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MADERA UNIFIED SCHOOL DISTRICT
Every Child, Every Day, Whatever it Takes!

Board of Trustees Meeting AGENDA

Regular Meeting

Tuesday, August 28, 2012

Madera Unified School District Boardroom – 1902 Howard Road, Madera, California 93637

5:30 PM – Closed Session • 7:00 PM – Public Meeting

OUR MISSION

Highest Student Achievement
Orderly Learning Environment
Financially Sound and Effective Organization

The public is welcome to comment on any item listed on the Closed Session agenda immediately following the Call to Order of Public Meeting at 5:30 p.m.

1. **5:30 PM: Call to Order of Public Meeting** – Closed Session Immediately Convened
Public Hearing for visitors who wish to address the Board on Closed Session items:
Fifteen minutes of this portion of the meeting are reserved for members of the public to address the Board on Closed Session items. Speakers seeking to comment on other items are requested to make those comments during the Public Comment portion of the meeting at 7:00 p.m. Speakers are limited to three (3) minutes. The School Board is prohibited by law from taking action on matters discussed that are not on the Agenda, and no adverse conclusions should be drawn if the School Board does not respond to public comment at this time. If you wish to address the Board, come to the microphone and state your name and address.
 - A. Personnel
 1. Public Employee Discipline/Dismissal/Release/Reassignment/Resignation (Government Code Section 54957, 54957.1)
 2. Public Employee Appointment/Employment—Staffing List (Government Code Section 54957)
 - B. Pupil Personnel Matters
 1. Student Hearings/Expulsions (Education Code 35146, 48900, 48918)
 - C. Negotiations (Government Code Section 54957.6)
 - D. Anticipated Litigation pursuant to subdivision (b) of Section 54954.9
 - E. Superintendent's Evaluation
 - F. Adjournment of Closed Session

7:00 PM – Public Meeting Begins
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2. **Reconvene Public Session**

3. **Pledge of Allegiance, Opening and Acknowledgement of Visitors and Media, Invocation, and Roll Call**

4. **Closed Session Reportable Actions** (Government Code Section 54957.1)

5. **Adoption of Agenda**

Action to add or delete items from any portion of the agenda or to discuss any consent agenda items must be taken prior to adoption of the agenda (Board Bylaw 9323.2).

6. **Communications**

A. Public Hearing for visitors who wish to speak on a subject not on the board agenda. Fifteen minutes of this portion of the meeting are reserved for members of the public to address the Board on items not listed on the agenda and within the jurisdiction of the School Board. Speakers are limited to three (3) minutes. If the subject is an item on the Agenda, the Board President has the option of asking the speaker to hold the comment until that item is called. Comments on items listed as a Public Hearing on the Agenda should be held until the hearing is opened. The School Board is prohibited by law from taking action on matters discussed that are not on the Agenda, and no adverse conclusions should be drawn if the School Board does not respond to public comment at this time. If you wish to address the Board, come to the microphone and state your name and address.

7. **Consent Agenda**

Items listed under the consent agenda are considered to be routine and are acted on by the Board of Trustees in one motion. There is no discussion of these items prior to the Board vote unless a member of the Board or staff requests specific items be considered and discussed separately and/or removed from the Consent Agenda prior to the adoption of the Agenda. It is understood that the Administration recommends approval on all consent items. Each item on the consent agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

A. Routine Business Transactions, Annual Renewal of Programs, Bids, Agreements, Notices of Public Hearings, and Proclamations:

1. Request Approval of Regular Board Meeting Minutes of August 14, 2012
[Board Minutes 8-14-12](#)
2. Request Approval of Resolution No. 08-2012/13 to Authorize Signatures on Designated MUSD Accounts/Documents
[Agenda Item Cover and Resolution No. 08-2012/13](#)
3. Request Approval of Consultant Services Agreement between Madera Unified School District and Linda Tuttle, retired certificated school nurse
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[HMH Services Agreement](#)

6. Request Approval of individual agreements between Madera Unified School District and thirty three (33) approved Supplemental Educational Services (SES) providers by the California Department of Education to provide tutoring services to students who are enrolled in Program Improvement schools
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 9. Request Approval of the 2012-13 Adopted Budgets for Sherman Thomas Charter, Sherman Thomas Charter High, and Ezequiel Tafoya Alvarado Academy.
[Agenda Item Cover and 2012-13 Charter Schools Adopted Budgets](#)
- B. Human Resources Items
1. Request Approval of Staffing List
[Staffing List 8-28-12](#)
- C. Field Trip/Employee Conference Requests
1. Field Trips 8/28/12
[Student Overnight or Out of State Field Trips](#)

8. Old Business

- A. Second Reading and Request Approval of Revised Board Policies and Administrative Regulations (7000 Series)
[Agenda Item Cover](#)
[Board Policy Updates 7000 Series](#)
- B. Second Reading and Approval of Revised Board Policies, Administrative Regulations and Exhibit
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[BP 5126](#)
[AR 5126](#)
[BP 5131](#)
[BP 5131.2](#)
[BP/AR 5141.6](#)
[BP/AR 5144.1](#)
[AR 5144.2](#)
[BP 5145.3](#)
[E 5145.6](#)
[BP/AR 5145.7](#)
[BP 6145](#)
[AR 6145](#)
[AR 6159](#)
[BP 6178.1](#)
[AR 6178.1](#)

- C. Request Approval of the Madera Unified School District Strategic Action Plan
[Agenda Item Cover](#)
[Strategic Action Plan](#)

9. New Business

- A. The Governing Board is requested to adopt the findings, conclusions and recommendations related to the possible expulsion or readmission of pupils as these are presented to the board in one or more of the following forms of documentation:

- Reports(s) of Administrative hearing Panel(s)
- Expulsion Status Review Report(s) by the Superintendent's Designee
- Stipulated Expulsion Agreement(s)

The Governing Board is also requested to issue orders consistent with the above referenced findings, conclusions and recommendations related to the possible expulsion or readmission of pupils in the cases of the following students, herein identified by their district-assigned identification numbers: 997112, 301104, 303561, 201725, 303775, 401375, 200731, 201868, 5374, 401243, 997603, 404113, 302366, 301706, 6930, 401210, 5160, and 5350

[Agenda Item Cover](#)

- B. Request Approval of Commercial Warrant Listing
[Agenda Item Cover and Commercial Warrant Listing](#)

10. Information and Reports

- A. Educational Services Report
 - Expulsion Review
- B. Business and Operations Update
 - Purchasing Process
- C. Superintendent's Time
 - Community Schools: Van Do-Reynoso, Madera County Public Health Department
 - Proposition 30

11. Announcements

12. Miscellaneous

- A. Board Member Committee and Information Reports

13. Advanced Planning

Next Regular Board Meeting

Tuesday, September 11, 2012 at 7:00 p.m.

Madera Unified School District Boardroom – 1902 Howard Road, Madera, California 93637

14. Suggested Future Agenda Items

15. Adjournment

Board Room Accessibility: The Madera Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation to participate in the public meeting, please contact the Office of the Superintendent at 559-675-4500 extension 220 at least 48 hours before the scheduled Board of Trustees meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

**MINUTE RECORD of Madera Unified School District Board of Education
REGULAR BOARD MEETING HELD ON THE 14TH DAY OF AUGUST 2012**

The Board of Education of the Madera Unified School District convened in a **Regular Board Meeting** in the Madera Unified School District Boardroom, 1902 Howard Road, Madera, California on **Tuesday, August 14, 2012**, at 5:30 p.m.

ROLL CALL

Ricardo Arredondo, President
Michael Salvador, Clerk

Lynn Cogdill, Trustee
Robert E. Garibay, Trustee
Jose Rodriguez, Trustee
Ray G. Seibert, Trustee
Maria Velarde-Garcia, Trustee

Gustavo Balderas, Superintendent
Dr. Anthony Monreal, Deputy Superintendent
Deborah A. Wood, Associate Superintendent, Educational Services
Teri Bradshaw, Director, Fiscal Services
Tracie Green, Director, Human Resources
Robert Chavez, Chief Academic Officer
Janet Morgan, Senior Administrative Assistant

Joe Ayala, Network Administrator
Gladys Wilson, Translator
Sandra Perez, Director, Child Nutrition
Rosalind Cox, Director of Facilities Planning and Construction/Purchasing
Janet Grossnicklaus, Director of Curriculum, Instruction and Assessment
Brett Moglia, Security Supervisor

John Seybold, MUTA Vice President

There were approximately 25 visitors/District employees in attendance.

1. Call to Order of Public Meeting – Closed Session Immediately Convened

President Arredondo called the Public Session of the Board of Education to order at 5:30 p.m. President Arredondo opened the floor to public comment on any item listed on the Closed Session Agenda. Seeing no one come forward, President Arredondo adjourned to Closed Session pursuant to Government Code Sections 54957, 54957.1, and 54957.6, and Education Code Sections 35146, 44951, 48900, and 48918.

2. Reconvene Public Session/Call to Order Regular Meeting

3. Pledge of Allegiance, Opening, Acknowledgement of Visitors and Media, and Invocation

President Arredondo adjourned the Closed Session at 6:10 p.m. and reconvened the Regular Meeting by calling the Public Session to order at 7:01 p.m. President Arredondo welcomed the visitors and asked Trustee Velarde-Garcia to lead the flag salute. President Arredondo asked Pastor Roger Leach of Valley West Christian Center to lead the invocation. President Arredondo asked Ms. Morgan to call

**MINUTE RECORD of Madera Unified School District Board of Education
REGULAR BOARD MEETING HELD ON THE 14TH DAY OF AUGUST 2012**

the roll of Trustees. President Arredondo explained the rules governing the Board meeting. The meeting was recorded on Audio File No. 02-2012/13.

4. Closed Session Reportable Actions (Government Code Section 54957.1)

Superintendent Balderas announced there were no reportable Closed Session actions.

5. Adoption of Agenda – Motion No. 11-2012/13

President Arredondo stated that if the Board and/or Administration determined they wished to add to the Agenda under Miscellaneous Items, this would be the appropriate time.

Superintendent Balderas asked that Consent Item 7B1 be pulled for separate discussion and vote.

It was moved by Clerk Salvador, seconded by Trustee Velarde-Garcia, and unanimously carried to adopt the Agenda as amended.

Ayes:	Trustees Cogdill, Garibay, Rodriguez, Seibert, Velarde-Garcia, Clerk Salvador and President Arredondo
Noes:	None
Absent:	None
Abstained:	None

6. Communications

6A. Student and Staff Recognition

None this evening

6B. Public Hearing

President Arredondo opened the meeting for visitors to speak on a subject not on the Board Agenda.

- Galen Livermore, 3152 Forest Court; commented on tables and chairs being tossed out Madera South High School

7. Approval of Consent Agenda – Motion Nos. 12 and 13-2012/13

Document Numbers 40-2012/13 through 65-2012/13

Resolution Numbers 06-2012/13 through 07-2012/13

Staffing Changes, Exhibit B

Field Trip/Employee Conference Requests, Exhibit C

Prior to calling for a motion, President Arredondo opened the floor to public comment.

Seeing no one come forward, President Arredondo closed public comment and returned the item to the Board for questions and comments prior to calling for a motion.

It was moved by Clerk Salvador, seconded by Trustee Garibay, and unanimously carried to approve the Consent Agenda.

Ayes:	Trustees Cogdill, Garibay, Rodriguez, Seibert, Velarde-Garcia, Clerk Salvador and President Arredondo
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**MINUTE RECORD of Madera Unified School District Board of Education
REGULAR BOARD MEETING HELD ON THE 14TH DAY OF AUGUST 2012**

Noes: None
Absent: None
Abstained: None

7A. Routine Business Transactions, Annual Renewal of Programs, Bids, Agreements, Notices of Public Hearings, and Proclamations:

7A1. Approval of Regular Board Meeting Minutes of July 31, 2012

7A2. Adoption of Resolution No. 06-2012/13. This Resolution will designate an official representative and an official alternate representative to the California Risk Management Authority (CRMA) I Board of Directors

Ayes: Trustees Cogdill, Garibay, Rodriguez, Seibert, Velarde-Garcia, Clerk Salvador and President Arredondo

Noes: None

Absent: None

Abstained: None

RESOLUTION NO. 06-2012/13

7A3. Adoption of Resolution No. 07-2012/13. This Resolution will designate an official representative and an official alternate representative to the California Risk Management Authority (CRMA) II Board of Directors

Ayes: Trustees Cogdill, Garibay, Rodriguez, Seibert, Velarde-Garcia, Clerk Salvador and President Arredondo

Noes: None

Absent: None

Abstained: None

RESOLUTION NO. 07-2012/13

7A4. Ratification of Agreement between Madera Unified School District (MUSD) and Ezequiel Tafoya Alvarado Academy Charter School (ETAA) for the use of a School Bus for the 2012/2013 School Year

DOCUMENT NO. 40-2012/13

7A5. Approval to submit Part I of the Consolidated Application and Reporting System (CARS) to California Department of Education (CDE)

DOCUMENT NO. 41-2012/13

7A6. Approval of the individual Single Plan for Student Achievement (SPSA) for John Adams Elementary, Alpha Elementary, Berenda Elementary, Cesar Chavez Elementary, Jack G. Desmond Middle School, Dixieland Elementary, Eastin Arcola High School, Howard Elementary, Thomas Jefferson Middle School, La Vina Elementary, Millview Elementary, James Monroe Elementary, Nishimoto Elementary, Parkwood Elementary, John J. Pershing Elementary, George Washington Elementary and Madera High School for the 2012-13 school year starting on August 1, 2012- June 30, 2013.

DOCUMENT NOS. 42 thru 58-2012/13

7A7. Approval of Change Order #2 for the MSHS Fencing Project

DOCUMENT NO. 59-2012/13

**MINUTE RECORD of Madera Unified School District Board of Education
REGULAR BOARD MEETING HELD ON THE 14TH DAY OF AUGUST 2012**

7A8. Approval for Shred-It to destroy approximately 17,000 lbs of old records, which is done on an annual basis **DOCUMENT NO. 60-2012/13**

7A9. Approval of Contract between Madera Unified School District and Madera County Children and Families Commission **DOCUMENT NO. 61-2012/13**

7A10. Ratification of Memorandum of Understanding between Madera Unified School District and Educational Resource Consultants (ERC). **DOCUMENT NO. 62-2012/13**

7B. Human Resources Items

7B1. Approval of Staffing Changes and Coaches

Superintendent Balderas asked for the following items to be pulled from the staffing list:

- Certificated New Position – Item #1 - Coordinator of Special Services
- Certificated Employment – Item #17 – Vice Principal, Parkwood
- Classified Employment – Item #4 – Paraprofessional Aide, Special Needs

It was moved by Trustee Velarde-Garcia, seconded by Clerk Salvador, and unanimously carried to approve the Staffing Changes and Coaches as amended.

Ayes: Trustees Cogdill, Garibay, Rodriguez, Seibert, Velarde-Garcia, Clerk Salvador and President Arredondo

Noes: None

Absent: None

Abstained: None

**MOTION NO. 13-2012/13
DOCUMENT NO. 63-2012/13**

Following approval of the Staffing Changes, Superintendent Balderas introduced Mercedes Ochoa, the new Vice Principal at Nishimoto Elementary.

7B2. Approval of Job Description for Coordinator of Special Services **DOCUMENT NO. 64-2012/13**

7C. Field Trip/Employee Conference Requests

7C1. Approval of Field Trip/Employee Conference Requests **DOCUMENT NO. 65-2012/13**

8. Old Business

None

7:30 PM PUBLIC HEARING: Fee Justification Study, Commercial Developer Fees

President Arredondo opened the Public Hearing at 7:51 p.m. Seeing no one come forward, President Arredondo closed the Public Hearing at 7:52 p.m.

**MINUTE RECORD of Madera Unified School District Board of Education
REGULAR BOARD MEETING HELD ON THE 14TH DAY OF AUGUST 2012**

9. New Business

- 9A.** Adoption of Resolution No. 05-2012/13 that approves the Fee Justification Study authorizing the levying of alternative school facility fees on commercial and industrial development

President Arredondo opened the floor for public comment on this item. Seeing no one come forward, President Arredondo closed the floor to public comment and returned the item to the Board for questions and comments prior to calling for a motion.

It was moved by Clerk Salvador, seconded by Trustee Garibay, and unanimously carried to adopt Resolution No. 05-2012/13

Ayes: Trustees Cogdill, Garibay, Rodriguez, Seibert, Velarde-Garcia, Clerk Salvador and President Arredondo

Noes: None

Absent: None

Abstained: None

**MOTION NO. 14-2012/13
RESOLUTION NO. 05-2012/13**

- 9B.** Approval of a Special Education Teacher to serve on the basis of a Variable Term Waiver for 2012/2013 School Year

President Arredondo opened the floor for public comment on this item. Seeing no one come forward, President Arredondo closed the floor to public comment and returned the item to the Board for questions and comments prior to calling for a motion.

It was moved by Trustee Garibay, seconded by Trustee Rodriguez, and unanimously carried to approve a Variable Term Waiver for the 2012/2013 School Year

Ayes: Trustees Cogdill, Garibay, Rodriguez, Seibert, Velarde-Garcia, Clerk Salvador and President Arredondo

Noes: None

Absent: None

Abstained: None

**MOTION NO. 15-2012/13
DOCUMENT NO. 66-2012/13**

- 9C.** Approval to Adopt the Findings, Conclusions and Recommendations related to the possible expulsion or readmission of pupils as these are presented to the Board in one or more of the following forms of documentation:

- Report(s) of Administrative Hearing Panel(s)
- Expulsion Status Review Report(s) by the Superintendent's Designee
- Stipulated Expulsion Agreement(s)

The Governing Board is also requested to issue orders consistent with the above referenced findings, conclusions and recommendations related to the possible expulsion or readmission of pupils in the cases of the following students, herein identified by their District-assigned identification numbers: 603760, 995720, 301648, 402887, 6759, 987263, 995465, and 987371

**MINUTE RECORD of Madera Unified School District Board of Education
REGULAR BOARD MEETING HELD ON THE 14TH DAY OF AUGUST 2012**

Trustee Velarde-Garcia advised that she must recuse herself due to a conflict of interest.

President Arredondo opened the floor for public comment on this item.

- Chuck Genseal, 16759 Road 19, Madera; asked if a member of the public sits on the hearing panel

Seeing no others come forward, President Arredondo closed the floor to public comment and returned the item to the Board for questions and comments prior to calling for a motion.

It was moved by Trustee Seibert, seconded by Clerk Salvador, and carried by majority to approve the findings, conclusions and recommendations as stated above

Ayes: Trustees Cogdill, Garibay, Rodriguez, Seibert, Clerk Salvador and President Arredondo

Noes: None

Absent: None

Abstained: None

Recused: Trustee Velarde-Garcia

**MOTION NO. 16-2012/13
CONFIDENTIAL DOCUMENT NO. 67-2012/13**

**9D. Approval of Commercial Warrant Listing
Exhibit A, Motion No. 17-2012/13, Document No. 68-2012/13**

Trustee Garibay advised that he must recuse himself due to a conflict of interest.

President Arredondo opened the floor for public comment on this item. Seeing no one come forward, President Arredondo closed the floor to public comment and returned the item to the Board for questions and comments prior to calling for a motion.

It was moved by Trustee Seibert, seconded by Trustee Rodriguez, and carried by majority to approve the commercial warrant listing

Ayes: Trustees Cogdill, Rodriguez, Seibert, Velarde-Garcia, Clerk Salvador and President Arredondo

Noes: None

Absent: None

Abstained: None

Recused: Trustee Garibay

10. Information and Reports

10A. Superintendent's Time

- Organizational Structure
Superintendent Balderas discussed the reorganization taking place within Madera Unified.

**MINUTE RECORD of Madera Unified School District Board of Education
REGULAR BOARD MEETING HELD ON THE 14TH DAY OF AUGUST 2012**

- Recognitions
Superintendent Balderas announced that Madera Unified would recognize the following:
 - > February: Black History Month
 - > May: Asian Pacific American Heritage Month
 - > September: Hispanic Heritage Month
 - > November: Native American Heritage Month

11. Announcements

President Arredondo announced the Board Workshop scheduled for Tuesday, August 21st at 5:30 p.m. in the Board Room.

12. Miscellaneous

A. Board Member Committee and Information Reports

- Trustee Garibay attended the Back to School BBQ held at Madera South High School and thanked his fellow Breakfast Lions members for handling the grill duties.
- Clerk Salvador reported that he and Trustee Garibay attended the Marshall's department store grand opening. Marshall's Corporation presented the Madera High School Leo Club with a donation at that event.
- President Arredondo spoke about the difficulties faced and overcome by Madera Unified during the past few months.
- Trustee Rodriguez reported that he attended first day of school at Adams.

13. Advanced Planning

President Arredondo made the following announcement:

Next Regular Board Meeting

Tuesday, August 28, 2012 at 7:00 p.m.

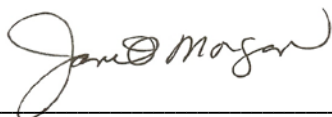
Madera Unified School District Boardroom – 1902 Howard Road, Madera, CA 93637

14. Suggested Future Agenda Items

Trustee Cogdill asked that Proposition 30 be placed on the agenda so that the Board can hear pros and cons regarding the proposition. President Arredondo asked staff to provide information to the Board on Proposition 30.

15. Adjournment – Motion No. 18-2012/13

President Arredondo adjourned the Public Session at 8:30 p.m.



