserved for non-instructional time (Before/after school, breaks, lunch). If a disruption occurs, the staff member shall direct the student to turn off the device and forward it to administration.<br>1st offense= 1 hour detention<br>2nd offense= 1 hour detention and device needs to be picked up by parent<br>3rd offense= 1 hour detention and device stays in school safe until end of year. |

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| **Campus Safety** | Surveillance cameras are in place around the perimeter of our District facilities, in gymnasiums, the breezeway, and multipurpose rooms. Video recordings may be used in disciplinary proceedings and are the property of Williams Unified School District. A school Resource Officer (SRO), deputy of Williams Police Department, is on campus throughout the school year. |
| **Dress Code** | Part of the schools responsibility is to prepare students for the world of work. It is our expectation that they wear appropriate clothing for school, as if it was their job. Clothing which is neat and clean is deemed appropriate. The student dress code is to promote an atmosphere suitable for learning rather than one for leisure.<br>A) Parents or guardians have the primary responsibility to see that students are properly attired for school. School district personnel have the responsibility of maintaining proper and appropriate conditions conducive to learning. Hence, at all school and/or school-related activities, appropriate attire will be worn.<br>B) When the principal or principal designee determines that a student's appearance or attire is in violation of the dress code, the student may be required to modify his/her appearance, clothing, and/or apparel in such a manner that it no longer violates the student dress code. If necessary, the student may be taken or sent home with parental/guardian permission to modify unacceptable appearance and/or dress and then return to school. Refusal to take steps as described shall be cause for disciplinary action.<br>**The following rules apply during school hours and/or all school-related activities. Any clothing or accessories worn to school visible or not must adhere to school guideline.**<br>1. Students must wear shoes at all times.<br>2. The length of shorts/skirts must be below fingertips.<br>3. Student midriffs must be covered. Students must be able to hold arms shoulder height with no midriff showing. Tube tops, spaghetti string, off the shoulder or transparent material tops are not permitted. T-shirts must be outerwear quality. Basketball jerseys must be worn with a t-shirt underneath unless the jersey is part of the school uniform.<br>4. At no time shall undergarments be visible. Pants/shorts are to be worn at waist level and secure.<br>5. Clothing, jewelry, and/or accessories which are in virtue of their color, arrangement, trademarks, or any other attribute which denotes membership in and/or affiliations with any gang that advocates the use of alcohol and other drugs, violence, or disruptive behavior are not permitted (ex. Bandanas, shoe laces). Webbed belts if worn, are to be black or white in color with a plain or personally initialed buckle.<br>6. Graphics on clothing/accessories displaying/promoting tobacco, alcohol or other drugs or upholds usage of such or advocates violence is not permitted. Graphics not are to be suggestive, obscene or vulgar. |
| **Dance Regulations** | School dances must:<br>1. Be sponsored by a school organization.<br>2. Be approved by the ASB/admin two (2) months in advance.<br>a. Approved Facility Use Request by admin two (2) weeks before the date of the event<br>3. Be supervised by staff and parent chaperones.<br>4. Attendance is limited to Williams Jr. High/High School students.<br>High school students may bring guests of high school age or less than 20 years of age if a pre-approved guest pass is on file.<br>**a**. Guest passes must be submitted to the Jr./Sr. High School office three (3) days in advance for administrative approval;<br>**b**. Students and guests who leave the dance may not return;<br>**c**. All students and guests must follow the Dress Code;<br>**d**. No student or their guest(s) will be allowed to enter after the doors close (one hour after the start of the dance);<br>**e**. Student and guest conduct will be in accordance with school board policy. Additional dance regulations may apply to special occasion dances;<br>**f**. A Breathalyzer may be used at all High School dances.<br>**Breathalyzer: Students will be selected at random; if students refuse they are not allowed in.** |

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# GENERAL SCHOOL OPERATIONS INFORMATION/POLICIES/PROCEDURES

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| **Concerns/ Complaints Procedures** | When a student expresses a concern about a problem at school, it is important for parents to contact the teacher as soon as possible. If after meeting with the teacher the situation is not resolved, please contact the Principal to seek further help. If still unsatisfied, parents may contact the Superintendent, and finally the School Board. Please refer to the Annual Notice to Parents and/or the district website (www.williamsusd.net) for complete instructions on the complaint procedure process. |
| **Fieldtrips** | Educational opportunities related to the classroom instructional program are provided through field trips. A signed parent/guardian permission form is required for a student prior to the field trip. Students must obtain signatures from all classroom teachers to attend, one week prior. These permission slips shall be turned in one week prior to the field trip unless approved by site administrator. Students must follow all school behavior rules and dress code rules on a school trip. |
| **Students Lockers High School Only** | Students are issued a locker(s) for their personal use. Students are responsible for the appearance and condition of their locker(s) and are expected NOT TO SHARE LOCKERS OR EXCHANGE COMBINATIONS. The school/district cannot guarantee the safety of items and assumes no responsibility for theft and/or damage to items stored in lockers. Since lockers are under joint control of the student and the district, school officials shall have the right and ability to open and inspect any school locker without student permission or prior notice. To ensure lockers are secured, |
| **Students with Medications** | School District Policy does not permit students to bring either prescription or non-prescription medication to school and carry it around on their person. Students may not take prescription or non-prescription medication during the school hours without written parental consent. Parents may come to school and administer the medication to their children themselves. School personnel may administer the medication provided that the following permission ship "Request for Administration of Medication by School Personnel" has been completed by the parent/guardian and the doctor. This is necessary for both prescription and non-prescription drugs. The permission slip may be obtained from the secretary or the school nurse.<br>Once the form has been completed, it should be brought to the office along with the medication. Prescription medication information must be on the label, i.e. student's name, doctor's name, name of medication, dosage, time medication is to be given, and date medication was prescribed. Non-prescription medication (like aspirin and decongestants) must be in their original containers and clearly labeled.<br>Medication should be picked up by the parent/guardian at the end of the school year or it will be discarded. Medication will not be sent home with students. The permission slip must be renewed at the beginning of the school year. |
| **School Psychologist** | The primary function of the School Psychologist is to provide assessment, consultation, counseling, and referral service to students, school staff and parents. School psychologist is provided by the County. The aim is to improve student learning and adjustment for students with IEP's. |
| **Student Photo Identification Cards** | Students will be issued one ID card free of charge. All students must have the school ID cards in their possession while attending school or any school function. Students may be asked to show ID cards to any staff member. |
| **Emergency Procedures** | For possible school closures, tune your radio to one of the following stations, KPIG 107.5 and KALF 95.7, or Spanish station KRCX 99.9 or call your school site. If there is an early release, grades 4-12 will be dismissed to go home. Should a power outage occur, students will be released **only** when health and/or safety is an issue.<br>**A General Rule:** ALWAYS in the case of any kind of emergency, follow the instructions of the teacher, staff person and/or administration.<br>**Earth quake**<br>*Drop& cover under a desk/ table<br>*Cover your head with your Arms<br>*Remain Calm<br>*Follow staff directions<br>**Fire/Emergency Evacuation**<br>*Follow Staff directions<br>*Evacuate the area quickly and quietly<br>* The last person to leave, closes the door<br>* Stay with the teacher<br>* Return to the classroom/office following all-clear bell<br>**Intruder/Lock Down**<br>*Students remain in secured classrooms or buildings until all clear and the bell rings.<br>School personnel will also activate the Auto Dialer System to keep parents informed if an emergency occurs. Please refer to our Site School Safety Plans located on the district website. |

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| **Health Counseling** | Health counseling and referral services are available for all students through the school nurse and/or counselor. Students and/or parents with questions or concerns may contact the office to set up an appointment with the nurse or the counselor |
| **Search and Seizure** | Search and seizures are conducted whenever there is a reasonable suspicion that a student is involved in a violation of the rules. A search may be conducted when there is a reasonable suspicion that a search will result in finding an item in violation of the rules. These searches are especially important when there are concerns regarding controlled substances, possession of weapon, dangerous objects, etc. |
| **Sexual Harassment Policy (EC231.5; CCR 4917)** | **Every student has a right to live in a safe environment without fear.** Abuse can be physical, emotional or sexual. Students are to inform the counselor or principal if they or someone they know is being abused. Students shall not engage in any words, gestures, and/or actions, which serve to harass, including sexual harassment of other students. Teasing is considered harassment. No student shall conspire, commit any act that injures, degrades, disgraces and/or tends to injure, degrade or disgrace any fellow students or person attending school. |
| **Bullying** | Every student has a right to be safe and secure in their learning environment. Williams Jr. /Sr. High School takes this right very seriously. All students have a right to be here without being harassed or bullied. *Bullying* is exposing a person to abusive actions repeatedly over time. Bullying is unwanted, aggressive behavior, that involves a real/perceived power imbalance, the behavior is repeated and has the potential to be repeated. Three types of bullying: verbal, social or physical. Refer to AB9 SETH's Law and AR5131.2 |
| **Transportation** | Students transported in a school bus shall be under the authority of and be responsible directly to the driver of the bus. While on a bus, students are expected to act in such a manner that the driver is able to operate the bus under the safest conditions at all times. Students are reminded that school rules and policies are in effect at bus stops, as well as on the bus.<br>Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation in accordance with the regulations of the governing board of the district.<br>The driver of any school bus shall be held responsible for the orderly conduct of the students transported. Any incidents of defiance, disruption, or inappropriate behavior will result in a bus citation and/or disciplinary consequences.<br>School authorized transportation for extra-curricular activities is provided for participating students. A student may return with his/her parents/guardians provided that a signed note of request has been submitted to the supervising teacher/administrator PRIOR to the event. School-authorized transportation shall be by school bus or by pre-arrangement and with students assigned to cars driven by staff members or district-authorized drivers. Participating high school students shall NOT drive their own cars or ride with friends. |
| **Visitors on Campus** | All persons not an employee of the WUSD or a student of Williams Jr./Sr. High School must register with the front office upon coming onto campus. The issued "Visitor Pass" must be visibly worn at all times while on campus and returned to the main office prior to leaving.<br>Parents/Guardians are always welcome to visit Williams's campuses and may visit classrooms; however, we ask that each visit be pre-arranged with the office to ensure the least amount of disruption. Parents/Guardians must register with the main office prior to proceeding to the classroom. |

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## Williams Junior Senior High School
## Progressive Discipline Procedure

Williams Junior/Senior High School has established expectations for student behavior to ensure a positive learning environment. When students do not meet the expectations in class, teachers and administrators will use and enforce a progressive discipline system. The purpose of the progressive discipline system is to create a consistent school wide focus and procedure students and parents can expect in each class. The progressive discipline system is as follows:

1st violation-- Teacher conference with student, classroom consequences, notification of consequences for further violations.

2nd violation-- Phone call to parent, classroom consequences, notification of possibility of referral for next violation.

3rd violation-- Office referral, phone call to parents, administrator assigned consequences (following discipline matrix).

Further violations—follow discipline matrix.

**Tardy Policy**

Students entering class without an excused pass after the ringing of the bell are considered tardy. Progressive Discipline will be followed and monitored by the Attendance Office. Teacher verification excusing the tardy must be directed to the Attendance Office within 24 hours of the incident in order to clear the tardy. If the students receive 4 or more tardies in a week, they will assigned Saturday School. If tardies continue, more progressive discipline may be implemented. Loss of off-campus lunch privilege may be warranted for students with continuing tardy concerns. Arriving 30 or more minutes late will be considered for Saturday School. Questions are to be directed to the Attendance Office.

**Detention**

Administrative Detentions may be issued before/after school or during lunch. Students are expected to bring materials and study during their time of detention. **Detention must be served prior to engaging in extracurricular activities.**

**Disciplinary Saturday School**

Saturday School may be assigned as needed for discipline, attendance or truancy. Students are expected to bring materials and study during their assigned time. Parent(s)/guardian(s) will be informed prior to assigning Saturday School, which is in lieu of suspension.

**Suspension**

*Suspension* means exclusion from regular classroom instruction for adjustment purposes.

1. Suspension shall be imposed only when other means of correction fail to bring about proper conduct. Or when the principal or designee determines that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.
2. A parent conference will be scheduled to explain the grounds of the suspension without delay.
3. Suspended pupils are permitted to complete missed assignments. Student suspended may ask teacher for work.
4. During the time of suspension the student is not to be on or around the school grounds (day or night) nor will he/she be eligible to attend any school sponsored activities on or off campus.
5. Administration may suspend a student for no more than five (5) consecutive school days or for no more than twenty (20) school days in one school year except in the case of an expulsion where the superintendent may extend the suspension.

Grounds for Disciplinary Action Including Suspension and Expulsion under California Education Code 48900 -48915. See discipline matrix. Complete Discipline Matrix is available on website (http//whs.williamsusd.net) or by hard copy in the office.

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# Williams Junior Senior High School
## Procedimiento de Disciplina Progresiva

Williams Junior/Senior High School ha establecido expectativas de comportamiento de los estudiantes para asegurar un ambiente positivo de aprendizaje. Cuando los estudiantes no cumplen con las expectativas en la clase, los maestros y administradores utilizan y aplican un sistema de disciplina progresiva. El propósito del sistema de la disciplina progresiva es crear un enfoque consistente de la escuela y procedimientos que los padres y alumnos pueden esperar en cada clase. El sistema de disciplina progresiva es la siguiente:

1st violación--Conferencia de maestro con el estudiante, consecuencias de aula, notificación de consecuencias si ocurren más violaciones.

2nd violación--llamada a padres, consecuencias de aula, notificación de la posibilidad de remisión para la siguiente violación.

3rd violación--referencia a la oficina, llamada telefónica a los padres, consecuencias del administrador asignado (siguiendo la matriz disciplina).

Más violaciones, seguir la matriz de la disciplina.

**Póliza de Tardanza**

Los alumnos que entran a clase sin un pase excusado tras el timbrar de la campana se consideran tardanzas. La Disciplina Progresiva será seguida y supervisada por la oficina de asistencia. Verificación de maestro/a justificando la tardanza debe ser dirigida a la oficina de asistencia dentro de las 24 horas del incidente para despejar la tardanza. Si el estudiante reciben 4 tardanzas en una semana, serán asignados a Clases de Sábado. Si las tardanzas continúan disciplina más progresiva puede ser implementada. Pérdida del privilegio de almuerzo fuera del campus puede ser considerado para los estudiantes que llegan tarde seguido. Llegar media hora o más de retraso será considerado para la escuela de sábado. Preguntas deben ser dirigidas a la oficina de asistencia.

**Detención**

Detenciones administrativas pueden ser otorgadas antes/después de clases o durante el almuerzo. Los estudiantes deben traer los materiales y estudiar durante su tiempo de detención. **Detención debe ser servida antes de participar en actividades extracurriculares.**

**Disciplina de Escuela de Sábado**

Escuela de Sábado puede ser asignada según sea necesario para la disciplina, asistencia o faltas. Los estudiantes deben traer los materiales y estudiar durante su tiempo asignado. Padres / tutor legales será informados antes de la asignación de escuela de sábado, que es en lugar de suspensión.

**Suspensión**

*Suspensión* significa la exclusión de la instrucción en la aula regular para fines de ajuste.

1. La suspensión se impondrá solamente cuando otros medios de corrección fallan para lograr la conducta correcta. O cuando el director o su designado determine que la presencia del estudiante causa un peligro a personas o propiedad o amenaza interrumpir el proceso de enseñanza.
2. Se programará una conferencia con los padres para explicar los motivos de la suspensión sin demora.
3. Los alumnos suspendidos pueden completar las tareas perdidas. El estudiante suspendido puede pedir trabajo al maestro.
4. Durante el tiempo de suspensión el estudiante no debe estar en o alrededor de la escuela (día o noche) ni él/ella será elegible para asistir a actividades patrocinados por la escuela en o fuera de la escuela.
5. Administración puede suspender a un estudiante por no más de cinco 5 días consecutivos de escuela o por no más de veinte 20 días en un año de la escuela, excepto en el caso de una expulsión donde el Superintendente podrá prorrogar la suspensión.

Motivo de Acción Disciplinaria incluyendo la suspensión y expulsión bajo el Código de Educación de California 48900-48915. Ver el matriz de disciplina. La completa matriz de disciplina está disponible en la página web (http//whs.williamsusd.net) o por copia impresa en la oficina.

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# INTERNET

A professional Telecommunications Service of the Williams Unified School District
Williams CA 95987

## Acceptable use Policy

We are pleased to announce that INTERNET electronic information services are now available to students, teachers and staff in our school district. The Williams Unified School District strongly believes in the educational value of such electronic services and recognizes the potential of such to support our curriculum and student learning in our district. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication consistent with the goals and policies of the Williams Unified School District. The Williams Unified School will make every effort to protect its users from any misuses or abuses as a result of their experiences with an information service. All users must be continuously on guard to avoid inappropriate and illegal interaction with such an information service.
Please read this document carefully. When signed by you and/or your guardian/parent, it becomes a legally binding contract. We must have your signature and that of your guardian/parent and a sponsoring teacher (if you are under 18) before we can provide you with an access account.
Listed below are the provisions of this contract. If any user violates these provisions, access to the information service may be denied and you may be subject to disciplinary action.

*Terms and Conditions of this contract*

1. **Personal Responsibility**

INTERNET users will accept personal responsibility for reporting any misuse of the network to the system administrator. Misuse can come in many forms, but is commonly viewed as any message(s) sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described below. All the rules of conduct described in the Board Policies of the Williams Unified School District will apply when you are on the network.

2. **Acceptable Use**

The use of assigned accounts on the INTERNET must be in support of education and research and with the educational goals and objectives of the Williams Unified School District. INTERNET users are personally responsible for this provision at all times when using the electronic information service. Use of other organization's networks or computing resources must comply with rules appropriate to that network. Transmission of any material in violation of any United States or other state organization laws is prohibited. This includes, but is not limited to copyrighted materials or obscene material, or material protected by trade secret. Use of commercial activities by for-profit institutions is not acceptable. Use of product advertisement or political lobbying is also prohibited. Use of the network for financial gain or for any commercial or illegal activity is also prohibited. Users must be aware of the finite capacity of the network and must cooperate with the network and must cooperate with the Network Administrator to conserve resources and assure equitable access for all inappropriate use of electronic information resources can be a violation of local, state and federal laws. Users of the INTERNET can be prosecuted for violating those laws.

3. **Privileges**

The use of the INTERNET is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system operator (operating under the aegis of the school board and the district office) will decide what appropriate use is. The system administrator(s) may close an account at any time deemed necessary. The administration, or network administrator may deny, revoke, or suspend specific user accounts.

4. **Network Etiquette and Privacy**

You are expected to Aeriesde by the general accepted rules of network etiquette. These rules include (but are not limited to) the following:
BE POLITE. Never send, or encourage others to send, abusive messages.
USE APPROPRIATE LANGUAGE. Remember that you are a representative of our school district on a non-private system.
You may be alone with your computer, but what you say and do can be viewed globally! Never swear, use vulgarities, or any inappropriate language. Illegal activities of any kind are strictly forbidden.
PRIVACY. Do not reveal your home address or personal phone number or the addresses and phone numbers of students or colleagues. Students are strongly cautioned about arranging to meet someone privately as a result of communication on any electronic communication service.
ELECTRONIC MAIL. Electronic mail (e-mail) is not guaranteed to be private. Messages relating to or in support of illegal activities must be reported to the authorities.
DISRUPTIONS. Do not use the INTERNET in any way that would disrupt use of the network by others.
REPOSTING. Do not repost personal communications without the author's prior consent.
OTHER CONSIDERATIONS:
Do be brief. Fewer people will bother to read a long message. Do minimize spelling errors and make sure your message is easy to understand and read. Do use accurate and descriptive titles for your articles. Tell people what it is about before they read it.
Do get the most appropriate audience for your message, not the widest. Do remember that humor and satire is very often misinterpreted. Do remember that if you post to multiple groups specify all groups in a single message. Do cite references for any facts you present. Do forgive the spelling and grammar errors of others. Do keep signatures brief. Do remember that all network users are human beings, don't "attack" correspondents; persuade them with facts. Do post only to groups you know.

5. **Services**

The Williams Unified school District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Williams Unified School District will not be responsible for any damages suffered while on this system. These damages include loss of data as a result of delays, non-deliveries, or service interruptions caused by the system or your errors or omissions. Use of any information obtained via the information system is at your own risk. The Williams Unified school District specifically disclaims any responsibility for the accuracy of information obtained through its services.

6. **Security**

Security on any computer system is a high priority because there are so many users. If you identify a security problem, notify the system administrator at once. Never demonstrate the problem to other users. Never use another individual's account without written permission from that person. All use of the system must be under your own account. Users should change their passwords frequently. Any user identified as a security risk will be denied access to the INTERNET.

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# INTERNET

Servicio de Telecomunicaciones Profesional del Distrito Unificado de Williams

## Normas para el uso aceptable de la tecnología

Nos complace anunciar que los servicios de información electrónica en INTERNET están disponibles para el uso de los estudiantes, los profesores y el personal de nuestro distrito. El Distrito Escolar Unificado de Williams cree firmemente en el valor académico de tales servicios y reconoce el potencial de estos con el fin de apoyar nuestro currículo y el aprendizaje, en nuestro distrito. Nuestra meta al proporcionar este servicio es promover la excelencia en el estudio facilitando el compartir los recursos existentes, la innovación, y la comunicación acorde con las metas y las políticas del distrito. El Distrito Escolar Unificado de Williams hará todo el esfuerzo para proteger a sus usuarios del uso equivocado, o el abuso de esta herramienta como resultado de sus experiencias usando este servicio. Para evitar el uso indebido o ilícito de la tecnología todos los usuarios tienen que permanecer atentos en no equivocarse cuando utilizan estos servicios de informática.

Por favor lea este documento cuidadosamente. Al usted firmar este documento, o cuando sus padres firman este documento contraen una obligación legal. Antes de darle acceso a los servicios de tecnología y si usted es menor de 18 años tenemos que tener su firma, la de sus padres, y la de un maestro.

Enumerados en la parte de abajo están los artículos que son parte de este contrato. Cualquier usuario que viole tales artículos, vera negada el acceso a la información, y es posible que haya sanciones disciplinarias.

*Términos y condiciones de este contrato*

**1. ResponsAerieslidad**

Los usuarios de INTERNET serán responsables de reportar cualquier uso erróneo del internet a quien esté encargado de administrar dicho servicio. El uso indebido de la tecnología puede darse de muchas formas, pero comúnmente tiene que ver con cualquier mensaje enviado o recibido que contenga o sugiera: pornografía, solicitud de servicios ilegales o fuera de la ética, racismo, sexismo, lenguaje indebido, y otras cuestiones descritas abajo. Las normas de conducta relacionadas con el uso debido del Internet están enumeradas en los reglamentos del Consejo directivo del Distrito Escolar Unificado de Williams y se aplican en todas las situaciones en que se utilice la red informática.

**2. Uso aceptable de la tecnología**

El uso de cuentas asignadas para el acceso a Internet, tienen que estar relacionadas con la educación y con la investigación en la búsqueda de metas y objetivos de estudio, y con los objetivos del Distrito Escolar Unificado de Williams. En el momento en que los usuarios emplean los servicios de información electrónica, son responsables de cumplir con estas normas en todo momento.

La utilización de redes o servicios de informática tienen que acatar las reglas debidas de la red.

Está prohibida la transmisión vía electrónica de cualquier material que viole las leyes de los Estados Unidos o de cualquier otra organización estatal. Esto incluye, pero no se limita a derechos de autor, material obsceno, o material secreto protegido por un convenio o acuerdo.

Está prohibido su uso para promover actividades de tipo comercial o para beneficiar instituciones de lucro.

Está prohibido su uso en la publicidad o promoción de intereses políticos.

El uso de la red con fines de ganancia, o cualquier tipo de actividad comercial, o ilegal, también está prohibido.

Los usuarios tienen que estar conscientes de que la red tiene capacidad limitada, y deben cooperar con quien esté encargado de la administración de la red para conservar los recursos y garantizar el acceso equitativo de todos.

El uso indebido de los recursos informáticos pueden violar las leyes locales, estatales, y federales. Los usuarios de Internet pueden ser llevados a juicio por violar estas leyes.

**3. Privilegios**

El uso del INTERNET es un privilegio y no un derecho. El uso indebido dará lugar a una cancelación de esos privilegios. El operador del sistema bajo la autoridad del Consejo directivo y de la oficina distrital, decidirá qué quiere decir el uso apropiado. El encargado para administrar el sistema puede cerrar una cuenta si lo estima necesario. La administración, o el encargado de administrar la red pueden negar, revocar o suspender el uso de ciertas cuentas.

**4. Confidencialidad y etiqueta en la red**

Se espera que usted respete las normas generales de confidencialidad y etiqueta en la red. Estas reglas incluyen, pero no se limitan a lo siguiente:

CORTÉSIA: Nunca envíe, o aliente a otros a enviar mensajes ofensivos.

UTILICE EL LENGUAJE APROPIADO: recuerde que usted es un representante de nuestro distrito escolar empleando un sistema de informática público. Usted puede estar solo con su computadora, pero lo que usted dice y hace se puede ver a nivel global. Nunca blasfeme, diga vulgaridades y nunca use un lenguaje indebido. Las actividades ilegales de cualquier tipo están estrictamente prohibidas.

CONFIDENCIALIDAD: No revele su dirección o número telefónico, o la dirección o número telefónico de estudiantes o colegas a nadie. A los estudiantes se les advierte que no deben encontrarse en privado con nadie que hayan conocido en la red o como resultado de cualquier tipo de intercambios por medios electrónicos.

CORREO ELECTRÓNICO. No existe garantía de que el correo electrónico (E-mail) sea un medio confidencial. Cualquier mensaje relacionado con o respaldando actividad ilegal alguna tiene que ser reportado a las autoridades pertinentes.

INTERRUPCIONES. No utilice el Internet de manera alguna que interrumpa el uso de las redes por otros.

PUBLICACIONES: No publique información personal sin el consentimiento del autor.

OTRAS REGLAS:

Sea breve. Pocas personas se toman el tiempo de leer un mensaje largo. Reduzca al mínimo los errores de ortografía y cerciórese que su mensaje sea fácil de entender y de leer. Los títulos de sus artículos tienen que ser exactos y descriptivos.

Deje claro de qué se trata antes de que la gente lo lea. Diga a gente de que se trata antes dc que ella lo lea.

Al publicar algo diríjase a la audiencia más apta y no a la más amplia.

Recuerde que cosas tales como el sentido del humor y la sátira a menudo son mal interpretadas.

Recuerde que, si el mensaje va a múltiples grupos, nombre a todos los grupos en un solo mensaje.

Si está hablando de hechos concretos, nombre la fuente de donde provienen.

Las firmas tienen que ser cortas.

Perdone los errores gramaticales y de ortografía de los otros.

Recuerde que todos los usuarios de la red son seres humanos no los "ataque"; use la persuasión con ellos cuando de hechos concretos se trata.

Envíe mensajes solamente a los grupos que usted conoce.

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**7. Vandalism**

Vandalism is defined as any malicious attempt to harm or destroy data of another user or any other agencies or networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses. Any vandalism will result in the loss of computer service, disciplinary action, and legal referral.

**8. Updating**

The District may occasionally require new registration and account information from you to continue the INTERNET service. You must notify the network administration of any changes in your account information.

***Acceptable Use Policy Required Signatures***

I understand and will Aeriesde by the provisions and conditions of this contract. I understand that any violations of the above provisions may result in disciplinary action, the revoking of my user account, and appropriate legal action. I also agree to report any misuse of the information system to the Williams Unified School District system operator. Misuse can come in many forms, but can be viewed as any message sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described above. All the rules of conduct described in the Board Policies of the Williams Unified School District apply when I am on the network.

Student signature _____ Date _____/_____/_____

Williams Jr./Sr. High School

(Students must have their parent/guardian sign this form)

Students under the age of 18 must also have the signature of a parent or guardian who has read this contract.

As the parent or guardian of this student, I have read this contract and understand that it is designed for educational purpose. The Williams Unified School District is using filtering software to filter objectionable material but I understand that it is impossible for the District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired on the network. I also agree to report any misuse of the information to the District system operator. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, and other issues described above.

I hereby give my permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian Name (please print):_____

Parent/Guardian Signature _____ Date _____/_____/_____

This page must be kept in this agenda.
Board Approved: 6/14/01
Revised: 9/9/16

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**5. Servicios**
El Distrito Escolar Unificado de Williams no posee garantías de ningún tipo, implícitas o expresas, respecto a los servicios que provee. El Distrito Escolar Unificado de Williams no se hace responsable por daño alguno mientras que se están utilizando sus sistemas. Estos daños incluyen la pérdida de datos como resultado de retrasos o misiones o interrupciones del servicio causadas ya sea por el sistema mismo o por los errores u omisiones del usuario. El empleo de cualquier información obtenida por medio del sistema informático se utiliza bajo su propio riesgo. El Distrito Escolar Unificado de Williams no tiene ninguna responsAerieslidad por la exactitud de la información obtenida a través de sus servicios.

**6. Seguridad**
La seguridad en cualquier sistema de informática es de muy alta prioridad debido a que son muchos los usuarios. Si usted se percata de un problema de seguridad, inmediatamente avísele al encargado de administrar el sistema. Nunca hable del problema a otros usuarios. Nunca utilice la cuenta de otro usuario sin el permiso por escrito de esa persona. El acceso y el uso a la cuenta tienen que ser a su propia cuenta. Se recomienda que los usuarios cambien su contraseña con frecuencia. En el caso de que se identifique a un usuario que amenace la seguridad del sistema, entonces se le negara el acceso al Internet.

**7. Vandalismo**
El vandalismo se define como el intento mal intencionado de hacer daño o destruir data de otro usuario, o de cualquier otra agencia o red que esté conectada con el sistema. Esto incluye, pero no se limita a: bajar o crear virus en la computadora. Cualquier acto de vandalismo resultara en la pérdida de los privilegios para usar el sistema informático, en una sanción disciplinaria, y en una remisión de tipo legal.

**8. Actualización**
Ocasionalmente, el distrito exigirá la información de una cuenta o que se registre de nuevo para continuar usando los servicios de Internet. Usted tiene la obligación de avisarle al encargado de administrar las redes de cualquier cambio de información de su cuenta.

## *Firmas para la utilización aceptable de la tecnología*

Yo entiendo y me hago responsables del cumplimiento de las normas y condiciones de este contrato. Yo entiendo que cualquier violación de las normas mencionadas anteriormente puede resultar en una sanción disciplinaria, la cancelación de mi cuenta, y la acción legal correspondiente. También estoy de acuerdo en reportar cualquier mal uso del sistema informático al operador del sistema del Distrito Escolar Unificado de Williams. El uso indebido de la tecnología puede darse de muchas formas, pero comúnmente tiene que ver con cualquier mensaje enviado o recibido que contenga o sugiera: pornografía, solicitud de servicios ilegales o fuera de la ética, racismo, sexismo, lenguaje indebido, y otras cuestiones descritas arriba. Todas las normas de conducta descritas en los reglamentos del Consejo directivo del Distrito Escolar Unificado de Williams se aplican cuando yo estoy utilizando las redes informáticas.

Firma de estudiante _____ Fecha _____/_____/_____

Williams Jr./Sr. High School

(El padre de familia o encargado de la tutela del estudiante tiene que firmar esta forma)

Los estudiantes menores de edad también tienen que pedirles a sus padres o tutores legales que lean este contrato.

Como padre o tutor legal de este estudiante, he leído este contrato y entiendo que está diseñado con un propósito académico. El Distrito Escolar Unificado de Williams usa software para filtrar el material inapropiado, pero comprendo que es imposible para el distrito restringir absolutamente todo el acceso a materiales controversiales. No hago responsable al distrito por materiales adquiridos en las redes. También estoy de acuerdo en reportar cualquier mal uso de la información al encargado de operar el sistema en el distrito. El uso indebido de la tecnología puede darse de muchas formas, pero comúnmente tiene que ver con cualquier mensaje enviado o recibido que contenga o sugiera: pornografía, solicitud de servicios ilegales o fuera de la ética, racismo, sexismo, lenguaje indebido, y otras cuestiones descritas arriba.

Por este medio doy mi permiso para proporcionarle una cuenta a mi hijo o hija y certifico que la información incluida en esta forma es correcta.

Nombre del padre o tutor legal (En letra de molde): _____

Firma de padre/tutor: _____ Fecha: _____/_____/_____

Esta página debe permanecer en esta agenda.
Aprobada por la mesa directiva: 6/14/01
Revisado 9-9-16

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# ANNUAL NOTICE TO PARENTS
## 2020-2021

DEAR PARENT/GUARDIAN:

Section 48980 of the Education Code of California requires that notice be given at the beginning of the first semester or quarter of the regular school term to the parent or guardian of the minor pupils in the school district regarding the rights of the parent or guardian under sections 35291, 46014, 46015, 48205, 48207, 48208, 49403, 49423, 49451, 49472, 51938, Chapter 2.3 (commencing with section 32255) of Part 19, and notice of the availability of the program prescribed by Article 9 (commencing with section 49510) of Chapter 9 and of the availability of individualized instruction under section 48206.3. Section 48982 requires that this Notice be signed and returned by the parent or guardian to the school. Signature and return of the attached form is acknowledgement by the parent or guardian that he or she has been informed of his or her rights but does not indicate that consent to participate in any particular program has either been given or withheld. Pursuant to parent request, the annual notification may be provided to the parent or guardian in electronic format by providing access to the notice electronically. If the notice is provided in electronic format, the parent or guardian must submit to the school a signed acknowledgment of receipt of this notice.

Some legislation requires additional notification to the parents or guardians during the school term or at least 15 days prior to a specific activity. (A separate letter will be sent to parents or guardians prior to any of these specified activities or classes, and the student will be excused whenever the parents or guardians file with the principal of the school a statement in writing requesting that their child not participate.) Other legislation grants certain rights that are spelled out in this form.

Accordingly, you are hereby notified as follows (when used in this notification "parent" includes a parent or legal guardian):

### *STUDENT DISCIPLINE*

**RULES AND PROCEDURES ON SCHOOL DISCIPLINE (EC §35291):** Rules pertaining to student discipline, including those that govern suspension or expulsion, are set forth in Education Code Sections 48900 and following, and are available upon request from the school. In addition, the following disciplinary information is provided to parents:

**DUTY CONCERNING CONDUCT OF PUPILS (EC §44807):** Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground.

**DUTIES OF PUPILS (5 CCR §300):** Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers/others in authority, and refrain from profane/vulgar language.

**HAZING PROHIBITION (EC §48900(q)):** Pupils and other persons in attendance are prohibited from engaging or attempting to engage in hazing.

**DRESS CODE/GANG APPAREL (EC §35183):** The district is authorized to adopt a reasonable dress code.

**ATTENDANCE OF SUSPENDED PUPIL'S PARENT (EC §48900.1; LC §230.7):** If a teacher suspends a student, the teacher may require the child's parent to attend a portion of the school day in his or her child's class. Employers may not discriminate against parents who are required to comply with this requirement.

**SCHOOL ACCOUNTABILITY REPORT CARD (EC §35256, 35258):** Districts are to make a concerted effort to notify parents of the purpose of school accountability report cards, and ensure that all parents have access to a copy upon request.

**SAFE PLACE TO LEARN ACT (EC §234.1):** The district is committed to maintaining a learning and working environment that is free from bullying, as defined in EC §48900(r). Any student who engages in bullying of anyone in or from the district may be subject to disciplinary action up to and including expulsion. The district's policies and process for filing a complaint should be publicized to pupils, parents, employees and agents of the governing board. The notice shall be in English and in the primary language of the recipient. For a copy of the district's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies or to report incidences of bullying please contact the district office. These policies shall be posted in schools and offices.

### *SCHOOL RECORDS AND ACHIEVEMENT*

**PUPIL RECORDS/NOTICE OF PRIVACY RIGHTS OF PARENTS AND STUDENTS (EC §49063 et seq., §49069.7, §49073, 34 CFR 99.30, 34 CFR 99.34, and the federal Family Educational Rights and Privacy Act):** Federal and state laws concerning student records grant certain rights of privacy and right of access to students and to their parents. Full access to all personally identifiable written records maintained by the school district must be granted to: (1) Parents of students 17 and younger; (2) Parents of students age 18 and older if the student is a dependent for tax purposes and the records are needed for a legitimate educational purpose; (3) Students age 18 and older, or students who are enrolled in an institution of postsecondary instruction (called "eligible students"); (4) Pupils age 14 and over who are identified as both homeless and an unaccompanied youth; (5) Individuals who have completed and signed a Caregiver's Authorization Affidavit.

Parents, or an eligible student, may review individual records by making a request to the principal. Districts must respond to a pupil record request by providing access no later than five business days following the date of the request. The principal will see that explanation and interpretations are provided if requested. Information that is alleged to be inaccurate or inappropriate may be removed upon request. In addition, parents or eligible students may receive a copy of any information in the records at reasonable cost per page. District policies and procedures relating to: location of, and types of records; kinds of information retained; availability of certificated personnel to interpret records if requested; persons responsible for records; directory information; access by other persons; review and challenge of records are available through the principal at each school. When a student moves to a new district, records will be forwarded upon the request of the new school district within ten school days. At the time of transfer, the parent or eligible student may review, receive a copy (at a reasonable fee), and/or challenge the records.

If you believe the district is not in compliance with federal regulations regarding privacy, you may file a complaint with the United States Department of Education (20 USC §1232g).

You have the right to inspect all instructional materials which will be used in connection with any survey, analysis, or evaluation as part of any applicable program.

**PROTECTION OF PUPIL RIGHTS (TITLE 20 section 1232h):** the Protection of Pupil Rights (PPRA) requires that districts develop policies that obligate them to obtain prior written consent from parents prior to their students participating in a survey containing one or more of the following items: 1) political affiliations or beliefs of the student or the student's family; 2) mental or psychological problems of the student or the student's family; 3) sex behavior or attitudes; 4) illegal, anti-social, self-incriminating, or demeaning behavior; 5) critical appraisals of other individuals with whom respondents have close family relationships; 6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; 7) religious practices, affiliations, or beliefs of the student or student's parent; or 8) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program). Parents may opt out by providing written notice to their child's school site office.

**RELEASE OF PUPIL DIRECTORY INFORMATION (EC §49073, 34 CFR 99.37):** The district also makes student directory information available in accordance with state and federal laws. This means that each student's name, birth date, address, telephone number, email address, major course of study, participation in officially recognized school activities, dates of attendance, degrees and awards received, and most recent previous public or private school attendance may be released in accordance with board policy. In addition, height and weight of athletes may be made available. Appropriate directory information may be provided to any agency or person except private, profit-making organizations (other than employers, potential employers or the news media). Directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where the district receives consent as required under state law). Names and addresses of seniors or terminating students may be given to public or private schools and colleges. Parents and eligible students will be notified prior to the destruction of any special education records. You have the right to inspect a survey or other instrument to be administered or distributed to your child that either collects personal information for marketing or sale or requests information about beliefs and practices and any instructional material to be used as part of your child's educational curriculum. Please contact your child's school if you wish to inspect such a survey or other instrument.

*Upon written request from the parent of a student age 17 or younger, the district will withhold directory information about the student. If the student is 18 or older or enrolled in an institution of postsecondary instruction and makes a written request, the student's request to deny access to directory information will be honored. Requests must be submitted within 30 calendar days of the receipt of this notification. (**See attached form.**) Additionally, directory information related to homeless or unaccompanied youths will not be released without the express written consent for its release by the eligible pupil or guardian.*

**RELEASE OF INFO TO MILITARY SERVICES REPS / RELEASE OF TELEPHONE NUMBERS (EC §49073.5; 20 USC §7908):** Parents of secondary students may request in writing that the student's name, address, and telephone listing not be released to armed forces recruiters without prior written parental consent.

**PARTICIPATION IN STATE ASSESSMENTS AND OPTION TO REQUEST EXEMPTION (EC § 60615, 5 CCR § 852):** Pupils in applicable grade levels will participate in the California Assessment of Student Performance and Progress (CAASPP) except as exempted by law. Each year, a parent may submit a written request to excuse his or her child from any or all parts of the CAASPP assessments for that school year. If the parent submits the exemption request after testing begins, any test(s) completed before the request is submitted will be scored; the results will be included in the pupil's records and reported to the parent. School district employees will not solicit or encourage any exemption request on behalf of a pupil or group of pupils.

**HIGH SCHOOL CURRICULUM: NOTIFICATION REGARDING COLLEGE PREPARATORY COURSES (EC §51229):** Districts are required to provide parents of each minor pupil enrolled in grades 9 to 12 written notice of college admission requirements and career technical education courses. Additional information is available at the Williams Jr/Sr High School College & Career Center including a list of current University of CA and CA State University websites, the CDE website for career technical education and how students may meet with school counselors to help choose courses.

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**RELEASE OF STUDENT RECORDS/COMPLIANCE WITH SUBPOENA OR COURT ORDER (EC §§49076 and 49077):** Districts are required to make a reasonable effort to notify parents in advance of disclosing student information pursuant to a subpoena or court order.

**RELEASE OF STUDENT RECORDS TO SCHOOL OFFICIALS AND EMPLOYEES OF THE DISTRICT (EC §§49076(a)(1) and 49064(d)):** Districts may release educational records, without obtaining prior written parental consent, to any school official or employee, which would include accountants, consultants, contractors, or other service providers, who have a legitimate educational interest in the educational record.

**INFORMATION FROM SOCIAL MEDIA (EC 49073.6):** Per Board policy 5125, The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety.

**LONG-TERM ENGLISH LEARNERS (EC §440):** Each parent or guardian must be given notice when their child is assessed for English language proficiency no later than 30 days after the start of the school year. Education Code section 313.2 recently expanded these parental notification requirements to include the following additional information: 1) whether the child is a long-term English learner or at risk of becoming a long-term English learner; 2) the manner in which the English language development instruction will meet the educational needs of long-term English learners or those at risk of becoming long-term English learners; and 3) the manner in which the program for English language development instruction will help long-term English learners or those at risk of becoming long-term English learners develop English proficiency and meet age-appropriate academic standards.

## *HEALTH SERVICES*

**CHILD HEALTH AND DISABILITIES PREVENTION PROGRAM (H&SC §124085):** Physical examinations are required as a prerequisite for enrollment in the first grade. Free health screening may be available through the local health department. Failure to comply with this requirement or sign an appropriate waiver may result in exclusion of your child from school for up to five days.

**PHYSICAL EXAMINATION; PARENT REFUSAL TO CONSENT (EC §49451):** A child may be exempt from physical examination whenever the parents file, annually, a written statement with the school principal stating that they will not consent to routine physical exam of their child. Whenever there is good reason to believe the child is suffering from a recognized contagious disease, the child will be excluded from school attendance.

**TYPE 2 DIABETES (EC 49452.7):** Type 2 diabetes in children is a preventable and treatable disease, parents/guardians are encouraged to have their child screened by an authorized health care practitioner for risk factors of the disease, including excess weight, and to request tests of their child's blood glucose to determine if he/she has type 2 diabetes or pre-diabetes. Additional information about Type 2 diabetes is available at www.cde.ca.gov/ls/he/hn/type2diabetes.asp

**VISION APPRAISAL (EC §49455):** The district is required to appraise each student's vision during kindergarten, upon initial enrollment, and in grades 2, 5, and 8. Appraisal in the year immediately following a student's first enrollment in grades 4 or 7 shall not be required. The appraisal shall include tests for visual acuity, near vision, and color vision; however, color vision shall be appraised once and only on male students. The evaluation may be waived upon presentation of a certificate from a physician, surgeon, physician's assistant, or optometrist setting out the results of a determination of the student's vision, including visual acuity and color vision. This appraisal is not required if a parent files a written objection based on a religious belief with the principal.

**SCOLIOSIS SCREENING NOTICE (EC §§49451 and 49452.5):** In addition to the physical examinations required pursuant to Sections 100275, 124035 and 124090 of the Health and Safety Code, the district may provide for the screening of every female student in grade 7 and every male student in grade 8 for the condition known as scoliosis.

**DENTAL FLUORIDE TREATMENT (H&SC §104830 et seq.):** Pupils will be provided the opportunity to receive the topical application of fluoride or other decay-inhibiting agent to each pupil's teeth if the parent, or eligible pupil submits a letter stating that the treatment is desired.

**ORAL HEALTH ASSESSMENT (EC 49452.8)** Requires public schools to send a notification of the oral health assessment requirements, including a standardized form that can be used for the assessment or on which the parent or legal guardian can indicate one of several specified reasons why an oral health assessment by a licensed dentist or other registered dental health professional assessment cannot be completed for any pupil enrolled in kindergarten in a public school, or in first grade if the pupil was not previously enrolled in kindergarten in a public school.

**PUPIL NUTRITION/NOTICE OF FREE AND REDUCED PRICE MEALS (EC §§48980(b), 49510, 49520 and 49558):** Needy children may be eligible for free or reduced price meals. Details, eligibility criteria, and applications to participate in a free or reduced price meal program if it is available are available at your child's school. Individual records pertaining to student participation in any free or reduced-price meal program may, under appropriate circumstances, be used by school district employees to identify students eligible for public school choice and services pursuant to the federal Every Student Succeeds Act. When a household is selected for verification of eligibility for free and reduced meals, the District must notify the parent that their child(ren)'s eligibility is being verified.

**DISTRICT POLICY ON MEAL PAYMENTS (USDA SP-23-2017):** With the exception of students who are eligible to receive meals at no cost, students may pay on a per-meal basis or may submit payments in advance. The Superintendent or designee shall maintain a system for accurately recording payments received and tracking meals provided to each student. Any payments made to a student's food service account shall, if not used within the school year, be carried over into the next school year or be refunded to the student's parents/guardians upon written request. No later than 10 days after a student's school meal account has reached a negative balance, the Superintendent or designee shall so notify the student's parent/guardian. Before sending this notification, the district shall exhaust all options and methods to directly certify the student for free or reduced-price meals. The district's efforts to collect debt shall be consistent with district policies and procedures, California Department of Education (CDE) guidance, and 2 CFR 200.426.

**COMMUNICABLE DISEASES (EC §48216 and 49403):** The district is authorized to administer immunizing agents to pupils whose parents have consented in writing to the administration of such immunizing agent. The district is required to exclude pupils who have not been properly immunized pursuant to Health and Safety Code 120325 and 120335. The district must notify parents that they have two weeks to supply evidence either that the pupil has been properly immunized or is exempted from the requirement. All students entering kindergarten, advancing from sixth to seventh grade in the district, or prior to his or her first admission to the district, will be required to comply with the immunization requirements of Health and Safety Code section 120335, unless the student provides the district with a valid exemption from a licensed physician. No new personal belief exemptions will be accepted. Students with personal-belief exemptions on file with the district as of January 1, 2016, shall be allowed to continue enrollment until entering the next grade span in the district. Grade spans are defined as birth through preschool, K-6, including transitional kindergarten, and 7-12. Students qualified for an individualized education program may access special education and related services as required by his or her individualized educational program.

**IMMUNIZATIONS (Health and Safety Code 120325 and 120335):** The law requires all students entering kindergarten, including transitional kindergarten, or advancing from sixth to seventh grade in the district, or prior to his or her first admission to the district, to comply with the immunization requirements of Health and Safety Code section 120335, unless the student provides the district with a valid exemption from a licensed physician. New personal-belief exemptions filed with the district will no longer be accepted. Documented immunizations appropriate for each student's age include (1) Diphtheria, (2) Haemophilus influenzae type b, (3) Measles, (4) Mumps, (5) Pertussis (whooping cough), (6) Poliomyelitis, (7) Rubella, (8) Tetanus, (9) Hepatitis B, (10) Varicella (chickenpox), and any other diseases deemed appropriate by the department. Students qualified for an individualized education program may access special education and related services. Full immunization against Hepatitis B shall not be a condition of admittance to 7th grade. All students entering 7th through 12th grades must be immunized with a pertussis (whooping cough) vaccine booster called Tdap. This affects all students – current, new, and transfers – in public and private schools.

**MEDICATION (EC §49423, §49423.1):** Any student who must take prescribed medication at school and who desires assistance of school personnel must submit a written statement of instructions from the physician and a parental request for assistance in administering the medication. Students may also carry and self-administer prescription auto-injectable epinephrine and prescription inhaled asthma medication upon the school's receipt of specified written confirmation with instructions for self-administration and authorization from the student's parent and physician or surgeon. The parent must release the school district and personnel from liability for any harm resulting from the self-administered medication, and provide a release for authorized school personnel to consult with the physician or surgeon.

**MEDICAL AND HOSPITAL SERVICES FOR PUPILS (EC §§49471 and 49472):** The district is required to notify parents in writing if it does not provide or make available medical and hospital services for students injured while participating in athletic activities. The district is also authorized to provide medical or hospital services through non-profit membership corporations or insurance policies for student injuries arising out of school-related activities.

**PUPILS INSURANCE FOR ATHLETIC TEAMS (EC 32221.5): "Under state law school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses. Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained by calling Myers-Stevens & Toohey & Co at 1-800-827-4695.**

**CONCUSSIONS AND HEAD INJURIES IN ATHLETICS (EC 49475):** Requires districts that elect to offer athletic programs to provide, on a yearly basis, a concussion and head injury information sheet, which must be signed and returned by the athlete or the athlete's parent or guardian before the athlete may initiate practice or competition.

**SUDDEN CARDIAC ARREST (EC 33479.3):** Each school year, before a pupil participates in an athletic activity governed by the California Interscholastic Federation,


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the school shall collect and retain a copy of the sudden cardiac arrest information sheet required by the California Interscholastic Federation for that pupil. Before a pupil participates in an athletic activity not governed by the California Interscholastic Federation, the pupil and the pupil's parent or guardian shall sign and return to the pupil's school an acknowledgment of receipt and review of the information sheet posted on the department's Internet Web site pursuant to subdivision (a) of Section 33479.2.

**AVAILABILITY OF INDIVIDUALIZED INSTRUCTION/PRESENCE OF PUPIL WITH TEMPORARY DISABILITY IN HOSPITAL (EC §§48206.3, 48207-48208):** Individualized instruction is available to students with temporary disabilities whose disability makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable. Parents of students hospitalized or with a temporary disability shall notify the school district(s) where the student attends, resides and/or where the student receives care if an individualized instruction program is desired. Home/Hospital instruction is available on a case by case basis.

**CONTINUING MEDICATION REGIMEN (EC §49480):** Parents of any student on a continuing medication regimen for a non-episodic condition shall inform the school nurse or other designated certificated school employee of the medication(s) being taken, the current dosage, and the name of the supervising physician. (***See attached form.***) With the consent of the parent, the school nurse may communicate with the physician and may counsel with school personnel regarding the possible effects of the drug on the child's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

**SUN PROTECTIVE CLOTHING/USE OF SUNSCREEN (EC §35183.5):** School sites must allow for outdoor use of sun-protective clothing and must allow students to use sunscreen, without a prescription or physician's note, during the school day.

**ASBESTOS (40 CFR 763.84, 40 CFR 763.93):** The district has a plan for eliminating health risks that are created by the presence of asbestos in school buildings. It may be reviewed at the district office. At least once each year, the district will notify parents of inspections, response actions, and post-response action activities that are planned or in progress.

**USE OF PESTICIDES (EC §§17611.5, 17612 and 48980.3):** School districts are required to inform parents about the use of pesticides on school grounds and provide access to the integrated pest management plan when certain pesticides are used. We intend to use the following pesticides this year: Roundup Power Max: (48.7% Glyphosphate, N (phosphonomethyl) glycine, in the form of its isopropylamine salt 51.3% Inert ingredients), Dow Agro Sciences: Goal 2XL (22.3% Oxyfluor fen: 2-chloro-1 (3-ethoxy-4-nitrophenoxy) 4-(trifluoromethyl) benzene, 77.7% Other ingredients), Drexel-MSMA 6 Plus (47.6% Monosodium Acid Methanearsonate), Prowl H2O (38.7% Pendimethalin N-(1-ethylpropy)-3,4-dimethyl-2, 6-dinitrobenzenamine, 61.3% Other Ingredients) Prowl H2O 38.7% Pendimethalin N-(1-ethylpropy)-3, 4-dimethyl-2, 6-dinitrobenzenamine 61.3% Other Ingredients, Tempo Ultra WP 10% Cyfluthrin, cyano(4-fluoro-3-phenoxyphenyl)methyl 3-(2,2-dichloroethenyl)-2,2-dimethylcyclo-propanecarboxylate 90% Other ingredients, Broadworks Herbicide: Mesotrione 40%, Other ingredients 60%. You can find more information regarding these pesticides and pesticide use reduction at the Department of Pesticide Regulation's Web site(s) at http://www.cdpr.ca.gov orhttp://www.cdpr.ca.gov/ schoolipm. The district's integrated pest management (IPM) plan can be found at www.williamsusd.net.

**COMPREHENSIVE SCHOOL SAFETY PLAN (EC §§32280 et seq.):** Each school is required to report on the status of its school safety plan, including a description of its key elements, in the annual school accountability report card (SARC). The planning committee is required to hold a public meeting to allow members of the public the opportunity to express an opinion about the school plan. The planning committee shall notify specified persons and entities in writing.

**NOTICE OF COMPLIANCE (EC §32289):** A complaint of noncompliance with the school safety planning requirements may be filed with the State Department of Education under the Uniform Complaint Procedures (5 CCR 4600 et seq.).

**SCHOOL ACCOUNTABILITY REPORT CARD (EC §35256, 35258):** The governing board shall annually issue a School Accountability Report Card (SARC) for each school in the district, publicize those reports, and notify parents or guardians of pupils that a hard copy will be provided upon request. Each district must make hard copies of its annually updated report card available, upon request, on or before February 1st of each year.

**TOBACCO FREE SCHOOLS (HS §104420):** Use of tobacco products at any time by students, staff, parents, or visitors, is strictly prohibited in district-owned or leased buildings, on district property, and in district vehicles. This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Prohibited products include any product containing tobacco or nicotine, including, but not limited to, smokeless tobacco, snuff, chew, clove cigarettes, and electronic cigarettes that can deliver nicotine and nonnicotine vaporized solutions. Exceptions may be made for the use or possession of prescription nicotine products. Any employee or student who violates the district's tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

## *STUDENT SERVICES*

**MINIMUM AGE OF ADMISSION TO KINDERGARTEN (EC §48000):** A child shall be eligible for enrollment in kindergarten at the beginning of the school year or at a later time in the same year, if the child has his or her fifth birthday, respectively, on or before September 1. Any child who will have his/her birthday between September 2 for the applicable school year and December 2 shall be offered a transitional kindergarten program in accordance with law and district policy. On a case-by-case basis, a child who has reached age five after the date listed above but before the end of the applicable school year, may be admitted to transitional kindergarten with the approval of the child's parent and subject to board approval in accordance with EC §48000. A school district may place a child who will have their fourth birthday on or before December 1 and is enrolled in a California state preschool program into a transitional kindergarten program classroom in accordance with EC §48000.

**PREGNANT AND PARENTING PUPILS (EC §§ 221.51, 222, 222.5, 46015):** Districts may not exclude nor deny any pupil from any educational program or activity on the basis of the pupil's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom, and shall treat these conditions in the same manner and under the same policies as any other temporary disabling condition. A pregnant or parenting pupil is entitled to 8 weeks of parental leave, or additional leave if deemed medically necessary by the pupil's physician. During parental leave, absences shall be excused and the pupil shall not be required to complete academic work or other school requirements. After return from parental leave, a pupil may resume the course of study in which he/she was previously enrolled, is entitled to make up work missed, and to take a fifth year of high school instruction if necessary to complete graduation requirements. A pupil may elect to attend an alternative education option instead of returning to the school in which he or she was enrolled prior to parental leave. Schools shall provide reasonable accommodations to a lactating pupil on a school campus to express breast milk, breast-feed an infant child, or address other needs related to breast-feeding. A pupil shall not incur an academic penalty as a result of his or her use of these accommodations.

**PROSPECTUS OF SCHOOL CURRICULUM (EC §49091.14):** The curriculum of every course offered by the schools of the district is compiled annually by each school in a prospectus. Each school prospectus is available for review upon request at each school site. Copies are available upon request for a fee not to exceed the actual copying cost.

**MULTILINGUAL EDUCATION (EC §310):** The Williams Unified School District will offer a 50/50 English-Spanish Dual Immersion program at Williams Elementary School. You may contact the school site office for enrollment information.

**SPECIAL EDUCATION (IDEA):** State and federal law requires that a free appropriate public education (FAPE) in the least restrictive environment be offered to qualified pupils with disabilities ages 3 through 21 years. More information concerning student eligibility, parental rights and procedural safeguards are available upon request.

**SPECIAL EDUCATION; CHILD FIND SYSTEM (EC §56301):** Any parent suspecting that a child has exceptional needs may request an assessment for eligibility for special education services through the school principal. Policy and procedures shall include written notification to all parents of their rights pursuant to EC §56300.

**SPECIAL EDUCATION COMPLAINTS (5 CCR §3080):** State regulations require the district to establish procedures to deal with complaints regarding special education. If you believe that the district is in violation of federal or state law governing the identification or placement of a special education student, or similar issues, you may file a written complaint with the district. State regulations require the district to forward your complaint to the State Superintendent of Public Instruction. Procedures are available from your school principal.

**SECTION 504/DISABLED PUPILS (Section 504 of the Rehabilitation Act of 1973):** Federal law requires the district to annually notify disabled pupils and their parents of the district's non-discriminatory policy and duty under Section 504 of the Rehabilitation Act.

**STATEMENT OF NONDISCRIMINATION (Title VI of the Civil Rights Act of 1964; Title IX of the U.S. Education Amendments of 1972; Americans with Disabilities Act; Section 504 of the Vocational Rehabilitation Act of 1973; EC §200 *et seq.*):** The district does not discriminate on the basis of gender, gender identity, gender expression, sex, race, color, religion, national origin, ethnic group identification, age, genetic information, mental or physical disability, sexual orientation, immigration status, or the perception of one or more of such characteristics. The district's policy of nondiscrimination requires notification in native language if the district's service area contains a community of minority persons with limited English language skills. Notification must state that the district will take steps to assure that the lack of English will not be a barrier to admission and participation in district programs. This policy applies to all students insofar as participation in programs and activities is concerned, with few exceptions such as contact sports. In accordance with federal law, complaints alleging noncompliance with this policy should be directed to the school principal. Appeals may be made to the district superintendent. A copy of the district's nondiscrimination policy is available upon request. Title IX Compliance Officer: Dr. Edgar Lampkin, Superintendent

**EDUCATIONAL EQUITY REGARDLESS OF IMMIGRATION STATUS, CITIZENSHIP, OR RELIGION (EC §234.7):** Children have a right to a free public education, regardless of immigration status, citizenship status, or religious beliefs. When enrolling a child, schools must accept a variety of documents from the student's parent to demonstrate proof of child's age or residency. No information about citizenship/immigration status or


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Social Security number is required to enroll in school. Parents have the option to provide a school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for a minor student in the event the parent is detained or deported. Parents have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for a minor student. Students have the right to report a hate crime or file a complaint to the school district if they are discriminated against, harassed, intimidated, or bullied on the basis of actual or perceived nationality, ethnicity, or immigration status. The district will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. The California Attorney General's website provides "know your rights" resources for immigrant students and family members online at https://oag.ca.gov/immigrant/rights.

**FINGERPRINTING PROGRAM (EC §32390):** Districts are authorized to offer fingerprinting programs for children enrolled in kindergarten or newly enrolled in the district. If the district has adopted such a program, you will be notified of procedures, applicable fee and your right to decline your child's participation upon your child's initial enrollment.

**CHILDREN IN HOMELESS SITUATIONS (42 USC §11431-11435):** Each local district shall appoint a liaison for homeless children who shall ensure the dissemination of public notice of the educational rights of students in homeless situations.

**CAL GRANT PROGRAM (EC 69432.9):** Districts must notify students enrolled in 11th grade and, for pupils under 18 years of age, his or her parent or guardian, that the students will be deemed Cal Grant applicants unless the students opt out of being automatically deemed a Cal Grant applicant. If 11th grade students do not opt out, their grade point average will be submitted electronically. This written notice must be provided to all 11th grade students, and their parents (for students who are under 18), by January 1 of the student's 11th grade year. The notice must specify the process and time by which students may opt out within a set period of time, but not less than 30 days. The notice must indicate when the school will send grade point averages to the commission and the submission deadline of October 1.

## *SEX / HIV EDUCATION*

**INSTRUCTION IN COMPREHENSIVE SEXUAL HEALTH EDUCATION AND HIV PREVENTION (EC §51938):** The district shall annually notify parents about instruction in comprehensive sexual health education and HIV prevention education and research on student health behaviors and risks planned for the school year. Written and audiovisual educational materials used in such education are available for inspection. If arrangement for the instruction is made after the beginning of the school year, parents will be notified no fewer than 14 days prior to the commencement of any such instruction if the district elects to provide the instruction by outside consultants in class or during an assembly. The notice must include the date of instruction, the name of the organization or affiliation of each guest speaker and information stating that the parent has the right to request a copy of the law pertaining to such instruction. Parents have the right to excuse his or her child from all or part of the comprehensive sexual health and HIV prevention education by submitting a written request to the district. Those students whose parents do not submit a written request to excuse them will receive such instruction. The law also authorizes the district, without prior parental consent, to use anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age appropriate questions in grades 7 to 12 about the student's attitudes concerning or practices relating to sex. The district must notify parents in writing before any such test, questionnaire, or survey is administered and provide them with an opportunity to review the materials. Parents have the right to excuse his or her child from such participation by submitting a written request to the school district.

**HEALTH INSTRUCTION/CONFLICTS WITH RELIGIOUS TRAINING AND BELIEFS (EC §51240):** Upon written request of a parent, students shall be excused from part of any school instruction in health if it conflicts with the religious training and beliefs of a parent.

## *SCHOOL ATTENDANCE/ATTENDANCE ALTERNATIVES*

California law (EC §48980(g)) requires all school boards to inform each student's parent at the beginning of the school year of the various ways in which they may choose schools for their children to attend other than the ones assigned by school districts. Students who attend schools other than those assigned by the districts are referred to as "transfer students" throughout this notification. There is one process for choosing a school within the district which the parent lives (intradistrict transfer), and potentially three separate processes for selecting schools in other districts (interdistrict transfer). The general requirements and limitations of each process are described as follows:

**Choosing a School Within District in Which Parent Lives:**

The law (EC §35160.5(b)) requires the school board of each district to establish a policy that allows parents to choose the schools their children will attend, regardless of where the parent lives in the district. The law limits choice within a school district as follows:

- Students who live in the attendance area of a school must be given priority to attend that school over students who do not live in the school's attendance area.
- In cases in which there are more requests to attend a school than there are openings, the selection process must be "random and unbiased," which generally means students must be selected through a lottery process rather than on a first-come, first-served basis. A district cannot use a student's academic or athletic performance as a reason to accept or reject a transfer.
- Each district must decide the number of openings at each school which can be filled by transfer students. Each district also has the authority to keep appropriate racial and ethnic balances among its schools, meaning that a district can deny a transfer request if it would upset this balance or would leave the district out of compliance with a court-ordered or voluntary desegregation program.
- Each district may adopt a school selection policy that takes into consideration special circumstances that might be harmful or dangerous to a particular pupil, whether the sibling of the pupil is already in attendance at the school, and/or whether the pupil's parent is employed at the school.
- If a transfer is denied, a parent does not have an automatic right to appeal the decision. A district may, however, voluntarily decide to put in place a process for parents to appeal a decision.

**Choosing a School Outside District in Which Parent Lives:**

Parents have three different options for choosing a school outside the district in which they live. The three options are:

**Option 1: Districts of Choice (EC §§48300 through 48315):** The law allows, but does not require, each school district to become a "district of choice" – that is, a district that accepts transfer students from outside the district under the terms of the referenced Education Code sections. If the school board of a district decides to become a "district of choice" it must determine the number of students it is willing to accept in this category each year and accept all pupils who apply to transfer until the school district is at maximum capacity. The school district of choice shall ensure that pupils admitted under this article are selected through an unbiased process that prohibits consideration of factors such as academic or athletic performance, physical conditions, or proficiency in English. If the district chooses not to become a "district of choice," a parent may not request a transfer under these provisions. Other provisions of the "district of choice" option include:

- Either the district a student would transfer to or the district a student would transfer from may deny a transfer if it will negatively affect the racial and ethnic balance of the district, or a court-ordered or voluntary desegregation plan. A district of choice cannot deny a transfer request on the basis that the costs to provide services exceeds the revenue received, but it may reject a request if doing so would require the creation of a new program. However, the district of choice may not deny the transfer of any special needs student, including an individual with exceptional needs, or an English Learner student even if the cost to educate the student exceeds the revenue received or the creation of a new program is required. The district a student would be leaving may also limit the total number of students transferring out of the district each year to a specified percentage of its total enrollment, depending on the size of the district.
- Communications to parents by a school district of choice shall be factually accurate and shall not target students based upon academic ability, athletic performance, or other personal characteristics.
- The district of choice must post transfer application information on its website, including any applicable forms, the timeline for a transfer, and an explanation of the selection process.
- All communications from a school district of choice regarding transfer opportunities must be available in all languages for which translations are required in the school district of residence under EC §48985.
- No student who currently attends a school or lives within the attendance area of a school can be forced out of that school to make room for a student transferring under these provisions.
- Entrance priority must be given as follows:
    - Siblings of students already attending school in the "district of choice" must be given first priority.
    - Pupils eligible for free or reduced-price meals must be given second priority.
    - Children of military personnel must be given third priority.
- A parent may request transportation assistance within the boundaries of the "district of choice." The district is required to provide transportation only to the extent it already does so.
- A school district in which an active military duty parent of a student resides shall not deny the transfer of that student to a school in any district, if the school district to which the parent of the student applies approves the application for transfer.

**Option 2: Other Interdistrict Transfers (EC §46600 et seq.):** The law allows two or more districts to enter into an agreement for the transfer of one or more students for a period of up to five years. New agreements may be entered into for additional periods of up to five years each. The agreement must specify the terms and conditions under which transfers are permitted. Districts of residence may not deny a transfer of a student whose parent is active duty military where the district of proposed enrollment approves the application, or for students who are the victim of an act of bullying unless the requested school is at maximum capacity. The law on interdistrict transfers also provides for the following:


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- If either district denies a transfer request, a parent may appeal that decision to the county board of education. There are specified timelines in the law for filing an appeal and for the county board of education to make a decision.

**Option 3: Parental Employment in Lieu of Residency Transfers (EC §48204(b)):** If at least one parent of a student is physically employed in the boundaries of a school district other than the one in which they live for a minimum of 10 hours during the school week, the student may be considered a resident of the school district in which his/her parents work. This code section does not require that a school district accept a student requesting a transfer on this basis, but a student may not be rejected on the basis of race, ethnicity, sex, parental income, academic achievement, or any other "arbitrary" consideration. Other provisions of EC §48204(b) include:

- Either the district in which the parent lives or the district in which the parent works may prohibit the student's transfer if it negatively impacts a desegregation plan.
- The district in which the parent works may reject a transfer if it determines that the cost of educating the student would be more than the amount of government funds the district would receive for educating the student.
- There are set limits (based on total enrollment) on the net numbers of students that may transfer out of a district under this law, unless the district approves a greater number of transfers.
- There is no required appeal process for a transfer that is denied. However, the district that declines to admit a student must provide in writing to the parent the specific reasons for denying the transfer.

**Open Enrollment Act (EC §48350 et seq.)**

Whenever a student is attending a district school on the Open Enrollment List, as identified by the Superintendent of Public Instruction, he/she may apply to transfer to another school within or outside of the district, if the school to which he/she is transferring has a higher Academic Performance Index. Districts with a school on the List must notify the parents at that school on or before the first day of the school year of their option to transfer to another public school. Information regarding the application process and applicable deadlines can be obtained from the district office.

*This summary provides an overview of the laws applicable to school attendance for each alternative. Additional information is available upon request.*

**NOTICE OF ALTERNATIVE SCHOOLS (EC §58501):** State law authorizes all school districts to provide for alternative schools. Education Code section 58500 defines an alternative school as a school or separate class group within a school that is operated in a manner designed to:

(1) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.

(2) Recognize that the best learning takes place when the student learns because of his/her desire to learn.

(3) Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may result in whole or in part from a presentation by his/her teachers of choices of learning projects.

(4) Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.

(5) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, student, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance area shall have copies of the law available for your information. This law particularly authorizes interested persons to request that the governing board of the district to establish alternative school programs.

**GRADE REDUCTION/LOSS OF ACADEMIC CREDIT (EC §48980(i)):** No student shall have his/her grade reduced or lose academic credit for any excused absence pursuant to EC §48205 if missed assignments/tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

**ABSENCES FOR CONFIDENTIAL MEDICAL SERVICES (EC §46010.1):** Students in grades 7-12 and their parents are notified that the law permits schools to excuse students for the purpose of obtaining confidential medical services without parental consent. District policy regarding excusing such absences is available upon request.

**ABSENCE FOR RELIGIOUS INSTRUCTION (EC §46014):** Districts may allow pupils with parent consent to be excused to participate in religious exercises/instruction. See AR 5113

**NOTICE OF MINIMUM DAYS AND PUPIL-FREE STAFF DEVELOPMENT DAYS (EC §48980(c)):** The district is required to annually notify parents of its schedule(s) of minimum days and student-free staff development days at the beginning of the year or as early as possible, but no later than one month prior to the scheduled minimum or student-free day. (***See attached.***)

***MISCELLANEOUS***

**EARNED INCOME TAX CREDIT INFORMATION ACT COMMUNICATION (EITC) (Revenue and Taxation Code §19854):** Based on your annual earnings, you may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you do not owe federal taxes, you must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its Web site at www.irs.gov.

You may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its Web site at www.ftb.ca.gov.

For additional information, refer to the IRS EITC Web page https://www.irs.gov/credits-deductions/individuals/earned-income-tax-credit or the California EITC Web page at https://www.ftb.ca.gov/individuals/faq/net/900.shtml.

**FEDERAL RACE AND ETHNICITY DATA COLLECTION REPORTING:** Based upon final guidance from the U.S. Department of Education regarding the collection of race and ethnicity data for students and staff, the California Department of Education has revised its data collection requirements using the California Pupil Achievement Longitudinal Data System (CALPADS). School districts are obligated to comply with the reporting requirements using a two-part question (https://www.cde.ca.gov/ds/dc/es/refaq.asp).

**ELECTRONIC PRODUCTS OR SERVICES THAT DISSEMINATE ADVERTISING (EC 35182.5):** If a district enters into a contract for electronic products or services that requires the dissemination of advertising to students, the district must provide written notice to the parents or guardians of the students that the advertising will be used in the classroom or other learning centers.

**NON-MANDATORY PROGRAMS FOR PARENTAL/PUPIL PARTICIPATION (EC §49091.18):** Schools may not require a student or student's family to submit to or participate in any assessment, analysis, evaluation, or monitoring of the quality or character of student home life, parental screening or testing, nonacademic home-based counseling program, parent training, or prescribed family educational service plan.

**SEX EQUITY IN CAREER PLANNING (EC §221.5(d)):** Parents shall be notified in advance of career counseling and course selection commencing with course selection in Grade 7, to promote sex equity and allow parents to participate in counseling sessions and decisions.

**SEXUAL HARASSMENT POLICY (EC §231.5; 5 CCR §4917):** Each district is required to have adopted a written policy on sexual harassment, and shall provide a copy of such policy, as it pertains to students, with the annual notification. Districts are also required to display such policies in a prominent location and include it in orientation for employees and students. A copy of the District's policy on sexual harassment, as it pertains to students, is available at the District office upon request. You may also see Board policy and administrative regulation 5145.7 at www.williamsusd.net.