Janet Morgan, Senior Administrative Assistant
to the Superintendent and Board of Trustees

Dated: August 14, 2012

**MINUTE RECORD of Madera Unified School District Board of Education
REGULAR BOARD MEETING HELD ON THE 14TH DAY OF AUGUST 2012**

**MINUTES OF AUGUST 14, 2012
MOTION NOS. 12 and 13-2012/13 and MOTION NO. 17-2012/13
RESOLUTION NOS. 06-2012/13 and 07-2012/13
DOCUMENT NOS. -2012/13 through 65-2012/13
and DOCUMENT NO. 68- 2012/13**

**Recapitulation of Business Transactions and Warrants – Exhibit A NEW BUSINESS
Staff Changes and Coaches – Exhibit B CONSENT AGENDA**

**EXHIBIT A – NEW BUSINESS
APPROVAL OF WARRANTS – MOTION NO. 17-2012/13
DOCUMENT NO. 68-2012/13**

BUSINESS TRANSACTIONS	
APPROVAL OF COMMERCIAL WARRANTS	
BOARD DATE: August 14, 2012	
FUND	AMOUNT
01 GENERAL FUND	\$2,772,477.60
11 ADULT EDUCATION	\$2,831.75
12 CHILD DEVELOPMENT	\$504.07
13 CAFETERIA	\$10,985.28
14 DEFERRED MAINTENANCE	\$132,922.63
15 PUPIL TRANS EQUIP	\$0.00
17 STONE SCHLRSHP TRUST	\$0.00
21 BUILDING FUND-BOND PROCEEDS 2003	\$0.00
25 DEVELOPERS' FEES	\$313.11
26 PRISON MITIGATION FEES	\$0.00
30 STATE SCHOOL BLDG	\$0.00
31 REFURBISHMENT	\$0.00
32 ROOF REPLACEMENT	\$0.00
35 COUNTY SCHOOL FACILITIES FUND	\$480.00
40 SPECIAL RESERVE	\$0.00
41 BUILDING FUND	\$0.00
42 AG FARM BUILDING FUND	\$0.00
43 C.O.P. SPEC. RESERVE	\$0.00
49 SPEC RESERVE/REDEV AGENCY	\$0.00
53 STATE SCH LOAN REPAY	\$0.00
54 LEASE/PUR OVERRIDE	\$0.00
56 C.O.P. DEBT SERVICE	\$0.00
67 INSURANCE RESERVE	\$0.00
73 MUSD TRUST FUND	\$0.00
74 ATHLETIC FUND	\$0.00
TOTAL ALL FUNDS	\$2,920,514.44
PAYROLL	
08/06/12 PAYROLL	(INCL'S PD BENEFITS)
01 GENERAL	\$16,880.52
11 ADULT EDUCATION	\$1,002.68
12 CHILD DEVELOPMENT	\$2,320.69
13 CAFETERIA	\$0.00
25 DEVELOPER FEES	\$0.00
35 SCHOOL FACILITIES FUND	\$0.00
74 ATHLETIC FUND	\$0.00
PAYROLL TOTAL ALL FUNDS	\$20,203.89
BY: MELLANIE SERROS, ACCOUNTS PAYABLE	
8/6/2012	
BY: JANET PAVLOVICH, POSITION CONTROL	
8/21/2012	

MINUTE RECORD of Madera Unified School District Board of Education

REGULAR BOARD MEETING HELD ON THE 14TH DAY OF AUGUST 2012

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees in one motion. There is no discussion of these items prior to the Board, staff, or the public request for specific items to be discussed and/or removed from the Consent Agenda. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

EXHIBIT B – CONSENT AGENDA CERTIFICATED HUMAN RESOURCES ITEMS MOTION NO. 13-2012/13 DOCUMENT 63-2012/13

CERTIFICATED LEAVES OF ABSENCE

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Justification</u>
1. Lindsey Loll	TSA	Sierra vista	08/09/12-09/14/12	Personal Leave

CERTIFICATED SEPARATIONS

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Justification</u>
1. Nicole Martin	Teacher	MHS	06/02/12	Resignation
2. Felix Angel	Teacher	Jefferson	06/02/12	Resignation
3. Tricia Funk	Teacher	Special Services	06/02/12	Resignation
4. Marla Mills Sansom	Vice Principal	Parkwood	08/10/12	Resignation
5. Molly Jordan	Teacher (PE Specialist)	District	06/02/12	Resignation

CERTIFICATED NEW POSITION

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Justification</u>
1. DELETED	Coordinator of Special Svs.	District	2012/2013	New Position (Special Ed. Funding)

CERTIFICATED EMPLOYMENT

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Justification</u>
1. Miharu Nakamura	Teacher	Special Services	2012/2013	Replacement
2. Todd Gamble	Teacher	Eastin Arcola HS	2012/2013	Replacement (40% FTE)
3. Ninon Trimm	Teacher	MHS	2012/2013	Replacement
4. Anthony Nona	Teacher	King	2012/2013	Replacement
5. Douglas Pool	Teacher	King	2012/2013	Replacement
6. Tom Lewis	Teacher	King	2012/2013	Replacement
7. Sean Carlson	Teacher	King	2012/2013	Replacement
8. Elizabeth Young	Teacher	King	2012/2013	Replacement
9. Jillian Gamble	Teacher	King	2012/2013	Replacement
10. Michelle Crawford	Teacher	Washington	2012/2013	Replacement
11. Cassandra Golding	Teacher	Washington	2012/2013	Replacement
12. Anna McLelland	Teacher	Washington	2012/2013	Replacement
13. Erica Gamino	Teacher	Desmond	2012/2013	Replacement
14. Daniel Pearce	Teacher	Desmond	2012/2013	Replacement
15. Melinda Riccardi	Teacher	Jefferson	2012/2013	Replacement
16. Mercedes Ochoa	Vice Principal	Nishimoto	2012/2013	Replacement
17. DELETED	Vice Principal	Parkwood	2012/2013	Replacement
18. Sara Gelenaw	TSA	Parkwood	2012/2013	Replacement (46% FTE)

CERTIFICATED OTHER

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Justification</u>
None				

MINUTE RECORD of Madera Unified School District Board of Education REGULAR BOARD MEETING HELD ON THE 14TH DAY OF AUGUST 2012

EXHIBIT B – CLASSIFIED HUMAN RESOURCES ITEMS MOTION NO. 13-2012/13 DOCUMENT 63-2012/13

CLASSIFIED LEAVES OF ABSENCE

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Justification</u>
<i>None</i>				

CLASSIFIED SEPARATIONS

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Justification</u>
1. Michele Shadle	Health Services Asst.	Health Services	07/25/12	Resignation
2. Lizette Ybarra	Accounting Tech V	Business Services	08/27/12	Resignation

CLASSIFIED NEW POSITION

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Hours</u>	<u>Justification</u>
1. One part-time position	Clerk II	Personnel Commission	2012/2013	3.50	New Position (General Funding)

CLASSIFIED EMPLOYMENT

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Hours</u>	<u>Justification</u>
1. Elizabeth Shearer	Paraprofessional Aide	Special Services	2012/2013	3.50	New Position (Special Ed. Funding)
2. Carmen Barriga	Paraprofessional Aide	Special Services	2012/2013	6.00	Replacement Special Needs
3. Maribel Gil	Paraprofessional Aide	Special Services	2012/2013	7.00	New Position Special Needs (Special Ed. Funding)
4. DELETED	Paraprofessional Aide	Special Services	2012/2013	7.00	New Position Special Needs (Special Ed. Funding)
5. Elvera Arias	Health Services Assistant	Health Services	2012/2013	3.50	Replacement
6. Estella Cardiel	Secretary	LaVina	2012/2013	6.00	Replacement
7. Esther Ortiz	CN Assistant I	Child Nutrition	2012/2013	3.00	Replacement
8. Marylu Barajas	Career Technician	MSHS	2012/2013	8.00	Replacement
9. Alyssa Arredondo	Administrative Asst. II ROP		2012/2013	3.50	Replacement

CLASSIFIED OTHER

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Hours</u>	<u>Justification</u>
1. One full-time position	Administrative Asst. III	Personnel Commission	2012/2013	8.00	Closing of vacant position

COACHES

None

**MINUTE RECORD of Madera Unified School District Board of Education
REGULAR BOARD MEETING HELD ON THE 14TH DAY OF AUGUST 2012**

**EXHIBIT C – FIELD TRIPS/EMPLOYEE CONFERENCE REQUESTS
MOTION NO. 13-2012/13
DOCUMENT 65-2012/13**

8/25/12 to 8/26/12	MSHS	Larrivee	Leadership/ASB students to Leadership Retreat 30 students—6 adults	Sanger, CA	\$700 Transportation \$3000 Lodging	Student Body Student Body	School Bus
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AGENDA ITEM

MADERA UNIFIED SCHOOL DISTRICT

Date: August 28, 2012

Subject: Request Adoption of Resolution No. 08-2012/13 Regarding Authorized Signatures on Designated Madera Unified School District Accounts/Documents.

Responsible Staff: Gustavo Balderas, Superintendent
Teri Bradshaw, Director of Fiscal Services

Agenda Placement: Consent

Background/ rationale:

The Madera Unified School District Board of Trustees is requested to approve Resolution No. 08-2012/13 to authorize signatures on designated Madera Unified School District Accounts/Documents.

Financial impact:

None

Superintendent's recommendation:

Superintendent recommends adoption of the Resolution No. 08-2012/13

Supporting documents attached:

Resolution No. 08-2012/13

RESOLUTION NO. 08-2012/13

AUTHORIZED SIGNATURES ON DESIGNATED
MADERA UNIFIED SCHOOL DISTRICT ACCOUNTS/DOCUMENTS

BE IT RESOLVED that the Board of Trustees of the Madera Unified School District does hereby authorize the employees and / or officials listed below to sign for the following designated accounts/documents.

GENERAL FUND ACCOUNTS

WESTAMERICA BANK

M.U.S.D. Petty Cash Account #0257-30110-1
(Two Signatures Required)

Gustavo Balderas, Superintendent
Teri Bradshaw, Director of Fiscal Services
Elena Castillo, Budget and Accounting Analyst
Rosalind Cox, Director of Facilities Planning, Construction Management, & Purchasing
Arelis Garcia, Lead Budget and Accounting Analyst

M.U.S.D. Clearing Account #0257-98291-8
(Two Signatures Required)

Gustavo Balderas, Superintendent
Teri Bradshaw, Director of Fiscal Services
Elena Castillo, Budget and Accounting Analyst
Arelis Garcia, Lead Budget and Accounting Analyst

CAFETERIA FUND ACCOUNTS

WESTAMERICA BANK

Madera Unified Child Nutrition Checking Account #0257-30112-7
(Two Signatures Required)

Gustavo Balderas, Superintendent
Teri Bradshaw, Director of Fiscal Services
Sharon Kimura, Child Nutrition Specialist
Sandra Perez, Director of Child Nutrition
Bianca Ramirez, Administrative Assistant

MADERA HIGH SCHOOL ACCOUNTS

WESTAMERICA BANK

Student Body Checking Account #30-5050-1675
(Two Signatures Required)

Kent Albertson, Principal Madera High
Gustavo Balderas, Superintendent
Teri Bradshaw, Director of Fiscal Services
Kristi Castillo, Vice Principal Madera High

Pool Scholarship Account #10-6200-0951
(Two Signatures Required)

Kent Albertson, Principal Madera High
Gustavo Balderas, Superintendent
Teri Bradshaw, Director of Fiscal Services
Kristi Castillo, Vice Principal Madera High

Esparanza Scholarship Account #10-6200-0994
(Two Signatures Required)

Kent Albertson, Principal Madera High
Gustavo Balderas, Superintendent
Teri Bradshaw, Director of Fiscal Services
Kristi Castillo, Vice Principal Madera High

Albonico Scholarship Account #10-7001-0655
(Two Signatures Required)

Kent Albertson, Principal Madera High
Gustavo Balderas, Superintendent
Teri Bradshaw, Director of Fiscal Services
Kristi Castillo, Vice Principal Madera High

WESTAMERICA BANK

MHS Student Body Savings Account #10-7001-1117
(Two Signatures Required)

Kent Albertson, Principal Madera High
Gustavo Balderas, Superintendent
Teri Bradshaw, Director of Fiscal Services
Kristi Castillo, Vice Principal Madera High

MSHS Student Body Checking Account #10-5050-7037
(Two Signatures Required)

Gustavo Balderas, Superintendent
Teri Bradshaw, Director of Fiscal Services
Sandon Schwartz, Principal Madera South High
Josh Shapiro, Vice Principal Madera South High

WELLS FARGO

Time Certificate of Deposit Account #201-0058400
(Two Signatures Required)

Kent Albertson, Principal Madera High
Gustavo Balderas, Superintendent
Teri Bradshaw, Director of Fiscal Services
Kristi Castillo, Vice Principal Madera High

Time Certificate of Deposit Account #010-5885560
(Two Signatures Required)

Kent Albertson, Principal Madera High
Gustavo Balderas, Superintendent
Teri Bradshaw, Director of Fiscal Services
Kristi Castillo, Vice Principal Madera High

OTHER STUDENT BODY ACCOUNTS

WEST AMERICA BANK
Desmond Middle School Account #0257-98130-8
(Two Signatures Required)

Marvin Baker, Principal Desmond Middle School
Darlene Stiers, Vice Principal Desmond Middle School
Nichole Walsh, Vice Principal Desmond Middle School

UNION BANK OF CALIFORNIA
Dixieland School Associated Student Body Checking Account #8020218720
(Two Signatures Required)

Kliff Justesen, Principal Dixieland
Diane Chavira-Pocius, Teacher Dixieland School
Dave Stevens, ASB Advisor Dixieland School

BANK OF AMERICA
La Vina Elementary Checking Account #00235-02710
(Two Signatures Required)

Patricia Lopez, Principal LaVina Elementary
Judy Elrod, Administrative Assistant La Vina Elementary

UNION BANK OF CALIFORNIA
Martin Luther King Associated Student Body Checking Account #8020214245
(Two Signatures Required)

Sabrina Rodriguez, Principal Martin Luther King Middle School
Hilda Castellon, Vice Principal Martin Luther King Middle School
Jesus Navarro, Vice Principal Martin Luther King Middle School

WEST AMERICA

Eastin Arcola Student Body Account Checking Account #0257-98376-7

(Two Signatures Required)

John Denno, Principal Eastin Arcola High School

Teri Bradshaw, Director of Fiscal Services

Shelly Huerta, Administrative Assistant

WEST AMERICA BANK

Thomas Jefferson Student Council Account #0257-98117-5

(Two Signatures Required)

Jesse Carrasco, Principal Thomas Jefferson Middle School

Isabel Guzman, Vice Principal Thomas Jefferson Middle School

Sergio Mendez, Vice Principal Thomas Jefferson Middle School

BANK OF AMERICA

Washington Associated Student Body Checking Account #0023-01225

(Two Signatures Required)

William Holden, Principal Washington Elementary

Sylvia Ruz, Administrative Assistant Washington Elementary

WEST AMERICA

Adult Education Revolving Account #0257-97990-6

(Two Signatures Required)

David Reygosa, Principal Adult Ed

Shirley Woods, Vice Principal Adult Ed

Elena Castillo, Budget and Accounting Analyst

Teri Bradshaw, Director of Fiscal Services

DOCUMENTS

Environmental Agency

Gustavo Balderas
Rosalind Cox

Final Claim Applications

Gustavo Balderas
Teri Bradshaw
Coordinator of Categorical Programs
Anthony Monreal
Deborah A. Wood

Grant Applications

Gustavo Balderas
Robert Chavez
Coordinator of Categorical Programs
Anthony Monreal
Deborah A. Wood

Power of Attorney

Gustavo Balderas

Purchase Orders

Gustavo Balderas
Teri Bradshaw
Rosalind Cox
Anthony Monreal
Sandra Perez
Deborah A. Wood

School Applications

Gustavo Balderas
Teri Bradshaw
Coordinator of Categorical Programs
Anthony Monreal
Deborah A. Wood

State Allocations

Gustavo Balderas
Teri Bradshaw
Rosalind Cox

Financial Documents submitted to
Madera County Office of Education
and the State of California

Gustavo Balderas
Teri Bradshaw

The foregoing Resolution No. 08-2012/13 was adopted this 28th day of August, 2012 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINED:

PRESIDENT, Board of Trustees
Madera Unified School District

ATTEST:

CLERK, Board of Trustees
Madera Unified School District



AGENDA ITEM

MADERA UNIFIED SCHOOL DISTRICT

Date: August 28, 2012

Subject: Request Approval of Consultant Services Agreement between Madera Unified School District and Linda Tuttle, retired certificated school nurse

Responsible Staff: Dr. Anthony A. Monreal, Deputy Superintendent
Debie Wood, Associate Superintendent of Educational Services

Agenda Placement: Consent

Background/ rationale:

- Consultant agreement between Madera Unified School District and Linda Tuttle to assist certificated nurses in mandated hearing and vision screening at various sites for the 2012-2013 school year.

Financial impact:

- This contract will not exceed \$6370. Restricted Medi-Cal funds.

Superintendent's recommendation:

- The Superintendent recommends the Board approve the Consultant Services Agreement between Madera Unified School District and Linda Tuttle.

Supporting documents attached:

- Consultant Services Agreement



MADERA UNIFIED SCHOOL DISTRICT

CONSULTANT SERVICES AGREEMENT

This agreement is made and entered into this ____ day of _____, 20__ by and between Madera Unified School District (“District”) and _____ (“Consultant”).

1. Consultant agrees to provide the following specified services:
2. Term. The Consultant’s services described in Paragraph 1 shall commence on _____ and shall end on _____ unless earlier terminated pursuant to Paragraph 8.
3. Payment. District agrees to pay Consultant as follows:
4. Payroll Forms. Consultant agrees to complete the District’s consultant payroll form. Consultant agrees that failure to properly complete this form in a timely manner may result in nonpayment to consultant.
5. Independent Contractor Status. Consultant and any and all agents and employees of Consultant are agreed to be independent contractors in their performance under this Agreement and are not officers, employees, or agents of the District. Consultant shall retain the right to perform services for others during the term of this Agreement.
6. Indemnity. Consultant shall indemnify, defend, and save and hold harmless the District, its Board of Trustees, officers, agents, and employees from any and all claims, damages, losses, causes of actions, and demands, including reasonable attorney’s fees and costs, incurred in connection with the processing or defense of any matter, claim, lawsuit or contest arising out of Consultant’s performance of or failure to perform the work required by this Agreement.
7. Insurance. Consultant agrees to purchase and maintain throughout the term of this Agreement a comprehensive general liability insurance policy to protect Consultant from damages because of bodily injury, including death, and from claims for damages to property which may arise out of or result from Consultant’s responsibilities under this Agreement, whether such acts or omissions be by Consultant or anyone directly or indirectly employed by Consultant. This insurance shall name the District as additional insured and shall be written for not less than One Million Dollars (\$1,000,000) per occurrence and One Million Dollars (\$1,000,000) for property damage. A certificate of insurance shall be filed with the District and shall provide that no changes shall be made to such insurance without thirty (30) days prior written notice to the District.
8. Termination of Agreement. District may terminate this Agreement for any reason upon written notice to Consultant. In the event of early termination, Consultant shall be paid for satisfactory work performed to the date of termination. The District may then proceed with the work in any manner the district deems proper.
9. No Entitlement. Consultant agrees that it has no entitlement to any future contracts or work from District or to any employment or fringe benefits from the District.
10. Taxes. Payment to Consultant pursuant to this Agreement will be reported to federal and state taxing authorities as required on the IRS Form 1099. District will not withhold any money from compensation payable to Consultant. In particular, District will not withhold FICA (social security); state or federal unemployment insurance contributions; and/or state or federal income tax or disability insurance. Consultant is independently responsible for the payment of all applicable taxes.
11. Governing Law and Venue. This Agreement shall be governed by and construed only in accordance with the laws of the State of California. If any action is initiated involving the application or interpretation of this

Agreement, venue shall only lie in the appropriate state court in Madera County or federal court in Fresno County, California.

12. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the Consultant, the District and their respective successors and assignees.
13. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a Court of competent jurisdiction, such holdings shall not invalidate or render unenforceable any other provision of this Agreement.
14. Amendment. The terms of this Agreement shall not be amended in any manner whatsoever except by written agreements signed by the parties.
15. Entire Agreement. This Agreement constitutes the entire agreement between the parties. There are no oral understandings, side agreements, representation or warranties, expressed or implied, not specified in this Agreement.
16. Licenses. Consultant represents that Consultant and all agents and employees of Consultant are licensed by the state of California to perform all the services required by this Agreement. Consultant will maintain all licenses in full force and effect during the term of this Agreement.
17. Compliance with Law. Consultant agrees to perform the services contemplated by this Agreement in a professional and a competent manner and in compliance with all local, state and federal laws, and regulations governing the service to be rendered pursuant to this Agreement.
18. Board Approval. The parties agree that the effectiveness of the Agreement is contingent upon approval by the District's Board of Trustees.
19. Equipment and Materials. Consultant shall provide all equipment, materials, and supplies necessary for the performance of this Agreement. This provision may be negotiable as to the needs of specific children.
20. Non-discrimination. Consultant shall not engage in unlawful discrimination in the employment of persons because of race, color national origin, age, ancestry, religion, sex, marital status, medical condition, physical handicap, or other bias prohibited by state or federal law.
21. Copyright. Any product, whether in writing or maintained in any other form produced under this Agreement shall be the property of District. District shall have the right to secure a patent, trademark or copyright and the product or information may not be used in any manner without District's written permission.
22. In accordance with Education Code Section 39656, this contract is not valid or an enforceable obligation against the District until approved or ratified by motion of the Governing Board duly passed and adopted.

Madera Unified School District

Consultant:

by: Deborah A. Wood,
Associate Superintendent of Educational Services

by: _____

(Signature)

(Signature)

Date: _____

Date: _____

Federal ID # _____
or

SSN _____



AGENDA ITEM

MADERA UNIFIED SCHOOL DISTRICT

Date: August 28, 2012

Subject: Request Approval of Consultant Services Agreement between Madera Unified School District and Kathryn Funk, retired certificated school nurse

Responsible Staff: Dr. Anthony A. Monreal, Deputy Superintendent
Deborah A. Wood, Associate Superintendent of Educational Services

Agenda Placement: Consent

Background/ rationale:

- Consultant agreement between MUSD and Kathryn Funk to assist certificated nurses in mandated hearing and vision screening at MUSD sites for the 2012-2013 school year.

Financial impact:

- This contract will not exceed \$6370. Restricted Medi-Cal funds will be used.

Superintendent's recommendation:

- The Superintendent recommends the Board approve the Consultant Services Agreement between Madera Unified School District and Kathryn Funk.

Supporting documents attached:

- Consultant Services Agreement



MADERA UNIFIED SCHOOL DISTRICT

CONSULTANT SERVICES AGREEMENT

This agreement is made and entered into this ____ day of _____, 20__ by and between Madera Unified School District (“District”) and _____ (“Consultant”).

1. Consultant agrees to provide the following specified services:
2. Term. The Consultant’s services described in Paragraph 1 shall commence on _____ and shall end on _____ unless earlier terminated pursuant to Paragraph 8.
3. Payment. District agrees to pay Consultant as follows:
4. Payroll Forms. Consultant agrees to complete the District’s consultant payroll form. Consultant agrees that failure to properly complete this form in a timely manner may result in nonpayment to consultant.
5. Independent Contractor Status. Consultant and any and all agents and employees of Consultant are agreed to be independent contractors in their performance under this Agreement and are not officers, employees, or agents of the District. Consultant shall retain the right to perform services for others during the term of this Agreement.
6. Indemnity. Consultant shall indemnify, defend, and save and hold harmless the District, its Board of Trustees, officers, agents, and employees from any and all claims, damages, losses, causes of actions, and demands, including reasonable attorney’s fees and costs, incurred in connection with the processing or defense of any matter, claim, lawsuit or contest arising out of Consultant’s performance of or failure to perform the work required by this Agreement.
7. Insurance. Consultant agrees to purchase and maintain throughout the term of this Agreement a comprehensive general liability insurance policy to protect Consultant from damages because of bodily injury, including death, and from claims for damages to property which may arise out of or result from Consultant’s responsibilities under this Agreement, whether such acts or omissions be by Consultant or anyone directly or indirectly employed by Consultant. This insurance shall name the District as additional insured and shall be written for not less than One Million Dollars (\$1,000,000) per occurrence and One Million Dollars (\$1,000,000) for property damage. A certificate of insurance shall be filed with the District and shall provide that no changes shall be made to such insurance without thirty (30) days prior written notice to the District.
8. Termination of Agreement. District may terminate this Agreement for any reason upon written notice to Consultant. In the event of early termination, Consultant shall be paid for satisfactory work performed to the date of termination. The District may then proceed with the work in any manner the district deems proper.
9. No Entitlement. Consultant agrees that it has no entitlement to any future contracts or work from District or to any employment or fringe benefits from the District.
10. Taxes. Payment to Consultant pursuant to this Agreement will be reported to federal and state taxing authorities as required on the IRS Form 1099. District will not withhold any money from compensation payable to Consultant. In particular, District will not withhold FICA (social security); state or federal unemployment insurance contributions; and/or state or federal income tax or disability insurance. Consultant is independently responsible for the payment of all applicable taxes.
11. Governing Law and Venue. This Agreement shall be governed by and construed only in accordance with the laws of the State of California. If any action is initiated involving the application or interpretation of this

Agreement, venue shall only lie in the appropriate state court in Madera County or federal court in Fresno County, California.

12. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the Consultant, the District and their respective successors and assignees.
13. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a Court of competent jurisdiction, such holdings shall not invalidate or render unenforceable any other provision of this Agreement.
14. Amendment. The terms of this Agreement shall not be amended in any manner whatsoever except by written agreements signed by the parties.
15. Entire Agreement. This Agreement constitutes the entire agreement between the parties. There are no oral understandings, side agreements, representation or warranties, expressed or implied, not specified in this Agreement.
16. Licenses. Consultant represents that Consultant and all agents and employees of Consultant are licensed by the state of California to perform all the services required by this Agreement. Consultant will maintain all licenses in full force and effect during the term of this Agreement.
17. Compliance with Law. Consultant agrees to perform the services contemplated by this Agreement in a professional and a competent manner and in compliance with all local, state and federal laws, and regulations governing the service to be rendered pursuant to this Agreement.
18. Board Approval. The parties agree that the effectiveness of the Agreement is contingent upon approval by the District's Board of Trustees.
19. Equipment and Materials. Consultant shall provide all equipment, materials, and supplies necessary for the performance of this Agreement. This provision may be negotiable as to the needs of specific children.
20. Non-discrimination. Consultant shall not engage in unlawful discrimination in the employment of persons because of race, color national origin, age, ancestry, religion, sex, marital status, medical condition, physical handicap, or other bias prohibited by state or federal law.
21. Copyright. Any product, whether in writing or maintained in any other form produced under this Agreement shall be the property of District. District shall have the right to secure a patent, trademark or copyright and the product or information may not be used in any manner without District's written permission.
22. In accordance with Education Code Section 39656, this contract is not valid or an enforceable obligation against the District until approved or ratified by motion of the Governing Board duly passed and adopted.

Madera Unified School District

Consultant:

by: Deborah A. Wood,
Associate Superintendent of Educational Services

by: _____

(Signature)

(Signature)

Date: _____

Date: _____

Federal ID # _____
or

SSN _____



**AGENDA ITEM
MADERA UNIFIED SCHOOL DISTRICT**

Date: August 28, 2012

Subject: Request approval of Consultant Services Agreement between Madera Unified School District and Houghton Mifflin Harcourt/ Riverside Publishing.

Responsible Staff: Dr. Anthony A. Monreal, Deputy Superintendent
Deborah A. Wood, Associate Superintendent of Educational Services

Agenda Placement: Consent

Background/ rationale:

- The Houghton Mifflin Harcourt/ Riverside Publishing trainer will provide training to our new special education teachers in the area of administering the Woodcock Johnson test of achievement, which is given to students referred for special education assessment, students requiring triennial assessment and for students transitioning into middle and high school. The consultant will also provide training on the WJIII Tests of Cognitive Abilities administered by our school psychologists.
- The term of the contract is for one day of training on September 14, 2012.

Financial impact:

- Not to exceed \$2700 funded through Medi-Cal Billing Option.

Superintendent's recommendation:

- The Superintendent recommends that the Board approve the Consultant Services Agreement between the Madera Unified School District and Houghton Mifflin Harcourt/ Riverside Publishing.

Supporting documents attached:

- MUSD Consultant Services Agreement



MADERA UNIFIED SCHOOL DISTRICT

CONSULTANT SERVICES AGREEMENT

This agreement is made and entered into this day August 28, 2012 by and between Madera Unified School District ("District") and Houghton Mifflin Harcourt/ Riverside Publishing. ("Consultant").

1. Consultant agrees to provide the following specified services: will provide training to our new special education teachers in the area of administering the Woodcock Johnson test of achievement, which is given to students referred for special education assessment, students requiring triennial assessment and for students transitioning into middle and high school. The consultant will also provide training on the WJIII Tests of Cognitive Abilities administered by our school psychologists.
2. Term. The Consultant's services described in Paragraph 1 shall commence on (**September 14, 2012**) and shall end on (**September 14, 2012**) unless earlier terminated pursuant to Paragraph 8.
2. Payment. District agrees to pay Consultant as follows: The rates of the contract are as follows:

Total payment shall not exceed \$2700.00
4. Payroll Forms. Consultant agrees to complete the District's consultant payroll form. Consultant agrees that failure to properly complete this form in a timely manner may result in nonpayment to consultant.
5. Independent Contractor Status. Consultant and any and all agents and employees of Consultant are agreed to be independent contractors in their performance under this Agreement and are not officers, employees, or agents of the District. Consultant shall retain the right to perform services for others during the term of this Agreement.
6. Indemnity. Consultant shall indemnify, defend, and save and hold harmless the District, its Board of Trustees, officers, agents, and employees from any and all claims, damages, losses, causes of actions, and demands, including reasonable attorney's fees and costs, incurred in connection with the processing or defense of any matter, claim, lawsuit or contest arising out of Consultant's performance of or failure to perform the work required by this Agreement.
7. Insurance. Consultant agrees to purchase and maintain throughout the term of this Agreement a comprehensive general liability insurance policy to protect Consultant from damages because of bodily injury, including death, and from claims for damages to property which may arise out of or result from Consultant's responsibilities under this Agreement, whether such acts or omissions be by Consultant or anyone directly or indirectly employed by Consultant. This insurance shall name the District as additional insured and shall be written for not less than One Million Dollars (\$1,000,000) per occurrence and One Million Dollars (\$1,000,000) for property damage. A certificate of insurance shall be filed with the District and shall provide that no changes shall be made to such insurance without thirty (30) days prior written notice to the District.
8. Termination of Agreement. District may terminate this Agreement for any reason upon written notice to Consultant. In the event of early termination, Consultant shall be paid for satisfactory work performed to the date of termination. The District may then proceed with the work in any manner the district deems proper.
9. No Entitlement. Consultant agrees that it has no entitlement to any future contracts or work from District or to any employment or fringe benefits from the District.
10. Taxes. Payment to Consultant pursuant to this Agreement will be reported to federal and state taxing authorities as required on the IRS Form 1099. District will not withhold any money from compensation payable to Consultant. In particular, District will not withhold FICA (social security); state or federal unemployment insurance contributions; and/or state or federal income tax or disability insurance. Consultant is independently responsible for the payment of all applicable taxes.
11. Governing Law and Venue. This Agreement shall be governed by and construed only in accordance with the laws of the State of California. If any action is initiated involving the application or interpretation of

this Agreement, venue shall only lie in the appropriate state court in Madera County or federal court in Fresno County, California.

12. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the Consultant, the District and their respective successors and assignees.
13. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a Court of competent jurisdiction, such holdings shall not invalidate or render unenforceable any other provision of this Agreement.
14. Amendment. The terms of this Agreement shall not be amended in any manner whatsoever except by written agreements signed by the parties.
15. Entire Agreement. This Agreement constitutes the entire agreement between the parties. There are no oral understandings, side agreements, representation or warranties, expressed or implied, not specified in this Agreement.
16. Licenses. Consultant represents that Consultant and all agents and employees of Consultant are licensed by the state of California to perform all the services required by this Agreement. Consultant will maintain all licenses in full force and effect during the term of this Agreement.
17. Compliance with Law. Consultant agrees to perform the services contemplated by this Agreement in a professional and a competent manner and in compliance with all local, state and federal laws, and regulations governing the service to be rendered pursuant to this Agreement.
18. Board Approval. The parties agree that the effectiveness of the Agreement is contingent upon approval by the District's Board of Trustees.
19. Equipment and Materials. Consultant shall provide all equipment, materials, and supplies necessary for the performance of this Agreement. This provision may be negotiable as to the needs of specific children.
20. Non-discrimination. Consultant shall not engage in unlawful discrimination in the employment of persons because of race, color national origin, age, ancestry, religion, sex, marital status, medical condition, physical handicap, or other bias prohibited by state or federal law.
21. Copyright. Any product, whether in writing or maintained in any other form produced under this Agreement shall be the property of District. District shall have the right to secure a patent, trademark or copyright and the product or information may not be used in any manner without District's written permission.
22. In accordance with Education Code Section 39656, this contract is not valid or an enforceable obligation against the District until approved or ratified by motion of the Governing Board duly passed and adopted.

Madera Unified School District

Consultant:

by: Deborah Wood
Associate Superintendent

(Signature)

(Signature)

Date: _____

Date: _____

Federal ID # _____

or

SSN _____



AGENDA ITEM

MADERA UNIFIED SCHOOL DISTRICT

Date: August 28, 2012

Subject: Request Approval of individual agreements between Madera Unified School District and thirty three (33) approved Supplemental Educational Services (SES) providers by the California Department of Education to provide tutoring services to students who are enrolled in Program Improvement schools

Responsible Staff: **Dr. Anthony A. Monreal, Deputy Superintendent**

Agenda Placement: Consent

Background/ rationale:

- The approval will allow eligible students in Program Improvement schools to receive supplemental educational services after school by the following SES providers:
 - ! 123 ! Maestros Latinos, Inc.
 - ! A A A ! Academics
 - #1 A+ Student Learning Academy/Center
 - #1 Academia de Servicio de Tutoria
 - #1 Academic Tutoring, Inc.
 - #1 At-Home Tutors, Inc.
 - #123 A+ Score!
 - 100% Learning Fun Center
 - 1-on-1 Learning with Laptops
 - A + Educational Centers
 - A Better Tomorrow Education
 - Aavanza (Extreme Learning DBA Aavanza)
 - Academic Advantage, The
 - Academic Tutoring Services, Inc.
 - Accuracy Temporary Services, DBA ATS Project Suc
 - Ace it! Tutoring
 - Alternatives Unlimited, Inc.
 - Amazing A Academics
 - California Tutoring Company, LLC
 - Cesar Chavez Foundation
 - Club Z! In-Home Tutoring Services, Inc.
 - Community College Foundation, The
 - Cullinan Education Center, Inc.
 - Encourage Tomorrow
 - Fresno CORAL, Inc.
 - Professional Tutors of America, Inc.
 - Reading and Beyond
 - Studentnest.com
 - Sullivan Learning Systems, Inc.
 - Teach-N-Tutor, Inc.

- Total Education Solutions
 - TutorWorks, Inc.
 - Xamaze In Home Tutoring
- SES is a requirement of the Federal Title I Program and funds are set aside for this purpose.
 - Hourly rates vary by SES providers; hourly by individual student or hourly by small group.
 - Total expenditures are dependent on parents' choice of vender and number of students participating.
 - The agreements begin on August 29, 2012 and end June 30, 2013.

Financial impact:

- 15% of Title I funds allocation.

Superintendent's recommendation:

- The Superintendent recommends the Board approve of the individual agreements between Madera Unified School District and thirty three (33) approved Supplemental Educational Services Providers.

Supporting documents attached:

- Sample SES agreement.

**MADERA UNIFIED SCHOOL DISTRICT
SUPPLEMENTAL EDUCATIONAL SERVICES CONTRACTOR CONTRACT**

THIS SUPPLEMENTAL EDUCATIONAL SERVICES CONTRACTOR CONTRACT ("Master Contract") is made and entered into on August 29, 2012, between the Madera Unified School District, (hereinafter referred to as the "District"), a public school district duly operating under the laws of the state of California, and A + Educational Centers the Supplemental Educational Services Contractor (hereinafter referred to as "Contractor") for the purpose of providing Supplemental Educational Services to Eligible Students. It is understood that this Contractor Contract does not commit the District to payment for services provided to any individual unless, and until, an Individual Services Agreement ("ISA") for Supplemental Educational Services is executed between the District and the Contractor on behalf of an Eligible Student.

RECITALS

1. **WHEREAS**, 20 U.S.C. Section 6316(e) of the No Child Left Behind Act (hereinafter referred to as "NCLB") requires the District to enter into an agreement with a Contractor approved by the California Department of Education who has been selected by the parents of an Eligible Student to provide Supplemental Educational Services;

2. **WHEREAS**, Supplemental Educational Services under this Agreement are to be provided outside of the regular school day, and designed to increase the academic achievement of Eligible Students in low performing schools as required by NCLB;

3. **WHEREAS**, Supplemental Educational Services may include academic assistance such as tutoring, remediation, and other educational interventions, provided that such services are high quality, research based, and specifically designed to increase student academic achievement, and utilize approaches which are consistent with the content and instruction used by the District and are aligned with the State's academic content standards.

4. **WHEREAS**, Eligible Student(s) under this Agreement are those students identified by the District who meet specific requirements under the Elementary and Secondary Education Act ("ESEA") as reauthorized by NCLB;

5. **WHEREAS**, the District has determined that NCLB requires that the District provide Supplemental Educational Services at this time to Eligible Students;

6. **WHEREAS**, this Agreement shall:

- (A) Require the local educational agency to develop, in consultation with Parents (and the Contractor chosen by the Parents), a statement of specific achievement goals for the Eligible Student, how the Student's progress will be measured, and a timetable for improving achievement that is consistent with the Student's Individualized Education Program under section 614(d) of the Individuals with

Disabilities Education Act [20 U.S.C. § 1414(d)], in the case of a student with a qualifying disability;

- (B) Describe how the Eligible Student's Parents and the Student's teacher or teachers will be regularly informed of the Student's progress;
- (C) Provide for the termination of such agreement if the Contractor is unable to meet such goals and timetables; Section 1116(e) (3) (C)
- (D) Contain provisions with respect to the making of payments to the Contractor by the District; and
- (E) Prohibit the Contractor from disclosing to the public the identity of any Eligible Student receiving Supplemental Educational Services under this subsection without the written permission of the parents of such Student;

7. **WHEREAS**, Parents have selected the Contractor to provide Supplemental Educational Services to certain Eligible Student(s).

8. **WHEREAS**, the Contractor has met the qualifications to be named as a Contractor of Supplemental Educational Services under ECLB, has been approved by the California Department of Education, and such approval has not expired.

9. **WHEREAS**, the Contractor is capable of and willing to provide Supplemental Educational Services to the District's Eligible Students, when selected by the parent and/or guardian of such an Eligible Student.

NOW THEREFORE, IN CONSIDERATION OF THE MUTUAL PROMISES CONTAINED HEREIN, it is agreed between the parties as follows:

GENERAL PROVISIONS

1. Term

This Master Contract is effective on August 29, 2012 or on the date thereafter when signed by both parties; and terminates on June 30, 2013, unless terminated at an earlier date as provided herein.

2. Timetables

CONTRACTOR will register with District as a vendor prior and secure necessary insurance prior to submitting contract.

CONTRACTOR will be prepared to provide services no later than October 31, 2012

CONTRACTOR will complete all tutorial services no later than April 10, 2013.

CONTRACTOR will provide the District with the names of individual who will market on their behalf. While providers may market their specific services to eligible communities; the District needs to promote SES to their eligible schools and families to ensure that parents have information to make informed decisions that best meet the needs of their children.

CONTRACTOR will make the initial contact with the parent/guardian within 10 school days of receipt of student application. Three or more documented attempts to contact parents must occur within the 10 school day period. At least one of those attempts shall be made via US Mail.

Contractor shall begin providing tutorial services no more than 30 school days after receipt of student application. Parents/Guardians shall be given the opportunity to choose another CONTRACTOR if tutoring services do not begin within 30 school days of receipt of student application.

3. Individual Services Agreement for Supplemental Educational Services

- a. An Individual Services Agreement ("ISA") for Supplemental Educational Services shall be part of this Master Contract and set forth in Exhibit "A", which the Contractor will be required to execute with the District with respect to each Eligible Student for whom the Contractor is to provide Supplemental Educational Services. The District is responsible for completing each Eligible Student's ISA, which shall identify the Contractor for each service. ISAs shall only be issued for those Eligible Students enrolled with the approval of District. The Contractor is responsible for providing those services which it has agreed to provide for each individual Eligible Student in that student's ISA. ISAs are null and void upon termination of the Contractor Contract.

3. Parents/Guardianship

For the purpose of this Master Contract, a "Parent" is the natural or adoptive parent who possesses legal rights to make educational decisions on behalf of the Eligible Student, legal guardian, or a surrogate parent appointed by the Court.

4. Compliance with Laws

During the term of this Agreement, the Contractor shall comply with all applicable federal, state, California State Board of Education, and local statutes, laws, ordinances, rules, and regulations relating to the provision of Supplemental Educational Services,

including securing and maintaining in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this Master Contract.

5. Disputes

Disputes between the District and the Contractor concerning the meaning, requirements, or performance of this Master Contract shall be submitted to the Coordinator of Categorical Programs of the Madera Unified School District. The determination of the District Coordinator of Categorical Programs or designee shall be made in writing and shall be binding on both parties.

6. Subcontract and Assignment

The Contractor shall not subcontract or assign any of the work contemplated under this Master Contract without first obtaining prior written approval from the District. Such approval, if obtained, shall be attached and made part of this Master Contract. Subcontracts or assignments may be entered into only with Supplemental Educational Services Contractors approved by the California Department of Education. Any sub-contractor/assignee shall be bound by all of the terms of this Master Contract, including the insurance and indemnification provisions, and it shall be the Contractor's responsibility to obtain the agreement of subcontractor/assignee to comply with all terms contained herein, and to enforce such agreement.

8. No Discrimination

The Contractor shall not discriminate on the basis of race, religion, sex, national origin, age, handicap, or sexual orientation in employment or operation of its programs.

9. Governing Law

The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in Madera County, California.

10. Exhibits

The Exhibits attached to this Master Contract are incorporated by reference as though fully set forth herein.

II. ADMINISTRATION OF MASTER CONTRACT

1. Notices

All notices involving: (a) Revocation of the Contractor's CDE approval; (b) Master Contract disputes; (c) Changes of the Eligible Student's residence outside of District's attendance area; (d) Termination of ISA; (e) Termination of Contractor Contract; (f) Notification of cancellation or material change in the Contractor's or the District's insurance coverage; or (g) The District's reasonable objections to a subcontractor's liability insurance

policy are required to be given to the District and/or the Contractor in writing and shall be delivered in person, by certified/registered mail, or by other delivery service to:

For the District:

Coordinator of Categorical Programs
Madera Unified School District
1902 Howard Road
Madera CA 93637

For the Contractor:

Jennifer Valdman Director

Name	Title
29752 Baden Place	
Address	
Malibu, CA 90265	
City/State/Zip Code	

The effective date of the notice shall be the date shown on return receipt received by addressee, or if delivered by hand, the date received by addressee or addressee's agent. All other notices shall be given in the manner determined by the party giving notice, or as specified in a specific section of this Master Contract.