**PROFESSIONAL STANDARDS/CODE OF CONDUCT (EC 44050):** The Governing Board expects all district employees to maintain the highest ethical standards, exhibit professional behavior, follow district policies and regulations, and abide by state and federal laws. Employee conduct should enhance the integrity of the district, and advance the goals of the educational programs, and contribute to a positive school climate. Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct with a student in violation law or this policy shall be subject to disciplinary action. Any employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline. A copy of the District's employee code of conduct addressing interactions with students is available at the District office upon request. You may also see Board policy 4119.21/4219.21/4319.21 at www.williamsusd.net.

**DRIVER'S TRAINING (EC 35211):** School districts that maintain a driver's training course must advise parents of students participating in the course of the civil liability that will be imposed on the parent or guardian, and insurance coverage carried by the district for such courses, specifically including any limitations of such coverage as it relates to parent liability.

**HIGH SCHOOL OPEN CAMPUS (EC 44808.5):** The governing board of the Williams Unified School District, pursuant to Section 44808.5 of the Education Code, has decided to permit the pupils enrolled at Williams Jr/Sr High School to leave the school grounds during the lunch period. 'Section 44808.5 of the Education Code further states: 'Neither the school district nor any officer or employee thereof shall be liable for the conduct or


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safety of any pupil during such time as the pupil has left the school grounds pursuant to this section.'

**DRUG FREE CAMPUS (Alcohol and Other Drug Use Prevention Education):** Possession, use or sale of narcotics, alcohol, or other controlled substances is prohibited and strictly enforced at all school activities. Records will be forwarded to local law enforcement, and district sanctions will result from violations.

**RIGHT TO REFRAIN FROM HARMFUL USE OF ANIMALS (EC §32255 et seq.):** Pupils may choose to refrain from participating in educational projects involving the harmful or destructive use of animals.

**EVERY STUDENT SUCCEEDS ACT/ TITLE I (20 USC §6301 et seq.):** Under ESSA, parents have the following rights:

- **Information Regarding Professional Qualifications of Teachers, Paraprofessionals, and Aides:** Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects she/he teaches, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, whether she/he has any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications. The district shall also notify parents if their child has been assigned to or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
- **Information Regarding Individual Student Reports on Statewide Assessments:** Upon request, parents have a right to information regarding any State or local policy mandating pupil assessments and the level of achievement of their student on every State and districtwide academic assessment administered to the student.
- **Limited English Proficient Students:** The Act requires prior notice be given to parents of English learners regarding limited English proficiency programs, including the reasons for the identification of the student as an English learner, the need of placement in a language instruction educational program, the student's level of English proficiency, how such level was assessed, the methods of instruction used in the programs available, how the recommended program will meet the student's needs, program performance, parent options to remove a student from a program and/or to decline initial enrollment, and expected rate of transition into classrooms not tailored for English learners.

*The information provided above is available upon request from your child's school or the district office. Additional notices that may be required under the Every Student Succeeds Act shall be sent separately.*

**UNIFORM COMPLAINT PROCEDURES (5 CCR §4622):** The district is required to annually notify parents, pupils, employees, district and school advisory committees and other interested parties in writing of its required Uniform Complaint Procedures. The Governing Board has adopted a complaint procedure for programs and services covered by this act and has appointed the Superintendent as compliance officer to process claims, investigate, and ensure compliance with law. A copy of the Uniform Complaint Procedure may be obtained from the District office. You may also see Board policy and administrative regulation 1312.3 at www.williamsusd.net.

**VISITORS/OUTSIDERS:** Visits during school hours should be first arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during noninstructional time. Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

**SCHOOL BUSES/PASSENGER SAFETY (EC §39831.5):** Districts are required to provide safety regulations to all new students and students who have not previously been transported by school bus.

**MEGAN'S LAW NOTIFICATION (PENAL CODE §290.4):** Parents and members of the public have the right to review information regarding registered sex offenders at the main office of the local law enforcement agency for this school district.

**EXCUSED ABSENCES (EC §48205)**

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

(1) Due to the pupil's illness.

(2) Due to quarantine under the direction of a county/city health officer.

(3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.

(4) For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

(5) For the purpose of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.

(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to section 12302 of the Elections **Code**.

(9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

(10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

(11) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

**INVESTING FOR FUTURE EDUCATION (EC §48980(d)):**

Parents are advised of the importance of investing for higher education for their children and of considering appropriate investment options, including, but not limited to, United States savings bonds.

**COMPLAINTS CONCERNING DEFICIENCIES RELATED TO INSTRUCTIONAL MATERIALS, ETC. (EC §35186):** A Uniform Complaint process is available to help identify and resolve deficiencies related to instructional materials, emergency or urgent facility conditions that pose a threat to the health and safety of pupils or staff, and teacher vacancy or misassignment. Notice of the complaint process and location at which to obtain a complaint form should be posted in the classrooms.

**SCHOOL ACCREDITATION (EC §35178.4):** Districts are required to notify each parent of a pupil in a school that has lost its accreditation status and the potential consequences of the school's loss of status, in writing or by posting the information on the school district's or school's Internet Website, or by any combination of these methods.

**PUPIL FEES (EC §49010 et seq.):** The district is required to establish policies concerning the provision of a free education to pupils. The district is also required to establish policies for filing a complaint of noncompliance under this section using the Uniform Complaint Procedures. Notice of the district's fee policies and complaint process shall be provided to pupils, parents, and employees on an annual basis.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN (EC §§52059.5-52077):** The district is required to adopt a three-year Local Control and Accountability Plan (LCAP) and to update the LCAP on or before July 1 of each subsequent year. The LCAP is required to identify annual goals, specific actions geared toward implementing those goals, and must measure progress for student subgroups across multiple performance indicators based on eight priorities set by the State. The priorities must be aligned to the district's spending plan. The LCAP must be approved before the annual district budget can be adopted. Once the budget and LCAP are adopted at the local level, the plan will be reviewed by the county superintendent to ensure alignment of projected spending toward goals and services. The following are the State priorities:

1. Providing all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities;
2. Implementation of and student access to state academic content and performance standards;
3. Parent involvement and participation and family engagement;
4. Improving student achievement and outcomes along multiple measures;
5. Supporting student engagement;
6. Highlighting school climate and connectedness;
7. Ensuring all students have access to a broad course of study;
8. Measuring other important student outcomes related to required areas of study;
9. Coordinating instruction for expelled students; and
10. Coordinating services for foster children.

The Board of Education is required to establish a parent advisory committee (PAC) and English learner parent advisory committee (ELPAC) to provide advice to the Board of Education and the superintendent regarding the LCAP. (ELPACs are required if enrollment in the school district includes at least 15% English learners and the district


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enrolls at least 50 pupils who are English learners. Districts are not required to establish a new ELPAC if an English learner parent committee has already been established). Each district is required to consult with its teachers, principals, administrators, other school personnel, local bargaining units, parents, its special education local plan area administrator(s), and pupils in developing the LCAP. As part of this consultation process, districts must present their proposed plans to the PAC and ELPAC. The advisory committees can review and comment on the proposed plan. Districts must respond in writing to the comments of the PAC and ELPAC. Districts are also required to notify members of the public that they may submit written comments regarding the specific actions and expenditures proposed in the LCAP.

Districts must hold at least two public hearings to discuss and adopt (or update) their LCAPs. The district must first hold at least one hearing to solicit recommendations and comments from the public regarding expenditures proposed in the plan, and then adopt (or officially update) the LCAP at a subsequent hearing.

Districts are required to post prominently on the homepage of the school district's website the LCAP approved by the Board of Education and any updates or revisions to the LCAP as well as the LCAP submitted by any charter school authorized by the district, and establish policies for filing a complaint of noncompliance under EC §52075 using the Uniform Complaint Procedures. Information regarding the requirements for a Local Control and Accountability Plan and the complaint process shall be provided to pupils, parents, and employees on an annual basis.

## *Know Your Rights*

**Your Child has the Right to a Free Public Education**

All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.

In California:

- All children have the right to a free public education.
- All children ages 6 to 18 years must be enrolled in school.
- All students and staff have the right to attend safe, secure, and peaceful schools.
- All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality gender, religion, or immigration status, among other characteristics.

**Information Required for School Enrollment**

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

**Confidentiality of Personal Information**

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

**Family Safety Plans if You Are Detained or Deported**

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver's Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

**Right to File a Complaint**

- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.

**Please turn to page 30 and complete the form ACKNOWLEDGEMENT OF PARENT OR GUARDIAN OF ANNUAL RIGHTS NOTIFICATION, please return the form into the office as soon as possible so they may obtain their school ID card.**


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# NOTIFICACIÓN ANUAL PARA LOS PADRES
## 2020-2021

ESTIMADO/A PADRE/MADRE/TUTOR/TUTORA:

La sección 48980 del Código de Educación de California requiere que se envíe al principio del primer semestre o trimestre del término regular de escuela un aviso a los padres o tutores de los estudiantes menores en el distrito escolar acerca de los derechos de los padres o tutores de acuerdo con las secciones 35291, 46014, 46015, 48205, 48207, 48208, 49403, 49423, 49451, 49472, 51938, Capítulo 2.3 (comenzando con la sección 32255) de la Parte 19, y que dé aviso de la disponibilidad del programa prescrito por el Artículo 9 (comenzando con la sección 49510) del Capítulo 9 y de la disponibilidad de instrucción individualizada bajo la sección 48206.3. La sección 48982 requiere que este Aviso se devuelva a la escuela firmado por el padre/tutor. La firma y entrega del formulario adjunto sirve de confirmación que el padre/tutor lo ha leído y que ha sido informado de sus derechos, pero no indica que ha dado o negado consentimiento para la participación en cualquier programa en particular. Conforme a la petición de los padres, el aviso anual puede darse a los padres o tutores de forma electrónica dando acceso electrónico al aviso. Si el aviso se proporciona de forma electrónica, el padre o tutor debe entregar a la escuela la confirmación de recibo de este aviso. Alguna legislación requiere notificación adicional a los padres o tutores durante el término de la escuela o al menos 15 días antes de una actividad específica. (Se enviará a los padres o tutores una carta separada antes de cualquiera de estas clases o actividades específicas, y el estudiante será disculpado siempre que los padres o tutores hayan presentado al director de escuela una petición por escrito pidiendo que su hijo no participe.) Otra legislación otorga ciertos derechos según están expuestos en este formulario.

Por consiguiente, le avisamos de lo siguiente (cuando se usa en este aviso, "padre" incluye al padre, madre o tutor legal):

***DISCIPLINA DE ESTUDIANTES***

**REGLAS Y PROCEDIMIENTOS DE LA DISCIPLINA ESCOLAR (EC §35291):** Las reglas acerca de la disciplina de estudiantes, incluyendo las que gobiernan la suspensión o expulsión, se delinean en el Código de Educación, secciones 48900 y siguientes, y están disponibles en la escuela con solo pedirlo. Además, se da a los padres la siguiente información acerca de la disciplina:

**RESPONSABILIDAD EN CUANTO A LA CONDUCTA DE ESTUDIANTES (EC §44807):** Cada maestro mantendrá responsable a cada estudiante de su propia conducta al ir y venir de la escuela, y en el patio de recreo.

**RESPONSBILIADES DE ESTUDIANTES (5 CCR §300):** Los estudiantes deben seguir las reglas escolares, obedecer todas las direcciones, ser diligentes en el estudio, ser respetuosos con sus maestros y otros de autoridad, y abstenerse de decir profanidades o vulgaridades.

**PROHIBICIÓN DE NOVATADAS/INICIACIONES (EC §48900(q)):** Se prohíbe a los estudiantes y otras personas en asistencia participar o intentar participar en novatadas o iniciaciones.

**CÓDIGO DE VESTUARIO/ROPA DE PANDILLA (EC §35183):**
El distrito está autorizado para adoptar normas de vestir razonables.

**ASISTENCIA DEL PADRE DEL ESTUDIANTE SUSPENDIDO (EC §48900.1; LC §230.7):** Si un maestro suspende a un estudiante, el maestro puede requerir que el padre del estudiante asista a la clase de su hijo durante una parte del día escolar. Los empleadores no pueden discriminar contra los padres a quienes se les requiere cumplir con este requisito.

**INFORME DE RESPONSABILIDAD ESCOLAR (EC §35256, 35258):** Los distritos deben hacer un esfuerzo concertado para notificar a los padres del propósito de los informes de responsabilidad escolar, y asegurar que todos los padres tengan acceso a una copia del informe.

**LEY DE LUGAR SEGURO PARA APRENDER (EC §234.1):** El distrito está comprometido a mantener un ambiente de aprendizaje y de trabajo libre de la intimidación, según se define en EC §48900(r). Cualquier estudiante que participe en la intimidación de alguien en o del distrito será sujeto a acción disciplinaria, incluso la expulsión. El distrito debe publicar para los estudiantes, padres empleados y agentes de la mesa directiva las políticas y el proceso para presentar una queja. La notificación debe estar en inglés y en el idioma primario del recibidor. Para recibir una copia de las políticas de antidiscriminación, anti-acoso, anti-intimidación, o para reportar incidentes de intimidación por favor póngase en contacto con la oficina del distrito. Estas políticas deberán estar publicadas en las escuelas y oficinas.

***RENDIMIENTO Y REGISTROS ESCOLARES***

**REGISTROS DEL ESTUDIANTE/NOTIFICACIÓN DE DERECHOS DE PRIVACIDAD DE PADRES Y ESTUDIANTES (EC §49063 et seq., §49069, §49073, 34 CFR 99.30, 34 CFR 99.34, y ley federal de Derechos Educativos y Privacidad de la Familia):** Las leyes federales y estatales respeto a registros de estudiantes otorgan ciertos derechos de privacidad y derecho de acceso a estudiantes y sus padres. Se debe dar acceso total a los expedientes escritos individualmente identificables que mantiene el distrito escolar a: (1) Padres de estudiantes de 17 años y menores; (2) Padres de estudiantes de 18 años y mayores si el estudiante es dependiente para propósitos de impuestos y los archivos son necesarios para un propósito legítimo educacional; (3) Estudiantes de 18 años o mayores, o estudiantes matriculados en una institución de instrucción postsecundaria (llamados "estudiantes elegibles"); (4) Estudiantes de 14 años o mayores que se han reconocido como menor no acompañado que carece de hogar; (5) Personas que han completado y firmado una Declaración de Autorización de Persona Responsable del Cuidado del Menor.

Los padres, o un estudiante elegible, pueden revisar registros individuales con solicitarlo al director. Los distritos deben responder a la petición del expediente de un estudiante dando acceso no más de cinco días laborables luego de la fecha de la solicitud. El director se encargará de que se den explicaciones e interpretaciones si se solicitan. Cualquier información que se alega ser incorrecta o inadecuada se puede eliminar con solicitarlo. Además, los padres o estudiantes elegibles pueden recibir una copia de cualquier información en el expediente pagando un coste de copias razonable por cada página. Las políticas y procedimientos del distrito relacionadas a la ubicación y tipos de registros, tipo de información retenida; disponibilidad de personal titulado para interpretar los registros, si se solicita; personas responsables de los registros; información de directorio; acceso por otras personas; y revisión y cuestionar registros están disponibles a través del director de cada escuela. Cuando se traslada un estudiante a un nuevo distrito, se trasladará el expediente dentro del plazo de diez días escolares después de solicitarlo el nuevo distrito. A la hora de trasladarlo, el padre o estudiante elegible podrán revisar, recibir una copia (por una cuota razonable), y/o cuestionar el expediente.

Si usted cree que el distrito no está en cumplimiento con los reglamentos federales de privacidad, usted puede presentar una queja al Depto. de Educación de Estados Unidos (20 USC §1232g).

Usted tiene el derecho de inspeccionar todos los materiales de instrucción que se utilizarán en conexión con cualquier encuesta, análisis, o evaluación como parte de cualquier programa aplicable.

**PROTECCIÓN DE LOS DERECHOS DEL ALUMNO (TÍTULO 20, sección 1232h):** la Protección de los Derechos del Alumno (PPRA) requiere que los distritos desarrollen políticas que los obliguen a obtener el consentimiento previo por escrito de los padres antes de que participen en una encuesta que contenga uno o más de los siguientes artículos : 1) afiliaciones políticas o creencias del estudiante o la familia del estudiante; 2) problemas mentales o psicológicos del estudiante o la familia del estudiante; 3) comportamiento o actitudes sexuales; 4) comportamiento ilegal, antisocial, auto incriminatorio o degradante; 5) evaluaciones críticas de otras personas con quienes los encuestados tienen relaciones familiares cercanas; 6) relaciones privilegiadas o análogas legalmente reconocidas, como las de abogados, médicos y ministros; 7) prácticas religiosas, afiliaciones o creencias del estudiante o del padre del estudiante; o 8) ingresos (que no sean los requeridos por la ley para determinar la elegibilidad para participar en un programa o para recibir asistencia financiera en virtud de dicho programa). Los padres pueden optar por no recibir una notificación por escrito a la oficina del sitio escolar de su hijo.

**DIVULGACIÓN DE INFORMACIÓN DE DIRECTORIO DE ESTUDIANTES (EC §49073, 34 CFR 99.37):** El distrito también mantiene disponible información de directorio de estudiantes de acuerdo con las leyes federales y estatales. Esto significa que el nombre, fecha de nacimiento, lugar de nacimiento, dirección, número de teléfono, dirección de e-mail, curso de estudio principal, participación en actividades escolares oficialmente reconocidas, fechas de asistencia, títulos y premios recibidos, y asistencia más reciente en una escuela pública o privada previa, pueden ser divulgados de acuerdo con la política de la mesa directiva. Además, se puede dar la estatura y peso de los atletas. Se puede proporcionar información de directorio adecuada a cualquier agencia o persona excepto organizaciones lucrativas privadas (con excepción de empleadores, empleadores potenciales o los medios publicitarios). La información del directorio no incluye estatus de ciudadanía, estatus migratorio, lugar de nacimiento ni cualquier otra información que indique origen nacional (excepto donde el distrito reciba consentimiento tal y como requiere la ley estatal). Se puede dar a las escuelas o universidades públicas o privadas los nombres y direcciones de los estudiantes de 12º grado o estudiantes que cesan sus estudios. Se notificará a los padres y estudiantes elegibles antes de destruir cualquier expediente de educación especial. Usted tiene el derecho de inspeccionar una encuesta u otro instrumento que se administre o distribuya a su hijo que recolecte información personal para marketing o venta o que solicite información acerca de creencias y prácticas, así como cualquier material de instrucción que se use como parte del currículo educacional de su hijo. Por favor contacte a la escuela de su hijo si desea inspeccionar tal encuesta u otro instrumento.

*Al recibir una solicitud escrita del padre de un estudiante de 17 años o menor, el distrito no divulgará la información de directorio del estudiante. Si lo solicita por escrito un estudiante de18 años o mayor o que esté matriculado en una institución postsecundaria, se honrará la solicitud de negar acceso a la información de directorio. Las solicitudes deberán presentarse dentro del plazo de 30 días cronológicos de cuando recibe este aviso.* ***(Ver el formulario adjunto.)*** *Además, la información de directorio relacionada a menores no acompañados o que carecen de hogar no se divulgará sin el expreso consentimiento escrito para divulgarlo por el tutor o estudiante elegible.*

**DIVULGACIÓN DE INFORMACIÓN A SERVICIOS MILITARES/DIVULGACIÓN DE NÚMEROS DE TELÉFONO (EC §49073.5; 20 USC §7908):** Los padres de estudiantes de secundaria pueden pedir por escrito que no se de a los reclutadores de las fuerzas armadas el nombre, dirección y teléfono del estudiante sin su previo consentimiento escrito.

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**PARTICIPACIÓN EN EVALUACIONES ESTATALES Y OPCIÓN DE SOLICITAR EXENCIÓN (EC § 60615, 5 CCR § 852):** Los estudiantes de los grados aplicables participarán en la prueba estatal de rendimiento y progreso (*California Assessment of Student Performance and Progress*, CAASPP por sus siglas en inglés) excepto cuando lo exencione la ley. Cada año, los padres pueden entregar por escrito una solicitud de exención de su hijo de toda o partes de la prueba CAASPP durante ese curso escolar. Si los padres entregan la solicitud de exención después de comenzar las pruebas, cualquier prueba(s) realizada antes de entregarse la solicitud se calificará; los resultados se incluirán en el expediente del estudiante y se comunicarán a los padres. Los empleados del distrito no ofrecerán ni alentarán solicitudes de exención a nombre de ningún estudiante ni grupo de estudiantes.

**CURRÍCULO DE PREPARATORIA: NOTIFICACIÓN ACERCA DE LOS CURSOS DE PREPARACIÓN UNIVERSITARIA (EC§51229):** Los distritos están obligados a notificar por escrito a los padres de cada estudiante menor matriculado en los grados 9º a 12º de los requisitos de admisión universitaria y cursos de educación técnica y profesional. Hay información adicional disponible en el Centro de carreras y universidades Williams Jr / Sr High School, que incluye una lista de los sitios web actuales de la Universidad de California y la Universidad Estatal de California, el sitio web del CDE para educación técnica profesional y cómo los estudiantes pueden reunirse con los consejeros escolares para ayudarlos a elegir los cursos.

**DIVULGACIÓN DE REGISTROS ESTUDIANTILES / CUMPLIMIENTO CON UNA CITACIÓN U ORDEN JUDICIAL (EC §§49076 y 49077):** Se requiere que los distritos hagan un esfuerzo razonable de notificar a los padres de la divulgación de información estudiantil conforme a una citación u orden de la corte.

**DIVULGACIÓN DE REGISTROS ESTUDIANTILES A OFICIALES ESCOLARES Y EMPLEADOS DEL DISTRITO (EC §§49076 (A)(1) Y 49064 (D)):** Los distritos pueden divulgar registros académicos, sin haber obtenido consentimiento previo por escrito del padre, a cualquier oficial o empleado escolar, incluyendo contables, consultores, contratistas, u otros proveedores de servicios, que tengan un interés educativo legítimo en el expediente académico

**INFORMACIÓN DE LOS MEDIOS SOCIALES (EC 49073.6):** Según la política de la Junta 5125, el Superintendente o su representante pueden recopilar y mantener información de las redes sociales de cualquier estudiante del distrito, siempre que el distrito notifique primero a los estudiantes y a los padres / tutores sobre el programa propuesto, ofrece una oportunidad de comentarios públicos en una reunión de la Junta programada regularmente, y recopila únicamente información que se relaciona directamente con la seguridad de la escuela o la seguridad de los estudiantes.

**ESTUDIANTES DE INGLÉS A LARGO PLAZO (EC §440):** Cada padre o tutor debe recibir una notificación cuando se evalúe a su hijo para determinar su dominio del idioma inglés a más tardar 30 días después del inicio del año escolar. La sección 313.2 del Código de educación recientemente amplió estos requisitos de notificación a los padres para incluir la siguiente información adicional: 1) si el niño es un estudiante de inglés a largo plazo o está en riesgo de convertirse en un estudiante de inglés a largo plazo; 2) la manera en que la instrucción de desarrollo del idioma inglés satisfará las necesidades educativas de los aprendices de inglés a largo plazo o aquellos en riesgo de convertirse en aprendices de inglés a largo plazo; y 3) la manera en que el programa para la instrucción del desarrollo del idioma inglés ayudará a los aprendices de inglés a largo plazo o aquellos en riesgo de convertirse en aprendices de inglés a largo plazo a desarrollar el dominio del inglés y cumplir con los estándares académicos apropiados para su edad.

***SERVICIOS DE SALUD***

**PROGRAMA PREVENTIVO DE SALUD Y DISCAPACIDADES JUVENILES (H&SC §124085):** Los exámenes físicos son un requisito para la matriculación en primer grado. Puede haber una evaluación médica gratis disponible a través del departamento de salud local. La falta de cumplir con este requisito o firmar una exención adecuada podría resultar en que su hijo sea excluido de la escuela durante hasta cinco días.

**EXAMEN FÍSICO/NEGACIÓN DE CONSENTIMIENTO PARENTAL (EC §49451):** Un niño puede exentarse del examen físico cuando los padres entreguen anualmente al director una declaración escrita negando consentimiento para el examen físico rutinario de su hijo. Cuando haya buen motivo de pensar que el niño está sufriendo de una enfermedad contagiosa, será excluido de asistir a la escuela.

**DIABETES DE TIPO 2 (EC 49452.7):** la diabetes tipo 2 en niños es una enfermedad prevenible y tratable, los padres / tutores son alentados a que un profesional autorizado de atención médica evalúe a sus hijos para detectar factores de riesgo de la enfermedad, incluido el exceso de peso, y para solicitar Pruebas de glucosa en la sangre de su hijo para determinar si tiene diabetes tipo 2 o pre-diabetes. Información adicional sobre la diabetes tipo 2 está disponible en www.cde.ca.gov/ls/he/hn/type2diabetes.asp

**REVISIÓN DE LA VISTA (EC §49455):** El distrito está obligado a evaluar la vista de cada estudiante durante kindergarten, al inscribirse por primera vez, y en los grados 2, 5, y 8. No se requiere la revisión en el año inmediatamente después de haberse inscrito por primera vez el estudiante en 4º o 7º grado. La evaluación incluirá agudeza visual, miopía y percepción de colores; sin embargo, la percepción de colores se evaluará sólo una vez y sólo en estudiantes varones. La revisión puede ser exencionada con presentar un certificado de un médico, cirujano, asistente de médico, u optometrista que presente los resultados de una determinación de la vista del estudiante, incluyendo la agudeza visual y percepción de colores. Esta revisión no se requiere si los padres han presentado al director de escuela una objeción escrita basada en una creencia religiosa.

**NOTIFICACIÓN DE REVISIÓN DE ESCOLIOSIS (EC §§49451 y 49452.5):** Además de las evaluaciones físicas requeridas según secciones 100275, 124035 y 12490 del Código de Salud y Seguridad, el distrito puede ofrecer una revisión espinal a todas las niñas de 7º grado y niños de 8º grado para la condición conocida como escoliosis.

**TRATAMIENTO DENTAL CON FLUOR (H&SC §104830 et seq.):** Los estudiantes tendrán la oportunidad de recibir la aplicación tópica de flúor u otro agente anti-caries en los dientes si el padre o el estudiante elegible entrega una carta indicando que desea el tratamiento.

**EVALUACIÓN DE SALUD ORAL (EC 49452.8)** Requiere que las escuelas públicas envíen una notificación de los requisitos de evaluación de salud oral, incluido un formulario estandarizado que se puede usar para la evaluación o en el que el padre o tutor legal puede indicar una de las varias razones especificadas por las cuales no se puede completar la evaluación de salud realizada por un dentista con licencia u otro profesional de la salud dental registrada para cualquier alumno inscrito en un jardín de infantes en una escuela pública o en primer grado si el alumno no estaba inscrito anteriormente en un jardín de infantes en una escuela pública.

**NUTRICIÓN DEL ESTUDIANTE / NOTIFICACIÓN DE COMIDAS GRATIS O A PRECIO REDUCIDO (EC §§48980(b), 49510, 49520 y 49558):** Los niños necesitados pueden calificar para recibir comida gratis o a precio reducido. Los detalles, criterios de elegibilidad, y aplicaciones para participar en un programa de comidas gratis o a precio reducido están disponibles en la escuela de su hijo. Los registros relacionados a la participación de estudiantes en cualquier programa de comidas gratis o a precio reducido pueden, bajo circunstancias adecuadas, ser utilizadas por empleados del distrito escolar para identificar a estudiantes elegibles para la opción de escuela pública y servicios conforme a la ley federal Cada Estudiante Triunfa (*Every Student Succeeds Act*). Cuando se selecciona un hogar para verificar la elegibilidad para recibir comidas gratis o a precio reducido, el distrito debe avisar a los padres que la elegibilidad de su(s) hijo(s) se está verificando.

**POLÍTICA DE DISTRITO EN PAGOS DE COMIDAS (USDA SP-23-2017):** con la excepción de los estudiantes que son elegibles para recibir comidas sin costo, los estudiantes pueden pagar por comida o pueden presentar los pagos por adelantado. El Superintendente o persona designada mantendrá un sistema para registrar con precisión los pagos recibidos y hacer un seguimiento de las comidas proporcionadas a cada estudiante. Cualquier pago realizado a la cuenta del servicio de comida de un estudiante, si no se utiliza dentro del año escolar, se transferirá al siguiente año escolar o se reembolsará a los padres / tutores del estudiante mediante una solicitud por escrito. A más tardar 10 días después de que la cuenta de comidas de la escuela de un estudiante haya alcanzado un saldo negativo, el Superintendente o la persona designada deberán notificarlo al padre / tutor del estudiante. Antes de enviar esta notificación, el distrito deberá agotar todas las opciones y métodos para certificar directamente al estudiante para recibir comidas gratis oa precio reducido. Los esfuerzos del distrito para cobrar la deuda deben ser consistentes con las políticas y procedimientos del distrito, la guía del Departamento de Educación de California (CDE) y 2 CFR 200.426.

**ENFERMEDADES CONTAGIOSAS (EC §48216 y49403):** El distrito está autorizado para administrar agentes inmunizantes a estudiantes, cuyos padres han dado consentimiento por escrito a la administración de tal agente inmunizante. El distrito está obligado a excluir a estudiantes que no han sido adecuadamente vacunados conforme al Código de Salud y Seguridad 120325 y 120335. El distrito deberá notificar a los padres que tienen dos semanas para presentar un comprobante de que el estudiante ha sido vacunado adecuadamente o que está exencionado del requisito. Se exige que todos los estudiantes empezando en kindergarten, ascendiendo de sexto a séptimo grado en el distrito, o anterior a su primera admisión al distrito, cumplan con los requisitos de inmunización de la sección 120335 del Código de Salud y Seguridad, al no ser que el estudiante presente al distrito una exención válida de un médico licenciado. No se aceptará ninguna exención nueva basada en creencias personales. Los estudiantes con una exención por creencias personales ya archivada con el distrito el 1 de enero de 2016 podrán seguir matriculados hasta empezar en el siguiente intervalo de grados en el distrito. Los intervalos de grado se definen como nacimiento hasta preescolar, K a 6º, incluyendo kínder transicional, y 7º a 12º. Los estudiantes que han calificado para un programa de educación individualizado podrán acceder a su educación especial y servicios relacionados según lo requiera su programa de educación individualizado.

**INMUNIZACIONES (Código de Salud y Seguridad 120325 y 120335):** La ley requiere que todos los estudiantes que ingresan a kindergarten, incluido el kindergarten de transición, o que avancen del sexto al séptimo grado en el distrito, o antes de su primera admisión al distrito, cumplan con el requisitos de inmunización de la sección 120335 del Código de Salud y Seguridad, a menos que el estudiante otorgue al distrito una exención válida de un médico con licencia. Ya no se aceptarán las nuevas exenciones por creencias personales presentadas ante el distrito. Las inmunizaciones documentadas apropiadas para la edad de cada estudiante incluyen (1) Difteria, (2) Haemophilus influenzae tipo b, (3) Sarampión, (4) Paperas, (5) Pertussis (tos ferina), (6) Poliomielitis, (7) Rubéola, (8) Tétanos, (9) Hepatitis B, (10) Varicela (varicela) y cualquier otra enfermedad que el departamento considere apropiada. Los estudiantes que


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califican para un programa de educación individualizado pueden acceder a educación especial y servicios relacionados. La inmunización completa contra la hepatitis B no debe ser una condición de admisión al 7º grado. Todos los estudiantes que ingresan del 7º al 12º grado deben vacunarse con un refuerzo contra la vacuna contra la tos ferina (tos ferina) llamado Tdap. Esto afecta a todos los estudiantes, actuales, nuevos y transferidos, en escuelas públicas y privadas.

**MEDICACIONES (EC §49423, §49423.1):** Cualquier estudiante que necesita tomar en la escuela medicaciones recetadas y que desea la ayuda del personal escolar debe entregar las instrucciones escritas del médico y una solicitud de los padres para ayuda en administrar la medicación. Los estudiantes pueden también llevar y administrarse ellos mismos epinefrina autoinyectable y medicamentos inhalados recetados para el asma cuando la escuela haya recibido una confirmación especificada escrita con instrucciones para la autoadministración y la autorización del padre y médico o cirujano del estudiante. El padre debe liberar al distrito escolar y el personal de cualquier responsabilidad de cualquier daño que pueda resultar del medicamento autoadministrado, y proporcionar un permiso autorizando al personal escolar autorizado para consultar con el médico o cirujano.

**SERVICIOS MÉDICOS Y HOSPITALARIOS PARA ESTUDIANTES (EC §§49471 y 49472):** Se requiere al distrito que notifique a los padres por escrito si no ofrece o no pone a disposición servicios médicos y hospitalarios para estudiantes que se lesionan mientras participan en actividades atléticas. El distrito está también autorizado para proveer servicios mediante corporaciones no lucrativas o pólizas de seguro para lesiones que sufran los estudiantes derivadas de actividades relacionadas a la escuela.

**SEGURO DE ALUMNOS PARA EQUIPOS ATLETICOS (EC 32221.5): "En virtud de la ley estatal, los distritos escolares están obligados a garantizar que todos los miembros de los equipos atléticos escolares tengan un seguro de lesiones accidentales que cubra los gastos médicos y hospitalarios. Este requisito de seguro puede ser cumplido por el distrito escolar que ofrece un seguro u otros beneficios de salud que cubren los gastos médicos y hospitalarios.**

**Algunos alumnos pueden calificar para inscribirse en programas de seguro de salud patrocinados por el gobierno local, estatal o federal, sin costo o de bajo costo. Puede obtener información sobre estos programas llamando a Myers-Stevens & Toohey & Co al 1-800-827-4695.**

**CONCUSIONES Y LESIONES POR LA CABEZA EN ATLETISMO (EC 49475):** requiere que los distritos que eligen ofrecer programas deportivos proporcionen, anualmente, una hoja de información sobre lesiones en la cabeza y conmoción cerebral, que debe ser firmada y devuelta por el atleta o el padre o tutor del atleta Antes de que el atleta pueda iniciar la práctica o la competición.

**DETENCIÓN DE CARDIACO SUDUDIDO (EC 33479.3):** Cada año escolar, antes de que un alumno participe en una actividad atlética gobernada por la Federación Interescolar de California, la escuela deberá recopilar y conservar una copia de la hoja de información sobre el paro cardíaco repentino requerida por la Federación Interescolar de California para ese alumno. Antes de que un alumno participe en una actividad deportiva que no esté regida por la Federación Interescolar de California, el alumno y el padre o tutor del alumno deberán firmar y devolver a la escuela del alumno un acuse de recibo y una revisión de la hoja de información publicada en el sitio web del departamento en Internet. a la subdivisión (a) de la Sección 33479.2.

**DISPONIBILIDAD DE INSTRUCCIÓN INDIVIDUALIZADA / PRESENCIA DE UN ESTUDIANTE CON DISCAPACIDAD TEMPORAL EN EL HOSPITAL (EC §§48206.3, 48207-48208):**

Hay instrucción individualizada disponible para estudiantes con discapacidades temporales cuya discapacidad resulta en que su asistencia a clases diurnas regulares o programa de educación alternativo en el que está inscrito sea imposible o desaconsejable. Los padres de estudiantes hospitalizados o discapacitados temporalmente deben avisar al distrito o distritos escolares donde el estudiante asista, resida y/o donde el estudiante reciba cuidados si se desea un programa de instrucción individualizada. La instrucción en el hogar / hospital está disponible caso por caso.

**RÉGIMEN CONTINUO DE MEDICACIÓN (EC §49480):** Los padres de cualquier estudiante en un régimen continuo de medicación debido a una condición no episódica deberá informar a la enfermera escolar y otro personal titulado de la medicación recetada, la dosis actual, y el nombre del médico supervisor. (***Ver formulario adjunto.***) Con el consentimiento del padre, la enfermera escolar puede comunicarse con el médico y aconsejar al personal escolar con relación a los posibles efectos de la medicación sobre el comportamiento físico, intelectual, y social, así como las señales y síntomas de los efectos secundarios adversos, omisión o sobredosis.

**ROPA PROTECTORA CONTRA EL SOL/USO DE CREMA PROTECTORA (EC §35183.5):** Las escuelas deben de permitir el uso de ropa protectora contra el sol y deben permitir a los estudiantes utilizar durante el día escolar crema protectora, sin la receta o nota de un médico.

**ASBESTOS (40 CFR 763.84, 40 CFR 763.93):** El distrito tiene un plan para eliminar los riesgos de salud creados por la presencia de asbestos en edificios escolares. Puede revisar el plan en la oficina del distrito. Al menos una vez al año, el distrito avisará a los padres de las inspecciones, acciones de respuesta, y actividades post-acciones de respuesta que están planificadas o en progreso.

**USO DE PESTICIDAS (EC §§17611.5, 17612 y 48980.3):** Se requiere que los distritos escolares informen a los padres sobre el uso de pesticidas en los terrenos de la escuela y brinden acceso al plan de manejo integrado de plagas cuando se usan ciertos pesticidas. Tenemos la intención de utilizar los siguientes pesticidas este año: Roundup Power Max: (48.7% de glifosfato, N (fosfonometil) glicina, en forma de su sal de isopropilamina 51.3% de ingredientes inertes), Dow Agro Sciences: Goal 2XL (22.3% Fen del oxifluor: 2-cloro-1 (3-etoxi-4-nitrofenoxi) 4- (trifluorometil) benceno, 77,7% Otros ingredientes), Drexel-MSMA 6 Plus (47,6% de metasonasonato de ácido monosódico), Prowl H2O (38,7% Pendimethalin N- (1 -etilpropina -3,4-dimetil-2, 6-dinitrobenzenamina, 61.3% Otros ingredientes) Merodear H2O 38.7% Pendimetalina N- (1-etilpropina) -3, 4-dimetil-2, 6-dinitrobenzenamina 61,3% Otros ingredientes, Tempo Ultra WP 10% Ciflutrina, ciano (4-fluoro-3-fenoxifenil) metil 3- (2,2-dicloroetenil) -2,2-dimetilciclo-propanocarboxilato 90% Otros ingredientes, Broadworks Herbicida: Mesotriona 40%, Otros ingredientes 60 % Puede encontrar más información sobre estos pesticidas y la reducción del uso de pesticidas en los sitios web del Departamento de Regulación de Pesticidas en http://www.cdpr.ca.gov o en http: //www.cdpr.ca.gov/schoolipm. El plan de manejo integrado de plagas (MIP) del distrito se puede encontrar en www.williamsusd.net.

**PLAN EXHAUSTIVO DE SEGURIDAD ESCOLAR**

**(EC §32280 et seq.):** Se requiere que cada escuela incluya en su informe anual de responsabilidad escolar (SARC por sus siglas en inglés) información sobre el estado de su plan de seguridad escolar, incluyendo una descripción de los elementos principales. Se requiere que el comité de planificación celebre una reunión pública para permitir que el público tenga la oportunidad de expresar una opinión acerca del plan escolar. El comité planificador deberá notificar a ciertas personas y entidades por escrito.

**NOTIFICACIÓN DE CUMPLIMIENTO (EC §32289):** Se puede presentar una queja de incumplimiento con los requisitos de planificación de seguridad escolar al Departamento de Educación del Estado bajo el procedimiento uniforme para presentar quejas. (5 CCR 4600 et seq.)

**TARJETA DE INFORMES DE RESPONSABILIDAD ESCOLAR (EC §35256, 35258):** La junta gobernante emitirá anualmente un Informe de Responsabilidad Escolar (SARC) para cada escuela en el distrito, publicará esos informes y notificará a los padres o tutores de los alumnos que habrá una copia impresa siempre bajo petición. Cada distrito debe hacer copias impresas de su boleta de calificaciones actualizada anualmente, previa solicitud, en o antes del 1 de febrero de cada año.

**ESCUELAS LIBRES DE TABACO (HS §104420):** Está terminantemente prohibido a todas horas el uso de productos de tabaco por estudiantes, personal, padres, o visitantes en edificios propios o alquilados por el distrito, propiedades distritales, y vehículos distritales. Esta prohibición se aplica a todo empleado, estudiante, y visitante en cualquier programa de instrucción, actividad o evento atlético patrocinado por la escuela que se celebre en o fuera de propiedad distrital. Los productos prohibidos incluyen cualquier producto que contenga tabaco o nicotina, incluyendo, pero no limitándose a, tabaco sin humo, *snuff*, masticado, cigarrillos de clavo, y cigarrillos electrónicos capaces de administrar soluciones vaporizadas de nicotina o sin nicotina. Se pueden hacer excepciones para el uso o posesión de productos de nicotina con receta médica. A cualquier empleado o estudiante que viole la política distrital de escuelas libres de tabaco se le pedirá que se abstenga de fumar y éste será sujeto a acción disciplinaria según sea apropiado.

***SERVICIOS ESTUDIANTILES***

**EDAD MÍNIMA PARA ADMISIÓN A KINDERGARTEN (EC §48000):** Un niño/a podrá matricularse en kinder al principio del curso escolar o más tarde durante el mismo curso, si ha cumplido los cinco años en o antes del 1 de septiembre. Cualquier niño/a que cumpla años entre el 2 de septiembre del curso escolar aplicable y el 2 de diciembre será ofrecido un programa de kinder transicional de acuerdo con la ley y la política distrital. Según el caso individual, un niño/a que haya cumplido cinco años después de la fecha de arriba, pero antes del fin del curso aplicable, podrá ser admitido a kindergarten de transición con la aprobación del padre y sujeto a la aprobación de la mesa directiva conforme a EC §48000. Un distrito escolar puede emplazar a un estudiante que tenga su cuarto cumpleaños el o antes del 1 de diciembre, y esté matriculado en un programa de preescolar de California, en un salón de clase de kindergarten de transición de acuerdo con EC §48000.

**ESTUDIANTES EMBARAZADAS Y ESTUDIANTES QUE SEAN PADRES/MADRES (EC §§ 221.51, 222, 222.5, 46015):** Los distritos no pueden excluir ni denegar a ningún estudiante programa o actividad educativa alguna en base a embarazo, parto, falso embarazo, interrupción del embarazo o recuperación de esta de una estudiante, y tratará estas condiciones del mismo modo y según las mismas normativas que cualquier otra condición temporal discapacitante. Una estudiante embarazada o un/a estudiante que sea padre/madre de un hijo/a tiene derecho a 8 semanas de baja por paternidad/maternidad, o baja adicional si se considera médicamente necesaria por parte del doctor del estudiante. Durante la baja por paternidad/maternidad, las ausencias serán excusadas y no se requerirá que el/la estudiante complete trabajo académico ni cumpla otros requisitos escolares. Después de regresar de una baja por paternidad/maternidad, un/a estudiante puede volver al curso de estudio en el cual estaba previamente inscrito/a, tiene derecho a recuperar el trabajo perdido, y a hacer un quinto curso de instrucción en escuela preparatoria si fuese necesario para completar los requisitos de graduación. Un estudiante puede elegir asistir a una opción de educación alternativa en lugar de regresar a la escuela en la que estaba matriculado/a antes de la baja por paternidad/maternidad. Las escuelas ofrecerán adaptaciones


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razonables a una estudiante lactante en un campus escolar para extraer leche materna, amamantar a un bebé, o dar respuesta a otras necesidades relacionadas con la lactancia. Un estudiante no incurrirá en penalización académica como resultado de su utilización de estas adaptaciones.

**PROSPECTO DEL CURRÍCULO ESCOLAR (EC §49091.14):** El currículo de cada curso ofrecido por las escuelas del distrito lo acumula cada escuela en un prospecto. El prospecto de cada escuela está disponible en cada escuela con solo solicitarlo. Se pueden pedir copias por una cuota que no exceda el coste actual de hacer la copia.

**EDUCACIÓN MULTILINGÜE (EC §310):** El Distrito Escolar Unificado de Williams ofrecerá un programa de inmersión dual inglés-español 50/50 en la Escuela Primaria Williams. Puede comunicarse con la oficina de la escuela para obtener información sobre la inscripción.

**EDUCACIÓN ESPECIAL (IDEA):** Las leyes federales y estatales requieren que se ofrezca una educación pública adecuada y gratuita (FAPE) en el ambiente menos restrictivo a estudiantes discapacitados de 3-21 años. Puede obtener más información acerca de la elegibilidad de estudiantes, derechos de padres y garantías procesales con solicitarlo.

**EDUCACIÓN ESPECIAL; SISTEMA *CHILD FIND* (EC §56301):** Cualquier padre que sospeche que un niño/a tiene necesidades excepcionales puede pedir una evaluación para servicios de educación especial a través del director de escuela. La política y procedimientos deberá incluir notificación escrita a todos los padres de sus derechos conforme a EC §56300.

**QUEJAS DE EDUCACIÓN ESPECIAL (5 CCR §3080):** Los reglamentos estatales requieren que el distrito establezca procedimientos para tratar con las quejas de educación especial. Si usted piensa que el distrito está en violación de las leyes federales o estatales que rigen la identificación o colocación de un estudiante de educación especial o asuntos similares, puede presentar al distrito una queja por escrito. Los reglamentos estatales requieren que el distrito mande su queja al Superintendente de Instrucción Pública del Estado. Puede obtener los procedimientos de su director de escuela.

**SECCIÓN 504 / ESTUDIANTES DISCAPACITADOS (Sección 504 del Acto de Rehabilitación de 1973):** La ley federal requiere que el distrito notifique anualmente a los estudiantes discapacitados y a sus padres del deber y la política distrital de no discriminación bajo la sección 504 de la Ley de Rehabilitación.

**DECLARACIÓN DE NO DISCRIMINACION (Título VI de la Ley de Derechos Civiles de 1964; Título IX de las Enmiendas a la Educación de los Estados Unidos de 1972; Ley de Americanos con Discapacidades; Sección 504 de la Ley de Rehabilitación Vocacional de 1973; EC §200 et seq.):** El distrito no discrimina por motivos de género, identidad de género, expresión de género, sexo, raza, color, religión, origen nacional, identificación de grupo étnico, edad, información genética, discapacidad mental o física, orientación sexual, estatus migratorio o la percepción de una o más de tales características. La política distrital de no-discriminación requiere notificación en el idioma materno si el área de servicio distrital contiene una comunidad de personas de minoridad con conocimiento limitado del inglés. La notificación debe incluir que el distrito tomará medidas para asegurar que la falta de hablar el inglés no será una barrera a la admisión y participación en programas distritales. Esta política se aplica a todos los estudiantes en cuanto a la participación en programas y actividades, con pocas excepciones tales como deportes de contacto. Según la ley federal, cualquier queja que alega incumplimiento de esta política deberá dirigirse al director de escuela. Las apelaciones pueden hacerse al superintendente del distrito. Puede obtener una copia de la política distrital de no-discriminación con solo solicitarlo. Oficial de Cumplimiento del Título IX: Dr. Edgar Lampkin, Superintendente

**IGUALDAD EDUCATIVA INDEPENDIENTE DE ESTATUS MIGRATORIO, CIUDADANÍA O RELIGIÓN (EC §234.7):** Los niños tienen derecho a una educación pública gratuita, independientemente de su estatus migratorio, estatus de ciudadanía o creencias religiosas. Cuando inscriben a un estudiante, las escuelas deben aceptar diversos documentos de los padres del estudiante para demostrar prueba de la edad o residencia del estudiante. No se requiere información alguna sobre estatus de ciudadanía/migratorio ni número de Seguridad Social para matricularse en la escuela. Los padres tienen la opción de proporcionar a la escuela información de contacto en caso de emergencia. Inclusive la información de contactos secundarios, para identificar a un adulto de confianza que pueda cuidar de un estudiante menor de edad en el caso de que los padres sean detenidos o deportados. Los padres tienen la opción de completar una Declaración Jurada de Autorización de Cuidador o una Petición de Nombramiento de Tutor Temporal de la Persona, que puede permitir a un adulto de confianza tomar decisiones educativas y médicas en nombre de un estudiante menor de edad. Los estudiantes tienen el derecho a informar sobre un crimen de odio o presentar una reclamación ante el distrito escolar si se están viendo discriminados, intimidados o acosados en base a su nacionalidad, etnia o estatus migratorio real o percibido. El distrito no divulgará información a terceras partes para fines relacionados con el cumplimiento sobre inmigración, excepto si lo requiere la ley o una orden judicial. La página web del Fiscal General de California proporciona recursos online para "conocer sus derechos" para estudiantes inmigrantes y miembros de las familias en https://oag.ca.gov/immigrant/rights.

**PROGRAMA DE HUELLAS DACTILARES (EC §32390):** Los distritos escolares están autorizados para ofrecer programas de huellas dactilares para niños de kinder o recién matriculados en el distrito. Si el distrito ha adoptado tal programa, se le notificará a la hora de la matriculación inicial de los procedimientos, cuota aplicable y su derecho de negar la participación de su hijo.

**SITUACIONES DE NINOS SIN HOGAR (42 USC §11431-11435):**
Cada distrito local nombrará a un enlace para niños sin hogar que será responsable de asegurar la diseminación del aviso público de los derechos educativos de estudiantes en situaciones de carencia de hogar.

**PROGRAMA CAL GRANT (EC 69432.9):** Los distritos deben notificar a los estudiantes inscritos en el grado 11 y, para los alumnos menores de 18 años, a sus padres o tutores, que los estudiantes se considerarán solicitantes de Cal Grant a menos que los estudiantes opten por no ser automáticamente considerado un solicitante Cal Grant. Si los estudiantes del 11º grado no se dan de baja, su promedio de calificaciones se enviará electrónicamente. Este aviso por escrito se debe proporcionar a todos los estudiantes del 11º grado, y a sus padres (para los estudiantes menores de 18 años), antes del 1 de enero del año del 11º grado del estudiante. La notificación debe especificar el proceso y el tiempo por el cual los estudiantes pueden optar por no participar dentro de un período de tiempo establecido, pero no menos de 30 días. La notificación debe indicar cuándo la escuela enviará los promedios de calificaciones a la comisión y la fecha límite de presentación para el 1 de octubre.

***EDUCACIÓN SEXUAL / VIH***

**INSTRUCCIÓN EN EDUCACION INTEGRAL DE SALUD SEXUAL Y PREVENCIÓN DEL VIH (EC §§51938):** El distrito debe notificar a los padres anualmente de la educación que tienen programada para el curso escolar en cuanto a la instrucción en la educación integral sobre la salud sexual y la educación sobre la prevención del VIH e investigaciones/estudios acerca de los comportamientos y riesgos de estudiantes. Los materiales escritos y audiovisuales utilizados en la instrucción están disponibles para inspección. Si los arreglos para la instrucción se hacen después de comenzar el curso escolar, los padres serán notificados no menos de 14 días antes del comienzo de tal instrucción si el distrito opta por proveer la instrucción mediante contratistas externos en clase o durante una asamblea. El aviso debe incluir la fecha de la instrucción, el nombre de la organización o la afiliación de cada presentador y la información que los padres tienen derecho de pedir una copia de la ley relacionada a dicha instrucción. Los padres tienen derecho a disculpar a su hijo de toda o parte de la educación integral de salud sexual y de la prevención del VIH solicitándolo por escrito al distrito. Aquellos estudiantes cuyos padres no hayan presentado una solicitud escrita para disculparles recibirán dicha instrucción. La ley también autoriza al distrito, sin previo consentimiento parental, a utilizar investigaciones anónimas, voluntarias y confidenciales y herramientas de evaluación para medir los comportamientos y riesgos de la salud de estudiantes, incluyendo exámenes, cuestionarios, y encuestas en grados 7 a 12 que contengan preguntas adecuadas a la edad acerca de las actitudes o prácticas de estudiantes respecto al sexo. El distrito deberá avisar a los padres por escrito antes de administrar tales pruebas, cuestionarios, o encuestas y ofrecerles la oportunidad de examinar los materiales. Los padres tienen derecho a disculpar a su hijo de participar solicitándolo por escrito al distrito.

**INSTRUCCIÓN DE SALUD/CONFLICTOS CON FORMACIÓN Y CREENCIAS RELIGIOSAS (EC §51240):** Cuando un padre lo pida por escrito, se permitirá que un estudiante sea excusado de parte de cualquier instrucción escolar sobre la salud si está en conflicto con la formación y creencias religiosas del padre.

***ASISTENCIA ESCOLAR/ ALTERNATIVAS A LA ASISTENCIA***

La ley de California (EC §48980(g)) requiere que todas las mesas directivas informen a los padres de cada estudiante al principio de cada año escolar de las varias maneras en que pueden elegir escuelas para sus hijos además de las que les asigna el distrito escolar. Los estudiantes que asisten a escuelas que no les ha asignado el distrito se conocen como "estudiantes de traslado" a través de este aviso. Existe un proceso para elegir una escuela dentro del distrito en el que vive el padre (traslado intradistrito), y potencialmente tres procesos distintos para elegir escuelas en otros distritos (traslado interdistrital). Los requisitos generales y limitaciones de cada proceso se detallan a consiguiente:

**Elección de escuela dentro del distrito en el que viven los padres:**
La ley (EC §35160.5(b)) requiere que la mesa directiva de cada distrito establezca una política que permita a los padres elegir las escuelas en donde asistirán sus hijos, sin importar donde viven dentro del distrito. La ley limita la opción de elegir dentro del distrito escolar según lo siguiente:

- Los estudiantes que viven en el área de asistencia de una escuela deben recibir prioridad para asistir a esa escuela por encima de estudiantes que no viven en el área de asistencia de la escuela.
- En casos cuando hay más solicitudes para asistir a una escuela que cupos disponibles, el proceso de selección será "al azar e imparcial," lo cual generalmente significa que los estudiantes serán seleccionados por medio de un proceso de lotería, en vez de según el orden de entrega de la solicitud. El distrito no puede usar el rendimiento académico ni el atletismo de un estudiante como motivo de aceptar o negar un traslado.
- Cada distrito deberá decidir el número de cupos disponibles en cada escuela que pueden ocupar estudiantes de traslado. Cada distrito también tiene la autoridad de mantener un equilibrio racial y étnico adecuado en sus escuelas, lo cual significa que el distrito puede negar la solicitud de traslado si esta alterase este equilibrio o

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si dejase al distrito fuera de cumplimiento con un programa de desegregación voluntario o mandado por la corte.

- Cada distrito puede adoptar una normativa de selección de escuela que tenga en consideración circunstancias especiales que puedan ser dañinas para un estudiante en particular, si un hermano del estudiante ya asiste a la escuela, y/o si el padre/madre del estudiante está empleado/a en la escuela.
- Si se niega un traslado, el padre no tiene el derecho automático de apelar la decisión. Sin embargo, el distrito puede decidir voluntariamente establecer un proceso para que los padres apelen una decisión.

**Elección de escuela fuera del distrito en el que viven los padres:**
Los padres tienen tres opciones distintas para elegir una escuela fuera del distrito en donde viven. Las tres opciones son:

**1ª Opción: Distrito de opción (EC § 48300 al 48315):**
La ley permite, pero no requiere, que cada distrito escolar sea un "distrito de opción" – o sea, un distrito que acepta estudiantes de traslado de fuera del distrito bajo los términos de las secciones citadas del Código de Educación. Si la mesa directiva de un distrito decide hacerse un "distrito de opción" debe determinar el número de estudiantes que aceptará cada año en esta categoria y aceptar a todos los estudiantes que soliciten transferencia hasta que el distrito escolar esté a plena capacidad. El distrito escolar de elección deberá garantizar que los estudiantes admitidos en base a este artículo sean seleccionados mediante un proceso sin sesgos, que prohíba la consideración de factores como rendimiento académico o deportivo, condiciones físicas o competencia en inglés. Si el distrito opta por no hacerse un "distrito de opción," los padres no pueden solicitar un traslado bajo estas provisiones. Otras provisiones de la opción de "distrito de opción" incluyen:

- Tanto el distrito al que se trasladaría un estudiante como el distrito del que trasladaría puede negar un traslado si éste afectase adversamente el equilibrio racial y étnico del distrito, o un plan de desegregación voluntario o mandado por la corte. Un distrito de opción no puede negar una solicitud de traslado basado en que los gastos de proveer servicios excederían los ingresos, pero si puede negar una solicitud si ésta requiriese que se creara un programa nuevo. Sin embargo, el distrito de opción no puede negar el traslado de estudiantes con necesidades especiales, incluyendo estudiantes con necesidades excepcionales, y estudiantes aprendices del inglés (*English Learners*) aún si el coste de educar al estudiante excede los ingresos recibidos o si requiere la creación de un programa nuevo. El distrito del que se traslada un estudiante puede también limitar el número total de estudiantes que se trasladan cada año fuera del distrito a un porcentaje determinado del número total de matriculas, dependiendo del tamaño del distrito.
- Las comunicaciones de un distrito de opción con los padres contendrán información precisa y no estarán dirigidas a estudiantes basado en su rendimiento académico, habilidad atlética, u otras caracteristicas individuales.
- El distrito de opción debe publicar información de solicitud de transferencia en su página web, incluyendo cualquier formulario aplicable, el calendario de transferencia, y una explicación del proceso de selección.
- Todas las comunicaciones de un distrito de opción sobre oportunidades de transferencia deben estar disponibles en los lenguajes en los que se requiera traducción en el distrito escolar de residencia, en base a EC §48985.
- Ningún estudiante que asiste actualmente a una escuela o reside dentro del área de asistencia de una escuela puede ser obligado a dejar esa escuela para hacer sitio para un estudiante que se traslada bajo estas provisiones.
- La prioridad de entrada debe concederse en base a lo siguiente:
    - Se deberá dar la primera prioridad de transferencia a los hermanos de estudiantes que ya asisten a la escuela en el "distrito de opción".
    - Estudiantes elegibles para comidas gratis o a precio reducido deben tener la segunda prioridad.
    - Los hijos de personal militar deben tener tercera prioridad.
- Los padres pueden pedir ayuda de transporte dentro de los límites fronterizos del "distrito de opción". El distrito está obligado a proveer transporte solo si ya lo está haciendo.
- El distrito escolar en el que reside uno de los padres mientras está de servicio militar activo no negará el traslado de ese estudiante a una escuela en cualquier distrito, si el distrito escolar al que hizo la solicitud el padre del estudiante aprueba la solicitud de traslado.

**2ª Opción: Otros traslados interdistritales (EC §46600 et. Seq.):** La ley permite que dos o más distritos entren en un acuerdo para el traslado de uno o más estudiantes por un periodo de hasta cinco años. Se pueden hacer nuevos acuerdos para periodos adicionales de hasta cinco años cada uno. El acuerdo debe de especificar los términos y condiciones bajo los cuales se permiten los traslados. El distrito en el que viven los padres no puede negar el traslado de un estudiante cuyo padre/madre está de servicio militar activo cuando el distrito de la propuesta matriculación ha aprobado la solicitud, o para estudiantes que sean victima de un acto de acoso a menos que la escuela solicitada esté al máximo de capacidad. La ley de traslados interdistritales también comprende lo siguiente:

- Si cualquiera de los distritos niega el traslado, el padre puede apelar la decisión al consejo de educación del condado. Existen tiempos límite determinados por ley para presentar una apelación y para que el consejo de educación del condado tome una decisión.

**3ª Opción: Traslados por empleo de los padres en vez de residencia (EC §48204(b)):** Cuando al menos uno de los padres de un estudiante está físicamente empleado dentro de los límites fronterizos del distrito escolar que no sea el distrito en el que viven durante al menos 10 horas de la semana escolar, el estudiante puede considerarse residente del distrito escolar en el que trabaja su(s) padre(s). Esta sección del código no requiere que un distrito escolar acepte a un estudiante que solicita un traslado por este motivo, pero el estudiante no puede ser negado el traslado por motivo de raza, etnicidad, sexo, ingreso de los padres, rendimiento académico, ni cualquier otra consideración "arbitraria". Otras provisiones de §48204(b) incluyen:

- Tanto el distrito en el que vive el padre o el distrito en el que trabaja el padre puede prohibir el traslado del estudiante si impacta negativamente un plan de desegregación.
- El distrito en el que vive el padre puede negar un traslado si determina que el coste de educar al estudiante sería más de la cantidad de fondos gubernamentales que recibiría el distrito para educar al estudiante.
- Existen límites determinados (basado en la matriculación total) en el número neto de estudiantes que pueden trasladarse fuera de un distrito bajo esta ley, al no ser que el distrito apruebe un número mayor de traslados.
- No hay proceso de apelación para la negación de un traslado. Sin embargo, el distrito que no admite al estudiante debe de dar por escrito al padre las razones concretas por las que ha negado el traslado.

**Ley de Matriculación Abierta (EC §48350 et seq.)**
Cuando un estudiante asiste a una escuela del distrito en la Lista de Matriculación Abierta, según lo haya identificado el Superintendente de Instrucción Pública, el estudiante puede solicitar un traslado a otra escuela dentro o fuera del distrito, si la escuela a la que se traslada tiene un indice de rendimiento académico (*Academic Performance Index,* API por sus siglas en inglés) superior. Los distritos con una escuela en la Lista deben notificar a los padres en esa escuela antes de o en el primer día de escuela de su opción de trasladarse a otra escuela pública. La información acerca del proceso de solicitud y las fechas límites aplicables están disponibles en la oficina distrital.

*A consiguiente se da un resumen de las leyes aplicables a la asistencia escolar para cada alternativa. Para más información contacte al distrito.*

**NOTIFICACIÓN DE ESCUELAS ALTERNATIVAS (EC §58501):**
La ley estatal autoriza a todos los distritos escolares a ofrecer escuelas alternativas. La sección 58500 del Código de Educación define una escuela alternativa como una escuela o clase en grupo separado dentro de una escuela que opera de manera que:
(1) Maximiza la oportunidad para que los estudiantes desarrollen valores de autosuficiencia, iniciativa, amabilidad, espontaneidad, ingeniosidad, valor, creatividad, responsabilidad, y alegría.
(2) Reconoce que se aprende mejor cuando el estudiante aprende porque tiene deseo de aprender.
(3) Mantiene una situación educativa que maximiza la motivación propia del estudiante y le anima a perseguir sus propios intereses a su propio ritmo. Estos intereses podrían resultar en parte o en total de una presentación por su(s) maestro(s) de las opciones de proyectos educativos.
(4) Maximiza la oportunidad de maestros, padres y estudiantes de desarrollar de manera cooperativa el proceso de aprendizaje y su contenido. Esta oportunidad será un proceso permanente continuo.
(5) Maximiza la oportunidad de estudiantes, padres y maestros de reaccionar continuamente al mundo cambiante, incluyendo, pero no limitándose a la comunidad en la que está la escuela.
En el caso que cualquier padre, estudiante, o maestro tenga interés en más información acerca de escuelas alternativas, el Superintendente de Escuelas del Condado, la oficina administrativa de este distrito, y la oficina del director en cada área de asistencia deberán tener copias de la ley disponible para su información. Esta ley autoriza en particular a personas interesadas para pedir que la mesa directiva del distrito establezca programas escolares alternativos.

**REDUCCIÓN DE CALIFICACIONES / PÉRDIDA DE CREDITO ACADÉMICO (EC §48980(i)):** A ningún estudiante se le reducirá la calificación ni se le restará crédito académico debido a una ausencia justificada conforme a EC §48205 si los trabajos/exámenes perdidos que puedan ser proporcionados razonablemente se completan satisfactoriamente dentro de un periodo razonable de tiempo.

**AUSENCIAS POR SERVICIOS MÉDICOS CONFIDENCIALES (EC §46010.1):** Se avisa a los estudiantes de 7º a 12º grado y a sus padres que la ley permite a las escuelas excusar a estudiantes para el propósito de obtener servicios médicos confidenciales sin el consentimiento de los padres. La política distrital acerca de tales ausencias excusadas está disponible con solicitarlo.

**AUSENCIAS POR INSTRUCCIÓN RELIGIOSA (EC §46014):** Los distritos pueden excusar a estudiantes con consentimiento de los padres para participar en ejercicios/instrucción religiosa. Ver AR 5113

**NOTIFICACIÓN DE DÍAS MÍNIMOS Y DÍAS DE DESARROLLO PROFESIONAL PARA MAESTROS (EC §48980(c)):** Se requiere que el distrito notifique anualmente a los


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padres de la programación de los días mínimos y días en que no hay clase debido a programas de desarrollo profesional para maestros. La notificación debe hacerse al principio del año o lo antes posible, pero no más tarde de un mes antes del día mínimo o desarrollo profesional programado. (***Ver el adjunto***.)

***MISCELÁNEA***

**ACT DE COMUNICACIÓN SOBRE EL CRÉDITO IMPUESTO SOBRE INGRESOS (EITC) (Código de Ingresos e Impuestos §19854):** Con base en sus ingresos anuales, puede ser elegible para recibir el Crédito Tributario por Ingreso del Trabajo del Gobierno Federal (EITC Federal). El EITC federal es un crédito fiscal federal reembolsable sobre la renta para individuos y familias trabajadoras de bajos ingresos. El EITC federal no tiene ningún efecto sobre ciertas prestaciones sociales. En la mayoría de los casos, los pagos del EITC federal no se utilizarán para determinar la elegibilidad para Medicaid, Ingreso de seguridad suplementario, cupones de alimentos, viviendas para personas de bajos ingresos o la mayoría de los pagos de Asistencia temporal para familias necesitadas. Incluso si no adeuda impuestos federales, debe presentar una declaración de impuestos federales para recibir el EITC federal. Asegúrese de completar el formulario Federal EITC en el Folleto de devolución de impuestos federales. Para obtener información sobre su elegibilidad para recibir el EITC federal, incluida la información sobre cómo obtener el Aviso 797 del Servicio de Impuestos Internos (IRS) o cualquier otro formulario e instrucciones necesarios, comuníquese con el IRS llamando al 1-800-829-3676 o través de su sitio web sitió en www.irs.gov.

También puede ser elegible para recibir el Crédito Tributario por Ingreso del Trabajo de California (EITC de California) a partir del año fiscal 2015 del año calendario. El EITC de California es un crédito fiscal estatal reembolsable a las personas y familias trabajadoras de bajos ingresos. El EITC de California se trata de la misma manera que el EITC federal y, por lo general, no se utilizará para determinar la elegibilidad para los beneficios de bienestar bajo la ley de California. Para reclamar el EITC de California, incluso si no debe impuestos de California, debe presentar una declaración de impuestos sobre los ingresos de California y completar y adjuntar el Formulario de EITC de California (FTB 3514). Para obtener información sobre la disponibilidad de los requisitos de elegibilidad de crédito y cómo obtener los formularios de California necesarios y cómo solicitar ayuda, comuníquese con la Franchise Tax Board al 1-800-852-5711 o visite su sitio web en www.ftb.ca.gov.

Para obtener información adicional, consulte la página web del IRS EITC https://www.irs.gov/credits-deductions/individuals/earned-income-tax-credit o la página web del EITC de California en https://www.ftb.ca.gov/individuals /faq/net /900.shtml.

**INFORME FEDERAL DE RECOPILACIÓN DE DATOS DE RAZA Y ETNIDAD:** Con base en la guía final del Departamento de Educación de los EE. UU. Con respecto a la recopilación de datos de raza y etnia para los estudiantes y el personal, el Departamento de Educación de California ha revisado sus requisitos de recopilación de datos utilizando el Sistema de Datos Longitudinales de Logros Estudiantiles de California (CALPADS). Los distritos escolares están obligados a cumplir con los requisitos de informe utilizando una pregunta de dos partes (https://www.cde.ca.gov/ds/dc/es/refaq.asp).

**PRODUCTOS ELECTRÓNICOS O SERVICIOS QUE DISMINUYEN LA PUBLICIDAD (EC 35182.5):** Si un distrito celebra un contrato para productos o servicios electrónicos que requiere la difusión de publicidad a los estudiantes, el distrito debe notificar por escrito a los padres o tutores de los estudiantes que la publicidad Se utilizarán en el aula u otros centros de aprendizaje.

**PROGRAMAS NO OBLIGATORIOS PARA PARTICIPACIÓN DE PADRES/ESTUDIANTES (EC §49091.18):** Las escuelas no pueden obligar a un estudiante ni a su familia a someterse o participar en ninguna prueba, evaluación, análisis, ni seguimiento de la calidad o carácter de la vida familiar del estudiante, evaluaciones o pruebas parentales, programas de consejería no-académica en hogar, capacitación para padres, ni planes prescritos de servicios educativos familiares.

**EQUIDAD DE GÉNERO EN PLANIFICACIÓN DE CARRERAS (EC §221.5(d)):** Se notificará a los padres por adelantado de la consejería de carreras y selección de cursos comenzando con la selección de cursos en 7° grado, de modo de promover la equidad de género y permitir que los padres participen en sesiones de consejería y decisiones.

**NORMATIVA CONTRA EL ACOSO SEXUAL (EC §231.5; 5 CCR §4917):** Se requiere que cada distrito haya adoptado una normativa por escrito contra el acoso sexual, y proporcionará una copia de esta normativa, en lo relativo a los estudiantes, junto con la notificación anual. También se requiere que los distritos expongan estas normativas en un lugar prominente y que la incluyan en la orientación para empleados y estudiantes. Una copia de la política del Distrito sobre el acoso sexual, en lo que se refiere a los estudiantes, está disponible en la oficina del Distrito a solicitud. También puede consultar la política de la Junta y el reglamento administrativo 5145.7 en www.williamsusd.net.

**ESTÁNDARES PROFESIONALES / CÓDIGO DE CONDUCTA (EC 44050):** La Junta de Gobierno espera que todos los empleados del distrito mantengan los estándares éticos más altos, muestren un comportamiento profesional, sigan las políticas y regulaciones del distrito y cumplan con las leyes estatales y federales. La conducta de los empleados debe mejorar la integridad del distrito, promover los objetivos de los programas educativos y contribuir a un clima escolar positivo. Cualquier informe de mala conducta de un empleado deberá ser investigado de inmediato. Cualquier empleado que se encuentre involucrado en una conducta inapropiada con un estudiante en violación de la ley o esta política estará sujeto a medidas disciplinarias. Cualquier empleado que tenga conocimiento de, pero que no reporte una conducta inapropiada de los empleados también puede estar sujeto a disciplina. Una copia del código de conducta para empleados del Distrito que aborda las interacciones con los estudiantes está disponible en la oficina del Distrito a solicitud. También puede ver la política de la Junta 4119.21 / 4219.21 / 4319.21 en www.williamsusd.net.

**CAPACITACIÓN PARA EL CONDUCTOR (EC 35211):** Los distritos escolares que mantienen un curso de capacitación para conductores deben informar a los padres de los estudiantes que participan en el curso de la responsabilidad civil que se impondrá a los padres o tutores, y la cobertura de seguro que lleva el distrito para dichos cursos, específicamente incluyendo cualquier limitación de la cobertura relacionada con la responsabilidad de los padres.

**CAMPUS ABIERTO DE LA ESCUELA SECUNDARIA (EC 44808.5):** La junta directiva del Distrito Escolar Unificado de Williams, de conformidad con la Sección 44808.5 del Código de Educación, ha decidido permitir que los alumnos inscritos en la Escuela Secundaria Williams Jr abandonen los terrenos de la escuela durante el almuerzo período. "La Sección 44808.5 del Código de Educación establece además:" Ni el distrito escolar ni ningún funcionario o empleado del mismo será responsable de la conducta o seguridad de ningún alumno durante el tiempo en que el alumno haya abandonado los terrenos escolares de conformidad con esta sección. "

**CAMPUS LIBRE DE DROGAS (Educación preventiva contra el uso del alcohol y drogas):** La posesión, uso o venta de narcóticos, alcohol, u otras sustancias controladas está prohibida y se imponen estrictamente en todas las actividades escolares. Los registros se mandarán a las autoridades locales, y las violaciones resultarán en sanciones distritales.

**DERECHO DE ABSTENERSE DEL USO DAÑINO DE ANIMALES (EC §32255 et seq):** Los estudiantes pueden abstenerse de participar en proyectos educativos que incluyen el uso dañino o destructivo de animales.