2. Independent Contractor Status

This Contractor Contract is by and between two independent agents and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. The Contractor understands and agrees that it is not an employee for state tax, federal tax, or any other purpose, and is not entitled to the rights or benefits afforded to the District's employees. Any additional personnel performing the services under this Contractor Contract on behalf of the Contractor shall also not be employees of the District, and shall at all times be under the Contractor's exclusive direction and control. The Contractor shall pay all wages, salaries, and other amounts due such personnel in connection with their performance of services under this Contractor Contract and as required by law. The Contractor shall be responsible for all reports and obligations respecting such additional personnel, including, but not limited to social security taxes, income tax withholding, unemployment insurance, disability insurance, and workers' compensation insurance.

3. Termination

- a. This Contractor Contract may be terminated by the District or the Contractor at any time. The Contractor's exercise of its right to terminate this Contractor Contract shall not alleviate its responsibilities to complete any existing ISAs. To terminate this Contractor Contract, either party shall give ten (10) calendar days written notice as provided herein prior to the date of the termination. Upon termination without default of the Contractor,

the District shall pay, without duplication, for all services satisfactorily performed to date of termination. In consideration of this payment, the Contractor waives all rights to any further payment of damage. Upon termination, the Contractor shall turn over to the District, all student records in its possession generated as a result of services rendered under this Contractor Contract, possessed by the Contractor or under its control at the time of termination.

- b. An ISA may be terminated by the District, the Parent, or the Contractor with ten (10) days written notice. The ISA may be terminated by the District without advance notice if the Contractor fails to meet student goals and timetables, as outlined in the Individualized Learning Plan (pursuant to Section III(3) of this Agreement.) An ISA shall also terminate if the Eligible Student ceases to be enrolled in the District. Upon termination under this paragraph, final payment from the District will be calculated based upon a pro-rata calculation of total services agreed upon in the ISA for which the District is responsible for payment, divided by that portion of services actually rendered.

- c. The Contractor Contract may be terminated by the District or the Contractor for the following reasons:

1. Marketing to ineligible students, parents and or Communities.
2. Marketing on school premises other than at the parent Workshops.

Indemnification

The Contractor shall defend, hold harmless, and indemnify the District, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, causes of action, costs, losses, damages or expenses, liability, loss, damage or injury of any kind, in law or equity, to property or persons, including wrongful death, in any manner to the extent arising out of or incident to any intentional, willful misconduct, negligent acts, errors or omissions of the Contractor, its officials, officers, employees, subcontractors, consultants, agents or other representatives, including, without limitation, the payment of all consequential damages and reasonable attorneys fees, expert witness fees and other related costs and expenses of defense, that arises out of or in connection with the Contractor's performance of this Agreement.

This indemnity shall survive the termination of this Contractor Contract and/or final payment hereunder, and is in addition to any other rights or remedies that the Contractor or the District may have under law and/or this Contractor Contract.

5. Insurance

During the entire term of this agreement, the Contractor shall keep in effect a policy or policies of liability insurance, including coverage of owned and non-owned vehicles used in relation to the performance of service(s) by the Contractor of at least one million dollars (\$1,000,000) for each person and one million dollars (\$1,000,000) for all accidents or occurrences for all damages arising out of death, bodily injury, sickness or disease from any one accident or occurrence, and one million dollars (\$1,000,000) for all damages and liability arising out of injury to or destruction of property for each accident or occurrence. Not later than the effective date of this contract, the Contractor shall provide the District with satisfactory evidence of insurance, naming the District as additional certificate holder, including a provision for a twenty (20) calendar day written notice to the District before cancellation or material change, evidencing the above-specific coverage. The Contractor shall at its own cost and expense procure and maintain insurance under the Worker's Compensation Law of California, if applicable. The District reserves the right to revise the requirements of this provision at any time. If the District determines that additional insurance coverage is necessary, the District will reopen negotiations with the Contractor to modify the terms of this Agreement.

6. Change of Residence

The Contractor shall notify Parents in writing of the Parents' obligation to notify the Contractor of a change in their child's residence. The Contractor shall notify the District in writing of an Eligible Student's and/or Parent's change of residence within three (3) school days after the Contractor becomes aware of said change.

If the Eligible Student's new residence is located within an area outside of the District's service boundaries and the Contractor fails to follow the procedures specified in this provision, the District shall not be responsible for the costs of services delivered after the Student's change of residence if the Contractor had knowledge of the Student's change of residence.

The Contractor shall notify the District immediately when the Contractor becomes aware of an emergency change of placement (e.g., hospitalization, juvenile hall, etc.).

7. Facilities, Supplies, and Equipment

The Contractor shall be solely responsible for the provision of all appropriate supplies, equipment, and facilities for an Eligible Student as required in his/her ISA. A Contractor who desires to use District facilities must make a separate application for use of facilities through the District's use of facilities procedures and fee.

8. Renewal

Neither the Contractor nor the District is required to renew this Master Contract in subsequent years.

9. Entire Contract/Binding on Successors and Assignees

This Master Contract and any exhibits or attachments hereto constitute the entire Master Contract between the District and the Contractor, and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated. This Contractor Contract binds the successors and assignees of the Contractor.

10. Severability Clause

If any provision of this Agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire Agreement shall be severable and remain in effect.

11. Authorized Representative

The persons signing this Master Contract certify they are the authorized representatives of the respective parties, and are authorized to sign this Agreement.

III. EDUCATION PROGRAM

1. Service Program Monitoring

The Contractor shall allow periodic monitoring of each Eligible Student's instructional program by the District. The Contractor shall be invited to participate in the review of the Eligible Student's progress by the District. Representatives of the District shall have reasonable access to observe the Eligible Student at work, to observe the instructional settings, to interview the Contractor, and to review the Eligible Student's progress, service logs, and related documentation. The District representatives will normally provide notice prior to monitoring visits, but the District reserves the right to make unannounced monitoring visits. The District representatives making site visits shall initially contact the Contractor's site administrative office and provide appropriate identification and proof of District employment.

2. Pupil Records

The Contractor will not disclose to the public the identity of any student eligible for or receiving Supplemental Educational Services pursuant to this Contractor Contract without the written permission of the Eligible Student's parents.

The Contractor agrees to keep a current listing of names and positions of employees who have access to confidential records. All pupil records of Eligible Students receiving services pursuant to this Master Contract shall be kept in a secure location preventing access by unauthorized individuals. The Contractor will maintain an access log delineating date, time, agency, and identity of the individual for any authorized person accessing pupil records who is not in the direct employ of the Contractor. Subcontractors shall not be considered in the direct employ of the Contractor for the purposes of accessing pupil records. Nevertheless, pursuant to Education Code 49076(b)(6), the Contractor may provide subcontractors access to the Eligible Student's records when the subcontractor provides services within the Contractor's educational institution and has a legitimate interest in the information contained in the Eligible Student's records. The Contractor also agrees to comply with the Parental right to request records and the Parental right to inspect an Eligible Student's file as defined in the federal law under the Family Educational Rights and Privacy Act of 1974 ("FERPA") and California Educational Code § 49000 et seq. and § 56000 et seq.

3. Individual Learning Plan

Before hourly services begin, An Individual Learning Plan ("ILP") with specific measurable achievement goals and timetables will be developed with respect to each Eligible Student for whom the Contractor is to provide Supplemental Educational Services. In consultation with the Contractor, the District and the Eligible Student's Parents, the ILP shall become a part of this Master Contract and shall be set forth in Exhibit "D." The District's approval of the ILP is required prior to any request for hourly payments. In the event of disagreement regarding a proposed ILP, the District will schedule an ILP meeting. The Contractor is responsible for attending required ILP meetings. The District will attempt to schedule the ILP meetings at a time and place that is mutually convenient to parents, the Contractor's staff, and the District's staff. Failure to meet the goals and timetables set forth in the ILP is grounds for terminating the Contractor's ISA for a particular student, as described in section I(1).

A mutually agreeable alternative to in-person meetings will be established with online Communications.

4. Progress Reports

Progress reports relating to goals and objectives in an Eligible Student's ILP and other data required for review shall be sent by the Contractor to the District and to Parents on a monthly basis. Provide parents of children receiving supplemental educational services information on the progress of the children in increasing achievement, in a format and, to the extent practicable, a language that such parents can understand. Contractor shall provide to parents, each student's home school, and the District written progress reports. (Section 1116(e)(3)(A) Upon request, an updated report shall be provided if there is no current progress report as needed whenever an Eligible Student is scheduled for a Student Study Team (SST) meeting, Parent conference, IEP meeting, or when the Eligible Student's enrollment is terminated.

5. Forwarding of Records

The Contractor agrees, in the event of a school or agency closure, to forward the Eligible Student's pupil records within seven (5) days to the District. These shall include, but not be limited to, current transcripts, ILPs, and reports.

6. Health and Safety

The Contractor shall require that all regular and substitute employees, subcontractors, volunteers, and other individuals who may come into contact with a pupil on school grounds, except those whose functions do not necessitate frequent or prolonged contact with pupils (California Health & Safety Code §§ 121525 & 121545), provide verification of having been tested for tuberculosis and cleared to work with minors, as evidenced by a state licensed medical doctor's signature. The Contractor shall keep a copy of said information in the employee or volunteer file and also provide the District with a copy prior to beginning tutoring services.

The Contractor agrees to notify all regular and substitute employees, subcontractors, volunteers, and other individuals who may come into contact with a pupil on school grounds, except those whose functions do not necessitate frequent or prolonged contact with pupils, about universal health care precaution regarding infection control measures related to blood or bodily fluids when providing medical treatment or assistance to a pupil. The Contractor further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated by the California Health and Safety Code.

7. Accident and/or Incident Reports

The Contractor agrees to submit a written accident report to the District by the following school day after an accident or incident when an Eligible Student has suffered an injury, injured another individual, or has been involved in an activity requiring notification of law enforcement or emergency personnel. Said incident/injury report shall be filed with the Eligible Student's Principal.

8. Supplies/Equipment

The Contractor shall be solely responsible for the provision of all appropriate supplies and equipment. The Contractor shall refrain from using school system equipment such as computers, copy machines, VCR's and DVD players.

IV. PERSONNEL

1. Conflict of Interest

The Contractor agrees to furnish the District (upon request) a valid copy of the most recently adopted partnership agreements or bylaws of the corporation and also a complete and accurate list of the Governing Board of Directors (or Trustees or Partners) and a timely

update of said information as changes in such governance occur. The Contractor shall avoid any actual or potential conflict of interest on behalf of itself or its employees providing services hereunder, including, but not limited to employment with the District.

2. Fingerprint Clearance

The Contractor shall require each applicant for employment, and any subcontractor or volunteer in a position requiring contact with minor pupils to submit fingerprints consistent with California Education Code §§ 33192, 44237. The Contractor shall comply with the requirements of Education Code § 45125.1 including, but not limited to: obtaining California Department of Justice ("CDOJ") clearance for the Contractor's employees; prohibiting its employees from coming in contact with pupils until CDOJ clearance is ascertained; and certifying in writing and proving such certification to the District that none of its employees who may come in contact with pupils have been convicted of or pleaded nolo contendere to a felony, unless that individual's employment is authorized under the California Education Code and has been approved by the Madera Unified School District Officer or designee. Nor will any person be employed who has been convicted of or entered a plea of nolo contendere to charges of any sex offense as defined in Education Code § 44011 or to a felony that would disqualify that person from employment pursuant to Education Code § 44037.

The Contractor shall supply the District with a list of names of the employees and/or subcontractors who are cleared to work with students of the District. Contractor shall be required to maintain a current list of employees names and supply the District with the list of employees as they are hired or removed from working for the Contractor.

3. Mandated Reporting

The Contractor assures the District that all staff members, including volunteers, have been informed of their obligations under the Child Abuse and Neglect Reporting Act § 11164 and dependent adult reporting obligations under California law, including but not limited to California Penal Code § 11166. The Contractor agrees to provide annual training to all employees regarding mandated reporting of child abuse, missing children, and dependent adults. The Contractor shall maintain a signed statement by all personnel required to sign such a statement under the Child Abuse and Neglect Reporting Act as set forth in California Penal Code § 11166.5, to the effect that he or she has knowledge of the provisions of California Penal Code § 11166 (reporting duty and time) and will comply with those provisions.

When filing a suspected child abuse report under the child abuse reporting laws, the Contractor shall include in the report the name, telephone number and address of the District. When the Contractor is aware of an allegation of staff abuse of a pupil, the Contractor shall conduct an appropriate investigation and take other action, if appropriate, based on the particular facts known to the Contractor at the time. The Contractor shall adopt internal procedures regarding reporting obligations as authorized in California Penal Code § 11166 (g) (1).

If an employee of the Contractor or subcontractor who has a reporting obligation under applicable California law, observes or has knowledge of an incident that reasonably appears to be physical abuse, abandonment, abduction, isolation, financial abuse or neglect of an elder or dependent adult; or if an elder or dependent adult credibly reports that he or she has experienced behavior including an act or omission constituting physical abuse, abandonment, abduction, isolation, financial abuse, or neglect, or reasonably suspects that abuse, the Contractor shall submit the required report to the appropriate government or law enforcement agency.

The Contractor shall submit immediately by facsimile and mail, within twenty-four (24) hours, an Accident/Incident Report to the District when it becomes aware of circumstances including, but not limited to, allegations of molestation, child abuse, and/or missing children under the Contractor's supervision.

4. Sexual Harassment

The Contractor shall have a sexual harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment, and that is prohibited by the Contractor's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. The Contractor further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures (see Accident/Incident Report section III(7)).

V. FINANCIAL SECTION

1. Rate Schedule

Supplemental Educational Services offered by the Contractor in accordance with the ISA and the charges for each service(s) during the term of this Master Contract shall be as follows:

<u>Supplemental Educational Services</u>	<u>Rate</u>	<u>Period (specify)</u>
(1) Small group instruction	\$ 80 per student	per hour
(2) Individual tutoring	\$ 80	per hour
(3) Online instruction	\$ n/a	per hour
(4) Other, specify:	\$ n/a	per _____

2. Make-Up Sessions

The Contractor will only be paid for actual services rendered up to the amount specified in the ISA. The Contractor will not be paid when a student is absent. A make-up session may be scheduled to make up the lost time.

3. Monthly Invoices/Payment Demand

The Contractor shall submit written invoices on a monthly basis. The Contractor shall submit said invoice for payment for services rendered via U.S. mail, or in person, no later than the fifth (5) of each month of the end of the attendance accounting period in which said services are actually rendered, to Madera Unified School District, 1902 Howard Road, Madera, CA 93637. Proof of receipt may be established by return receipt requested through the mail, by proof of personal delivery, or any other reliable means. Tutoring time verification records showing services provided should be included on tutoring attendance form and monthly report should be included with the monthly invoice. Original attendance forms signed by the Contractor and Parent verifying tutoring hours for each month shall be completed by the service Contractor whose signature must appear on such forms and shall be included with the monthly invoice. Contractor must have all forms available for review, inspection, or audit by the District during the effective period of this Master Contract and for a period of five (5) years thereafter. The Contractor shall verify the accuracy of reported attendance which is the basis of services being billed for payment and shall inform service Contractors of their personal responsibility for the services being reported as rendered.

Upon approval of said payment demand, the District shall make payment in an amount equal to the number of creditable hours of attendance multiplied by the agreed upon hourly rate, as well as all related services at the agreed upon rates. The maximum amount that the District will pay for Supplemental Educational Services to any one student during the 2012-2013 school year is \$ 1,253.25, which is the State/Federal reimbursement rate per student per year to the District. Payment shall be made within forty five (45) days of receipt by the District of invoices properly submitted and approved by the District. If notice of withholding is provided to the Contractor within ten (10) business days of receipt of an invoice, the District shall not withhold payment.

The Contractor shall submit billing invoices, via U.S. mail, , or in person, no later than fifteen (15) calendar days after the date deficiencies are corrected by the Contractor. If no notice of withholding is provided to the Contractor within ten (10) business days of receipt of a rebilled invoice, the District shall not withhold payment.

4. Right to Withhold

The District has the right to withhold payment to the Contractor, when the District has reliable evidence described in writing to the Contractor at the time the notice of withholding is submitted that:

- a. The Contractor has not performed a service identified in the invoice;
- b. The Contractor has failed to verify the accuracy of reported attendance;
- c. The Contractor has not provided the appropriate monthly report and or attendance forms signed by Contractor and Parent verifying tutoring hours monthly;
- d. The Contractor has failed to submit the invoice in a timely manner;

- e. The Contractor has neglected, failed, or refused to furnish information or to cooperate with the inspection, review or audit of its program, work, or records;
- f. Services to Eligible Students are being administered by personnel who are not appropriately credentialed, licensed, or otherwise qualified;
- g. Services to ineligible students who are not attending an eligible school to receive Supplemental Educational Services;
- h. The Contractor was overpaid by the District as determined by inspection, review, and/or audit of its program, work, and/or records;
- i. The Contractor has failed to provide to the District all documents concerning one or more District pupils receiving Supplemental Educational Services from Contractor within fifteen (15) days after the termination of this Master Contract; or;
- j. The Contractor fails to notify the District of a change of pupil's residence to a residence outside of the District's attendance area within three (3) school days of when the Contractor becomes aware of said change.

If the District determines that cause exists to withhold payment to the Contractor, the District shall within ten (10) business days of the determination provide to the Contractor written notice that the District is withholding payment to the Contractor. Such notice shall specify the basis for the District withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, the Contractor shall take all necessary and appropriate action to correct the deficiencies that form the basis for the District withholding payment. Upon receipt of the Contractor's written request showing good cause, the District shall extend the Contractor's time to respond by an additional thirty (30) days.

Inspection and Audit of Financial Records

Upon a request by the District that includes the reason for the request of records, and except as otherwise provided by law, the Contractor shall provide the District, a state agency, a federal agency, and/or an independent agency/firm contracted by the District, access to the following records within ten business (10) days, except as otherwise provided by state and federal law: registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, dates of hire, and dates of termination; staff time sheets; non-paid volunteer sign-in sheets; verification of staff training, school calendars; liability and workers compensation insurance policies; CDE supplemental services approval; marketing materials; by-laws; lists of current board of directors/trustees, if incorporated; statements of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; federal/state payroll quarterly reports; bank statements and cancelled checks. The Contractor may request from the District an

extension of time to comply with any records request, which shall not be unreasonably withheld. The Contractor shall comply with any requests resulting from an inspection, review, or audit by the District, a state agency, a federal agency, and/or independent agency/firm in a reasonable and timely manner. The Contractor shall maintain cost data to verify the annual operating budget for providing services to the District; which shall be made available for the relevant Master Contract period being audited. Fiscal records shall be maintained by the Contractor for five (5) years after their origination and shall be available for audit.

6. Audit Exceptions

The Contractor agrees to accept responsibility for receiving, replying to, and/or complying with any audit exceptions related to its educational program and identified by auditors hired by the District or by appropriate state or federal audit agencies occurring because of the Contractor's performance of this Master Contract.

If an inspection, review, or audit by the District, the Contractor, a state agency, a federal agency, and/or an independent agency/firm determines that the Contractor or the District owes the other party monies as a result of over billing, under payment, or failure to perform, in whole or in part, any of its obligations under this Master Contract, the party owed money shall provide to the other party written notice demanding payment and specifying the basis or bases for such demand. In the event that the party from whom payment is demanded disputes that any payment is owed, the matter shall be resolved in accordance with the Dispute Resolution section in section I(6) of this Master Contract.

The parties hereto have executed this Master Contract by and through their duly authorized agent or representatives, as evidenced by the following signatures:

CONTRACTOR

DISTRICT

A + Educational Centers

Name of Contractor (print)

Madera Unified School District

Jennifer Valdman

Authorized contracting name (print)

Authorized representative's name (print)

Director

Authorized representative's Title

Authorized representative's Title

Signature

Signature

Date

Date



AGENDA ITEM

MADERA UNIFIED SCHOOL DISTRICT

Date: August 28, 2012

Subject: Request approval of Change Order #2 for La Vina Paving Project

Responsible Staff: Curtis Manganaan, Director of Maintenance & Operations

Agenda Placement: Consent

Background/ rationale:

We reviewed Change Order #2 for the La Vina Paving Project. The change order request is necessitated due to lowering the footings on the playground to match the new certified wood chips. This will create a safer play environment for students.

Financial impact:

Change Order #2 will result in a cost of \$3,000.00 (Maintenance Budget).

Superintendent's recommendation:

The Superintendent recommends the approval of Change Order #2 for the La Vina Paving Project.

Supporting documents attached:

Change Order #2

6600 W. Harter Ave.
Visalia, CA 93277
License No. 941986
rcgeneralengineering@gmail.com



General Engineering Inc.

PHONE 559-732-9216
FAX 559-732-9218
CELL 559-804-0098

PROPOSAL

Date: 8/2/2012

To: Blair, Church, and Flynn
451 Clovis Avenue Suite 200
Clovis, CA 93612

Attn: Allen S. Westersund

RE: Lower Concrete footings around Playground and Monkey Bar Posts. CCO#3

We here propose to furnish all the materials and perform all the labor necessary for the completion of:

ITEM	UNIT	QUANTITY	PRICE/UNIT	TOTAL
1. Lower Footings to Match New Certified Wood Chips	1	LS	\$3000.00	\$3000.00

NOTE: All Work Has Been Pre Approved per Rosalind Cox and Allen Westersund prior to proceeding with this Change Order on 8/2/2012.

All material is guaranteed to be as specified and the above work will be performed in accordance with the drawings and specifications. The work indicated above will be completed in a substantial workman-like manner, for the total sum of:

Three Thousand Dollars and Zero Cents (\$3,000.00)

Payments to be made: Net 30

Any alterations or deviation from the above specifications involving extra cost will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Workman's Compensation and Public Liability Insurance on above work to be taken out by RC General Engineering Inc. Cost of a bond has not been allowed for, if needed please contact our office. This quote will remain valid for 30 days from the date of this notice.