**LEY CADA ESTUDIANTE TIENE ÉXITO/ TITULO I (ESSA por sus siglas en inglés) (20 USC §6301 et seq.):** Según la ley ESSA, los padres tienen los siguientes derechos:

- **Información acerca de las cualificaciones de maestros, paraprofesionales y asistentes de maestro:** Cuando lo pidan los padres, tienen derecho a información acerca de las cualificaciones profesionales de los maestros, paraprofesionales, y asistentes de maestro de la clase de su hijo. Esto incluye si el maestro satisface los criterios de acreditación y cualificaciones estatales para los grados y las materias que enseña, si el maestro enseña en condición provisional o debido a una situación de emergencia, la especialidad académica del título universitario del maestro y cualquier otro título de nivel postgrado y las materias de esos títulos, y si cualquier paraprofesional o asistente de maestro presta servicios a su hijo, y en el caso que lo hagan, cuáles son sus cualificaciones. El distrito notificará además a los padres si su hijo ha sido asignado a o ha sido enseñado durante 4 semanas o más por un maestro que no cumpla los requisitos aplicables de certificación o licencia en el nivel de grado y área de contenido a los cuales el maestro haya sido asignado.
- **Información acerca de los informes individuales de las evaluaciones estatales:** Cuando lo pidan, los padres tienen derecho a información sobre cualquier normativa estatal o local que ordene las evaluaciones y el nivel de rendimiento estudiantil de cada prueba académica estatal y a nivel del distrito que se le administre al estudiante.
- **Estudiantes con dominio limitado del inglés:** La ley requiere aviso previo a los padres de estudiantes que están aprendiendo el inglés en cuanto a los programas para dominio limitado del inglés, incluyendo las razones por la identificación del estudiante como aprendiz del inglés, la necesidad de colocación en un programa educativo de lenguaje, el nivel de dominio del inglés del estudiante, cómo se evaluó dicho nivel, los métodos de instrucción utilizados en los programas disponibles, cómo satisface el programa recomendado las necesidades del estudiante, el desempeño del programa, las opciones de los padres para sacar al estudiante de un programa y/o de rehusar la inscripción inicial, y el ritmo anticipado de transición a clases no diseñadas para estudiantes que están aprendiendo el inglés.

*La información dada arriba está disponible con solicitarla de la escuela de su hijo o de la oficina distrital. Los avisos adicionales que podrían requerirse bajo la ley ESSA se enviarán por separado.*

**PROCEDIMIENTO UNIFORME DE QUEJAS (5 CCR §4622):** Se requiere que el distrito notifique anualmente a los padres, estudiantes, empleados, comités asesores escolares y otras partes interesadas por escrito de su Procedimiento Uniforme de Quejas. La Junta Directiva ha adoptado un procedimiento de quejas para los programas y servicios cubiertos por esta ley y ha designado al Superintendente como oficial de cumplimiento para procesar las reclamaciones, investigar y garantizar el cumplimiento de la ley. Se puede obtener una copia del Procedimiento de Quejas Uniformes en la oficina del Distrito. También puede consultar la política de la Junta y el reglamento administrativo 1312.3 en www.williamsusd.net.

**VISITANTES / PERSONALIZADOS:** Las visitas durante el horario escolar deben organizarse primero con el director o su designado. Cuando una visita involucra una conferencia con un maestro o el director, se debe programar una cita durante el tiempo sin instrucción. Cualquier persona que no sea un estudiante o miembro del personal se registrará inmediatamente al ingresar a cualquier edificio o terreno escolar cuando la escuela esté en sesión.

**AUTOBUSES ESCOLARES /SEGURIDAD DEL PASAJERO (EC §39831.5):** Los


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distritos están obligados a proporcionar reglas de seguridad a todos los estudiantes nuevos y los que han sido transportado anteriormente por autobús.

**NOTIFICACIÓN DE LA LEY MEGAN (CÓDIGO PENAL §290.4):**
Los padres y miembros del público tienen el derecho de revisar la información acerca de los delincuentes sexuales registrados disponible en la oficina principal de las autoridades policiales locales de este distrito escolar.

**AUSENCIAS JUSTIFICADAS (EC §48205)**
(a) No obstante la sección 48200, un estudiante puede ser disculpado de la escuela cuando la ausencia sea:
(1) A causa de enfermedad del estudiante.
(2) A causa de cuarentena bajo la dirección de un oficial de salud del condado o ciudad.
(3) Para recibir servicios médicos, dentales, optométricos, o quiroprácticos.
(4) Para asistir a servicios funerarios de un miembro de familia inmediata del estudiante, siempre y cuando la ausencia no dure más de un día si el servicio es en California y no más de tres días si se hace fuera de California.
(5) Para servir como miembro de un jurado en la forma establecida por ley.
(6) Por motivo de una enfermedad o cita médica durante el horario escolar de un niño de quien el estudiante es el padre con custodia, inclusive ausencias para cuidar a un niño enfermo, para lo cual la escuela no requerirá una nota del médico.
(7) Por razones personales justificables, incluyendo pero no limitándose a comparecencia ante un tribunal, asistencia a un funeral, cumplimiento de un día festivo o ceremonia religiosa, asistencia a retiros religiosos que no deberán exceder cuatro (4) horas por semestre, o asistencia a una conferencia sobre empleo, cuando el padre haya solicitado por escrito la ausencia del alumno y haya sido aprobada por el director o su representante asignado en conformidad con las normas establecidas por la mesa directiva.
(8) Para el propósito de servir como miembro del consejo electoral para una elección conforme a la sección 12302 del Código Electoral.
(9) Para los propósitos de pasar tiempo con un miembro de la familia inmediata del estudiante, que sea un miembro activo de los servicios uniformados, según se define en la sección 49701, y que haya sido llamado para servicio, esté en permiso de ausencia de, o haya regresado inmediatamente de, despliegue a una zona de combate o puesto de apoyo de combate. Las ausencias otorgadas conforme a este párrafo se otorgarán durante un periodo de tiempo a ser determinado a la discreción del superintendente del distrito escolar.
(10) Para el propósito de asistir a la ceremonia de naturalización del estudiante para hacerse ciudadano de los Estados Unidos.
(11) Autorizada a discreción del administrador escolar, tal y como se describe en la subdivisión (c) de la Sección 48260.
(b) Un estudiante con ausencias justificadas podrá terminar todos los exámenes y tareas no realizadas durante su ausencia, y que puedan proporcionarse de manera razonable, y una vez terminadas durante un periodo de tiempo razonable recibirá el crédito completo por las mismas. El maestro de la clase de la cual el estudiante ha faltado determinará los exámenes y tareas que serán razonablemente equivalentes, pero no necesariamente idénticas a los exámenes y tareas que el alumno no presentó durante su ausencia.
(c) Para propósitos de esta sección, la asistencia a retiros religiosos no excederá cuatro horas por semestre.
(d) Las ausencias bajo esta sección se considerarán ausencias en la computación del promedio de asistencia diaria y no generarán pagos distribuidos por el estado.
(e) "Familia inmediata", como se usa en esta sección, significa el padre/madre o tutor/tutora, hermano o hermana, abuelo o abuela, o cualquier pariente que viva en el domicilio del estudiante.

**INVIRTIENDO PARA LA EDUCACION FUTURA (EC §48980(d)):**
Se aconseja a los padres acerca de la importancia de invertir en una educación superior para sus hijos y de considerar las opciones de inversión apropiadas, incluyendo, pero no limitándose a, los bonos de ahorro de los Estados Unidos.

**QUEJAS DE DEFICIENCIAS RELACIONADAS CON MATERIALES DE INSTRUCCIÓN, ETC. (EC §35186):** El Procedimiento Uniforme de Quejas está para ayudar a identificar y resolver deficiencias relacionadas a los materiales de instrucción, condiciones de emergencia o urgentes de instalaciones que puedan representar un peligro para la salud y seguridad de estudiantes o personal, y vacancias o asignaciones inadecuadas de maestros. El aviso del proceso de presentar una queja y el lugar en donde se puede obtener el formulario deberán estar puestos en todas las aulas.

**ACREDITACIÓN DE ESCUELAS (EC §35178.4):** Se requiere que los distritos están obligados a notificar a cada padre de los estudiantes en una escuela que haya perdido su estado de acreditación y de las posibles consecuencias de perderla. La notificación se hará por escrito o publicando la información en el sitio Web del distrito o de la escuela, o cualquier combinación de estos métodos.

**CUOTAS ESTUDIANTILES (EC §49010 et seq.):** Se requiere que el distrito establezca políticas acerca de la provisión de una educación gratis para estudiantes. También se requiere que establezca políticas para presentar una queja de incumplimiento bajo esta sección por medio del Procedimiento Uniforme de Quejas. El aviso de las políticas de cuotas/tarifas distritales y del proceso para presentar quejas se proporcionará anualmente a los estudiantes, padres y empleados.

**PLAN DE CONTROL LOCAL Y RENDICIÓN DE CUENTAS (EC §§52060-52077):** El distrito está obligado a adoptar un plan trianual de Control Local y Rendimiento de Cuentas (LCAP, por sus siglas en inglés) y de actualizarlo en o antes del 1 de julio de cada año subsiguiente. Se requiere que el LCAP describa los objetivos anuales y las acciones concretas para implementar esos objetivos y debe medir el progreso de los subgrupos de estudiantes en ocho áreas prioritarias establecidas por el estado. Las prioridades deben estar alineadas con el plan de gastos del distrito. El LCAP deberá ser aprobado antes de poderse adoptar el presupuesto anual del distrito. Una vez adoptados a nivel local el presupuesto y el LCAP, el plan será revisado por el superintendente del condado para asegurar que los gastos proyectados están alineados con las metas y servicios. Las prioridades estatales son las siguientes:
1. Dar acceso a todo estudiante a maestros con credenciales completos, materiales de instrucción alineados con los criterios estatales, e instalaciones seguras;
2. Implementación de y acceso de estudiantes al contenido académico y criterios de rendimiento del estado;
3. Participación de los padres e implicación familiar;
4. Mejorar el rendimiento estudiantil y los resultados en múltiples medidas;
5. Apoyar la participación y compromiso de estudiantes;
6. Destacar el clima y la conectividad escolar;
7. Asegurar que todo estudiante tenga acceso a un amplio curso de estudio;
8. Medir otros resultados estudiantiles relacionados a las áreas de estudio requeridas;
9. Coordinar la instrucción de estudiantes expulsados; y
10. Coordinar servicios para estudiantes en hogar temporal.

Se requiere que la mesa directiva establezca un comité asesor de padres (*parent advisory committee*, o PAC por sus siglas en inglés) y un comité asesor de padres de estudiantes aprendices del inglés (ELPAC por sus siglas en inglés) para dar consejo a la mesa directiva y al superintendente en cuanto al LCAP. (Los ELPACs se requieren si la matriculación del distrito escolar incluye al menos 15% de estudiantes aprendices del inglés y el distrito matricula a 50 estudiantes como mínimo que son aprendices del inglés. Los distritos no están obligados a establecer un ELPAC nuevo si ya se ha establecido un comité de padres de aprendices del inglés).
Cada distrito deberá consultar con sus maestros, directores, administradores, y otro personal escolar, grupos de empleados con derechos de negociar, padres, su(s) administrador(es) de educación especial del plan de área local y estudiantes al desarrollar su LCAP. Como parte de este proceso de consulta, los distritos deben presentar sus planes propuestos al PAC y al ELPAC. Los comités asesores podrán revisar y comentar sobre el plan propuesto. Los distritos deben responder por escrito a los comentarios del PAC y el ELPAC. También se requiere que los distritos notifiquen a los miembros del público que pueden presentar comentarios escritos en cuanto a las acciones y gastos específicos propuestos en el LCAP.
Los distritos deberán celebrar al menos dos audiencias públicas para hablar de y adoptar (o actualizar) sus LCAPs. El distrito deberá primero hacer al menos una audiencia para pedir recomendaciones y comentarios del público acerca de los gastos propuestos en el plan, y luego adoptar (o actualizar oficialmente) el LCAP en una audiencia subsiguiente.
Se requiere que los distritos publiquen visiblemente en la página de inicio de la web del distrito el LCAP aprobado por la mesa directiva, así como cualquier actualización o revisión del LCAP, así como el LCAP presentado por cualquier escuela autónoma autorizada por el distrito, y que establezcan políticas para presentar una demanda de incumplimiento bajo §52075 por medio del Procedimiento Uniforme de Quejas. La información acerca de los requisitos de un Plan de Control Local y Rendimiento de Cuentas y el proceso para presentar demandas se proporcionarán anualmente a los estudiantes, padres y empleados.

## Conozcan sus Derechos

**Su Hijo/a tiene Derecho a una Educación Pública Gratuita**
Todo los niños en los Estados Unidos tienen un derecho Constitucional a un acceso igualitario a la educación pública gratuita, independientemente de su estatus migratorio y del estatus migratorio de los padres o tutores de los estudiantes.
En California:

- Todos los niños tienen derecho a una educación pública gratuita.
- Todos los niños con edades entre 6 y 18 años deben estar matriculados en la escuela.
- Todos los estudiantes y miembros del personal tienen derecho a asistir a escuelas adecuadas, seguras y pacíficas.
- Todos los estudiantes tienen el derecho a estar en un entorno de aprendizaje de una escuela pública libre de discriminación, acoso, abuso, violencia e intimidación.
- Todos los estudiantes tienen igualdad de oportunidades para participar en cualquier programa o actividad ofrecida por la escuela, y no puede existir discriminación en base a su raza, nacionalidad, género, religión ni estatus migratorio, entre otras características.

**Información Requerida para la Matriculación Escolar**

- Cuando se matricula a un niño/a, las escuelas deben aceptar diversos documentos de los padres o tutores del estudiante, para


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demostrar prueba de edad o residencia del niño/a.

- Ustedes nunca tienen que proporcionar información sobre su estatus de ciudadania/migratorio para que su hijo/a se matricule en la escuela. Asimismo, ustedes nunca tienen que proporcionar un número de Seguridad Social para que su hijo/a se matricule en la escuela.

**Confidencialidad de la Información Personal**

- Las leyes federales y estatales protegen los registros educativos e información personal de los estudiantes. Estas leyes requieren que las escuelas obtengan permiso por escrito de los padres o tutores antes de publicar información estudiantil, a menos que la publicación de información sea con propósitos educativos, ya sea pública, o como respuesta a una orden judicial o requerimiento legal.
- Algunas escuelas reúnen información y proporcionan públicamente "información de directorio" básica de los estudiantes. Si lo hacen, entonces, cada curso, el distrito escolar de su hijo/a debe proporcionar a los padres/tutores notificación por escrito sobre la normativa de información del directorio del distrito, e informarles sobre su opción de negarse a publicar la información de su hijo/a en el directorio.

**Planes de Seguridad Familiar si son Detenidos o Deportados**

- Ustedes tienen la opción de proporcionar a la escuela de su hijo/a información de contacto en caso de emergencia, inclusive la información de contactos secundarios, para identificar un adulto de confianza que puede cuidar de su hijo/a en el caso de que sean detenidos o deportados.
- Ustedes tienen la opción de completar una Declaración Jurada de Autorización de Cuidador o una Petición de Nombramiento de Tutor Temporal de la Persona, que puede permitir a un adulto de confianza tomar decisiones educativas y médicas en nombre de su hijo/a.

**Derecho a Presentar una Reclamación**

- Su hijo/a tiene derecho a informar sobre un crimen de odio o presentar una reclamación ante el distrito escolar si se está viendo discriminado, intimidado o acosado en base a su nacionalidad, etnia o estatus migratorio real o percibido.

**Por favor firme la pagina 31 CONFIRMACIÓN DE RECIBO DEL AVISO ANUAL DE DERECHOS DE PADRES/TUTORES y regrésela a la oficina con su estudiante lo más pronto posible para que su estudiante pueda recibir su credencial de la escuela.**


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## ACKNOWLEDGEMENT OF PARENT OR GUARDIAN OF ANNUAL RIGHTS NOTIFICATION

***Detach, sign, and return this page to your child's school indicating that you have been notified of the specified activities and whether you have a child on continuing medication.***

This annual notification is also available in an electronic format and can be provided to you upon request. If the notice is provided in an electronic format, the parent or guardian shall submit to the school this signed acknowledgement of receipt of the notice.

Student's Name: _____ Grade: _____

Williams Jr./Sr. High School

I hereby acknowledge receipt of information regarding my rights, responsibilities, and protections.

Signature of Parent or Guardian: _____ Date: _____

**PLEASE COMPLETE THE FOLLOWING *IF APPLICABLE*:**

1. Student is on a continuing medication program as prescribed by a physician: (Please check one) YES _____ NO _____

   If YES, you have my permission to contact student's physician:

   Physician's Name: _____ Telephone: _____

   Medication: _____ Dosage: _____

   Medication: _____ Dosage: _____

2. Release of Information to Military Recruiters: Federal law requires districts to release student directory information to the military unless parents notify the District that such information is not to be released (EC 49061 – 49076). Please check the appropriate box concerning the release of this information.

   ☐ **YES - Okay to release information** ☐ **NO - Do not release information**

3. If you **DO NOT** wish directory information released, please sign where indicated below and ensure receipt of this form by the school office ***within the next 30 days***. Note that this will prohibit the district from providing the student's name and other information to the news media, interested schools, parent-teacher associations, interested employers, and similar parties.

Do NOT release directory information regarding my student, _____ _____
(Pupil's Name) (Date of Birth)

Signature of Parent or Guardian: _____ _____
(Date)

☐ Check if an exception may be made to include student information and photos in the yearbook.

4. General Photograph/Image Release: I grant permission for my child's photograph or image to be used in any newspapers, television, school yearbook, and/or other video for use by the school/district.

Student's Name: _____

Signature of Parent or Guardian: _____ Date: _____

## ACKNOWLEDGEMENT OF AGENDA RECEIPT

I have received a copy of the 2020-2021 Williams Jr./Sr. High School Agenda. I understand that the agenda contains information that my child and I may need during the school year. I also understand that all students will be held accountable for their behavior and will be subject to the disciplinary consequences outlined in this agenda.

Student's Name: _____

Signature of Parent or Guardian: _____ Date: _____

## CONFIRMACIÓN DE RECIBO DEL AVISO ANUAL DE DERECHOS DE PADRES/TUTORES

***Corte, firme, y devuelva esta página a la escuela de su hijo indicando que le han notificado de las actividades específicas y si tiene un hijo en régimen continuo de medicación.***

Esta notificación anual también está disponible en formato electrónico y se le puede proporcionar con solicitarlo. Si la notificación se hace de forma electrónica, el padre o tutor debe entregar a la escuela esta confirmación de haber recibido la notificación.

Nombre del Estudiante: _____ Grado: _____

Por la presente, confirmo que he recibido la información acerca de mis derechos, responsabilidades, y protecciones.

Firma del Padre/Tutor: _____ Fecha: _____

**POR FAVOR COMPLETE LO SIGUIENTE SI FUESE APLICABLE**

1. El estudiante está en un régimen continuo de medicación según lo ha prescrito un médico:

(Por favor marque uno) SI _____ NO _____

Si contestó SI: Doy permiso para contactar al médico del estudiante:

Nombre del médico: _____ Teléfono: _____

Medicación: _____ Dosis: _____

Medicación: _____ Dosis: _____

2. Divulgación de información a los reclutadores militares: la ley federal requiere que los distritos divulguen la información del directorio de estudiantes a los militares, a menos que los padres notifiquen al Distrito que dicha información no se divulgará (EC 49061 - 49076). Por favor, marque la casilla correspondiente con respecto a la divulgación de esta información.

☐ **SÍ - Está bien para divulgar información** ☐ **NO - No divulgar información**

3. Si no desea que se divulgue información de directorio, por favor firme donde está indicado abajo y entregue este formulario a la escuela **dentro de los próximos 30 días.** Tome nota que esto prohibirá que el distrito dé el nombre y otra información del estudiante a medios publicitarios, escuelas interesadas, asociaciones de padres/maestros, empleadores interesados, y entidades similares.

NO divulgar información de directorio de _____ _____
(Nombre del estudiante) (Fecha de nacimiento)

Firma del Padre/Tutor: _____ Fecha: _____

☐ Marque aquí si se debe de hacer la excepción de incluir información y fotos del estudiante en el anuario escolar.

4. Fotografía general / Publicación de imagen: concedo permiso para que la fotografía o imagen de mi hijo se use en cualquier periódico, televisión, anuario escolar y / u otro video para uso de la escuela / distrito.

Nombre del Estudiante: _____

Escuela: _____ Grado: _____

Firma del Padre/Tutor: _____ Fecha: _____

## CONFIRMACION DE RECIBO DE AGENDA

He recibido una copia de la Agenda Williams Jr./Sr. High School 2020-2021.Entiendo que la agenda contiene información que mi estudiante y yo podemos necesitar durante el año escolar. También entiendo que todos los estudiantes serán responsables de su comportamiento y estarán sujetos a las consecuencias disciplinarias descritas en esta agenda.

Nombre de Alumno: _____

Firma de Padre/tutor: _____ Fecha: _____

## 2020-2021

### Incoming

| | |
|---|---|
| Colusa | 12 |
| Maxwell | 8 |
| Pierce | 2 |
| Total | 22 |

### Outgoing

| | |
|---|---|
| Coastal Buttes | 1 |
| Colusa | 53 |
| Community | 1 |
| Home School | 2 |
| Maxwell | 26 |
| Meridian | 2 |
| Pierce | 68 |
| Princeton | 7 |
| Sutter Charter | 5 |
| Vacaville | 2 |
| Willows | 2 |
| Total | 169 |

New: 11
Continuing: 180

Child Care: 43
Employment: 93
Sibling: 11
Other: 44

Total: 191

R: 6/5/20

UPDATED 6/5/2020

| STU I.D. | # | GR | FROM | TO | Child | Employ. | Sibling | Other | Senior | Renewal Letters | New 2020-21 | Verif. Ltr. Mailed 2020-21 | A/approved D/denied V/verified 2020-21 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Incoming | 1 | 10 | Colusa | Williams | | 1 | | | | 1 | | | |
| Incoming | 2 | 5 | Colusa | Williams | | 1 | | | | 1 | | | |
| Incoming | 3 | 2 | Colusa | Williams | 1 | | | | | 1 | | | |
| Incoming | 4 | 7 | Colusa | Williams | 1 | | | | | 1 | | | |
| Incoming | 5 | 10 | Colusa | Williams | 1 | | | | | 1 | | | |
| Incoming | 6 | 12 | Colusa | Williams | | | | 1 | 1 | | | | |
| Incoming | 7 | TK | Maxwell | Williams | 1 | | | | | | 1 | New for 2020-21 | A 3/9/20 |
| Incoming | 8 | 1 | Maxwell | Williams | 1 | | | | | 1 | | | A 3/9/20 |
| Incoming | 9 | 3 | Maxwell | Williams | | 1 | | | | 1 | | | |
| Incoming | 10 | 2 | Colusa | Williams | | 1 | | | | 1 | | | A 3/6/20 |
| Incoming | 11 | K | Colusa | Williams | | 1 | | | | | 1 | New for 2020-21 | A 3/6/20 |
| Incoming | 12 | 7 | Colusa | Williams | | | | 1 | | 1 | | | |
| Incoming | 13 | 6 | Maxwell | Williams | 1 | | | | | 1 | | | A 5/27/20 |
| Incoming | 14 | 9 | Pierce | Williams | | 1 | | | | 1 | | | |
| Incoming | 15 | 1 | Maxwell | Williams | | | | 1 | | 1 | | | |
| Incoming | 16 | 10 | Maxwell | Williams | | 1 | | | | 1 | | | |
| Incoming | 17 | 11 | Colusa | Williams | | 1 | | | | 1 | | | |
| Incoming | 18 | 12 | Pierce | Williams | | | | 1 | 1 | | | | |
| Incoming | 19 | 11 | Colusa | Williams | | | | 1 | | 1 | | | |
| Incoming | 20 | 7 | Maxwell | Williams | | 1 | | | | 1 | | | A 5/27/20 |
| Incoming | 21 | 5 | Maxwell | Williams | | 1 | | | | 1 | | | A 5/27/20 |
| Incoming | 22 | K | Colusa | Williams | | 1 | | | | 1 | | | |
| Outgoing | 1 | 8 | Williams | Pierce | | | | 1 | | 1 | | | A 5/28/20 |
| Outgoing | 2 | 4 | Williams | Pierce | 1 | | | | | 1 | | | |
| Outgoing | 3 | 1 | Williams | Pierce | 1 | | | | | 1 | | | |
| Outgoing | 4 | 2 | Williams | Princeton | | 1 | | | | 1 | | | A 4/22/20 |
| Outgoing | 5 | 2 | Williams | Pierce | 1 | | | | | 1 | | | A 5/5/20 |
| Outgoing | 6 | 9 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 7 | 11 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 8 | 8 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 9 | 10 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 10 | 11 | Williams | Meridian | | | | 1 | | 1 | | | |
| Outgoing | 11 | 6 | Williams | Colusa | | 1 | | | | 1 | | | |
| Outgoing | 12 | 11 | Williams | Colusa | | 1 | | | | 1 | | | |
| Outgoing | 13 | 9 | Williams | Maxwell | | | | 1 | | 1 | | | |
| Outgoing | 14 | 7 | Williams | Princeton | | | 1 | | | 1 | | | |
| Outgoing | 15 | 11 | Williams | Colusa | | | | 1 | | 1 | | | A 5/26/20 |
| Outgoing | 16 | 9 | Williams | Colusa | | 1 | | | | 1 | | | A 6/4/20 |
| Outgoing | 17 | 10 | Williams | Colusa | 1 | | | | | 1 | | | A 4/28/20 |
| Outgoing | 18 | 7 | Williams | Colusa | 1 | | | | | 1 | | | A 4/28/20 |
| Outgoing | 19 | 9 | Williams | Colusa | | 1 | | | | 1 | | | |
| Outgoing | 20 | 11 | Williams | Pierce | | 1 | | | | 1 | | | A 2/3/20 |
| Outgoing | 21 | 8 | Williams | Home School | | | | 1 | | 1 | | | |
| Outgoing | 22 | 10 | Williams | Colusa | | | | 1 | | 1 | | | |
| Outgoing | 23 | 3 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 24 | 5 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 25 | 9 | Wililams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 26 | 12 | Wililams | Pierce | | 1 | | | 1 | | | | |
| Outgoing | 27 | 8 | Wililams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 28 | 2 | Williams | Pierce | 1 | | | | | 1 | | | |
| Outgoing | 29 | 9 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 30 | 8 | Williams | Meridian | | | | 1 | | 1 | | | |
| Outgoing | 31 | 5 | Williams | Pierce | | | 1 | | | 1 | | | |
| Outgoing | 32 | 9 | Williams | Pierce | 1 | | | | | 1 | | | |
| Outgoing | 33 | K | Williams | Colusa | | | 1 | | | | 1 | New for 2020-21 | A 5/28/20 |
| Outgoing | 34 | 1 | Williams | Pierce | 1 | | | | | 1 | | | A 5/1/20 |
| Outgoing | 35 | 6 | Williams | Colusa | | 1 | | | | 1 | | | A 5/1/20 |
| Outgoing | 36 | 11 | Williams | Colusa | | 1 | | | | 1 | | | A 5/1/20 |
| Outgoing | 37 | 9 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 38 | 5 | Williams | Sutter Charter | | 1 | | | | 1 | | | |
| Outgoing | 39 | 5 | Williams | Maxwell | 1 | | | | | 1 | | | |
| Outgoing | 40 | 7 | Williams | Maxwell | 1 | | | | | 1 | | | |
| Outgoing | 41 | 12 | Williams | Sutter Charter | | | | 1 | 1 | | | | |
| Outgoing | 42 | 10 | Williams | Sutter Charter | | | | 1 | | 1 | | | |
| Outgoing | 43 | 6 | Williams | Pierce | 1 | | | | | 1 | | | |
| Outgoing | 44 | 8 | Williams | Pierce | 1 | | | | | 1 | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Outgoing | 45 | K | Williams | Colusa | | 1 | | | | | 1 | New for 2020-21 | A 5/27/20 |
| Outgoing | 46 | 3 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 47 | 8 | Williams | Colusa | | 1 | | | | 1 | | | |
| Outgoing | 48 | 6 | Williams | Colusa | | 1 | | | | 1 | | | |
| Outgoing | 49 | 9 | Williams | Colusa | 1 | | | | | | 1 | New for 2020-21 | A 5/26/20 |
| Outgoing | 50 | 6 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 51 | 2 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 52 | 4 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 53 | 11 | Williams | Vacaville | | 1 | | | | 1 | | | |
| Outgoing | 54 | 11 | Williams | Vacaville | | 1 | | | | 1 | | | |
| Outgoing | 55 | 12 | Williams | Colusa | | 1 | | | 1 | | | | |
| Outgoing | 56 | 10 | Williams | Colusa | | 1 | | | | 1 | | | |
| Outgoing | 57 | 4 | Williams | Willows | 1 | | | | | 1 | | | A 3/24/20 |
| Outgoing | 58 | 10 | Williams | Princeton | | | | 1 | | 1 | | | |
| Outgoing | 59 | 11 | Williams | Princeton | | | | 1 | | 1 | | | |
| Outgoing | 60 | 7 | Williams | Willows | 1 | | | | | 1 | | | A 3/24/20 |
| Outgoing | 61 | 9 | Williams | Princeton | | | | 1 | | 1 | | | |
| Outgoing | 62 | 6 | Williams | Colusa | | 1 | | | | 1 | | | |
| Outgoing | 63 | 1 | Williams | Colusa | | 1 | | | | 1 | | | |
| Outgoing | 64 | 9 | Williams | Colusa | | 1 | | | | 1 | | | |
| Outgoing | 65 | 5 | Williams | Colusa | | 1 | | | | 1 | | | |
| Outgoing | 66 | 8 | Williams | Maxwell | | | | 1 | | 1 | | | |
| Outgoing | 67 | 5 | Williams | Maxwell | | | 1 | | | 1 | | | |
| Outgoing | 68 | 5 | Williams | Pierce | | | 1 | | | 1 | | | A 5/28/20 |
| Outgoing | 69 | 6 | Williams | Pierce | | 1 | | | | 1 | | | A 5/13/20 |
| Outgoing | 70 | 3 | Williams | Pierce | | 1 | | | | 1 | | | A 5/13/20 |
| Outgoing | 71 | 7 | Williams | Maxwell | 1 | | | | | 1 | | | |
| Outgoing | 72 | 6 | Williams | Maxwell | 1 | | | | | 1 | | | |
| Outgoing | 73 | 7 | Williams | Maxwell | 1 | | | | | 1 | | | |
| Outgoing | 74 | 11 | Williams | Colusa | | | | 1 | | 1 | | | |
| Outgoing | 75 | 12 | Williams | Colusa | | | 1 | | 1 | | | | |
| Outgoing | 76 | 11 | Williams | Maxwell | | | | 1 | | 1 | | | A 4/24/20 |
| Outgoing | 77 | 11 | Williams | Maxwell | | | | 1 | | 1 | | | A 4/24/20 |
| Outgoing | 78 | 10 | Williams | Maxwell | | | | 1 | | 1 | | | A 4/24/20 |
| Outgoing | 79 | 2 | Williams | Maxwell | | 1 | | | | 1 | | | A 4/24/20 |
| Outgoing | 80 | 8 | Williams | Maxwell | | 1 | | | | 1 | | | A 4/24/20 |
| Outgoing | 81 | 4 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 82 | 4 | Williams | Maxwell | | 1 | | | | 1 | | | A 4/24/20 |
| Outgoing | 83 | 6 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 84 | 2 | Williams | Maxwell | | | | 1 | | 1 | | | A 4/24/20 |
| Outgoing | 85 | 9 | Williams | Colusa | 1 | | | | | 1 | | | |
| Outgoing | 86 | 12 | Williams | Home School | | | | 1 | 1 | | | | |
| Outgoing | 87 | 5 | Williams | Pierce | | 1 | | | | | 1 | New for 2020-21 | A 3/24/20 |
| Outgoing | 88 | 7 | Williams | Pierce | | 1 | | | | | 1 | New for 2020-21 | A 3/24/20 |
| Outgoing | 89 | 6 | Williams | Maxwell | | | | 1 | | 1 | | | A 4/24/20 |
| Outgoing | 90 | 3 | Williams | Pierce | 1 | | | | | 1 | | | |
| Outgoing | 91 | 1 | Williams | Pierce | | | | 1 | | 1 | | | |
| Outgoing | 92 | 8 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 93 | 10 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 94 | 6 | Williams | Coastal Buttes | | | | 1 | | 1 | | | |
| Outgoing | 95 | 5 | Williams | Colusa | | 1 | | | | 1 | | | |
| Outgoing | 96 | 2 | Williams | Colusa | | 1 | | | | 1 | | | |
| Outgoing | 97 | 10 | Williams | Colusa | | 1 | | | | 1 | | | |
| Outgoing | 98 | 8 | Wililams | Colusa | 1 | | | | | 1 | | | |
| Outgoing | 99 | 10 | Williams | Colusa | 1 | | | | | 1 | | | A 5/26/20 |
| Outgoing | 100 | 8 | Williams | Maxwell | | | | 1 | | 1 | | | |
| Outgoing | 101 | 1 | Williams | Pierce | | 1 | | | | 1 | | | A 5/14/20 |
| Outgoing | 102 | 12 | Williams | Sutter Peak | | | | 1 | 1 | | | | |
| Outgoing | 103 | 9 | Williams | Sutter Peak | | | | 1 | | 1 | | | |
| Outgoing | 104 | 5 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 105 | 3 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 106 | 10 | Williams | Colusa | | 1 | | | | 1 | | | |
| Outgoing | 107 | 3 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 108 | 4 | Williams | Pierce | | | 1 | | | 1 | | | |
| Outgoing | 109 | 9 | Williams | Pierce | | | | 1 | | 1 | | | |
| Outgoing | 110 | 3 | Williams | Pierce | | 1 | | | | 1 | | | A 3/12/20 |
| Outgoing | 111 | 2 | Williams | Pierce | | 1 | | | | 1 | | | |
| Outgoing | 112 | 12 | Williams | Colusa | | | | 1 | 1 | | | | A 5/26/20 |
| Outgoing | 113 | 11 | Williams | Pierce | | | | 1 | | 1 | | | |
| Outgoing | 114 | 9 | Williams | Colusa | | | | 1 | | 1 | | | |
| Outgoing | 115 | 1 | Williams | Colusa | | | | 1 | | 1 | | | |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Outgoing | 116 | 2 | Williams | Colusa | | | | 1 | | | 1 | | | | |
| Outgoing | 117 | 3 | Williams | Colusa | | 1 | | | | | 1 | | | | A 5/1/20 |
| Outgoing | 118 | 3 | Williams | Maxwell | 1 | | | | | | 1 | | | | |
| Outgoing | 119 | 11 | Williams | Colusa | | | | | 1 | | 1 | | | | |
| Outgoing | 120 | 5 | Williams | Pierce | 1 | | | | | | 1 | | | | |
| Outgoing | 121 | 3 | Williams | Pierce | 1 | | | | | | 1 | | | | |
| Outgoing | 122 | 1 | Williams | Pierce | 1 | | | | | | 1 | | | | |
| Outgoing | 123 | 12 | Williams | Colusa | 1 | | | | | 1 | | | | | |
| Outgoing | 124 | 9 | Williams | Pierce | | | | 1 | | | 1 | | | | |
| Outgoing | 125 | 2 | Williams | Colusa | 1 | | | | | | 1 | | | | |
| Outgoing | 126 | 7 | Williams | Pierce | | | | | 1 | | 1 | | | | |
| Outgoing | 127 | 5 | Williams | Pierce | | | | 1 | | | 1 | | | | |
| Outgoing | 128 | K | Williams | Colusa | | | | 1 | | | | 1 | | New for 2020-21 | A 6/3/20 |
| Outgoing | 129 | 4 | Williams | Princeton | | 1 | | | | | 1 | | | | A 5/12/20 |
| Outgoing | 130 | 10 | Williams | Princeton | | 1 | | | | | 1 | | | | A 5/12/20 |
| Outgoing | 131 | 1 | Williams | Pierce | | 1 | | | | | 1 | | | | |
| Outgoing | 132 | K | Williams | Pierce | | 1 | | | | | | 1 | | New for 2020-21 | A 2/19/20 |
| Outgoing | 133 | 11 | Williams | Colusa | | 1 | | | | | 1 | | | | |
| Outgoing | 134 | 9 | Williams | Colusa | | 1 | | | | | 1 | | | | A 5/1/20 |
| Outgoing | 135 | 11 | Williams | Pierce | | 1 | | | | | 1 | | | | |
| Outgoing | 136 | 9 | Williams | Pierce | | 1 | | | | | 1 | | | | |
| Outgoing | 137 | 2 | Williams | Maxwell | | 1 | | | | | 1 | | | | A 4/27/20 |
| Outgoing | 138 | 4 | Williams | Maxwell | | 1 | | | | | 1 | | | | A 4/27/20 |
| Outgoing | 139 | 1 | Williams | Maxwell | 1 | | | | | | 1 | | | | A 4/24/20 |
| Outgoing | 140 | 8 | Williams | Pierce | | 1 | | | | | 1 | | | | A 5/13/20 |
| Outgoing | 141 | 5 | Williams | Pierce | | 1 | | | | | 1 | | | | A 5/13/20 |
| Outgoing | 142 | 1 | Williams | Pierce | | 1 | | | | | 1 | | | | A 5/13/20 |
| Outgoing | 143 | K | Williams | Pierce | | | | | 1 | | 1 | | | | A 5/28/20 |
| Outgoing | 144 | 3 | Williams | Colusa | 1 | | | | | | 1 | | | | |
| Outgoing | 145 | 5 | Williams | Colusa | 1 | | | | | | 1 | | | | |
| Outgoing | 146 | 12 | Williams | Pierce | | | | | 1 | 1 | | | | | A 5/1/20 |
| Outgoing | 147 | K | Williams | Colusa | | | | | 1 | | 1 | | | | |
| Outgoing | 148 | 3 | Williams | Colusa | | | | | 1 | | 1 | | | | |
| Outgoing | 149 | 5 | Williams | Pierce | | 1 | | | | | 1 | | | | |
| Outgoing | 150 | 5 | Williams | Maxwell | 1 | | | | | | 1 | | | | |
| Outgoing | 151 | 10 | Williams | Maxwell | 1 | | | | | | 1 | | | | |
| Outgoing | 152 | 10 | Williams | Pierce | | 1 | | | | | 1 | | | | A 5/13/20 |
| Outgoing | 153 | 7 | Williams | Pierce | | 1 | | | | | 1 | | | | A 5/13/20 |
| Outgoing | 154 | 11 | Williams | Colusa | | 1 | | | | | 1 | | | | A 5/26/20 |
| Outgoing | 155 | 11 | Williams | Colusa | | 1 | | | | | 1 | | | | A 2/27/20 |
| Outgoing | 156 | 3 | Williams | Colusa | | | | | 1 | | 1 | | | | |
| Outgoing | 157 | K | Williams | Colusa | | 1 | | | | | | 1 | | New for 2020-21 | A 5/27/20 |
| Outgoing | 158 | 5 | Williams | Maxwell | | 1 | | | | | 1 | | | | |
| Outgoing | 159 | 7 | Williams | Maxwell | | 1 | | | | | 1 | | | | |
| Outgoing | 160 | 11 | Williams | Colusa | 1 | | | | | | 1 | | | | |
| Outgoing | 161 | 7 | Williams | Colusa | 1 | | | | | | 1 | | | | |
| Outgoing | 162 | 6 | Williams | Colusa | | 1 | | | | | 1 | | | | |
| Outgoing | 163 | 2 | Williams | Pierce | | 1 | | | | | 1 | | | | |
| Outgoing | 164 | 4 | Williams | Pierce | 1 | | | | | | 1 | | | | |
| Outgoing | 165 | 7 | Williams | Pierce | 1 | | | | | | 1 | | | | |
| Outgoing | 166 | 11 | Williams | Maxwell | | 1 | | | | | 1 | | | | |
| Outgoing | 167 | 2 | Williams | Pierce | | 1 | | | | | 1 | | | | |
| Outgoing | 168 | 7 | Williams | Colusa | | | | | 1 | | | 1 | | New for 2020-21 | A 5/1/20 |
| Outgoing | 169 | 12 | Williams | Community | | | | | 1 | 1 | | | | | |
| | | | | | | | | | | 12 | 168 | 11 | 191 | | |

| COLOR KEY: | |
|---|---|
| **changes since last report** | |
| Senior in 2020-21 | 12 |
| Renewal letter(s) se | 168 |
| New ID transfers fo | 11 |
| **TOTALS** | 191 |

| | | | | |
|---|---|---|---|---|
| | 43 | 93 | 11 | 44 |
| | **Child** | **Employ.** | **Sibling** | **Other** |
| **Incoming** | **22** | **Outgoing** | | **169** |

# POLICY GUIDE SHEET
**April 2020**


Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

**BP 4113.5/4213.5/4313.5 - Working Remotely**
(BP added)

New policy addresses issues applicable to employees who work from home or another remote location, whether due to a school closure resulting from a widespread illness, natural disaster, or other emergency condition or upon the request of an individual employee. Policy clarifies that there is no entitlement to work remotely and that employees who are granted the ability to work remotely are subject to the same compensation, benefits, or other terms and conditions of employment appropriate for the position. Policy also addresses work hours, work environment, use of district equipment, reimbursement of expenses, safeguarding of district records, evaluation of job performance, and discontinuance of the remote work arrangement at the district's discretion.

**BP 6157 - Distance Learning**
(BP added)

New policy addresses the provision of distance learning opportunities to students, whether to all students due to a school closure or to individual students or classes as an alternative instructional method for academic purposes. Policy presents examples of the types of distance learning opportunities that may be offered, based on the California Department of Education's COVID-19 Guidance for K-12 Schools. Policy also addresses teacher training and support, availability to all students, use of district equipment, communications with students and parents/guardians, and grading criteria. Policy includes additional considerations in the event of a school closure, such as prioritization of content as well as maintenance of continuity, routine, and regular connections with students.

# CSBA POLICY GUIDE SHEET
## May 2020

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

**Board Policy 0430 - Comprehensive Local Plan for Special Education**

Policy updated to reflect the requirement that the Special Education Local Plan Area (SELPA) submit its local plan to the county office of education and/or Superintendent of Public Instruction and the requirement, beginning July 1, 2020, to review the plan every three years. Policy also clarifies the different types of SELPA governance structures and adds an option for arrangements in which the district joins with other districts and the county office of education to form a SELPA. Policy deletes material related to the referral and eligibility of students for special education, which is addressed in AR 6164.4 - Identification and Evaluation of Individuals for Special Education. Policy adds requirement to adopt a procedure for the ongoing review of programs and a mechanism for correcting any identified problem.

**Administrative Regulation 0430 - Comprehensive Local Plan for Special Education**

Regulation updated to reflect the new template for the SELPA plan developed by the California Department of Education (CDE). Section on "Definitions" revised to delete definitions for terms which are not used in this policy and regulation. Section on "Elements of the Plan" expanded to include further details regarding required components. Regulation also reflects **NEW LAW (SB 75, 2019)** which requires the SELPA plan to include an annual assurances support plan, beginning July 1, 2021 based on a CDE template developed by July 1, 2020. Regulation adds a requirement that each school post a notice of the public hearing that will be held by the SELPA to adopt the plan, and adds a new section on "Availability of the Plan" which includes a requirement to post the SELPA plan on the district's web site and make it available in the district office.

**Board Policy 1312.3 - Uniform Complaint Procedures**

Policy updated to add medical condition as a characteristic that is protected from discrimination, reflect **NEW LAW (SB 75, 2019)** which extends the use of uniform complaint procedures (UCP) to complaints alleging noncompliance with the physical education instructional minutes requirement for grades 7-12, and add an item indicating the use of the UCP for complaints regarding health and safety in a license-exempt California State Preschool Program (CSPP) consistent with CDE's Federal Program Monitoring Instrument.

**Administrative Regulation 1312.3 - Uniform Complaint Procedures**

Regulation updated to reflect **NEW LAW (SB 75, 2019)** which extends the use of UCP to complaints alleging noncompliance with the physical education instructional minutes requirement for grades 7-12, and to add a section reflecting requirements for complaints alleging noncompliance with health and safety standards for CSPP programs, formerly in AR 1312.4 - Williams Uniform Complaint Procedures.

**Exhibit (1) 1312.3 - Uniform Complaint Procedures**

New exhibit presents a sample notice, formerly in E(3) 1312.4 - Williams Uniform Complaint Procedures, regarding health and safety standards in license-exempt CSPP programs and available complaint procedures.

**Exhibit (2) 1312.3 - Uniform Complaint Procedures**

New exhibit presents a sample complaint form, formerly in E(4) 1312.4 - Williams Uniform Complaint Procedures, for complaints alleging that a license-exempt CSPP program does not comply with health and safety standards.

**Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures**

Regulation updated to delete material related to complaints regarding noncompliance with health and safety requirements in a license-exempt CSPP program as such complaints have been moved to BP/AR 1312.3 - Uniform Complaint Procedures, consistent with CDE's Federal Program Monitoring instrument.

**Exhibit (3) 1312.3 - Williams Uniform Complaint Procedures**

Exhibit presenting example of classroom notice for CSPP health and safety complaints moved to E(1) 1312.3 - Uniform Complaint Procedures, consistent with CDE's Federal Program Monitoring instrument.

**Exhibit (4) 1312.3 - Williams Uniform Complaint Procedures**

Exhibit presenting a sample complaint form for CSPP health and safety complaints moved to E(2) 1312.3 - Uniform Complaint Procedures, consistent with CDE's Federal Program Monitoring instrument.

**Board Policy 1340 - Access to District Records**

Policy updated to reflect **NEW LAW (AB 1819, 2019)** which allows members of the public to use their own equipment on district premises, free of charge, to photograph, copy, or reproduce a disclosable district record, provided that the equipment does not make physical contact with the record.

**Administrative Regulation 1340 - Access to District Records**

Regulation updates the list of confidential public records to include the prohibition against releasing an employee's personal email address, upon request from the employee. Regulation also reflects **NEW LAW (AB 1819, 2019)** which allows members of the public to use their own equipment, free of charge, to photograph, copy, or reproduce a disclosable district record on district premises, provided that the means of copying or reproducing the record does not require the equipment to make physical contact with the record, does not damage the record, and does not result in unauthorized access to the district's computer systems or secured networks.

**NEW - Administrative Regulation 3231 - Impact Aid**

New regulation addresses requirements of Title VII Impact Aid, which provides assistance to districts with concentrations of children residing on lands owned by the federal government, including Indian lands. Districts with children residing on Indian lands are **mandated** to adopt policy and procedures with specified components, including, but not limited to, consultation with Indian tribes and parents/guardians of students living on Indian lands in the planning and development of programs and activities supported by Impact Aid.

**Board Policy 4112.9/4212.9/4312.9 - Employee Notifications**

Policy updated to make change for gender neutrality and to revise legal references to reflect corresponding revisions in the Exhibit.

**Exhibit 4112.9/4212.9/4312.9 - Employee Notifications**

Exhibit updates Section I (All Employees) to (1) delete cite to 2 CCR 11024 which does not directly include a sexual harassment notice requirement; (2) indicate that the notification regarding a public hearing on an alternative schedule for secondary grades is addressed in BP 6112 rather than the AR; (3) delete an item regarding the oath or affirmation for disaster service workers since law does not specifically require an employee notification; (4) indicate that the notification regarding AIDS and hepatitis B was moved from AR 4119.43/4219.43/4319.43 to the BP; (5) indicate that the notification of workers' compensation benefits is addressed in AR 4157.1/4257.1/4357.1 rather than the BP; and (6) indicate that the notification regarding the district's nondiscrimination policy and complaint procedures are addressed in AR 4030 rather than the BP. Section II (Certificated Employees) updated to expand legal cites for the reelection notice for probationary employees and broaden the item to apply to districts with less than 250 average daily attendance. Section III (Classified Employees) updated to (1) delete the dismissal notice for merit system districts since the personnel commission establishes dismissal procedures for such districts and the notice is not reflected in policy; (2) add another legal cite pertaining to the notice of employee drug testing requirements and indicate that the notification is addressed in AR 4112.42/4212.42/4312.42 rather than the BP; and (3) add a requirement to provide school bus drivers with information regarding post-accident procedures. Section V (Individual Employees Under Special Circumstances) updated to indicate that the notice on potential eligibility for workers' compensation benefits is addressed in AR 4157.1/4257.1/4357.1 rather than the BP.

**Board Policy 4113 - Assignment**

Policy updated to reflect **NEW LAW (AB 1219, 2019)** which requires annual monitoring of the assignment of certificated employees at all schools, and requires the Commission on Teacher Credentialing (CTC) to administer a statewide system that produces an annual data file of vacancies and misassignments and provides

districts an opportunity to submit additional evidence that an employee is legally authorized for the assignment. Policy also adds legal requirements to report misassignments in the school accountability report card and to use Williams uniform complaint procedures to address any complaint alleging teacher misassignment or vacancy.

**Administrative Regulation 4113 - Assignment**

Regulation updated to make minor corrections for gender neutrality.

**Board Policy 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens**

Policy updated to add the requirement that the district's exposure control plan for bloodborne pathogens be consistent with the district's injury and illness prevention program established pursuant to Labor Code 6401.7. Legal cites added for training and hepatitis B vaccination requirements, and material deleted regarding the exemption of designated first aid providers from the pre-exposure hepatitis B vaccination, which is repeated in the AR. Paragraph added to include the district's responsibility to implement follow-up procedures in the event of an exposure incident.

**Administrative Regulation 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens**

Regulation updated to add federal legal cites where applicable, add definition of personal protective equipment, and delete requirement to communicate hazards to employees through labels and signs, which is not applicable to school districts. Section on "Preventive Measures" expanded to include the provision of personal protective equipment, observance of universal precautions, and compliance with state regulations for needleless systems, needle devices, and non-needle sharps. Regulation also adds more detail regarding the exemption of certain first aid providers from the pre-exposure hepatitis B vaccine and adds required components of staff training.

**Exhibit 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens**

Exhibit updated to clarify which employees are required to sign a statement when they decline to accept the hepatitis B vaccination offered by the district.

**Board Policy 4119.43/4219.43/4319.43 - Universal Precautions**

Policy updated to include material formerly in the AR on the provision of information to employees regarding acquired immune deficiency syndrome (AIDS), AIDS-related conditions, and hepatitis B and appropriate methods to prevent exposure. Policy also adds optional paragraph regarding the inclusion of related information in employee handbooks.

**Administrative Regulation 4119.43/4219.43/4319.43 - Universal Precautions**

Regulation updated to add a definition of occupational exposure and delete other unnecessary definitions. Section on "Employee Information" moved to BP. Section on "Infection Control Practices" revised to delete detailed requirements that are specifically applicable to employees identified as having occupational exposure, which are addressed in BP/AR 4119.42 - Exposure Control Plan for Bloodborne Pathogens, and to delete items with limited applicability in school settings.

**Board Policy 4151/4251/4351 - Employee Compensation**

Policy updated to delete Labor Code citation that is not applicable to public agencies and instead reflect Education Code provisions related to overtime compensation for classified employees.

**NEW - Board Policy 5141.5 - Mental Health**

New policy addresses strategies and services to promote students' emotional well-being and mental health, including student instruction, staff training, crisis intervention, counseling services and referrals, Section 504 evaluation, and collaboration with mental health professionals, agencies, and organizations. Policy reflects **NEW LAW (SB 75, 2019)** which establishes the Mental Health Student Services Act for the purpose of supporting mental health partnerships among county mental health agencies and local educational agencies.

**Board Policy 5145.3 - Nondiscrimination/Harassment**

Policy updated to reflect law prohibiting discrimination based on medical condition and to reflect **NEW LAW (AB 34, 2019)** which requires the district, starting in the 2020-21 school year, to post its

nondiscrimination policies, and specified state and federal laws regarding discrimination, bullying, and harassment, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students.

**Administrative Regulation 5145.3 - Nondiscrimination/Harassment**

Regulation updated to reflect **NEW LAW (AB 34, 2019)** which requires the district, starting in the 2020-21 school year, to post its nondiscrimination policies, specified state and federal laws regarding discrimination, bullying, and harassment, and a link to CDE resources in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. Regulation also reflects **NEW LAW (AB 711, 2019)** which requires the district to update a former student's records upon receiving government-issued documentation or a written request for a name and/or gender change.

**Board Policy 6020 - Parent Involvement**

Policy updated to reflect the requirements to work with parents/guardians and family members to jointly develop the district's parent involvement policy and to include strategies for family engagement in the local control and accountability plan (LCAP). For districts that receive federal Title IV funding for family engagement programs, policy adds the requirement to inform parents/guardians and organizations of the existence of the program. Policy also contains material formerly in the AR regarding the inclusion of the Title I local educational agency plan into the LCAP and the distribution of the district and school-level parent involvement policies.

**Administrative Regulation 6020 - Parent Involvement**

Regulation updated to revise the section on "District Strategies for Title I Schools," including moving and adding strategies under item #2 to reflect means by which the district may provide coordination, technical assistance, and other support to build school capacity for parent involvement activities, and adding strategies under item #5 to reflect means by which the district may use evaluation findings to design evidence-based strategies for more effective parent/guardian and family involvement. Section on "School-Level Strategies for Title I Schools" revises item #7 to include strategies formerly in section on "District Strategies for Title I Schools." Minor changes made throughout section on "District Strategies for Non-Title I Schools" to more directly reflect law.

**Board Policy 6115 - Ceremonies and Observances**

Policy updated to add the board's authority to designate any day as a holiday, in addition to those holidays designated by law, and to revise the date upon which schools close in observance of any holiday except Veterans Day. Policy also adds optional language stating that the board may adopt a resolution to authorize the display of symbolic flags or banners in support of specific awareness days or months.

**Administrative Regulation 6115 - Ceremonies and Observances**

Regulation updated to reflect state law requiring schools to be closed on any day designated as a holiday by the President, Governor, or district board or negotiated with employee organizations. School closure on Cesar Chavez Day and Native American Day deleted from the body of the regulation since school closure on these holidays only applies to districts that have agreed to do so in a memorandum of understanding with employee bargaining units. Section on "Commemorative Exercises" expands Note to include additional days of significance on which schools are encouraged, but not required, to conduct commemorative exercises.

**NEW - Administrative Regulation 6173.4 - Title VI Indian Education Programs**

New regulation reflects major requirements for districts that receive federal Title VI Indian education funding, which supports local educational agencies, Indian tribes and organizations, and consortia in meeting the unique cultural, language, and educational needs of American Indian students and ensuring that all students meet challenging state academic standards. Districts receiving such funding are **mandated** to adopt procedures to ensure that the program will be operated and evaluated in consultation with, and with the involvement of, parents/guardians and family members of American Indian students and community representatives. Regulation also includes allowable expenditures of Title VI funds, the provision of professional development as needed, maintenance of student eligibility records, and distribution of program evaluation results.

# WILLIAMS UNIFIED SCHOOL DISTRICT

P. O. Box 7 – 260 11th Street - 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 21st century skills giving them true choices; career and/or college"*

**Date:** May 21, 2020

**To:** Williams Unified School District Board of Trustees

**From:** Dr. Mary L. Ponce, Williams Jr/Sr High Principal

**Subject:** Disposal of WJSHS Obsolete Textbooks

As per WUSD Board Policy No. 3270: Sale and Disposal of Books, Equipment, and Supplies, it is the intention of the Williams Jr./Sr. High School to dispose of the attached list of obsolete textbooks.

Textbooks for disposal:

| # | *Title* | **ISBN** |
|---|---|---|
| 90 | California Focus on Life Science by Prentice Hall | 0-13-201272-3 |
| 90 | California Focus on Physical Science by Prentice Hall | 0132012707 |
| 35 | Health and Wellness by Meeks and Holt | 100078308631 |
| 215 | Total textbooks | |

# COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
|---|---|---|---|
| Williams Unified School District | Edgar Lampkin Ed. D., Superintendent | elampkin@williams.k12.ca.us<br>(530) 473-2550 | June 18, 2020 |

**Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.**

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Williams Unified closed on-site instruction and learning on March 18, 2020 due to COVID-19. In order to continue to communicate with parents/students and provide for instruction/student learning, we searched for resources, developed/duplicated learning packets and posted on-line resources on our school and district websites. Through phone calls and social media, we informed parents. We also opened our Family Resource Center, which was staffed by two essential workers and a parent volunteer, to serve as a hotline & point of contact for the families in our district. In addition to providing interpreting & translation services, the Center staff provided telephone support to parents, students and staff with questions related to the use and access of technology. The Center has also developed a manual for parents explaining how to use Google Classroom and has provided parents with training in how to use other district offered technology applications "Grab and Go" food pick-up began on March 19th and has provided us the opportunity to distribute learning packets to students along with meals. Teachers were provided with two weeks of staff development by our IT Coach and Teacher Professional Development platform (Modern Teacher) to support distance learning training. This training included: Synchronous & Asynchronous Learning; developing playlists; use of Google Suite, Zoom & Google Meet. The training helped teachers learn to prepare and use playlists for on-line instruction and how to make contact with students on-line via a synchronous and asynchronous approach. Teachers also communicated via e-mail and/or by phone. During these two weeks, office staff and administrators distributed one-to-one devices for distance learning to students in need. Distance on-line learning for students began on April 20th. However, due to a lack of Internet access, about 1/3 of our students had to continue learning using packets. As a result, a three-stage plan designed to obtain Internet access for our families was developed. Stage 1 of this plan for connectivity was through the only internet provider in our county (Frontier) and cell phone hotspots from Verizon for those who were not able to access Frontier. The second stage will be through hotspots that are being provided by T-Mobile at a low cost ($20 a month) with support from the California Department of Education. The third stage is connecting to EduNet city-wide via radios and antennas that will be purchased and installed, hopefully by the end of the summer. The internet connectivity stages overall will cost the district about ***$303,898.00***. This investment will make it possible to provide access to all students in our district now and in the long term. In closing, as this report is completed, we will be providing for all students a Virtual Summer school program through Modern Teacher summer school Playlists of 20 days for grades K-8 to make up for loss of learning. For grades 9-12, Dual-enrollment on-line college course will be offered in partnership with Woodland Community College and through AVENTA, on-line credit recovery will be required for students who are credit deficient. The next steps will be to plan for school return and how that will look like.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Almost all of our students are English learners or former English learners (55% ELs & 34% RFEPs). The majority of our students are also low-income (91%) students. Demographically, our students are 93% Hispanic/Latino. About, 0.2% of our students are foster youth and 12% McKinney Vento identified (due to Migrant farm working families that live a temporary substandard housing Migrant Camp).

To meet the needs of foster and homeless youth, our district actively engages with Colusa County Office of Education (CCOE) through the Executive Advisory Council and participation in CCOE sponsored trainings related to serving foster youth. We use Foster Focus to quickly identify new foster youth to the community and our two liaisons provide 1:1 services to these youth in order to expedite their prompt enrollment in school and other programs/ services to meet their needs.

To meet the needs of English learners, low-income students and foster youth, teachers are using integrated units in their playlists, targeting grade-level standards, embedding activities to support socio-emotional learning, and including SEAL (GLAD) strategies that are online-friendly. The district is also providing our students with access to supplemental distance learning and online software such as: Imagine Learning Reading and Math; Footsteps2Brilliance; I-Lit ELL; AVENTA, etc. Prior to COVID-19, TK-6 teachers were implementing SEAL study units that are aligned to CA State Standards & the CA EL Roadmap in order to meet the needs of English learners per the State Board of Education's EL Roadmap policy. At 7-12 grades, ELD classes support ELs. In addition, we are working towards implementing integrated and designated ELD. After the closure due to COVID-19, the professional development focus moved to online learning and then to Linda-Mood Bell reading for TK-8. The goal is that, upon returning, we can begin to implement a tiered system of support TK-12 with a focus on literacy.

We continue to provide learning packets to about 1/3 of our ELs, particularly migrant families, that lack Internet connectivity. We have received a donation of 250 Chromebooks facilitated through the California Department of Education that have begun to be distributed to our students that needed devices. In addition, we are scheduled to receive and 250 hotspots from T-Mobile. Learning through packets that are both in English and in Spanish (for those students that need it) has not been as effective for our English Learners. For the majority of our students on-line distance learning has been a new learning experience, just as much as it has been for our teachers. Our board adopted a "hold harmless" distance learning policy in an attempt to give our students and teachers that flexibility to learn, experiment and grow in their comfort level of on-line distance learning. Internet connectivity has been the biggest challenge for our district. We do not feel we have been able to properly address the needs of our most disadvantaged students due to lack of connectivity in our community and the fact that our teachers had not done Synchronous and Asynchronous on-line instruction previously. Being thrust into his experience increased anxiety for many students and staff. However, we were able to begin the experience of distance learning, are prepared to continue to grow in distance learning and in learning how to better meet the needs of our English Learners, Low-income and foster youth students through distance learning.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

As mentioned above, a three-stage plan was developed to provide Internet access for our students. Despite that plan, we are still not meeting the needs of about 1/3 of our students by providing high quality distance learning because they do not have Internet access. We immediately made online resources and packets available to our families, while our staff was trained in online distance learning instruction through Modern Teacher (TK -12) and dual enrollment courses using CANVASS (9-12). Our delivery of distance learning was broken into three fast-and-furious Phases: Phase 1 - Preparing independent packets and posting online resources on our websites for our parents and students to access during the first 2.5 weeks of school closure; This gave us the opportunity to train staff and deploy devices to our students. Phase 2 - Starting distance learning online with our teachers planning and delivering online instruction via Synchronous and Asynchronous playlists (lesson plans) that included live and recorded blended instruction and learning; and Phase 3 - Closing the school year while continuing to provide distance

learning, socio-emotional support, as well as preparing for Virtual Summer School K-12. We now have noticed an increase in socio-emotional instability and those effects have become an additional priority that we have needed to address via our Learning Support Specialists (Trained and certified counselors that are also PPS credentialed). Due to the Shelter-In-Place order which resulted in family problems, loss of work, isolation and many other factors, our community experienced an increase in attempted suicides and emotional problems. Nevertheless, amid all of this chaos and change, we need to give kudos to our staff for their spirit of collaboration and their willingness to switch their instructional methodology and embrace technology as teachers implemented distance learning. And, of course, we owe much to our boots-on-the-ground essential workers who have been feeding families, providing phone and one-to-one appointments to support our families and students (in our Family Resource Center) as they participated in distance learning.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Beginning March 19th, one day after closure, our Food Service staff began providing meals for our students daily. Two meals (breakfast and lunch) have been provided via drive-thru and pick-up meal distribution. We began by serving about 200 meals per day and have grown to about 650 meals per day (this includes a breakfast and a lunch meal). During Spring Break, while our Food Service staff took their vacation, Colusa County Office of Education continued to provide meals for our families. In addition, the Williams Community Church also provided bags of groceries to our families and continue to do so, on a periodic basis. Social distancing practices have been, and continue to be, followed as we continued with Shelter-In-Place at the state level and locally. In Colusa County we have only had 3 identified cases of COVID-19 and no deaths up to the end of May. This was even after the migrant camp opened on April 22 and enrollment our migrant students took place. The migrant families arrived from Mexico, Arizona, Texas and other areas of California with their families for temporary agricultural employment and are considered McKinney Vento, due to living in substandard housing at the Migrant Camp temporarily (April to October). Colusa County Office of Education has been providing childcare services for migrant families and has served meals at the migrant camp for our students. They will continue to provide meals at the camp throughout the summer.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Prior to the opening of the migrant camp, CCOE provided the district support by contacting all migrant families who were in transit to Williams. County staff was able to share information with families about COVID-19 and the guidelines in Williams. They also gathered information from each family that included the number of adults and students, including their ages, that we should expect to arrive and the any family needs. This information was provided to the district so that we were able to prepare for each family's arrival and organize learning packets for each incoming student. In addition, the CCOE provided a backpack with school supplies for each student and we placed their learning packets in their backpack which were delivered to the camp. Upon the families' arrival, they were provided with a box of food supplied by the Williams Community Church, a backpack of school supplies and learning packets for each child and school registration information.

Since April 22, Colusa County Office of Education has been providing childcare services for migrant families who are essential workers. We have not provided childcare or services of supervision for students. Due to our county being in Shelter-In-Place, our focus has been to provide essential services related to distance learning, such as: packets for distance learning; checking students/staff out of school; deployment of devices for online learning; and planning to meet state guidelines after transitioning back to on-site instruction according to the phases outlined by the state and our county. Mothers who are stay-at-home mothers provide care for their children while the fathers work in agriculture or other rural jobs. Families have expressed concern, fear and worry; nevertheless, families have been doing a terrific job of making sure that everyone

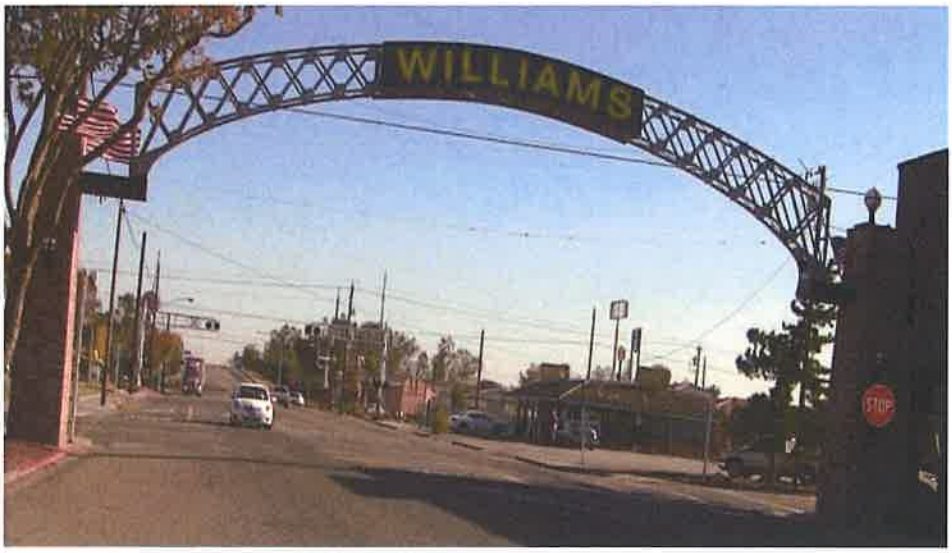
is following state and local guidelines for Shelter-In-Place. The result has been an extremely low number of cases of COVID-19 in our county (3 up to end of May and 7 cases in June) and no deaths.

Our Family Resource Center has established a Facebook page to continue to communicate with parents and to support their expressed needs. School administrators have made home visits to families with children who have not logged in to distance learning during ordinary school hours to deliver learning packets and check to see if they need any other type of support.

In the near future, we will post a parent questionnaire on our district website to gather more parent input regarding their needs and get their feedback regarding our implementation of distance learning. We will also be putting together a Task-force with representatives from our stakeholders and bargaining units to receive input and put a plan in place for "Return to School."

California Department of Education
May 2020

# Williams Unified School District




# 2020-2021

# ANNUAL BUDGET

**Proposed for Adoption**

**June 18, 2020**

# WILLIAMS UNIFIED SCHOOL DISTRICT

260 11th Street, Williams, CA 95987

## Edgar Lampkin, Ed.D., Superintendent

### BOARD OF EDUCATION

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

# WILLIAMS UNIFIED SCHOOL DISTRICT
# 2020-2021 ANNUAL BUDGET
# SUMMARY DOCUMENT

## Presented on June 9, 2020
## Proposed for adoption on June 18, 2020

## TABLE OF CONTENTS


| | |
|---|---|
| Budget Overview/Assumptions | 1 |
| General Fund Summary | 7 |
| Other Funds Summary | 8 |
| Multi-Year Projections – Budget Assumptions | 9 |
| Multi-Year Budget Projections | 10 |

# WILLIAMS UNIFIED SCHOOL DISTRICT
# 2020-2021 ANNUAL BUDGET

## *BUDGET OVERVIEW/ASSUMPTIONS*

The Williams Unified School District's 2020-2021 budget is presented in this budget document. The budget was prepared based on the Local Control Funding Formula (LCFF) which was effective with the 2013-14 fiscal year, and the Local Control and Accountability Plan (LCAP). The LCAP was developed based on meaningful interaction with parents, pupils, school site personnel, local bargaining unit representatives and other stakeholders and community members.

This budget was informed by the LCAP and developed with additional input from key staff members, who also developed the Budget Assumptions. The revenue assumptions are based on the Governor's January Budget and on the May Revise. The expenditure assumptions are based on program needs, the LCAP and anticipated funding.

### BALANCED BUDGET

The goal of the Williams Unified School District is to maintain a balanced budget. When on-going expenditures in the budget do not exceed the revenue, the result is a balanced budget. The 2020-2021 budget reflects expenditures in excess of revenues, resulting in deficit spending. However, this deficit represents planned spending of program reserves from prior years. Further revisions may be proposed after the Governor's final budget is adopted.

### ASSUMPTIONS

- COLA of 0.00% applied to those categoricals outside of LCFF such as Child Nutrition and Special Education.
- LCFF base grant proration factor of -7.92% applied to base grant.
- LCFF add-on proration factor of -10.00% applied to Targeted Instructional Improvement Block Grant and Home-to-School Transportation.
- Federal categorical programs maintained at prior year funding levels with the exception of the School Improvement Grant, which ends June 30, 2021.
- State categorical programs reduced by 50% include the After School Education and Safety grant and the Career Technical Education Incentive Grant.
- Special Education Program tuition is based on the estimate provided by the Colusa County Office of Education.
- Funding based on 1,258.65 ADA, supplemental and concentration based on unduplicated student percentages of 93.49%

- Lottery: $153 Base per ADA; $54 Prop. 20 per ADA. Funding based on prior year estimated Annual ADA. Unspent Lottery funds will remain in the Lottery reserve; Instructional Material Lottery revenues to be used for Instructional Materials.

- Budget reflects the CDE Approved 2020-21 Indirect Cost Rate of 8.63%; State approved rate for all programs requiring a cap.

- Salaries increased by Step and Column. Salaries for substitutes, extra pay and professional growth increments based on prior year analysis.

- Medical benefit rates capped at $10,800 per year per full-time employee for all WTA members, $9,600 per year per .75 FTE employee for all CSEA members $10,800 per full-time Management/Confidential employee and $10,800 per year per full-time employee for all Administrators; PERS 20.7%, STRS 16.5%; Worker's Compensation 2.8184%; Medicare 1.45%; UI .05%; FICA 6.2%.

- Supplies, Services and Utilities expenditures based on program priorities and any known rate increases. Liability insurance costs adjusted for necessary rate/coverage changes. Managers may revise their 4000-6000 object codes to reflect program needs.

- Classified and Management/Confidential personnel will be projected at prior year staffing levels as of May 31st with some reductions.

- Categorical, pupil driven grants and restricted program revenues will cover all of their program expenditures.

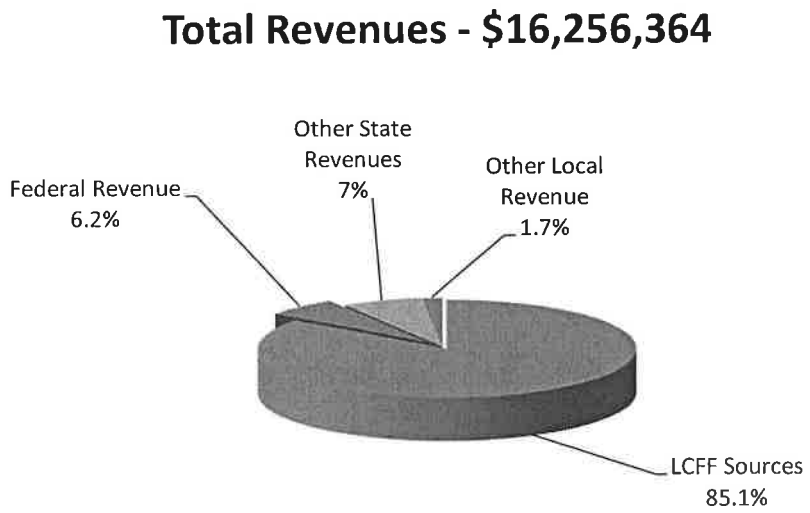
- Grants and entitlements may be budgeted when either the award letter is received or when funding is reasonably assured. If funds are spent based on reasonable assurances and funding does not occur or funding is less than expenditures, excess expenditures will be reduced from other program ending balances.

- Funding for restricted programs must remain with the program. Unspent funds will become restricted income for the next year or returned to the funding source if required.

- Any state program deficits must be covered in the current year.

## REVENUE

The following chart reflects the different sources of projected revenue for the General Fund.




## SOURCES OF REVENUE

WUSD receives revenues from various sources. **LCFF Sources** is the major source of revenue for the District. LCFF Sources are comprised of a combination of state aid and local property taxes based on funding formulas, and represents 85.1% of total revenues.

**Federal Revenues** represent 6.2% of the General Fund budget. Federal revenue funds grants and entitlements for special purposes. One of the major components of federal revenue is the School Improvement Grant of approximately $ 502,782.

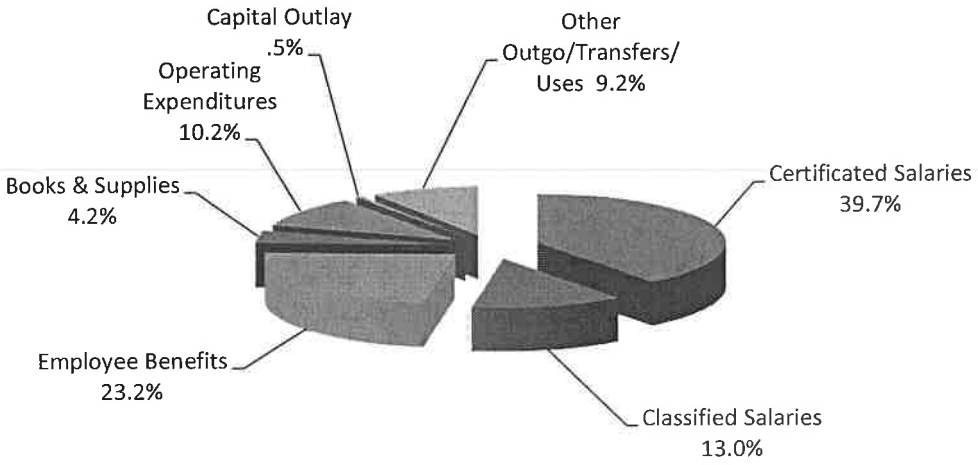
**Other State Revenues** represents 7% of total revenues. This revenue is received for state programs such as Lottery, the After School Education and Safety grant, and the Career Technical Education Incentive grant.

**Other Local Revenues** represent income from interest earnings, Woodland Community College Dual Enrollment revenue, Migrant Education agreement, transportation fees and facility use fees. Local revenue represents 1.7% of total revenue.

## EXPENDITURES

The District budgets its allocation of funding to various cost categories. These cost categories include salaries and benefits, instructional materials and supplies, other operating services, capital outlay, other outgo, and other uses.

### Total Expenditures - $16,291,783




The graph above indicates that 75.9% of the Williams Unified School District's budgeted expenditures in the General Fund are for salaries and benefits. The salaries and benefits are budgeted from the automated Position Control system based on the positions and salary placements authorized by the Board of Education.

The other cost categories have budgeted expenditures which are identified by the program managers and Superintendent to fulfill program needs.

## NET CHANGE IN FUND BALANCE

The difference between revenue and expenditures is the net change in fund balance, also known as the deficit spending level if the amount is negative. The net change in fund balance in the 2020-2021 Annual Budget is **($35,419).**

There were no significant accounting changes for the 2020-2021 budget.

The Net Change in Fund Balance is as follows:

### NET CHANGE IN FUND BALANCE

| | |
|---|---|
| **Total Revenues** | **$16,256,364** |
| | |
| **Total Expenditures/Uses** | **$16,291,783** |
| | |
| **Net Change in Fund Balance** | **($35,419)** |

As noted in the budget overview/assumptions, this deficit spending consists of planned, one-time expenditures from prior program reserves. The planned spending is from the Low Performing Student Block Grant ($26,425) and the Classified School Employees Professional Development ($8,994).

## BEGINNING FUND BALANCE

The Beginning Fund Balance in the County School Service Fund on July 1, 2020, is projected to be $4,329,340. This amount is an estimate based on an updated projection of revenue and expenditures for 2019-2020, as of May 31, 2020. The actual Beginning Fund Balance will be revised after July 1, 2020, when the books for 2019-20 are closed.

## ENDING FUND BALANCE

The Ending Fund Balance on June 30, 2020 is projected to be $4,293,921. This amount is derived by subtracting the budgeted projected decrease in fund balance of $35,419 from the projected Beginning Fund Balance of $4,329,340. The Ending Fund Balance is comprised of funds restricted and assigned for certain purposes and a reserve designated for economic uncertainties.

### COMPONENTS OF ENDING FUND BALANCE

| General Fund Designated Balances | | |
|---|---|---|
| . Non-spendable | $ | 6,050 |
| . Restricted | $ | 416,844 |
| . Committed | $ | 0 |
| . Assigned | $ | 3,381,998 |
| . Unassigned/Unappropriated Reserve for Economic Uncertainty | $ | 489,029 |

# WILLIAMS UNIFIED SCHOOL DISTRICT
# 2020-21 ANNUAL BUDGET

## SUMMARY

### GENERAL FUND: TWO - YEAR COMPARISON

| DESCRIPTION | 2019-20 THIRD INTERIM | 2020-21 PRELIMINARY BUDGET |
|---|---|---|
| **REVENUES:** | | |
| LCFF/Revenue Limit Sources | $ 14,458,518 | $ 13,835,934 |
| Federal Revenues | 1,435,688 | 1,011,409 |
| Other State Revenues | 1,296,338 | 1,134,544 |
| Other Local Revenues | 236,446 | 274,477 |
| **OTHER SOURCES:** | | |
| Interfund Transfers Between General and Special Reserve | $ - | $ - |
| Transfers Between General Reserve and Other Local Src. | - | - |
| Interfund Transfers In | - | - |
| **TOTAL REVENUE** | $ 17,426,990 | $ 16,256,364 |
| **EXPENDITURES:** | | |
| Certificated Salaries | $ 6,496,589 | $ 6,464,594 |
| Classified Salaries | 1,969,189 | 2,115,920 |
| Employee Benefits | 3,608,232 | 3,776,780 |
| Books and Supplies | 931,075 | 673,765 |
| Other Operating Expenditures | 2,315,156 | 1,667,305 |
| Capital Outlay | 230,092 | 88,175 |
| Other Outgo | 1,483,347 | 1,478,162 |
| **OTHER SOURCES/USES:** | | |
| Interfund Transfers Out | $ 370,000 | $ 27,082 |
| Other Sources/Uses | - | - |
| **TOTAL EXPENDITURES** | $ 17,403,680 | $ 16,291,783 |
| **NET CHANGE** | $ 23,310 | $ (35,419) |
| **PROJECTED BEGINNING FUND BALANCE** | $ 4,306,030 | $ 4,329,340 |
| **PROJECTED ENDING FUND BALANCE** | $ 4,329,340 | $ 4,293,921 |

# WILLIAMS UNIFIED SCHOOL DISTRICT
# 2020-2021 ADOPTED BUDGET

## OTHER FUNDS

## SUMMARY

| | 2019-20 | | | 2020-21 | | |
|---|---|---|---|---|---|---|
| | REVENUE/ SOURCES | EXPEND/ USES | NET CHANGE | REVENUE/ SOURCES | EXPEND/ USES | NET CHANGE |
| CAFETERIA FUND | 1,003,168 | 1,003,168 | - | 952,400 | 952,400 | - |
| DEFERRED MAINTENANCE FUND | 562,016 | - | 562,016 | 10,000 | - | 10,000 |
| CAPITAL FACILITIES FUND | 420,368 | 216,785 | 203,583 | 7,550 | 227,550 | (220,000) |
| BUILDING FUND | 150,640 | 5,388,538 | (5,237,898) | - | - | - |
| RETIREE BENEFIT FUND | 13,000 | - | 13,000 | 5,000 | - | 5,000 |
| COUNTY SCHOOLS FACILITY FUND | 3,460,462 | 2,190,784 | 1,269,678 | - | - | - |
| BOND INTEREST & REDEMPTION FUND | 1,000,306 | 829,428 | 170,878 | 768,575 | 768,575 | - |
| TOTAL OTHER FUNDS | 6,609,960 | 9,628,703 | (3,018,743) | - 1,743,525 | 1,948,525 | (205,000) |

# WILLIAMS UNIFIED SCHOOL DISTRICT
# 2020-2021 ANNUAL BUDGET

## *MULTI-YEAR PROJECTIONS - BUDGET ASSUMPTIONS*

### REVENUE AND EXPENDITURE ASSUMPTIONS

1. Annual Statutory COLA Applied to Programs:
(2020-21, 0.00% 2021-22, 2.48%; 2022-23, 3.26%)

2. Enrollment: 2020-21, 1,373; 2021-22, 1,367; 2022-23, 1,356

3. Funded ADA: 2020-21, 1,258.65; 2021-22, 1,256.30; 2022-23, 1,250.81

4. Lottery

   Lottery funding held constant all out years.

5. Salaries and Benefits

   Annual step increases calculated from Position Control. Medical benefit rates capped at $10,800 per year per full-time employee for all WTA members, $9,600 per year per .75 FTE employee for all CSEA members, $10,800 per full-time Management/Confidential employee and $10,800 per year per full-time employee for all Administrators.

   PERS: 2020-21, 20.7%; 2021-22, 22.84%; and 2022-23, 25.5%.

   STRS: 2020-21, 16.15%; 2021-22, 16.02%; and 2022-23, 18.10%

6. Annual inflation costs for utilities budgeted with a projected increase, property and liability insurance budgeted with a projected increase, annual inflation costs also applied to other services/other operating expenditures.

7. Grants, categorical and restricted program revenues will cover all of their program expenditures.

8. Funding for restricted programs must remain with the program. Unspent funds will become restricted income for the next year.

9. Reserve for Economic Uncertainties will be budgeted at 3% of expenditures.

10. Reserve levels will be maintained at a minimum of 17%.

# WILLIAMS UNIFIED SCHOOL DISTRICT
# 2020-2021 ANNUAL BUDGET

## MULTI-YEAR BUDGET PROJECTIONS

| DESCRIPTION | 2020-2021 ANNUAL BUDGET | 2021-2022 ESTIMATED BUDGET | 2022-2023 ESTIMATED BUDGET |
|---|---|---|---|
| **REVENUES** | | | |
| LCFF/Revenue Limit Sources | $ 13,835,934 | $ 13,822,907 | $ 13,772,392 |
| Federal Revenues | 1,011,409 | 508,627 | 508,627 |
| Other State Resources | 1,134,544 | 1,140,897 | 1,148,975 |
| Other Local Revenues | 274,477 | 275,092 | 276,003 |
| **TOTAL REVENUES** | 16,256,364 | 15,747,523 | 15,705,998 |
| **EXPENDITURES** | | | |
| Certificated Salaries | $ 6,464,594 | $ 6,523,917 | $ 6,631,562 |
| Classified Salaries | 2,115,920 | 2,148,737 | 2,188,488 |
| Employee Benefits | 3,776,780 | 3,800,371 | 4,023,023 |
| Books & Supplies | 673,765 | 620,376 | 624,821 |
| Services, Other Operating Expenses | 1,667,305 | 1,625,687 | 1,645,949 |
| Capital Outlay | 88,175 | 89,690 | 91,745 |
| Other Outgo | 1,478,162 | 1,601,871 | 1,741,981 |
| **OTHER FINANCING SOURCES/USES** | | | |
| Interfund Transfers | | | |
| Transfers In | $ - | $ - | $ - |
| Transfers Out | 27,082 | 30,000 | 30,000 |
| Other Sources/Uses | | | |
| Sources | - | - | - |
| Uses | - | - | - |
| **TOTAL EXPENDITURES** | $ 16,291,783 | $ 16,440,650 | $ 16,977,570 |
| **NET INCREASE (DECREASE) IN FUND BALANCE** | $ (35,419) | $ (693,128) | $ (1,271,573) |
| **FUND BALANCE, RESERVES** | | | |
| **Beginning Balance (Estimated)** | $ 4,329,340 | $ 4,293,921 | $ 3,600,794 |
| **Ending Balance** | $ 4,293,921 | $ 3,600,794 | $ 2,329,221 |

ANNUAL BUDGET REPORT:
July 1, 2020 Budget Adoption

Insert "X" in applicable boxes:

[x] This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

[x] If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 260 11th Street, Williams, CA
Date: June 04, 2020

Adoption Date: June 18, 2020

Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Public Hearing:

Place: 260 11th Street, Williams, CA
Date: June 09, 2020
Time: 5:30 p.m.

Contact person for additional information on the budget reports:

Name: Mechele Coombs
Telephone: 530-473-2550

Title: Director Fiscal Services
E-mail: mcoombs@williams.k12.ca.us

## Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

| CRITERIA AND STANDARDS | | | Met | Not Met |
|---|---|---|---|---|
| 1 | Average Daily Attendance | Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years. | X | |

| CRITERIA AND STANDARDS (continued) | | | Met | Not Met |
|---|---|---|---|---|
| 2 | Enrollment | Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years. | X | |
| 3 | ADA to Enrollment | Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years. | X | |
| 4 | Local Control Funding Formula (LCFF) Revenue | Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years. | | X |
| 5 | Salaries and Benefits | Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years. | X | |
| 6a | Other Revenues | Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years. | | X |
| 6b | Other Expenditures | Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years. | | X |
| 7 | Ongoing and Major Maintenance Account | If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget. | X | |
| 8 | Deficit Spending | Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years. | X | |
| 9 | Fund Balance | Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years. | X | |
| 10 | Reserves | Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years. | X | |

| SUPPLEMENTAL INFORMATION | | | No | Yes |
|---|---|---|---|---|
| S1 | Contingent Liabilities | Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? | X | |
| S2 | Using One-time Revenues to Fund Ongoing Expenditures | Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources? | X | |
| S3 | Using Ongoing Revenues to Fund One-time Expenditures | Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues? | X | |
| S4 | Contingent Revenues | Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? | X | |
| S5 | Contributions | Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years? | | X |

| SUPPLEMENTAL INFORMATION (continued) | | | No | Yes |
|---|---|---|---|---|
| S6 | Long-term Commitments | Does the district have long-term (multiyear) commitments or debt agreements? | | X |
| | | • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2019-20) annual payment? | X | |
| S7a | Postemployment Benefits Other than Pensions | Does the district provide postemployment benefits other than pensions (OPEB)? | | X |
| | | • If yes, are they lifetime benefits? | X | |
| | | • If yes, do benefits continue beyond age 65? | X | |
| | | • If yes, are benefits funded by pay-as-you-go? | X | |
| S7b | Other Self-insurance Benefits | Does the district provide other self-insurance benefits (e.g., workers' compensation)? | X | |
| S8 | Status of Labor Agreements | Are salary and benefit negotiations still open for: | | |
| | | • Certificated? (Section S8A, Line 1) | X | |
| | | • Classified? (Section S8B, Line 1) | | X |
| | | • Management/supervisor/confidential? (Section S8C, Line 1) | | X |
| S9 | Local Control and Accountability Plan (LCAP) | • Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? | | X |
| | | • Adoption date of the LCAP or an update to the LCAP: | Jun 18, 2020 | |
| S10 | LCAP Expenditures | Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template? | | X |

| ADDITIONAL FISCAL INDICATORS | | | No | Yes |
|---|---|---|---|---|
| A1 | Negative Cash Flow | Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund? | X | |
| A2 | Independent Position Control | Is personnel position control independent from the payroll system? | X | |
| A3 | Declining Enrollment | Is enrollment decreasing in both the prior fiscal year and budget year? | X | |
| A4 | New Charter Schools Impacting District Enrollment | Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year? | X | |
| A5 | Salary Increases Exceed COLA | Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? | X | |

| ADDITIONAL FISCAL INDICATORS (continued) | | | No | Yes |
|---|---|---|---|---|
| A6 | Uncapped Health Benefits | Does the district provide uncapped (100% employer paid) health benefits for current or retired employees? | X | |
| A7 | Independent Financial System | Is the district's financial system independent from the county office system? | X | |
| A8 | Fiscal Distress Reports | Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a). | X | |
| A9 | Change of CBO or Superintendent | Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months? | X | |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals Unrestricted (A) | 2019-20 Estimated Actuals Restricted (B) | 2019-20 Estimated Actuals Total Fund col. A + B (C) | 2020-21 Budget Unrestricted (D) | 2020-21 Budget Restricted (E) | 2020-21 Budget Total Fund col. D + E (F) | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| **A. REVENUES** | | | | | | | | | |
| 1) LCFF Sources | | 8010-8099 | 14,458,518.00 | 0.00 | 14,458,518.00 | 13,835,934.00 | 0.00 | 13,835,934.00 | -4.3% |
| 2) Federal Revenue | | 8100-8299 | 20,000.00 | 1,415,688.00 | 1,435,688.00 | 0.00 | 1,011,409.00 | 1,011,409.00 | -29.6% |
| 3) Other State Revenue | | 8300-8599 | 325,121.00 | 971,217.00 | 1,296,338.00 | 252,937.00 | 881,607.00 | 1,134,544.00 | -12.5% |
| 4) Other Local Revenue | | 8600-8799 | 212,811.00 | 23,635.00 | 236,446.00 | 254,477.00 | 20,000.00 | 274,477.00 | 16.1% |
| 5) TOTAL, REVENUES | | | 15,016,450.00 | 2,410,540.00 | 17,426,990.00 | 14,343,348.00 | 1,913,016.00 | 16,256,364.00 | -6.7% |
| **B. EXPENDITURES** | | | | | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 5,998,471.00 | 498,118.00 | 6,496,589.00 | 5,922,963.00 | 541,631.00 | 6,464,594.00 | -0.5% |
| 2) Classified Salaries | | 2000-2999 | 1,687,105.00 | 282,084.00 | 1,969,189.00 | 1,809,128.00 | 306,792.00 | 2,115,920.00 | 7.5% |
| 3) Employee Benefits | | 3000-3999 | 2,783,778.00 | 824,454.00 | 3,608,232.00 | 2,893,466.00 | 883,314.00 | 3,776,780.00 | 4.7% |
| 4) Books and Supplies | | 4000-4999 | 661,388.00 | 269,687.00 | 931,075.00 | 391,306.00 | 282,459.00 | 673,765.00 | -27.6% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 1,559,086.00 | 756,070.00 | 2,315,156.00 | 1,397,925.00 | 269,380.00 | 1,667,305.00 | -28.0% |
| 6) Capital Outlay | | 6000-6999 | 58,114.00 | 171,978.00 | 230,092.00 | 0.00 | 88,175.00 | 88,175.00 | -61.7% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299 7400-7499 | 1,461,899.00 | 50,167.00 | 1,512,066.00 | 1,504,534.00 | 0.00 | 1,504,534.00 | -0.5% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | (132,633.00) | 103,914.00 | (28,719.00) | (103,056.00) | 76,684.00 | (26,372.00) | -8.2% |
| 9) TOTAL, EXPENDITURES | | | 14,077,208.00 | 2,956,472.00 | 17,033,680.00 | 13,816,266.00 | 2,448,435.00 | 16,264,701.00 | -4.5% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | 939,242.00 | (545,932.00) | 393,310.00 | 527,082.00 | (535,419.00) | (8,337.00) | -102.1% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | | | | | |
| 1) Interfund Transfers a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 370,000.00 | 0.00 | 370,000.00 | 27,082.00 | 0.00 | 27,082.00 | -92.7% |
| 2) Other Sources/Uses a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | (550,461.00) | 550,461.00 | 0.00 | (500,000.00) | 500,000.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | (920,461.00) | 550,461.00 | (370,000.00) | (527,082.00) | 500,000.00 | (27,082.00) | -92.7% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals Unrestricted (A) | Restricted (B) | Total Fund col. A + B (C) | 2020-21 Budget Unrestricted (D) | Restricted (E) | Total Fund col. D + E (F) | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | 18,781.00 | 4,529.00 | 23,310.00 | 0.00 | (35,419.00) | (35,419.00) | -251.9% |
| **F. FUND BALANCE, RESERVES** | | | | | | | | | |
| 1) Beginning Fund Balance | | | | | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 3,858,296.00 | 447,734.00 | 4,306,030.00 | 3,877,077.00 | 452,263.00 | 4,329,340.00 | 0.5% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 3,858,296.00 | 447,734.00 | 4,306,030.00 | 3,877,077.00 | 452,263.00 | 4,329,340.00 | 0.5% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 3,858,296.00 | 447,734.00 | 4,306,030.00 | 3,877,077.00 | 452,263.00 | 4,329,340.00 | 0.5% |
| 2) Ending Balance, June 30 (E + F1e) | | | 3,877,077.00 | 452,263.00 | 4,329,340.00 | 3,877,077.00 | 416,844.00 | 4,293,921.00 | -0.8% |
| Components of Ending Fund Balance | | | | | | | | | |
| a) Nonspendable | | | | | | | | | |
| Revolving Cash | | 9711 | 6,050.00 | 0.00 | 6,050.00 | 6,050.00 | 0.00 | 6,050.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 65,851.52 | 0.00 | 65,851.52 | 0.00 | 0.00 | 0.00 | -100.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 452,263.00 | 452,263.00 | 0.00 | 416,844.00 | 416,844.00 | -7.8% |
| c) Committed | | | | | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Commitments | | 9760 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | | | | | |
| Other Assignments | | 9780 | 3,283,064.48 | 0.00 | 3,283,064.48 | 3,381,998.00 | 0.00 | 3,381,998.00 | 3.0% |
| Affordable Care Act | 0000 | 9780 | | | | 50,000.00 | | 50,000.00 | |
| Construction Contingency | 0000 | 9780 | | | | 1,000,000.00 | | 1,000,000.00 | |
| Board Reserve Policy | 0000 | 9780 | | | | 2,077,612.00 | | 2,077,612.00 | |
| Affordable Care Act | 0000 | 9780 | 50,000.00 | | 50,000.00 | | | | |
| Construction Contingency | 0000 | 9780 | 1,000,000.00 | | 1,000,000.00 | | | | |
| Board Reserve Policy | 0000 | 9780 | 1,978,678.48 | | 1,978,678.48 | | | | |
| e) Unassigned/Unappropriated | | | | | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 522,111.00 | 0.00 | 522,111.00 | 489,029.00 | 0.00 | 489,029.00 | -6.3% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |

District: Williams Unified School District
CDS #: 06-61622

**Adopted Budget**
**2020-21 Budget Attachment**
**Balances in Excess of Minimum Reserve Requirements**

## Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

**Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.**

| Combined Assigned and Unassigned/unappropriated Fund Balances | | | |
|---|---|---|---|
| Form | Fund | 2020-21 | Objects 9780/9789/9790 |
| 01 | General Fund/County School Service Fund | $3,877,077.00 | Form 01 |
| | Total Assigned and Unassigned Ending Fund Balances | $3,871,027.00 | |
| | District Standard Reserve Level | 3% | Form 01CS Line 10B-4 |
| | Less District Minimum Reserve for Economic Uncertainties | $489,029.00 | Form 01CS Line 10B-7 |
| | Remaining Balance to Substantiate Need | $3,381,998.00 | |

**Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties**

| Form | Fund | 2018-19 Budget | Description of Need |
|---|---|---|---|
| 01 | General Fund/County School Service Fund | $50,000.00 | Affordable Care Act |
| 01 | General Fund/County School Service Fund | $1,000,000.00 | Construction Contingency |
| 01 | General Fund/County School Service Fund | $254,386.00 | Lottery |
| 01 | General Fund/County School Service Fund | $2,077,612.00 | Board Fund Balance Policy (BP 3100) maintain 17% reserve |
| | Insert Lines above as needed | | |
| | Total of Substantiated Needs | $3,381,998.00 | |

| | | |
|---|---|---|
| **Remaining Unsubstantiated Balance** | **$0.00** | **Balance should be Zero** |

**Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.**

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals Unrestricted (A) | Restricted (B) | Total Fund col. A + B (C) | 2020-21 Budget Unrestricted (D) | Restricted (E) | Total Fund col. D + E (F) | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| G. ASSETS | | | | | | | | | |
| 1) Cash | | | | | | | | | |
| a) in County Treasury | | 9110 | 4,660,935.36 | (100,042.14) | 4,560,893.22 | | | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | 0.00 | 0.00 | | | | |
| b) in Banks | | 9120 | 0.00 | 0.00 | 0.00 | | | | |
| c) in Revolving Cash Account | | 9130 | 6,050.00 | 0.00 | 6,050.00 | | | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | 0.00 | 0.00 | | | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | 0.00 | 0.00 | | | | |
| 2) Investments | | 9150 | 0.00 | 0.00 | 0.00 | | | | |
| 3) Accounts Receivable | | 9200 | 93,933.77 | 867.00 | 94,800.77 | | | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | 0.00 | 0.00 | | | | |
| 5) Due from Other Funds | | 9310 | 0.00 | 0.00 | 0.00 | | | | |
| 6) Stores | | 9320 | 0.00 | 0.00 | 0.00 | | | | |
| 7) Prepaid Expenditures | | 9330 | 65,851.52 | 0.00 | 65,851.52 | | | | |
| 8) Other Current Assets | | 9340 | 0.00 | 0.00 | 0.00 | | | | |
| 9) TOTAL, ASSETS | | | 4,826,770.65 | (99,175.14) | 4,727,595.51 | | | | |
| H. DEFERRED OUTFLOWS OF RESOURCES | | | | | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | 0.00 | 0.00 | | | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | 0.00 | 0.00 | | | | |
| I. LIABILITIES | | | | | | | | | |
| 1) Accounts Payable | | 9500 | 539,767.81 | 110.92 | 539,878.73 | | | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | 0.00 | 0.00 | | | | |
| 3) Due to Other Funds | | 9610 | 0.00 | 0.00 | 0.00 | | | | |
| 4) Current Loans | | 9640 | 0.00 | 0.00 | 0.00 | | | | |
| 5) Unearned Revenue | | 9650 | 0.00 | 0.00 | 0.00 | | | | |
| 6) TOTAL, LIABILITIES | | | 539,767.81 | 110.92 | 539,878.73 | | | | |
| J. DEFERRED INFLOWS OF RESOURCES | | | | | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | 0.00 | 0.00 | | | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | 0.00 | 0.00 | | | | |
| K. FUND EQUITY | | | | | | | | | |
| Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2) | | | 4,287,002.84 | (99,286.06) | 4,187,716.78 | | | | |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals Unrestricted (A) | 2019-20 Estimated Actuals Restricted (B) | 2019-20 Estimated Actuals Total Fund col. A + B (C) | 2020-21 Budget Unrestricted (D) | 2020-21 Budget Restricted (E) | 2020-21 Budget Total Fund col. D + E (F) | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| **LCFF SOURCES** | | | | | | | | | |
| Principal Apportionment State Aid - Current Year | | 8011 | 9,742,403.00 | 0.00 | 9,742,403.00 | 8,574,819.00 | 0.00 | 8,574,819.00 | -12.0% |
| Education Protection Account State Aid - Current Year | | 8012 | 1,705,508.00 | 0.00 | 1,705,508.00 | 1,705,508.00 | 0.00 | 1,705,508.00 | 0.0% |
| State Aid - Prior Years | | 8019 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Tax Relief Subventions Homeowners' Exemptions | | 8021 | 20,860.00 | 0.00 | 20,860.00 | 20,860.00 | 0.00 | 20,860.00 | 0.0% |
| Timber Yield Tax | | 8022 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Subventions/In-Lieu Taxes | | 8029 | 6,915.00 | 0.00 | 6,915.00 | 6,915.00 | 0.00 | 6,915.00 | 0.0% |
| County & District Taxes Secured Roll Taxes | | 8041 | 3,207,696.00 | 0.00 | 3,207,696.00 | 3,207,696.00 | 0.00 | 3,207,696.00 | 0.0% |
| Unsecured Roll Taxes | | 8042 | 305,021.00 | 0.00 | 305,021.00 | 305,021.00 | 0.00 | 305,021.00 | 0.0% |
| Prior Years' Taxes | | 8043 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Supplemental Taxes | | 8044 | 48,058.00 | 0.00 | 48,058.00 | 48,058.00 | 0.00 | 48,058.00 | 0.0% |
| Education Revenue Augmentation Fund (ERAF) | | 8045 | (27,943.00) | 0.00 | (27,943.00) | (27,943.00) | 0.00 | (27,943.00) | 0.0% |
| Community Redevelopment Funds (SB 617/699/1992) | | 8047 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Penalties and Interest from Delinquent Taxes | | 8048 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Miscellaneous Funds (EC 41604) Royalties and Bonuses | | 8081 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other In-Lieu Taxes | | 8082 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Less: Non-LCFF (50%) Adjustment | | 8089 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Subtotal, LCFF Sources | | | 15,008,518.00 | 0.00 | 15,008,518.00 | 13,840,934.00 | 0.00 | 13,840,934.00 | -7.8% |
| LCFF Transfers | | | | | | | | | |
| Unrestricted LCFF Transfers - Current Year | 0000 | 8091 | (550,000.00) | | (550,000.00) | (5,000.00) | | (5,000.00) | -99.1% |
| All Other LCFF Transfers - Current Year | All Other | 8091 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transfers to Charter Schools in Lieu of Property Taxes | | 8096 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Property Taxes Transfers | | 8097 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| LCFF/Revenue Limit Transfers - Prior Years | | 8099 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| TOTAL, LCFF SOURCES | | | 14,458,518.00 | 0.00 | 14,458,518.00 | 13,835,934.00 | 0.00 | 13,835,934.00 | -4.3% |
| **FEDERAL REVENUE** | | | | | | | | | |
| Maintenance and Operations | | 8110 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Special Education Entitlement | | 8181 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Special Education Discretionary Grants | | 8182 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Child Nutrition Programs | | 8220 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Donated Food Commodities | | 8221 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Forest Reserve Funds | | 8260 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Flood Control Funds | | 8270 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Wildlife Reserve Funds | | 8280 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| FEMA | | 8281 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Interagency Contracts Between LEAs | | 8285 | 20,000.00 | 0.00 | 20,000.00 | 0.00 | 0.00 | 0.00 | -100.0% |
| Pass-Through Revenues from Federal Sources | | 8287 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Title I, Part A, Basic | 3010 | 8290 | | 194,261.00 | 194,261.00 | | 171,838.00 | 171,838.00 | -11.5% |
| Title I, Part D, Local Delinquent Programs | 3025 | 8290 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Title II, Part A, Supporting Effective Instruction | 4035 | 8290 | | 40,993.00 | 40,993.00 | | 33,731.00 | 33,731.00 | -17.7% |
| Title III, Part A, Immigrant Student Program | 4201 | 8290 | | 574.00 | 574.00 | | 0.00 | 0.00 | -100.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | | | 2020-21 Budget | | | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| | | | Unrestricted (A) | Restricted (B) | Total Fund col. A + B (C) | Unrestricted (D) | Restricted (E) | Total Fund col. D + E (F) | |
| Title III, Part A, English Learner Program | 4203 | 8290 | | 79,064.00 | 79,064.00 | | 67,150.00 | 67,150.00 | -15.1% |
| Public Charter Schools Grant Program (PCSGP) | 4610 | 8290 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Other NCLB / Every Student Succeeds Act | 3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630 | 8290 | | 1,100,796.00 | 1,100,796.00 | | 738,690.00 | 738,690.00 | -32.9% |
| Career and Technical Education | 3500-3599 | 8290 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| All Other Federal Revenue | All Other | 8290 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| TOTAL, FEDERAL REVENUE | | | 70,000.00 | 1,415,688.00 | 1,485,688.00 | 0.00 | 1,011,409.00 | 1,011,409.00 | -29.6% |
| **OTHER STATE REVENUE** | | | | | | | | | |
| Other State Apportionments | | | | | | | | | |
| ROC/P Entitlement Prior Years | 6360 | 8319 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Special Education Master Plan Current Year | 6500 | 8311 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Prior Years | 6500 | 8319 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| All Other State Apportionments - Current Year | All Other | 8311 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other State Apportionments - Prior Years | All Other | 8319 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Child Nutrition Programs | | 8520 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Mandated Costs Reimbursements | | 8550 | 49,720.00 | 0.00 | 49,720.00 | 53,017.00 | 0.00 | 53,017.00 | 6.6% |
| Lottery - Unrestricted and Instructional Materials | | 8560 | 164,721.00 | 84,978.00 | 249,699.00 | 192,573.00 | 67,967.00 | 260,540.00 | 4.3% |
| Tax Relief Subventions Restricted Levies - Other | | | | | | | | | |
| Homeowners' Exemptions | | 8575 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Subventions/In-Lieu Taxes | | 8576 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Pass-Through Revenues from State Sources | | 8587 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| After School Education and Safety (ASES) | 6010 | 8590 | | 259,578.00 | 259,578.00 | | 148,882.00 | 148,882.00 | -42.6% |
| Charter School Facility Grant | 6030 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Drug/Alcohol/Tobacco Funds | 6650, 6690, 6695 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| California Clean Energy Jobs Act | 6230 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Career Technical Education Incentive Grant Program | 6387 | 8590 | | 49,117.00 | 49,117.00 | | 66,546.00 | 66,546.00 | 35.5% |
| American Indian Early Childhood Education | 7210 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Specialized Secondary | 7370 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Quality Education Investment Act | 7400 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| All Other State Revenue | All Other | 8590 | 90,680.00 | 597,544.00 | 688,224.00 | 7,347.00 | 598,212.00 | 605,559.00 | -12.0% |
| TOTAL, OTHER STATE REVENUE | | | 325,121.00 | 971,217.00 | 1,296,338.00 | 252,937.00 | 881,607.00 | 1,134,544.00 | -12.5% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals Unrestricted (A) | 2019-20 Estimated Actuals Restricted (B) | 2019-20 Estimated Actuals Total Fund col. A + B (C) | 2020-21 Budget Unrestricted (D) | 2020-21 Budget Restricted (E) | 2020-21 Budget Total Fund col. D + E (F) | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| OTHER LOCAL REVENUE | | | | | | | | | |
| Other Local Revenue | | | | | | | | | |
| County and District Taxes | | | | | | | | | |
| Other Restricted Levies | | | | | | | | | |
| Secured Roll | | 8615 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Unsecured Roll | | 8616 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Prior Years' Taxes | | 8617 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Supplemental Taxes | | 8618 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Non-Ad Valorem Taxes | | | | | | | | | |
| Parcel Taxes | | 8621 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other | | 8622 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Community Redevelopment Funds Not Subject to LCFF Deduction | | 8625 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Penalties and Interest from Delinquent Non-LCFF Taxes | | 8629 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Sales | | | | | | | | | |
| Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Sale of Publications | | 8632 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Food Service Sales | | 8634 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Sales | | 8639 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Leases and Rentals | | 8650 | 3,835.00 | 0.00 | 3,835.00 | 1,000.00 | 0.00 | 1,000.00 | -73.9% |
| Interest | | 8660 | 50,000.00 | 0.00 | 50,000.00 | 50,000.00 | 0.00 | 50,000.00 | 0.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Fees and Contracts | | | | | | | | | |
| Adult Education Fees | | 8671 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Non-Resident Students | | 8672 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transportation Fees From Individuals | | 8675 | 3,000.00 | 0.00 | 3,000.00 | 1,000.00 | 0.00 | 1,000.00 | -66.7% |
| Interagency Services | | 8677 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Mitigation/Developer Fees | | 8681 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Fees and Contracts | | 8689 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Local Revenue | | | | | | | | | |
| Plus: Misc Funds Non-LCFF (50%) Adjustment | | 8691 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Pass-Through Revenues From Local Sources | | 8697 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Local Revenue | | 8699 | 155,976.00 | 23,635.00 | 179,611.00 | 202,477.00 | 20,000.00 | 222,477.00 | 23.9% |
| Tuition | | 8710 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Transfers In | | 8781-8783 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transfers of Apportionments | | | | | | | | | |
| Special Education SELPA Transfers | | | | | | | | | |
| From Districts or Charter Schools | 6500 | 8791 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| From County Offices | 6500 | 8792 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| From JPAs | 6500 | 8793 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| ROC/P Transfers | | | | | | | | | |
| From Districts or Charter Schools | 6360 | 8791 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| From County Offices | 6360 | 8792 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| From JPAs | 6360 | 8793 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Other Transfers of Apportionments | | | | | | | | | |
| From Districts or Charter Schools | All Other | 8791 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| From County Offices | All Other | 8792 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| From JPAs | All Other | 8793 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Transfers In from All Others | | 8799 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 212,811.00 | 23,635.00 | 236,446.00 | 254,477.00 | 20,000.00 | 274,477.00 | 16.1% |
| TOTAL, REVENUES | | | 15,016,450.00 | 2,410,540.00 | 17,426,990.00 | 14,343,346.00 | 1,913,016.00 | 16,256,364.00 | -6.7% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals Unrestricted (A) | 2019-20 Estimated Actuals Restricted (B) | 2019-20 Estimated Actuals Total Fund col. A + B (C) | 2020-21 Budget Unrestricted (D) | 2020-21 Budget Restricted (E) | 2020-21 Budget Total Fund col. D + E (F) | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| **CERTIFICATED SALARIES** | | | | | | | | | |
| Certificated Teachers' Salaries | | 1100 | 5,143,470.00 | 256,020.00 | 5,399,490.00 | 5,129,676.00 | 240,052.00 | 5,369,728.00 | -0.6% |
| Certificated Pupil Support Salaries | | 1200 | 194,000.00 | 152,017.00 | 346,017.00 | 199,098.00 | 172,077.00 | 371,175.00 | 7.3% |
| Certificated Supervisors' and Administrators' Salaries | | 1300 | 661,001.00 | 90,081.00 | 751,082.00 | 522,320.00 | 129,502.00 | 651,822.00 | -13.2% |
| Other Certificated Salaries | | 1900 | 0.00 | 0.00 | 0.00 | 71,869.00 | 0.00 | 71,869.00 | New |
| TOTAL, CERTIFICATED SALARIES | | | 5,998,471.00 | 498,118.00 | 6,496,589.00 | 5,922,963.00 | 541,631.00 | 6,464,594.00 | -0.5% |
| **CLASSIFIED SALARIES** | | | | | | | | | |
| Classified Instructional Salaries | | 2100 | 14,968.00 | 98,423.00 | 113,391.00 | 14,454.00 | 51,692.00 | 66,146.00 | -41.7% |
| Classified Support Salaries | | 2200 | 490,463.00 | 75,899.00 | 566,362.00 | 576,118.00 | 131,824.00 | 707,942.00 | 25.0% |
| Classified Supervisors' and Administrators' Salaries | | 2300 | 133,220.00 | 49,742.00 | 182,962.00 | 184,545.00 | 50,237.00 | 234,782.00 | 28.3% |
| Clerical, Technical and Office Salaries | | 2400 | 745,445.00 | 13,826.00 | 759,271.00 | 754,105.00 | 24,000.00 | 778,105.00 | 2.5% |
| Other Classified Salaries | | 2900 | 303,009.00 | 44,194.00 | 347,203.00 | 279,906.00 | 49,039.00 | 328,945.00 | -5.3% |
| TOTAL, CLASSIFIED SALARIES | | | 1,687,105.00 | 282,084.00 | 1,969,189.00 | 1,809,128.00 | 306,792.00 | 2,115,920.00 | 7.5% |
| **EMPLOYEE BENEFITS** | | | | | | | | | |
| STRS | | 3101-3102 | 956,222.00 | 641,550.00 | 1,597,772.00 | 918,382.00 | 686,735.00 | 1,605,117.00 | 0.5% |
| PERS | | 3201-3202 | 317,753.00 | 51,164.00 | 368,917.00 | 375,647.00 | 64,191.00 | 439,838.00 | 19.2% |
| OASDI/Medicare/Alternative | | 3301-3302 | 215,618.00 | 34,005.00 | 249,623.00 | 227,771.00 | 32,138.00 | 259,909.00 | 4.1% |
| Health and Welfare Benefits | | 3401-3402 | 979,650.00 | 73,648.00 | 1,053,298.00 | 1,060,055.00 | 76,681.00 | 1,136,736.00 | 7.9% |
| Unemployment Insurance | | 3501-3502 | 3,726.00 | 408.00 | 4,134.00 | 3,669.00 | 407.00 | 4,076.00 | -1.4% |
| Workers' Compensation | | 3601-3602 | 220,809.00 | 23,679.00 | 244,488.00 | 217,942.00 | 23,162.00 | 241,104.00 | -1.4% |
| OPEB, Allocated | | 3701-3702 | 90,000.00 | 0.00 | 90,000.00 | 90,000.00 | 0.00 | 90,000.00 | 0.0% |
| OPEB, Active Employees | | 3751-3752 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Employee Benefits | | 3901-3902 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| TOTAL, EMPLOYEE BENEFITS | | | 2,783,778.00 | 824,454.00 | 3,608,232.00 | 2,893,466.00 | 883,314.00 | 3,776,780.00 | 4.7% |
| **BOOKS AND SUPPLIES** | | | | | | | | | |
| Approved Textbooks and Core Curricula Materials | | 4100 | 63,332.00 | 1,832.00 | 65,164.00 | 25,000.00 | 82,967.00 | 107,967.00 | 65.7% |
| Books and Other Reference Materials | | 4200 | 21,421.00 | 6,534.00 | 27,955.00 | 3,200.00 | 0.00 | 3,200.00 | -88.6% |
| Materials and Supplies | | 4300 | 431,247.00 | 239,524.00 | 670,771.00 | 336,081.00 | 195,492.00 | 531,573.00 | -20.8% |
| Noncapitalized Equipment | | 4400 | 145,368.00 | 21,797.00 | 167,165.00 | 27,025.00 | 4,000.00 | 31,025.00 | -81.4% |
| Food | | 4700 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| TOTAL, BOOKS AND SUPPLIES | | | 661,368.00 | 269,687.00 | 931,075.00 | 391,306.00 | 282,459.00 | 673,765.00 | -27.6% |
| **SERVICES AND OTHER OPERATING EXPENDITURES** | | | | | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 143,077.00 | 143,077.00 | 0.00 | 0.00 | 0.00 | -100.0% |
| Travel and Conferences | | 5200 | 75,317.00 | 43,336.00 | 118,653.00 | 29,916.00 | 25,269.00 | 55,185.00 | -53.5% |
| Dues and Memberships | | 5300 | 17,656.00 | 630.00 | 18,286.00 | 19,025.00 | 0.00 | 19,025.00 | 4.0% |
| Insurance | | 5400 - 5450 | 146,183.00 | 0.00 | 146,183.00 | 160,801.00 | 0.00 | 160,801.00 | 10.0% |
| Operations and Housekeeping Services | | 5500 | 149,200.00 | 0.00 | 149,200.00 | 164,000.00 | 0.00 | 164,000.00 | 9.9% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | | 5600 | 184,812.00 | 138,916.00 | 323,728.00 | 129,150.00 | 100,800.00 | 229,950.00 | -29.0% |
| Transfers of Direct Costs | | 5710 | (1,064.00) | 1,064.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs - Interfund | | 5750 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Professional/Consulting Services and Operating Expenditures | | 5800 | 935,329.00 | 403,164.00 | 1,338,493.00 | 836,978.00 | 143,311.00 | 980,289.00 | -26.8% |
| Communications | | 5900 | 51,553.00 | 25,983.00 | 77,536.00 | 58,055.00 | 0.00 | 58,055.00 | -25.1% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 1,559,086.00 | 756,070.00 | 2,315,156.00 | 1,397,925.00 | 269,380.00 | 1,667,305.00 | -28.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals Unrestricted (A) | 2019-20 Estimated Actuals Restricted (B) | 2019-20 Estimated Actuals Total Fund col. A + B (C) | 2020-21 Budget Unrestricted (D) | 2020-21 Budget Restricted (E) | 2020-21 Budget Total Fund col. D + E (F) | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| **CAPITAL OUTLAY** | | | | | | | | | |
| Land | | 6100 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Land Improvements | | 6170 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Buildings and Improvements of Buildings | | 6200 | 0.00 | 47,620.00 | 47,620.00 | 0.00 | 30,102.00 | 30,102.00 | -36.8% |
| Books and Media for New School Libraries or Major Expansion of School Libraries | | 6300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Equipment | | 6400 | 58,114.00 | 39,040.00 | 97,154.00 | 0.00 | 58,073.00 | 58,073.00 | -40.2% |
| Equipment Replacement | | 6500 | 0.00 | 85,318.00 | 85,318.00 | 0.00 | 0.00 | 0.00 | -100.0% |
| TOTAL, CAPITAL OUTLAY | | | 58,114.00 | 171,978.00 | 230,092.00 | 0.00 | 88,175.00 | 88,175.00 | -61.7% |
| **OTHER OUTGO (excluding Transfers of Indirect Costs)** | | | | | | | | | |
| Tuition | | | | | | | | | |
| Tuition for Instruction Under Interdistrict Attendance Agreements | | 7110 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| State Special Schools | | 7130 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Tuition, Excess Costs, and/or Deficit Payments | | | | | | | | | |
| Payments to Districts or Charter Schools | | 7141 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Payments to County Offices | | 7142 | 1,088,315.00 | 0.00 | 1,088,315.00 | 1,140,096.00 | 0.00 | 1,140,096.00 | 4.8% |
| Payments to JPAs | | 7143 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transfers of Pass-Through Revenues | | | | | | | | | |
| To Districts or Charter Schools | | 7211 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| To County Offices | | 7212 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| To JPAs | | 7213 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Special Education SELPA Transfers of Apportionments | | | | | | | | | |
| To Districts or Charter Schools | 6500 | 7221 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| To County Offices | 6500 | 7222 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| To JPAs | 6500 | 7223 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| ROC/P Transfers of Apportionments | | | | | | | | | |
| To Districts or Charter Schools | 6360 | 7221 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| To County Offices | 6360 | 7222 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| To JPAs | 6360 | 7223 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Other Transfers of Apportionments | All Other | 7221-7223 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Transfers | | 7281-7283 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Transfers Out to All Others | | 7299 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Debt Service | | | | | | | | | |
| Debt Service - Interest | | 7438 | 118,696.00 | 729.00 | 119,425.00 | 112,830.00 | 0.00 | 112,830.00 | -5.5% |
| Other Debt Service - Principal | | 7439 | 254,886.00 | 49,438.00 | 304,326.00 | 251,608.00 | 0.00 | 251,608.00 | -17.3% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 1,461,899.00 | 50,167.00 | 1,512,066.00 | 1,504,534.00 | 0.00 | 1,504,534.00 | -0.5% |
| **OTHER OUTGO - TRANSFERS OF INDIRECT COSTS** | | | | | | | | | |
| Transfers of Indirect Costs | | 7310 | (103,914.00) | 103,914.00 | 0.00 | (76,684.00) | 76,684.00 | 0.00 | 0.0% |
| Transfers of Indirect Costs - Interfund | | 7350 | (28,719.00) | 0.00 | (28,719.00) | (26,372.00) | 0.00 | (26,372.00) | -8.2% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS | | | (132,633.00) | 103,914.00 | (28,719.00) | (103,056.00) | 76,684.00 | (26,372.00) | -8.2% |
| TOTAL, EXPENDITURES | | | 14,077,208.00 | 2,956,472.00 | 17,033,680.00 | 13,816,266.00 | 2,448,435.00 | 16,264,701.00 | -4.5% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals Unrestricted (A) | Restricted (B) | Total Fund col. A + B (C) | 2020-21 Budget Unrestricted (D) | Restricted (E) | Total Fund col. D + E (F) | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| **INTERFUND TRANSFERS** | | | | | | | | | |
| **INTERFUND TRANSFERS IN** | | | | | | | | | |
| From: Special Reserve Fund | | 8912 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| From: Bond Interest and Redemption Fund | | 8914 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| **INTERFUND TRANSFERS OUT** | | | | | | | | | |
| To: Child Development Fund | | 7611 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| To: Special Reserve Fund | | 7612 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| To: State School Building Fund/ County School Facilities Fund | | 7613 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| To: Cafeteria Fund | | 7616 | 150,000.00 | 0.00 | 150,000.00 | 27,082.00 | 0.00 | 27,082.00 | -81.9% |
| Other Authorized Interfund Transfers Out | | 7619 | 220,000.00 | 0.00 | 220,000.00 | 0.00 | 0.00 | 0.00 | -100.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 370,000.00 | 0.00 | 370,000.00 | 27,082.00 | 0.00 | 27,082.00 | -92.7% |
| **OTHER SOURCES/USES** | | | | | | | | | |
| **SOURCES** | | | | | | | | | |
| State Apportionments Emergency Apportionments | | 8931 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Proceeds | | | | | | | | | |
| Proceeds from Disposal of Capital Assets | | 8953 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Sources | | | | | | | | | |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Long-Term Debt Proceeds Proceeds from Certificates of Participation | | 8971 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Proceeds from Capital Leases | | 8972 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Proceeds from Lease Revenue Bonds | | 8973 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Financing Sources | | 8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| **USES** | | | | | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Financing Uses | | 7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| **CONTRIBUTIONS** | | | | | | | | | |
| Contributions from Unrestricted Revenues | | 8980 | (550,461.00) | 550,461.00 | 0.00 | (500,000.00) | 500,000.00 | 0.00 | 0.0% |
| Contributions from Restricted Revenues | | 8990 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | (550,461.00) | 550,461.00 | 0.00 | (500,000.00) | 500,000.00 | 0.00 | 0.0% |
| **TOTAL, OTHER FINANCING SOURCES/USES** (a - b + c - d + e) | | | (920,461.00) | 550,461.00 | (370,000.00) | (527,082.00) | 500,000.00 | (27,082.00) | -92.7% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals Unrestricted (A) | Restricted (B) | Total Fund col. A + B (C) | 2020-21 Budget Unrestricted (D) | Restricted (E) | Total Fund col. D + E (F) | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| **A. REVENUES** | | | | | | | | | |
| 1) LCFF Sources | | 8010-8099 | 14,458,518.00 | 0.00 | 14,458,518.00 | 13,835,934.00 | 0.00 | 13,835,934.00 | -4.3% |
| 2) Federal Revenue | | 8100-8299 | 20,000.00 | 1,415,688.00 | 1,435,688.00 | 0.00 | 1,011,409.00 | 1,011,409.00 | -29.6% |
| 3) Other State Revenue | | 8300-8599 | 325,121.00 | 971,217.00 | 1,296,338.00 | 252,937.00 | 881,607.00 | 1,134,544.00 | -12.5% |
| 4) Other Local Revenue | | 8600-8799 | 212,811.00 | 23,635.00 | 236,446.00 | 254,477.00 | 20,000.00 | 274,477.00 | 16.1% |
| 5) TOTAL, REVENUES | | | 15,016,450.00 | 2,410,540.00 | 17,426,990.00 | 14,343,348.00 | 1,913,016.00 | 16,256,364.00 | -6.7% |
| **B. EXPENDITURES (Objects 1000-7999)** | | | | | | | | | |
| 1) Instruction | 1000-1999 | | 7,763,669.00 | 1,864,517.00 | 9,628,186.00 | 7,584,363.00 | 1,377,898.00 | 8,962,261.00 | -6.9% |
| 2) Instruction - Related Services | 2000-2999 | | 1,712,399.00 | 178,474.00 | 1,890,873.00 | 1,387,219.00 | 234,855.00 | 1,622,074.00 | -14.2% |
| 3) Pupil Services | 3000-3999 | | 566,390.00 | 208,939.00 | 775,329.00 | 727,729.00 | 250,842.00 | 978,571.00 | 26.2% |
| 4) Ancillary Services | 4000-4999 | | 128,700.00 | 0.00 | 128,700.00 | 130,362.00 | 0.00 | 130,362.00 | 1.3% |
| 5) Community Services | 5000-5999 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 6) Enterprise | 6000-6999 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 7) General Administration | 7000-7999 | | 1,311,688.00 | 103,914.00 | 1,415,602.00 | 1,295,090.00 | 76,684.00 | 1,371,774.00 | -3.1% |
| 8) Plant Services | 8000-8999 | | 1,132,463.00 | 550,461.00 | 1,682,924.00 | 1,186,969.00 | 508,156.00 | 1,695,125.00 | 0.7% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 1,461,899.00 | 50,167.00 | 1,512,066.00 | 1,504,534.00 | 0.00 | 1,504,534.00 | -0.5% |
| 10) TOTAL, EXPENDITURES | | | 14,077,208.00 | 2,956,472.00 | 17,033,680.00 | 13,816,266.00 | 2,448,435.00 | 16,264,701.00 | -4.5% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)** | | | 939,242.00 | (545,932.00) | 393,310.00 | 527,082.00 | (535,419.00) | (8,337.00) | -102.1% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | | | | | |
| 1) Interfund Transfers | | | | | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 370,000.00 | 0.00 | 370,000.00 | 27,082.00 | 0.00 | 27,082.00 | -92.7% |
| 2) Other Sources/Uses | | | | | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | (550,461.00) | 550,461.00 | 0.00 | (500,000.00) | 500,000.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | (920,461.00) | 550,461.00 | (370,000.00) | (527,082.00) | 500,000.00 | (27,082.00) | -92.7% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals Unrestricted (A) | Restricted (B) | Total Fund col. A + B (C) | 2020-21 Budget Unrestricted (D) | Restricted (E) | Total Fund col. D + E (F) | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | 18,781.00 | 4,529.00 | 23,310.00 | 0.00 | (35,419.00) | (35,419.00) | -251.9% |
| **F. FUND BALANCE, RESERVES** | | | | | | | | | |
| 1) Beginning Fund Balance | | | | | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 3,858,296.00 | 447,734.00 | 4,306,030.00 | 3,877,077.00 | 452,263.00 | 4,329,340.00 | 0.5% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 3,858,296.00 | 447,734.00 | 4,306,030.00 | 3,877,077.00 | 452,263.00 | 4,329,340.00 | 0.5% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 3,858,296.00 | 447,734.00 | 4,306,030.00 | 3,877,077.00 | 452,263.00 | 4,329,340.00 | 0.5% |
| 2) Ending Balance, June 30 (E + F1e) | | | 3,877,077.00 | 452,263.00 | 4,329,340.00 | 3,877,077.00 | 416,844.00 | 4,293,921.00 | -0.8% |
| Components of Ending Fund Balance | | | | | | | | | |
| a) Nonspendable | | | | | | | | | |
| Revolving Cash | | 9711 | 6,050.00 | 0.00 | 6,050.00 | 6,050.00 | 0.00 | 6,050.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 65,851.52 | 0.00 | 65,851.52 | 0.00 | 0.00 | 0.00 | -100.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 452,263.00 | 452,263.00 | 0.00 | 416,844.00 | 416,844.00 | -7.8% |
| c) Committed | | | | | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Commitments (by Resource/Object) | | 9760 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | | | | | |
| Other Assignments (by Resource/Object) | | 9780 | 3,283,064.48 | 0.00 | 3,283,064.48 | 3,381,998.00 | 0.00 | 3,381,998.00 | 3.0% |
| Affordable Care Act | 0000 | 9780 | | | | 50,000.00 | | 50,000.00 | |
| Construction Contingency | 0000 | 9780 | | | | 1,000,000.00 | | 1,000,000.00 | |
| Board Reserve Policy | 0000 | 9780 | | | | 2,077,612.00 | | 2,077,612.00 | |
| Affordable Care Act | 0000 | 9780 | 50,000.00 | | 50,000.00 | | | | |
| Construction Contingency | 0000 | 9780 | 1,000,000.00 | | 1,000,000.00 | | | | |
| Board Reserve Policy | 0000 | 9780 | 1,978,678.48 | | 1,978,678.48 | | | | |
| e) Unassigned/Unappropriated | | | | | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 522,111.00 | 0.00 | 522,111.00 | 489,029.00 | 0.00 | 489,029.00 | -6.3% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2019-20 Estimated Actuals | 2020-21 Budget |
|---|---|---|---|
| 6230 | California Clean Energy Jobs Act | 57,669.00 | 57,669.00 |
| 6300 | Lottery: Instructional Materials | 282,946.00 | 282,946.00 |
| 7311 | Classified School Employee Professional Development Block Grant | 8,994.00 | 0.00 |
| 7510 | Low-Performing Students Block Grant | 27,425.00 | 1,000.00 |
| 7810 | Other Restricted State | 3,200.00 | 3,200.00 |
| 9010 | Other Restricted Local | 72,029.00 | 72,029.00 |
| Total, Restricted Balance | | 452,263.00 | 416,844.00 |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 733,531.00 | 795,500.00 | 8.4% |
| 3) Other State Revenue | | 8300-8599 | 51,844.00 | 65,000.00 | 25.4% |
| 4) Other Local Revenue | | 8600-8799 | 67,793.00 | 91,900.00 | 35.6% |
| 5) TOTAL, REVENUES | | | 853,168.00 | 952,400.00 | 11.6% |
| **B. EXPENDITURES** | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 0.00 | 0.00 | 0.0% |
| 2) Classified Salaries | | 2000-2999 | 345,405.00 | 339,472.00 | -1.7% |
| 3) Employee Benefits | | 3000-3999 | 149,190.00 | 133,669.00 | -10.4% |
| 4) Books and Supplies | | 4000-4999 | 465,499.00 | 463,104.00 | -0.5% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 14,355.00 | 16,865.00 | 17.5% |
| 6) Capital Outlay | | 6000-6999 | 0.00 | 0.00 | 0.0% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299, 7400-7499 | 0.00 | 0.00 | 0.0% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | 28,719.00 | 26,372.00 | -8.2% |
| 9) TOTAL, EXPENDITURES | | | 1,003,168.00 | 979,482.00 | -2.4% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | (150,000.00) | (27,082.00) | -81.9% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers a) Transfers In | | 8900-8929 | 150,000.00 | 27,082.00 | -81.9% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 150,000.00 | 27,082.00 | -81.9% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | 0.00 | 0.00 | 0.0% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 223,541.00 | 223,541.00 | 0.0% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 223,541.00 | 223,541.00 | 0.0% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 223,541.00 | 223,541.00 | 0.0% |
| 2) Ending Balance, June 30 (E + F1e) | | | 223,541.00 | 223,541.00 | 0.0% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 50.00 | 0.00 | -100.0% |
| Stores | | 9712 | 15,994.26 | 0.00 | -100.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 207,496.74 | 223,541.00 | 7.7% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments | | 9780 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| G. ASSETS | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 115,622.65 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 50.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 15,994.26 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) TOTAL, ASSETS | | | 131,666.91 | | |
| H. DEFERRED OUTFLOWS OF RESOURCES | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | | |
| I. LIABILITIES | | | | | |
| 1) Accounts Payable | | 9500 | 0.00 | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | | |
| 3) Due to Other Funds | | 9610 | 0.00 | | |
| 4) Current Loans | | 9640 | | | |
| 5) Unearned Revenue | | 9650 | 0.00 | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | | |
| J. DEFERRED INFLOWS OF RESOURCES | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | | |
| K. FUND EQUITY | | | | | |
| Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2) | | | 131,666.91 | | |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| FEDERAL REVENUE | | | | | |
| Child Nutrition Programs | | 8220 | 733,531.00 | 795,500.00 | 8.4% |
| Donated Food Commodities | | 8221 | 0.00 | 0.00 | 0.0% |
| All Other Federal Revenue | | 8290 | 0.00 | 0.00 | 0.0% |
| TOTAL, FEDERAL REVENUE | | | 733,531.00 | 795,500.00 | 8.4% |
| OTHER STATE REVENUE | | | | | |
| Child Nutrition Programs | | 8520 | 51,844.00 | 65,000.00 | 25.4% |
| All Other State Revenue | | 8590 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER STATE REVENUE | | | 51,844.00 | 65,000.00 | 25.4% |
| OTHER LOCAL REVENUE | | | | | |
| Other Local Revenue | | | | | |
| Sales | | | | | |
| Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.0% |
| Food Service Sales | | 8634 | 65,893.00 | 90,000.00 | 36.6% |
| Leases and Rentals | | 8650 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 1,900.00 | 1,900.00 | 0.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| Fees and Contracts | | | | | |
| Interagency Services | | 8677 | 0.00 | 0.00 | 0.0% |
| Other Local Revenue | | | | | |
| All Other Local Revenue | | 8699 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 67,793.00 | 91,900.00 | 35.6% |
| TOTAL, REVENUES | | | 853,168.00 | 952,400.00 | 11.6% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **CERTIFICATED SALARIES** | | | | | |
| Certificated Supervisors' and Administrators' Salaries | | 1300 | 0.00 | 0.00 | 0.0% |
| Other Certificated Salaries | | 1900 | 0.00 | 0.00 | 0.0% |
| TOTAL, CERTIFICATED SALARIES | | | 0.00 | 0.00 | 0.0% |
| **CLASSIFIED SALARIES** | | | | | |
| Classified Support Salaries | | 2200 | 250,143.00 | 259,020.00 | 3.5% |
| Classified Supervisors' and Administrators' Salaries | | 2300 | 76,935.00 | 80,452.00 | 4.6% |
| Clerical, Technical and Office Salaries | | 2400 | 18,327.00 | 0.00 | -100.0% |
| Other Classified Salaries | | 2900 | 0.00 | 0.00 | 0.0% |
| TOTAL, CLASSIFIED SALARIES | | | 345,405.00 | 339,472.00 | -1.7% |
| **EMPLOYEE BENEFITS** | | | | | |
| STRS | | 3101-3102 | 0.00 | 0.00 | 0.0% |
| PERS | | 3201-3202 | 65,958.00 | 67,736.00 | 2.7% |
| OASDI/Medicare/Alternative | | 3301-3302 | 24,343.00 | 23,808.00 | -2.2% |
| Health and Welfare Benefits | | 3401-3402 | 49,060.00 | 32,401.00 | -34.0% |
| Unemployment Insurance | | 3501-3502 | 159.00 | 156.00 | -1.9% |
| Workers' Compensation | | 3601-3602 | 9,670.00 | 9,568.00 | -1.1% |
| OPEB, Allocated | | 3701-3702 | 0.00 | 0.00 | 0.0% |
| OPEB, Active Employees | | 3751-3752 | 0.00 | 0.00 | 0.0% |
| Other Employee Benefits | | 3901-3902 | 0.00 | 0.00 | 0.0% |
| TOTAL, EMPLOYEE BENEFITS | | | 149,190.00 | 133,669.00 | -10.4% |
| **BOOKS AND SUPPLIES** | | | | | |
| Books and Other Reference Materials | | 4200 | 0.00 | 0.00 | 0.0% |
| Materials and Supplies | | 4300 | 37,772.00 | 36,000.00 | -4.7% |
| Noncapitalized Equipment | | 4400 | 1,435.00 | 1,435.00 | 0.0% |
| Food | | 4700 | 426,292.00 | 425,669.00 | -0.1% |
| TOTAL, BOOKS AND SUPPLIES | | | 465,499.00 | 463,104.00 | -0.5% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| SERVICES AND OTHER OPERATING EXPENDITURES | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 0.00 | 0.0% |
| Travel and Conferences | | 5200 | 0.00 | 0.00 | 0.0% |
| Dues and Memberships | | 5300 | 255.00 | 500.00 | 96.1% |
| Insurance | | 5400-5450 | 0.00 | 0.00 | 0.0% |
| Operations and Housekeeping Services | | 5500 | 6,000.00 | 3,700.00 | -38.3% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | | 5600 | 1,600.00 | 5,165.00 | 222.8% |
| Transfers of Direct Costs | | 5710 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs - Interfund | | 5750 | 0.00 | 0.00 | 0.0% |
| Professional/Consulting Services and Operating Expenditures | | 5800 | 6,500.00 | 7,500.00 | 15.4% |
| Communications | | 5900 | 0.00 | 0.00 | 0.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 14,355.00 | 16,865.00 | 17.5% |
| CAPITAL OUTLAY | | | | | |
| Buildings and Improvements of Buildings | | 6200 | 0.00 | 0.00 | 0.0% |
| Equipment | | 6400 | 0.00 | 0.00 | 0.0% |
| Equipment Replacement | | 6500 | 0.00 | 0.00 | 0.0% |
| TOTAL, CAPITAL OUTLAY | | | 0.00 | 0.00 | 0.0% |
| OTHER OUTGO (excluding Transfers of Indirect Costs) | | | | | |
| Debt Service | | | | | |
| Debt Service - Interest | | 7438 | 0.00 | 0.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 0.00 | 0.00 | 0.0% |
| OTHER OUTGO - TRANSFERS OF INDIRECT COSTS | | | | | |
| Transfers of Indirect Costs - Interfund | | 7350 | 28,719.00 | 26,372.00 | -8.2% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS | | | 28,719.00 | 26,372.00 | -8.2% |
| TOTAL, EXPENDITURES | | | 1,003,168.00 | 979,482.00 | -2.4% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **INTERFUND TRANSFERS** | | | | | |
| **INTERFUND TRANSFERS IN** | | | | | |
| From: General Fund | | 8916 | 150,000.00 | 27,082.00 | -81.9% |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 150,000.00 | 27,082.00 | -81.9% |
| **INTERFUND TRANSFERS OUT** | | | | | |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.0% |
| **OTHER SOURCES/USES** | | | | | |
| **SOURCES** | | | | | |
| Other Sources | | | | | |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| Long-Term Debt Proceeds | | | | | |
| Proceeds from Capital Leases | | 8972 | 0.00 | 0.00 | 0.0% |
| All Other Financing Sources | | 8979 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 0.00 | 0.00 | 0.0% |
| **USES** | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| All Other Financing Uses | | 7699 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.0% |
| **CONTRIBUTIONS** | | | | | |
| Contributions from Unrestricted Revenues | | 8980 | 0.00 | 0.00 | 0.0% |
| Contributions from Restricted Revenues | | 8990 | 0.00 | 0.00 | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e) | | | 150,000.00 | 27,082.00 | -81.9% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 733,531.00 | 795,500.00 | 8.4% |
| 3) Other State Revenue | | 8300-8599 | 51,844.00 | 65,000.00 | 25.4% |
| 4) Other Local Revenue | | 8600-8799 | 67,793.00 | 91,900.00 | 35.6% |
| 5) TOTAL, REVENUES | | | 853,168.00 | 952,400.00 | 11.6% |
| **B. EXPENDITURES (Objects 1000-7999)** | | | | | |
| 1) Instruction | 1000-1999 | | 0.00 | 0.00 | 0.0% |
| 2) Instruction - Related Services | 2000-2999 | | 0.00 | 0.00 | 0.0% |
| 3) Pupil Services | 3000-3999 | | 968,449.00 | 949,410.00 | -2.0% |
| 4) Ancillary Services | 4000-4999 | | 0.00 | 0.00 | 0.0% |
| 5) Community Services | 5000-5999 | | 0.00 | 0.00 | 0.0% |
| 6) Enterprise | 6000-6999 | | 0.00 | 0.00 | 0.0% |
| 7) General Administration | 7000-7999 | | 28,719.00 | 26,372.00 | -8.2% |
| 8) Plant Services | 8000-8999 | | 6,000.00 | 3,700.00 | -38.3% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 0.00 | 0.00 | 0.0% |
| 10) TOTAL, EXPENDITURES | | | 1,003,168.00 | 979,482.00 | -2.4% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)** | | | (150,000.00) | (27,082.00) | -81.9% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 150,000.00 | 27,082.00 | -81.9% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 150,000.00 | 27,082.00 | -81.9% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | 0.00 | 0.00 | 0.0% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 223,541.00 | 223,541.00 | 0.0% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 223,541.00 | 223,541.00 | 0.0% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 223,541.00 | 223,541.00 | 0.0% |
| 2) Ending Balance, June 30 (E + F1e) | | | 223,541.00 | 223,541.00 | 0.0% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 50.00 | 0.00 | -100.0% |
| Stores | | 9712 | 15,994.26 | 0.00 | -100.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 207,496.74 | 223,541.00 | 7.7% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments (by Resource/Object) | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments (by Resource/Object) | | 9780 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2019-20 Estimated Actuals | 2020-21 Budget |
|---|---|---|---|
| 5310 | Child Nutrition: School Programs (e.g., School Lunch, School | 206,073.74 | 222,118.00 |
| 5320 | Child Nutrition: Child Care Food Program (CCFP) Claims-Cen | 1,423.00 | 1,423.00 |
| Total, Restricted Balance | | 207,496.74 | 223,541.00 |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 550,000.00 | 5,000.00 | -99.1% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 12,016.00 | 5,000.00 | -58.4% |
| 5) TOTAL, REVENUES | | | 562,016.00 | 10,000.00 | -98.2% |
| **B. EXPENDITURES** | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 0.00 | 0.00 | 0.0% |
| 2) Classified Salaries | | 2000-2999 | 0.00 | 0.00 | 0.0% |
| 3) Employee Benefits | | 3000-3999 | 0.00 | 0.00 | 0.0% |
| 4) Books and Supplies | | 4000-4999 | 0.00 | 0.00 | 0.0% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 0.00 | 0.00 | 0.0% |
| 6) Capital Outlay | | 6000-6999 | 0.00 | 0.00 | 0.0% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299, 7400-7499 | 0.00 | 0.00 | 0.0% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | 0.00 | 0.00 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 0.00 | 0.00 | 0.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | 562,016.00 | 10,000.00 | -98.2% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | 562,016.00 | 10,000.00 | -98.2% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 371,860.00 | 933,876.00 | 151.1% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 371,860.00 | 933,876.00 | 151.1% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 371,860.00 | 933,876.00 | 151.1% |
| 2) Ending Balance, June 30 (E + F1e) | | | 933,876.00 | 943,876.00 | 1.1% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 0.00 | 0.0% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments | | 9780 | 933,876.00 | 943,876.00 | 1.1% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| G. ASSETS | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 381,908.18 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 0.00 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) TOTAL, ASSETS | | | 381,908.18 | | |
| H. DEFERRED OUTFLOWS OF RESOURCES | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | | |
| I. LIABILITIES | | | | | |
| 1) Accounts Payable | | 9500 | 0.00 | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | | |
| 3) Due to Other Funds | | 9610 | 0.00 | | |
| 4) Current Loans | | 9640 | | | |
| 5) Unearned Revenue | | 9650 | 0.00 | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | | |
| J. DEFERRED INFLOWS OF RESOURCES | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | | |
| K. FUND EQUITY | | | | | |
| Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2) | | | 381,908.18 | | |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **LCFF SOURCES** | | | | | |
| LCFF Transfers | | | | | |
| LCFF Transfers - Current Year | | 8091 | 550,000.00 | 5,000.00 | -99.1% |
| LCFF/Revenue Limit Transfers - Prior Years | | 8099 | 0.00 | 0.00 | 0.0% |
| TOTAL, LCFF SOURCES | | | 550,000.00 | 5,000.00 | -99.1% |
| **OTHER STATE REVENUE** | | | | | |
| All Other State Revenue | | 8590 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER STATE REVENUE | | | 0.00 | 0.00 | 0.0% |
| **OTHER LOCAL REVENUE** | | | | | |
| Other Local Revenue | | | | | |
| Community Redevelopment Funds Not Subject to LCFF Deduction | | 8625 | 0.00 | 0.00 | 0.0% |
| Sales | | | | | |
| Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 12,016.00 | 5,000.00 | -58.4% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| Other Local Revenue | | | | | |
| All Other Local Revenue | | 8699 | 0.00 | 0.00 | 0.0% |
| All Other Transfers In from All Others | | 8799 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 12,016.00 | 5,000.00 | -58.4% |
| TOTAL, REVENUES | | | 562,016.00 | 10,000.00 | -98.2% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **CLASSIFIED SALARIES** | | | | | |
| Classified Support Salaries | | 2200 | 0.00 | 0.00 | 0.0% |
| Other Classified Salaries | | 2900 | 0.00 | 0.00 | 0.0% |
| TOTAL, CLASSIFIED SALARIES | | | 0.00 | 0.00 | 0.0% |
| **EMPLOYEE BENEFITS** | | | | | |
| STRS | | 3101-3102 | 0.00 | 0.00 | 0.0% |
| PERS | | 3201-3202 | 0.00 | 0.00 | 0.0% |
| OASDI/Medicare/Alternative | | 3301-3302 | 0.00 | 0.00 | 0.0% |
| Health and Welfare Benefits | | 3401-3402 | 0.00 | 0.00 | 0.0% |
| Unemployment Insurance | | 3501-3502 | 0.00 | 0.00 | 0.0% |
| Workers' Compensation | | 3601-3602 | 0.00 | 0.00 | 0.0% |
| OPEB, Allocated | | 3701-3702 | 0.00 | 0.00 | 0.0% |
| OPEB, Active Employees | | 3751-3752 | 0.00 | 0.00 | 0.0% |
| Other Employee Benefits | | 3901-3902 | 0.00 | 0.00 | 0.0% |
| TOTAL, EMPLOYEE BENEFITS | | | 0.00 | 0.00 | 0.0% |
| **BOOKS AND SUPPLIES** | | | | | |
| Books and Other Reference Materials | | 4200 | 0.00 | 0.00 | 0.0% |
| Materials and Supplies | | 4300 | 0.00 | 0.00 | 0.0% |
| Noncapitalized Equipment | | 4400 | 0.00 | 0.00 | 0.0% |
| TOTAL, BOOKS AND SUPPLIES | | | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **SERVICES AND OTHER OPERATING EXPENDITURES** | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 0.00 | 0.0% |
| Travel and Conferences | | 5200 | 0.00 | 0.00 | 0.0% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | | 5600 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs | | 5710 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs - Interfund | | 5750 | 0.00 | 0.00 | 0.0% |
| Professional/Consulting Services and Operating Expenditures | | 5800 | 0.00 | 0.00 | 0.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 0.00 | 0.00 | 0.0% |
| **CAPITAL OUTLAY** | | | | | |
| Land Improvements | | 6170 | 0.00 | 0.00 | 0.0% |
| Buildings and Improvements of Buildings | | 6200 | 0.00 | 0.00 | 0.0% |
| Equipment | | 6400 | 0.00 | 0.00 | 0.0% |
| Equipment Replacement | | 6500 | 0.00 | 0.00 | 0.0% |
| TOTAL, CAPITAL OUTLAY | | | 0.00 | 0.00 | 0.0% |
| **OTHER OUTGO (excluding Transfers of Indirect Costs)** | | | | | |
| Debt Service | | | | | |
| Debt Service - Interest | | 7438 | 0.00 | 0.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 0.00 | 0.00 | 0.0% |
| TOTAL, EXPENDITURES | | | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **INTERFUND TRANSFERS** | | | | | |
| **INTERFUND TRANSFERS IN** | | | | | |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 0.00 | 0.00 | 0.0% |
| **INTERFUND TRANSFERS OUT** | | | | | |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.0% |
| **OTHER SOURCES/USES** | | | | | |
| **SOURCES** | | | | | |
| Other Sources | | | | | |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| Long-Term Debt Proceeds | | | | | |
| Proceeds from Capital Leases | | 8972 | 0.00 | 0.00 | 0.0% |
| All Other Financing Sources | | 8979 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 0.00 | 0.00 | 0.0% |
| **USES** | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| All Other Financing Uses | | 7699 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.0% |
| **CONTRIBUTIONS** | | | | | |
| Contributions from Unrestricted Revenues | | 8980 | 0.00 | 0.00 | 0.0% |
| Contributions from Restricted Revenues | | 8990 | 0.00 | 0.00 | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e) | | | 0.00 | 0.00 | 0.0% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 550,000.00 | 5,000.00 | -99.1% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 12,016.00 | 5,000.00 | -58.4% |
| 5) TOTAL, REVENUES | | | 562,016.00 | 10,000.00 | -98.2% |
| **B. EXPENDITURES (Objects 1000-7999)** | | | | | |
| 1) Instruction | 1000-1999 | | 0.00 | 0.00 | 0.0% |
| 2) Instruction - Related Services | 2000-2999 | | 0.00 | 0.00 | 0.0% |
| 3) Pupil Services | 3000-3999 | | 0.00 | 0.00 | 0.0% |
| 4) Ancillary Services | 4000-4999 | | 0.00 | 0.00 | 0.0% |
| 5) Community Services | 5000-5999 | | 0.00 | 0.00 | 0.0% |
| 6) Enterprise | 6000-6999 | | 0.00 | 0.00 | 0.0% |
| 7) General Administration | 7000-7999 | | 0.00 | 0.00 | 0.0% |
| 8) Plant Services | 8000-8999 | | 0.00 | 0.00 | 0.0% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 0.00 | 0.00 | 0.0% |
| 10) TOTAL, EXPENDITURES | | | 0.00 | 0.00 | 0.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)** | | | 562,016.00 | 10,000.00 | -98.2% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 0.00 | 0.00 | 0.0% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | 562,016.00 | 10,000.00 | -98.2% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 371,860.00 | 933,876.00 | 151.1% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 371,860.00 | 933,876.00 | 151.1% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 371,860.00 | 933,876.00 | 151.1% |
| 2) Ending Balance, June 30 (E + F1e) | | | 933,876.00 | 943,876.00 | 1.1% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 0.00 | 0.0% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments (by Resource/Object) | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments (by Resource/Object) | | 9780 | 933,876.00 | 943,876.00 | 1.1% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2019-20 Estimated Actuals | 2020-21 Budget |
|---|---|---|---|
| Total, Restricted Balance | | 0.00 | 0.00 |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| A. REVENUES | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 13,000.00 | 5,000.00 | -61.5% |
| 5) TOTAL, REVENUES | | | 13,000.00 | 5,000.00 | -61.5% |
| B. EXPENDITURES | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 0.00 | 0.00 | 0.0% |
| 2) Classified Salaries | | 2000-2999 | 0.00 | 0.00 | 0.0% |
| 3) Employee Benefits | | 3000-3999 | 0.00 | 0.00 | 0.0% |
| 4) Books and Supplies | | 4000-4999 | 0.00 | 0.00 | 0.0% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 0.00 | 0.00 | 0.0% |
| 6) Capital Outlay | | 6000-6999 | 0.00 | 0.00 | 0.0% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299, 7400-7499 | 0.00 | 0.00 | 0.0% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | 0.00 | 0.00 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 0.00 | 0.00 | 0.0% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) | | | 13,000.00 | 5,000.00 | -61.5% |
| D. OTHER FINANCING SOURCES/USES | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | 13,000.00 | 5,000.00 | -61.5% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 387,099.00 | 400,099.00 | 3.4% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 387,099.00 | 400,099.00 | 3.4% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 387,099.00 | 400,099.00 | 3.4% |
| 2) Ending Balance, June 30 (E + F1e) | | | 400,099.00 | 405,099.00 | 1.2% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 0.00 | 0.0% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments | | 9780 | 400,099.00 | 405,099.00 | 1.2% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| G. ASSETS | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 398,352.21 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 0.00 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) TOTAL, ASSETS | | | 398,352.21 | | |
| H. DEFERRED OUTFLOWS OF RESOURCES | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | | |
| I. LIABILITIES | | | | | |
| 1) Accounts Payable | | 9500 | 0.00 | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | | |
| 3) Due to Other Funds | | 9610 | 0.00 | | |
| 4) Current Loans | | 9640 | | | |
| 5) Unearned Revenue | | 9650 | 0.00 | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | | |
| J. DEFERRED INFLOWS OF RESOURCES | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | | |
| K. FUND EQUITY | | | | | |
| Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2) | | | 398,352.21 | | |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| OTHER LOCAL REVENUE | | | | | |
| Other Local Revenue | | | | | |
| Interest | | 8660 | 13,000.00 | 5,000.00 | -61.5% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 13,000.00 | 5,000.00 | -61.5% |
| TOTAL, REVENUES | | | 13,000.00 | 5,000.00 | -61.5% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| INTERFUND TRANSFERS | | | | | |
| INTERFUND TRANSFERS IN | | | | | |
| From: General Fund/CSSF | | 8912 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 0.00 | 0.00 | 0.0% |
| INTERFUND TRANSFERS OUT | | | | | |
| To: General Fund/CSSF | | 7612 | 0.00 | 0.00 | 0.0% |
| To: State School Building Fund/ County School Facilities Fund | | 7613 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.0% |
| OTHER SOURCES/USES | | | | | |
| SOURCES | | | | | |
| Other Sources | | | | | |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 0.00 | 0.00 | 0.0% |
| USES | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.0% |
| CONTRIBUTIONS | | | | | |
| Contributions from Restricted Revenues | | 8990 | 0.00 | 0.00 | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e) | | | 0.00 | 0.00 | 0.0% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 13,000.00 | 5,000.00 | -61.5% |
| 5) TOTAL, REVENUES | | | 13,000.00 | 5,000.00 | -61.5% |
| **B. EXPENDITURES (Objects 1000-7999)** | | | | | |
| 1) Instruction | 1000-1999 | | 0.00 | 0.00 | 0.0% |
| 2) Instruction - Related Services | 2000-2999 | | 0.00 | 0.00 | 0.0% |
| 3) Pupil Services | 3000-3999 | | 0.00 | 0.00 | 0.0% |
| 4) Ancillary Services | 4000-4999 | | 0.00 | 0.00 | 0.0% |
| 5) Community Services | 5000-5999 | | 0.00 | 0.00 | 0.0% |
| 6) Enterprise | 6000-6999 | | 0.00 | 0.00 | 0.0% |
| 7) General Administration | 7000-7999 | | 0.00 | 0.00 | 0.0% |
| 8) Plant Services | 8000-8999 | | 0.00 | 0.00 | 0.0% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 0.00 | 0.00 | 0.0% |
| 10) TOTAL, EXPENDITURES | | | 0.00 | 0.00 | 0.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)** | | | 13,000.00 | 5,000.00 | -61.5% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 0.00 | 0.00 | 0.0% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | 13,000.00 | 5,000.00 | -61.5% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 387,099.00 | 400,099.00 | 3.4% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 387,099.00 | 400,099.00 | 3.4% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 387,099.00 | 400,099.00 | 3.4% |
| 2) Ending Balance, June 30 (E + F1e) | | | 400,099.00 | 405,099.00 | 1.2% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 0.00 | 0.0% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments (by Resource/Object) | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments (by Resource/Object) | | 9780 | 400,099.00 | 405,099.00 | 1.2% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2019-20 Estimated Actuals | 2020-21 Budget |
|---|---|---|---|
| Total, Restricted Balance | | 0.00 | 0.00 |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| A. REVENUES | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 150,640.00 | 0.00 | -100.0% |
| 5) TOTAL, REVENUES | | | 150,640.00 | 0.00 | -100.0% |
| B. EXPENDITURES | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 0.00 | 0.00 | 0.0% |
| 2) Classified Salaries | | 2000-2999 | 0.00 | 0.00 | 0.0% |
| 3) Employee Benefits | | 3000-3999 | 0.00 | 0.00 | 0.0% |
| 4) Books and Supplies | | 4000-4999 | 31,598.00 | 0.00 | -100.0% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 206,918.00 | 0.00 | -100.0% |
| 6) Capital Outlay | | 6000-6999 | 8,150,022.00 | 0.00 | -100.0% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299, 7400-7499 | 0.00 | 0.00 | 0.0% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | 0.00 | 0.00 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 8,388,538.00 | 0.00 | -100.0% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) | | | (8,237,898.00) | 0.00 | -100.0% |
| D. OTHER FINANCING SOURCES/USES | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 3,000,000.00 | 0.00 | -100.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 3,000,000.00 | 0.00 | -100.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | (5,237,898.00) | 0.00 | -100.0% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 5,237,898.00 | 0.00 | -100.0% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 5,237,898.00 | 0.00 | -100.0% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 5,237,898.00 | 0.00 | -100.0% |
| 2) Ending Balance, June 30 (E + F1e) | | | 0.00 | 0.00 | 0.0% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 0.00 | 0.0% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments | | 9780 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| G. ASSETS | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 1,138,373.95 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 0.00 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) TOTAL, ASSETS | | | 1,138,373.95 | | |
| H. DEFERRED OUTFLOWS OF RESOURCES | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | | |
| I. LIABILITIES | | | | | |
| 1) Accounts Payable | | 9500 | 0.00 | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | | |
| 3) Due to Other Funds | | 9610 | 0.00 | | |
| 4) Current Loans | | 9640 | 0.00 | | |
| 5) Unearned Revenue | | 9650 | 0.00 | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | | |
| J. DEFERRED INFLOWS OF RESOURCES | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | | |
| K. FUND EQUITY | | | | | |
| Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2) | | | 1,138,373.95 | | |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| FEDERAL REVENUE | | | | | |
| FEMA | | 8281 | 0.00 | 0.00 | 0.0% |
| All Other Federal Revenue | | 8290 | 0.00 | 0.00 | 0.0% |
| TOTAL, FEDERAL REVENUE | | | 0.00 | 0.00 | 0.0% |
| OTHER STATE REVENUE | | | | | |
| Tax Relief Subventions Restricted Levies - Other | | | | | |
| Homeowners' Exemptions | | 8575 | 0.00 | 0.00 | 0.0% |
| Other Subventions/In-Lieu Taxes | | 8576 | 0.00 | 0.00 | 0.0% |
| All Other State Revenue | | 8590 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER STATE REVENUE | | | 0.00 | 0.00 | 0.0% |
| OTHER LOCAL REVENUE | | | | | |
| Other Local Revenue County and District Taxes | | | | | |
| Other Restricted Levies Secured Roll | | 8615 | 0.00 | 0.00 | 0.0% |
| Unsecured Roll | | 8616 | 0.00 | 0.00 | 0.0% |
| Prior Years' Taxes | | 8617 | 0.00 | 0.00 | 0.0% |
| Supplemental Taxes | | 8618 | 0.00 | 0.00 | 0.0% |
| Non-Ad Valorem Taxes Parcel Taxes | | 8621 | 0.00 | 0.00 | 0.0% |
| Other | | 8622 | 0.00 | 0.00 | 0.0% |
| Community Redevelopment Funds Not Subject to LCFF Deduction | | 8625 | 0.00 | 0.00 | 0.0% |
| Penalties and Interest from Delinquent Non-LCFF Taxes | | 8629 | 0.00 | 0.00 | 0.0% |
| Sales Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.0% |
| Leases and Rentals | | 8650 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 150,640.00 | 0.00 | -100.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| Other Local Revenue | | | | | |
| All Other Local Revenue | | 8699 | 0.00 | 0.00 | 0.0% |
| All Other Transfers In from All Others | | 8799 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 150,640.00 | 0.00 | -100.0% |
| TOTAL, REVENUES | | | 150,640.00 | 0.00 | -100.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| CLASSIFIED SALARIES | | | | | |
| Classified Support Salaries | | 2200 | 0.00 | 0.00 | 0.0% |
| Classified Supervisors' and Administrators' Salaries | | 2300 | 0.00 | 0.00 | 0.0% |
| Clerical, Technical and Office Salaries | | 2400 | 0.00 | 0.00 | 0.0% |
| Other Classified Salaries | | 2900 | 0.00 | 0.00 | 0.0% |
| TOTAL, CLASSIFIED SALARIES | | | 0.00 | 0.00 | 0.0% |
| EMPLOYEE BENEFITS | | | | | |
| STRS | | 3101-3102 | 0.00 | 0.00 | 0.0% |
| PERS | | 3201-3202 | 0.00 | 0.00 | 0.0% |
| OASDI/Medicare/Alternative | | 3301-3302 | 0.00 | 0.00 | 0.0% |
| Health and Welfare Benefits | | 3401-3402 | 0.00 | 0.00 | 0.0% |
| Unemployment Insurance | | 3501-3502 | 0.00 | 0.00 | 0.0% |
| Workers' Compensation | | 3601-3602 | 0.00 | 0.00 | 0.0% |
| OPEB, Allocated | | 3701-3702 | 0.00 | 0.00 | 0.0% |
| OPEB, Active Employees | | 3751-3752 | 0.00 | 0.00 | 0.0% |
| Other Employee Benefits | | 3901-3902 | 0.00 | 0.00 | 0.0% |
| TOTAL, EMPLOYEE BENEFITS | | | 0.00 | 0.00 | 0.0% |
| BOOKS AND SUPPLIES | | | | | |
| Books and Other Reference Materials | | 4200 | 0.00 | 0.00 | 0.0% |
| Materials and Supplies | | 4300 | 0.00 | 0.00 | 0.0% |
| Noncapitalized Equipment | | 4400 | 31,598.00 | 0.00 | -100.0% |
| TOTAL, BOOKS AND SUPPLIES | | | 31,598.00 | 0.00 | -100.0% |
| SERVICES AND OTHER OPERATING EXPENDITURES | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 0.00 | 0.0% |
| Travel and Conferences | | 5200 | 0.00 | 0.00 | 0.0% |
| Insurance | | 5400-5450 | 10,916.00 | 0.00 | -100.0% |
| Operations and Housekeeping Services | | 5500 | 0.00 | 0.00 | 0.0% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | | 5600 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs | | 5710 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs - Interfund | | 5750 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| Professional/Consulting Services and Operating Expenditures | | 5800 | 196,002.00 | 0.00 | -100.0% |
| Communications | | 5900 | 0.00 | 0.00 | 0.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 206,918.00 | 0.00 | -100.0% |
| **CAPITAL OUTLAY** | | | | | |
| Land | | 6100 | 0.00 | 0.00 | 0.0% |
| Land Improvements | | 6170 | 0.00 | 0.00 | 0.0% |
| Buildings and Improvements of Buildings | | 6200 | 8,150,022.00 | 0.00 | -100.0% |
| Books and Media for New School Libraries or Major Expansion of School Libraries | | 6300 | 0.00 | 0.00 | 0.0% |
| Equipment | | 6400 | 0.00 | 0.00 | 0.0% |
| Equipment Replacement | | 6500 | 0.00 | 0.00 | 0.0% |
| TOTAL, CAPITAL OUTLAY | | | 8,150,022.00 | 0.00 | -100.0% |
| **OTHER OUTGO (excluding Transfers of Indirect Costs)** | | | | | |
| Other Transfers Out | | | | | |
| All Other Transfers Out to All Others | | 7299 | 0.00 | 0.00 | 0.0% |
| Debt Service | | | | | |
| Repayment of State School Building Fund Aid - Proceeds from Bonds | | 7435 | 0.00 | 0.00 | 0.0% |
| Debt Service - Interest | | 7438 | 0.00 | 0.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 0.00 | 0.00 | 0.0% |
| TOTAL, EXPENDITURES | | | 8,388,538.00 | 0.00 | -100.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| INTERFUND TRANSFERS | | | | | |
| INTERFUND TRANSFERS IN | | | | | |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 0.00 | 0.00 | 0.0% |
| INTERFUND TRANSFERS OUT | | | | | |
| To: State School Building Fund/ County School Facilities Fund | | 7613 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| OTHER SOURCES/USES | | | | | |
| SOURCES | | | | | |
| Proceeds | | | | | |
| Proceeds from Sale of Bonds | | 8951 | 3,000,000.00 | 0.00 | -100.0% |
| Proceeds from Disposal of Capital Assets | | 8953 | 0.00 | 0.00 | 0.0% |
| Other Sources | | | | | |
| County School Bldg Aid | | 8961 | 0.00 | 0.00 | 0.0% |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| Long-Term Debt Proceeds | | | | | |
| Proceeds from Certificates of Participation | | 8971 | 0.00 | 0.00 | 0.0% |
| Proceeds from Capital Leases | | 8972 | 0.00 | 0.00 | 0.0% |
| Proceeds from Lease Revenue Bonds | | 8973 | 0.00 | 0.00 | 0.0% |
| All Other Financing Sources | | 8979 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 3,000,000.00 | 0.00 | -100.0% |
| USES | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| All Other Financing Uses | | 7699 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.0% |
| CONTRIBUTIONS | | | | | |
| Contributions from Unrestricted Revenues | | 8980 | 0.00 | 0.00 | 0.0% |
| Contributions from Restricted Revenues | | 8990 | 0.00 | 0.00 | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e) | | | 3,000,000.00 | 0.00 | -100.0% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 150,640.00 | 0.00 | -100.0% |
| 5) TOTAL, REVENUES | | | 150,640.00 | 0.00 | -100.0% |
| **B. EXPENDITURES (Objects 1000-7999)** | | | | | |
| 1) Instruction | 1000-1999 | | 0.00 | 0.00 | 0.0% |
| 2) Instruction - Related Services | 2000-2999 | | 0.00 | 0.00 | 0.0% |
| 3) Pupil Services | 3000-3999 | | 0.00 | 0.00 | 0.0% |
| 4) Ancillary Services | 4000-4999 | | 0.00 | 0.00 | 0.0% |
| 5) Community Services | 5000-5999 | | 0.00 | 0.00 | 0.0% |
| 6) Enterprise | 6000-6999 | | 0.00 | 0.00 | 0.0% |
| 7) General Administration | 7000-7999 | | 0.00 | 0.00 | 0.0% |
| 8) Plant Services | 8000-8999 | | 8,388,538.00 | 0.00 | -100.0% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 0.00 | 0.00 | 0.0% |
| 10) TOTAL, EXPENDITURES | | | 8,388,538.00 | 0.00 | -100.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)** | | | (8,237,898.00) | 0.00 | -100.0% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 3,000,000.00 | 0.00 | -100.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 3,000,000.00 | 0.00 | -100.0% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | (5,237,898.00) | 0.00 | -100.0% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 5,237,898.00 | 0.00 | -100.0% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 5,237,898.00 | 0.00 | -100.0% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 5,237,898.00 | 0.00 | -100.0% |
| 2) Ending Balance, June 30 (E + F1e) | | | 0.00 | 0.00 | 0.0% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 0.00 | 0.0% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments (by Resource/Object) | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments (by Resource/Object) | | 9780 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2019-20 Estimated Actuals | 2020-21 Budget |
|---|---|---|---|
| Total, Restricted Balance | | 0.00 | 0.00 |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 150,640.00 | 0.00 | -100.0% |
| 5) TOTAL, REVENUES | | | 150,640.00 | 0.00 | -100.0% |
| **B. EXPENDITURES** | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 0.00 | 0.00 | 0.0% |
| 2) Classified Salaries | | 2000-2999 | 0.00 | 0.00 | 0.0% |
| 3) Employee Benefits | | 3000-3999 | 0.00 | 0.00 | 0.0% |
| 4) Books and Supplies | | 4000-4999 | 31,598.00 | 0.00 | -100.0% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 206,918.00 | 0.00 | -100.0% |
| 6) Capital Outlay | | 6000-6999 | 8,150,022.00 | 0.00 | -100.0% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299, 7400-7499 | 0.00 | 0.00 | 0.0% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | 0.00 | 0.00 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 8,388,538.00 | 0.00 | -100.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | (8,237,898.00) | 0.00 | -100.0% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 3,000,000.00 | 0.00 | -100.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 3,000,000.00 | 0.00 | -100.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | (5,237,898.00) | 0.00 | -100.0% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 5,237,898.00 | 0.00 | -100.0% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 5,237,898.00 | 0.00 | -100.0% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 5,237,898.00 | 0.00 | -100.0% |
| 2) Ending Balance, June 30 (E + F1e) | | | 0.00 | 0.00 | 0.0% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 0.00 | 0.0% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments | | 9780 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **G. ASSETS** | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 1,138,373.95 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 0.00 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) TOTAL, ASSETS | | | 1,138,373.95 | | |
| **H. DEFERRED OUTFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | | |
| **I. LIABILITIES** | | | | | |
| 1) Accounts Payable | | 9500 | 0.00 | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | | |
| 3) Due to Other Funds | | 9610 | 0.00 | | |
| 4) Current Loans | | 9640 | 0.00 | | |
| 5) Unearned Revenue | | 9650 | 0.00 | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | | |
| **J. DEFERRED INFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | | |
| **K. FUND EQUITY** | | | | | |
| Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2) | | | 1,138,373.95 | | |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **FEDERAL REVENUE** | | | | | |
| FEMA | | 8281 | 0.00 | 0.00 | 0.0% |
| All Other Federal Revenue | | 8290 | 0.00 | 0.00 | 0.0% |
| TOTAL, FEDERAL REVENUE | | | 0.00 | 0.00 | 0.0% |
| **OTHER STATE REVENUE** | | | | | |
| Tax Relief Subventions Restricted Levies - Other | | | | | |
| Homeowners' Exemptions | | 8575 | 0.00 | 0.00 | 0.0% |
| Other Subventions/In-Lieu Taxes | | 8576 | 0.00 | 0.00 | 0.0% |
| All Other State Revenue | | 8590 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER STATE REVENUE | | | 0.00 | 0.00 | 0.0% |
| **OTHER LOCAL REVENUE** | | | | | |
| Other Local Revenue County and District Taxes | | | | | |
| Other Restricted Levies Secured Roll | | 8615 | 0.00 | 0.00 | 0.0% |
| Unsecured Roll | | 8616 | 0.00 | 0.00 | 0.0% |
| Prior Years' Taxes | | 8617 | 0.00 | 0.00 | 0.0% |
| Supplemental Taxes | | 8618 | 0.00 | 0.00 | 0.0% |
| Non-Ad Valorem Taxes Parcel Taxes | | 8621 | 0.00 | 0.00 | 0.0% |
| Other | | 8622 | 0.00 | 0.00 | 0.0% |
| Community Redevelopment Funds Not Subject to LCFF Deduction | | 8625 | 0.00 | 0.00 | 0.0% |
| Penalties and Interest from Delinquent Non-LCFF Taxes | | 8629 | 0.00 | 0.00 | 0.0% |
| Sales Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.0% |
| Leases and Rentals | | 8650 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 150,640.00 | 0.00 | -100.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| Other Local Revenue | | | | | |
| All Other Local Revenue | | 8699 | 0.00 | 0.00 | 0.0% |
| All Other Transfers In from All Others | | 8799 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 150,640.00 | 0.00 | -100.0% |
| TOTAL, REVENUES | | | 150,640.00 | 0.00 | -100.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| CLASSIFIED SALARIES | | | | | |
| Classified Support Salaries | | 2200 | 0.00 | 0.00 | 0.0% |
| Classified Supervisors' and Administrators' Salaries | | 2300 | 0.00 | 0.00 | 0.0% |
| Clerical, Technical and Office Salaries | | 2400 | 0.00 | 0.00 | 0.0% |
| Other Classified Salaries | | 2900 | 0.00 | 0.00 | 0.0% |
| TOTAL, CLASSIFIED SALARIES | | | 0.00 | 0.00 | 0.0% |
| EMPLOYEE BENEFITS | | | | | |
| STRS | | 3101-3102 | 0.00 | 0.00 | 0.0% |
| PERS | | 3201-3202 | 0.00 | 0.00 | 0.0% |
| OASDI/Medicare/Alternative | | 3301-3302 | 0.00 | 0.00 | 0.0% |
| Health and Welfare Benefits | | 3401-3402 | 0.00 | 0.00 | 0.0% |
| Unemployment Insurance | | 3501-3502 | 0.00 | 0.00 | 0.0% |
| Workers' Compensation | | 3601-3602 | 0.00 | 0.00 | 0.0% |
| OPEB, Allocated | | 3701-3702 | 0.00 | 0.00 | 0.0% |
| OPEB, Active Employees | | 3751-3752 | 0.00 | 0.00 | 0.0% |
| Other Employee Benefits | | 3901-3902 | 0.00 | 0.00 | 0.0% |
| TOTAL, EMPLOYEE BENEFITS | | | 0.00 | 0.00 | 0.0% |
| BOOKS AND SUPPLIES | | | | | |
| Books and Other Reference Materials | | 4200 | 0.00 | 0.00 | 0.0% |
| Materials and Supplies | | 4300 | 0.00 | 0.00 | 0.0% |
| Noncapitalized Equipment | | 4400 | 31,598.00 | 0.00 | -100.0% |
| TOTAL, BOOKS AND SUPPLIES | | | 31,598.00 | 0.00 | -100.0% |
| SERVICES AND OTHER OPERATING EXPENDITURES | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 0.00 | 0.0% |
| Travel and Conferences | | 5200 | 0.00 | 0.00 | 0.0% |
| Insurance | | 5400-5450 | 10,916.00 | 0.00 | -100.0% |
| Operations and Housekeeping Services | | 5500 | 0.00 | 0.00 | 0.0% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | | 5600 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs | | 5710 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs - Interfund | | 5750 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| Professional/Consulting Services and Operating Expenditures | | 5800 | 196,002.00 | 0.00 | -100.0% |
| Communications | | 5900 | 0.00 | 0.00 | 0.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 206,916.00 | 0.00 | -100.0% |
| **CAPITAL OUTLAY** | | | | | |
| Land | | 6100 | 0.00 | 0.00 | 0.0% |
| Land Improvements | | 6170 | 0.00 | 0.00 | 0.0% |
| Buildings and Improvements of Buildings | | 6200 | 8,150,022.00 | 0.00 | -100.0% |
| Books and Media for New School Libraries or Major Expansion of School Libraries | | 6300 | 0.00 | 0.00 | 0.0% |
| Equipment | | 6400 | 0.00 | 0.00 | 0.0% |
| Equipment Replacement | | 6500 | 0.00 | 0.00 | 0.0% |
| TOTAL, CAPITAL OUTLAY | | | 8,150,022.00 | 0.00 | -100.0% |
| **OTHER OUTGO (excluding Transfers of Indirect Costs)** | | | | | |
| Other Transfers Out | | | | | |
| All Other Transfers Out to All Others | | 7299 | 0.00 | 0.00 | 0.0% |
| Debt Service | | | | | |
| Repayment of State School Building Fund Aid - Proceeds from Bonds | | 7435 | 0.00 | 0.00 | 0.0% |
| Debt Service - Interest | | 7438 | 0.00 | 0.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 0.00 | 0.00 | 0.0% |
| TOTAL, EXPENDITURES | | | 8,388,538.00 | 0.00 | -100.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **INTERFUND TRANSFERS** | | | | | |
| **INTERFUND TRANSFERS IN** | | | | | |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 0.00 | 0.00 | 0.0% |
| **INTERFUND TRANSFERS OUT** | | | | | |
| To: State School Building Fund/ County School Facilities Fund | | 7613 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| OTHER SOURCES/USES | | | | | |
| SOURCES | | | | | |
| Proceeds | | | | | |
| Proceeds from Sale of Bonds | | 8951 | 3,000,000.00 | 0.00 | -100.0% |
| Proceeds from Disposal of Capital Assets | | 8953 | 0.00 | 0.00 | 0.0% |
| Other Sources | | | | | |
| County School Bldg Aid | | 8961 | 0.00 | 0.00 | 0.0% |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| Long-Term Debt Proceeds | | | | | |
| Proceeds from Certificates of Participation | | 8971 | 0.00 | 0.00 | 0.0% |
| Proceeds from Capital Leases | | 8972 | 0.00 | 0.00 | 0.0% |
| Proceeds from Lease Revenue Bonds | | 8973 | 0.00 | 0.00 | 0.0% |
| All Other Financing Sources | | 8979 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 3,000,000.00 | 0.00 | -100.0% |
| USES | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| All Other Financing Uses | | 7699 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.0% |
| CONTRIBUTIONS | | | | | |
| Contributions from Unrestricted Revenues | | 8980 | 0.00 | 0.00 | 0.0% |
| Contributions from Restricted Revenues | | 8990 | 0.00 | 0.00 | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e) | | | 3,000,000.00 | 0.00 | -100.0% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 150,640.00 | 0.00 | -100.0% |
| 5) TOTAL, REVENUES | | | 150,640.00 | 0.00 | -100.0% |
| **B. EXPENDITURES (Objects 1000-7999)** | | | | | |
| 1) Instruction | 1000-1999 | | 0.00 | 0.00 | 0.0% |
| 2) Instruction - Related Services | 2000-2999 | | 0.00 | 0.00 | 0.0% |
| 3) Pupil Services | 3000-3999 | | 0.00 | 0.00 | 0.0% |
| 4) Ancillary Services | 4000-4999 | | 0.00 | 0.00 | 0.0% |
| 5) Community Services | 5000-5999 | | 0.00 | 0.00 | 0.0% |
| 6) Enterprise | 6000-6999 | | 0.00 | 0.00 | 0.0% |
| 7) General Administration | 7000-7999 | | 0.00 | 0.00 | 0.0% |
| 8) Plant Services | 8000-8999 | | 8,388,538.00 | 0.00 | -100.0% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 0.00 | 0.00 | 0.0% |
| 10) TOTAL, EXPENDITURES | | | 8,388,538.00 | 0.00 | -100.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)** | | | (8,237,898.00) | 0.00 | -100.0% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 3,000,000.00 | 0.00 | -100.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 3,000,000.00 | 0.00 | -100.0% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | (5,237,898.00) | 0.00 | -100.0% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 5,237,898.00 | 0.00 | -100.0% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 5,237,898.00 | 0.00 | -100.0% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 5,237,898.00 | 0.00 | -100.0% |
| 2) Ending Balance, June 30 (E + F1e) | | | 0.00 | 0.00 | 0.0% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 0.00 | 0.0% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments (by Resource/Object) | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments (by Resource/Object) | | 9780 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2019-20 Estimated Actuals | 2020-21 Budget |
|---|---|---|---|
| Total, Restricted Balance | | 0.00 | 0.00 |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| A. REVENUES | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 200,368.00 | 7,550.00 | -96.2% |
| 5) TOTAL, REVENUES | | | 200,368.00 | 7,550.00 | -96.2% |
| B. EXPENDITURES | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 0.00 | 0.00 | 0.0% |
| 2) Classified Salaries | | 2000-2999 | 0.00 | 0.00 | 0.0% |
| 3) Employee Benefits | | 3000-3999 | 0.00 | 0.00 | 0.0% |
| 4) Books and Supplies | | 4000-4999 | 0.00 | 0.00 | 0.0% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 0.00 | 0.00 | 0.0% |
| 6) Capital Outlay | | 6000-6999 | 0.00 | 0.00 | 0.0% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299, 7400-7499 | 216,785.00 | 227,550.00 | 5.0% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | 0.00 | 0.00 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 216,785.00 | 227,550.00 | 5.0% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) | | | (16,417.00) | (220,000.00) | 1240.1% |
| D. OTHER FINANCING SOURCES/USES | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 220,000.00 | 0.00 | -100.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 220,000.00 | 0.00 | -100.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | 203,583.00 | (220,000.00) | -208.1% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 550,056.00 | 753,639.00 | 37.0% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 550,056.00 | 753,639.00 | 37.0% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 550,056.00 | 753,639.00 | 37.0% |
| 2) Ending Balance, June 30 (E + F1e) | | | 753,639.00 | 533,639.00 | -29.2% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 753,639.00 | 533,639.00 | -29.2% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments | | 9780 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| G. ASSETS | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 532,499.53 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 0.00 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) TOTAL, ASSETS | | | 532,499.53 | | |
| H. DEFERRED OUTFLOWS OF RESOURCES | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | | |
| I. LIABILITIES | | | | | |
| 1) Accounts Payable | | 9500 | 0.00 | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | | |
| 3) Due to Other Funds | | 9610 | 0.00 | | |
| 4) Current Loans | | 9640 | 0.00 | | |
| 5) Unearned Revenue | | 9650 | 0.00 | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | | |
| J. DEFERRED INFLOWS OF RESOURCES | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | | |
| K. FUND EQUITY | | | | | |
| Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2) | | | 532,499.53 | | |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **OTHER STATE REVENUE** | | | | | |
| Tax Relief Subventions Restricted Levies - Other | | | | | |
| Homeowners' Exemptions | | 8575 | 0.00 | 0.00 | 0.0% |
| Other Subventions/In-Lieu Taxes | | 8576 | 0.00 | 0.00 | 0.0% |
| All Other State Revenue | | 8590 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER STATE REVENUE | | | 0.00 | 0.00 | 0.0% |
| **OTHER LOCAL REVENUE** | | | | | |
| Other Local Revenue County and District Taxes | | | | | |
| Other Restricted Levies Secured Roll | | 8615 | 0.00 | 0.00 | 0.0% |
| Unsecured Roll | | 8616 | 0.00 | 0.00 | 0.0% |
| Prior Years' Taxes | | 8617 | 0.00 | 0.00 | 0.0% |
| Supplemental Taxes | | 8618 | 0.00 | 0.00 | 0.0% |
| Non-Ad Valorem Taxes Parcel Taxes | | 8621 | 0.00 | 0.00 | 0.0% |
| Other | | 8622 | 0.00 | 0.00 | 0.0% |
| Community Redevelopment Funds Not Subject to LCFF Deduction | | 8625 | 0.00 | 0.00 | 0.0% |
| Penalties and Interest from Delinquent Non-LCFF Taxes | | 8629 | 0.00 | 0.00 | 0.0% |
| Sales Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 15,805.00 | 0.00 | -100.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| Fees and Contracts | | | | | |
| Mitigation/Developer Fees | | 8681 | 184,563.00 | 7,550.00 | -95.9% |
| Other Local Revenue | | | | | |
| All Other Local Revenue | | 8699 | 0.00 | 0.00 | 0.0% |
| All Other Transfers In from All Others | | 8799 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 200,368.00 | 7,550.00 | -96.2% |
| TOTAL, REVENUES | | | 200,368.00 | 7,550.00 | -96.2% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **CERTIFICATED SALARIES** | | | | | |
| Other Certificated Salaries | | 1900 | 0.00 | 0.00 | 0.0% |
| TOTAL, CERTIFICATED SALARIES | | | 0.00 | 0.00 | 0.0% |
| **CLASSIFIED SALARIES** | | | | | |
| Classified Support Salaries | | 2200 | 0.00 | 0.00 | 0.0% |
| Classified Supervisors' and Administrators' Salaries | | 2300 | 0.00 | 0.00 | 0.0% |
| Clerical, Technical and Office Salaries | | 2400 | 0.00 | 0.00 | 0.0% |
| Other Classified Salaries | | 2900 | 0.00 | 0.00 | 0.0% |
| TOTAL, CLASSIFIED SALARIES | | | 0.00 | 0.00 | 0.0% |
| **EMPLOYEE BENEFITS** | | | | | |
| STRS | | 3101-3102 | 0.00 | 0.00 | 0.0% |
| PERS | | 3201-3202 | 0.00 | 0.00 | 0.0% |
| OASDI/Medicare/Alternative | | 3301-3302 | 0.00 | 0.00 | 0.0% |
| Health and Welfare Benefits | | 3401-3402 | 0.00 | 0.00 | 0.0% |
| Unemployment Insurance | | 3501-3502 | 0.00 | 0.00 | 0.0% |
| Workers' Compensation | | 3601-3602 | 0.00 | 0.00 | 0.0% |
| OPEB, Allocated | | 3701-3702 | 0.00 | 0.00 | 0.0% |
| OPEB, Active Employees | | 3751-3752 | 0.00 | 0.00 | 0.0% |
| Other Employee Benefits | | 3901-3902 | 0.00 | 0.00 | 0.0% |
| TOTAL, EMPLOYEE BENEFITS | | | 0.00 | 0.00 | 0.0% |
| **BOOKS AND SUPPLIES** | | | | | |
| Approved Textbooks and Core Curricula Materials | | 4100 | 0.00 | 0.00 | 0.0% |
| Books and Other Reference Materials | | 4200 | 0.00 | 0.00 | 0.0% |
| Materials and Supplies | | 4300 | 0.00 | 0.00 | 0.0% |
| Noncapitalized Equipment | | 4400 | 0.00 | 0.00 | 0.0% |
| TOTAL, BOOKS AND SUPPLIES | | | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| SERVICES AND OTHER OPERATING EXPENDITURES | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 0.00 | 0.0% |
| Travel and Conferences | | 5200 | 0.00 | 0.00 | 0.0% |
| Insurance | | 5400-5450 | 0.00 | 0.00 | 0.0% |
| Operations and Housekeeping Services | | 5500 | 0.00 | 0.00 | 0.0% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | | 5600 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs | | 5710 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs - Interfund | | 5750 | 0.00 | 0.00 | 0.0% |
| Professional/Consulting Services and Operating Expenditures | | 5800 | 0.00 | 0.00 | 0.0% |
| Communications | | 5900 | 0.00 | 0.00 | 0.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 0.00 | 0.00 | 0.0% |
| CAPITAL OUTLAY | | | | | |
| Land | | 6100 | 0.00 | 0.00 | 0.0% |
| Land Improvements | | 6170 | 0.00 | 0.00 | 0.0% |
| Buildings and Improvements of Buildings | | 6200 | 0.00 | 0.00 | 0.0% |
| Books and Media for New School Libraries or Major Expansion of School Libraries | | 6300 | 0.00 | 0.00 | 0.0% |
| Equipment | | 6400 | 0.00 | 0.00 | 0.0% |
| Equipment Replacement | | 6500 | 0.00 | 0.00 | 0.0% |
| TOTAL, CAPITAL OUTLAY | | | 0.00 | 0.00 | 0.0% |
| OTHER OUTGO (excluding Transfers of Indirect Costs) | | | | | |
| Other Transfers Out | | | | | |
| All Other Transfers Out to All Others | | 7299 | 0.00 | 0.00 | 0.0% |
| Debt Service | | | | | |
| Debt Service - Interest | | 7438 | 92,661.00 | 112,550.00 | 21.5% |
| Other Debt Service - Principal | | 7439 | 124,124.00 | 115,000.00 | -7.4% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 216,785.00 | 227,550.00 | 5.0% |
| TOTAL, EXPENDITURES | | | 216,785.00 | 227,550.00 | 5.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **INTERFUND TRANSFERS** | | | | | |
| **INTERFUND TRANSFERS IN** | | | | | |
| Other Authorized Interfund Transfers In | | 8919 | 220,000.00 | 0.00 | -100.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 220,000.00 | 0.00 | -100.0% |
| **INTERFUND TRANSFERS OUT** | | | | | |
| To: State School Building Fund/ County School Facilities Fund | | 7613 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.0% |
| **OTHER SOURCES/USES** | | | | | |
| **SOURCES** | | | | | |
| Proceeds | | | | | |
| Proceeds from Disposal of Capital Assets | | 8953 | 0.00 | 0.00 | 0.0% |
| Other Sources | | | | | |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| Long-Term Debt Proceeds | | | | | |
| Proceeds from Certificates of Participation | | 8971 | 0.00 | 0.00 | 0.0% |
| Proceeds from Capital Leases | | 8972 | 0.00 | 0.00 | 0.0% |
| Proceeds from Lease Revenue Bonds | | 8973 | 0.00 | 0.00 | 0.0% |
| All Other Financing Sources | | 8979 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 0.00 | 0.00 | 0.0% |
| **USES** | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| All Other Financing Uses | | 7699 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.0% |
| **CONTRIBUTIONS** | | | | | |
| Contributions from Unrestricted Revenues | | 8980 | 0.00 | 0.00 | 0.0% |
| Contributions from Restricted Revenues | | 8990 | 0.00 | 0.00 | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e) | | | 220,000.00 | 0.00 | -100.0% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 200,368.00 | 7,550.00 | -96.2% |
| 5) TOTAL, REVENUES | | | 200,368.00 | 7,550.00 | -96.2% |
| **B. EXPENDITURES (Objects 1000-7999)** | | | | | |
| 1) Instruction | 1000-1999 | | 0.00 | 0.00 | 0.0% |
| 2) Instruction - Related Services | 2000-2999 | | 0.00 | 0.00 | 0.0% |
| 3) Pupil Services | 3000-3999 | | 0.00 | 0.00 | 0.0% |
| 4) Ancillary Services | 4000-4999 | | 0.00 | 0.00 | 0.0% |
| 5) Community Services | 5000-5999 | | 0.00 | 0.00 | 0.0% |
| 6) Enterprise | 6000-6999 | | 0.00 | 0.00 | 0.0% |
| 7) General Administration | 7000-7999 | | 0.00 | 0.00 | 0.0% |
| 8) Plant Services | 8000-8999 | | 0.00 | 0.00 | 0.0% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 216,785.00 | 227,550.00 | 5.0% |
| 10) TOTAL, EXPENDITURES | | | 216,785.00 | 227,550.00 | 5.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)** | | | (16,417.00) | (220,000.00) | 1240.1% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 220,000.00 | 0.00 | -100.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 220,000.00 | 0.00 | -100.0% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | 203,583.00 | (220,000.00) | -208.1% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 550,056.00 | 753,639.00 | 37.0% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 550,056.00 | 753,639.00 | 37.0% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 550,056.00 | 753,639.00 | 37.0% |
| 2) Ending Balance, June 30 (E + F1e) | | | 753,639.00 | 533,639.00 | -29.2% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 753,639.00 | 533,639.00 | -29.2% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments (by Resource/Object) | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments (by Resource/Object) | | 9780 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2019-20 Estimated Actuals | 2020-21 Budget |
|---|---|---|---|
| 9010 | Other Restricted Local | 753,639.00 | 533,639.00 |
| Total, Restricted Balance | | 753,639.00 | 533,639.00 |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | (3,004.00) | 0.00 | -100.0% |
| 5) TOTAL, REVENUES | | | (3,004.00) | 0.00 | -100.0% |
| **B. EXPENDITURES** | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 0.00 | 0.00 | 0.0% |
| 2) Classified Salaries | | 2000-2999 | 0.00 | 0.00 | 0.0% |
| 3) Employee Benefits | | 3000-3999 | 0.00 | 0.00 | 0.0% |
| 4) Books and Supplies | | 4000-4999 | 0.00 | 0.00 | 0.0% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 233,466.00 | 0.00 | -100.0% |
| 6) Capital Outlay | | 6000-6999 | 1,957,318.00 | 0.00 | -100.0% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299, 7400-7499 | 0.00 | 0.00 | 0.0% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | 0.00 | 0.00 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 2,190,784.00 | 0.00 | -100.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | (2,193,788.00) | 0.00 | -100.0% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 3,463,466.00 | 0.00 | -100.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 3,463,466.00 | 0.00 | -100.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | 1,269,678.00 | 0.00 | -100.0% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 0.00 | 1,269,678.00 | New |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 0.00 | 1,269,678.00 | New |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 0.00 | 1,269,678.00 | New |
| 2) Ending Balance, June 30 (E + F1e) | | | 1,269,678.00 | 1,269,678.00 | 0.0% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 0.00 | 0.0% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments | | 9780 | 1,269,678.00 | 1,269,678.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **G. ASSETS** | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | (139,010.02) | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 2,500,319.31 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 0.00 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) TOTAL, ASSETS | | | 2,361,309.29 | | |
| **H. DEFERRED OUTFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | | |
| **I. LIABILITIES** | | | | | |
| 1) Accounts Payable | | 9500 | 0.00 | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | | |
| 3) Due to Other Funds | | 9610 | 0.00 | | |
| 4) Current Loans | | 9640 | 0.00 | | |
| 5) Unearned Revenue | | 9650 | 0.00 | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | | |
| **J. DEFERRED INFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | | |
| **K. FUND EQUITY** | | | | | |
| Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2) | | | 2,361,309.29 | | |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| FEDERAL REVENUE | | | | | |
| All Other Federal Revenue | | 8290 | 0.00 | 0.00 | 0.0% |
| TOTAL, FEDERAL REVENUE | | | 0.00 | 0.00 | 0.0% |
| OTHER STATE REVENUE | | | | | |
| School Facilities Apportionments | | 8545 | 0.00 | 0.00 | 0.0% |
| Pass-Through Revenues from State Sources | | 8587 | 0.00 | 0.00 | 0.0% |
| All Other State Revenue | | 8590 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER STATE REVENUE | | | 0.00 | 0.00 | 0.0% |
| OTHER LOCAL REVENUE | | | | | |
| Sales | | | | | |
| Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.0% |
| Leases and Rentals | | 8650 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | (3,004.00) | 0.00 | -100.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| Other Local Revenue | | | | | |
| All Other Local Revenue | | 8699 | 0.00 | 0.00 | 0.0% |
| All Other Transfers In from All Others | | 8799 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | (3,004.00) | 0.00 | -100.0% |
| TOTAL, REVENUES | | | (3,004.00) | 0.00 | -100.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| CLASSIFIED SALARIES | | | | | |
| Classified Support Salaries | | 2200 | 0.00 | 0.00 | 0.0% |
| Classified Supervisors' and Administrators' Salaries | | 2300 | 0.00 | 0.00 | 0.0% |
| Clerical, Technical and Office Salaries | | 2400 | 0.00 | 0.00 | 0.0% |
| Other Classified Salaries | | 2900 | 0.00 | 0.00 | 0.0% |
| TOTAL, CLASSIFIED SALARIES | | | 0.00 | 0.00 | 0.0% |
| EMPLOYEE BENEFITS | | | | | |
| STRS | | 3101-3102 | 0.00 | 0.00 | 0.0% |
| PERS | | 3201-3202 | 0.00 | 0.00 | 0.0% |
| OASDI/Medicare/Alternative | | 3301-3302 | 0.00 | 0.00 | 0.0% |
| Health and Welfare Benefits | | 3401-3402 | 0.00 | 0.00 | 0.0% |
| Unemployment Insurance | | 3501-3502 | 0.00 | 0.00 | 0.0% |
| Workers' Compensation | | 3601-3602 | 0.00 | 0.00 | 0.0% |
| OPEB, Allocated | | 3701-3702 | 0.00 | 0.00 | 0.0% |
| OPEB, Active Employees | | 3751-3752 | 0.00 | 0.00 | 0.0% |
| Other Employee Benefits | | 3901-3902 | 0.00 | 0.00 | 0.0% |
| TOTAL, EMPLOYEE BENEFITS | | | 0.00 | 0.00 | 0.0% |
| BOOKS AND SUPPLIES | | | | | |
| Books and Other Reference Materials | | 4200 | 0.00 | 0.00 | 0.0% |
| Materials and Supplies | | 4300 | 0.00 | 0.00 | 0.0% |
| Noncapitalized Equipment | | 4400 | 0.00 | 0.00 | 0.0% |
| TOTAL, BOOKS AND SUPPLIES | | | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| SERVICES AND OTHER OPERATING EXPENDITURES | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 0.00 | 0.0% |
| Travel and Conferences | | 5200 | 0.00 | 0.00 | 0.0% |
| Insurance | | 5400-5450 | 24,197.00 | 0.00 | -100.0% |
| Operations and Housekeeping Services | | 5500 | 0.00 | 0.00 | 0.0% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | | 5600 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs | | 5710 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs - Interfund | | 5750 | 0.00 | 0.00 | 0.0% |
| Professional/Consulting Services and Operating Expenditures | | 5800 | 209,269.00 | 0.00 | -100.0% |
| Communications | | 5900 | 0.00 | 0.00 | 0.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 233,466.00 | 0.00 | -100.0% |
| CAPITAL OUTLAY | | | | | |
| Land | | 6100 | 511,073.00 | 0.00 | -100.0% |
| Land Improvements | | 6170 | 0.00 | 0.00 | 0.0% |
| Buildings and Improvements of Buildings | | 6200 | 1,382,109.00 | 0.00 | -100.0% |
| Books and Media for New School Libraries or Major Expansion of School Libraries | | 6300 | 0.00 | 0.00 | 0.0% |
| Equipment | | 6400 | 0.00 | 0.00 | 0.0% |
| Equipment Replacement | | 6500 | 64,136.00 | 0.00 | -100.0% |
| TOTAL, CAPITAL OUTLAY | | | 1,957,318.00 | 0.00 | -100.0% |
| OTHER OUTGO (excluding Transfers of Indirect Costs) | | | | | |
| Other Transfers Out | | | | | |
| Transfers of Pass-Through Revenues To Districts or Charter Schools | | 7211 | 0.00 | 0.00 | 0.0% |
| To County Offices | | 7212 | 0.00 | 0.00 | 0.0% |
| To JPAs | | 7213 | 0.00 | 0.00 | 0.0% |
| All Other Transfers Out to All Others | | 7299 | 0.00 | 0.00 | 0.0% |
| Debt Service | | | | | |
| Debt Service - Interest | | 7438 | 0.00 | 0.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 0.00 | 0.00 | 0.0% |
| TOTAL, EXPENDITURES | | | 2,190,784.00 | 0.00 | -100.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **INTERFUND TRANSFERS** | | | | | |
| **INTERFUND TRANSFERS IN** | | | | | |
| To: State School Building Fund/ County School Facilities Fund From: All Other Funds | | 8913 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 0.00 | 0.00 | 0.0% |
| **INTERFUND TRANSFERS OUT** | | | | | |
| To: State School Building Fund/ County School Facilities Fund | | 7613 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| OTHER SOURCES/USES | | | | | |
| SOURCES | | | | | |
| Proceeds | | | | | |
| Proceeds from Disposal of Capital Assets | | 8953 | 0.00 | 0.00 | 0.0% |
| Other Sources | | | | | |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| Long-Term Debt Proceeds | | | | | |
| Proceeds from Certificates of Participation | | 8971 | 3,463,466.00 | 0.00 | -100.0% |
| Proceeds from Capital Leases | | 8972 | 0.00 | 0.00 | 0.0% |
| Proceeds from Lease Revenue Bonds | | 8973 | 0.00 | 0.00 | 0.0% |
| All Other Financing Sources | | 8979 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 3,463,466.00 | 0.00 | -100.0% |
| USES | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.0% |
| CONTRIBUTIONS | | | | | |
| Contributions from Unrestricted Revenues | | 8980 | 0.00 | 0.00 | 0.0% |
| Contributions from Restricted Revenues | | 8990 | 0.00 | 0.00 | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e) | | | 3,463,466.00 | 0.00 | -100.0% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | (3,004.00) | 0.00 | -100.0% |
| 5) TOTAL, REVENUES | | | (3,004.00) | 0.00 | -100.0% |
| **B. EXPENDITURES (Objects 1000-7999)** | | | | | |
| 1) Instruction | 1000-1999 | | 0.00 | 0.00 | 0.0% |
| 2) Instruction - Related Services | 2000-2999 | | 0.00 | 0.00 | 0.0% |
| 3) Pupil Services | 3000-3999 | | 0.00 | 0.00 | 0.0% |
| 4) Ancillary Services | 4000-4999 | | 0.00 | 0.00 | 0.0% |
| 5) Community Services | 5000-5999 | | 0.00 | 0.00 | 0.0% |
| 6) Enterprise | 6000-6999 | | 0.00 | 0.00 | 0.0% |
| 7) General Administration | 7000-7999 | | 0.00 | 0.00 | 0.0% |
| 8) Plant Services | 8000-8999 | | 2,190,784.00 | 0.00 | -100.0% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 0.00 | 0.00 | 0.0% |
| 10) TOTAL, EXPENDITURES | | | 2,190,784.00 | 0.00 | -100.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)** | | | (2,193,788.00) | 0.00 | -100.0% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses a) Sources | | 8930-8979 | 3,463,466.00 | 0.00 | -100.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 3,463,466.00 | 0.00 | -100.0% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | 1,269,678.00 | 0.00 | -100.0% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 0.00 | 1,269,678.00 | New |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 0.00 | 1,269,678.00 | New |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 0.00 | 1,269,678.00 | New |
| 2) Ending Balance, June 30 (E + F1e) | | | 1,269,678.00 | 1,269,678.00 | 0.0% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 0.00 | 0.0% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments (by Resource/Object) | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments (by Resource/Object) | | 9780 | 1,269,678.00 | 1,269,678.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2019-20 Estimated Actuals | 2020-21 Budget |
|---|---|---|---|
| Total, Restricted Balance | | 0.00 | 0.00 |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 1,670.00 | 0.00 | -100.0% |
| 4) Other Local Revenue | | 8600-8799 | 696,719.00 | 548,503.00 | -21.3% |
| 5) TOTAL, REVENUES | | | 698,389.00 | 548,503.00 | -21.5% |
| **B. EXPENDITURES** | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 0.00 | 0.00 | 0.0% |
| 2) Classified Salaries | | 2000-2999 | 0.00 | 0.00 | 0.0% |
| 3) Employee Benefits | | 3000-3999 | 0.00 | 0.00 | 0.0% |
| 4) Books and Supplies | | 4000-4999 | 0.00 | 0.00 | 0.0% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 0.00 | 0.00 | 0.0% |
| 6) Capital Outlay | | 6000-6999 | 0.00 | 0.00 | 0.0% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299, 7400-7499 | 829,428.00 | 503,568.00 | -39.3% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | 0.00 | 0.00 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 829,428.00 | 503,568.00 | -39.3% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | (131,039.00) | 44,935.00 | -134.3% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses a) Sources | | 8930-8979 | 301,917.00 | 0.00 | -100.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 301,917.00 | 0.00 | -100.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | 170,878.00 | 44,935.00 | -73.7% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 826,141.00 | 997,019.00 | 20.7% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 826,141.00 | 997,019.00 | 20.7% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 826,141.00 | 997,019.00 | 20.7% |
| 2) Ending Balance, June 30 (E + F1e) | | | 997,019.00 | 1,041,954.00 | 4.5% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 997,019.00 | 1,041,954.00 | 4.5% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments | | 9780 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **G. ASSETS** | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 997,878.69 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 0.00 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) TOTAL, ASSETS | | | 997,878.69 | | |
| **H. DEFERRED OUTFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | | |
| **I. LIABILITIES** | | | | | |
| 1) Accounts Payable | | 9500 | 0.00 | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | | |
| 3) Due to Other Funds | | 9610 | 0.00 | | |
| 4) Current Loans | | 9640 | 0.00 | | |
| 5) Unearned Revenue | | 9650 | 0.00 | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | | |
| **J. DEFERRED INFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | | |
| **K. FUND EQUITY** | | | | | |
| Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2) | | | 997,878.69 | | |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **FEDERAL REVENUE** | | | | | |
| All Other Federal Revenue | | 8290 | 0.00 | 0.00 | 0.0% |
| TOTAL, FEDERAL REVENUE | | | 0.00 | 0.00 | 0.0% |
| **OTHER STATE REVENUE** | | | | | |
| Tax Relief Subventions Voted Indebtedness Levies | | | | | |
| Homeowners' Exemptions | | 8571 | 1,670.00 | 0.00 | -100.0% |
| Other Subventions/In-Lieu Taxes | | 8572 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER STATE REVENUE | | | 1,670.00 | 0.00 | -100.0% |
| **OTHER LOCAL REVENUE** | | | | | |
| Other Local Revenue | | | | | |
| County and District Taxes | | | | | |
| Voted Indebtedness Levies | | | | | |
| Secured Roll | | 8611 | 654,471.00 | 548,503.00 | -16.2% |
| Unsecured Roll | | 8612 | 24,039.00 | 0.00 | -100.0% |
| Prior Years' Taxes | | 8613 | 0.00 | 0.00 | 0.0% |
| Supplemental Taxes | | 8614 | 4,060.00 | 0.00 | -100.0% |
| Penalties and Interest from Delinquent Non-LCFF Taxes | | 8629 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 14,149.00 | 0.00 | -100.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| Other Local Revenue | | | | | |
| All Other Local Revenue | | 8699 | 0.00 | 0.00 | 0.0% |
| All Other Transfers In from All Others | | 8799 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 696,719.00 | 548,503.00 | -21.3% |
| TOTAL, REVENUES | | | 698,389.00 | 548,503.00 | -21.5% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **OTHER OUTGO (excluding Transfers of Indirect Costs)** | | | | | |
| Debt Service | | | | | |
| Bond Redemptions | | 7433 | 445,000.00 | 65,000.00 | -85.4% |
| Bond Interest and Other Service Charges | | 7434 | 384,428.00 | 438,568.00 | 14.1% |
| Debt Service - Interest | | 7438 | 0.00 | 0.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 829,428.00 | 503,568.00 | -39.3% |
| TOTAL, EXPENDITURES | | | 829,428.00 | 503,568.00 | -39.3% |

| Description | Resource Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| INTERFUND TRANSFERS | | | | | |
| INTERFUND TRANSFERS IN | | | | | |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 0.00 | 0.00 | 0.0% |
| INTERFUND TRANSFERS OUT | | | | | |
| To: General Fund | | 7614 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.0% |
| OTHER SOURCES/USES | | | | | |
| SOURCES | | | | | |
| Other Sources | | | | | |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| All Other Financing Sources | | 8979 | 301,917.00 | 0.00 | -100.0% |
| (c) TOTAL, SOURCES | | | 301,917.00 | 0.00 | -100.0% |
| USES | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| All Other Financing Uses | | 7699 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.0% |
| CONTRIBUTIONS | | | | | |
| Contributions from Unrestricted Revenues | | 8980 | 0.00 | 0.00 | 0.0% |
| Contributions from Restricted Revenues | | 8990 | 0.00 | 0.00 | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e) | | | 301,917.00 | 0.00 | -100.0% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 1,670.00 | 0.00 | -100.0% |
| 4) Other Local Revenue | | 8600-8799 | 696,719.00 | 548,503.00 | -21.3% |
| 5) TOTAL, REVENUES | | | 698,389.00 | 548,503.00 | -21.5% |
| **B. EXPENDITURES (Objects 1000-7999)** | | | | | |
| 1) Instruction | 1000-1999 | | 0.00 | 0.00 | 0.0% |
| 2) Instruction - Related Services | 2000-2999 | | 0.00 | 0.00 | 0.0% |
| 3) Pupil Services | 3000-3999 | | 0.00 | 0.00 | 0.0% |
| 4) Ancillary Services | 4000-4999 | | 0.00 | 0.00 | 0.0% |
| 5) Community Services | 5000-5999 | | 0.00 | 0.00 | 0.0% |
| 6) Enterprise | 6000-6999 | | 0.00 | 0.00 | 0.0% |
| 7) General Administration | 7000-7999 | | 0.00 | 0.00 | 0.0% |
| 8) Plant Services | 8000-8999 | | 0.00 | 0.00 | 0.0% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 829,428.00 | 503,568.00 | -39.3% |
| 10) TOTAL, EXPENDITURES | | | 829,428.00 | 503,568.00 | -39.3% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)** | | | (131,039.00) | 44,935.00 | -134.3% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses a) Sources | | 8930-8979 | 301,917.00 | 0.00 | -100.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 301,917.00 | 0.00 | -100.0% |

| Description | Function Codes | Object Codes | 2019-20 Estimated Actuals | 2020-21 Budget | Percent Difference |
|---|---|---|---|---|---|
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | | 170,878.00 | 44,935.00 | -73.7% |
| F. FUND BALANCE, RESERVES | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 826,141.00 | 997,019.00 | 20.7% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 826,141.00 | 997,019.00 | 20.7% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 826,141.00 | 997,019.00 | 20.7% |
| 2) Ending Balance, June 30 (E + F1e) | | | 997,019.00 | 1,041,954.00 | 4.5% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 997,019.00 | 1,041,954.00 | 4.5% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments (by Resource/Object) | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments (by Resource/Object) | | 9780 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2019-20 Estimated Actuals | 2020-21 Budget |
|---|---|---|---|
| 9010 | Other Restricted Local | 997,019.00 | 1,041,954.00 |
| Total, Restricted Balance | | 997,019.00 | 1,041,954.00 |

| Description | 2019-20 Estimated Actuals | | | 2020-21 Budget | | |
|---|---|---|---|---|---|---|
| | P-2 ADA | Annual ADA | Funded ADA | Estimated P-2 ADA | Estimated Annual ADA | Estimated Funded ADA |
| **A. DISTRICT** | | | | | | |
| **1. Total District Regular ADA** Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA) | 1,258.65 | 1,258.65 | 1,258.65 | 1,256.30 | 1,256.30 | 1,258.65 |
| **2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA** Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above) | | | | | | |
| **3. Total Basic Aid Open Enrollment Regular ADA** Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above) | | | | | | |
| **4. Total, District Regular ADA (Sum of Lines A1 through A3)** | 1,258.65 | 1,258.65 | 1,258.65 | 1,256.30 | 1,256.30 | 1,258.65 |
| **5. District Funded County Program ADA** | | | | | | |
| a. County Community Schools | | | | | | |
| b. Special Education-Special Day Class | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 |
| c. Special Education-NPS/LCI | | | | | | |
| d. Special Education Extended Year | | | | | | |
| e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools | | | | | | |
| f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380] | | | | | | |
| **g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)** | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 | 2.92 |
| **6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)** | 1,261.57 | 1,261.57 | 1,261.57 | 1,259.22 | 1,259.22 | 1,261.57 |
| **7. Adults in Correctional Facilities** | | | | | | |
| **8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)** | | | | | | |

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

(___) Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

| | |
|---|---|
| Total liabilities actuarially determined: | $ |
| Less: Amount of total liabilities reserved in budget: | $ |
| Estimated accrued but unfunded liabilities: | $ 0.00 |

(___) This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

_____

_____

(X) This school district is not self-insured for workers' compensation claims.