Respectfully submitted: RC General Engineering Inc.

Per: Russell Carrell
Russell Carrell, President



AGENDA ITEM

MADERA UNIFIED SCHOOL DISTRICT

Date: August 28, 2012

Subject: Request approval of Change Order #3 for La Vina Paving Project

Responsible Staff: Curtis Manganaan, Director of Maintenance & Operations

Agenda Placement: Consent

Background/ rationale:

We reviewed Change Order #3 for the La Vina Paving Project. The change order request is necessitated due to filling cracked areas and sealing/stripping of the parking area inside the gate. This will improve the parking lot area, creating a safer environment for staff.

Financial impact:

Change Order #3 will result in a cost of \$2,000.00 (Maintenance Budget).

Superintendent's recommendation:

The Superintendent recommends the approval of Change Order #3 for the La Vina Paving Project.

Supporting documents attached:

Change Order #3

6600 W. Harter Ave.
Visalia, CA 93277
License No. 941986
rcgeneralengineering@gmail.com

RC
General Engineering Inc.

PHONE 559-732-9216
FAX 559-732-9218
CELL 559-804-0098

PROPOSAL

Date: 8/9/2012

To: Blair, Church, and Flynn
451 Clovis Avenue Suite 200
Clovis, CA 93612
Attn: Allen S. Westersund
RE: Crack fill, Sealcoat 2 Coats and Stripe front lot unloading zone. CCO#4

We here propose to furnish all the materials and perform all the labor necessary for the completion of:

<u>ITEM</u>	<u>UNIT</u>	<u>QUANTITY</u>	<u>PRICE/UNIT</u>	<u>TOTAL</u>
1. Crackfill, Seal and Stripe	1	LS	\$2000.00	\$2000.00

NOTE: All Work Has Been Pre Approved per Rosalind Cox and Allen Westersund prior to proceeding with this Change Order on 8/2/2012.

All material is guaranteed to be as specified and the above work will be performed in accordance with the drawings and specifications. The work indicated above will be completed in a substantial workman-like manner, for the total sum of:

Two Thousand Dollars and Zero Cents (\$2,000.00)

Payments to be made: Net 30

Any alterations or deviation from the above specifications involving extra cost will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Workman's Compensation and Public Liability Insurance on above work to be taken out by RC General Engineering Inc. Cost of a bond has not been allowed for, if needed please contact our office. This quote will remain valid for 30 days from the date of this notice.

Respectfully submitted: **RC General Engineering Inc.**

RECOMMEND APPROVAL
ASW 8/9/12

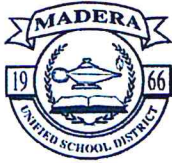
Per: Russell Carrell

Russell Carrell, President

ACCEPTANCE OF PROPOSAL

The above price, specification and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Date: _____ Signature: _____ Title: _____



AGENDA ITEM

MADERA UNIFIED SCHOOL DISTRICT

Date: August 28, 2012

Subject: Approval of 2012-13 Adopted Budget Reports for District
Authorized Charter Schools

Responsible Staff: Gustavo Balderas, Superintendent
Teri Bradshaw, Director of Fiscal Services

Agenda Placement: Consent

Background/ rationale:

The Board is requested to approve the 2012-3 Adopted Budgets for Sherman Thomas Charter, Sherman Thomas Charter High, and Ezequiel Tafoya Alvarado Academy as part of Madera Unified School District's oversight responsibility as the chartering agency.

Recap of the 2012-13 Adopted Budget Projected Ending Fund Balance

	Sherman Thomas Charter	Sherman Thomas Charter High	Ezequiel Tafoya Alvarado
Projected Ending Fund Balance	\$382,968.	\$63,989.	\$93,389
% Reserve	27.3%	15.8%	3.2%

Financial impact:

None

Superintendent's recommendation:

Superintendent recommends approval of the 2012-13 Adopted Budget for Sherman Thomas Charter, Sherman Thomas Charter High, and Ezequiel Tafoya Alvarado Academy.

Supporting documents attached:

2012-13 Adopted Budget Report for:

Sherman Thomas Charter

Sherman Thomas Charter High

Ezequiel Tafoya Alvarado Academy

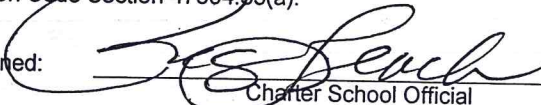
**SHERMAN THOMAS CHARTER
2012-13 Adopted Budget**

Charter Number: 20-65243-0100016

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2012-13 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed:



Charter School Official
(Original signature required)

Date:

6/14/2012

Printed

Name: Roger Leach

Title: Director/CEO

For additional information on the budget report, please contact:

Charter School Contact:

Sharon Johnston

Name

Financial Consultant

Title

559-674-1192

Telephone

sjohnston@stcs.k12.ca.us

E-mail Address

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
A. REVENUES									
1) Revenue Limit Sources		8010-8099	1,038,509.00	0.00	1,038,509.00	948,853.00	0.00	948,853.00	-8.6%
2) Federal Revenue		8100-8299	33,500.00	1,223.00	34,723.00	25,000.00	5,819.00	30,819.00	-11.2%
3) Other State Revenue		8300-8599	238,417.00	147,451.00	385,868.00	239,247.00	147,451.00	386,698.00	0.2%
4) Other Local Revenue		8600-8799	9,200.00	0.00	9,200.00	38,200.00	0.00	38,200.00	315.2%
5) TOTAL REVENUES			1,319,626.00	148,674.00	1,468,300.00	1,251,300.00	153,270.00	1,404,570.00	-4.3%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	602,619.00	0.00	602,619.00	593,005.00	0.00	593,005.00	-1.6%
2) Classified Salaries		2000-2999	156,476.00	0.00	156,476.00	160,080.00	0.00	160,080.00	2.3%
3) Employee Benefits		3000-3999	166,791.00	0.00	166,791.00	178,815.00	0.00	178,815.00	7.2%
4) Books and Supplies		4000-4999	91,787.00	3,075.00	94,862.00	52,116.00	7,790.00	59,906.00	-36.8%
5) Services and Other Operating Expenditures		5000-5999	274,169.00	145,223.00	419,392.00	267,284.00	145,480.00	412,764.00	-1.6%
6) Capital Outlay		6000-6999	18,300.00	0.00	18,300.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			1,310,142.00	148,298.00	1,458,440.00	1,251,300.00	153,270.00	1,404,570.00	-3.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description			2011-12 Estimated Actuals			2012-13 Budget			% Diff Column C & F	
			Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)		Restricted (E)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					9,484.00	376.00	9,860.00	0.00	0.00	-100.0%
F. FUND BALANCE, RESERVES										
1) Beginning Fund Balance										
a) As of July 1 - Unaudited				9791	373,486.48	(1.85)	373,484.63	382,970.48	374.15	383,344.63
b) Audit Adjustments				9793	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					373,486.48	(1.85)	373,484.63	382,970.48	374.15	383,344.63
d) Other Restatements				9795	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					373,486.48	(1.85)	373,484.63	382,970.48	374.15	383,344.63
2) Ending Balance, June 30 (E + F1e)					382,970.48	374.15	383,344.63	382,970.48	374.15	383,344.63
Components of Ending Fund Balance										
a) Nonspendable				9711	0.00	0.00	0.00	0.00	0.00	0.0%
Revolving Cash										
Stores				9712	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Expenditures				9713	0.00	0.00	0.00	0.00	0.00	0.0%
All Others				9719	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted				9740	0.00	376.40	376.40	0.00	376.40	0.0%
c) Committed										
Stabilization Arrangements				9750	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	0.0%
d) Assigned										
Other Assignments				9780	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated										
Reserve for Economic Uncertainties				9789	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount				9790	382,970.48	(2.25)	382,968.23	382,970.48	(2.25)	382,968.23

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 Budget		% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	
G. ASSETS								
1) Cash								
a) in County Treasury		9110	0.00	0.00	0.00			
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 Fund		9130	0.00	0.00	0.00			
d) with Fiscal Agent		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	0.00	0.00	0.00			
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	0.00	0.00	0.00			
8) Other Current Assets		9340	0.00	0.00	0.00			
9) Fixed Assets		9400						
10) TOTAL ASSETS			0.00	0.00	0.00			
H. LIABILITIES								
1) Accounts Payable		9500	0.00	0.00	0.00			
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) Deferred Revenue		9650	0.00	0.00	0.00			
6) Long-Term Liabilities		9660						
7) TOTAL LIABILITIES			0.00	0.00	0.00			
I. FUND EQUITY								
Ending Fund Balance, June 30 (G10 - H7)			0.00	0.00	0.00			

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
REVENUE LIMIT SOURCES									
Principal Apportionment		8011	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Aid - Current Year		8015	861,203.00	0.00	861,203.00	771,547.00	0.00	771,547.00	-10.4%
Charter Schools General Purpose Entitlement - State Aid		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Aid - Prior Years									
Tax Relief Subventions		8021	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Homeowners' Exemptions		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Timber Yield Tax		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes									
County & District Taxes		8041	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Secured Roll Taxes		8042	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes									
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	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)		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Royalties and Bonuses		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes									
Less: Non-Revenue Limit (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, Revenue Limit Sources			861,203.00	0.00	861,203.00	771,547.00	0.00	771,547.00	-10.4%
Revenue Limit Transfers									
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
Continuation Education ADA Transfer	2200	8091		0.00	0.00		0.00	0.00	0.0%
Community Day Schools Transfer	2430	8091		0.00	0.00		0.00	0.00	0.0%
Special Education ADA Transfer	6500	8091		0.00	0.00		0.00	0.00	0.0%
All Other Revenue Limit									

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction Transfer		8092	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	177,306.00	0.00	177,306.00	177,306.00	0.00	177,306.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, REVENUE LIMIT SOURCES			1,038,509.00	0.00	1,038,509.00	948,853.00	0.00	948,853.00	-8.6%
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%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	3000-3009, 3011-3024, 3026-3299, 4000-4034, 4036-4139, 4202, 4204-4215, 5510	8290		0.00	0.00		4,339.00	4,339.00	New
NCLB/IASA									
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290		0.00	0.00		0.00	0.00	0.0%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290		1,223.00	1,223.00		1,480.00	1,480.00	21.0%
NCLB: Title III, Immigrant Education Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290		0.00	0.00		0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290		0.00	0.00		0.00	0.00	0.0%
Other Federal Revenue	All Other	8290	33,500.00	0.00	33,500.00	25,000.00	0.00	25,000.00	-25.4%
TOTAL, FEDERAL REVENUE			33,500.00	1,223.00	34,723.00	25,000.00	5,819.00	30,819.00	-11.2%
OTHER STATE REVENUE									
Other State Apportionments									
Community Day School Additional Funding Current Year	2430	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	2430	8319		0.00	0.00		0.00	0.00	0.0%
ROC/P Entitlement Current Year	6355-6360	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6355-6360	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%
Home-to-School Transportation	7230	8311		0.00	0.00		0.00	0.00	0.0%
Economic Impact Aid	7090-7091	8311		0.00	0.00		0.00	0.00	0.0%
Spec. Ed. Transportation	7240	8311		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%
Year Round School Incentive		8425	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	82,200.00	0.00	82,200.00	82,200.00	0.00	82,200.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	22,550.00	3,451.00	26,001.00	22,500.00	3,451.00	25,951.00	-0.2%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

			2011-12 Estimated Actuals			2012-13 Budget			% Diff Column C & F
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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%
School Based Coordination Program	7250	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		144,000.00	144,000.00		144,000.00	144,000.00	0.0%
Drug/Alcohol/Tobacco Funds	6650-6690	8590		0.00	0.00		0.00	0.00	0.0%
Healthy Start	6240	8590		0.00	0.00		0.00	0.00	0.0%
Class Size Reduction Facilities	6200	8590		0.00	0.00		0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	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	133,667.00	0.00	133,667.00	134,547.00	0.00	134,547.00	0.7%
TOTAL, OTHER STATE REVENUE			238,417.00	147,451.00	385,868.00	239,247.00	147,451.00	386,698.00	0.2%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
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 RL Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-Revenue Limit 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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,200.00	0.00	1,200.00	1,000.00	0.00	1,000.00	-16.7%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Services	7230, 7240	8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services	All Other	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%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
Other Local Revenue			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Plus: Misc Funds Non-Revenue Limit (50%) Adjustment		8691							
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	8,000.00	0.00	8,000.00	37,200.00	0.00	37,200.00	365.0%
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									
From County Offices	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,200.00	0.00	9,200.00	38,200.00	0.00	38,200.00	315.2%
TOTAL REVENUES			1,319,626.00	148,674.00	1,468,300.00	1,251,300.00	153,270.00	1,404,570.00	-4.3%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	447,719.00	0.00	447,719.00	434,505.00	0.00	434,505.00	-3.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	154,900.00	0.00	154,900.00	158,500.00	0.00	158,500.00	2.3%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			602,619.00	0.00	602,619.00	593,005.00	0.00	593,005.00	-1.6%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	25,804.00	0.00	25,804.00	25,804.00	0.00	25,804.00	0.0%
Classified Support Salaries		2200	58,272.00	0.00	58,272.00	58,272.00	0.00	58,272.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	49,279.00	0.00	49,279.00	51,221.00	0.00	51,221.00	3.9%
Other Classified Salaries		2900	23,121.00	0.00	23,121.00	24,783.00	0.00	24,783.00	7.2%
TOTAL, CLASSIFIED SALARIES			156,476.00	0.00	156,476.00	160,080.00	0.00	160,080.00	2.3%
EMPLOYEE BENEFITS									
STRS		3101-3102	48,503.00	0.00	48,503.00	48,923.00	0.00	48,923.00	0.9%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	18,796.00	0.00	18,796.00	17,853.00	0.00	17,853.00	-5.0%
Health and Welfare Benefits		3401-3402	79,072.00	0.00	79,072.00	89,163.00	0.00	89,163.00	12.8%
Unemployment Insurance		3501-3502	9,120.00	0.00	9,120.00	12,125.00	0.00	12,125.00	32.9%
Workers' Compensation		3601-3602	11,300.00	0.00	11,300.00	10,751.00	0.00	10,751.00	-4.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	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			166,791.00	0.00	166,791.00	178,815.00	0.00	178,815.00	7.2%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	6,600.00	2,377.00	8,977.00	6,600.00	6,664.00	13,264.00	47.8%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
Materials and Supplies		4300	82,442.00	698.00	83,140.00	40,516.00	1,126.00	41,642.00	-49.9%
Noncapitalized Equipment		4400	2,745.00	0.00	2,745.00	5,000.00	0.00	5,000.00	82.1%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			91,787.00	3,075.00	94,862.00	52,116.00	7,790.00	59,906.00	-36.8%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	16,325.00	1,223.00	17,548.00	17,000.00	1,480.00	18,480.00	5.3%
Dues and Memberships		5300	1,300.00	0.00	1,300.00	1,300.00	0.00	1,300.00	0.0%
Insurance		5400 - 5450	7,924.00	0.00	7,924.00	7,950.00	0.00	7,950.00	0.3%
Operations and Housekeeping Services		5500	40,000.00	0.00	40,000.00	40,000.00	0.00	40,000.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	48,000.00	144,000.00	192,000.00	48,000.00	144,000.00	192,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	8,641.00	0.00	8,641.00	New
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	157,120.00	0.00	157,120.00	140,893.00	0.00	140,893.00	-10.3%
Communications		5900	3,500.00	0.00	3,500.00	3,500.00	0.00	3,500.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			274,169.00	145,223.00	419,392.00	267,284.00	145,480.00	412,764.00	-1.6%

DescriptionResource CodesObject Codes			2011-12 Estimated Actuals			2012-13 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)	
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	0.00	- 0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	18,300.00	0.00	18,300.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL CAPITAL OUTLAY			18,300.00	0.00	18,300.00	0.00	0.00	0.00	-100.0%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	0.0%
To County Offices	6500	7222		0.00	0.00			0.00	0.0%
To JPAs	6500	7223		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	0.0%
To County Offices	6360	7222		0.00	0.00			0.00	0.0%
To JPAs	6360	7223		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%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,310,142.00	148,298.00	1,458,440.00	1,251,300.00	153,270.00	1,404,570.00	-3.7%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
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: Deferred Maintenance Fund		7615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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 Sale/Lease-Purchase of Land/Buildings		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%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Restricted Balances		8997	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES									
(a - b + c - d + e)			0.00	0.00	0.00	0.00	0.00	0.00	0.0%

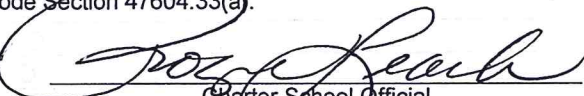
SHERMAN THOMAS CHARTER HIGH
2012-13 Adopted Budget

Charter Number: 20-65243-0118950

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2012-13 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed:


Charter School Official
(Original signature required)

Date:

6/14/2012

Printed

Name: Roger Leach

Title: Director/CEO

For additional information on the budget report, please contact:

Charter School Contact:

Sharon Johnston

Name

Financial Consultant

Title

559-674-1192

Telephone

sjohnston@stcs.k12.ca.us

E-mail Address

Description			2011-12 Estimated Actuals			2012-13 Budget			% Diff Column C & F		
			Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)		Restricted (E)	Total Fund col. D + E (F)
A. REVENUES											
1) Revenue Limit Sources					0.00	0.00	0.00	339,000.00	0.00	339,000.00	New
2) Federal Revenue					0.00	0.00	0.00	0.00	300.00	300.00	New
3) Other State Revenue					0.00	0.00	0.00	28,991.00	1,046.00	30,037.00	New
4) Other Local Revenue					0.00	0.00	0.00	35,850.00	0.00	35,850.00	New
5) TOTAL REVENUES					0.00	0.00	0.00	403,841.00	1,346.00	405,187.00	New
B. EXPENDITURES											
1) Certificated Salaries					0.00	0.00	0.00	168,503.00	0.00	168,503.00	New
2) Classified Salaries					0.00	0.00	0.00	32,665.00	0.00	32,665.00	New
3) Employee Benefits					0.00	0.00	0.00	40,069.00	0.00	40,069.00	New
4) Books and Supplies					0.00	0.00	0.00	25,276.00	1,346.00	26,622.00	New
5) Services and Other Operating Expenditures					0.00	0.00	0.00	62,024.00	0.00	62,024.00	New
6) Capital Outlay					0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)					0.00	0.00	0.00	75,304.00	0.00	75,304.00	New
8) Other Outgo - Transfers of Indirect Costs					0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL EXPENDITURES					0.00	0.00	0.00	403,841.00	1,346.00	405,187.00	New
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)											
					0.00	0.00	0.00	0.00	0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES											
1) Interfund Transfers											
a) Transfers In					0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out					0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses											
a) Sources					0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses					0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions					0.00	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES					0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance		9791	0.00	0.00	0.00	63,989.21	0.00	63,989.21	New
a) As of July 1 - Unaudited		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Audit Adjustments			0.00	0.00	0.00	63,989.21	0.00	63,989.21	New
c) As of July 1 - Audited (F1a + F1b)									
d) Other Restatements		9795	63,989.21	0.00	63,989.21	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			63,989.21	0.00	63,989.21	63,989.21	0.00	63,989.21	0.0%
2) Ending Balance, June 30 (E + F1e)			63,989.21	0.00	63,989.21	63,989.21	0.00	63,989.21	0.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	63,989.21	0.00	63,989.21	63,989.21	0.00	63,989.21	0.0%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
REVENUE LIMIT SOURCES									
Principal Apportionment		8011	0.00	0.00	0.00				0.0%
State Aid - Current Year		8015	0.00	0.00	0.00	292,360.00	0.00	292,360.00	New
Charter Schools General Purpose Entitlement - State Aid		8019	0.00	0.00	0.00		0.00	0.00	0.0%
State Aid - Prior Years									
Tax Relief Subventions		8021	0.00	0.00	0.00				0.0%
Homeowners' Exemptions		8022	0.00	0.00	0.00		0.00	0.00	0.0%
Timber Yield Tax		8029	0.00	0.00	0.00		0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes									
County & District Taxes		8041	0.00	0.00	0.00		0.00	0.00	0.0%
Secured Roll Taxes		8042	0.00	0.00	0.00		0.00	0.00	0.0%
Unsecured Roll Taxes		8043	0.00	0.00	0.00		0.00	0.00	0.0%
Prior Years' Taxes		8044	0.00	0.00	0.00		0.00	0.00	0.0%
Supplemental Taxes									
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00		0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	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	0.0%
Miscellaneous Funds (EC 41604)		8081	0.00	0.00	0.00		0.00	0.00	0.0%
Royalties and Bonuses		8082	0.00	0.00	0.00		0.00	0.00	0.0%
Other In-Lieu Taxes									
Less: Non-Revenue Limit (50%) Adjustment		8089	0.00	0.00	0.00		0.00	0.00	0.0%
Subtotal, Revenue Limit Sources			0.00	0.00	0.00	292,360.00	0.00	292,360.00	New
Revenue Limit Transfers									
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	0.00		0.00		0.00	0.00	0.0%
Continuation Education ADA Transfer	2200	8091		0.00	0.00		0.00	0.00	0.0%
Community Day Schools Transfer	2430	8091		0.00	0.00		0.00	0.00	0.0%
Special Education ADA Transfer	6500	8091		0.00	0.00		0.00	0.00	0.0%
All Other Revenue Limit									