Signed _____
Clerk/Secretary of the Governing Board
(Original signature required)

Date of Meeting: Jun 18, 2020

For additional information on this certification, please contact:

Name: Mechele Coombs

Title: Director Fiscal Services

Telephone: 530-473-2550

E-mail: mcoombs@williams.k12.ca.us

| Description | Object Codes | 2020-21 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2021-22 Projection (C) | % Change (Cols. E-C/C) (D) | 2022-23 Projection (E) |
|---|---|---|---|---|---|---|
| (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted) | | | | | | |
| A. REVENUES AND OTHER FINANCING SOURCES | | | | | | |
| 1. LCFF/Revenue Limit Sources | 8010-8099 | 13,835,934.00 | -0.09% | 13,822,907.00 | -0.37% | 13,772,392.00 |
| 2. Federal Revenues | 8100-8299 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| 3. Other State Revenues | 8300-8599 | 252,937.00 | 0.45% | 254,074.03 | 0.46% | 255,251.70 |
| 4. Other Local Revenues | 8600-8799 | 254,477.00 | 0.24% | 255,092.00 | 0.36% | 256,003.07 |
| 5. Other Financing Sources | | | | | | |
| a. Transfers In | 8900-8929 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| b. Other Sources | 8930-8979 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| c. Contributions | 8980-8999 | (500,000.00) | 1.62% | (508,091.53) | 2.61% | (521,353.76) |
| 6. Total (Sum lines A1 thru A5c) | | 13,843,348.00 | -0.14% | 13,823,981.50 | -0.45% | 13,762,293.01 |
| B. EXPENDITURES AND OTHER FINANCING USES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| a. Base Salaries | | | | 5,922,963.00 | | 6,252,025.94 |
| b. Step & Column Adjustment | | | | 97,728.89 | | 99,341.41 |
| c. Cost-of-Living Adjustment | | | | 0.00 | | 0.00 |
| d. Other Adjustments | | | | 231,334.05 | | 3,817.01 |
| e. Total Certificated Salaries (Sum lines B1a thru B1d) | 1000-1999 | 5,922,963.00 | 5.56% | 6,252,025.94 | 1.65% | 6,355,184.36 |
| 2. Classified Salaries | | | | | | |
| a. Base Salaries | | | | 1,809,128.00 | | 1,854,203.69 |
| b. Step & Column Adjustment | | | | 33,468.86 | | 34,088.04 |
| c. Cost-of-Living Adjustment | | | | 0.00 | | 0.00 |
| d. Other Adjustments | | | | 11,606.83 | | 214.73 |
| e. Total Classified Salaries (Sum lines B2a thru B2d) | 2000-2999 | 1,809,128.00 | 2.49% | 1,854,203.69 | 1.85% | 1,888,506.46 |
| 3. Employee Benefits | 3000-3999 | 2,893,466.00 | 3.63% | 2,998,564.06 | 6.89% | 3,205,175.27 |
| 4. Books and Supplies | 4000-4999 | 391,306.00 | 1.64% | 397,715.59 | 1.91% | 405,315.79 |
| 5. Services and Other Operating Expenditures | 5000-5999 | 1,397,925.00 | 1.49% | 1,418,774.72 | 1.83% | 1,444,748.66 |
| 6. Capital Outlay | 6000-6999 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| 7. Other Outgo (excluding Transfers of Indirect Costs) | 7100-7299, 7400-7499 | 1,504,534.00 | 8.22% | 1,628,243.00 | 8.60% | 1,768,353.00 |
| 8. Other Outgo - Transfers of Indirect Costs | 7300-7399 | (103,056.00) | -38.46% | (63,418.00) | 0.00% | (63,418.00) |
| 9. Other Financing Uses | | | | | | |
| a. Transfers Out | 7600-7629 | 27,082.00 | 10.77% | 30,000.00 | 0.00% | 30,000.00 |
| b. Other Uses | 7630-7699 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| 10. Other Adjustments (Explain in Section F below) | | | | | | |
| 11. Total (Sum lines B1 thru B10) | | 13,843,348.00 | 4.86% | 14,516,109.00 | 3.57% | 15,033,865.54 |
| C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11) | | 0.00 | | (692,127.50) | | (1,271,572.53) |
| D. FUND BALANCE | | | | | | |
| 1. Net Beginning Fund Balance (Form 01, line F1e) | | 3,877,077.00 | | 3,877,077.00 | | 3,184,949.50 |
| 2. Ending Fund Balance (Sum lines C and D1) | | 3,877,077.00 | | 3,184,949.50 | | 1,913,376.97 |
| 3. Components of Ending Fund Balance | | | | | | |
| a. Nonspendable | 9710-9719 | 6,050.00 | | 6,050.00 | | 6,050.00 |
| b. Restricted | 9740 | | | | | |
| c. Committed | | | | | | |
| 1. Stabilization Arrangements | 9750 | 0.00 | | 0.00 | | 0.00 |
| 2. Other Commitments | 9760 | 0.00 | | 0.00 | | 0.00 |
| d. Assigned | 9780 | 3,381,998.00 | | 2,685,680.00 | | 1,397,999.87 |
| e. Unassigned/Unappropriated | | | | | | |
| 1. Reserve for Economic Uncertainties | 9789 | 489,029.00 | | 493,219.50 | | 509,327.10 |
| 2. Unassigned/Unappropriated | 9790 | 0.00 | | 0.00 | | 0.00 |
| f. Total Components of Ending Fund Balance (Line D3f must agree with line D2) | | 3,877,077.00 | | 3,184,949.50 | | 1,913,376.97 |

| Description | Object Codes | 2020-21 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2021-22 Projection (C) | % Change (Cols. E-C/C) (D) | 2022-23 Projection (E) |
|---|---|---|---|---|---|---|
| E. AVAILABLE RESERVES | | | | | | |
| 1. General Fund | | | | | | |
| a. Stabilization Arrangements | 9750 | 0.00 | | 0.00 | | 0.00 |
| b. Reserve for Economic Uncertainties | 9789 | 489,029.00 | | 493,219.50 | | 509,327.10 |
| c. Unassigned/Unappropriated | 9790 | 0.00 | | 0.00 | | 0.00 |
| (Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.) | | | | | | |
| 2. Special Reserve Fund - Noncapital Outlay (Fund 17) | | | | | | |
| a. Stabilization Arrangements | 9750 | | | | | |
| b. Reserve for Economic Uncertainties | 9789 | | | | | |
| c. Unassigned/Unappropriated | 9790 | | | | | |
| 3. Total Available Reserves (Sum lines E1a thru E2c) | | 489,029.00 | | 493,219.50 | | 509,327.10 |

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

B1d The School Improvement Grant ends June 2021. There are currently two positions funded in this grant. Both positions have been moved to unrestricted funding. B2d
The Low Performing Student Block Grant ends June 2021. The grant currently has a portion of a position funded in this grant. The position has been moved to unrestricted funding.

| Description | Object Codes | 2020-21 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2021-22 Projection (C) | % Change (Cols. E-C/C) (D) | 2022-23 Projection (E) |
|---|---|---|---|---|---|---|
| (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted) | | | | | | |
| A. REVENUES AND OTHER FINANCING SOURCES | | | | | | |
| 1. LCFF/Revenue Limit Sources | 8010-8099 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| 2. Federal Revenues | 8100-8299 | 1,011,409.00 | -49.71% | 508,627.00 | 0.00% | 508,627.00 |
| 3. Other State Revenues | 8300-8599 | 881,607.00 | 0.59% | 886,822.61 | 0.78% | 893,723.73 |
| 4. Other Local Revenues | 8600-8799 | 20,000.00 | 0.00% | 20,000.00 | 0.00% | 20,000.00 |
| 5. Other Financing Sources | | | | | | |
| a. Transfers In | 8900-8929 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| b. Other Sources | 8930-8979 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| c. Contributions | 8980-8999 | 500,000.00 | 1.62% | 508,091.53 | 2.61% | 521,353.76 |
| 6. Total (Sum lines A1 thru A5c) | | 2,413,016.00 | -20.28% | 1,923,541.14 | 1.05% | 1,943,704.49 |
| B. EXPENDITURES AND OTHER FINANCING USES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| a. Base Salaries | | | | 541,631.00 | | 271,891.39 |
| b. Step & Column Adjustment | | | | 8,936.91 | | 9,084.37 |
| c. Cost-of-Living Adjustment | | | | 0.00 | | 0.00 |
| d. Other Adjustments | | | | (278,676.52) | | (4,598.16) |
| e. Total Certificated Salaries (Sum lines B1a thru B1d) | 1000-1999 | 541,631.00 | -49.80% | 271,891.39 | 1.65% | 276,377.60 |
| 2. Classified Salaries | | | | | | |
| a. Base Salaries | | | | 306,792.00 | | 294,532.88 |
| b. Step & Column Adjustment | | | | 5,675.65 | | 5,780.66 |
| c. Cost-of-Living Adjustment | | | | 0.00 | | 0.00 |
| d. Other Adjustments | | | | (17,934.77) | | (331.80) |
| e. Total Classified Salaries (Sum lines B2a thru B2d) | 2000-2999 | 306,792.00 | -4.00% | 294,532.88 | 1.85% | 299,981.74 |
| 3. Employee Benefits | 3000-3999 | 883,314.00 | -9.23% | 801,807.13 | 2.00% | 817,848.19 |
| 4. Books and Supplies | 4000-4999 | 282,459.00 | -21.17% | 222,660.76 | +1.42% | 219,505.26 |
| 5. Services and Other Operating Expenditures | 5000-5999 | 269,380.00 | -23.19% | 206,912.58 | -2.76% | 201,200.32 |
| 6. Capital Outlay | 6000-6999 | 88,175.00 | 1.72% | 89,690.40 | 2.29% | 91,745.38 |
| 7. Other Outgo (excluding Transfers of Indirect Costs) | 7100-7299, 7400-7499 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| 8. Other Outgo - Transfers of Indirect Costs | 7300-7399 | 76,684.00 | -51.69% | 37,046.00 | 0.00% | 37,046.00 |
| 9. Other Financing Uses | | | | | | |
| a. Transfers Out | 7600-7629 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| b. Other Uses | 7630-7699 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| 10. Other Adjustments (Explain in Section F below) | | | | | | |
| 11. Total (Sum lines B1 thru B10) | | 2,448,435.00 | -21.40% | 1,924,541.14 | 1.00% | 1,943,704.49 |
| C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11) | | (35,419.00) | | (1,000.00) | | 0.00 |
| D. FUND BALANCE | | | | | | |
| 1. Net Beginning Fund Balance (Form 01, line F1e) | | 452,263.00 | | 416,844.00 | | 415,844.00 |
| 2. Ending Fund Balance (Sum lines C and D1) | | 416,844.00 | | 415,844.00 | | 415,844.00 |
| 3. Components of Ending Fund Balance | | | | | | |
| a. Nonspendable | 9710-9719 | 0.00 | | 0.00 | | 0.00 |
| b. Restricted | 9740 | 416,844.00 | | 415,844.00 | | 415,844.00 |
| c. Committed | | | | | | |
| 1. Stabilization Arrangements | 9750 | | | | | |
| 2. Other Commitments | 9760 | | | | | |
| d. Assigned | 9780 | | | | | |
| e. Unassigned/Unappropriated | | | | | | |
| 1. Reserve for Economic Uncertainties | 9789 | | | | | |
| 2. Unassigned/Unappropriated | 9790 | 0.00 | | 0.00 | | 0.00 |
| f. Total Components of Ending Fund Balance (Line D3f must agree with line D2) | | 416,844.00 | | 415,844.00 | | 415,844.00 |

| Description | Object Codes | 2020-21 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2021-22 Projection (C) | % Change (Cols. E-C/C) (D) | 2022-23 Projection (E) |
|---|---|---|---|---|---|---|
| E. AVAILABLE RESERVES | | | | | | |
| 1. General Fund | | | | | | |
| a. Stabilization Arrangements | 9750 | | | | | |
| b. Reserve for Economic Uncertainties | 9789 | | | | | |
| c. Unassigned/Unappropriated | 9790 | | | | | |
| (Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.) | | | | | | |
| 2. Special Reserve Fund - Noncapital Outlay (Fund 17) | | | | | | |
| a. Stabilization Arrangements | 9750 | | | | | |
| b. Reserve for Economic Uncertainties | 9789 | | | | | |
| c. Unassigned/Unappropriated | 9790 | | | | | |
| 3. Total Available Reserves (Sum lines E1a thru E2c) | | | | | | |

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

B1d The School Improvement Grant Ends June 2021. There is currently two positions funded in this grant. They have been moved to unrestricted funding. B2d
The Low Performing Student Block Grant ends June 2021. There is currently a portion of a position funed from this grant. The position has been moved to unrestricted funding.

| Description | Object Codes | 2020-21 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2021-22 Projection (C) | % Change (Cols. E-C/C) (D) | 2022-23 Projection (E) |
|---|---|---|---|---|---|---|
| (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted) | | | | | | |
| A. REVENUES AND OTHER FINANCING SOURCES | | | | | | |
| 1. LCFF/Revenue Limit Sources | 8010-8099 | 13,835,934.00 | -0.09% | 13,822,907.00 | -0.37% | 13,772,392.00 |
| 2. Federal Revenues | 8100-8299 | 1,011,409.00 | -49.71% | 508,627.00 | 0.00% | 508,627.00 |
| 3. Other State Revenues | 8300-8599 | 1,134,544.00 | 0.56% | 1,140,896.64 | 0.71% | 1,148,975.43 |
| 4. Other Local Revenues | 8600-8799 | 274,477.00 | 0.22% | 275,092.00 | 0.33% | 276,003.07 |
| 5. Other Financing Sources | | | | | | |
| a. Transfers In | 8900-8929 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| b. Other Sources | 8930-8979 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| c. Contributions | 8980-8999 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| 6. Total (Sum lines A1 thru A5c) | | 16,256,364.00 | -3.13% | 15,747,522.64 | -0.26% | 15,705,997.50 |
| B. EXPENDITURES AND OTHER FINANCING USES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| a. Base Salaries | | | | 6,464,594.00 | | 6,523,917.33 |
| b. Step & Column Adjustment | | | | 106,665.80 | | 108,425.78 |
| c. Cost-of-Living Adjustment | | | | 0.00 | | 0.00 |
| d. Other Adjustments | | | | (47,342.47) | | (781.15) |
| e. Total Certificated Salaries (Sum lines B1a thru B1d) | 1000-1999 | 6,464,594.00 | 0.92% | 6,523,917.33 | 1.65% | 6,631,561.96 |
| 2. Classified Salaries | | | | | | |
| a. Base Salaries | | | | 2,115,920.00 | | 2,148,736.57 |
| b. Step & Column Adjustment | | | | 39,144.51 | | 39,868.70 |
| c. Cost-of-Living Adjustment | | | | 0.00 | | 0.00 |
| d. Other Adjustments | | | | (6,327.94) | | (117.07) |
| e. Total Classified Salaries (Sum lines B2a thru B2d) | 2000-2999 | 2,115,920.00 | 1.55% | 2,148,736.57 | 1.85% | 2,188,488.20 |
| 3. Employee Benefits | 3000-3999 | 3,776,780.00 | 0.62% | 3,800,371.19 | 5.86% | 4,023,023.46 |
| 4. Books and Supplies | 4000-4999 | 673,765.00 | -7.92% | 620,376.35 | 0.72% | 624,821.05 |
| 5. Services and Other Operating Expenditures | 5000-5999 | 1,667,305.00 | -2.50% | 1,625,687.30 | 1.25% | 1,645,948.98 |
| 6. Capital Outlay | 6000-6999 | 88,175.00 | 1.72% | 89,690.40 | 2.29% | 91,745.38 |
| 7. Other Outgo (excluding Transfers of Indirect Costs) | 7100-7299, 7400-7499 | 1,504,534.00 | 8.22% | 1,628,243.00 | 8.60% | 1,768,353.00 |
| 8. Other Outgo - Transfers of Indirect Costs | 7300-7399 | (26,372.00) | 0.00% | (26,372.00) | 0.00% | (26,372.00) |
| 9. Other Financing Uses | | | | | | |
| a. Transfers Out | 7600-7629 | 27,082.00 | 10.77% | 30,000.00 | 0.00% | 30,000.00 |
| b. Other Uses | 7630-7699 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| 10. Other Adjustments | | | | 0.00 | | 0.00 |
| 11. Total (Sum lines B1 thru B10) | | 16,291,783.00 | 0.91% | 16,440,650.14 | 3.27% | 16,977,570.03 |
| C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11) | | (35,419.00) | | (693,127.50) | | (1,271,572.53) |
| D. FUND BALANCE | | | | | | |
| 1. Net Beginning Fund Balance (Form 01, line F1e) | | 4,329,340.00 | | 4,293,921.00 | | 3,600,793.50 |
| 2. Ending Fund Balance (Sum lines C and D1) | | 4,293,921.00 | | 3,600,793.50 | | 2,329,220.97 |
| 3. Components of Ending Fund Balance | | | | | | |
| a. Nonspendable | 9710-9719 | 6,050.00 | | 6,050.00 | | 6,050.00 |
| b. Restricted | 9740 | 416,844.00 | | 415,844.00 | | 415,844.00 |
| c. Committed | | | | | | |
| 1. Stabilization Arrangements | 9750 | 0.00 | | 0.00 | | 0.00 |
| 2. Other Commitments | 9760 | 0.00 | | 0.00 | | 0.00 |
| d. Assigned | 9780 | 3,381,998.00 | | 2,685,680.00 | | 1,397,999.87 |
| e. Unassigned/Unappropriated | | | | | | |
| 1. Reserve for Economic Uncertainties | 9789 | 489,029.00 | | 493,219.50 | | 509,327.10 |
| 2. Unassigned/Unappropriated | 9790 | 0.00 | | 0.00 | | 0.00 |
| f. Total Components of Ending Fund Balance (Line D3f must agree with line D2) | | 4,293,921.00 | | 3,600,793.50 | | 2,329,220.97 |

| Description | Object Codes | 2020-21 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2021-22 Projection (C) | % Change (Cols. E-C/C) (D) | 2022-23 Projection (E) |
|---|---|---|---|---|---|---|
| E. AVAILABLE RESERVES | | | | | | |
| 1. General Fund | | | | | | |
| a. Stabilization Arrangements | 9750 | 0.00 | | 0.00 | | 0.00 |
| b. Reserve for Economic Uncertainties | 9789 | 489,029.00 | | 493,219.50 | | 509,327.10 |
| c. Unassigned/Unappropriated | 9790 | 0.00 | | 0.00 | | 0.00 |
| d. Negative Restricted Ending Balances (Negative resources 2000-9999) | 979Z | | | 0.00 | | 0.00 |
| 2. Special Reserve Fund - Noncapital Outlay (Fund 17) | | | | | | |
| a. Stabilization Arrangements | 9750 | 0.00 | | 0.00 | | 0.00 |
| b. Reserve for Economic Uncertainties | 9789 | 0.00 | | 0.00 | | 0.00 |
| c. Unassigned/Unappropriated | 9790 | 0.00 | | 0.00 | | 0.00 |
| 3. Total Available Reserves - by Amount (Sum lines E1a thru E2c) | | 489,029.00 | | 493,219.50 | | 509,327.10 |
| 4. Total Available Reserves - by Percent (Line E3 divided by Line F3c) | | 3.00% | | 3.00% | | 3.00% |
| F. RECOMMENDED RESERVES | | | | | | |
| 1. Special Education Pass-through Exclusions | | | | | | |
| For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA): | | | | | | |
| a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? | Yes | | | | | |
| b. If you are the SELPA AU and are excluding special education pass-through funds: | | | | | | |
| 1. Enter the name(s) of the SELPA(s): | | | | | | |
| 2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E) | | 0.00 | | 0.00 | | 0.00 |
| 2. District ADA | | | | | | |
| Used to determine the reserve standard percentage level on line F3d | | | | | | |
| (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections) | | 1,256.30 | | 1,250.81 | | 1,240.74 |
| 3. Calculating the Reserves | | | | | | |
| a. Expenditures and Other Financing Uses (Line B11) | | 16,291,783.00 | | 16,440,650.14 | | 16,977,570.03 |
| b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No) | | 0.00 | | 0.00 | | 0.00 |
| c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b) | | 16,291,783.00 | | 16,440,650.14 | | 16,977,570.03 |
| d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details) | | 3% | | 3% | | 3% |
| e. Reserve Standard - By Percent (Line F3c times F3d) | | 488,753.49 | | 493,219.50 | | 509,327.10 |
| f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details) | | 0.00 | | 0.00 | | 0.00 |
| g. Reserve Standard (Greater of Line F3e or F3f) | | 488,753.49 | | 493,219.50 | | 509,327.10 |
| h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g) | | YES | | YES | | YES |

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

## CRITERIA AND STANDARDS

### 1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

| Percentage Level | District ADA | | |
|---|---|---|---|
| 3.0% | 0 | to | 300 |
| 2.0% | 301 | to | 1,000 |
| 1.0% | 1,001 | and | over |

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 1,256

**District's ADA Standard Percentage Level:** 1.0%

#### 1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

| Fiscal Year | Original Budget Funded ADA (Form A, Lines A4 and C4) | Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4) | ADA Variance Level (If Budget is greater than Actuals, else N/A) | Status |
|---|---|---|---|---|
| Third Prior Year (2017-18) | | | | |
| District Regular | 1,276 | 1,277 | | |
| Charter School | | | | |
| **Total ADA** | **1,276** | **1,277** | **N/A** | **Met** |
| Second Prior Year (2018-19) | | | | |
| District Regular | 1,262 | 1,242 | | |
| Charter School | | | | |
| **Total ADA** | **1,262** | **1,242** | **1.6%** | **Not Met** |
| First Prior Year (2019-20) | | | | |
| District Regular | 1,224 | 1,259 | | |
| Charter School | | 0 | | |
| **Total ADA** | **1,224** | **1,259** | **N/A** | **Met** |
| Budget Year (2020-21) | | | | |
| District Regular | 1,259 | | | |
| Charter School | 0 | | | |
| **Total ADA** | **1,259** | | | |

#### 1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

**Explanation:** (required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

**Explanation:** (required if NOT met)

2018-19 is funded based on the actual P-2 ADA for 2017/18. The ADA in 2018/19 declined more than expected by 34.56

## 2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

| Percentage Level | District ADA | | |
|---|---|---|---|
| 3.0% | 0 | to | 300 |
| 2.0% | 301 | to | 1,000 |
| 1.0% | 1,001 | and | over |

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 1,256

**District's Enrollment Standard Percentage Level:** 1.0%

### 2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

| Fiscal Year | Enrollment Budget | Enrollment CBEDS Actual | Enrollment Variance Level (If Budget is greater than Actual, else N/A) | Status |
|---|---|---|---|---|
| Third Prior Year (2017-18) | | | | |
| District Regular | 1,346 | 1,357 | | |
| Charter School | | | | |
| **Total Enrollment** | **1,346** | **1,357** | **N/A** | **Met** |
| Second Prior Year (2018-19) | | | | |
| District Regular | 1,365 | 1,335 | | |
| Charter School | | | | |
| **Total Enrollment** | **1,365** | **1,335** | **2.2%** | **Not Met** |
| First Prior Year (2019-20) | | | | |
| District Regular | 1,311 | 1,375 | | |
| Charter School | | | | |
| **Total Enrollment** | **1,311** | **1,375** | **N/A** | **Met** |
| Budget Year (2020-21) | | | | |
| District Regular | 1,373 | | | |
| Charter School | | | | |
| **Total Enrollment** | **1,373** | | | |

### 2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

**Explanation:** (required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

**Explanation:** (required if NOT met)

The district was estimating enrollment to increase in 2018-19. The actual enrollment is 30 less than estimated in the 2018-19 original budget.

## 3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

### 3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

| Fiscal Year | P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4) | Enrollment CBEDS Actual (Criterion 2, Item 2A) | Historical Ratio of ADA to Enrollment |
|---|---|---|---|
| Third Prior Year (2017-18) | | | |
| District Regular | 1,242 | 1,357 | |
| Charter School | | 0 | |
| **Total ADA/Enrollment** | **1,242** | **1,357** | **91.5%** |
| Second Prior Year (2018-19) | | | |
| District Regular | 1,224 | 1,335 | |
| Charter School | | | |
| **Total ADA/Enrollment** | **1,224** | **1,335** | **91.7%** |
| First Prior Year (2019-20) | | | |
| District Regular | 1,259 | 1,375 | |
| Charter School | 0 | | |
| **Total ADA/Enrollment** | **1,259** | **1,375** | **91.6%** |
| | | Historical Average Ratio: | 91.6% |
| **District's ADA to Enrollment Standard (historical average ratio plus 0.5%):** | | | **92.1%** |

### 3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

| Fiscal Year | Estimated P-2 ADA Budget (Form A, Lines A4 and C4) | Enrollment Budget/Projected (Criterion 2, Item 2A) | Ratio of ADA to Enrollment | Status |
|---|---|---|---|---|
| Budget Year (2020-21) | | | | |
| District Regular | 1,256 | 1,373 | | |
| Charter School | 0 | | | |
| **Total ADA/Enrollment** | **1,256** | **1,373** | **91.5%** | **Met** |
| 1st Subsequent Year (2021-22) | | | | |
| District Regular | 1,251 | 1,367 | | |
| Charter School | | | | |
| **Total ADA/Enrollment** | **1,251** | **1,367** | **91.5%** | **Met** |
| 2nd Subsequent Year (2022-23) | | | | |
| District Regular | 1,241 | 1,356 | | |
| Charter School | | | | |
| **Total ADA/Enrollment** | **1,241** | **1,356** | **91.5%** | **Met** |

### 3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

**Explanation:**
(required if NOT met)

## 4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)[1] and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA[1] and its economic recovery target payment, plus or minus one percent.

[1] Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

### 4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.
LCFF Revenue Standard selected: LCFF Revenue

### 4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

**Projected LCFF Revenue**

| | Prior Year (2019-20) | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|---|
| Step 1 - Change in Population | | | | |
| a. ADA (Funded) (Form A, lines A6 and C4) | 1,261.57 | 1,261.57 | 1,259.22 | 1,253.73 |
| b. Prior Year ADA (Funded) | | 1,261.57 | 1,261.57 | 1,259.22 |
| c. Difference (Step 1a minus Step 1b) | | 0.00 | (2.35) | (5.49) |
| d. Percent Change Due to Population (Step 1c divided by Step 1b) | | 0.00% | -0.19% | -0.44% |
| Step 2 - Change in Funding Level | | | | |
| a. Prior Year LCFF Funding | | 13,840,934.00 | 13,827,907.00 | 13,777,392.00 |
| b1. COLA percentage | | 0.00% | 0.00% | 0.00% |
| b2. COLA amount (proxy for purposes of this criterion) | | 0.00 | 0.00 | 0.00 |
| c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a) | | 0.00% | 0.00% | 0.00% |
| Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c) | | 0.00% | -0.19% | -0.44% |
| **LCFF Revenue Standard (Step 3, plus/minus 1%):** | | **-1.00% to 1.00%** | **-1.19% to .81%** | **-1.44% to .56%** |

## 4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

**Basic Aid District Projected LCFF Revenue**

| | Prior Year (2019-20) | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|---|
| Projected Local Property Taxes (Form 01, Objects 8021 - 8089) | 3,560,607.00 | 3,560,607.00 | 3,560,607.00 | 3,560,607.00 |
| Percent Change from Previous Year | | N/A | N/A | N/A |
| **Basic Aid Standard (percent change from previous year, plus/minus 1%):** | | N/A | N/A | N/A |

## 4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

**Necessary Small School District Projected LCFF Revenue**

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| **Necessary Small School Standard (COLA Step 2c, plus/minus 1%):** | N/A | N/A | N/A |

## 4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

| | Prior Year (2019-20) | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|---|
| LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089) | 15,008,518.00 | 13,840,934.00 | 13,827,907.00 | 13,777,392.00 |
| District's Projected Change in LCFF Revenue: | | -7.78% | -0.09% | -0.37% |
| **LCFF Revenue Standard:** | | **-1.00% to 1.00%** | **-1.19% to .81%** | **-1.44% to .56%** |
| **Status:** | | Not Met | Met | Met |

## 4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

**Explanation:**
(required if NOT met)

The budget is built based on the May Revise which includes no COLA and a base grant proration factor of -7.92%

## 5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

### 5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

| Fiscal Year | Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) | Total Expenditures (Form 01, Objects 1000-7499) | Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures |
|---|---|---|---|
| Third Prior Year (2017-18) | 10,344,627.06 | 13,646,626.03 | 75.8% |
| Second Prior Year (2018-19) | 10,059,024.33 | 14,003,852.05 | 71.8% |
| First Prior Year (2019-20) | 10,469,354.00 | 14,077,208.00 | 74.4% |
| | | Historical Average Ratio: | 74.0% |

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| District's Reserve Standard Percentage (Criterion 10B, Line 4): | 3.0% | 3.0% | 3.0% |
| **District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):** | **71.0% to 77.0%** | **71.0% to 77.0%** | **71.0% to 77.0%** |

### 5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

| Fiscal Year | Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3) | Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10) | Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures | Status |
|---|---|---|---|---|
| Budget Year (2020-21) | 10,625,557.00 | 13,816,266.00 | 76.9% | Met |
| 1st Subsequent Year (2021-22) | 11,104,793.69 | 14,486,109.00 | 76.7% | Met |
| 2nd Subsequent Year (2022-23) | 11,448,866.09 | 15,003,865.54 | 76.3% | Met |

### 5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

**Explanation:**
(required if NOT met)

## 6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

### 6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| 1. District's Change in Population and Funding Level (Criterion 4A1, Step 3): | 0.00% | -0.19% | -0.44% |
| **2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):** | **-10.00% to 10.00%** | **-10.19% to 9.81%** | **-10.44% to 9.56%** |
| 3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%): | -5.00% to 5.00% | -5.19% to 4.81% | -5.44% to 4.56% |

### 6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

| Object Range / Fiscal Year | Amount | Percent Change Over Previous Year | Change Is Outside Explanation Range |
|---|---|---|---|
| **Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)** | | | |
| First Prior Year (2019-20) | 1,435,688.00 | | |
| Budget Year (2020-21) | 1,011,409.00 | -29.55% | Yes |
| 1st Subsequent Year (2021-22) | 508,627.00 | -49.71% | Yes |
| 2nd Subsequent Year (2022-23) | 508,627.00 | 0.00% | No |

**Explanation:** (required if Yes)
The final year of the School Improvement Grant is 20/21. The last year revenue amount has been decreased. The School Improvement Grant ends June 2021.

| | | | |
|---|---|---|---|
| **Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)** | | | |
| First Prior Year (2019-20) | 1,296,338.00 | | |
| Budget Year (2020-21) | 1,134,544.00 | -12.48% | Yes |
| 1st Subsequent Year (2021-22) | 1,140,896.64 | 0.56% | No |
| 2nd Subsequent Year (2022-23) | 1,148,975.43 | 0.71% | No |

**Explanation:** (required if Yes)
The May Revise included a 50% to After School Education and Safety Grant and the Career Technical Ed Incentive Grant.

| | | | |
|---|---|---|---|
| **Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)** | | | |
| First Prior Year (2019-20) | 236,446.00 | | |
| Budget Year (2020-21) | 274,477.00 | 16.08% | Yes |
| 1st Subsequent Year (2021-22) | 275,092.00 | 0.22% | No |
| 2nd Subsequent Year (2022-23) | 276,003.07 | 0.33% | No |

**Explanation:** (required if Yes)
The Migrant Ed Grant has increased by $98,230. the GEAR UP grant has been removed $80,000, the Directing Change grant has been removed $1,500. The other reductions are transportation revenue, facility rental revenue, Cal KiDZ revenue and the EL donation revenue.

| | | | |
|---|---|---|---|
| **Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)** | | | |
| First Prior Year (2019-20) | 931,075.00 | | |
| Budget Year (2020-21) | 673,765.00 | -27.64% | Yes |
| 1st Subsequent Year (2021-22) | 620,376.35 | -7.92% | Yes |
| 2nd Subsequent Year (2022-23) | 624,821.05 | 0.72% | No |

**Explanation:** (required if Yes)
With the reduction in revenue books and supplies are reduced accordingly.

**Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)**

| | | | |
|---|---|---|---|
| First Prior Year (2019-20) | 2,315,156.00 | | |
| Budget Year (2020-21) | 1,667,305.00 | -27.98% | Yes |
| 1st Subsequent Year (2021-22) | 1,625,687.30 | -2.50% | No |
| 2nd Subsequent Year (2022-23) | 1,645,948.98 | 1.25% | No |

**Explanation:** (required if Yes)
With the reduction in revenue services and other operating expenditures are reducted accordingly.

## 6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

| Object Range / Fiscal Year | Amount | Percent Change Over Previous Year | Status |
|---|---|---|---|
| **Total Federal, Other State, and Other Local Revenue (Criterion 6B)** | | | |
| First Prior Year (2019-20) | 2,968,472.00 | | |
| Budget Year (2020-21) | 2,420,430.00 | -18.46% | Not Met |
| 1st Subsequent Year (2021-22) | 1,924,615.64 | -20.48% | Not Met |
| 2nd Subsequent Year (2022-23) | 1,933,605.50 | 0.47% | Met |
| **Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)** | | | |
| First Prior Year (2019-20) | 3,246,231.00 | | |
| Budget Year (2020-21) | 2,341,070.00 | -27.88% | Not Met |
| 1st Subsequent Year (2021-22) | 2,246,063.65 | -4.06% | Met |
| 2nd Subsequent Year (2022-23) | 2,270,770.03 | 1.10% | Met |

## 6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:** Federal Revenue (linked from 6B if NOT met)
The final year of the School Improvement Grant is 20/21. The last year revenue amount has been decreased. The School Improvement Grant ends June 2021.

**Explanation:** Other State Revenue (linked from 6B if NOT met)
The May Revise included a 50% to After School Education and Safety Grant and the Career Technical Ed Incentive Grant.

**Explanation:** Other Local Revenue (linked from 6B if NOT met)
The Migrant Ed Grant has increased by $98,230, the GEAR UP grant has been removed $80,000, the Directing Change grant has been removed $1,500. The other reductions are transportation revenue, facility rental revenue, Cal KiDZ revenue and the EL donation revenue.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:** Books and Supplies (linked from 6B if NOT met)
With the reduction in revenue books and supplies are reduced accordingly.

**Explanation:** Services and Other Exps (linked from 6B if NOT met)
With the reduction in revenue services and other operating expenditures are reducted accordingly.

## 7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

### Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

**NOTE:** EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223) 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

| | | 3% Required Minimum Contribution (Line 2c times 3%) | Budgeted Contribution[1] to the Ongoing and Major Maintenance Account | Status |
|---|---|---|---|---|
| a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999) | 16,291,763.00 | | | |
| b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No) | | | | |
| c. Net Budgeted Expenditures and Other Financing Uses | 16,291,763.00 | 488,753.49 | 500,000.00 | Met |

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

**Explanation:** (required if NOT met and Other is marked)

## 8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

### 8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

| | Third Prior Year (2017-18) | Second Prior Year (2018-19) | First Prior Year (2019-20) |
|---|---|---|---|
| 1. District's Available Reserve Amounts (resources 0000-1999) | | | |
| a. Stabilization Arrangements (Funds 01 and 17, Object 9750) | 0.00 | 0.00 | 0.00 |
| b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789) | 493,017.24 | 534,045.50 | 522,111.00 |
| c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790) | 0.00 | 0.00 | 0.00 |
| d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) | 0.00 | 0.00 | 0.00 |
| e. Available Reserves (Lines 1a through 1d) | 493,017.24 | 534,045.50 | 522,111.00 |
| 2. Expenditures and Other Financing Uses | | | |
| a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) | 16,492,965.14 | 17,801,516.79 | 17,403,680.00 |
| b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223) | | | 0.00 |
| c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b) | 16,492,965.14 | 17,801,516.79 | 17,403,680.00 |
| 3. District's Available Reserve Percentage (Line 1e divided by Line 2c) | 3.0% | 3.0% | 3.0% |
| **District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):** | **1.0%** | **1.0%** | **1.0%** |

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

### 8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

| Fiscal Year | Net Change in Unrestricted Fund Balance (Form 01, Section E) | Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999) | Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A) | Status |
|---|---|---|---|---|
| Third Prior Year (2017-18) | (208,864.62) | 13,870,209.67 | 1.5% | Not Met |
| Second Prior Year (2018-19) | 240,417.43 | 14,264,512.24 | N/A | Met |
| First Prior Year (2019-20) | 18,781.00 | 14,447,208.00 | N/A | Met |
| Budget Year (2020-21) (Information only) | 0.00 | 13,843,348.00 | | |

### 8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

**Explanation:**
(required if NOT met)

2017/18 was planned deficit spending. Reductions were made to eliminate the deficit spending int he future years.

## 9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

| Percentage Level [1] | District ADA | | |
|---|---|---|---|
| 1.7% | 0 | to | 300 |
| 1.3% | 301 | to | 1,000 |
| 1.0% | 1,001 | to | 30,000 |
| 0.7% | 30,001 | to | 400,000 |
| 0.3% | 400,001 | and | over |

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4): 1,259

**District's Fund Balance Standard Percentage Level:** 1.0%

### 9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

| Fiscal Year | Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget | Estimated/Unaudited Actuals | Beginning Fund Balance Variance Level (If overestimated, else N/A) | Status |
|---|---|---|---|---|
| Third Prior Year (2017-18) | 3,826,742.92 | 3,826,742.92 | 0.0% | Met |
| Second Prior Year (2018-19) | 3,709,502.33 | 3,617,878.30 | 2.5% | Not Met |
| First Prior Year (2019-20) | 3,843,690.00 | 3,858,296.00 | N/A | Met |
| Budget Year (2020-21) (Information only) | 3,877,077.00 | | | |

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

### 9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

**Explanation:** (required if NOT met)

The district spent more in 2017/18 than was estimated in the estimated actuals.

## 10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

| Percentage Level | District ADA | | |
|---|---|---|---|
| 5% or $71,000 (greater of) | 0 | to | 300 |
| 4% or $71,000 (greater of) | 301 | to | 1,000 |
| 3% | 1,001 | to | 30,000 |
| 2% | 30,001 | to | 400,000 |
| 1% | 400,001 | and | over |

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.) | 1,256 | 1,251 | 1,241 |
| **District's Reserve Standard Percentage Level:** | **3%** | **3%** | **3%** |

### 10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? Yes
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s):

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223) | 0.00 | 0.00 | 0.00 |

### 10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| 1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11) | 16,291,783.00 | 16,440,650.14 | 16,977,570.03 |
| 2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No) | | | |
| 3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2) | 16,291,783.00 | 16,440,650.14 | 16,977,570.03 |
| 4. Reserve Standard Percentage Level | 3% | 3% | 3% |
| 5. Reserve Standard - by Percent (Line B3 times Line B4) | 488,753.49 | 493,219.50 | 509,327.10 |
| 6. Reserve Standard - by Amount ($71,000 for districts with 0 to 1,000 ADA, else 0) | 0.00 | 0.00 | 0.00 |
| 7. **District's Reserve Standard (Greater of Line B5 or Line B6)** | **488,753.49** | **493,219.50** | **509,327.10** |

## 10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

| Reserve Amounts (Unrestricted resources 0000-1999 except Line 4): | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| 1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a) | 0.00 | 0.00 | 0.00 |
| 2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b) | 489,029.00 | 493,219.50 | 509,327.10 |
| 3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c) | 0.00 | 0.00 | 0.00 |
| 4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d) | 0.00 | 0.00 | 0.00 |
| 5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a) | 0.00 | | |
| 6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b) | 0.00 | | |
| 7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c) | 0.00 | | |
| 8. District's Budgeted Reserve Amount (Lines C1 thru C7) | 489,029.00 | 493,219.50 | 509,327.10 |
| 9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3) | 3.00% | 3.00% | 3.00% |
| **District's Reserve Standard (Section 10B, Line 7):** | **488,753.49** | **493,219.50** | **509,327.10** |
| Status: | Met | Met | Met |

## 10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

**Explanation:**
(required if NOT met)

## SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

### S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

### S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

### S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

### S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

## S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

**District's Contributions and Transfers Standard:** -10.0% to +10.0% or -$20,000 to +$20,000

### S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the 1st and 2nd Subsequent Years. Click the appropriate button for Item 1d. All other data are extracted or calculated.

| Description / Fiscal Year | Projection | Amount of Change | Percent Change | Status |
|---|---|---|---|---|
| **1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)** | | | | |
| First Prior Year (2019-20) | (550,461.00) | | | |
| Budget Year (2020-21) | (500,000.00) | (50,461.00) | -9.2% | Met |
| 1st Subsequent Year (2021-22) | (508,091.53) | 8,091.53 | 1.6% | Met |
| 2nd Subsequent Year (2022-23) | (521,353.76) | 13,262.23 | 2.6% | Met |
| **1b. Transfers In, General Fund *** | | | | |
| First Prior Year (2019-20) | 0.00 | | | |
| Budget Year (2020-21) | 0.00 | 0.00 | 0.0% | Met |
| 1st Subsequent Year (2021-22) | 0.00 | 0.00 | 0.0% | Met |
| 2nd Subsequent Year (2022-23) | 0.00 | 0.00 | 0.0% | Met |
| **1c. Transfers Out, General Fund *** | | | | |
| First Prior Year (2019-20) | 370,000.00 | | | |
| Budget Year (2020-21) | 27,082.00 | (342,918.00) | -92.7% | Not Met |
| 1st Subsequent Year (2021-22) | 30,000.00 | 2,918.00 | 10.8% | Met |
| 2nd Subsequent Year (2022-23) | 30,000.00 | 0.00 | 0.0% | Met |

**1d. Impact of Capital Projects**
Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

### S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

**Explanation:**
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

**Explanation:**
(required if NOT met)

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

**Explanation:**
(required if NOT met)

The transfer to the Cafeteria fund has been reduced from $150,000 (needed due to COVID-19 closure) to $27,082 in 20-21. The transfer to FD 25 of $220,000 has been suspended for the budget year and the two subsequent years. The transfer will need to return in 2023-2024.

1d. NO - There are no capital projects that may impact the general fund operational budget.

**Project Information:**
(required if YES)

## S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

### S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments? (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

| Type of Commitment | # of Years Remaining | SACS Fund and Object Codes Used For: Funding Sources (Revenues) | Debt Service (Expenditures) | Principal Balance as of July 1, 2020 |
|---|---|---|---|---|
| Capital Leases | 12 | 25/8561, 01/8011, 01/8590 | 25/7439, 01/7439 | 2,349,994 |
| Certificates of Participation | 22 | 01/8011, 01/8590, 25/8561 | 01/7439, 25/7439 | 3,060,000 |
| General Obligation Bonds | | | | |
| Supp Early Retirement Program | | | | |
| State School Building Loans | | | | |
| Compensated Absences | | 01/8011 | 01/2xxx | 43,469 |
| Other Long-term Commitments (do not include OPEB): | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTAL: | | | | 5,453,463 |

| Type of Commitment (continued) | Prior Year (2019-20) Annual Payment (P & I) | Budget Year (2020-21) Annual Payment (P & I) | 1st Subsequent Year (2021-22) Annual Payment (P & I) | 2nd Subsequent Year (2022-23) Annual Payment (P & I) |
|---|---|---|---|---|
| Capital Leases | 355,651 | 180,044 | 186,044 | 192,000 |
| Certificates of Participation | 193,638 | 196,438 | 194,138 | 196,838 |
| General Obligation Bonds | | | | |
| Supp Early Retirement Program | | | | |
| State School Building Loans | | | | |
| Compensated Absences | | | | |
| Other Long-term Commitments (continued): | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total Annual Payments: | 549,289 | 376,482 | 380,182 | 388,838 |
| **Has total annual payment increased over prior year (2019-20)?** | | No | No | No |

## S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

**Explanation:**
(required if Yes to increase in total annual payments)

## S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

**Explanation:**
(required if Yes)

## S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

### S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5) — Yes

2. For the district's OPEB:
   a. Are they lifetime benefits? — No
   b. Do benefits continue past age 65? — No
   c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method? — Actuarial
   b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

| Self-Insurance Fund | Governmental Fund |
|---|---|
| 0 | 405,099 |

4. OPEB Liabilities — Data must be entered

| | |
|---|---|
| a. Total OPEB liability | 1,160,944.00 |
| b. OPEB plan(s) fiduciary net position (if applicable) | 0.00 |
| c. Total/Net OPEB liability (Line 4a minus Line 4b) | 1,160,944.00 |
| d. Is total OPEB liability based on the district's estimate or an actuarial valuation? | Actuarial |
| e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation | Jul 06, 2018 |

5. OPEB Contributions

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method | 114,266.00 | 114,266.00 | 114,266.00 |
| b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752) | 90,000.00 | | |
| c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount) | 85,577.00 | 85,577.00 | 85,577.00 |
| d. Number of retirees receiving OPEB benefits | 6 | 6 | 6 |

## S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

   No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities
   a. Accrued liability for self-insurance programs
   b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| a. Required contribution (funding) for self-insurance programs | | | |
| b. Amount contributed (funded) for self-insurance programs | | | |

## S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

**If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:**
The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

### S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

| | Prior Year (2nd Interim) (2019-20) | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|---|
| Number of certificated (non-management) full-time-equivalent (FTE) positions | 70.7 | 69.0 | 69.0 | 69.0 |

**Certificated (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year? Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Jun 18, 2020

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official? Yes
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement? No
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| Is the cost of salary settlement included in the budget and multiyear projections (MYPs)? | | | |
| **One Year Agreement** | | | |
| Total cost of salary settlement | | | |
| % change in salary schedule from prior year | | | |
| or | | | |
| **Multiyear Agreement** | | | |
| Total cost of salary settlement | | | |
| % change in salary schedule from prior year (may enter text, such as "Reopener") | | | |

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| 7. Amount included for any tentative salary schedule increases | | | |

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| 1. Are costs of H&W benefit changes included in the budget and MYPs? | | | |
| 2. Total cost of H&W benefits | | | |
| 3. Percent of H&W cost paid by employer | | | |
| 4. Percent projected change in H&W cost over prior year | | | |

**Certificated (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

**Certificated (Non-management) Step and Column Adjustments**

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| 1. Are step & column adjustments included in the budget and MYPs? | | | |
| 2. Cost of step & column adjustments | | | |
| 3. Percent change in step & column over prior year | | | |

**Certificated (Non-management) Attrition (layoffs and retirements)**

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| 1. Are savings from attrition included in the budget and MYPs? | | | |
| 2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs? | | | |

**Certificated (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

## S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

| | Prior Year (2nd Interim) (2019-20) | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|---|
| Number of classified (non-management) FTE positions | 34.7 | 32.2 | 32.2 | 32.2 |

**Classified (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year? No

   If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

   If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

   If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

   We are not settled for 2019/20 or 2020/21

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
   If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
   If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| Is the cost of salary settlement included in the budget and multiyear projections (MYPs)? | | | |
| **One Year Agreement** | | | |
| Total cost of salary settlement | | | |
| % change in salary schedule from prior year | | | |
| or | | | |
| **Multiyear Agreement** | | | |
| Total cost of salary settlement | | | |
| % change in salary schedule from prior year (may enter text, such as "Reopener") | | | |

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits 14,830

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| 7. Amount included for any tentative salary schedule increases | 0 | 0 | 0 |

**Classified (Non-management) Health and Welfare (H&W) Benefits**

| | | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|---|
| 1. | Are costs of H&W benefit changes included in the budget and MYPs? | No | No | No |
| 2. | Total cost of H&W benefits | 240,590 | 240,590 | 240,590 |
| 3. | Percent of H&W cost paid by employer | HW Capped at $800 per month | HW Capped at $800 per month | HW Capped at $800 per month |
| 4. | Percent projected change in H&W cost over prior year | 0.0% | 0.0% | 0.0% |

**Classified (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget? Yes

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

The cost of moving positions to the agreed upon column movements are included int he budget and MYP

**Classified (Non-management) Step and Column Adjustments**

| | | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|---|
| 1. | Are step & column adjustments included in the budget and MYPs? | Yes | Yes | Yes |
| 2. | Cost of step & column adjustments | | | |
| 3. | Percent change in step & column over prior year | | | |

**Classified (Non-management) Attrition (layoffs and retirements)**

| | | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|---|
| 1. | Are savings from attrition included in the budget and MYPs? | Yes | Yes | Yes |
| 2. | Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs? | No | No | No |

**Classified (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

## S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

| | Prior Year (2nd Interim) (2019-20) | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|---|
| Number of management, supervisor, and confidential FTE positions | 15.7 | 14.7 | 14.7 | 14.7 |

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year? **No**

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

Negotiations are not settled for 2020/21

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| Is the cost of salary settlement included in the budget and multiyear projections (MYPs)? | | | |
| Total cost of salary settlement | | | |
| % change in salary schedule from prior year (may enter text, such as "Reopener") | | | |

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits: 18,037

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| 4. Amount included for any tentative salary schedule increases | 0 | 0 | 0 |

**Management/Supervisor/Confidential Health and Welfare (H&W) Benefits**

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| 1. Are costs of H&W benefit changes included in the budget and MYPs? | No | No | No |
| 2. Total cost of H&W benefits | 155,999 | 155,999 | 155,999 |
| 3. Percent of H&W cost paid by employer | HW Capped at $900 per month | HW Capped at $900 per month | HW Capped at $900 per month |
| 4. Percent projected change in H&W cost over prior year | 0.0% | 0.0% | 0.0% |

**Management/Supervisor/Confidential Step and Column Adjustments**

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| 1. Are step & column adjustments included in the budget and MYPs? | Yes | Yes | Yes |
| 2. Cost of step and column adjustments | | | |
| 3. Percent change in step & column over prior year | | | |

**Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)**

| | Budget Year (2020-21) | 1st Subsequent Year (2021-22) | 2nd Subsequent Year (2022-23) |
|---|---|---|---|
| 1. Are costs of other benefits included in the budget and MYPs? | No | No | No |
| 2. Total cost of other benefits | | | |
| 3. Percent change in cost of other benefits over prior year | | | |

## S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

| | |
|---|---|
| 1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? | Yes |
| 2. Adoption date of the LCAP or an update to the LCAP. | Jun 18, 2020 |

## S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

| | |
|---|---|
| Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template? | Yes |

## ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

| | | |
|---|---|---|
| **A1.** | Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund? | No |
| **A2.** | Is the system of personnel position control independent from the payroll system? | No |
| **A3.** | Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No) | No |
| **A4.** | Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year? | No |
| **A5.** | Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? | No |
| **A6.** | Does the district provide uncapped (100% employer paid) health benefits for current or retired employees? | No |
| **A7.** | Is the district's financial system independent of the county office system? | No |
| **A8.** | Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education) | No |
| **A9.** | Have there been personnel changes in the superintendent or chief business official positions within the last 12 months? | No |

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

**Comments:**
(optional)

## End of School District Budget Criteria and Standards Review

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July 1 Budget
2020-21 Budget
Technical Review Checks

Williams Unified Colusa County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

## IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid. PASSED

CHECKRESOURCE - (W) - All RESOURCE codes must be valid. PASSED

CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code. PASSED

CHECKGOAL - (F) - All GOAL codes must be valid. PASSED

CHECKFUNCTION - (F) - All FUNCTION codes must be valid. PASSED

CHECKOBJECT - (F) - All OBJECT codes must be valid. PASSED

CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid. PASSED

CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. PASSED

CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid. PASSED

CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. PASSED

CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special

Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, and 3332. PASSED

## GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (F) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (F) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

LCFF-TRANSFER - (F) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRAFD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRAFD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRAFD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to

the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by resource. PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund. PASSED

OBJ-POSITIVE - (W) - All applicable objects should have a positive balance by resource, by fund. PASSED

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

## SUPPLEMENTAL CHECKS

CB-BUDGET-CERTIFY - (F) - In Form CB, the district checked the box relating to the required budget certifications. PASSED

CB-BALANCE-ABOVE-MIN - (W) - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C). PASSED

CS-EXPLANATIONS - (F) - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. PASSED

CS-YES-NO - (F) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete. PASSED

## EXPORT CHECKS

FORM01-PROVIDE - (F) - Form 01 (Form 01I) must be opened and saved. PASSED

BUDGET-CERT-PROVIDE - (F) - Budget Certification (Form CB) must be provided. PASSED

WK-COMP-CERT-PROVIDE - (F) - Workers' Compensation Certification (Form CC) must be provided. PASSED

ADA-PROVIDE - (F) - Average Daily Attendance data (Form A) must be provided. PASSED

CS-PROVIDE - (F) - The Criteria and Standards Review (Form 01CS) has been provided. PASSED

MYP-PROVIDE - (W) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

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July 1 Budget
2019-20 Estimated Actuals
Technical Review Checks

Williams Unified Colusa County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

## IMPORT CHECKS

CHECKFUND - (F) - All FUND codes must be valid. PASSED

CHECKRESOURCE - (W) - All RESOURCE codes must be valid. PASSED

CHK-RS-LOCAL-DEFINED - (F) - All locally defined resource codes must roll up to a CDE defined resource code. PASSED

CHECKGOAL - (F) - All GOAL codes must be valid. PASSED

CHECKFUNCTION - (F) - All FUNCTION codes must be valid. PASSED

CHECKOBJECT - (F) - All OBJECT codes must be valid. PASSED

CHK-FUNDxOBJECT - (F) - All FUND and OBJECT account code combinations must be valid. PASSED

CHK-FDxRS7690x8590 - (F) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. PASSED

CHK-FUNDxRESOURCE - (W) - All FUND and RESOURCE account code combinations should be valid. PASSED

CHK-FUNDxGOAL - (W) - All FUND and GOAL account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-A - (W) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. PASSED

CHK-FUNDxFUNCTION-B - (F) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. PASSED

CHK-RESOURCExOBJECTA - (W) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RESOURCExOBJECTB - (O) - All RESOURCE and OBJECT (objects 9791, 9793, and 9795) account code combinations should be valid. PASSED

CHK-RES6500xOBJ8091 - (F) - There is no activity in Resource 6500 (Special

Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). PASSED

CHK-FUNCTIONxOBJECT - (F) - All FUNCTION and OBJECT account code combinations must be valid. PASSED

CHK-GOALxFUNCTION-A - (F) - Goal and function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. PASSED

CHK-GOALxFUNCTION-B - (F) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). PASSED

SPECIAL-ED-GOAL - (F) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3312, 3318, and 3332. PASSED

PY-EFB=CY-BFB - (F) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). PASSED

PY-EFB=CY-BFB-RES - (F) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. PASSED

## GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (F) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. PASSED

INTERFD-INDIRECT - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. PASSED

INTERFD-INDIRECT-FN - (F) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. PASSED

INTERFD-IN-OUT - (F) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). PASSED

DUE-FROM=DUE-TO - (F) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). PASSED

LCFF-TRANSFER - (F) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. PASSED

INTRAFD-DIR-COST - (F) - Transfers of Direct Costs (Object 5710) must net to zero by fund. PASSED

INTRAFD-INDIRECT - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. PASSED

INTRAFD-INDIRECT-FN - (F) - Transfers of Indirect Costs (Object 7310) must net to zero by function. PASSED

CONTRIB-UNREST-REV - (F) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund.
PASSED

CONTRIB-RESTR-REV - (F) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund.
PASSED

EPA-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400).
PASSED

LOTTERY-CONTRIB - (F) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300).
PASSED

PASS-THRU-REV=EXP - (W) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by resource.
PASSED

SE-PASS-THRU-REVENUE - (W) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area.
PASSED

EXCESS-ASSIGN-REU - (F) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95).
PASSED

UNASSIGNED-NEGATIVE - (F) - Unassigned/Unappropriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95.
PASSED

UNR-NET-POSITION-NEG - (F) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95.
PASSED

RS-NET-POSITION-ZERO - (F) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95.
PASSED

EFB-POSITIVE - (W) - All ending fund balances (Object 979Z) should be positive by resource, by fund.
PASSED

OBJ-POSITIVE - (W) - The following objects have a negative balance by resource, by fund:
EXCEPTION

| FUND | RESOURCE | OBJECT | VALUE |
|---|---|---|---|
| 35 | 0000 | 8660 | -3,004.00 |

Explanation: Fd 35 received negative interest.

REV-POSITIVE - (W) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund.
PASSED

EXP-POSITIVE - (W) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund.
PASSED

AR-AP-POSITIVE - (W) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object

9610) should have a positive balance by resource, by fund. PASSED

CEFB-POSITIVE - (F) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. PASSED

NET-INV-CAP-ASSETS - (W) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. PASSED

## SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (F) - In Form ASSET, accumulated depreciation for governmental and business-type activities must be zero or negative. PASSED

DEBT-ACTIVITY - (O) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt. PASSED

DEBT-POSITIVE - (F) - In Form DEBT, long-term liability ending balances must be positive. PASSED

## EXPORT CHECKS

FORM01-PROVIDE - (F) - Form 01 (Form 01I) must be opened and saved. PASSED

ADA-PROVIDE - (F) - Average Daily Attendance data (Form A) must be provided. PASSED

CHK-UNBALANCED-A - (W) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. PASSED

CHK-UNBALANCED-B - (F) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export can be completed. PASSED

CHK-DEPENDENCY - (F) - If data have changed that affect other forms, the affected forms must be opened and saved. PASSED

Checks Completed.

District: Williams Unified School District
CDS #: 06-61622

**Adopted Budget**
**2020-21 Budget Attachment**
**Balances in Excess of Minimum Reserve Requirements**

## Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

**Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.**

| Combined Assigned and Unassigned/unappropriated Fund Balances | | | |
|---|---|---|---|
| Form | Fund | 2020-21 | Objects 9780/9789/9790 |
| 01 | General Fund/County School Service Fund | $3,877,077.00 | Form 01 |
| | Total Assigned and Unassigned Ending Fund Balances | $3,871,027.00 | |
| | District Standard Reserve Level | 3% | Form 01CS Line 10B-4 |
| | Less District Minimum Reserve for Economic Uncertainties | $489,029.00 | Form 01CS Line 10B-7 |
| | Remaining Balance to Substantiate Need | $3,381,998.00 | |

| Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties | | | |
|---|---|---|---|
| **Form** | **Fund** | **2018-19 Budget** | **Description of Need** |
| 01 | General Fund/County School Service Fund | $50,000.00 | Affordable Care Act |
| 01 | General Fund/County School Service Fund | $1,000,000.00 | Construction Contingency |
| 01 | General Fund/County School Service Fund | $254,386.00 | Lottery |
| 01 | General Fund/County School Service Fund | $2,077,612.00 | Board Fund Balance Policy (BP 3100) maintain 17% reserve |
| | Insert Lines above as needed | | |
| | Total of Substantiated Needs | $3,381,998.00 | |

| | | |
|---|---|---|
| **Remaining Unsubstantiated Balance** | **$0.00** | **Balance should be Zero** |

**Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.**

**BOARD RESOLUTION #25-061820**

**2020-2021**
**EDUCATION PROTECTION ACCOUNT (EPA) SPENDING PLAN**

Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012; temporarily increased the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers through the 2018-19 fiscal year. Proposition 55 approved by voters November 8, 2016, became effective January 1, 2018, which continues the increased income tax but not the increased sales taxes contained in Proposition 30. Proposition 55 remains in effect through December 31, 2030.

The new revenues generated from Proposition 30 and 55 are deposited into a newly created state account called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount. A corresponding reduction is made to an LEA's Local Control Funding Formula (LCFF) entitlement. LEA's will receive EPA payments quarterly beginning with the 2013-14 fiscal year through the December 31, 2030.

Proposition 30 and 55 provides that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs.
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and
  how the funds were expended.

Williams Unified School District estimated 2020-2021 EPA Entitlement **$1,705,508**

| Position | SACS Function | Approximate Cost |
|---|---|---|
| Classroom Teachers | 1000 | $1,705,508 |

PASSED AND ADOPTED as a resolution of the Williams Unified School District, at a meeting held on the June 18, 2020 by the following roll call vote:

Ayes:

Noes:

Absent:

I certify that the foregoing Resolution was duly introduced, and passed, and adopted as stated.

ATTESTED:

_____
Date

_____
George W. Simmons
Board President

_____
Dr. Edgar R. Lampkin
Secretary of the Governing Board

**WILLIAMS UNIFIED SCHOOL DISTRICT**
**BOARD RESOLUTION # 26-061820**

**RESOLUTION FOR THE CLASSIFICATION OF FUND BALANCES IN GOVERNMENTAL FUNDS**

WHEREAS, the Governing Board of the Williams Unified School District will adhere to the reporting requirements as set forth by Governmental Accounting Standards Board (GASB) Statement 54 Fund Reporting and Governmental Fund Type Definitions; and

WHEREAS, the District will categorize according to the following components: Nonspendable (including but not limited to, inventory, prepaid), Restricted (external restrictions), Committed (imposed by resolution), Assigned (general intent for specific use) and Unassigned (residual); and

WHEREAS, the Governing Board further delegates authorization to the Superintendent and/or their designate to identify intended uses of assigned funds; and

WHEREAS, the Governing Board further establishes the order in which fund balances will be spent when multiple fund balance types are available for a specific purpose, committed, assigned, and lastly unassigned; and

WHEREAS, the Governing Board is committed to maintain a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The District's minimum fund balance policy requires maintaining a 17% reserve level;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Williams Unified School District, in accordance with the provisions of GASB 54, adopts the following authorization for fiscal year 2019-20 to comply with the categorization of fund balance as prescribed by GASB 54 as approved by the Superintendent or their designee:

PASSED AND ADOPTED as a resolution of the Williams Unified School District, at a meeting held on June 18, 2020 by the following roll call vote:

AYES:

NOES:

ABSENT:

I certify that the foregoing Resolution was duly introduced, and passed, and adopted as stated.

ATTESTED:

_____
George W. Simmons
Board President

_____ _____
Dr. Edgar R. Lampkin
Secretary to the Board

Date

# Migrant Education Plan

Williams USD MEP 2020-21

July 1, 2020 - June 30, 2021

## Section 1: General Information & Funding Allocations

| | |
|---|---|
| Short Description: | Williams USD MEP 2020-21 |
| Subgrantee Type: | District with a DSA |
| Region: | 2 - Butte County Office of Education |
| County: | Colusa |
| District: | Williams Unified |

Who is the subgrantee contact?

| | |
|---|---|
| Name: | Rosa Meza-Villasenor |
| Title: | Administrator |
| Phone: | (530) 473-2550 ext: 11410 |
| Fax: | (530) 473-5894 |
| Email: | rvillasenor@williams.k12.ca.us |

| | Estimated |
|---|---|
| Performance Period Allocation (85%): | $ 187,477 |
| Carryover: | $ 0 |
| Student Leadership: | $ 0 |
| School Readiness Amount: | $ 0 |
| Family Biliteracy Grant Extension: | $ 0 |
| Speech and Debate: | $ 0 |
| Regional Parent Conference: | $ 0 |
| Other: | $ 0 |
| | $ 187,477 |

## Section 2: Allocation & Student Profile

| District | Type | Allocation | Students | | |
|---|---|---|---|---|---|
| | | | PFS | Non-PFS | Total |
| Williams Unified | DSA | $187,477 | 78 | 177 | 255 |
| | | Pre | 0 | 0 | 0 |
| | | K | 9 | 8 | 17 |
| | | 1 | 7 | 11 | 18 |
| | | 2 | 7 | 7 | 14 |
| | | 3 | 7 | 9 | 16 |
| | | 4 | 10 | 9 | 19 |
| | | 5 | 5 | 10 | 15 |
| | | 6 | 5 | 8 | 13 |
| | | 7 | 2 | 7 | 9 |
| | | 8 | 8 | 6 | 14 |
| | | 9 | 4 | 8 | 12 |
| | | 10 | 4 | 8 | 12 |
| | | 11 | 8 | 4 | 12 |
| | | 12 | 2 | 4 | 6 |
| | | Out of School Youth | 0 | 21 | 21 |
| | | Ungraded | 0 | 0 | 0 |

## Section 4: Program Overview

### Base Program Description

If you are a district, you will provide a detailed description of the general funded strategies, programs, services and curriculum that will be used to address the needs of all students, not only pertaining to migratory students. If you are a Region, you will summarize the base programs for each of your DSAs/MOUs. Provide no more than 35 sentences per DSA/MOU. If your districts offer similar services, you may provide a general summary and name of the districts that are similar, as appropriate.

Williams School District is a TK-12 grade district with four schools and a student population of approximately 1,400 students. The core strategies implemented by the district to meet the academic needs of all students include:

**Core Strategies**

Thinking Maps, Close Reading, Guided Reading, and Technology embedded instruction, Note Taking Skills, Item Specification for CAASPP, Whole Group/Small Group, Hands-On Science Labs, and Early Phonics Through Music.

**Programs and Curriculum**

Math Curriculum: Go Math (TK-3): (4-5), College Preparatory Math-CPM (6-12), My Math, TK-5, ELA: Benchmark Advance, TK-5, CA Collections, 6-8, Read 180: Special Education, Science: Focus on Science, 6-8, McMillan McGraw Hill, TK-5, Moving Toward NGSS, STEM and STEAM, Social Studies: HM History and Social Studies, TK-5, Glencoe Discovery Our Past, 6-8, and PE teachers are at all schools, providing standards based PE instruction for all grade levels

**Services**

Literacy Coaching to increase ELA teacher capacity and to help provide extra support for teachers with ELs; Intervention Program: After School Supplemental Education Services for all students scoring below grade level; EL students are given both designated and integrated ELD at least 30 minutes per day; Title I funds are used to enhance core instruction for socioeconomically disadvantaged children.

Overall, the core instructional programs provided TK-12 are using the Daggett System for Effective Instruction Framework for Teaching, Instructional Leadership and Organizational Leadership. Each area addresses the following:

Organizational Leadership

- Create a culture of high academic expectations, positive relationships
- Establish a shared vision and communicate to all constituent groups
- Align organizational structures and systems to the vision
- Build leadership capacity through an empowerment model
- Align teacher/administrator selection, support, and evaluation.
- Support decision making with relevant data systems

Instructional Leadership

- Use research and establish the urgent need for change to promote higher academic expectations and positive relationships
- Develop, implement, and monitor standards-aligned curriculum and assessments
- Integrate literacy and math across all disciplines
- Facilitate data-driven decision making to inform instruction
- Provide opportunities for professional learning, collaboration, and growth focused on high quality instruction and increased student learning

Teaching

- Build effective instruction based on rigorous and relevant expectations
- Create and implement an effective learner environment that is engaging and aligned to learner needs
- Possess and continue to develop content area knowledge and make it relevant to the learner
- Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology
- Use assessment and data to guide and differentiate instruction
- Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative

### Base Professional Development Description

If you are a District, you will provide a detailed description of all General Funded professional development (PD) activities that will be offered during the grant application fiscal year to all staff, not only pertaining to migrant staff. If you are a Region, you will summarize the PD activities for each District. Provide no more than 35 sentences per DSA/MOU.

The core curriculum is taught through state-approved texts and curriculum that helps students integrate learning, support career, and college readiness and prepares students for 21st Century Learning. Project-Based Learning and Integrated learning using the four Cs (Collaboration, Communication, Critical Thinking & Creativity is infused to increase Rigor & Relevance in Learning.

**District-wide**

- Staff receives coaching in Achievement Data Teams protocols for improving "TEACHING" and the PLC Data-Driven Process for improving Instructional Leadership and Organizational Leadership.
- New staff will be trained on the implementation of Daggett System of Effective Instruction (DSEI) Rigor, Relevance and Learner Engagement Rubrics. All sites participate in Instructional Rounds coaching opportunities using the rubrics.
- All sites will be in Year 2 of Positive Behavior Intervention Systems (PBIS) implementation. Training opportunities for staff continues.
- District staff will continue training on the implementation of the California English Learner Roadmap. Integrated and Designated English Language Development will be a focus area for grades 7-12.

**Site Specific**

- TK-3 level, SEAL (Sobrato Early Academic Learning) is the research-based model that has been implemented and used for school reform. New teachers participate in Professional Development SEAL Modules (grade level, Dual Immersion) and are reinforced by the SEAL Coach throughout the school year.
- A Dual Language Immersion strand is in its third year, to extend to grade two. Staff attends professional growth training for the development of bilingual curriculum, parent involvement, and cultural pride.
- For Fall 2020, teachers at the 4-6 grades will begin Year 2 of SEAL model implementation (Sobrato Early Academic Learning). This will ensure a curricular transition for future plans to reconfigure into one site Tk-6 as evidenced in the district's 5-year Facilities Plan. Staff continues developing Brain-Based Integrated Thematic Instruction using the Eight Body-Brain Learning Components of Susan Kovalik's Exceeding Expectations book.
- For grades 7-12 AVID sustainability training will continue. Professional Development occurs during the summer.

Williams Elementary School is in the final year of School Improvement Grant which provides extensive professional learning for all teachers in the areas of Designated and Integrated English Language Development. Migrant students are visible in every grade level, therefore, professional learning for their teachers will have a positive impact on their learning. The SEAL strategies are strategic to English Language acquisition and will play a significant role in supporting migrant student needs.

### Health and Well-being Supports

If you are a District, you will provide a detailed description of all General Funded support services for students that will be offered during the grant application fiscal year. If you are a Region, you will summarize the Health and Well-being Supports for each district. Provide no more than 35 sentences per DSA/MOU.

To address health and well-being, the district has two Learning Support Specialist on campus to work with students with social concerns. Referrals can be initialed by student, parent and teacher. The District Health Specialist works in collaboration with Migrant Education staff to address student health. Referrals can be initialed by student, staff and parents. Migrant Education utilizes the Family Services Paraprofessional (FSP) to maintain open communication with families, especially those who have indicated a health or social need on the Family Needs Assessment administered by the Identification and Recruitment Specialist. The FSP, in coordination with the district nurse and local and regional healthcare providers, assists migrant parents to seek treatment for conditions that interfere with student achievement and/or overall well-being.

- Hearing and vision screening/referrals
- Dental screening/referrals

At-risk students are supported through lessons aligned to the Common Core and interventions to meet the challenging material. A focus on student data assists the district to focus on factors such as absence rates, health, and instructional needs. The district has partnerships with parents, Migrant Education, Colusa County Office of Education, Colusa County Behavioral Health Agency, First 5 and College Readiness Institutions (CSU Chico, UC Davis, Woodland Community College) to support At-risk students with academic and behavioral health counseling. The district Family Resource Center provides information to various county-wide agencies as well as providing a location for parents to seek document translation or interpreting services. Williams USD has started implementation of PBIS at all sites.

- Referrals to school and county Counseling services
- Second Step Program/PIP Program
- Restorative practices-discipline

- Lifelong Guidelines and Life Skills
- Girls' Circle , Friday Night Live, Challenge Day, Student Leadership Conferences
- After School Education and Safety (ASES) program (K-8), ASSETS (9-12)
- MTSS – classroom interventions, small group targeted intervention, family conferences, behavior supports
    - Student Study Team meetings,
    - Special education referrals
- Intervention Specialist-Early identification/on-going academic/attendance monitoring
- District Family Resource Center-County Agency information,
- District Parent Center-Parent Advisory Committees, Parent trainings on curricular applications, leadership skills, Lifelong Guidelines

**Private School Collaboration**

If you are a District, you will provide a detailed description ofhow the District consults with private schools for migrant education program needs, where applicable. If you are a Region, you will summarize the private school collaboration for each district. If it is the same across all DSAs/MOUs, just state that all DSAs/MOUs provide the same service and state the service.

The district does not have any private schools within the WUSD area.

**Parent Involvement / Family Engagement**

The district will provide a detailed description of how general funded programs will work with parents to improve student learning and describe who, how, and when parents will be informed about programs. If you are a Region, provide a summary for each district. Provide no more than 35 sentences per DSA/MOU.

The district maintains Parent Advisory Committees: site ELACs, School Site Councils, DELAC, MPAC, and as well as ad-hoc committees that consist of parents and stakeholders in the district. They are polled on a needs assessment, and the district is actively using the information to increase parent attendance at ELAC. PTO, and Site Council events as well as other site events.

The district Parent Center was established to provide a meeting space for various parent committees, parent training sessions and conferences with staff, training, and community engagement opportunities for parents. Williams USD provides Leadership capacity building training in which all parents can participate. Sessions are offered multiple times during the day or in the evening to provide parents with the flexibility to attend sessions. Sessions are provided in parents' primary language or bilingual staff is available for interpreting services. Child Care Supervision is provided to support parent attendance. Parents completed CABE Project2Inspire Levels 2 and 3 in 2019-2020. For 2020-2021, Level 3 parent graduates will serve as facilitators for Level 1 sessions.

- Parent Training Topics
    - CASSPP
    - ELPAC
    - Ca Dashboard
    - School Curricular Apps (Footsteps2Brilliance, Imagine Learning, MyOn)
- Math/Reading support night
- Lifelong Guidelines / Life Skills
- Family and Community Engagement nights
- Attendance / Chronic Absenteeism
- Early withdrawal conferences (discussion points include attendance, academic status, intervention opportunities, counseling option)
- Open House-Grade level presentation covering topics pertinent to the upcoming year.

**Parent Communication Plan**: Describe who, how, and when parents will be informed about all programs for migrant students. Describe who, how, and when parents will be informed about all services for migrant parents (e.g., health workshops, school readiness services, and parent and family engagement services).

Annually Migrant student rosters are developed based on MSIN and district student information system AERIES.

Staff are provided a list of migrant students in their class.

Communication to parents consists of flyers posted in community information boards, the migrant camp (when open) and district/school site websites. Flyers are also sent home to families with the weekly school folder.

For 2020-21, MPAC meetings will be held at the district Parent Center on the second Monday of the month. Child Care is provided for children ages 5-12. Topics listed on SSDP are calendared as well as topics identified on Needs Assessment completed by parents at the first MPAC meeting. A new priority topic is election of the district representative to the Regional MPAC for 2020-2021. The District Service Agreement will be presented at the beginning of the school year with regular service updates throughout the year. The 2021-2022 document is prepared with input from the MPAC.

In April, shortly after the opening of the Migrant labor camp, a county-wide resource faire takes place at the camp. Williams USD partners with Colusa County Office of Education and other county agencies sponsor the faire. Enrollment information for regular year and summer program is available.

### Program Coordination

The district will provide a detailed description of how its MEP will coordinate with other programs including, but not limited to, Title I, Part A; Title II; Title III; Title VI; pre-K programs (e.g., Head Start, Reading First, etc.), Homeless education, etc. (be specific). If you are a Region, provide a detailed description of how you coordinate with other programs at the county level.

Williams USD coordinates categorical funds following state and federal guidelines for expenditure hierarchy.

**Migrant Education 7-12 Summer Academy:**

For 2019, funding from an ASSETS grant awarded to Williams High School will support extra-curricular activities for the 7-12 Summer Academy. This will include a College Readiness Mentor who will do small group, whole class presentations with the ELD Strand students and high school students attending Woodland Community College classes. They will also participate in planning and coordination of the planned college visit. Asset supported staff will also work with the Summer Administrator to plan and coordinate activities that will support student interaction for our newcomer English Learners with their Williams Jr Sr High School peers.

The discussion has also begun with Woodland Community College-Upward Bound Summer Program to coordinate activities working with Williams students. The intent is to provide informational exposure to migrant students of College Outreach programs. The goal is to encourage parents to enroll their students when the enrollment period opens. Starting with the 2019 Migrant Education Summer Program Clausura, Upward Bound students participated, showcasing their culminating projects.

**Migrant Education TK-6 Summer Academy**

In 2016, Williams Unified School District received a School Improvement Grant to implement School Reform at Williams Elementary School. Starting in 2017-18, Williams Unified began implementation of the Sobrato Early Academic Language (SEAL) Model at the Tk-3 elementary school. SEAL is a comprehensive model of intensive, enriched language and literacy education designed for English Language learners. Teachers participate in a 2-year Professional Development program focused on workshop sessions, coaching and collaborative reflection and planning. Language is developed through planning thematic units based on science and social studies grade-level standards.

Program Coordination for TK-6 students involves training and implementation of SEAL strategies when working with Tk-3 students.

## Section 5: Regular School Year

### 1. Academic Support

Provide an overview description of your service/allowable activity.

(8629)

Williams Unified School District will provide academic support for at-risk migrant students in grades 7-12. School-wide existing tutoring services do not meet the needs of migrant students. Migrant students have expressed a need for another option due to the high student: staff ratio, 30:1, lack of consistent primary language support, inflexible hours need for smaller group setting.

Academic Support will increase the high school graduation rate for migrant students (SSDP 5.0). Academic support will consist of 20 hours per week of tutoring, case management, and progress monitoring during the school year. Tutoring will be focused on English Language Arts and Math and take place after school for 2 hours per day. Students will receive supports for completion of homework and class projects. Staff will be bilingual and able to provide support in Spanish.

A rotating student attendance schedule maintains a consistent staffing ratio (15:1). Schedule is flexible and adjusted based on student need, such as schedule changes and preparation for final exams. Student selection is based on 1) Priority For Service, 2) Students not meeting California Standards in ELA and Math and 3) Credit deficiency.

Ongoing case management duties consist of monitoring academic progress and student attendance, collaborating with teaching staff regarding missing assignments and content notes. Staff also collaborates with the MEAP Advisor and Counseling department to monitor student progress towards high school graduation. Academic Support staff meets the service need of 7th and 8th grade students as well as high school. Students deficient in credits are referred for enrollment in AVENTA, the on-line credit accrual platform used (SSDP 5.1/6.1).

Access to technology is critical for success at the secondary level. Computers and internet access is available to all students while on campus but the majority of migrant students do not have access to technology and the internet at home. This presents a barrier for students to complete assignments requiring research, multi-media presentation, and communication with staff outside of the school day. To provide equity, additional computers will be purchased and assigned to migrant students participating in the tutorial program who demonstrate a need. To ensure internet accessibility, hot spots will be assigned to their family for the academic year (during their enrollment at Williams Jr/Sr High School). Additional computers to be purchased will have the capability required for the secondary students.

Based on expressed needs by migrant students, a tutorial specifically for migrant students would provide more individualized support and a smaller group setting. Students have access to existing after school tutorials but need additional time beyond what is offered and in their primary language.

When is this service/allowable activity offered?
Regular Year

What type of service/allowable activity is this?
Support Service

**Note**: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. MEP Fiscal Handbook

Which service areas does this activity address?

- ☐ SSDP Focus Area: English Language Arts
- ☐ SSDP Focus Area: Mathematics
- ☐ SSDP Focus Area: English Language Development
- ☑ SSDP Focus Area: High School Graduation/Dropout
- ☐ SSDP Focus Area: Out of School Youth
- ☐ SSDP Focus Area: Parent and Family Engagement
- ☐ SSDP Focus Area: Student Engagement
- ☑ Other
  Tutoring

When will the service/allowable activity be provided?

- [x] After School
- [ ] Before School
- [x] Saturday
- [x] Other:

Additional time prior/post opening of school year.

Where would the service/allowable activity be provided?

- [ ] Home-based
- [ ] Site/Center-based
- [x] District-wide
- [ ] Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

Williams Jr/Sr High School, Mid-Valley High School

What is the need for this service/allowable activity based on the data?

Based on the 2019 SBAC Math results 94.12% of migrant students in grades 7, 8 and 11 did not meet state standards. This is a - 9% achievement gap compared to all students in the respective grades (85.17%). The 2019 SBAC ELA results indicate 84.62% of migrant students in grades 7,8 and 11 did not meet state standards. A comparison to 71.58% for all students in the same grades, indicates a gap of 13.04%.

**Plan**

Describe the plan for this service/allowable activity

Key skills to be learned:

Students will:

- increase rate of successful completion of courses.
- increase their understanding of how successful completion of content courses meet graduation requirements.
- strengthen dialogue with teachers utilizing various methods of communication (in person, email, Google classroom).
- deepen their knowledge of core content.

Student/teacher ratio:

15:1

Instructional strategies:

Scaffolding, use of cognates, academic vocabulary development and use of students' primary language for instruction or clarification when ever possible is beneficial for English Learners who are still acquiring the English language. Other effective strategies such as teacher modeling, use of visuals or realia as well as peer-tutoring will be utilized.

Student grouping method:

Students will be grouped by content, grade level, language proficiency or task assignment.

How instruction will be differentiated:

Differentiation will take place in grouping methods, learning styles and language preference.

Other strategies besides the SSDP strategies identified for the focus areas:

What SSDP strategies will be used to deliver this service/allowable activity?

High School Graduation/Dropout

- [x] **Principle Strategy 5.0** - Offer case management services to migratory students at risk of not graduating high school.
- [ ] **Strategy 5.1** - Offer credit accrual and recovery services to migratory 11th and 12th grade migratory high school students who are credit deficient and are at risk of not graduating.
- [ ] **Principle Strategy 6.0** - Offer case management services to migratory students at risk of not graduating high school.
- [ ] **Strategy 6.1** - Offer credit accrual and recovery services to migratory 11th and 12th grade migratory high school students who are credit deficient and are at risk of not graduating.

Other

What evidence-based curriculum will be used in this instructional service?

All curriculum used in this service is aligned to the Common Core State Standards.

**Service/ Allowable Activity Staff Development**

What are the specific staff development activities?

Staff will participate in professional development on content specific or school-wide practices/expectations, such as AVID or Google Classroom. Staff will work with Migrant Education staff for development of initial case management training.

What dates approximately will the staff development take place?

| Date |
|---|
| 08/2020 |
| 01/2021 |
| 10/2020 |

**Service/ Allowable Activity Evaluation Plan**

What is the expected outcome specific to this service/allowable activity?

Students will successfully pass content courses.

Student will increase their knowledge and use of technology as a learning tool.

**Local Quantitative Measures and Performance Targets**

| Local Quantitative Measure | Local Performance Target |
|---|---|
| Other | 70% of students in case management, will increase their percentage grade in English and Math by the end of the year. |

**Local Qualitative Measures and Performance Targets**

| Local Qualitative Measure | Local Performance Target |
|---|---|

**Service/ Allowable Activity Migrant Students Served**

For this activity, what is the number of students served at each level?
Please specify the number of students that are priority for service (PFS) students and non-PFS students.

| Grade | PFS | Non-PFS | Total |
|---|---|---|---|
| 0-2yrs | 0 | 0 | 0 |
| 3-5yrs | 0 | 0 | 0 |

| Grade | PFS | Non-PFS | Total |
|---|---|---|---|
| K | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 |
| 7 | 9 | 4 | 13 |
| 8 | 7 | 3 | 10 |
| 9 | 4 | 6 | 10 |
| 10 | 2 | 2 | 4 |
| 11 | 2 | 2 | 4 |
| 12 | 2 | 2 | 4 |
| Out of School Youth | 0 | 0 | 0 |
| Ungraded | 0 | 0 | 0 |
| Parent/Guardian | 0 | 0 | 0 |
| Total | 26 | 19 | 45 |

**Service/ Allowable Activity Time**

| Grade Levels | Students Served | Activity Dates | Sessions | Minutes/ Session | Total Minutes |
|---|---|---|---|---|---|
| 7 - 12 | 23 | 08/24/2020 - 05/27/2021 | 66 | 120 | 7,920 |
| 7 - 12 | 22 | 08/24/2020 - 05/27/2021 | 99 | 120 | 11,880 |

**Service/ Allowable Activity Staffing Plan**

**Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).**

What migrant-funded staffing will support this service/allowable activity?

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |

**Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).**

What migrant-funded staffing will support this service/allowable activity?

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |
| Migrant Liasion | Classified | 1 | 0.50 |

**Service/ Allowable Activity Budget Detail**

| Object Code | Description & Itemization of costs | Amount |
|---|---|---|
| 2200 Support Services Salaries | 7-12 Liaison: $16.21 x 4 hrs/day=$64.84 x 185 days=$11995.40 (Fall 92 days, Spr 93 days) | $11,995 |
| 3000 Employee Benefits | 7-12 Liaison Benefits: $11995.40 x 33.3184%=$3996.68 + $5,400 Health & Welfare Cap = $9396.68 | $9,397 |
| 4300 Materials & Supplies | 7-12 Family Hotspots: 16 Devices x $109.28 | $1,748 |
| 4400 Noncapitalized Equipment | 7-12 Student Computers- $649 x 25=$16225 | $16,225 |
| 5800 Prof/Cons/Serv & Operating Exp. | Service Plan for Family Hotspots: 16 x $327.06 | $5,233 |
| | Total: | $44,598 |

## 2. Math Academy-Instructional Distance Learning

Provide an overview description of your service/allowable activity.

(8406)

Williams Unified School District will contract with the Butte County Office of Education Future Educator Support (FES) Program to provide Math-English Language Development (ELD) academic instruction to Williams Unified School District Migratory Students. The academies will be held online as a Synchronous and Asynchronous Distance Learning for Williams School District school year program and will provide 4.5 hours of intensive supplementary Math and ELD instruction. The academies will consist of 9 Saturdays starting August 15, 2020 and ending October 10, 2020. The academies will run two classes on Saturdays from 9:00 am – 1:30 pm for grades 3-6, accommodating 240 minutes of instruction per class during weekdays with two 15 minute breaks.

In addition, students will have weekly opportunities to work with teachers outside their academic classes. Student tutoring hours will be established during different time slots to support areas of need and parent engagement.

As an intervention approach, students will be divided into grade level clusters consisting of one or two grade levels. Instructional services will be designed to host twenty students per class and will be supported by one credentialed teacher with support of a paraprofessional assistant. Most importantly, the Migratory students will receive essential tools to connect to our designed Distance Learning as the Williams Unified School District Migrant Program will provide a Tech pack consisting of a Chromebook laptop and a Mifi wireless router Wi-Fi hotspot or comparable technology.

The primary objective is to address the learning gaps in math, ELD and instill Design Thinking. Teachers will use a well balanced curriculum that revolves around strong collaboration and communication with students, teachers and parents to target the principle strategies in our services. To the same extent, the online program curriculum will be age and grade appropriate for students at primary, middle and high school levels.

Brainpop will compliment vocabulary development for migratory students. For the development of oral language fluency and use of language functions, Flipgrid will be the tool to engage and empower students in building confidence and use of academic language. ELD, journals will be viable on Google Drive.

Math curriculum lessons will align to Common Core State Standards (CCSS) and personalized to help reteach necessary grade appropriate Math skills. Our supplemental Math intensive intervention targets activities that develop and nurture mathematical concepts and reasoning include fractions, decimals, percent, measurement, estimation and pre-algebra.

Teachers will provide differentiated instruction to deliver the online curriculum, rotations through breakout rooms will occur to develop a greater understanding of the supplementary math components. The teacher will use rotations to address differentiated needs. Makerspace lessons will incorporate problem-based learning, Design Thinking, tinkering and building; in addition, teachers will introduce different STEM career paths. Students will take part in icebreakers, think-pair-sharing, four heads together, note-taking, and oral language exercises within their group.

As supplemental independent support work, students will use the following educational computer-based learning platforms: EPIC Reading, BrainPop, BrainPop Spanish, IXL Learning, Freckle Math, Zearn Math and Study.com. Video Conferencing is a powerful tool to bring teachers and students together online that emulate real classroom interactions. Google Meet will be our Virtual collaboration among students and will be possible by using the breakout room tools.

Formative and informal assessments will provide instructional feedback in the development of student goal-setting and monitoring student achievement. The online Learning Management System (LMS) will allow teachers to organize curriculum, create lesson plans, gather data and provide real time student assessments. The LMS platform will support checking for understanding through online platforms: Zoom polling, Pear Deck, Edpuzzle, Flipgrid, Class Dojo, Quizizz, etc.

In order to enhance student engagement and increase migrant students' self-pride, teachers will introduce each lesson by making a connection to a learning skill that will consist of critical thinking, creativity, collaboration and communication. Implementation of these four parts will instill community building throughout their participation in our Distance Learning.

Teachers are former Mini-Corps students and culturally competent. As first-generation college students, they will serve as positive role-models in Distance Learning and because of their migrant background, will be able to relate with students as they share their common interests, life-experiences, and home culture with the students they instruct. FES is able to incorporate culturally relevant content readings to develop pride in their family cultures and home language.

In a paramount effort for partners to embrace the work and program, teachers will reach out to migrant families prior to the start of Distance Learning. Teachers will introduce the program and provide an orientation video to MEP which can be used to promote the program. In addition, teachers will reach out to each family in a virtual platform to introduce our program objectives, build community and address questions. Most importantly, teachers

will introduce and share the concept of Digital Citizenship to instill success in Distance Learning. The dynamics of building a community with our migratory families will evolve through a pair of Family Math nights.

Math: Students will build core Math skills such as concepts and procedures, problem solving and modeling data, through our supplemental instruction that supports the implementation of CCSS and 21st century learning skills in Mathematics. Our target intervention is to improve migrant students' ability to explain and apply mathematical concepts. Through concept building, migratory students' will improve ability to analyze real-world problems and can build and use mathematical models to interpret and solve problems. Families will have the opportunity to participate in our Delivery of the Parent Involvement Plan, which will consist of two Distance Learning Math Family Literacy Night's taking place during the second and third week of the academy.

ELD: Students will build core skills in English to support progress in listening and speaking as priorities during our integrated ELD approach. Through the interactive direct instruction, students will see and hear academic language in their daily academic routine and have multiple opportunities to put into play; in addition, ELD instruction will provide students' with corrective feedback. Strategically, teachers will optimally model English during ELD block and scaffold with many tools to support all English Language Learners.

Self-pride, Culture, and Makerspace: Students will build self-pride, increase self-esteem, and gain confidence by reading autobiographies, high quality nonfiction, and informational stories about Latino professionals in the field of STEM. By engaging in group discussion activities and written assignments, students will build a bridge between the successful Latino individuals in the readings, and themselves. By actively participating in inquiry-based learning, students will explore the culturally relevant activities, ask questions, and share ideas in a safe learning environment. Teachers will build on migratory students' strengths and create a Distance Learning climate that is respectful and inclusive, which will help migrant students appreciate their culture.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

**Note**: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. MEP Fiscal Handbook

Which service areas does this activity address?

- ☐ SSDP Focus Area: English Language Arts
- ☑ SSDP Focus Area: Mathematics
- ☑ SSDP Focus Area: English Language Development
- ☐ SSDP Focus Area: High School Graduation/Dropout
- ☐ SSDP Focus Area: Out of School Youth
- ☐ SSDP Focus Area: Parent and Family Engagement
- ☑ SSDP Focus Area: Student Engagement
- ☐ Other

When will the service/allowable activity be provided?

- ☐ After School
- ☐ Before School
- ☑ Saturday
- ☐ Other:

Where would the service/allowable activity be provided?

- ☐ Home-based
- ☐ Site/Center-based
- ☑ District-wide
- ☐ Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

Williams Elementary School Williams Upper Elementary School

What is the need for this service/allowable activity based on the data?

Based on 2019 SBAC results Math is an area of critical need. For migrant students in grades 4-6, only 5.71% have met state standards. This is a gap of -5.37% compared to all in students in the same grade level.

No migrant students met standards on Claim 1-Concepts and Procedures or Claim 2-Problem Solving and Modeling Analysis on the 2019 SBAC Math results.

**In addition, many migratory students do not have the opportunity to participate in hands-on Makerspace explorations and exposure to writing genres that empower their writing via organization of thoughts, conducting research, and supporting their findings. The ELA-Makerspace Academy is designed to provide these services for students.**

**Plan**

Describe the plan for this service/allowable activity

Key skills to be learned:

**Math: Students will build core Math skills such as concepts and procedures, problem solving and modeling data, through our supplemental Instruction that supports the implementation of CCSS and 21st century learning skills in Mathematics.**

**ELD: Students will build core skills in English to support progress in listening and speaking as priorities during our integrated ELD approach.**

**Self-pride, Culture, and Makerspace: Students will build self-pride, increase self-esteem, and gain confidence by reading autobiographies, high quality nonfiction, and informational stories about Latino professionals in the field of STEM.**

Student/teacher ratio:

**20:1 Groups of 20 students in online instruction: 1 Teacher, 1 Classified Staff**

Instructional strategies:

**Direct Instruction, Modeling, Student Centered Instruction, I Do, We Do, You do, Scaffolding, Inquiry-Based Learning, Activating Students' prior knowledge, Project-Based Learning, Questioning techniques, Use of academic language, Sentence Frames, Use of White boards, Think-Pair-Share, and K-W-L Charts, Question and Answers online forum, online class discussion/ group discussions,Google Classroom, Google Meet**

Student grouping method:

**Small groups, mixed levels, strategic groups, whole groups, one-on-one; differentiation based on content area and skill-level of deficiency.**

How instruction will be differentiated:

**Instruction will be differentiated based on student learning needs and will be content-specific. Students will be provided differentiated instruction through grade-level groupings/ clusters, use of sentence frames, graphic organizers, additional vocabulary development activities, and primary language support. I do, we do, and you do, will be a tool to model and guide student learning. Schema-Building and Productive talks will instill confidence.**

Teachers will use SDAIE strategies and chunk instruction to help students digest information a little at a time while allowing them to grow their knowledge-base and understanding of the material. By bridging or activating knowledge with primary language support, migrant students will tie new information to something familiar. This will help students as they decode information from their native language and transfer that understanding into English to understand math concepts.

Teachers Online Instruction will be highly differentiated at all times to support the digital divide and unforeseen learning moments. Tiered Instruction will be put in place to capture all students are learning. Teachers will post

videos of lecture and model reading. As a guidance tool for students, lesson plans will be posted in powerpoint format.

Math instruction will be differentiated by providing cross-content application of concepts, to help tie learning together, in order to make it more comprehensible for migratory students. Direct Instruction by default will target a reteach approach and provide multiple learning opportunities to reinforce Math concepts and conceptualization. As a tool of reference, sentence stems will be visible in daily lesson plans.

Other strategies besides the SSDP strategies identified for the focus areas:

Through problem-based learning, students will have opportunities to develop self-confidence and leadership skills while working with their peers in a Google classroom and using the following apps such as Flipgrid and Class Dojo. These communication tools will enhance oral language development and increase self-pride.

What SSDP strategies will be used to deliver this service/allowable activity?

Mathematics

- ☑ **Principle Strategy 2.0** - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.
- ☑ **Strategy 2.1** - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- ☑ **Strategy 2.2** - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

English Language Development

- ☑ **Principle Strategy 3.0** - All instructional services provide integrated ELD to support academic language development and content knowledge.
- ☑ **Strategy 3.1** - Subgrantees provide one professional devlopment on how to integrate ELD into all core content areas.

Student Engagement

- ☑ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- ☑ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- ☑ **Strategy 13.2** - Provide professional development to staff on cultural competency.

What evidence-based curriculum will be used in this instructional service?

Math curriculum lessons will align to Common Core State Standards (CCSS) and personalized to help reteach necessary grade appropriate Math skills. Our supplemental Math intensive intervention targets activities that develop and nurture mathematical concepts and reasoning include fractions, decimals, percent, measurement, estimation and pre-algebra.

**Service/ Allowable Activity Staff Development**

What are the specific staff development activities?

Future Educator Support Program will provide the following Staff Development to teachers and support staff:

- Research-based curriculum in math
- Research-based curriculum in ELD
- Student Engagement Structures
- Critical Thinking
- Problem Solving Skills
- Computation
- Math Literacy

- Implementation of Pre/ Post assessment
- Pedagogy engagement techniques to build Cultural Competency

What dates approximately will the staff development take place?

| Date |
|---|
| 08/2020 |

### Service/ Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

**Increase migratory students' knowledge in academic vocabulary, oral language development through our vehicle Makerspace, increase proficiency in inquiry based-learning in math, increase self awareness and cultural pride.**

### Local Quantitative Measures and Performance Targets

| Local Quantitative Measure | Local Performance Target |
|---|---|
| Pre and Post Assessment | **80% of the students' receiving at least 30 hours of instruction during the Math-ELD Makerspace Distance Learning will improve in the area of math concepts by 10 percent based on pre/ post assessment.** |
| Pre and Post Assessment | **80% of the students' receiving at least 30 hours of instruction during the Math-ELD Makerspace Distance Learning will increase their knowledge and use of language functions to orally present a math discussion via Flipgrid (Describe Compare & Contrast Cause & Effect Sequence Problem-Solution Express Opinions or Persuade (Thinking) Explain Classify & Categorize) by 10 percent based on the pre/ post assessment.** |
| Pre and Post Assessment | **80% of the students' receiving at least 30 hours of instruction during the Math-ELD Makerspace Distance Learning will increase their awareness of Latinos Scientists by 10 percent, based on the pre/ post assessment.** |

### Local Qualitative Measures and Performance Targets

| Local Qualitative Measure | Local Performance Target |
|---|---|

### Service/ Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?
Please specify the number of students that are priority for service (PFS) students and non-PFS students.

| Grade | PFS | Non-PFS | Total |
|---|---|---|---|
| 0-2yrs | 0 | 0 | 0 |
| 3-5yrs | 0 | 0 | 0 |
| K | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 2 | 1 | 3 |
| 4 | 6 | 6 | 12 |
| 5 | 8 | 6 | 14 |
| 6 | 5 | 6 | 11 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |

| Grade | PFS | Non-PFS | Total |
|---|---|---|---|
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Out of School Youth | 0 | 0 | 0 |
| Ungraded | 0 | 0 | 0 |
| Parent/Guardian | 0 | 0 | 0 |
| Total | 21 | 19 | 40 |

**Service/ Allowable Activity Time**

| Grade Levels | Students Served | Activity Dates | Sessions | Minutes/ Session | Total Minutes |
|---|---|---|---|---|---|
| 3 - 6 | 40 | 08/14/2020 - 10/12/2020 | 9 | 240 | 2,160 |

**Service/ Allowable Activity Staffing Plan**

**Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).**

What migrant-funded staffing will support this service/allowable activity?

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |

**Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).**

What migrant-funded staffing will support this service/allowable activity?

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |

**Service/ Allowable Activity Budget Detail**

| Object Code | Description & Itemization of costs | Amount |
|---|---|---|
| 5800 Prof/Cons/Serv & Operating Exp. | Contract with Butte County Office of Education Future Educator Support Program to provide nine Distance Learning Math Makerspace Academies; for migrant students. Contract to include teachers salary, benefits, materials, supplies, curriculum and online platforms. | $24,599 |
| | Total: | $24,599 |

## 3. Parent education

Provide an overview description of your service/allowable activity.

(8630)

Staff will train parents how to download and use student applications, such as Footsteps2Brilliance, AERIES, Zoom and Google Classroom. Footsteps2Brilliance is a literacy application parents of TK-3 students use to access reading materials at home in Spanish and English to support literacy development. AERIES is the district student information system and through AERIES Parent Portal, parents view and monitor their student's attendance, assignment completion, academic progress in classes/grades and communicate with teachers. Parent Portal training includes, learning to establish an email account, send and retrieve emails using a device of their preference, computer or smartphone. Zoom has become a valuable platform for parents to remain engaged/communicate with staff when they cannot physically be present. Williams Unified School District is a Google District meaning the platform is used by staff and students to assign and submit assignments. During Distance Learning, Google Classroom was used for virtual direct instruction, conference with students in small groups or individually.

Training sessions will be 45 minutes and take place in the Williams USD Parent Center. Most parents will attend 3 sessions each throughout the year. Training will take place during the day or in the evening to better serve parent needs. Staff will work with parents in small groups and individually to meet different learning styles.

For the coming year, broadcasting Migrant parent advisory meetings via Zoom will be a strategy to increase parent engagement. Staff will work with parents to teach them how they can support their students at home using parent engagement strategies and support them to obtain a high school diploma. Training will include presentation by the liaison who attended CABE and information about opportunities for parents/family to participate in the US school system.

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Support Service

**Note**: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. MEP Fiscal Handbook

Which service areas does this activity address?

- ☐ SSDP Focus Area: English Language Arts
- ☐ SSDP Focus Area: Mathematics
- ☐ SSDP Focus Area: English Language Development
- ☐ SSDP Focus Area: High School Graduation/Dropout
- ☐ SSDP Focus Area: Out of School Youth
- ☑ SSDP Focus Area: Parent and Family Engagement
- ☐ SSDP Focus Area: Student Engagement
- ☑ Other
  Parent workshops on district instructional applications

When will the service/allowable activity be provided?

- ☑ After School
- ☑ Before School
- ☑ Saturday
- ☐ Other:

Where would the service/allowable activity be provided?

- ☐ Home-based
- ☐ Site/Center-based
- ☑ District-wide
- ☐ Region-wide

List all the Districts/Schools that will receive this service/allowable activity.

Williams Elementary, Williams Upper Elementary, Williams Jr/Sr High School

What is the need for this service/allowable activity based on the data?

During the 2019-2020 LCAP Parent Input sessions, training for parents was requested. The topics requested were applications that their children used in school, technology skills, and parent engagement strategies.

For Distance Learning preparation, it became very important for parents to be knowledgeable of the various school applications used by their students to support continued learning. District staff began scheduled individualized parent training appointments to download applications and/or train parents. This has served as an opportunity to "pilot" a similar service. The outcome indicated an average need of 45 minutes of instruction/tutorial per application.

Research has shown the impact that parent engagement has on student learning. Parents are school partners in improving student achievement. District-wide SBAC results for 2019 in ELA indicate 30.01% of Migrant student meeting/exceeding state standards compared to their peers 51.1%. This is a gap of -21.09%, just slightly better than the gap for 2019 (-21.33%).

**Plan**

Describe the plan for this service/allowable activity

Key skills to be learned:

Parents will increase their knowledge of:

- how parents/family can participate in the school system
- parent engagement strategies to support student learning, including how to communicate with staff members via technology (email, voicemail)
- student achievement data
- how to download/use applications such as Clever, Levered, Footsteps2Brilliance, Imagine Learning
- how to utilize the AERIES Parent Portal and Google Classroom to support their student in obtaining a high school diploma

Student/teacher ratio:

5:1

Instructional strategies:

Effective instructional strategies for student learning are also effective for parent learning. These include: teacher modeling (I do, you do, we do), using physical response when possible, use of visuals, link to realia or using real-world problem. Use of sentence/language frames will be utilized when working on Communication with Staff (email, face to face conferences, phone calls).

Student grouping method:

Grouping methods will be based on topic interest, prior knowledge and time availability.

How instruction will be differentiated:

Differentiated needs will be met by scaffolding presentation information and activities to work with different learning modalities, prior knowledge and language proficiency. Handouts and charts will be utilized to support visual learning styles.

Other strategies besides the SSDP strategies identified for the focus areas:

What SSDP strategies will be used to deliver this service/allowable activity?

Parent and Family Engagement

☑ **Principle Strategy 12.0** - Provide workshops and/or resources on the services that the MEP offers.

☑ **Strategy 12.1** - Provide three workshops for parents including:

- How the U.S. school systems works and parent and family opportunities for participation within this system.
- Parent engagement evidence-based strategies
- Understanding student achievement data
- Supporting your child in obtaining a high school diploma
- Understanding career technical education
- Learning educational vocabulary (acronyms, A-G, parent homework dictionary, educational glossary).

Other

What evidence-based curriculum will be used in this instructional service?

No specific curriculum will be used in service but all applications support the curriculum aligned to the Common Core State Standards.

**Service/ Allowable Activity Staff Development**

What are the specific staff development activities?

Staff will participate in professional development opportunities focused (SSDP 12.1) topics

- parents/family participation in the Williams USD school system
- Parent engagement strategies
- Student achievement data, AERIES (Parent Portal)
- Obtaining a high school diploma, Google Classroom
- Curricular software/applications used by students

Training for staff will be conducted in-house (District Liaison, District Administration, IT TOSA and Secondary Intervention Specialist) and during conference attendance (CABE)

What dates approximately will the staff development take place?

| Date |
|---|
| 08/2020 |
| 01/2021 |
| 04/2021 |

**Service/ Allowable Activity Evaluation Plan**

What is the expected outcome specific to this service/allowable activity?

Parents will:

- increase knowledge of participation in school system
- increase knowledge and use of school applications (AERIES Parent Portal, Google Classroom, Footsteps2Brilliance, etc)
- increase communication with school staff

Staff will conduct pre-service knowledge parent survey, followed up with check-ins mid-year (Dec/Jan) and post-service (May).

**Local Quantitative Measures and Performance Targets**

| Local Quantitative Measure | Local Performance Target |
|---|---|

**Local Qualitative Measures and Performance Targets**

| Local Qualitative Measure | Local Performance Target |
|---|---|

| Local Qualitative Measure | Local Performance Target |
|---|---|
| Survey | Initial: All parents participating in Parent Education workshops will increase knowledge capacity on pertinent topics as evidenced by a pre-post self-assessment taken during parent education session. Survey will ask parent to identify "Next Steps" applying the concepts learned<br><br>Follow up: Mid-Year (Dec/Jan), End of Year (May) By End of Year, sixty percent of parents will execute their "Next Steps". |

**Service/ Allowable Activity Migrant Students Served**

For this activity, what is the number of students served at each level?
Please specify the number of students that are priority for service (PFS) students and non-PFS students.

| Grade | PFS | Non-PFS | Total |
|---|---|---|---|
| 0-2yrs | 0 | 0 | 0 |
| 3-5yrs | 0 | 0 | 0 |
| K | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Out of School Youth | 0 | 0 | 0 |
| Ungraded | 0 | 0 | 0 |
| Parent/Guardian | 0 | 60 | 60 |
| Total | 0 | 60 | 60 |

**Service/ Allowable Activity Time**

| Grade Levels | Students Served | Activity Dates | Sessions | Minutes/ Session | Total Minutes |
|---|---|---|---|---|---|
| Parent/Guardian | 60 | 08/17/2020 - 05/21/2021 | 3 | 45 | 135 |

**Service/ Allowable Activity Staffing Plan**

**Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).**

What migrant-funded staffing will support this service/allowable activity?

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |

**Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).**

What migrant-funded staffing will support this service/allowable activity?

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |
| Migrant Liaison | Classified | 1 | 0.50 |

**Service/ Allowable Activity Budget Detail**

| Object Code | Description & Itemization of costs | Amount |
|---|---|---|
| 2200 Support Services Salaries | Migrant Liaison: $16.21 x 4 hrs/day=$64.84 x 185 days=$11995.40 | $11,995 |
| 3000 Employee Benefits | Migrant Liaison Benefits: $11995.40 x 33.3184%=$ + $5,400 Health & Welfare Cap = $9,396.68 | $9,397 |
| 5800 Prof/Cons/Serv & Operating Exp. | K-6 CABE Conference-Registration:$465; Hotel:$280/nt x 3 nights=$840; Travel (Flight, Shuttle):$470+$90=$560; Meals: $66/day x 4 days=$264 | $2,129 |
| | Total: | $23,521 |

## 4. Literacy Intervention

Provide an overview description of your service/allowable activity.

(8727)

Lindamood-Bell (LMB) programs develop the sensory-cognitive processes that are foundational for reading and comprehension. Program implementation develops imagery-language which is foundational for reading, comprehension and math. Traditional reading and tutoring programs focus on content instruction. Lindamood-Bell programs focus on the sensory-cognitive processing necessary for reading and comprehension.

Skills underlining Reading and Comprehension

1. Skills-Reading is an integration of processing skills: word attack, sight word recognition, contextual fluency, oral vocabulary, and comprehension.
2. Sensory-Cognitive-Reading is an integration of processing skills: word attack, sight word recognition, contextual fluency, oral vocabulary, and comprehension.
3. Individual Differences-While individuals may have differences in their abilities, the processes needed for reading **are not different**. Sensory-cognitive functions can be developed, and change an individual's ability to read and comprehend.
4. Independence-Independent reading and comprehension begins with concept imagery and symbol imagery. An individual must use sensory-input to monitor and self-correct as they read
5. Dual CodingTheory-Reading is a cognitive act, made up of language and imagery. Instruction must align with a theory of cognition to make a difference for students.

During spring 2020, district staff TK-6 have received professional development from Lindamood Bell via Distance Learning. Fall 2020, Williams Unified School District will implement Phase 2. This is a migrant only funded program. Two Literacy Intervention teachers will work with 14 migrant students K-6 identified as non-readers. Each teacher will work with 3-4 students 2 times per week for a 16-week session in the fall and another in the spring. As teachers continue working with the delivery of the service, less time will be spent on prepping for each session.

Literacy Intervention Teachers will administer diagnostic assessments to determine skills threshold scores. These are used to set mid-way and end of session goals. The administration of post-assessments will confirm goals met. Weekly progress monitoring provides formative data for lesson development for the following week.

A lesson consists of 5 scripted activities. Each activity is for 10-15 minutes.

1. Image and Say Sounds and Letters
2. Syllable Cards
3. Air-Writing
4. Decoding Workbook
5. Sight Word Box

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Instructional

**Note**: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. MEP Fiscal Handbook

Which service areas does this activity address?

- [x] SSDP Focus Area: English Language Arts
- [ ] SSDP Focus Area: Mathematics
- [ ] SSDP Focus Area: English Language Development
- [ ] SSDP Focus Area: High School Graduation/Dropout
- [ ] SSDP Focus Area: Out of School Youth
- [ ] SSDP Focus Area: Parent and Family Engagement
- [ ] SSDP Focus Area: Student Engagement
- [x] Other
  Pre-Literacy Intervention

When will the service/allowable activity be provided?

- [x] After School
- [ ] Before School
- [ ] Saturday
- [ ] Other:

Where would the service/allowable activity be provided?

- [ ] Home-based
- [ ] Site/Center-based
- [x] District-wide
- [ ] Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

Williams Elementary School Williams Upper Elementary School

What is the need for this service/allowable activity based on the data?

The results of the 2019 CAASPP ELA for 3rd grade indicate only 8.33% of migrant students met the Reading Standard. For grades 4-6, only 2.78% of migrant students met the Reading Standard. Early intervention when "learning to read" will strengthen the literacy foundational skills needed for "reading to learn."

**Plan**

Describe the plan for this service/allowable activity

Key skills to be learned:

Students will:

- build symbol-sound associations for all letters and letter blends
- develop symbol imagery
- build automatic decoding

Student/teacher ratio:

3:1

Instructional strategies:

Instructional strategies used will be small group setting (3:1), use of visuals, guided practice.

Student grouping method:

Students will be grouped based on the results of their Pre-assessments

How instruction will be differentiated:

Differentiation will be based on student need and Pre-assessment results.

Other strategies besides the SSDP strategies identified for the focus areas:

What SSDP strategies will be used to deliver this service/allowable activity?

English Language Arts

- [x] **Principle Strategy 1.0** - Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.
- [ ] **Strategy 1.1** - Provide migratory students with opportunities to read various types of expository texts (e.g., description, comparison, cause and effect, problem and solution).
- [ ] **Strategy 1.2** - Provide migratory students with opportunities to write within various contexts. Integrate explicit instruction for one writing genre unit for program services as appropriate. For example, supplementary science technology engineering and mathematics services should have a strong writing component focusing on expository writing.
- [ ] **Strategy 1.2a** - Provide students with a rubric that outlines the elements required by the genre to write a proficient example and identifies what is needed for different levels of writing proficiency.
- [ ] **Strategy 1.3** - Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction.

Other

What evidence-based curriculum will be used in this instructional service?

Lindamood Bell program curriculum/ processes will be followed.

### Service/ Allowable Activity Staff Development

What are the specific staff development activities?

District staff K-6 participated in district sponsored Sensory-cognitive Instruction professional development with Lindamood Bell (LMB) during the spring 2020 via Distance Learning. Literacy Intervention teachers will be district staff participating in Sensory-cognitive Instruction training. Professional development prior to service delivery will be based on teacher need.

What dates approximately will the staff development take place?

| Date |
|---|
| 08/2020 |

### Service/ Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

Students will increase/improve:

- number of sight word
- letter recognition
- alphabet letter sound
- decoding

### Local Quantitative Measures and Performance Targets

| Local Quantitative Measure | Local Performance Target |
|---|---|
| Pre and Post Assessment | Student pre-assessment using Lindamood Bell protocols will establish threshold and used to calculate mid-way and final goal. Post-assessment will validate goal met. 80% of students will meet goals. |

### Local Qualitative Measures and Performance Targets

| Local Qualitative Measure | Local Performance Target |
|---|---|

### Service/ Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?
Please specify the number of students that are priority for service (PFS) students and non-PFS students.

| Grade | PFS | Non-PFS | Total |
|---|---|---|---|
| 0-2yrs | 0 | 0 | 0 |

| Grade | PFS | Non-PFS | Total |
|---|---|---|---|
| 3-5yrs | 0 | 0 | 0 |
| K | 0 | 6 | 6 |
| 1 | 0 | 3 | 3 |
| 2 | 1 | 0 | 1 |
| 3 | 1 | 0 | 1 |
| 4 | 1 | 0 | 1 |
| 5 | 1 | 0 | 1 |
| 6 | 1 | 0 | 1 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Out of School Youth | 0 | 0 | 0 |
| Ungraded | 0 | 0 | 0 |
| Parent/Guardian | 0 | 0 | 0 |
| Total | 5 | 9 | 14 |

**Service/ Allowable Activity Time**

| Grade Levels | Students Served | Activity Dates | Sessions | Minutes/ Session | Total Minutes |
|---|---|---|---|---|---|
| 1 - 6 | 7 | 08/10/2020 - 12/11/2020 | 32 | 60 | 1,920 |
| 1 - 6 | 7 | 01/11/2021 - 05/14/2021 | 32 | 60 | 1,920 |

**Service/ Allowable Activity Staffing Plan**

**Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).**

What migrant-funded staffing will support this service/allowable activity?

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |
| Literacy Intervention Teacher | Certificated | 2 | 0.10 |

**Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).**

What migrant-funded staffing will support this service/allowable activity?

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |

**Service/ Allowable Activity Budget Detail**

| Object Code | Description & Itemization of costs | Amount |
|---|---|---|
| 1100 Teachers | Literacy Intervention-Certificated: $55/hr x 4 hrs/wk x 16 wks/session = $3520 /session x 2 sessions = $7040/teacher x 2 Teachers= $14080 | $14,080 |
| 3000 Employee Benefits | Literacy Intervention-Certificated Benefits $7040 x 22.7184% = $1599.38/teacher x 2 teachers= $3198.75 | $3,199 |
| 4200 Books & Reference Materials | Program Kits-Visualizing and Verbalizing:$499.95 + Seeing Stars:$499.95= $999.90 x 2 Teachers= $1999.80 | $2,000 |
| 4300 Materials & Supplies | Assessment Protocols: GORT-4, PPVT-4, Woodcock(WRMT-III), WRAT-4, Symbol Imagery: (2/student Pre/Post):$359.93 | $360 |

| Object Code | Description & Itemization of costs | Amount |
|---|---|---|
| 4300 Materials & Supplies | Implementation supplies: Folders, pencils, counters, cups-$100/pp x 2 teachers= 200 | $200 |
| | Total: | $19,839 |

## Section 6: Summer/ Intersession

### 1. 7-12 English language development/Language Support Program

Provide an overview description of your service/allowable activity.

(7138)
Two instructors will provide designated ELD and integrated ELD/ELA through direct instruction and technology based instruction to 7-12 migrant students during their summer residency in Williams. It will be designed specifically to meet the needs of Priority for Service students- students who have moved in during the past year and are assessing below grade level. The grade span of 7-12 will be split in order to provide alignment to English language proficiency, ELD content standards and more high-quality first instruction (smaller class size, primary language support).

Through the ELD / ELA Language Support Academy, students will receive English Language Development support through blended learning and integrated thematic instruction. Lesson design will include reading expository text, use of a writing rubric outlining elements of the genre and the different levels of writing proficiency.

Instruction will be scheduled as a "Period/Departmentalized" schedule. Student rotations (2-4) will occur depending on the academic needs of students participating. Some student will need four hours of ELA/ELD instruction while a small number of students may only need two hours of ELA/ ELD. These students may be eligible for the Dual Enrollment program through Woodland Community College. The Binational teacher will provide cultural lessons focused on building student's self-pride.

Students will participate in a field trip to a California State University and a Community College. This visit is an intervention opportunity for students who are not meeting state standards. This visit also supports the Williams USD vision of "college for all". Through career path exploration students will find relevance is the writing genre that they are learning and practicing.

When is this service/allowable activity offered?
Summer

What type of service/allowable activity is this?
Instructional

**Note**: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. MEP Fiscal Handbook

Which service areas does this activity address?

- [x] SSDP Focus Area: English Language Arts
- [ ] SSDP Focus Area: Mathematics
- [x] SSDP Focus Area: English Language Development
- [ ] SSDP Focus Area: High School Graduation/Dropout
- [ ] SSDP Focus Area: Out of School Youth
- [ ] SSDP Focus Area: Parent and Family Engagement
- [x] SSDP Focus Area: Student Engagement
- [x] Other
  Designated ELD

When will the service/allowable activity be provided?

- [ ] After School
- [ ] Before School
- [ ] Saturday
- [x] Other:
  Summer Mon-Fri

Where would the service/allowable activity be provided?

- [ ] Home-based
- [ ] Site/Center-based
- [x] District-wide
- [ ] Region-wide

List all the Districts/Schools that will receive this service/allowable activity

Williams Junior Senior High School, Mid-Valley High School

What is the need for this service/allowable activity based on the data?

Based on Spring 2019 district-wide CAASPP data an achievement gap of 35.52% is evidenced by results indicating 15.38% of migrant students district-wide meeting/exceeding state standards in ELA as compared to their peers, 50.9%. Though the gap appears to have increased from Spring 2018 (11.57%), the number of migrant students district-wide meeting/exceeding state standards in ELA increased by 15.38% (Spring 2018-0%).

Traditionally, migrant students at the 7-12 grade levels are students who experience interruption in their education every year. This interruption combined with the challenges of continuing their education at a secondary level in their home county creates gaps in their learning.

**Plan**

Describe the plan for this service/allowable activity

Key skills to be learned:

Increase migrant students English language production and peer interaction

* Increase English language vocabulary and language functions

* Build on student's background knowledge to increase comprehension

* Increase writing opportunities

Student/teacher ratio:

23:1.

A secondary block schedule will be developed to provide the benefit of smaller group instruction for students.

Instructional strategies:

Whole class, small group, one-on-one instruction

Effective language acquisition strategies such as teacher modeling, total body response (TPR), use of visuals, link to realia or using real-world problems and sentence/language frames be utilized. These are essential for English Learners at ELPAC levels 1 and 2, which are the targeted student population for the Language Academy.

Student grouping method:

Students will be grouped by English Language Proficiency Level.

How instruction will be differentiated:

Teachers will provide the necessary scaffolds for all students to access the content. Lesson development will incorporate activities and guiding questions that move students through the levels of Bloom's Taxonomy. Students will participate in lessons that are rigorous ( within their zone of proximal development). relevant (student interest, culturally relevant) and engaging.

Other strategies besides the SSDP strategies identified for the focus areas:

What SSDP strategies will be used to deliver this service/allowable activity?

English Language Arts

- ☑ **Principle Strategy 1.0** - Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.
- ☑ **Strategy 1.1** - Provide migratory students with opportunities to read various types of expository texts (e.g., description, comparison, cause and effect, problem and solution).
- ☑ **Strategy 1.2** - Provide migratory students with opportunities to write within various contexts. Integrate explicit instruction for one writing genre unit for program services as appropriate. For example, supplementary science technology engineering and mathematics services should have a strong writing component focusing on expository writing.
- ☑ **Strategy 1.2a** - Provide students with a rubric that outlines the elements required by the genre to write a proficient example and identifies what is needed for different levels of writing proficiency.
- ☑ **Strategy 1.3** - Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction.

English Language Development

- ☑ **Principle Strategy 3.0** - All instructional services provide integrated ELD to support academic language development and content knowledge.
- ☑ **Strategy 3.1** - Subgrantees provide one professional devlopment on how to integrate ELD into **all** core content areas.

Student Engagement

- ☑ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- ☑ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- ☑ **Strategy 13.2** - Provide professional development to staff on cultural competency.

Other

What evidence-based curriculum will be used in this instructional service?

Step Up to Writing curriculum, I-Lit ELL, Integrated thematic instruction

**Service/ Allowable Activity Staff Development**

What are the specific staff development activities?

Staff will participate in 1 day of Professional Development on writing genres. Training will include the development of rubrics for self-evaluation of writing skills. Teachers will receive professional development on the implementation of AVID strategies used by Williams Jr Sr High School, thus supporting a successful transition to the new year for students.

What dates approximately will the staff development take place?

| Date |
| --- |
| 06/2021 |

**Service/ Allowable Activity Evaluation Plan**

What is the expected outcome specific to this service/allowable activity?

The expected outcomes are:

Students will increase their English language acquisition in the area of writing as evidenced by rubric scoring. Reading comprehension will demonstrate an increase in Lexile level as evidenced on STAR Reading assessment.

**Local Quantitative Measures and Performance Targets**

| Local Quantitative Measure | Local Performance Target |
| --- | --- |
| Pre and Post Assessment | Students with an 80% attendance rate will increase their individual Reading Comprehension score by 10% as evidenced by a Pre-Post STAR Reading Assessment score. |

| Local Quantitative Measure | Local Performance Target |
|---|---|
| Other | By the end of the program, students with an 80% attendance rate will meet a minimum of 75% of their writing criteria on their individual Writing Rubric. |

**Local Qualitative Measures and Performance Targets**

| Local Qualitative Measure | Local Performance Target |
|---|---|

**Service/ Allowable Activity Migrant Students Served**

For this activity, what is the number of students served at each level?
Please specify the number of students that are priority for service (PFS) students and non-PFS students.

| Grade | PFS | Non-PFS | Total |
|---|---|---|---|
| 0-2yrs | 0 | 0 | 0 |
| 3-5yrs | 0 | 0 | 0 |
| K | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 |
| 7 | 2 | 1 | 3 |
| 8 | 4 | 1 | 5 |
| 9 | 2 | 6 | 8 |
| 10 | 0 | 4 | 4 |
| 11 | 1 | 3 | 4 |
| 12 | 2 | 4 | 6 |
| Out of School Youth | 0 | 0 | 0 |
| Ungraded | 0 | 0 | 0 |
| Parent/Guardian | 0 | 0 | 0 |
| Total | 11 | 19 | 30 |

**Service/ Allowable Activity Time**

| Grade Levels | Students Served | Activity Dates | Sessions | Minutes/ Session | Total Minutes |
|---|---|---|---|---|---|
| 7 - 12 | 30 | 06/14/2021 - 06/30/2021 | 13 | 240 | 3,120 |

**Service/ Allowable Activity Staffing Plan**

**Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).**

What migrant-funded staffing will support this service/allowable activity?

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |
| ELD Instructor | Certificated | 2 | 2.00 |

**Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).**

What migrant-funded staffing will support this service/allowable activity?

| Title | Classification | Number of |
|---|---|---|

| Staff | FTE |
|---|---|

**Service/ Allowable Activity Budget Detail**

| Object Code | Description & Itemization of costs | Amount |
|---|---|---|
| 1100 Teachers | JUNE 2021: Certificated Teacher x $55/hr x 7 hrs x 13 days + 2 day PD= $5,775 x 2 teachers= $11550 | $11,550 |
| 3000 Employee Benefits | JUNE 2021 (2) Teacher: $11550 x 22.7184% = $2623.98 | $2,624 |
| 4200 Books & Reference Materials | Reading books, Spanish/English dictionaries, online books (to include tax+ shipping) $200/teacher x 2 teachers | $400 |
| 4300 Materials & Supplies | School Supplies: $200/teacher x 2 teachers | $400 |
| 5700 Transfers of Direct Costs | Field trip Transportation Cost(CSU Chico,Butte Community College): 133mi x $4.50= 598.50 + $361.80 (driver fee)= $960.30 | $960 |
| | Total: | $15,934 |

## 2. Parent Education (Platicas de Padres)/Cultural Education

Provide an overview description of your service/allowable activity.

(7137)

A Bi-national Teacher, sponsored by Region 2 will collaborate with teaching staff at both TK-6 and 7-12 summer academy programs. The teacher will provide evening parent education classes for parents each week on topics such as the importance of school attendance and strategies to support their students in school. Binational staff will also promote cultural pride by working with parents on culturally relevant activities that can be replicated with their children at home.

Classified staff will support by providing childcare while their parents participate in the parent education classes, making phone calls to parents, as well as preparing for the Bi-national Teacher Clausura.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Support Service

**Note**: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. MEP Fiscal Handbook

Which service areas does this activity address?

- ☐ SSDP Focus Area: English Language Arts
- ☐ SSDP Focus Area: Mathematics
- ☐ SSDP Focus Area: English Language Development
- ☐ SSDP Focus Area: High School Graduation/Dropout
- ☐ SSDP Focus Area: Out of School Youth
- ☑ SSDP Focus Area: Parent and Family Engagement
- ☐ SSDP Focus Area: Student Engagement
- ☐ Other

When will the service/allowable activity be provided?

- ☐ After School
- ☐ Before School
- ☐ Saturday
- ☑ Other:

Summer evenings

Where would the service/allowable activity be provided?

- ☐ Home-based
- ☐ Site/Center-based
- ☑ District-wide
- ☐ Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

Williams Elementary School Williams Upper Elementary School Williams Jr Sr High School Mid-Valley High School

What is the need for this service/allowable activity based on the data?

A strong cultural identity is important to a student's mental health and well being. Having a strong sense of cultural history and traditions helps parents build a positive cultural identity for themselves and their children. When parents have a strong cultural identity, they make social connections with others and develop a sense of belonging in their community, even if the community's cultures are different to their family culture. Having a positive sense of belonging in both settings, helps parents move between cultures with greater ease and confidence, and can increase their engagement. A sense of belonging builds parental self-esteem and resilience, and reduces the likelihood of experiencing depression and anxiety.

**Plan**

Describe the plan for this service/allowable activity

Key skills to be learned:

Students will learn:

- how to build self-pride
- cultural dances of Mexico

Parents will learn:

- effective communication skills
- California school system
- the importance of school attendance
- parent engagement strategies to support student learning
-

Student/teacher ratio:

20 Parents / 1 Bi-national Teacher

20 students / 1 Bi-national Teacher

Instructional strategies:

Teacher will use direct whole group, as well as small group instruction. Instruction will include visuals and use of realia whenever possible, as well as other instructional strategies for teaching adult learners/parents.

Student grouping method:

Instruction will be whole class. Grouping changes will be based on activity objectives.

How instruction will be differentiated:

Differentiation of instruction will be based on participants Spanish oral/writing language proficiency.

Other strategies besides the SSDP strategies identified for the focus areas:

Provide opportunities for parents to develop cultural pride

What SSDP strategies will be used to deliver this service/allowable activity?

Parent and Family Engagement

- ☑ **Principle Strategy 12.0** - Provide workshops and/or resources on the services that the MEP offers.
- ☑ **Strategy 12.1** - Provide three workshops for parents including:
  - How the U.S. school systems works and parent and family opportunities for participation within this system.
  - Parent engagement evidence-based strategies
  - Understanding student achievement data
  - Supporting your child in obtaining a high school diploma
  - Understanding career technical education
  - Learning educational vocabulary (acronyms. A-G. parent homework dictionary, educational glossary).

What evidence-based curriculum will be used in this instructional service?

The Bi-national Teacher will bring with them parent education activities to promote parent/student engagement.

### Service/ Allowable Activity Staff Development

What are the specific staff development activities?

Staff development will consist of email correspondence with Bi-national teacher prior to their arrival in Williams. Topics will include student/community demographics, parent engagement strategies. The goal is for the Bi-national teacher to participate in site staff developments. Should their arrival not permit it, site leadership will meet with the Bi-national teacher and review the information presented.

Collaboration will take place to ensure participation in both sites' on-going staff development activities once the sessions begin. Administration will meet with the Bi-national teacher on a weekly basis to review activities/lessons and support planning for the coming week.

What dates approximately will the staff development take place?

| Date |
|---|
| 06/2021 |

### Service/ Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

The parents will:

- have a better understanding of how to communicate with their students
- increase their knowledge on the importance of school attendance
- practice parent engagement strategies to support their student's learning in school

### Local Quantitative Measures and Performance Targets

| Local Quantitative Measure | Local Performance Target |
|---|---|

### Local Qualitative Measures and Performance Targets

| Local Qualitative Measure | Local Performance Target |
|---|---|
| Survey | At the end of each presentation, attendees will complete a Parent Survey with targeted outcomes of 80% in :1) demonstrating an increase of knowledge; 2) an intent to use/incorporate the topic presented. . |

### Service/ Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?
Please specify the number of students that are priority for service (PFS) students and non-PFS students.

| Grade | PFS | Non-PFS | Total |
|---|---|---|---|
| 0-2yrs | 0 | 0 | 0 |
| 3-5yrs | 0 | 0 | 0 |
| K | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |

| Grade | PFS | Non-PFS | Total |
|---|---|---|---|
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Out of School Youth | 0 | 0 | 0 |
| Ungraded | 0 | 0 | 0 |
| Parent/Guardian | 0 | 25 | 25 |
| Total | 0 | 25 | 25 |

**Service/ Allowable Activity Time**

| Grade Levels | Students Served | Activity Dates | Sessions | Minutes/ Session | Total Minutes |
|---|---|---|---|---|---|
| Parent/Guardian | 25 | 06/14/2021 - 06/30/2021 | 3 | 120 | 360 |

**Service/ Allowable Activity Staffing Plan**

**Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).**

What migrant-funded staffing will support this service/allowable activity?

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |

**Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).**

What migrant-funded staffing will support this service/allowable activity?

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |
| Child Care Supervisor | Classified | 1 | 0.08 |

**Service/ Allowable Activity Budget Detail**

| Object Code | Description & Itemization of costs | Amount |
|---|---|---|
| 2200 Support Services Salaries | JUNE 2021: Platicas de Padres-Child care Supervisor: $20/hr x 2 hours/workshop= $40 x 3 workshops= $120 | $120 |
| 3000 Employee Benefits | JUNE 2021: Platicas de Padres-Childcare Supervisor: $40/workshop x 3 workshops= $120 x 33.3184% = $40 | $40 |
| 4300 Materials & Supplies | Supplies for Platicas $25/platica x 3= $75 culture lessons K-12 (art activities, games, and costumes in preparation for Bi-national Teacher Clausura) = $303 | $378 |
| 5800 Prof/Cons/Serv & Operating Exp. | Bi-National Education Clausura celebration Catering: $10/person X 80 people | $800 |
| | Total: | $1,338 |

## 3. K - 6 Language and Literacy Summer Academy

Provide an overview description of your service/allowable activity.

(7139)

Williams Unified School District's K-6 Language and Literacy Summer Academy Program (Williams Summer Program) targets 60 At-Risk (Migrant and non-migrant) students. The primary purpose of the Summer Academy is to close the learning gaps in reading, writing and math evidenced on 2019 SBAC and ELPAC results and local measurements. In order to increase the number of academically At-Risk migrant students who can participate in the service, Migrant funds are used to pay for three additional teachers and student materials for 60 additional migrant students. Only the additional migrant students served in this SSDP 1.0/2.0/3.0 aligned program will be counted in MSIN.

The Academy will begin in June 2021 and will consist of 26 days of instruction. The program will provide 20 hours of intensive supplementary ELA and 20 hours of intensive supplementary Math instruction during the summer, 2020. A program theme is woven into the thematic units developed. Students will participate in a field trip that supports the theme selected and takes place within the program hours. The destination will be chosen by the teachers during professional development. The program will run from 8:30 am to 12:30 pm. K-6 Language and Literacy Summer Academy teachers are district staff who have participated in ELA, Math and ELD professional development sessions during the previous school year. Summer Academy professional development reviews specific reading, writing and language strategies effective in meeting migrant student students need based on end of year data. Students receive cultural lessons, delivered by the Bi-national teacher.

Curriculum lessons align to Common Core State Standards and scaffolded to reteach necessary grade-level ELA and math skills needed for capacity growth and closing the achievement gap in SBAC. This program aligns with State Service Plan Strategies for ELA and Math. Students will read expository text, practice writing genre and participate in math activities all related to the program theme selected.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

**Note**: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. MEP Fiscal Handbook

Which service areas does this activity address?

- [x] SSDP Focus Area: English Language Arts
- [x] SSDP Focus Area: Mathematics
- [x] SSDP Focus Area: English Language Development
- [ ] SSDP Focus Area: High School Graduation/Dropout
- [ ] SSDP Focus Area: Out of School Youth
- [ ] SSDP Focus Area: Parent and Family Engagement
- [x] SSDP Focus Area: Student Engagement
- [ ] Other

When will the service/allowable activity be provided?

- [ ] After School
- [ ] Before School
- [ ] Saturday
- [x] Other:

  Summer Mon - Thursday

Where would the service/allowable activity be provided?

- [ ] Home-based
- [ ] Site/Center-based
- [x] District-wide
- [ ] Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

Williams Elementary School, Williams Upper Elementary School

What is the need for this service/allowable activity based on the data?

According to the 2019 CAASPP results, in 3rd grade 54.74 % (ELA), 82.11% (Math) of all students did not meet state standards. For grades 4-6, 2019 CAASPP results show 76.1% (ELA) and 88.92% (Math) of all students did not meet state standards. This demonstrates a high need for intensive ELA and Math intervention.

According to the 2019 CAASPP results, in 3rd grade 83.33 % (ELA), 83.33% (Math) migrant students did not meet state standards. For grades 4-6, 2019 CAASPP results show 86.11% (ELA) and 94.28% (Math) migrant students did not meet state standards.

District funding permits service to 60 students, non-migrant and migrant. Data indicates a need for service to more than 60 students K-6.

**Plan**

Describe the plan for this service/allowable activity

Key skills to be learned:

Students will learn research and inquiry skills and apply them to inquiry math/science projects. Students will practice reading various expository texts and continue improvement towards writing proficiency.

Student/teacher ratio:

20/1

Instructional strategies:

Whole class, small group, one-on-one instruction as well as grade level

Student grouping method:

Class assignment will be based on grade level. When students are assigned to group projects, their English language proficiency will be taken into consideration.

How instruction will be differentiated:

Instruction will be differentiated based on student English Language Proficiency assessment results and prior content knowledge

Other strategies besides the SSDP strategies identified for the focus areas:

What SSDP strategies will be used to deliver this service/allowable activity?

English Language Arts

- ☑ **Principle Strategy 1.0** - Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.
- ☑ **Strategy 1.1** - Provide migratory students with opportunities to read various types of expository texts (e.g., description, comparison, cause and effect, problem and solution).
- ☑ **Strategy 1.2** - Provide migratory students with opportunities to write within various contexts. Integrate explicit instruction for one writing genre unit for program services as appropriate. For example, supplementary science technology engineering and mathematics services should have a strong writing component focusing on expository writing.

- [x] **Strategy 1.2a** - Provide students with a rubric that outlines the elements required by the genre to write a proficient example and identifies what is needed for different levels of writing proficiency.
- [x] **Strategy 1.3** - Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction.

Mathematics

- [x] **Principle Strategy 2.0** - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.
- [ ] **Strategy 2.1** - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- [x] **Strategy 2.2** - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

English Language Development

- [x] **Principle Strategy 3.0** - All instructional services provide integrated ELD to support academic language development and content knowledge.
- [x] **Strategy 3.1** - Subgrantees provide one professional devlopment on how to integrate ELD into all core content areas.

Student Engagement

- [x] **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- [x] **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- [x] **Strategy 13.2** - Provide professional development to staff on cultural competency.

What evidence-based curriculum will be used in this instructional service?

District adopted curriculum, Imagine Learning Summer Reading Program, Integrated thematic instruction.

**Service/ Allowable Activity Staff Development**

What are the specific staff development activities?

Williams Unified School District is committed to supporting the progress of the English learners in the district in becoming English proficient. This focus is evidenced by the commitment of fiscal and human resources. Teachers in grades K-6 participate in Integrated and Designated English Language Development professional training throughout the school year. Williams Elementary and Williams Upper Elementary have adopted the Sobrato Early Academic Language (SEAL) model, a researched-based instructional model utilizing practices appropriate for English learners and aligned with the ELD/ELA California Framework as well as the English Learner Roadmap. Staff is trained in effective ELD strategies to integrate in Social Science and Science curriculum (SSDP 3.0/3.1). All teachers have participated in two years of training and are supported by district SEAL Coaches. Grade level staff collaborate to develop common curricular scope and sequence. as well as assessments in ELA and Math. Staff trains in Achievement Data Team protocols for data analysis and student achievement progress monitoring. Accountability protocols ensure new/absent staff participate in make up sessions.

K-6 Language and Literacy Summer Academy teachers are district staff who have participated in ELA, Math and ELD professional development sessions during the previous school year. Summer Academy professional development reviews specific reading, writing and language strategies effective in meeting migrant student students need based on end of year data. Staff will learn the State Service Delivery Priorities identified for the program and what activities/evidence will meet these.

Program evaluation will reflect upon lesson plans, student work samples and attendance records to determine what was effective and what was not, as well as provide guidance for future summer programs.

What dates approximately will the staff development take place?

| Date |
| --- |
| 06/2021 |

**Service/ Allowable Activity Evaluation Plan**

What is the expected outcome specific to this service/allowable activity?

The expected outcomes are: To provide mobile migrant students an opportunity to receive more consistency in their academic school year of instruction which will result in increased academic outcomes, increased language acquisition, increased understanding of academic content through primary language support and stronger relationships with peers and staff.

**Local Quantitative Measures and Performance Targets**

| Local Quantitative Measure | Local Performance Target |
|---|---|
| Pre and Post Assessment | Students with an 80% Attendance rate will increase their individual score by 10% on the Pre-Post STAR math and Reading Comprehension Assessments. |

**Local Qualitative Measures and Performance Targets**

| Local Qualitative Measure | Local Performance Target |
|---|---|

**Service/ Allowable Activity Migrant Students Served**

For this activity, what is the number of students served at each level?
Please specify the number of students that are priority for service (PFS) students and non-PFS students.

| Grade | PFS | Non-PFS | Total |
|---|---|---|---|
| 0-2yrs | 0 | 0 | 0 |
| 3-5yrs | 0 | 0 | 0 |
| K | 5 | 0 | 5 |
| 1 | 5 | 4 | 9 |
| 2 | 5 | 4 | 9 |
| 3 | 5 | 4 | 9 |
| 4 | 5 | 4 | 9 |
| 5 | 5 | 4 | 9 |
| 6 | 5 | 5 | 10 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Out of School Youth | 0 | 0 | 0 |
| Ungraded | 0 | 0 | 0 |
| Parent/Guardian | 0 | 0 | 0 |
| Total | 35 | 25 | 60 |

**Service/ Allowable Activity Time**

| Grade Levels | Students Served | Activity Dates | Sessions | Minutes/ Session | Total Minutes |
|---|---|---|---|---|---|
| K - 6 | 60 | 06/14/2021 - 06/30/2021 | 13 | 240 | 3,120 |

**Service/ Allowable Activity Staffing Plan**

**Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).**

What migrant-funded staffing will support this service/allowable activity?

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |
| Teachers | Certificated | 3 | 3.00 |

**Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).**

What migrant-funded staffing will support this service/allowable activity?

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |

**Service/ Allowable Activity Budget Detail**

| Object Code | Description & Itemization of costs | Amount |
|---|---|---|
| 1100 Teachers | JUNE 2021 Certificated Teacher: $55/hr x 4.5 hrs x 13 days + 2 PD day(4.5 hrs)= $3,712.50 x 3 teachers= $11,137.50 | $11,138 |
| 3000 Employee Benefits | JUNE 2021 (3 Teachers): $11,138 x 22.7184% | $2,530 |
| 4200 Books & Reference Materials | Reading books, online books, Spanish/English Dictionaries (to include tax+shipping) $200/grade X 3 | $600 |
| 4300 Materials & Supplies | 3 Teachers x $200/teacher | $600 |
| 5700 Transfers of Direct Costs | Transportation Cost: June 2021: $193/day x 13 days= $2509 June 2021: Field trip-$902 | $3,411 |
| | Total: | $18,279 |

## 4. ELA-Math Makerspace Distance Learning Academy

Provide an overview description of your service/allowable activity.

(8725)

Williams Unified School District will contract with the Butte County Office of Education Future Educator Support (FES) Program to provide English Language Arts (ELA) and Math academic instruction to Williams Unified School District Migratory Students. The academies will be held online as a Synchronous and Asynchronous Distance Learning program and will provide 20 hours of intensive supplementary ELA and 20 hours of intensive supplementary Math instruction. The academies will consist of 15 weekdays and 3 saturdays during the month of July 2020. Our academies will run three classes daily from 9:00 am – 1:00 pm for 3rd/ 4th/ 5th grades, 12:00 pm -4:00 pm for 6th/ 7th/ 8th grades and 2:00 pm - 6:00 pm 9th-12th grades, accommodating 210 minutes of instruction per class during weekdays with two 15 minute breaks.

In addition, students will have daily opportunities to work with teachers outside their academic classes. Student tutoring hours will be established during different time slots to support areas of need and parent engagement. Saturdays class will consist of classes from 9:00 am – 11:10 pm for 4th/ 5th grades, 11:00 pm -1:10 pm for 6th/ 7th grades and 1:00 pm - 3:10 pm 9th-12th grades, accommodating 120 minutes of instruction per class on saturdays with a 10 minute break at the hour mark.

As an intervention approach, students will be divided into grade level clusters consisting of one or two grade levels. Instructional services will be designed to host twenty students per class and will be supported by one credentialed teacher with support of a paraprofessional assistant. Most importantly, the Migratory students will receive essential tools to connect to the designed Distance Learning as the Williams Unified School District Migrant Program will provide a Tech pack consisting of a Chromebook laptop and a Mifi wireless router Wi-Fi hotspot or comparable technology.

The primary objective is to address the learning gaps in reading, writing, math and instill Design Thinking. Teachers will use a well-balanced curriculum that revolves around strong collaboration and communication with students, teachers and parents to target the principle strategies in our services. To the same extent, the online program curriculum will be age and grade-appropriate for students at primary, middle, and high school levels.

Empowering Writers evidence-based curriculum will be the vehicle for students to develop their writing skills through daily direct instruction on genres such as expository writing. Brainpop writing will complement the understanding of writing foundations for migratory students. For the development of writing fluency, expository writing journals will be viable on Google Drive.

The targeted intervention for reading is to build fluency and comprehension while providing opportunities for migratory students to read various types of expository texts. The computer-based online digital library EPIC! has cross-curricular digital content, which supports migratory students with independent reading practice. EPIC, an online reading software allows students to read or listen to books at their assigned reading level and take a quick quiz to assess their understanding.

Math curriculum lessons will align to Common Core State Standards (CCSS) and personalized to help reteach necessary grade-appropriate Math skills. Our supplemental Math intensive intervention targets activities that develop and nurture mathematical concepts and reasoning include fractions, decimals, percent, measurement, estimation, and pre-algebra.

Teachers will provide differentiated instruction to deliver the online curriculum, rotations through breakout rooms will occur to develop a greater understanding of the supplementary reading,writing and math components. The teacher will use rotations to address differentiated needs. Makerspace lessons will incorporate problem-based learning, Design Thinking, tinkering and building; in addition, teachers will introduce different STEM career paths. Students will take part in icebreakers, think-pair-sharing, four heads together, note-taking, and oral language exercises within their group.

As supplemental independent support work, students will use the following educational computer-based learning platforms: BrainPop, BrainPop Spanish, BrainPop ELL, Freckle Math, Zearn Math and Study.com. Video Conferencing is a powerful tool to bring teachers and students together online that emulate real classroom interactions. Google Meet will be our Virtual collaboration among students and will be possible by using the breakout room tools.

Formative and informal assessments will provide instructional feedback in the development of student goal-setting and monitoring student achievement. While the introduction of rubrics as a tool and guide, will help our migrant students develop their writing with an array of guided practice. The online Learning Management System (LMS) will allow teachers to organize curriculum, create lesson plans, gather data, and provide real-time student assessments. The LMS platform will support checking for understanding through online platforms: Zoom polling, Pear Deck, Edpuzzle, Flipgrid, Class Dojo etc.

In order to enhance student engagement and increase migrant students' self-pride, teachers will introduce each lesson by making a connection to a learning skill that will consist of critical thinking, creativity, collaboration, and communication. Implementation of these four parts will instill community building throughout their participation in our Distance Learning.

Teachers are former Mini-Corps students and culturally competent. As first-generation college students, they will

serve as positive role-models in Distance Learning and because of their migrant background, will be able to relate with students as they share their common interests, life-experiences, and home culture with the students they instruct. FES is able to incorporate culturally relevant content readings to develop pride in their family cultures and home language.

In a paramount effort for partners to embrace the work and program, teachers will reach out to migrant families prior to the start of Distance Learning. Teachers will introduce the program and provide an orientation video to MEP which can be used to promote the program. In addition, teachers will reach out to each family in a virtual platform to introduce our program objectives, build community, and address questions. Most importantly, teachers will introduce and share the concept of Digital Citizenship to instill success in Distance Learning. The dynamics of building a community with our migratory families will evolve through a pair Family Math Literacy nights.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

**Note**: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. MEP Fiscal Handbook

Which service areas does this activity address?

- [x] SSDP Focus Area: English Language Arts
- [x] SSDP Focus Area: Mathematics
- [x] SSDP Focus Area: English Language Development
- [ ] SSDP Focus Area: High School Graduation/Dropout
- [ ] SSDP Focus Area: Out of School Youth
- [ ] SSDP Focus Area: Parent and Family Engagement
- [x] SSDP Focus Area: Student Engagement
- [ ] Other

When will the service/allowable activity be provided?

- [ ] After School
- [ ] Before School
- [ ] Saturday
- [x] Other:

Summer

Where would the service/allowable activity be provided?

- [ ] Home-based
- [ ] Site/Center-based
- [x] District-wide
- [ ] Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

Williams Elementary, Williams Upper Elementary, Williams Jr/Sr High School

What is the need for this service/allowable activity based on the data?

Williams USD CAASPP scores for 2018-2019 show that 30.01% of Migratory students were proficient in ELA while 51.1% of all students were proficient. There is a -21.09% gap. Migratory students need additional experience and support in order to improve their language skills.

In addition, many migratory students do not have the opportunity to participate in hands-on Makerspace explorations and exposure to writing genres that empower their writing via organization of thoughts, conducting

research, and supporting their findings. The ELA-Makerspace Academy is designed to provide these services for students.

**Plan**

Describe the plan for this service/allowable activity

Key skills to be learned:

Reading: Students will build core reading skills by focusing on vocabulary building, reading fluency and comprehension, and literacy skills. Students will read informational and expository texts.

Writing: Students will build core ELA-writing skills by writing expository and informational/ argumentative text based on skill level. Higher order thinking skills will be modeled and practiced. Writing skills will improve by teaching students to focus on clarity, structure, providing supporting evidence, and summarizing. Students' will be introduced to a student-friendly rubric to utilize throughout the academy that outlines the elements required by the genre to produce a proficient writing sample and identify what is needed for different levels of writing proficiency.

Math: Students will build core Math skills such as concepts and procedures, problem solving and modeling data, through our supplemental instruction that supports the implementation of CCSS and 21st century learning skills in Mathematics. Our target intervention is to improve migrant students' ability to explain and apply mathematical concepts. Through concept building, migratory students' will improve ability to analyze real-world problems and can build and use mathematical models to interpret and solve problems. Families will have the opportunity to participate in our Delivery of the Parent Involvement Plan, which will consist of two Distance Learning Math Family Literacy Night's taking place during the second and third weeks of the academy.

Self-pride, Culture, and Makerspace: Students will build self-pride, increase self-esteem, and gain confidence by reading autobiographies, high quality nonfiction, and informational stories about Latino professionals in the field of STEM. By engaging in group discussion activities and written assignments, students will build a bridge between the successful Latino individuals in the readings, and themselves. By actively participating in inquiry-based learning, students will explore the culturally relevant activities, ask questions, and share ideas in a safe learning environment. Teachers will build on migratory students' strengths and create a Distance Learning climate that is respectful and inclusive, which will help migrant students appreciate their culture.

Student/teacher ratio:

20:1 Groups of 20 students in online instruction: 1 Teacher, 1 Classified Staff

Instructional strategies:

Direct Instruction, Modeling, Student Centered Instruction, I Do, We Do, You do, Scaffolding, Inquiry-Based Learning, Activating Students' prior knowledge, Project-Based Learning, Choral Reading, CLOZE reading, Questioning techniques, Read Aloud, Use of academic language, Sentence Frames, Use of White boards, Think-Pair-Share, and K-W-L Charts, Question and Answers online forum, online class discussion/ group discussions,Google Classroom, Google Meet

Student grouping method:

Small groups, mixed levels, strategic groups, whole groups, one-on-one; differentiation based on content area and skill-level of deficiency.

How instruction will be differentiated:

Instruction will be differentiated based on student learning needs and will be content-specific. Students will be provided differentiated instruction through grade-level groupings/ clusters, use of sentence frames, graphic organizers, additional vocabulary development activities, and primary language support. I do, we do, and you do, will be a tool to model and guide student learning. Schema-Building and Productive talks will instill confidence.

Teachers will use SDAIE strategies and chunk instruction to help students digest information a little at a time while allowing them to grow their knowledge-base and understanding of the material. By bridging or activating

knowledge with primary language support, migrant students will tie new information to something familiar. This will help students as they decode information from their native language and transfer that understanding into English.

Teachers Online Instruction will be highly differentiated at all times to support the digital divide and unforeseen learning moments. Tiered Instruction will be put in place to capture all students are learning. Teachers will post videos of lecture and model reading. As a guidance tool for students, lesson plans will be posted in powerpoint format.

Math instruction will be differentiated by providing cross-content application of concepts, to help tie learning together, in order to make it more comprehensible for migratory students. Direct Instruction by default will target a reteach approach and provide multiple learning opportunities to reinforce Math concepts and conceptualization. As a tool of reference, sentence stems will be visible in daily lesson plans.

Other strategies besides the SSDP strategies identified for the focus areas:

Through problem-based learning, students will have opportunities to develop self-confidence and leadership skills while working with their peers in a Google classroom and using the following apps such as Flipgrid and Class Dojo. These communication tools will enhance oral language development and increase self-pride.

What SSDP strategies will be used to deliver this service/allowable activity?