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction Transfer		8092	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	46,640.00	0.00	46,640.00	New
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, REVENUE LIMIT SOURCES			0.00	0.00	0.00	339,000.00	0.00	339,000.00	New
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%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
	3000-3009, 3011-3024, 3026-3299, 4000-4034, 4036-4139, 4202, 4204-4215, 5510								
NCLB/IASA		8290		0.00	0.00		0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290		0.00	0.00		0.00	0.00	0.0%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290		0.00	0.00		300.00	300.00	New
NCLB: Title III, Immigrant Education Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290		0.00	0.00		0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290		0.00	0.00		0.00	0.00	0.0%
Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	300.00	300.00	New
OTHER STATE REVENUE									
Other State Apportionments									
Community Day School Additional Funding	2430	8311		0.00	0.00		0.00	0.00	0.0%
Current Year									
Prior Years	2430	8319		0.00	0.00		0.00	0.00	0.0%
ROC/P Entitlement									
Current Year	6355-6360	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6355-6360	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%
Home-to-School Transportation	7230	8311		0.00	0.00		0.00	0.00	0.0%
Economic Impact Aid	7090-7091	8311		0.00	0.00		0.00	0.00	0.0%
Spec. Ed. Transportation	7240	8311		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	0.0%
All Other State Apportionments - Prior Years	All Other	8319		0.00	0.00		0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	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	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	0.00	0.00	0.00	5,276.00	1,046.00	6,322.00	New
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
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%
School Based Coordination Program	7250	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650-6690	8590		0.00	0.00		0.00	0.00	0.0%
Healthy Start	6240	8590		0.00	0.00		0.00	0.00	0.0%
Class Size Reduction Facilities	6200	8590		0.00	0.00		0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	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	0.00	0.00	0.00	23,715.00	0.00	23,715.00	New
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	28,991.00	1,046.00	30,037.00	New

Description			2011-12 Estimated Actuals		2012-13 Budget			% Diff Column C & F		
			Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)		Unrestricted (D)	Restricted (E)
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	0.0%
Unsecured Roll		8616			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	0.0%
Supplemental Taxes		8618			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	0.0%
Other		8622			0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds										
Not Subject to RL Deduction		8625			0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from										
Delinquent Non-Revenue										
Limit Taxes		8629			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	0.0%
Sale of Publications		8632			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	0.0%
All Other Sales		8639			0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650			0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660			0.00	0.00	0.00	850.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments									850.00	New
Fees and Contracts										
Adult Education Fees		8671			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	0.0%
Transportation Fees From Individuals		8675			0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Services	7230, 7240	8677			0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services	All Other	8677			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	0.0%
All Other Fees and Contracts		8689			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
Other Local Revenue		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Plus: Misc Funds Non-Revenue Limit (50%) Adjustment									
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	0.00	0.00	0.00	35,000.00	0.00	35,000.00	New
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			0.00	0.00	0.00	35,850.00	0.00	35,850.00	New
TOTAL, REVENUES			0.00	0.00	0.00	403,841.00	1,346.00	405,187.00	New

			2011-12 Estimated Actuals			2012-13 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	168,503.00	0.00	168,503.00	New
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	168,503.00	0.00	168,503.00	New
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	0.00	0.00	0.00	22,665.00	0.00	22,665.00	New
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	4,000.00	0.00	4,000.00	New
Other Classified Salaries		2900	0.00	0.00	0.00	6,000.00	0.00	6,000.00	New
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	32,665.00	0.00	32,665.00	New
EMPLOYEE BENEFITS									
STRS		3101-3102	0.00	0.00	0.00	15,771.00	0.00	15,771.00	New
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	3,337.00	0.00	3,337.00	New
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	14,850.00	0.00	14,850.00	New
Unemployment Insurance		3501-3502	0.00	0.00	0.00	3,239.00	0.00	3,239.00	New
Workers' Compensation		3601-3602	0.00	0.00	0.00	2,872.00	0.00	2,872.00	New
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
PERS Reduction		3801-3802	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			0.00	0.00	0.00	40,069.00	0.00	40,069.00	New
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	10,000.00	560.00	10,560.00	New
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
Materials and Supplies		4300	0.00	0.00	0.00	10,276.00	486.00	10,762.00	New
Noncapitalized Equipment		4400	0.00	0.00	0.00	5,000.00	300.00	5,300.00	New
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	25,276.00	1,346.00	26,622.00	New
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	6,800.00	0.00	6,800.00	New
Dues and Memberships		5300	0.00	0.00	0.00	250.00	0.00	250.00	New
Insurance		5400 - 5450	0.00	0.00	0.00	1,000.00	0.00	1,000.00	New
Operations and Housekeeping Services		5500	0.00	0.00	0.00	4,500.00	0.00	4,500.00	New
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	9,000.00	0.00	9,000.00	New
Transfers of Direct Costs		5710	0.00	0.00	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	0.00	0.00	0.00	40,474.00	0.00	40,474.00	New
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.00	62,024.00	0.00	62,024.00	New

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
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	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	0.0%
To County Offices	6500	7222		0.00	0.00			0.00	0.0%
To JPAs	6500	7223		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	0.0%
To County Offices	6360	7222		0.00	0.00			0.00	0.0%
To JPAs	6360	7223		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%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals			2012-13 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)	
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	0.00	0.00	0.00	304.00	0.00	304.00	New
Other Debt Service - Principal		7439	0.00	0.00	0.00	75,000.00	0.00	75,000.00	New
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	75,304.00	0.00	75,304.00	New
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL EXPENDITURES			0.00	0.00	0.00	403,841.00	1,346.00	405,187.00	New

			2011-12 Estimated Actuals			2012-13 Budget			% Diff Column C & F
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (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: Deferred Maintenance Fund		7615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Emergency Apportionments									
Proceeds									
Proceeds from Sale/Lease- Purchase of Land/Buildings		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%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals	2012-13 Budget	Percent Difference
A. REVENUES					
1) Revenue Limit Sources		8010-8099	268,003.00	0.00	-100.0%
2) Federal Revenue		8100-8299	29,682.00	0.00	-100.0%
3) Other State Revenue		8300-8599	36,260.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	2,500.00	0.00	-100.0%
5) TOTAL, REVENUES			336,445.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	183,662.00	0.00	-100.0%
2) Classified Salaries		2000-2999	24,021.00	0.00	-100.0%
3) Employee Benefits		3000-3999	52,404.00	0.00	-100.0%
4) Books and Supplies		4000-4999	68,251.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	114,755.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	75,304.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			518,397.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(181,952.00)	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	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	2011-12 Estimated Actuals	2012-13 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(181,952.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	245,941.21	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			245,941.21	0.00	-100.0%
d) Other Restatements		9795	(63,989.21)	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			181,952.00	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 Expenditures		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	2011-12 Estimated Actuals	2012-13 Budget	Percent Difference
REVENUE LIMIT SOURCES					
Principal Apportionment					
Charter Schools General Purpose Entitlement - State Aid		8015	229,599.00	0.00	-100.0%
State Aid - Prior Years		8019	0.00	0.00	0.0%
Revenue Limit Transfers					
Unrestricted Revenue Limit Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other Revenue Limit Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	38,404.00	0.00	-100.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, REVENUE LIMIT SOURCES			268,003.00	0.00	-100.0%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
NCLB / IASA	3000-3009, 3011-3024, 3026-3299, 4000-4034, 4036-4139, 4202, 4204- 4215, 5510	8290	2,471.00	0.00	-100.0%
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	3010	8290	0.00	0.00	0.0%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290	0.00	0.00	0.0%
NCLB: Title III, Immigrant Education Program	4201	8290	0.00	0.00	0.0%
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290	0.00	0.00	0.0%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290	27,211.00	0.00	-100.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.0%
Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			29,682.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals	2012-13 Budget	Percent Difference
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
Home-to-School Transportation	7230	8311	0.00	0.00	0.0%
Special Education Transportation	7240	8311	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Year Round School Incentive		8425	0.00	0.00	0.0%
Class Size Reduction, K-3		8434	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	4,454.00	0.00	-100.0%
School Based Coordination Program	7250	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	9,000.00	0.00	-100.0%
Drug/Alcohol/Tobacco Funds	6650-6690	8590	0.00	0.00	0.0%
Healthy Start	6240	8590	0.00	0.00	0.0%
Class Size Reduction Facilities	6200	8590	0.00	0.00	0.0%
School Community Violence Prevention Grant	7391	8590	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	22,806.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			36,260.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals	2012-13 Budget	Percent Difference
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,500.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Transportation Services	7230, 7240	8677	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,500.00	0.00	-100.0%
TOTAL, REVENUES			336,445.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals	2012-13 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	150,167.00	0.00	-100.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	33,495.00	0.00	-100.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			183,662.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	14,021.00	0.00	-100.0%
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	4,000.00	0.00	-100.0%
Other Classified Salaries		2900	6,000.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			24,021.00	0.00	-100.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	22,703.00	0.00	-100.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	3,978.00	0.00	-100.0%
Health and Welfare Benefits		3401-3402	18,096.00	0.00	-100.0%
Unemployment Insurance		3501-3502	4,367.00	0.00	-100.0%
Workers' Compensation		3601-3602	3,260.00	0.00	-100.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
PERS Reduction		3801-3802	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			52,404.00	0.00	-100.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	19,060.00	0.00	-100.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	19,951.00	0.00	-100.0%
Noncapitalized Equipment		4400	29,240.00	0.00	-100.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			68,251.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals	2012-13 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	12,664.00	0.00	-100.0%
Dues and Memberships		5300	250.00	0.00	-100.0%
Insurance		5400-5450	1,000.00	0.00	-100.0%
Operations and Housekeeping Services		5500	4,500.00	0.00	-100.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	12,000.00	0.00	-100.0%
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	84,341.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			114,755.00	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	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%

Description	Resource Codes	Object Codes	2011-12 Estimated Actuals	2012-13 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	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	304.00	0.00	-100.0%
Other Debt Service - Principal		7439	75,000.00	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			75,304.00	0.00	-100.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			518,397.00	0.00	-100.0%

EZEQUIEL TAFOYA ALVARADO ACADEMY
2012-13 Adopted Budget

CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name: Ezequiel Tafoya Alvarado Academy
(name continued) _____
CDS #: 20-65243-0107938
Charter Approving Entity: Madera Unified School District
County: Madera
Charter #: 676
Fiscal Year: 2012/13

To the entity that approved the charter school:

(x) 2012/13 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____

Nicolas Retana Ph.D.

Charter School Official
(Original signature required)

Date: _____

7/11/12

Print

Name: Nicolas Retana

Title: Executive Director

To the County Superintendent of Schools:

(x) 2012/13 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: _____

Gustavo Balderas

Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: _____

7/12/12

Print

Name: GUSTAVO BALDERAS

Title: SUPERINTENDENT

For additional information on the BUDGET, please contact:

For Approving Entity:

Name _____

Title _____

Telephone _____

E-mail address _____

For Charter School:

Name Gasper Martinez

Name _____

Client Manager _____

Title _____

646-538-8232

Telephone _____

gasper@edtec.com

E-mail address _____

() 2012/13 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 47604.33.

Signed: _____

District Advisor

Date: _____

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Ezequiel Tafoya Alvarado Academy
(name continued) _____
CDS #: 20-65243-0107938
Charter Approving Entity: Madera Unified School District
County: Madera
Charter #: 676
Budgeting Period: 2012/13

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
A. REVENUES					
1. Revenue Limit Sources					
State Aid - Current Year	8011	1,498,863.05	1,277,192.64		1,277,192.64
Charter Schools Gen. Purpose Entitlement - State Aid	8015	1,466.00			0.00
State Aid - Prior Years	8019				0.00
Tax Relief Subventions (for rev. limit funded schools)	8020-8039				0.00
County and District Taxes (for rev. limit funded schools)	8040-8079				0.00
Miscellaneous Funds (for rev. limit funded schools)	8080-8089				0.00
Revenue Limit Transfers (for rev. limit funded schools):					
PERS Reduction Transfer	8092				0.00
Charter Schools Funding in Lieu of Property Taxes	8096	313,859.13	461,070.72		461,070.72
Other Revenue Limit Transfers	8091, 8097				0.00
Total, Revenue Limit Sources		1,814,188.18	1,738,263.36	0.00	1,738,263.36
2. Federal Revenues					
No Child Left Behind	8290	159,128.00		153,000.00	153,000.00
Special Education - Federal	8181, 8182				0.00
Child Nutrition - Federal	8220	220,000.00		200,000.00	200,000.00
Other Federal Revenues	8110, 8260-8299	543.45			0.00
Total, Federal Revenues		379,671.45	0.00	353,000.00	353,000.00
3. Other State Revenues					
Charter Categorical Block Grant (8480 N/A per SBX3 - 4)	N/A thru 2014/15				0.00
Special Education - State	StateRevSE				0.00
All Other State Revenues	StateRevAO	783,903.92	712,369.56	168,563.97	880,933.52
Total, Other State Revenues		783,903.92	712,369.56	168,563.97	880,933.52
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	16,231.00	4,050.00		4,050.00
Total, Local Revenues		16,231.00	4,050.00	0.00	4,050.00
5. TOTAL REVENUES		2,993,994.55	2,454,682.92	521,563.97	2,976,246.88
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	636,455.49	549,612.91	100,000.00	649,612.91
Certificated Pupil Support Salaries	1200				0.00
Certificated Supervisors' and Administrators' Salaries	1300	313,901.28	304,560.00		304,560.00
Other Certificated Salaries	1900				0.00
Total, Certificated Salaries		950,356.77	854,172.91	100,000.00	954,172.91
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	31,675.00	0.00	31,675.00	31,675.00
Non-certificated Support Salaries	2200	105,000.00	90,202.70	14,797.30	105,000.00
Non-certificated Supervisors' and Administrators' Sal.	2300	75,435.75	77,985.00		77,985.00
Clerical and Office Salaries	2400				0.00
Other Non-certificated Salaries	2900	249,901.50	150,842.50	100,000.00	250,842.50
Total, Non-certificated Salaries		462,012.25	319,030.20	146,472.30	465,502.50

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Ezequiel Tafoya Alvarado Academy

(name continued) _____

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102	78,910.34	73,177.70	8,250.00	81,427.70
PERS	3201-3202	50,213.60	34,059.03	16,684.25	50,743.28
OASDI / Medicare / Alternative	3301-3302	50,428.11	26,545.36	24,226.59	50,771.95
Health and Welfare Benefits	3401-3402	170,775.00	204,930.00		204,930.00
Unemployment Insurance	3501-3502	17,445.63	13,304.49	2,920.50	16,224.99
Workers' Compensation Insurance	3601-3602	24,575.22	20,255.99	4,446.36	24,702.35
OPEB, Allocated	3701-3702				0.00
OPEB, Active Employees	3751-3752				0.00
PERS Reduction (for revenue limit funded schools)	3801-3802				0.00
Other Employee Benefits	3901-3902				0.00
Total, Employee Benefits		392,347.90	372,272.57	56,527.70	428,800.27
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	32,500.00	50,000.00		50,000.00
Books and Other Reference Materials	4200				0.00
Materials and Supplies	4300	39,300.00	29,300.00		29,300.00
Noncapitalized Equipment	4400	12,610.00	12,000.00		12,000.00
Food	4700	236,000.00	14,436.03	218,563.97	233,000.00
Total, Books and Supplies		320,410.00	105,736.03	218,563.97	324,300.00
5. Services and Other Operating Expenditures					
Subagreements for Services	5100				0.00
Travel and Conferences	5200	30,500.00	11,000.00		11,000.00
Dues and Memberships	5300	4,200.00	4,200.00		4,200.00
Insurance	5400	28,586.63	30,000.00		30,000.00
Operations and Housekeeping Services	5500	57,400.00	62,200.00		62,200.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	167,600.00	177,800.00		177,800.00
Professional/Consulting Services & Operating Expend.	5800	515,711.55	395,113.13		395,113.13
Communications	5900	7,232.00	12,600.00		12,600.00
Total, Services and Other Operating Expenditures		811,230.18	692,913.13	0.00	692,913.13
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Sites and Improvements of Sites	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	6900	29,222.00	20,000.00		20,000.00
Total, Capital Outlay		29,222.00	20,000.00	0.00	20,000.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		2,965,579.10	2,364,124.84	521,563.97	2,885,688.80
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.					
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		28,415.46	90,558.08	0.00	90,558.08

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Ezequiel Tafoya Alvarado Academy
(name continued) _____

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		28,415.46	90,558.08	0.00	90,558.08
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	1,515.77	2,831.46		2,831.46
b. Adjustments to Beginning Balance	9793, 9795	(27,099.77)			0.00
c. Adjusted Beginning Balance		(25,584.00)	2,831.46	0.00	2,831.46
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,831.46	93,389.54	0.00	93,389.54
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789				0.00
Unassigned / Unappropriated Amount	9790	2,831.46	93,389.54	0.00	93,389.54

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Ezequiel Tafoya Alvarado Academy
(name continued) _____
CDS #: 20-65243-0107938
Charter Approving Entity: Madera Unified School District
County: Madera
Charter #: 676
Fiscal Year: 2012/13

This charter school uses the following basis of accounting:

- ☒ Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2012/13			Totals for 2013/14	Totals for 2014/15
		Unrestricted	Restricted	Total		
A. REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	1,277,192.64	0.00	1,277,192.64	1,361,482.56	1,416,542.40
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0.00	0.00	0.00		
State Aid - Prior Years	8019	0.00	0.00	0.00		
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0.00	0.00	0.00		
County and District Taxes (for rev. limit funded schools)	8040-8079	0.00	0.00	0.00		
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0.00	0.00	0.00		
Revenue Limit Transfers (for rev. limit funded schools):						
PERS Reduction Transfer	8092	0.00	0.00	0.00		
Charter Schools Funding in Lieu of Property Taxes	8096	461,070.72	0.00	461,070.72	475,516.80	475,516.80
Other Revenue Limit Transfers	8091, 8097	0.00	0.00	0.00		
Total, Revenue Limit Sources		1,738,263.36	0.00	1,738,263.36	1,836,999.36	1,892,059.20
2. Federal Revenues						
No Child Left Behind	8290	0.00	153,000.00	153,000.00	162,764.98	173,181.64
Special Education - Federal	8181, 8182	0.00	0.00	0.00		
Child Nutrition - Federal	8220	0.00	200,000.00	200,000.00	206,266.32	206,266.32
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00		
Total, Federal Revenues		0.00	353,000.00	353,000.00	369,031.30	379,447.96
3. Other State Revenues						
Charter Categorical Block Grant (8480 N/A thru 2014/15 - SBX3-4)	N/A thru 2014/15	0.00	0.00	0.00		
Special Education - State	StateRevSE	0.00	0.00	0.00		
All Other State Revenues	StateRevAO	712,369.56	168,563.97	880,933.52	880,933.52	900,176.52
Total, Other State Revenues		712,369.56	168,563.97	880,933.52	880,933.52	900,176.52
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	4,050.00	0.00	4,050.00	4,050.00	4,050.00
Total, Local Revenues		4,050.00	0.00	4,050.00	4,050.00	4,050.00
5. TOTAL REVENUES						
		2,454,682.92	521,563.97	2,976,246.88	3,091,014.18	3,175,733.68
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	549,612.91	100,000.00	649,612.91	649,612.91	649,613.00
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00		
Certificated Supervisors' and Administrators' Salaries	1300	304,560.00	0.00	304,560.00	305,000.00	305,000.00
Other Certificated Salaries	1900	0.00	0.00	0.00		
Total, Certificated Salaries		854,172.91	100,000.00	954,172.91	954,612.91	954,613.00
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0.00	31,675.00	31,675.00	31,675.00	31,675.00
Non-certificated Support Salaries	2200	90,202.70	14,797.30	105,000.00	105,000.00	105,000.00
Non-certificated Supervisors' and Administrators' Sal.	2300	77,985.00	0.00	77,985.00	77,985.00	77,985.00
Clerical and Office Salaries	2400	0.00	0.00	0.00		
Other Non-certificated Salaries	2900	150,842.50	100,000.00	250,842.50	250,842.50	250,842.50
Total, Non-certificated Salaries		319,030.20	146,472.30	465,502.50	465,502.50	465,502.50

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Ezequiel Tafoya Alvarado Academy

(name continued) _____

Description	Object Code	FY 2012/13			Totals for 2013/14	Totals for 2014/15
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	73,177.70	8,250.00	81,427.70	77,810.10	77,810.10
PERS	3201-3202	34,059.03	16,684.25	50,743.28	50,743.28	50,743.28
OASDI / Medicare / Alternative	3301-3302	26,545.36	24,226.59	50,771.95	50,154.83	49,150.43
Health and Welfare Benefits	3401-3402	204,930.00	0.00	204,930.00	233,620.20	266,327.03
Unemployment Insurance	3501-3502	13,304.49	2,920.50	16,224.99	16,224.99	15,790.99
Workers' Compensation Insurance	3601-3602	20,255.99	4,446.36	24,702.35	24,309.81	13,789.54
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
PERS Reduction (for revenue limit funded schools)	3801-3802	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	0.00	0.00	0.00		
Total, Employee Benefits		372,272.57	56,527.70	428,800.27	452,863.20	473,611.37
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	50,000.00	0.00	50,000.00	50,000.00	50,000.00
Books and Other Reference Materials	4200	0.00	0.00	0.00		
Materials and Supplies	4300	29,300.00	0.00	29,300.00	34,695.00	34,695.00
Noncapitalized Equipment	4400	12,000.00	0.00	12,000.00	7,000.00	7,000.00
Food	4700	14,436.03	218,563.97	233,000.00	240,206.27	240,206.27
Total, Books and Supplies		105,736.03	218,563.97	324,300.00	331,901.26	331,901.26
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00		
Travel and Conferences	5200	11,000.00	0.00	11,000.00	11,000.00	11,000.00
Dues and Memberships	5300	4,200.00	0.00	4,200.00	4,200.00	4,200.00
Insurance	5400	30,000.00	0.00	30,000.00	30,000.00	30,000.00
Operations and Housekeeping Services	5500	62,200.00	0.00	62,200.00	62,200.00	62,200.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	177,800.00	0.00	177,800.00	177,800.00	177,800.00
Professional/Consulting Services and Operating Expend.	5800	395,113.13	0.00	395,113.13	525,154.37	535,687.98
Communications	5900	12,600.00	0.00	12,600.00	12,600.00	12,600.00
Total, Services and Other Operating Expenditures		692,913.13	0.00	692,913.13	822,954.37	833,487.98
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Sites and Improvements of Sites	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	6900	20,000.00	0.00	20,000.00		
Total, Capital Outlay		20,000.00	0.00	20,000.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		2,364,124.84	521,563.97	2,885,688.80	3,027,834.25	3,059,116.11
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		90,558.08	0.00	90,558.08	63,179.93	116,617.57

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Ezequiel Tafoya Alvarado Academy

(name continued) _____

Description	Object Code	FY 2012/13			Totals for 2013/14	Totals for 2014/15
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		90,558.08	0.00	90,558.08	63,179.93	116,617.57
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	2,831.46	0.00	2,831.46	93,389.54	156,569.47
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		2,831.46	0.00	2,831.46	93,389.54	156,569.47
2. Ending Fund Balance, June 30 (E + F.1.c.)		93,389.54	0.00	93,389.54	156,569.47	273,187.04
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00		
Stores	9712	0.00	0.00	0.00		
Prepaid Expenditures	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00		0.00		
Other Commitments	9760	0.00		0.00		
d. Assigned						
Other Assignments	9780	0.00		0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0.00	0.00	0.00		
Undesignated / Unappropriated Amount	9790	93,389.54	0.00	93,389.54	156,569.47	273,187.04

HUMAN RESOURCES STAFFING LIST

BOARD AGENDA – AUGUST 28, 2012

CERTIFICATED LEAVES OF ABSENCE

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Justification</u>
<i>None</i>				

CERTIFICATED SEPARATIONS

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Justification</u>
1. Melissa Ybarra	Teacher	MSHS	06/02/12	Resignation

CERTIFICATED NEW POSITION

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Justification</u>
1. One full-time position	Coordinator of Special Svcs.	District	2012/2013	New Position (Special Ed. Funding)

CERTIFICATED EMPLOYMENT

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Justification</u>
1. Kiley Hansen	Elem. PE Specialist	District	2012/2013	Replacement
2. Charlene Torok	TSA	Alpha	2012/2013	Replacement (46% FTE)
3. Michael Warffuel	Teacher	Special Services	2012/2013	Replacement
4. Emily Savala	TSA	Preschool	2012/2013	New Position (Preschool Funding)
5. Tina Najanian	TSA	Preschool	2012/2013	New Position (First Five Funding 80% FTE/ Preschool Funding 20% FTE)
6. Elvira Bandy	TSA	Preschool	2012/2013	New Position (First Five Funding 65% FTE/ Preschool Funding 35% FTE)
7. Rebecca McHaney	Interim Coordinator	Special Services	2012/2013	New Position (Special Ed. Funding)
8. Scott Ferguson	TSA	MSHS	2012/2013	Replacement
9. Genine Meraz	Intervention Specialist	MSHS	2012/2013	Replacement
10. TBA	Vice Principal	Parkwood	2012/2013	Replacement

CERTIFICATED OTHER

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Justification</u>
<i>None</i>				

CLASSIFIED LEAVES OF ABSENCE

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Justification</u>
<i>None</i>				

CLASSIFIED SEPARATIONS

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Justification</u>
1. Andi Albertson	Bus Driver	Transportation	08/10/12	Resignation
2. Renee Marshall	Bus Driver	Transportation	06/08/12	Resignation
3. Janet Morgan	Senior Administrative Asst.	District	12/29/12	Retirement (18 Yrs.)

CLASSIFIED NEW POSITION

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Hours</u>	<u>Justification</u>
1. One part-time position	Classroom Aide	Preschool	2012/2013	3.00	New Position (Preschool Funding)
2. One full-time position	Paraprofessional Aide - Assistant to Physically Impaired	Special Services	2012/2013	8.00	New Position (Special Ed. Funding)
3. One full-time position	Transportation Router	Transportation	2012/2013	8.00	New Position (Transportation Funding)

HUMAN RESOURCES STAFFING LIST

BOARD AGENDA – AUGUST 28, 2012

CLASSIFIED EMPLOYMENT

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Hours</u>	<u>Justification</u>
1. Debra Lopez	Library Media Tech I	Nishimoto	2012/2013	6.00	Replacement
2. Marisol Iniguez Mendez	Accounting Tech V	Business	2012/2013	8.00	Replacement
3. Charena Mass	Paraprofessional Aide	Special Services	2012/2013	7.00	New Position (Special Ed. Funding)
4. Gloria Vanderlaan	Paraprofessional Aide - Assistant to Physically Impaired	Special Services	2012/2013	7.50	New Position (Special Ed. Funding)
5. Maribel Gil	Paraprofessional Aide - Special Needs	Special Services	2012/2013	7.00	New Position (Special Ed. Funding)
6. Peter Roque	CN Assistant II	Child Nutrition	2012/2013	8.00	Replacement
7. Charlene Cane	CN Assistant II	Child Nutrition	2012/2013	8.00	Replacement
8. Amber Hernandez	CN Assistant I	Child Nutrition	2012/2013	3.50	Replacement
9. Angel Vargas	Spanish Translator/ Interpreter	District	2012/2013	8.00	Replacement
10. Alyssa Arredondo	Administrative Asst. II	ROP	2012/2013	3.50	Replacement
11. Dolores Espinoza	Paraprofessional Aide - Special Needs	Special Services	2012/2013	7.00	Replacement

CLASSIFIED OTHER

<u>Name</u>	<u>Assignment</u>	<u>Site</u>	<u>Effective Date(s)</u>	<u>Hours</u>	<u>Justification</u>
None					

COACHES

None

**Madera Unified School District
Board of Trustees Meeting
Student Overnight or Out of State Field Trip Request
August 28, 2012**

Date	School	Name	Field Trip – # Students	Location	Cost	Funding	Vehicle Type
9/08/12 to 9/09/12	MHS	Stanford	Cross Country team to Cross Country Meet 14 students—2 adults	Reno, NV	\$160 Transportation \$350 Lodging	MHS Athletic Madera Cross Country	District Vans
9/14/12 to 9/15/12	MSHS	Avinelis / Williams	Madera FFA students to Chapter Officer Leadership Conference 9 students—2 adults	Springville, CA	\$120 Transportation \$100 Lodging	Ag. Dept. Madera FFA	Ag. Department
10/20/12 to 10/28/12	MSHS	Avinelis / Williams	Madera FFA students to National FFA Best Informed Greenhand Contest 17 students—4 adults	Indianapolis, IN	\$8000 Transportation \$4500 Lodging	Madera FFA Madera FFA	Rental Vehicle / Plane
2/8/13 to 2/9/13	MSHS	Avinelis / Williams	Madera FFA students to FFA Made for Excellence 4 students—2 adults	Visalia, CA	\$45 Transportation \$400 Lodging	Ag. Dept. Madera FFA	Ag. Dept. Vehicles
2/15/13 to 2/16/13	MSHS	Avinelis / Williams	Madera FFA students to WFM Section Bowl a Thon 40 students—6 adults	Fresno, CA	\$750 Transportation \$ 0 Lodging	MSHS Perkins	School Bus



AGENDA ITEM

MADERA UNIFIED SCHOOL DISTRICT

Date: August 28, 2012

Subject: Second Reading and Request Approval of Revised Board Policies and Administrative Regulations (7000 Series)

Responsible Staff: Gustavo Balderas, Superintendent
Rosalind Cox, Director of Facilities Planning & Purchasing

Agenda Placement: Old Business

Background/ rationale:

- Revisions/New language is recommended by CSBA on the following Board Policies and Administrative Regulations:
 - BP 7110 Facilities Master Plan
 - BP 7160 Charter School Facilities
 - AR 7160 Charter School Facilities
 - BP 7214 General Obligation Bonds
 - AR 7214 General Obligation Bonds

Financial impact:

None

Superintendent's recommendation:

The Superintendent recommends approval of the Board Policies and Administrative Regulations.

Supporting documents attached:

- Revised Board Policies and Administrative Regulations

Board Policy

Facilities Master Plan

BP 7110
Facilities

The Governing Board recognizes the importance of long-range planning for school facilities in order to address changes in student enrollment and in the district's educational program needs. The Superintendent or designee shall develop, for Board approval, a master plan for district facilities which describes the district's anticipated short- and long-term facilities needs and priorities.

(cf. 7000 - Concepts and Roles)
(cf. 7160 - Charter School Facilities)
(cf. 7210 - Facilities Financing)

Plan Development

The district's facilities master plan shall be based on an assessment of the condition and adequacy of existing facilities, a projection of future enrollments, and alignment of facilities with the district's vision for the instructional program.

(cf. 7111 - Evaluating Existing Buildings)

To solicit broad input into the planning process, the Superintendent or designee may establish a facilities advisory committee consisting of staff, parents/guardians, and business, local government, and other community representatives. He/she also shall ensure that the public is informed of the need for construction and modernization of facilities and of the district's plans for facilities.

(cf. 1220 - Citizen Advisory Committees)

At least 45 days prior to completion of any facilities plan that relates to the potential expansion of existing school sites or the necessity to acquire additional school sites, the Superintendent or designee shall notify and provide copies of the plan or any relevant and available information to the planning commission or agency of the city or county with land use jurisdiction within the district. (Government Code 65352.2)

If the city or county commission or agency requests a meeting, the Superintendent or designee shall meet with them within 15 days following the notification. Items that the parties may discuss at the meeting include, but are not limited to, methods of coordinating planning with proposed revitalization efforts and recreation and park programs, options for new school sites, methods of

maximizing the safety of persons traveling to and from the site, and opportunities for financial assistance. (Government Code 65352.2)

The master plan shall be regularly reviewed and updated as necessary to reflect changes in the educational program, existing facilities, finances, or demographic data.

Plan Components

The facilities master plan shall include:

1. A statement of purpose, including district goals, philosophy, and related policies
2. A description of the planning process
3. Demographics of the community, such as economic trends, migration patterns, employment base, residential base, socioeconomic makeup, historical school enrollments, and inventory of physical resources and needs
4. A description of the educational program, such as grade-level organization, class size, staffing patterns, technology plans, special programs and support services, and other educational specifications
5. Analysis of the safety, adequacy, and equity of existing facilities and potential for expansion, including the adequacy of classrooms, school cafeterias and food preparation areas, physical activity areas, playgrounds, parking areas, and other school grounds

(cf. 3514 - Environmental Safety)

(cf. 3517 - Facilities Inspection)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

(cf. 5141.7 - Sun Safety)

(cf. 5142 - Safety)

(cf. 6142.7 - Physical Education and Activity)

6. Site selection criteria and process
7. Development of a capital planning budget and identification of potential funding sources
8. Policy for reviewing and updating the plan

Planning shall ensure that school facilities meet the following minimum standards: (5 CCR 14001)

1. Are aligned with the district's educational goals and objectives

(cf. 0000 - Vision)

2. Provide for maximum site enrollment at school facilities
3. Are located on a site that meets California Department of Education standards as specified in 5 CCR 14010

(cf. 7150 - Site Selection and Development)

4. Are designed for the environmental comfort and work efficiency of the occupants
5. Are designed to require a practical minimum of maintenance
6. Are designed to meet federal, state, and local statutory requirements for structure, fire, and public safety
7. Are designed and engineered with flexibility to accommodate future needs

Plans for the design and construction of new school facilities also shall meet the standards described in 5 CCR 14030, green building standards pursuant to 24 CCR 101 et seq., the Americans with Disabilities Act pursuant to 42 USC 12101-12213, and any other requirements applicable to the funding source and type of project.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3510 - Green School Operations)

To facilitate the efficient use of public resources when planning for new construction or modernization of school facilities, the district may consider designs that facilitate joint use of the facility with a local governmental agency, public postsecondary institution, or nonprofit organization.

(cf. 1330.1 - Joint Use Agreements)

Legal Reference:

EDUCATION CODE

16011 Long range comprehensive master plan

16322 Department of Education services

17017.5 Approval of applications for projects

17070.10-17079.30 Leroy F. Greene School Facilities Act

17251 Powers and duties of CDE

17260-17268 Plans of schoolhouses

17280-17317 Field Act

17365-17374 Fitness for occupancy

17405 Relocatable structures; lease requirements

35275 New school planning; cooperation with recreation and park authorities

GOVERNMENT CODE

53090-53097.5 Regulation of local agencies by counties and cities

65352.2 Communicating and coordinating of school sites

65995.6 School facilities needs analysis

CODE OF REGULATIONS, TITLE 2

1859-1859.199 Leroy F. Greene School Facilities Act

CODE OF REGULATIONS, TITLE 5

14001 Minimum standards

14010 Site selection standards

14030-14036 Standards, planning and approval of school facilities

CODE OF REGULATIONS, TITLE 24

101 et seq. Green building standards code

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, September 2009

Facilities Master Planning, Fact Sheet, November 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Schools of the Future Report, September 2011

Educational Specifications: Linking Design of School Facilities to Educational Program, 1997

Guide for the Development of a Long-Range Facilities Plan, 1986

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

An Overview of the State School Facility Programs, rev. October 2011

School Facility Program Handbook, 2008

STATE ALLOCATION BOARD PUBLICATIONS

Public School Construction Cost Reduction Guidelines, 2000

WEB SITES

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

Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

CDE, School Facilities Division: <http://www.cde.ca.gov/facilities>

Policy MADERA UNIFIED SCHOOL DISTRICT

adopted: December 13, 2011 Madera, California

Board Policy

Charter School Facilities

BP 7160 Facilities

The Governing Board believes that all students, including those attending charter schools, should have access to adequate facilities that are safe and support student learning.

Facilities to be used by a charter school shall be specified in the school's charter pursuant to Education Code 47605 and also may be addressed in a written memorandum of understanding between the district and charter school.

(cf. 0420.4 - Charter School Authorization)

(cf. 0420.41 - Charter School Oversight)

As applicable, charter school facilities shall comply with the California Building Standards Code adopted by the local building enforcement agency pursuant to 24 CCR 101 et seq. or the Field Act pursuant to Education Code 17280-17317 and 17365-17374. (Education Code 47610, 47610.5)

Upon request, the Board shall make facilities available to an eligible charter school operating in the district, as defined in law and administrative regulation. In accordance with law, such facilities shall be contiguous, furnished, equipped, and sufficient to accommodate all the charter school's in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other district schools. The Board shall make reasonable efforts to provide the charter school with facilities near where the charter school wishes to locate and shall not move the charter school unnecessarily. If the district's preliminary proposal or final notification of space does not accommodate the charter school at a single school site, the Board shall make a specific finding that the charter school could not be accommodated at a single site and shall adopt a written statement of reasons explaining the finding. (Education Code 47614; 5 CCR 11969.1-11969.10)

(cf. 7110 - Facilities Master Plan)

The district shall not be required to use unrestricted general fund revenues to rent, buy, or lease facilities for charter schools. (Education Code 47614)

(cf. 3100 - Budget)

The Superintendent or designee may assist eligible charter schools in applying for state facilities funding for new construction or rehabilitation of facilities pursuant to Education Code 17078.52-17078.66 and/or for rent and lease expenditures pursuant to Education Code 47614.5.

Legal Reference:

EDUCATION CODE

17070.10-17080 Leroy F. Greene School Facilities Act of 1998, including:

17078.52-17078.66 Charter schools facility funding; state bond proceeds

17280-17317 Field Act

46600 Interdistrict attendance agreements

47600-47616.5 Charter Schools Act of 1992, as amended

48204 Residency requirements for school attendance

GOVERNMENT CODE

53094 Authority to render zoning ordinance inapplicable

53097.3 Charter school ordinances

CODE OF REGULATIONS, TITLE 2

1859.2 Definitions

1859.31 Classroom inventory

1859.160-1859.171 Charter school facilities program, new construction

CODE OF REGULATIONS, TITLE 5

11969.1-11969.10 Charter school facilities

COURT DECISIONS

Bullis Charter School v. Los Altos School District, (2011) 200 Cal.App.4th 1022

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986

Sequoia Union High School District v. Aurora Charter High School (2003) 112 Cal.App.4th 185

ATTORNEY GENERAL OPINIONS

80 Ops.Cal.Atty.Gen. 52 (1997)

Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Manual for Governance Teams, rev. 2008

Charter School Facilities and Proposition 39: Legal Implications for School Districts, 2005

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

School Facility Program Handbook, May 2008

WEB SITES

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

California Charter Schools Association: <http://www.charterassociation.org>

California Department of Education, Charter Schools Office: <http://www.cde.ca.gov/sp/cs>

Coalition for Adequate School Housing: <http://www.cashnet.org>

Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

Policy MADERA UNIFIED SCHOOL DISTRICT

adopted: December 13, 2011 Madera, California

Administrative Regulation

Charter School Facilities

AR 7160

Facilities

Definitions

Average daily classroom attendance (ADA) or classroom ADA is ADA for classroom-based apportionment as used in Education Code 47612.5. (5 CCR 11969.2)

In-district classroom ADA is classroom ADA attributable to in-district students.

In-district students are those charter school students who are entitled to attend a district school. Students eligible to attend district schools based on an interdistrict attendance agreement or parent/guardian employment shall be considered students of the district where they reside. (5 CCR 11969.2)

(cf. 5111.1 - District Residency)

(cf. 5111.12 – Residency Based on Parent/Guardian Employment)

(cf. 5117 - Interdistrict Attendance)

Operating in the district means the charter school is either currently providing public education to in-district students or has identified at least 80 in-district students who are meaningfully interested in enrolling in the charter school for the following year, regardless of whether the district is or is proposed to be the chartering entity and whether or not the charter school has a facility inside the district's boundaries. (Education Code 47614; 5 CCR 11969.2)

Reasonably equivalent facilities are facilities that are sufficient to accommodate charter school students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the district. Reasonable equivalency shall be determined based on a comparison group of district schools with similar grade levels, the capacity of facilities, and the condition of facilities, as described below in the section "Submission and Review of Facilities Requests." (5 CCR 11969.2, 11969.3)

Furnished and equipped means the facilities include reasonably equivalent furnishing necessary to conduct classroom instruction and to provide for student services that directly support classroom instruction as found in the comparison group schools established under 5 CCR 11969.3(a) and that the facilities have equipment that is reasonably equivalent to the comparison group schools.

Equipment means property that does not lose its identity when removed from its location and is not changed materially or consumed immediately (e.g., within one year). Equipment has relatively permanent value and its purchase increases the total value of the district's physical properties. Examples include furniture, vehicles, machinery, motion picture film, videotape, furnishings that are not an integral part of the building or building system, and certain intangible assets such as

major software programs. Furnishings and equipment acquired for a school site with nondistrict resources are excluded when determining reasonable equivalence. (5 CCR 11969.2)

Contiguous facilities are those facilities contained on a school site or immediately adjacent to a school site. If the in-district classroom ADA of the charter school cannot be accommodated on any single school site, contiguous facilities also include facilities located at more than one site, provided that the district minimizes the number of sites assigned and considers student safety. If none of the district-operated schools has grade levels similar to the charter school, then a contiguous facility shall be an existing facility that is most consistent with the needs of students in the grade levels served at the charter school. (5 CCR 11969.2, 11969.3)

Conversion charter school is a charter school established through the conversion of an existing public school. (Education Code 47605)

Eligibility for District Facilities

A charter school shall be operating in the district, as defined above, before it submits a request for facilities. A new or proposed charter school operating in the district is eligible to request facilities for a particular fiscal year only if it submits its charter petition before November 1 of the fiscal year preceding the year for which facilities are requested. A new charter school is entitled to be allocated and/or provided access to facilities only if it receives approval of its charter petition before March 15 of the fiscal year preceding the year for which facilities are requested. (5 CCR 11969.9)

(cf. 0420.4 - Charter School Authorization)

Submission and Review of Facilities Requests

The following procedures shall apply to a charter school's request for facilities:

1. On or before November 1, a charter school shall submit a written request for facilities to the Superintendent or designee for the next fiscal year. The request shall include: (Education Code 47614; 5 CCR 11969.9)
 - a. Reasonable projections of in-district and total ADA and in-district and total classroom ADA, based on ADA claimed for apportionment, if any, in the fiscal year prior to the fiscal year in which the facilities request is made, adjusted for expected changes in enrollment in the forthcoming fiscal year

Projections of in-district ADA, in-district classroom ADA, and the number of in-district students shall be broken down by grade level and by the district school that the student would otherwise attend.

Nonclassroom ADA may be included in the ADA calculation only to the extent of instructional time that students generating nonclassroom ADA are actually in the classroom under the direct

supervision and control of a charter school employee, and only if the district and charter school agree upon the time(s) that the facilities devoted to students generating nonclassroom-based ADA will be used.

- b. A description of the methodology for the projections
- c. If relevant (i.e., when a charter school is not yet open or to the extent an operating charter school projects a substantial increase in ADA), documentation of the number of in-district students meaningfully interested in attending the charter school that is sufficient for the district to determine the reasonableness of the projection, but that need not be verifiable for precise arithmetical accuracy
- d. The charter school's operational calendar
- e. Information regarding the district's school site and/or general geographic area in which the charter school wishes to locate
- f. Information on the charter school's educational program, if any, that is relevant to assignment of facilities

In submitting a facilities request, the charter school shall use a form specified by the district. The charter school shall distribute, or otherwise make available for review, the written request to interested parties, including, but not limited to, parents/guardians and school staff.