English Language Arts

- ☑ **Principle Strategy 1.0** - Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.
- ☑ **Strategy 1.1** - Provide migratory students with opportunities to read various types of expository texts (e.g., description, comparison, cause and effect, problem and solution).
- ☑ **Strategy 1.2** - Provide migratory students with opportunities to write within various contexts. Integrate explicit instruction for one writing genre unit for program services as appropriate. For example, supplementary science technology engineering and mathematics services should have a strong writing component focusing on expository writing.
- ☑ **Strategy 1.2a** - Provide students with a rubric that outlines the elements required by the genre to write a proficient example and identifies what is needed for different levels of writing proficiency.
- ☑ **Strategy 1.3** - Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction.

Mathematics

- ☑ **Principle Strategy 2.0** - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.
- ☑ **Strategy 2.1** - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- ☑ **Strategy 2.2** - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

English Language Development

- ☑ **Principle Strategy 3.0** - All instructional services provide integrated ELD to support academic language development and content knowledge.
- ☑ **Strategy 3.1** - Subgrantees provide one professional devlopment on how to integrate ELD into all core content areas.

Student Engagement

- ☑ **Principle Strategy 13.0** - Services offered to migratory students need to have a cultural component.
- ☑ **Strategy 13.1** - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- ☐ **Strategy 13.2** - Provide professional development to staff on cultural competency.

What evidence-based curriculum will be used in this instructional service?

Teachers will use a well balanced curriculum that revolves around strong collaboration and communication with students, teachers and parents to target the principle strategies in our services. To the same extent, the online program curriculum will be age and grade appropriate for students at primary, middle and high school levels.

### Service/ Allowable Activity Staff Development

What are the specific staff development activities?

Future Educator Support Program will provide the following Staff Development to teachers and support staff:

- Research-based curriculum in reading, writing and math
- Student Engagement Structures
- Critical Thinking
- Problem Solving Skills
- Computation
- Math and English Literacy
- Implementation of Pre/ Post assessment
- Pedagogy engagement techniques to build Cultural Competency

What dates approximately will the staff development take place?

| Date |
| --- |
| 05/2020 |

### Service/ Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

Increase migratory students' knowledge in academic vocabulary, oral language development, reading ability, writing ability through our vehicle Makerspace, increase proficiency in math, increase self-awareness and cultural pride.

### Local Quantitative Measures and Performance Targets

| Local Quantitative Measure | Local Performance Target |
| --- | --- |
| Pre and Post Assessment | 80% of the students' receiving at least 20 hours of instruction during the ELA- Math Makerspace Distance Learning will improve in the area of Reading and Writing concepts by 10 percent based on pre/ post assessment. |
| Pre and Post Assessment | 80% of the students' receiving at least 20 hours of instruction during the ELA-Math Makerspace Distance Learning will increase their knowledge of twenty-first-century skills, (developing oral and written language concepts and Design Thinking, and vocabulary.) by 10 percent based on the pre/ post assessment. |
| Pre and Post Assessment | 80% of the students' receiving at least 20 hours of instruction during the ELA-Math Makerspace Distance Learning will improve in the area of Math concepts by 10 percent based on the pre/ post assessment. |
| Pre and Post Assessment | 80% of the students' receiving at least 20 hours of instruction during the ELA-Math Makerspace Distance Learning will increase their awareness of Latinos Scientists by 10 percent, based on the pre/ post assessment. |

### Local Qualitative Measures and Performance Targets

| Local Qualitative Measure | Local Performance Target |
|---|---|

**Service/ Allowable Activity Migrant Students Served**

For this activity, what is the number of students served at each level?
Please specify the number of students that are priority for service (PFS) students and non-PFS students.

| Grade | PFS | Non-PFS | Total |
|---|---|---|---|
| 0-2yrs | 0 | 0 | 0 |
| 3-5yrs | 0 | 0 | 0 |
| K | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 4 | 0 | 4 |
| 4 | 4 | 0 | 4 |
| 5 | 4 | 2 | 6 |
| 6 | 4 | 3 | 7 |
| 7 | 4 | 3 | 7 |
| 8 | 4 | 3 | 7 |
| 9 | 4 | 3 | 7 |
| 10 | 4 | 3 | 7 |
| 11 | 4 | 3 | 7 |
| 12 | 4 | 0 | 4 |
| Out of School Youth | 0 | 0 | 0 |
| Ungraded | 0 | 0 | 0 |
| Parent/Guardian | 0 | 0 | 0 |
| Total | 40 | 20 | 60 |

**Service/ Allowable Activity Time**

| Grade Levels | Students Served | Activity Dates | Sessions | Minutes/ Session | Total Minutes |
|---|---|---|---|---|---|
| 3 - 12 | 60 | 07/06/2020 - 07/24/2020 | 15 | 210 | 3,150 |
| 3 - 12 | 60 | 07/10/2020 - 07/27/2020 | 3 | 120 | 360 |

**Service/ Allowable Activity Staffing Plan**

**Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).**

What migrant-funded staffing will support this service/allowable activity?

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |

**Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).**

What migrant-funded staffing will support this service/allowable activity?

| Title | Classification | Number of | |
|---|---|---|---|
| | | Staff | FTE |

**Service/ Allowable Activity Budget Detail**

| Object Code | Description & Itemization of costs | Amount |
|---|---|---|
| 5800 Prof/Cons/Serv & Operating Exp. | Contract with Butte County Office of Education Future Educator Support Program to provide three Distance Learning ELA-Makerspace Academies; for migrant students. Contract to include teachers salary, benefits, materials, supplies, curriculum and online platforms. | $15,962 |

| Object Code | Description & Itemization of costs | Amount |
|---|---|---|
| | Total: | $15,962 |

## Section 10: Identification and Recruitment

For this section include any and all Identification and Recruitment (I&R) activities that will be provided during the school year

**Eligible migrant students will be identified and recruited in a proper and timely manner.**

To qualify for the Migrant Education Program, a child is considered "migratory" if his or her parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries or the child is actually a migratory out-of-school youth (OSY) who works in agricultural, dairy, lumber, or fishing industries. In addition, the youth or family must have a qualifying move during the past three years. A qualifying move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment. The eligibility period for the MEP is three years from the date of the last move, and eligibility is established through an interview conducted by a migrant education recruiter who visits the home, employment, or other community locations.

### I&R Program Overview

Provide an overview of your organizational structure, including the activities and personnel that are administered locally and the activities and personnel that are administered by subgrantees through a DSA or MOU if applicable.

Region conducts all I & R activities.

### I&R Quality Control Plan

Provide a copy of the Regions I&R Quality Control Plan as a separate document to the application. *The Regions Plan may be modeled after the States Quality Control Plan; however, the States Plan may not be substituted in lieu of the Regions Plan.*

| Title | File Name | Last Update |
|---|---|---|

### District Staff Roles in the I&R Quality Control Process

What are the roles and responsibilities of your I&R staff members within the region's or district's quality control processes?

Describe how you will utilize I&R staff to identify and recruit eligible migrant students; include the community and school-based activities.

### Local Community

What are the characteristics of the community in your local recruiting area?

### Migration Pattern Adjustment

What strategies will your I&R staff employ to look for families outside the traditional locales? In some communities, migration patterns are well established and recruiters know where migrant families and youths live; however, migration, employment, and housing patterns change over time.

### Regional I&R Coordination

How will your I&R staff coordinate recruitment activities with local districts to create effective recruitment partnerships? How do you ensure that recruitment efforts are robust without being duplicative?

### Recruitment Activities

Provide the numbers of individuals assigned to conduct eligibility interviews and make eligibility determinations, the full-time

equivalent that they spend performing I&R activities, and how and where the recruiting is carried out.

| Type | Recruiters | FTE | Description |
|---|---|---|---|

**I&R Staff**

Please provide the number of staff in each I&R supervisory and control staff position, the full-time equivalent that they spend performing I&R activities, and the specific tasks carried out in each position. (Note: the budget for I&R activities is part of the Administration section of this application.)

| Title | Number of | | Description |
|---|---|---|---|
| | Staff | FTE | |

## Section 11: Parent Advisory Council

Explain how parents and community members are recruited and selected for membership in the PAC. Provide local timelines to ensure PAC compliance with State regulations. Please note that regions have PACs and RPACs. Direct Funded District only have PACs.

At the opening of the school year. a review of MSIN roster of migrant students/parents is compared with the roster in the district's student information system AERIES. Differences are researched and outcomes are communicated to the district data person as well as the Region 2 counter part.

Upon enrollment, potential migrant families are informed about the services that Migrant Education. Families are referred via the Recruitment Form to the Migrant Recruiter who conducts an intake to determine program eligibility.

The Williams Migrant Parent Advisory Committee (Williams MPAC) meets on the second Monday of each month. The first meeting of the year takes place in the evening, with future meeting times to be determined by the membership at that meeting. Increasing parent engagement continues to be a focal point for the district. To this end, the MPAC meetings were held at the Migrant Camp during the months of its operation. Lack of meeting space resulted in conducting the meetings outside, which created challenges. As a positive outcome of the COVID-19 safety measures, Zoom has become the new platform for conducting meetings. For 2020-2021, Williams MPAC meetings will be held at the Williams Parent Center but will broadcast via Zoom to build out greater parent participation.

Williams MPAC Membership is open to all eligible migrant parents. Meetings are open to the community, school staff, and non-migrant parents. Meetings are conducted in parents' primary language, with translation service available for non-Spanish speaking attendees. Williams MPAC officers meet with the ME district Administrator/designee two weeks prior to establishing the meeting agenda. Agendas are posted no less than 72 hours prior (Brown Act) on school site/district websites, Community/Migrant Camp Bulletin Boards and sent home to families via the weekly student envelope. Meeting agendas will also be posted on the upcoming Family Resource Center Facebook page.

Officer elections are held every odd year. Officers serve two-year terms unless special circumstances prohibit the parent from completing their term. MPAC Bylaws provide guidance for such situations. MPAC officers consist of President, Vice-President, Secretary, and Sargent-at-Arms. The positions of President and Vice-President require active Migrant eligible status to hold the office. Traditionally the representative to the Area PAC meeting has been a member of the Executive committee.

Describe the PAC involvement in the review of the Needs Assessment, planning, and development of the regional application, implementation of services provided to students, and program evaluation.

Programmatic input from parents is ongoing throughout the year. The regional application is developed with input from parents and needs identified on student achievement data points. Regular School Year and Summer programs and services are developed to meet the needs identified.

A Needs Assessment is completed at the initial meeting. Selected topics are calendared based on priority. These topics are incorporated in the development of the year's meeting agendas. Based on the previous year's parent request, specific topics will be developed into workshop topics allowing for deeper learning. A deeper understanding of topics such as LCAP, Ca Dashboard and English Learner Roadmap permit parents to apply their knowledge in effective decision making and can promote active engagement in their student's learning as they progress through the grade levels.

An analysis of student achievement data points (noted below) permit PAC members to understand achievement gaps between migrant and non-migrant students. Through the analysis, parents can provide input on solutions to effectively closing the achievement gap

- CAASPP English Language Arts
- CAASPP Math
- High School Graduation Rate
- Absenteeism Rate
- Suspension Rate
- ELPAC data

What are the specific staff development activities planned based on local data? What are the expected outcomes?

Staff training will build capacity in order to be able to identify and explain:

- Williams USD Dashboard

- Williams Unified School District LCAP goals
- Robert's Rules of Order for meetings and officer trainings
- Identify and analyze key components of the District Service Agreement (DSA)

What are the specific PAC member development activities to meet the need? Include dates, vendors, or providers if applicable.

- Provide training to PAC members to prepare them to execute their mandated roles and responsibilities
- Review Needs Assessment results and establish parent training for the year
- PAC members will participate in training to build capacity in the areas of identification and explanation of ESSA Title I-Part C Regulations, using Robert's Rules of Order for meetings, identification and analysis of key components of the DSA application and Regional Budgets, and executing their responsibilities as outlined in code and regulations.
- Parent Engagement will increase through building capacity. Parent knowledge base regarding the California Dashboard and its measurement indicators, effective math instruction/support strategies and college entrance requirements will be woven into the topics identified on the Needs Assessment conducted at the beginning of the 2020-2021 school year.

| | |
|---|---|
| o Officer Roles/Responsibilities Training<br>o Identification of local needs, data analysis and determining strategies to meet identified needs | o Fall 2020 |
| o 2 Parents to attend CABE 2021. Parents who attend will provide training to the remaining PAC members. | o Spring 2021 |
| o Continue building leadership skills through participation and facilitation in Project2Inspire and Family Leadership Institute | o Fall/Spring 2020-2021 |
| o Training on Williams USD Dashboard, district LCAP, Site Curricular applications, Student academic progress indicators as they apply to migrant students. | o Fall/Spring 2020-2021 |
| | |

Topics for PAC and Staff Development Activities

- [x] Review key provisions of Title I Part, C ESSA (New)
- [x] Identifying local needs of migratory students and parents: data analysis and determining strategies to meet identified needs.
- [ ] Meeting engagement, management and facilitation (applicapable, such as Greene Act)
- [ ] Instructional strategies for use with parent groups
- [x] Leadership workshops
- [ ] Other

**PAC Members**

Include a list of PAC member's names.

| District/ School | First Name | Last Name | Eligible Migrant Parent? |
|---|---|---|---|
| Williams Unified School District | Berenice | Hernandez | Yes |
| Williams Unified School District | Susana | Jimenez | Yes |
| Williams USD | Norma | Velazquez | Yes |

| District/ School | First Name | Last Name | Eligible Migrant Parent? |
|---|---|---|---|
| Williams USD | Guillermina | Jauregui | No |

### PAC Staffing

What migrant-funded staffing will support PAC activities?

| Title | Classification | Staff |
|---|---|---|
| Child Care Supervisor | Classified | 0.02 |

## Section 13: Administration

### Indirect Cost Charges

Approved Indirect Rate 8.63 %

Place a checkmark next to services rendered by indirect cost charges

- [x] Accounting and budgeting
- [x] Payroll preparation
- [x] Personnel management
- [x] Purchasing
- [x] Data Processing
- [ ] Warehousing
- [x] Facilities
- [x] Maintenance
- [ ] Communications
- [x] Technology support
- [ ] Other: (List Below)

[x] I certify that the business office was consulted to determine indirect cost charged items.

### Administration Staffing Plan

#### Personnel Needed to Administer ALL Services Described in the Application

Identify personnel needed to administer all services. A MEP administrator is a professional staff member, other than a teacher or counselor. A MEP administrator may have administrative duties, such as a project director or regional director. Generally, if the personnel are MEP funded professional staff, not paraprofessionals, and they perform MEP administrative duties, then the LEA may consider them as MEP administrators in their job classifications. (See fiscal handbook)

| Title | Type(s) | Classification | Number of | |
|---|---|---|---|---|
| | | | Staff | FTE |

### Administration Budget Detail

Please identify all costs related to administration of all services of the MEP for the Regular School Year, Summer School, etc. For each line item, refer to and use the object codes provided in the instructions.

#### Regular School Year

| Object Code | Description & Itemization of costs | Amount |
|---|---|---|
| 5200 Travel & Conferences | ME District Administrator 2021 CABE Conference: Registration $715; Hotel: $280/nt x 4 nights= $1120; Meals: $66/day x 4 days= $264; Travel (Flight,shuttle): $470 + $90= $560 | $2,659 |
| | **Subtotal for 1100-6999** | $2,659 |
| 7000 Indirect Cost | 8.63% Indirect | $9,943 |
| | **Total:** | $12,602 |

#### Summer/ Intersession

| Object Code | Description & Itemization of costs | Amount |
|---|---|---|
| | **Subtotal for 1100-6999** | $0 |
| 7000 Indirect Cost | 8.63% Indirect | $4,445 |
| | **Total:** | $4,445 |

#### Parent Advisory Council

| Object Code | Description & Itemization of costs | Amount |
|---|---|---|

| Object Code | Description & Itemization of costs | Amount |
|---|---|---|
| 2200 Support Services Salaries | Parent Leadership Workshops-Childcare Supervisor:$20/hr x 2 hours/workshop=$40 x 5 workshops (3 Fall 2020, 2 Spring 2021)=$200 | $200 |
| 2200 Support Services Salaries | MPAC Meetings-Childcare Supervisor:$20/hr x 2 hours/meeting=$40 x 6 meetings (3 Fall 2020, 3 Spring 2021)=$240 | $240 |
| 3000 Employee Benefits | Parent Leadership Workshops-Childcare Supervisor:$40/workshop x 5 workshops=$200 x 33.3184%=$66.64 | $67 |
| 3000 Employee Benefits | MPAC Meetings-Childcare Supervisor:$40/meeting x 6 meetings=$240 x 33.3184%=$79.96 | $80 |
| 4300 Materials & Supplies | Parent Leadership Workshops-Refreshments:$5/pp x 10 parents=$50 x 5 workshops=$250 | $250 |
| 4300 Materials & Supplies | Parent Leadership Workshop-Materials/Supplies, (Binders,pens,copies):$200 | $200 |
| 4300 Materials & Supplies | MPAC Meetings-Refreshments:$5/pp x 10 parents/meeting=$50 x 6 meetings=$300 | $300 |
| 4300 Materials & Supplies | MPAC Meetings Materials/Supplies (Folders,copies, pens):$200 | $200 |
| 5800 Prof/Cons/Serv & Operating Exp. | 2021 CABE Conference-Registration:$540/pp x 2 parents=$1080; Hotel:$280/nt x 3 nights=$840 x 2 parents=$1680;Transportation (Flight+Shuttle):$470/pp x 2=$940 + $90=$1030;Meals:$66/day x 4 days=$264/pp x 2 people=$528 | $4,318 |
| | Subtotal for 1100-6999 | $5,855 |
| 7000 Indirect Cost | 8.63% Indirect | $505 |
| | Total: | $6,360 |

## Section 14: Legal Assurances & Certifications

### Migrant Education Program Inventory list

| Title | File Name | Last Update |
|---|---|---|
| Data Device Inventory | 2019-2020_Data_Device_Inventory.pdf | 04/28/2020 10:59 AM |

### Official Job duty statements from the local Human Resources office for all MEP staff

| Title | File Name | Last Update |
|---|---|---|
| Williams USD Child Care Supervisor | Child_Care_Supervisor.pdf | 04/28/2020 11:01 AM |
| Williams USD Summer 7-12 Teacher | Summer_School-Teacher_(7-12).pdf | 04/28/2020 11:02 AM |
| Williams USD Summer K-6 Teacher | Summer_School-Teacher_(Elementary)_Job_description.pdf | 04/28/2020 11:02 AM |
| District Migrant Liaison | Proposed_Williams_USD_Migrant_Liaison_Job_Duty_Statement.pdf | 05/13/2020 9:33 AM |

### Organizational Chart of Migrant Education

| Title | File Name | Last Update |
|---|---|---|
| 2020-21 Organizational Chart | ME_Organizational_Chart_20.21.pdf | 05/14/2020 7:02 PM |

### Summer Waivers

| Title | File Name | Last Update |
|---|---|---|

### Upload signed Legal Assurances

The Legal Assurance form is downloaded by the link below.

When the plan is approved, the plan creator uploads the signed Legal Assurance form.

Download Legal Assurance form

### Cover Page

The cover page is created when the plan is approved.

Once it is created, the plan creator uploads the cover page signed by the Superintendent or Designee and Parent Council Representative.

Finally, the Migrant Education Program Director or Designee signs the cover page and this final version is uploaded.

Download current cover page.

## Section Budget Summary

| Object Code | Description | Amount Service & Activity | Amount Admin | Total |
|---|---|---|---|---|
| **1000-1999 Certificated Personnel Salaries** | | | | |
| 1100 | Teachers | $36,768 | $0 | $36,768 |
| 1200 | Pupil Support Services | $0 | $0 | $0 |
| 1300 | Supervisor/Administrators | $0 | $0 | $0 |
| 1900 | Other Certificated Salaries | $0 | $0 | $0 |
| | **Subtotal 1000-1999** | $36,768 | $0 | $36,768 |
| **2000-2999 Classified Salaries** | | | | |
| 2100 | Instructional Aides | $0 | $0 | $0 |
| 2200 | Support Services Salaries | $24,110 | $440 | $24,550 |
| 2300 | Supervisor/Administrators | $0 | $0 | $0 |
| 2400 | Clerical, Technical and Office Staff | $0 | $0 | $0 |
| 2900 | Other Classified Salaries | $0 | $0 | $0 |
| | **Subtotal 2000-2999** | $24,110 | $440 | $24,550 |
| **3000-3999 Benefits** | | | | |
| 3000 | Employee Benefits | $27,187 | $147 | $27,334 |
| 3100 | Other Benefits | $0 | $0 | $0 |
| 3200 | Other Classified Benefits | $0 | $0 | $0 |
| 3300 | Other Benefits | $0 | $0 | $0 |
| 3400 | Other Benefits | $0 | $0 | $0 |
| 3500 | Other Benefits | $0 | $0 | $0 |
| 3600 | Other Benefits | $0 | $0 | $0 |
| 3700 | Other Benefits | $0 | $0 | $0 |
| 3800 | Other Benefits | $0 | $0 | $0 |
| 3900 | Other Benefits | $0 | $0 | $0 |
| | **Subtotal 3000-3999** | $27,187 | $147 | $27,334 |
| **4000-4999 Books and Supplies** | | | | |
| 4100 | Textbooks Curricula Materials | $0 | $0 | $0 |
| 4200 | Books & Reference Materials | $3,000 | $0 | $3,000 |
| 4300 | Materials & Supplies | $3,686 | $950 | $4,636 |
| 4400 | Noncapitalized Equipment | $16,225 | $0 | $16,225 |
| 4700 | Food | $0 | $0 | $0 |
| | **Subtotal 4000-4999** | $22,911 | $950 | $23,861 |
| **5000-5999 Services and Other Operating Expenditures** | | | | |
| 5100 | Subagreements for Services | $0 | $0 | $0 |
| 5200 | Travel & Conferences | $0 | $2,659 | $2,659 |
| 5300 | Dues & Memberships | $0 | $0 | $0 |
| 5400 | Insurance | $0 | $0 | $0 |
| 5500 | Operations & Housekeeping Services | $0 | $0 | $0 |
| 5600 | Rentals, Leases, Repairs & Noncap Imp | $0 | $0 | $0 |
| 5700 | Transfers of Direct Costs | $4,371 | $0 | $4,371 |
| 5800 | Prof/Cons/Serv & Operating Exp. | $48,723 | $4,318 | $53,041 |

| Object Code | Description | Amount Service & Activity | Amount Admin | Total |
|---|---|---|---|---|
| 5900 | Communications | $0 | $0 | $0 |
| | Subtotal 5000-5999 | $53,094 | $6,977 | $60,071 |
| 6000-6999 Capital Outlay | | | | |
| 6000 | Capital Outlay | $0 | $0 | $0 |
| 6100 | Other Capital Outlay | $0 | $0 | $0 |
| 6200 | Other Capital Outlay | $0 | $0 | $0 |
| 6300 | Other Capital Outlay | $0 | $0 | $0 |
| 6400 | Other Capital Outlay | $0 | $0 | $0 |
| 6500 | Other Capital Outlay | $0 | $0 | $0 |
| 6600 | Other Capital Outlay | $0 | $0 | $0 |
| 6700 | Other Capital Outlay | $0 | $0 | $0 |
| 6800 | Other Capital Outlay | $0 | $0 | $0 |
| 6900 | Other Capital Outlay | $0 | $0 | $0 |
| | Subtotal 6000-6999 | $0 | $0 | $0 |
| | SUB-TOTAL | $164,070 | $8,514 | $172,584 |
| 7000-7999 Indirect Cost | | | | |
| 7000 | Indirect Cost | $0 | $14,893 | $14,893 |
| 7300 | Indirect on District Subagreements | $0 | $0 | $0 |
| | Subtotal 7000-7999 | $0 | $14,893 | $14,893 |
| | TOTAL | $164,070 | $23,407 | $187,477 |

# Section 14: Legal Assurances & Certifications

Inventory List

Data Device Inventory

## Local Migrant Education Program Data Device Inventory

**Region:2** **Submission Date:**

| Type | Make e.g. Acer, Dell, HP, Apple | Model | Serial number | Local inventory asset ID | Operating system | Funding source | Acquisition date: MMDDYYYY | Cost | Location: Identify where or with whom the data device is | Intended use | Current condition |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Cart | LockNCharge | LockNCharge Joey 30 | 2671MU | 4553 | | Migrant Ed | Jun-17 | 1015.2 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9HTT0AQHLF9 | 4579 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9GTTUMYHLF9 | 4580 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9GTTUPCHLF9 | 4581 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9HTT0E3HLF9 | 4582 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9HTT419HLF9 | 4583 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9GTTU1UHLF9 | 4584 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9HTT7PHHLF9 | 4585 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9GTTU8DHLF9 | 4586 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9GTTU9HHLF9 | 4587 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9GTTYTYHLF9 | 4588 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTTB70HLF9 | 4489 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTTBQRHLF9 | 4490 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTTEGCHLF9 | 4491 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9FTV405HLF9 | 4492 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTT8LNHLF9 | 4493 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTTA7KHLF9 | 4494 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTTBEMHLF9 | 4495 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9FTV0ELHLF9 | 4496 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTTBE1HLF9 | 4497 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9FTV0T1HLF9 | 4498 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTT4Z9HLF9 | 4599 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTT8D3HLF9 | 4600 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTTBHRHLF9 | 4601 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTTE10HLF9 | 4602 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTTCD5HLF9 | 4603 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTT6VWHLF9 | 4604 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTTDWFHLF9 | 4605 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTTFW9HLF9 | 4606 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTT79CHLF9 | 4607 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| iPad Air 2 | Apple | iPad Air 2 | F9JTT67AHLF9 | 4608 | | Migrant Ed | Jun-17 | 321.8 | Room 212 | | Excellent |
| Laptop/Tablet | Microsoft | Microsoft Surface 4 | 029641664853 | 4473 | | Migrant Ed | Jun-17 | 1397.3 | Room 212 | | Excellent |

## Local Migrant Education Program Data Device Inventory

**Region:2** **Submission Date:**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Keyboard | Microsoft | Surface 4 Type Cover | 066129462654 | n/a | | Migrant Ed | | | Room 212 | | Excellent |
| Laptop/Tablet | Microsoft | Microsoft Surface 4 | 025005264253 | 4474 | | Migrant Ed | Jun-17 | 1397.3 | Room 212 | | Excellent |
| Keyboard | Microsoft | Surface 4 Type Cover | 005488364354 | n/a | | Migrant Ed | | | Room 212 | | Excellent |
| Laptop/Tablet | Microsoft | Microsoft Surface 4 | 061982264253 | 4475 | | Migrant Ed | Jun-17 | 1397.3 | Room 212 | | Excellent |
| Keyboard | Microsoft | Surface 4 Type Cover | 069332564754 | n/a | | Migrant Ed | | | Room 212 | | Excellent |
| Laptop/Tablet | Microsoft | Microsoft Surface 4 | 061052763753 | 4476 | | Migrant Ed | Jun-17 | 1397.3 | Room 212 | | Excellent |
| Keyboard | Microsoft | Surface 4 Type Cover | 066125162654 | n/a | | Migrant Ed | | | Room 212 | | Excellent |
| Laptop/Tablet | Microsoft | Microsoft Surface 4 | 066689764253 | 4477 | | Migrant Ed | Jun-17 | 1397.3 | Room 212 | | Excellent |
| Keyboard | Microsoft | Surface 4 Type Cover | 005593664654 | n/a | | Migrant Ed | | | Room 212 | | Excellent |
| Laptop/Tablet | Microsoft | Microsoft Surface 4 | 061065363753 | 4478 | | Migrant Ed | Jun-17 | 1397.3 | Room 212 | | Excellent |
| Keyboard | Microsoft | Surface 4 Type Cover | 005551564654 | n/a | | Migrant Ed | | | Room 212 | | Excellent |
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## Local Migrant Education Program Data Device Inventory

**Region:2** **Submission Date:**

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**Local Migrant Education Program Data Device Inventory**

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California Department of Education
Migrant Education Office

**Local Migrant Education Program Data Device Inventory**

**Region:2** **Submission Date:**

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California Department of Education
Migrant Education Office

## Local Migrant Education Program Data Device Inventory

**Region:2** **Submission Date:**

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**Local Migrant Education Program Data Device Inventory**

**Region:2**

**Submission Date:**

| Data system(s) It has ever accessed | Data security procedure |
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**Local Migrant Education Program Data Device Inventory**

**Region:2**

**Submission Date:**

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**Local Migrant Education Program Data Device Inventory**

**Region:2**

**Submission Date:**

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**Local Migrant Education Program Data Device Inventory**

**Region:2**

**Submission Date:**

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**Local Migrant Education Program Data Device Inventory**

**Region:2**

**Submission Date:**

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**Local Migrant Education Program Data Device Inventory**

**Region:2**

**Submission Date:**

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# Section 14: Legal Assurances & Certifications

Job Duty Statements

Williams USD Child Care Supervisor

**CATEGORY:**
**CLASSIFIED:**
**JOB TITLE:** Child Care Supervisor

**BASIC FUNCTION:**
Under the direction of the Summer School Administrator or Migrant Parent Advisory Committee designee, provide supervision to students PK – 6th grades during Parent Education Evenings and Migrant Parent Advisory Committee meetings for the purpose/s of helping students develop and strengthen social skills through positive interaction.

**REPRESENTATIVE DUTIES:**
Implement learning activities for improving students' physical and social skills.

Encourages all children to participate in organized, healthy activities.

Supervises individual and/or groups of students at all times in a variety of settings (e.g. classroom, playground, etc.) for the purpose of enforcing procedures regarding student behavior and participation and/or providing a safe, respectful and positive multicultural learning environment.

Promotes good habits for the purpose of improving the quality of student's outcome and encouraging student development.

Dismisses children from the program, ensuring they leave with requested caregivers.

Report any safety concerns to designated personnel.

Interact professionally with students, parents, staff and employees.

Perform other duties as assigned by Summer School Administrator and MPAC designee.

**KNOWLEDGE AND ABILITIES:**
KNOWLEDGE OF:
Basic methods of individual and group supervision.
Work with diverse grade levels
Oral and written communication skills
Record keeping techniques

ABILITY TO:
Communicate effectively both orally and in writing
Work in the evenings
Work independently with little direction
Establish and maintain cooperative and effective working relationships with others
Lift and carry objects weighing up to 25 pounds

Flexibility to work with others
Ability to work with a diversity of students and individuals

**EDUCATION AND EXPERIENCE:**
High School Diploma or general education degree (GED): Desirable
Bilingual English/Spanish preferred
Must pass Department of Justice Fingerprint Process

**LICENCES AND OTHER REQUIREMENTS:**
Valid California driver's license

**WORKING CONDITIONS:**
ENVIRONMENT:
Classroom and out doors

PHYSICAL ABILITIES:
Sitting or standing for extended periods of time
Bending at waist, kneeling or squatting
Reaching overhead, above the shoulders and horizontally to store and retrieve materials
Bending at waist, kneeling or squatting
Hearing and speaking to exchange information in person or on the telephone
Lifting, pushing, pulling and carrying objects weighing up to 25 pounds
Drive a vehicle to conduct work

HAZARDS:
Potential for contact with blood-borne pathogens and communicable diseases

# Section 14: Legal Assurances & Certifications

Job Duty Statements

Williams USD Summer 7-12 Teacher

## Williams Unified School District

**CATEGORY: TEACHER**
**CLASSIFICATION: CERTIFICATED**
**JOB TITLE: 7-12 GRADE TEACHER – SUMMER SCHOOL**

**BASIC FUNCTION:**

Under the direction of the Summer School Principal, provide an instructional program and directed learning experiences in a specific content area to students; participate in parent teacher activities.

**REPRESENTATIVE DUTIES:**

Utilize curriculum and instruction based on Common Core State Standards and student needs. ***E***

Use a variety of instructional strategies and differentiate instruction to meet needs of students. ***E***

Prepare lesson plans and progress reports for students and parents at designated intervals. ***E***

Maintain, monitor and evaluate student progress and records. ***E***

Provide a safe and optimal learning environment; establish and maintain high standards for behavior; use appropriate classroom management techniques to address inappropriate behavior and acknowledge positive behavior. ***E***

Advise and conference with parents regarding student progress. ***E***

Plan and assist with parent involvement activities. ***E***

Provide work direction and guidance to assigned Instructional Assistants and/or Student Mentors. ***E***

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

KNOWLEDGE OF:
Principles, theories, practices, methods and techniques used in curriculum development and classroom instruction
Teaching methods and strategies which are highly effective for students with academic challenges including those with special needs and English learners
Procedures regarding discipline, security and student movement in the facility
Classroom procedures and appropriate student conduct
Behavior intervention and modification strategies
Various evaluation and assessment techniques and instruments
Principles of training and providing work direction
Interpersonal skills using tact, patience and courtesy
California content framework and standards; secondary curriculum and materials
Research methods and report writing techniques
Educational procedures, policies and law related to assignment

ABILITY TO:
Develop and implement an effective, innovative and flexible educational programs which utilize a wide variety of instructional methods and materials
Set goals, establish activities and measure progress
Monitor and evaluate student progress
Communicate effectively orally and in writing to express ideas, thoughts, lesson material and instructions clearly
Provide work direction to others
Establish and maintain cooperative and effective working relationships with others
Maintain records and prepare reports
Compile and verify data and prepare reports
Maintain current knowledge of program rules, regulations, requirements and restrictions
Analyze situations accurately and adopt an effective course of action
Work independently with little direction
Meet schedules and time lines

**EDUCATION AND EXPERIENCE:**

Valid California teaching credential authorizing instruction of students (as appropriate for the specific assignment.) Three years of successful teaching experience with middle and/or high school students.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California Teaching Credential
Valid English Learner authorization (e.g. CLAD, BCLAD or SDAIE)
Valid California driver's license

**WORKING CONDITIONS:**

ENVIRONMENT:
Indoor/outdoor environment
Constant interruptions

PHYSICAL ABILITIES:
Hearing and speaking to exchange information and assist students in instructional activities
Seeing to read a variety of materials
Dexterity of hands and fingers to operate a variety of instructional equipment
Sitting or standing for extended periods of time
Bending at the waist, kneeling or squatting to assist students with activities
Reaching overhead, above the shoulders and horizontally to retrieve and store materials
Driving a vehicle
Lift and carry objects weighing up to 25 pounds

HAZARDS:
Potential for contact with blood-borne pathogens and communicable diseases
Potential for confrontation with dissatisfied persons

**March 2016**

# Section 14: Legal Assurances & Certifications

Job Duty Statements

Williams USD Summer K-6 Teacher

**CATEGORY: TEACHER**
**CLASSIFICATION: CERTIFICATED**
**JOB TITLE: ELEMENTARY TEACHER – SUMMER SCHOOL**

**BASIC FUNCTION:**

Under the direction of the Summer School Principal, provide an instructional program and directed learning experiences to students; participate in parent teacher activities.

**REPRESENTATIVE DUTIES:**

Utilize curriculum and instruction based on Common Core State Standards and student needs. ***E***

Use a variety of instructional strategies and differentiate instruction to meet needs of students. ***E***

Prepare lesson plans and progress reports for students and parents at designated intervals. ***E***

Maintain, monitor and evaluate student progress and records. ***E***

Provide a safe and optimal learning environment; establish and maintain high standards for behavior; use appropriate classroom management techniques to address inappropriate behavior and acknowledge positive behavior. ***E***

Plan and assist with parent involvement activities. ***E***

Provide work direction and guidance to assigned Instructional Assistants and/or Student Mentors. ***E***

Perform related duties as assigned.

**KNOWLEDGE AND ABILITIES:**

KNOWLEDGE OF:
Principles, theories, practices, methods and techniques used in curriculum development and classroom instruction
Teaching methods and strategies which are highly effective for students with academic challenges including those with special needs and English learners
Procedures regarding discipline, security and student movement in the facility
Classroom procedures and appropriate student conduct
Behavior intervention and modification strategies
Various evaluation and assessment techniques and instruments
Principles of training and providing work direction
Interpersonal skills using tact, patience and courtesy
California content framework and standards; secondary curriculum and materials
Research methods and report writing techniques
Educational procedures, policies and law related to assignment



ABILITY TO:

Develop and implement an effective, innovative and flexible educational programs which utilize a wide variety of instructional methods and materials
Set goals, establish activities and measure progress
Monitor and evaluate student progress
Communicate effectively orally and in writing to express ideas, thoughts, lesson material and instructions clearly
Provide work direction to others
Establish and maintain cooperative and effective working relationships with others
Maintain records and prepare reports
Compile and verify data and prepare reports
Maintain current knowledge of program rules, regulations, requirements and restrictions
Analyze situations accurately and adopt an effective course of action
Work independently with little direction
Meet schedules and time lines

**EDUCATION AND EXPERIENCE:**

Valid California teaching credential authorizing instruction of students. Three years of successful teaching experience with elementary school students.

**LICENSES AND OTHER REQUIREMENTS:**

Valid California Multiple Subject Teaching Credential
Valid English Learner authorization (e.g. CLAD, BCLAD)
Valid California driver's license

**WORKING CONDITIONS:**

ENVIRONMENT:
Indoor/outdoor environment
Constant interruptions

PHYSICAL ABILITIES:
Hearing and speaking to exchange information and assist students in instructional activities
Seeing to read a variety of materials
Dexterity of hands and fingers to operate a variety of instructional equipment
Sitting or standing for extended periods of time
Bending at the waist, kneeling or squatting to assist students with activities
Reaching overhead, above the shoulders and horizontally to retrieve and store materials
Driving a vehicle
Lift and carry objects weighing up to 25 pounds

HAZARDS:
Potential for contact with blood-borne pathogens and communicable diseases
Potential for confrontation with dissatisfied persons

# Section 14: Legal Assurances & Certifications

Job Duty Statements

District Migrant Liaison

Williams USD Migrant Liaison
Job Duty Statement

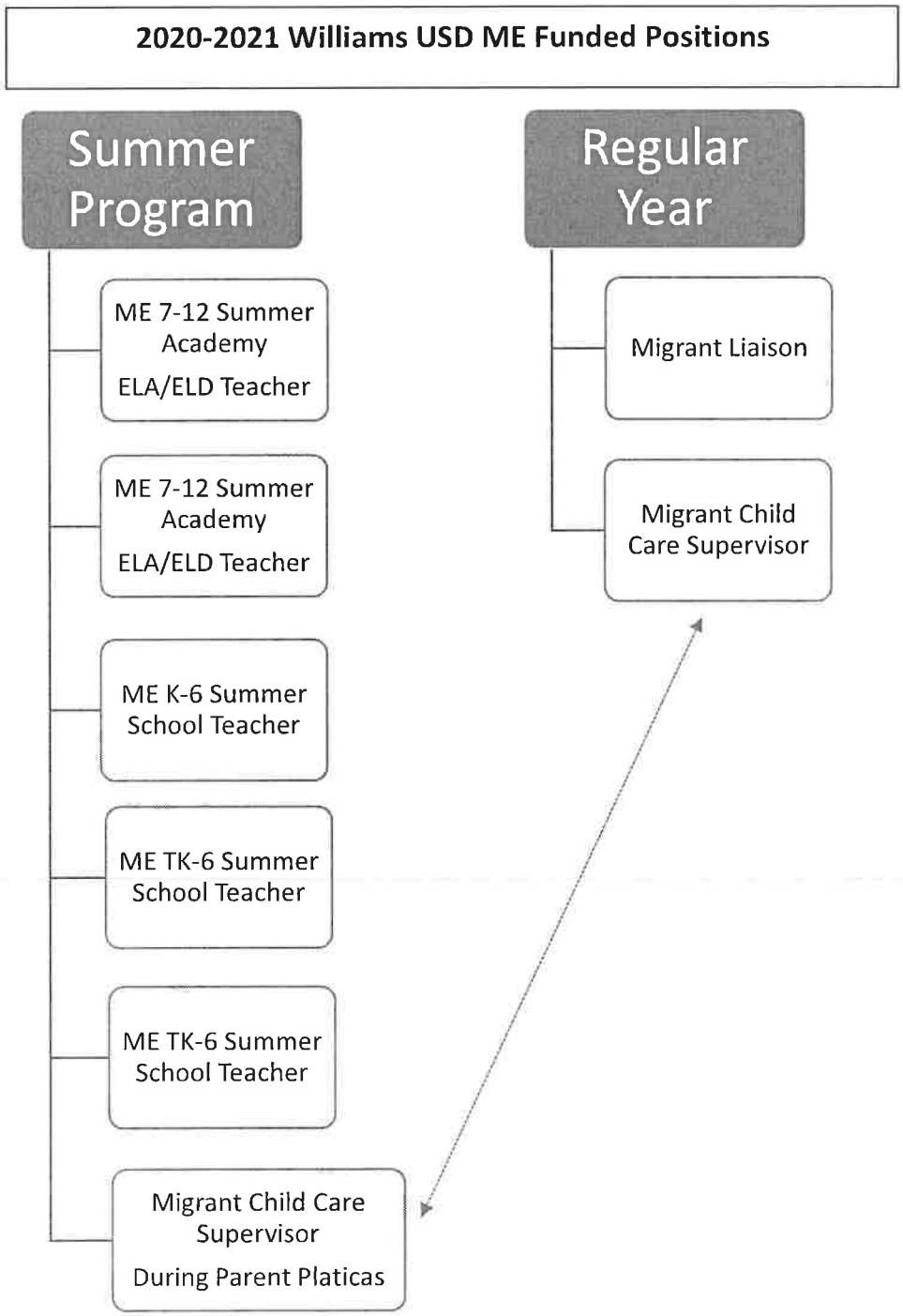
The position of Migrant Liaison may include the following duties:

- Provide support to the instructional program migrant students.
- Assisting migrant students by working with individual and/or small groups, with lesson assignments for the purpose of practicing and/or reinforcing learning concepts and assisting students in reaching academic goals and grade level standards.
- Monitoring individual and/or groups of migrant students for the purpose of providing a safe and positive learning environment.
- Coordinate services and provide support for parents of migrant families with school-aged children who may be regarded as at-risk.
- Provide parents with orientation and instruction on how to access District and school resources such as student information systems an calendars.
- Performs other duties as assigned that support the overall objective of the position.

# Section 14: Legal Assurances & Certifications

Organizational Chart

2020-21 Organizational Chart


2020-2021 Williams USD ME Funded Positions
Summer Program
ME 7-12 Summer Academy
ELA/ELD Teacher
ME 7-12 Summer Academy
ELA/ELD Teacher
ME K-6 Summer School Teacher
ME TK-6 Summer School Teacher
ME TK-6 Summer School Teacher
Migrant Child Care Supervisor
During Parent Platicas
Regular Year
Migrant Liaison
Migrant Child Care Supervisor

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

**10.7**

*Email:* credentials@ctc.ca.gov
*Website:* www.ctc.ca.gov

# ANNUAL STATEMENT OF NEED
# 30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

## INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

*References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026*

**This form must be signed by either:**

☑ The district superintendent of schools and filed at the school district office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a public school operated by a school district.

**OR**

☐ The county superintendent of schools and filed at the county superintendent of schools' office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a county-operated school.

## Certification and Authorized Signature

The district superintendent of schools or the county superintendent of schools has reviewed the information contained in this statement of need and certifies one the following:

☐ Either a credentialed person is not available or one or more credentialed persons are available, but are not deemed qualified by the district or county, as applicable, to serve as a day-to-day substitute teacher.

**OR**

☑ The situation or circumstances that necessitate the use of an emergency permit holder are as follows: (Attach additional sheets, if necessary.)

To fill substitute roster

I hereby certify that all of the information contained in this statement of need is true and correct.

| | WILLIAMS | |
|---|---|---|
| *Signature of the District Superintendent* | *District* | *Date* |
| | COLUSA | |
| *Signature of the County Superintendent of Schools* | *County* | *Date* |

*It is not necessary to submit this form to the Commission on Teacher Credentialing.*

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

*Email:* credentials@ctc.ca.gov
*Website:* www.ctc.ca.gov

# DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2020-21

Revised Declaration of Need for year: _____

## FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Williams Unified School District  District CDS Code: 06-61622

Name of County: Colusa County Office of Education  County CDS Code: 06-10060

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 06 / 18 / 2020 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2021.

Submitted by (Superintendent, Board Secretary, or Designee):

| Dr. Edgar Lampkin | | Superintendent |
|---|---|---|
| *Name* | *Signature* | *Title* |
| 530-473-5894 | 530-473-2550 | |
| *Fax Number* | *Telephone Number* | *Date* |

PO Box 7 - 260 11th St Williams CA 95987
*Mailing Address*

elampkin@williams.k12.ca.us
*EMail Address*

## FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____  County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____  County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► ***Enclose a copy of the public announcement***
Submitted by Superintendent, Director, or Designee:

| *Name* | *Signature* | *Title* |
|---|---|---|
| *Fax Number* | *Telephone Number* | *Date* |

*Mailing Address*

*EMail Address*

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

## AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

| **Type of Emergency Permit** | **Estimated Number Needed** |
|---|---|
| CLAD/English Learner Authorization (applicant already holds teaching credential) | 1 |
| Bilingual Authorization (applicant already holds teaching credential) | 1 |
| List target language(s) for bilingual authorization: Spanish | |
| Resource Specialist | |
| Teacher Librarian Services | |

## LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

| TYPE OF LIMITED ASSIGNMENT PERMIT | ESTIMATED NUMBER NEEDED |
|---|---|
| Multiple Subject | 2 |
| Single Subject | 1 |
| Special Education | |
| TOTAL | 3 |

## EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

## EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes ☑ No ☐

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes ☑ No ☐

If yes, how many interns do you expect to have this year? 3

If yes, list each college or university with which you participate in an internship program.

Chico State, Sacramento State, National University, Brandman University, University of Phoenix, CalTeach

If no, explain why you do not participate in an internship program.

# COLUSA COUNTY
# PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

**in Accordance with AB 1200 (Chapter 1213/1991), AB 2756 (Statutes of 2004), GC 3547.5, and CCR, Title V, Section 15449**

Name of School District: **Williams Unified School District**

Name of Bargaining Unit: **WTA**

Certificated, Classified, Other: **Certificated**

The proposed agreement covers the period beginning: **July 1, 2020** (date) and ending: **June 30, 2021** (date)

The Governing Board will act upon this agreement at its meeting on: 6/18/2020 (date)

***(Note: This form, along with a copy of the proposed agreement, must be submitted to the county office at least ten (10) working days prior to the date the governing board will take action.)***

## A. Proposed Change in Compensation

| | Compensation | Annual Cost Prior to Proposed Agreement FY _20_ - _21___ | Fiscal Impact of Proposed Agreement: Year 1 Increase/(Decrease) FY _20_ - _21_ | Year 2 Increase/(Decrease) FY _21_ - _22_ | Year 3 Increase/(Decrease) FY _22_ - _23_ |
|---|---|---|---|---|---|
| 1 | **Salary Schedule** Increase (Decrease) | $ 5,077,600 | $ 50,776 | $ - | $ - |
| | | | 1.0000% | 0.0000% | 0.0000% |
| 2 | **Step and Column** - Increase (Decrease) | | | | |
| | | | % | % | % |
| 3 | **Other Compensation** - Increase (Decrease) (Stipends, Bonuses, Longevity, overtime, etc.) | $ - | | $ - | $ - |
| | | | % | % | % |
| | **Description of other compensation:** The adjusted Extra Duty Stipend Schedule shall be implemented. | | | $ - | $ - |
| 4 | **Statutory Benefits** - STRS, PERS, FICA, WC, UI, Medicate etc. | $ 1,153,500 | $ 11,535 | $ - | $ - |
| | | | 1.0000% | 0.0000% | 0.0000% |
| 5 | **Health/Welfare Plans:** | | | | $ - |
| | | | % | % | % |
| | **Description of health & welfare plans:** | | | | |
| 6 | **Total Compensation** - Increase (Decrease) (Total Lines 1-5) | $ 6,231,100 | $ 62,311 | $ - | $ - |
| 7 | **Total Number of Represented Employees** (Use FTEs if appropriate) | 69.95 | | | |
| 8 | **Total Compensation Average Cost per Employee** | 89,079.34 | 890.79 | 0.00 | 0 |
| | | | 1.00% | 0.00% | 0.00% |

9. Please provide summary of negotiated agreement. For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

Provide a one-time off schedule payment to all unit members who are employed as of September 1, 2020 equal to 1% of the unit member's annual base salary, estimated at $62,311. Payment will be made on the September 10, 2020 supplemental payroll.

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

No

11. Does this bargaining unit have any recipients of life time benefits? If so, please indicate number of FTEs and health & welfare amounts.

No

12. A. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes [x] No [ ]
If yes, please describe the cap amount.

Yes, the monthly contribution $900 per month (annual contribution $10,800)

B. Describe any negotiated changes in non-compensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

N/A

C. Are reduction to budget or program necessary to accommodate the settlement?
Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

Included in 20/21 Budget Development

D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

This completes negotiations for the 2020/2021 school year.

E. Will this agreement create, increase or decrease deficit spending in the current or subsequent year(s)? "Deficit Spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

**N/A**

G. Source of Funding for Proposed Agreement

1. Current Year

General Fund

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e. Revenue Limit COLA, staffing reductions, staffing ratio changes, one-time sources, etc.?

**LCFF and restricted grants from which the effected certificated staff are paid from.**

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

**Unrestricted General Fund**

Enter Bargaining Unit: WTA

| | Column 1 | Column 2 | Column 3 | Column 4 |
|---|---|---|---|---|
| | Latest Board-Approved Budget Before Settlement (As of 6/18/20__) | Adjustments as a Result of Settlement | Other Revisions | Total Current Budget (Columns 1+2+3) |
| REVENUES | | | | |
| Revenue Limit Sources (8010-8099) | $ 13,835,934 | $ - | $ - | $ 13,835,934 |
| Remaining Revenues (8100-8799) | $ 507,414 | $ - | $ - | $ 507,414 |
| **TOTAL REVENUES** | $ 14,343,348 | $ - | $ - | $ 14,343,348 |
| EXPENDITURES | | | | |
| Certificated Salaries (1000-1999) | $ 5,922,963 | $ - | $ - | $ 5,922,963 |
| Classified Salaries (2000-2999) | $ 1,809,128 | $ - | $ - | $ 1,809,128 |
| Employee Benefits (3000-3999) | $ 2,893,466 | $ - | $ - | $ 2,893,466 |
| Books and Supplies (4000-4999) | $ 391,306 | $ - | $ - | $ 391,306 |
| Services, Other Operating Expenses (5000-5999) | $ 1,397,925 | $ - | $ - | $ 1,397,925 |
| Capital Outlay (6000-6599) | $ - | $ - | $ - | $ - |
| Other Outgo (7100-7299) (7400-7499) | $ 1,504,534 | $ - | $ - | $ 1,504,534 |
| Direct Support/Indirect Cost (7300-7399) | $ (103,056) | $ - | $ - | $ (103,056) |
| Other Adjustments | | | | |
| **TOTAL EXPENDITURES** | $ 13,816,266 | $ - | $ - | $ 13,816,266 |
| OPERATING SURPLUS (DEFICIT) | $ 527,082 | $ - | $ - | $ 527,082 |
| TRANSFERS IN & OTHER SOURCES (8910-8979) | $ - | $ - | $ - | $ - |
| TRANSFERS OUT & OTHER USES (7610-7699) | $ 27,082 | $ - | $ - | $ 27,082 |
| CONTRIBUTIONS (8980-8999) | $ 500,000 | $ - | $ - | $ 500,000 |
| CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE | $ - | $ - | $ - | $ - |
| | | | | |
| BEGINNING BALANCE | $ 3,877,077 | | | $ 3,877,077 |
| Prior-Year Adjustments/Restatements (9793/9795) | $ - | | | $ - |
| CURRENT-YEAR ENDING BALANCE | $ 3,877,077 | $ - | $ - | $ 3,877,077 |
| **COMPONENTS OF ENDING BALANCE:** | | | | |
| Nonspendable (9711-9719) | $ 6,050 | $ - | $ - | $ 6,050 |
| Restricted (9730-9749) | | $ - | $ - | $ - |
| Committed (9750-9769) | $ - | $ - | $ - | $ - |
| Stabilization Arrangements (9750) | $ - | $ - | $ - | $ - |
| Assigned (9770-9788) | $ 3,381,998 | $ - | $ - | $ 3,381,998 |
| Unassigned (9789-9790) | $ 489,029 | $ - | $ - | $ 489,029 |

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

**Restricted General Fund**

Enter Bargaining Unit: _____WTA_____

| | Column 1 | Column 2 | Column 3 | Column 4 |
|---|---|---|---|---|
| | Latest Board-Approved Budget Before Settlement (As of __6/18/20__) | Adjustments as a Result of Settlement | Other Revisions | Total Current Budget (Columns 1+2+3) |
| REVENUES | | | | |
| Revenue Limit Sources (8010-8099) | $ - | $ - | $ - | $ - |
| Remaining Revenues (8100-8799) | $ 1,913,016 | $ - | $ - | $ 1,913,016 |
| **TOTAL REVENUES** | $ 1,913,016 | $ - | $ - | $ 1,913,016 |
| EXPENDITURES | | | | |
| Certificated Salaries (1000-1999) | $ 541,631 | $ - | $ - | $ 541,631 |
| Classified Salaries (2000-2999) | $ 306,792 | $ - | $ - | $ 306,792 |
| Employee Benefits (3000-3999) | $ 883,314 | $ - | $ - | $ 883,314 |
| Books and Supplies (4000-4999) | $ 282,459 | $ - | $ - | $ 282,459 |
| Services, Other Operating Expenses (5000-5999) | $ 269,380 | $ - | $ - | $ 269,380 |
| Capital Outlay (6000-6599) | $ 88,175 | $ - | $ - | $ 88,175 |
| Other Outgo (7100-7299) (7400-7499) | $ - | $ - | $ - | $ - |
| Direct Support/Indirect Cost (7300-7399) | $ 76,684 | $ - | $ - | $ 76,684 |
| Other Adjustments | | | | |
| **TOTAL EXPENDITURES** | $ 2,448,435 | $ - | $ - | $ 2,448,435 |
| OPERATING SURPLUS (DEFICIT) | $ (535,419) | $ - | $ - | $ (535,419) |
| TRANSFERS IN & OTHER SOURCES (8910-8979) | $ - | $ - | $ - | $ - |
| TRANSFERS OUT & OTHER USES (7610-7699) | $ - | $ - | $ - | $ - |
| CONTRIBUTIONS (8980-8999) | $ 500,000 | $ - | $ - | $ 500,000 |
| CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE | $ (35,419) | $ - | $ - | $ (35,419) |
| | | | | |
| BEGINNING BALANCE | $ 452,263 | | | $ 452,263 |
| Prior-Year Adjustments/Restatements (9793/9795) | $ - | | | $ - |
| CURRENT-YEAR ENDING BALANCE | $ 416,844 | $ - | $ - | $ 416,844 |
| **COMPONENTS OF ENDING BALANCE:** | | | | |
| Nonspendable (9711-9719) | $ - | $ - | $ - | $ - |
| Restricted (9730-9749) | $ 416,844 | $ - | $ - | $ 416,844 |
| Committed (9750-9769) | $ - | $ - | $ - | $ - |
| Stabilization Arrangements (9750) | $ - | $ - | $ - | $ - |
| Assigned (9770-9788) | $ - | $ - | $ - | $ - |
| Unassigned (9789-9790) | $ - | $ - | $ - | $ - |

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

**Combined General Fund**

Enter Bargaining Unit: WTA

| | Column 1<br>Latest Board-Approved Budget Before Settlement (As of 6/18/20) | Column 2<br>Adjustments as a Result of Settlement | Column 3<br>Other Revisions | Column 4<br>Total Current Budget (Columns 1+2+3) |
|---|---|---|---|---|
| REVENUES | | | | |
| Revenue Limit Sources (8010-8099) | $ 13,835,934 | $ - | $ - | $ 13,835,934 |
| Remaining Revenues (8100-8799) | $ 2,420,430 | $ - | $ - | $ 2,420,430 |
| **TOTAL REVENUES** | $ 16,256,364 | $ - | $ - | $ 16,256,364 |
| EXPENDITURES | | | | |
| Certificated Salaries (1000-1999) | $ 6,464,594 | $ - | $ - | $ 6,464,594 |
| Classified Salaries (2000-2999) | $ 2,115,920 | $ - | $ - | $ 2,115,920 |
| Employee Benefits (3000-3999) | $ 3,776,780 | $ - | $ - | $ 3,776,780 |
| Books and Supplies (4000-4999) | $ 673,765 | $ - | $ - | $ 673,765 |
| Services, Other Operating Expenses (5000-5999) | $ 1,667,305 | $ - | $ - | $ 1,667,305 |
| Capital Outlay (6000-6599) | $ 88,175 | $ - | $ - | $ 88,175 |
| Other Outgo (7100-7299) (7400-7499) | $ 1,504,534 | $ - | $ - | $ 1,504,534 |
| Direct Support/Indirect Cost (7300-7399) | $ (26,372) | $ - | $ - | $ (26,372) |
| Other Adjustments | | | | |
| **TOTAL EXPENDITURES** | $ 16,264,701 | $ - | $ - | $ 16,264,701 |
| OPERATING SURPLUS (DEFICIT) | $ (8,337) | $ - | $ - | $ (8,337) |
| TRANSFERS IN & OTHER SOURCES (8910-8979) | $ - | $ - | $ - | $ - |
| TRANSFERS OUT & OTHER USES (7610-7699) | $ 27,082 | $ - | $ - | $ 27,082 |
| CONTRIBUTIONS (8980-8999) | $ 1,000,000 | $ - | $ - | $ 1,000,000 |
| CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE | $ (35,419) | * $ - | $ - | $ (35,419) |
| | | | | |
| BEGINNING BALANCE | $ 4,329,340 | | | $ 4,329,340 |
| Prior-Year Adjustments/Restatements (9793/9795) | $ - | | | $ - |
| CURRENT-YEAR ENDING BALANCE | $ 4,293,921 | $ - | $ - | $ 4,293,921 |
| **COMPONENTS OF ENDING BALANCE:** | | | | |
| Nonspendable (9711-9719) | $ 6,050 | $ - | $ - | $ 6,050 |
| Restricted (9730-9749) | $ 416,844 | $ - | $ - | $ 416,844 |
| Committed (9750-9769) | $ - | $ - | $ - | $ - |
| Stabilization Arrangements (9750) | $ - | $ - | $ - | $ - |
| Assigned (9770-9788) | $ 3,381,998 | $ - | $ - | $ 3,381,998 |
| Unassigned (9789-9790) | $ 489,029 | $ - | $ - | $ 489,029 |

* **If the total amount of the Adjustment in Col. 2 does not agree with the amount of the Total Compensation Increase (Decrease) in Section A, Line 6, Page 1, explain the variance below:** _____

## I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT FISCAL YEARS

**Multiyear Projection - Combined General Fund**

Enter Bargaining Unit: WTA

| | FY _20__ - _21_ Total Current Budget After Settlement | FY _21_ - _22_ First Subsequent Year After Settlement | FY _22_ - _23_ Second Subsequent Year After Settlement |
|---|---|---|---|
| REVENUES | | | |
| Revenue Limit Sources (8010-8099) | $ 13,835,934 | $ 13,822,907 | $ 13,772,392 |
| Remaining Revenues (8100-8799) | $ 2,420,430 | $ 1,924,616 | $ 1,933,606 |
| **TOTAL REVENUES** | $ 16,256,364 | $ 15,747,523 | $ 15,705,998 |
| EXPENDITURES | | | |
| Certificated Salaries (1000-1999) | $ 6,464,594 | $ 6,523,917 | $ 6,631,562 |
| Classified Salaries (2000-2999) | $ 2,115,920 | $ 2,148,737 | $ 2,188,488 |
| Employee Benefits (3000-3999) | $ 3,776,780 | $ 3,800,371 | $ 4,023,023 |
| Books and Supplies (4000-4999) | $ 673,765 | $ 620,376 | $ 624,821 |
| Services, Other Operating Expenses (5000-5999) | $ 1,667,305 | $ 1,625,687 | $ 1,645,949 |
| Capital Outlay (6000-6999) | $ 88,175 | $ 89,690 | $ 91,745 |
| Other Outgo (7100-7299) (7400-7499) | $ 1,504,534 | $ 1,628,243 | $ 1,768,353 |
| Direct Support/Indirect Cost (7300-7399) | $ (26,372) | $ (26,372) | $ (26,372) |
| Other Adjustments | | $ - | $ - |
| **TOTAL EXPENDITURES** | $ 16,264,701 | $ 16,410,650 | $ 16,947,570 |
| OPERATING SURPLUS (DEFICIT) | $ (8,337) | $ (663,128) | $ (1,241,573) |
| TRANSFERS IN & OTHER SOURCES (8910-8979) | $ - | $ - | $ - |
| TRANSFERS OUT & OTHER USES (7610-7699) | $ 27,082 | $ 30,000 | $ 30,000 |
| CONTRIBUTIONS (8980-8999) | $ - | $ - | $ - |
| CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE | $ (35,419) | $ (693,128) | $ (1,271,573) |
| | | | |
| BEGINNING BALANCE | $ 4,329,340 | $ 4,293,921 | $ 3,600,794 |
| CURRENT-YEAR ENDING BALANCE | $ 4,293,921 | $ 3,600,794 | $ 2,329,221 |
| **COMPONENTS OF ENDING BALANCE:** | | | |
| Nonspendable (9711-9719) | $ 6,050 | $ 6,050 | $ 6,050 |
| Restricted (9730-9749) | $ 416,844 | $ 415,844 | $ 415,844 |
| Committed (9750-9769) | $ - | $ - | $ - |
| Stabilization Arrangements (9750) | $ - | $ - | $ - |
| Assigned (9770-9788) | $ 3,381,998 | $ 2,685,680 | $ 1,398,000 |
| Unassigned (9789-9790) | $ 489,029 | $ 493,220 | $ 509,327 |

## J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

| | | FY _20__ - _21_ | FY _21_ - _22_ | FY _22_ - _23_ |
|---|---|---|---|---|
| a. | Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement) | $ 16,291,783 | $ 16,440,650 | $ 16,977,570 |
| b. | State Standard Minimum Reserve Percentage for this District: **(enter percentage ):** | 3.00% | 3.00% | 3.00% |
| c. | State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR $50,000 | $ 488,753 | $ 493,220 | $ 509,327 |

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

| | | | | |
|---|---|---|---|---|
| a. | General Fund (Fund 01) Stabilization Arrangements, % Unassigned Fund Balance (includes Reserve for Economic Uncertainties) | $ 489,029 | $ 493,220 | $ 509,327 |
| b. | Special Reserve Fund (Fund 17) Unassigned Fund Balance | $ - | $ - | $ - |
| c. | Total Available Reserves | $ 489,029 | $ 493,220 | $ 509,327 |
| d. | Reserve for Economic Uncertainties Percentage | 3.00% | 3.00% | 3.00% |

3. Do unrestricted reserves meet the state minimum reserve amount?

| | | | | |
|---|---|---|---|---|
| FY _20__ - _21_ | Yes | x | No | |
| FY _21_ - _22_ | Yes | x | No | |
| FY _22_ - _23_ | Yes | x | No | |

4. If no, how do you plan to restore your reserves? Provide comments/explanations below:

## K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

*(The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.)*

**In accordance with the requirements of Government Code Section 3547.5, the Superintendent and the Chief Business Officer of _Williams Unified School District,
hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the_____WTA_____ (Bargaining Unit), during the term of the agreement from __7/1/20_____ to__6/30/21_____.**

Edyer Lopez
**District Superintendent**
(Signature Over Printed Name)

6/9/2020
**Date**

Michele Conner
**Chief Business Officer**
(Signature Over Printed Name)

6/9/2020
**Date**

## L. CERTIFICATION NO. 2

*(The disclosure document must be signed by the district Superintendent or designee and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.)*

**The information provided in this document summarizes the financial implications of the proposed agreement and submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.**

_____
**District Superintendent**
(Signature Over Printed Name)

_____
**Date**

_____
Contact Person

_____
Phone

_____
**President or Clerk of the Governing Board**
(Signature Over Printed Name)

_____
**Date**

Tentative Agreement
Between
Williams Unified School District
and the
Williams Teachers Association
May 5, 2020

The Williams Unified School District and the Williams Teachers Association have completed negotiations for the 2020/2021 school year and agree to maintain the provisions of the current collective bargaining agreement for 2020/2021 except as follows:

**ARTICLE II: SALARIES**

**A. Salary Schedule**

In addition to the annual step and column increase estimated at $144,803, provide a one-time off schedule payment to all unit members who are employed as of September 1, 2020 equal to 1% of the unit member's annual base salary, estimated at $62,311. Payment will be made on the September 10, 2020 supplemental payroll.

**Article III: Fringe Benefits**

B. No change to current article.

This tentative agreement is subject to ratification by the Williams Teacher Association and approval by the Board of Education.

For WTA:

M. Hermann
Tony Hermann, President WTA
Date: 5/12/20

For the District:

Ed [redacted]
Date:

May 5, 2020

## REQUISITION FOR DISBURSEMENT FROM THE PROJECT FUND

**WILLIAMS UNIFIED SCHOOL DISTRICT**
**CERTIFICATES OF PARTICIPATION**
**(2019 CAPITAL IMPROVEMENT PROJECTS)**

**WRITTEN REQUISTION NO._4_ FOR**
**DISBURSEMENTS FROM THE PROJECT FUND**

The undersigned hereby states and certifies:

(i) that the undersigned is the duly appointed, qualified, and acting Superintendent of the Williams Unified School District, a unified school district, organized and existing under the laws of the State of California (the "District"), and as such, is familiar with the facts herein certified and is authorized and qualified to certify the same;

(ii) that the undersigned is a duly designated "District Representative" as such term is defined in that certain Trust Agreement; dated as of July 1, 2019 (the "Trust Agreement"), by and among the District, the Local Facilities Finance Corporation, and Wilmington Trust, N.A., as trustee (the "Trustee");

(iii) that, pursuant to Section 3.02 of the Trust Agreement, the undersigned, on behalf of the District, hereby requests the Trustee to disburse this date from the Project Fund established under the Trust Agreement, to the payees set forth on Exhibit A attached hereto and by this reference incorporated herein, the respective sum set forth opposite each such payee, for the purposes identified therein;

(iv) that the amounts to be disbursed constitute Project Costs, that said amounts are required to be disbursed pursuant to a contract entered into therefor by or on behalf of the District, or were necessarily and reasonably incurred, and that said amounts are not being paid in advance of the time, if any, fixed for payment;

(v) that no amount set forth in the requisition was included in any requisition requesting disbursement previously filed with the Trustee pursuant to this section 3.02 and;

(vi) that there has been compliance with Section 5.11 of the Lease Agreement relating to the private use limitation and the private loan limitation.

(vii) that capitalized terms used herein and not otherwise defined shall have the meanings described there to in the Trust Agreement

The Trustee shall not be responsible for the truth or accuracy of such requisition, may rely conclusively thereon and shall be under no duty to investigate or verify statements made herein.

Dated: _____

WILLIAMS UNIFIED SCHOOL DISTRICT

By:_____

Title:_____Superintendent_____

## EXHIBIT A

## PROJECT FUND DISBURSEMENTS

| Payee Name and Address Payment Instructions | Purpose of Obligation | Amount |
|---|---|---|
| | SEE ATTACHED | |

Exhibit A
Project Fund Disbursements #4

Payment Instructions: Please pay based on expenditures below

**Make payable to:**
**Williams Unified School District**
**PO Box 7**
**260 11th Street**
**Williams, CA 95987**

**$ 167,905.80**

| Payee Name & Address | Purpose of Obligation | Amount | |
|---|---|---|---|
| JK Architecture<br>11661 Blocker Dr Ste 220<br>Auburn, CA 95603 | Architect Fees | $ 3,105.50<br>$ 10,732.50<br>$ 10,732.50<br>$ 10,732.50 | 3/27/2020<br>4/24/2020<br>5/22/2020<br>6/12/2020 |
| Stone Creek Engineering<br>5173 Persianwood Place<br>San Jose, CA 95111 | Project Management | $ 4,374.00<br>$ 2,754.00 | 3/27/2020<br>4/24/2020 |
| Stone Creek Engineering<br>5173 Persianwood Place<br>San Jose, CA 95111 | Construction Management | $ 3,275.00<br>$ 1,638.00<br>$ 4,997.00<br>$ 4,913.00<br>$ 14,376.00<br>$ 14,376.00<br>$ 14,376.00 | 3/27/2020<br>4/24/2020<br>5/22/2020<br>6/12/2020<br>3/27/2020<br>4/24/2020<br>5/22/2020 |
| ABS Builders<br>154 N Pacific Street<br>Maxwell, CA 95955 | Contractor | $ 49,379.40<br>$ 18,144.40 | 2/14/2020<br>6/12/2020 |
| | Total | $ 167,905.80 | |

# *Williams Unified School District*

## *Job Description*

| Title: Teacher on Special Assignment (TOSA) – Technology Trainer | |
|---|---|
| **Funding/Term: Certificated salary schedule, Certificated work calendar** | **Reports to: Site Administrator** |
| **Department: Technology and Information Systems** | **Board Approval Date:** |

**DEFINITION**

To develop and implement technology training programs to equip certificated and classified staff to implement the District and California Standards for the Teaching Profession.

**EXAMPLES OF ESSENTIAL FUNCTIONS**

- Identifies technology training needs of district certificated and classified staff.
- Designs, implements and develops a comprehensive staff development plan for district teachers, classified staff and administrators incorporating a variety of staff development models and situations such as small groups, whole school and one-on-one coaching.
- Designs and integrates new, emerging technologies into staff development programs as they become available with an emphasis on integration into the school curriculum as a viable instructional, communication and productivity tool.
- Evaluates and upgrades as needed, the existing staff development models used in the district.
- Assists the Technology Services Department staff in providing an integrated approach to technology in the district.
- Can model and/or teach students effectively.
- Able to teach and model project-based learning across content areas.
- Participates in professional growth activities to increase technology and staff development expertise.
- Researches, networks with and promotes out-of-district staff development opportunities.
- Represents the school district at state conferences as a participant and/or presenter.
- Assists in the maintenance and improvement of the district web site and school web sites.

- Provides technical assistance as needed.
- Performs other duties as assigned.

**REQUIRED QUALIFICATIONS/CLEARANCES**

Valid California Credential with English Learner Authorization and/or CTE Credential
Proven understanding of effective use of technology in classroom environments
Experience planning and leading professional development
TB Clearance
DOJ Fingerprint Clearance (upon offer of employment)

**WORKING CONDITIONS**

Classroom/Office environment
Ability to travel between school sites
Demonstrate the highest standards of honesty, integrity, flexibility, and responsiveness
Handle information in a confidential manner in accordance with established policies and legal requirements

**PHYSICAL ABILITIES**

Physical and mental stamina to perform the duties and responsibilities of the position
Sitting for extended periods of time
Walking for extended periods of time
Dexterity of hands and fingers to operate a computer keyboard, mouse, and other devices
Able to lift up to 25 pounds

# Williams Unified School District



2019-2020

## Daily Enrollment by School - 6/11/2020



### 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** | | 6 | 8 | 7 | **21** | 21 |
| Williams Elementary School | 22 | 99 | 98 | 83 | 95 | **397** | | | | **0** | | | **0** | | | | | **0** | 397 |
| Williams Independent Study | | | | | | **0** | | | | **0** | 1 | | **1** | | | 2 | 4 | **6** | 7 |
| Williams Junior Senior High Schoo | | | | | | **0** | | | | **0** | 101 | 106 | **207** | 115 | 90 | 89 | 83 | **377** | 584 |
| Williams Upper Elementary | | | | | | **0** | 97 | 110 | 112 | **319** | | | **0** | | | | | **0** | 319 |
| | | | | | | | | | | | | | | | | | | | |
| **Total:** | 22 | 99 | 98 | 83 | 95 | **397** | 97 | 110 | 112 | **319** | 102 | 106 | **208** | 115 | 96 | 99 | 94 | **404** | 1328 |