- 2. On or before December 1, the district shall review the charter school's projections of in-district and total ADA and in-district and total classroom ADA, express any objections in writing, and state the projections the district considers reasonable. If the district does not express any objections in writing and state its own projections by the deadline, the charter school's projections are no longer subject to challenge and the district shall base its offer of facilities on those projections. (5 CCR 11969.9)
- 3. On or before January 2, the charter school shall respond to any objections expressed by the district and to the district's attendance projections provided pursuant to item #2 above. The charter school shall reaffirm or modify its previous projections as necessary to respond to the information received from the district pursuant to item #2. If the charter school does not respond by January 2, the district's projections provided pursuant to item #2 are no longer subject to challenge and the district shall base its offer of facilities on those projections. (5 CCR 11969.9)
- 4. The district shall determine what facilities it will offer to the charter school, ensuring that the facilities are reasonably equivalent to other district facilities. (5 CCR 11969.3)

If a charter school was established through the conversion of an existing public school pursuant to Education Code 47605(a)(2), the condition of the facility previously used by the district shall be considered to be reasonably equivalent for the first year the charter school uses the facility. (5 CCR 11969.3)

For any other charter school, reasonable equivalency shall be based on the following criteria as detailed in 5 CCR 11969.3: (5 CCR 11969.3)

- a. A comparison group of district schools with similar grade levels

If a charter school's grade-level configuration is different from the configuration of the district's schools, the district shall not pay for the modification of a school site to accommodate the charter school's configuration.
- b. Capacity, including equivalency of the ratio of teaching stations (classrooms), specialized classroom space, and nonteaching space to ADA
- c. Condition of facilities, as determined by assessing such factors as age of facilities (from last modernization), quality of materials, and state of maintenance, including:
 - (1) School site size
 - (2) Condition of interior and exterior surfaces
 - (3) Condition of mechanical, plumbing, electrical, and fire alarm systems, including conformity to applicable codes
 - (4) Availability and condition of technology infrastructure
 - (5) Condition of the facility as a safe learning environment, including, but not limited to, the suitability of lighting, noise mitigation, and size for intended use
 - (6) Condition of the facility's furnishing and equipment
 - (7) Condition of athletic fields and/or play area space

(cf. 7111 - Evaluating Existing Buildings)

5. On or before February 1, the district shall prepare a written preliminary proposal regarding the space to be allocated to the charter school and/or to which the charter school is to be provided access. At a minimum, the preliminary proposal shall include: (5 CCR 11969.9)

- a. The projections of in-district classroom ADA on which the proposal is based
- b. The specific location(s) of the space
- c. All conditions pertaining to the space, including a draft of any proposed agreement pertaining to the charter school's use of the space

- d. The projected pro rata share amount and a description of the methodology used to determine that amount
 - e. A list and description of the comparison group schools used in developing the district's preliminary proposal and a description of the difference between the preliminary proposal and the charter school's request submitted pursuant to item #1 above
6. On or before March 1, the charter school shall respond in writing to the district's preliminary proposal made pursuant to item #5 above and shall express any concerns, including addressing differences between the preliminary proposal and the charter school's request, and/or make a counter proposal. (5 CCR 11969.9)
7. On or before April 1, having reviewed any concerns and/or counter proposals made by the charter school pursuant to item #6 above, the district shall submit, in writing, a final notification of the space offered to the charter school. The notification shall include a response to the charter school's concerns and/or counter proposal, if any. The final notification shall specifically identify: (5 CCR 11969.9)
- a. The teaching stations, specialized classroom spaces, and nonteaching station spaces offered for the exclusive use of the charter school and the teaching stations, specialized classroom spaces, and nonteaching spaces to which the charter school is to be provided access on a shared basis with district-operated programs
 - b. Arrangements for sharing any shared space
 - c. The assumptions of in-district classroom ADA for the charter school upon which the allocation is based, and if the assumptions are different than those submitted by the charter school pursuant to item #3 above, a written explanation of the reasons for the differences
 - d. The specific location(s) of the space
 - e. All conditions pertaining to the space
 - f. The pro rata share amount
 - g. The payment schedule for the pro rata amount, which shall take into account the timing of revenues from the state and from local property taxes
8. By May 1 or within 30 days after the district notification pursuant to item #7 above, whichever is later, the charter school shall notify the district in writing whether or not it intends to occupy the offered space. (5 CCR 11969.9)

The charter school's notification may be withdrawn or modified before this deadline. After the deadline, if the charter school has notified the district that it intends to occupy the offered space, the charter school is committed to paying the pro rata share amount as identified. If the charter

school does not notify the district by this deadline that it intends to occupy the offered space, then the space shall remain available for district programs and the charter school shall not be entitled to use facilities of the district in the following fiscal year. (5 CCR 11969.9)

Availability of Facilities

The space allocated to the charter school by the district, or the space to which the district provides the charter school access, shall be furnished, equipped, and available for occupancy at least 10 working days prior to the first day of instruction of the charter school. For good cause, the district may reduce the period of availability to a period of not less than seven working days. (5 CCR 11969.9)

Space allocated for use by the charter school, subject to sharing arrangements, shall be available for the charter school's entire school year regardless of the district's instructional year or class schedule. The charter school shall not sublet or use the facilities for purposes other than those that are consistent with Board policies and district practices without permission of the Superintendent or designee. (5 CCR 11969.5)

(cf. 1330 - Use of School Facilities)

For a conversion charter school, the school site identified in the school's charter shall be made available to the charter school for its second year of operation and thereafter upon annual request for facilities from the district pursuant to this administrative regulation. If, as a result of a material revision of the charter, either the location of the conversion charter school is changed or the district approves the operation of additional sites by the school, then the school may request, and the district shall provide, facilities in accordance with law, the revised charter, and this administrative regulation. (5 CCR 11969.3)

Written Agreement Regarding Facilities Operations

The district and charter school shall negotiate an agreement regarding the use of and payment for the space which contains, at a minimum, the information included in the district's final notification pursuant to item #7 in the section "Submission and Review of Facilities Requests" above. (5 CCR 11969.9)

A reciprocal hold-harmless/indemnification provision shall be established between the district and the charter school. The charter school shall maintain general liability insurance naming the district as an additional insured in order to indemnify the district for any damage and losses. The district shall maintain first party property insurance for the facilities allocated to the charter school. (5 CCR 11969.9)

(cf. 3530 - Risk Management/Insurance)

Responsibilities for facility maintenance and improvements shall be as follows: (5 CCR 11969.4, 11969.9)

1. The district shall be responsible for:
 - a. Modifications necessary to maintain the facility in accordance with applicable building codes pursuant to Education Code 47610 or 47610.5
 - b. Replacement of district-provided furnishings and equipment in accordance with district schedules and practices
 - c. Projects eligible to be included in the district's deferred maintenance plan
2. The charter school shall be responsible for the ongoing operations and maintenance of facilities, furnishings, and equipment.

Facilities, furnishings, and equipment provided to a charter school by the district shall remain the property of the district. (5 CCR 11969.4)

The district may charge the charter school, in accordance with 5 CCR 11969.7, for a pro rata share of the district's facilities costs for activities related to keeping the physical plant open, comfortable, and safe for use and keeping the grounds, buildings, and equipment in working condition. Such activities include maintaining safety in buildings, on grounds, and in the vicinity of schools; plant maintenance and operations; facilities acquisition and construction; and facilities rents and leases. (Education Code 47614; 5 CCR 11969.2)

The charter school shall report actual in-district and total ADA and classroom ADA to the district every time that the charter school reports ADA for apportionment purposes. If the charter school generates less ADA than projected, the following provisions shall apply to any overallocated space: (Education Code 47614; 5 CCR 11969.3, 11969.8, 11969.9)

1. The charter school shall reimburse the district for the overallocated space as set forth in 5 CCR 11969.8, unless the district agrees, in response to the notification by the charter school of overallocation, to exercise its sole discretion to use the overallocated space for district programs.
2. In the case of a conversion charter school, the overallocated space shall not be subject to reimbursement under the following circumstances:
 - a. The school notifies the district, by February 1 of its first year of operation, that it will have overallocated space in the following fiscal year. In such cases, the district may occupy all or a portion of the space identified. A charter school that wants to recover space surrendered to the district shall apply to the district and the district shall evaluate the application in accordance with law and this administrative regulation.
 - b. Based on the State Board of Education's waiver of attendance area requirements in Education Code 47605(d)(1), the district makes a decision, between November_

1 and June 30, to change the school's attendance area in the forthcoming fiscal year.

Mediation of Disputes

If a dispute arises between the district and a charter school pursuant to Education Code 47614 or 5 CCR 11969.1-11969.10 both parties may agree to settle the dispute using mediation. Mediation consists of the following steps: (5 CCR 11969.10)

1. If both parties agree to mediation, the initiating party shall select a mediator, subject to the agreement of the responding party. If the parties are unable to agree on a mediator, the initiating party shall request the CDE to appoint a mediator within seven days to assist the parties in resolving the dispute. The mediator shall meet with the parties as quickly as possible.
2. Within seven days of the selection or appointment of the mediator, the party initiating the dispute resolution process shall send a notice to the responding party and the mediator. The notice shall include the following information:
 - a. Name, address, and phone numbers of designated representatives of the parties
 - b. A statement of the facts of the dispute, including information regarding the parties' attempts to resolve the dispute
 - c. The specific sections of the statute or regulations that are in dispute
 - d. The specific resolution sought by the initiating party
3. Within seven days of receiving the notice, the responding party shall file a written response.
4. The mediation shall be entirely informal in nature. Each party shall share copies of exhibits upon which its case is based with the other party. The relevant facts shall be elicited in a narrative fashion to the extent possible, rather than through examination and cross-examination of witnesses.
5. Any agreement reached by the parties shall be in writing and shall not set a precedent for any other case.
6. The mediation shall be terminated if the district and the charter school fail to meet within the specified timelines, have not reached an agreement within 15 days from the first meeting held by the mediator, or if the mediator declares an impasse.
7. The costs of the mediation shall be divided equally between the parties and paid promptly.

Regulation MADERA UNIFIED SCHOOL DISTRICT
approved: December 13, 2011 Madera, California

Board Policy

General Obligation Bonds

BP 7214
Facilities

The Governing Board recognizes that school facilities are an essential component of the educational program and that the Board has a responsibility to ensure that the district's facilities needs are met in the most cost-effective manner possible. When the Board determines that it is in the best interest of district students, it may order an election on the question of whether bonds shall be issued for school facilities.

(cf. 1160 - Political Processes)
(cf. 7110 - Facilities Master Plan)
(cf. 7210 - Facilities Financing)

The Board shall determine the appropriate amount of the bond in accordance with law.

Bonds Requiring 55 Percent Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of 55 percent majority of the voters pursuant to Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution. If two-thirds of the Board agree to such an election, the Board shall vote to adopt a resolution to incur bonded indebtedness if approved by a 55 percent majority of the voters. (Education Code 15266)

The bond election may only be ordered at a primary or general election, a statewide special election, or a regularly scheduled local election at which all of the electors of the school district are entitled to vote. (Education Code 15266)

Bonded indebtedness incurred by the district shall be used only for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities. (California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))

The proposition approved by the voters shall include the following accountability requirements: (California Constitution Article 13A, Section 1(b)(3))

1. A requirement that proceeds from the sale of the bonds be used only for the purposes specified above, as detailed in California Constitution Article 13A, Section 1(b)(3), and not for any other purposes including teacher and administrative salaries and other school operating expenses
2. A list of specific school facility projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list

(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 6151 - Class Size)

3. A requirement that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed

4. A requirement that the Board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects

If a district general obligation bond requiring a 55 percent majority is approved by the voters, the Board shall appoint an independent citizens' advisory oversight committee. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

(cf. 1220 - Citizen Advisory Committees)
(cf. 9324 - Minutes and Recordings)

The Superintendent or designee shall ensure that the annual, independent performance and financial audits conducted pursuant to items #3 and #4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards. He/she shall submit the audits to the citizens' oversight committee by March 31 of each year. (Education Code 15286)

Bonds Requiring 66.67 Percent Approval by Local Voters

Bonds shall be sold to raise money for the following purposes: (Education Code 15100)

1. Purchasing school lots
2. Building or purchasing school buildings
3. Making alterations or additions to school building(s) other than as may be necessary for current maintenance, operation, or repairs
4. Repairing, restoring, or rebuilding any school building damaged, injured, or destroyed by fire or other public calamity
5. Supplying school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature
6. Permanently improving school grounds

7. Refunding any outstanding valid indebtedness of the district, evidenced by bonds or state school building aid loans
8. Carrying out sewer or drain projects or purposes authorized in Education Code 17577
9. Purchasing school buses with a useful life of at least 20 years
10. Demolishing or razing any school building with the intent to replace it with another school building, whether in the same location or in any other location

Except for refunding any outstanding indebtedness, any of the purposes listed above may be united and voted upon as a single proposition by order of the Board and entered into the minutes. (Education Code 15100)

The Board may appoint a citizens' oversight committee to review and report to the Board and the public as to whether the expenditure of bond revenues complies with the intended purposes of the bond.

Certificate of Results

If the certificate of election results received by the Board shows that the appropriate majority of the voters are in favor of issuing the bonds, the Board shall record that fact in its minutes. The Board shall then certify to the county board of supervisors all proceedings it had in connection with the election results. (Education Code 15124, 15274)

Resolution Regarding Sale of Bonds

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass a resolution to issue the sale of bonds. The resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable, which shall not be more than 25 years from the date of the bonds. (Education Code 15140)

Prior to the sale of bonds, the Board shall adopt, as an agenda item at a public meeting, another resolution, which includes all of the following items: (Education Code 15146)

1. Express approval of the method of sale
2. Statement of the reasons for the method of sale selected
3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals_

have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected

4. Estimates of the costs associated with the bond issuance

After the sale, the Board shall be presented with the actual cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the California Debt and Investment Advisory Commission. (Education Code 15146)

Legal Reference:

EDUCATION CODE

7054 Use of district property, campaign purposes

15100-15254 Bonds for school districts and community college districts

15264-15288 Strict Accountability in Local School Construction Bonds Act of 2000

17577 Sewers and drains

17584.1 Deferred maintenance, reports

47614 Charter school facilities

ELECTIONS CODE

324 General election

328 Local election

341 Primary election

348 Regular election

356 Special election

357 Statewide election

1302 School district election

15372 Elections official certificate

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

1125-1129 Incompatible activities

8855 California Debt and Investment Advisory Commission

53580-53595.5 Bonds

54952 Definition of legislative body, Brown Act

CALIFORNIA CONSTITUTION

Article 13A, Section 1 Tax limitation

Article 16, Section 18 Debt limit

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App.4th 1356

ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 46 (2005)

87 Ops.Cal.Atty.Gen. 157 (2004)

Management Resources:

CSBA PUBLICATIONS

Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates, Fact Sheet, February 2011

WEB SITES

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

California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>

CSBA, District and Financial Services, Proposition 39 Bond Performance Audit Program:
<http://www.csba.org/ds/prop39.cfm>

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

California Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

Policy MADERA UNIFIED SCHOOL DISTRICT

adopted: December 13, 2011 Madera, California

Administrative Regulation

General Obligation Bonds

AR 7214

Facilities

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Madera Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or administrative regulation that reflect these requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. For further information, please contact the Superintendent or designee.

Election Notice

Whenever the Governing Board orders an election on the question of whether general obligation bonds shall be issued for school facilities, Superintendent or designee shall ensure that election notice and ballot requirements are satisfied in accordance with Education Code 15120-15126 and 15272, as applicable.

Citizens' Oversight Committee

If a district general obligation bond requiring a 55 percent majority is approved by the voters, the Board shall appoint an independent citizens' advisory oversight committee. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

(cf. 1220 - Citizen Advisory Committees)

(cf. 9324 - Minutes and Recordings)

The citizens' oversight committee shall consist of at least seven members including, but not limited to: (Education Code 15282)

1. One member active in a business organization representing the business community located within the district
2. One member active in a senior citizens organization
3. One member active in a bona fide taxpayers' organization
4. One member who is a parent/guardian of a child enrolled in the district

5. One member who is a parent/guardian of a child enrolled in the district and is active in a parent-teacher organization, such as the Parent Teacher Association or school site council

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 – Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

No employee, official (board member), vendor, contractor, or consultant of the district shall be appointed to the citizens' oversight committee. (Education Code 15282)

Members of the citizens' oversight committee shall serve for a term of two years without compensation and for no more than two consecutive terms. (Education Code 15282)

The purpose of the citizens' oversight committee shall be to inform the public concerning the expenditure of bond revenues. The committee shall actively review and report on the proper expenditure of taxpayers' money for school construction and shall convene to provide oversight for, but not limited to, the following: (Education Code 15278)

1. Ensuring that bond revenues are expended only for the purposes described in Article 13A, Section 1(b)(3) of the California Constitution including the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities (Education Code 15278)

2. Ensuring that, as prohibited by Article 13A, Section 1(b)(3)(A) of the California Constitution, no funds are used for any teacher and administrative salaries or other school operating expenses (Education Code 15278)

(cf. 3460 - Financial Reports and Accountability)

In furtherance of its purpose, the committee may engage in any of the following activities: (Education Code 15278)

1. Receiving and reviewing copies of the annual, independent performance and financial audits required by Article 13A, Section 1(b)(3)(C) and (D) of the California Constitution

2. Inspecting school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of Article 13(A), Section 1(b)(3) of the California Constitution

3. Receiving and reviewing copies of any deferred maintenance proposals or plans developed by the district, including any reports required by Education Code 17584.1

4. Reviewing efforts by the district to maximize bond revenues by implementing cost-saving measures including, but not limited to, the following:

- a. Mechanisms designed to reduce the costs of professional fees

b. Mechanisms designed to reduce the costs of site preparation

c. Recommendations regarding the joint use of core facilities

(cf. 1330.1 - Joint Use Agreements)

d. Mechanisms designed to reduce costs by incorporating efficiencies in school site design

e. Recommendations regarding the use of cost-effective and efficient reusable facility plans

(cf. 7110 - Facilities Master Plan)

The district shall, without expending bond funds, provide the citizens' oversight committee with any necessary technical assistance and shall provide administrative assistance in furtherance of the committee's purpose and sufficient resources to publicize the committee's conclusions.

(Education Code 15280)

All citizens' oversight committee proceedings shall be open to the public and noticed in the same manner as proceedings of the Board. Committee meetings shall be subject to the provisions of the Ralph M. Brown Act. (Education Code 15280; Government Code 54952)

(cf. 9320 - Meetings and Notices)

The oversight committee shall issue regular reports, at least once a year, on the results of its activities. Minutes of the proceedings and all documents received and reports issued shall be a matter of public record and shall be made available on the district's web site. (Education Code 15280)

(cf. 1340 - Access to District Records)

Members of the oversight committee shall be subject to prohibitions regarding incompatibility of office pursuant to Government Code 1125-1129 and financial interest in contracts pursuant to Government Code 1090-1098. (Education Code 15282)

(cf. 9270 - Conflict of Interest)

Reports

Within 30 days after the end of each fiscal year, the Board shall submit to the County Superintendent of Schools a report concerning any bond election(s) containing the following information: (Education Code 15111)

1. The total amount of the bond issue, bonded indebtedness, or other indebtedness involved

2. The percentage of registered electors who voted at the election

3. The results of the election, with the percentage of votes cast for and against the proposition

Regulation MADERA UNIFIED SCHOOL DISTRICT
approved: December 13, 2011 Madera, California



AGENDA ITEM

MADERA UNIFIED SCHOOL DISTRICT

Date: August 28, 2012

Subject: Second Reading and Approval of Revised Board Policies, Administrative Regulations and Exhibit

Responsible Staff: **Dr. Anthony A. Monreal, Deputy Superintendent**
Deborah A. Wood, Associate Superintendent of Educational Services

Agenda Placement: Old Business

Background/ rationale:

- Revisions/New Language are recommended by CSBA on the following Board Policies, Administrative Regulations and Exhibits:
 - BP/AR 5126 – Awards for Achievement
 - BP 5131 – Conduct
 - BP 5131.2 – Bullying
 - BP/AR 5141.6 – School Health Services
 - BP/AR 5144.1 – Suspension and Expulsion/Due Process
 - AR 5144.2 – Suspension and Expulsion/Due Process (Student with Disabilities)
 - BP 5145.3 – Nondiscrimination/Harassment
 - E 5145.6 – Parent Notification
 - BP/AR 5145.7 – Sexual Harassment
 - BP/AR 6145 – Extracurricular and Cocurricular Activities
 - AR 6159 – Individualized Education Program
 - BP/AR 6178.1 – Work-Based Learning

Financial impact:

- None.

Superintendent's recommendation:

- The Superintendent recommends the Board approve the Revised Board Policies, Administrative Regulations and Exhibit.

Supporting documents attached:

- Revised Board Policies, Administrative Regulations and Exhibit.

Awards For Achievement

BP 5126(a)

Students

The Governing Board encourages excellence as a goal for all students and wishes to publicly recognize students for exemplary achievements in academic, athletic, extracurricular, or community service activities.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6142.4 - Service Learning/Community Service Classes)

District/School Awards

Student awards may include verbal recognition, a letter, a certificate, a Board resolution, public ceremony, trophy, or plaque.

The Superintendent or designee shall develop criteria for the selection of student award recipients.

Golden State Seal Merit Diploma

At graduation from high school, special recognition shall be awarded to those students whose academic achievements in core curriculum areas have been outstanding.

The Superintendent or designee shall identify high school students who have demonstrated mastery of the high school curriculum qualifying them for the Golden State Seal Merit Diploma. (Education Code 51454)

(cf. 6162.51 - Standardized Testing and Reporting Program)

Biliteracy Award

The district shall present the State Seal of Biliteracy to each graduating high school student who has attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

(Education Code 51460-51464)

(cf. 6142.2 – World/Foreign Language Instruction)

(cf. 6174 – Education for English Language Learners)

Awards For Achievement (continued)

Legal Reference:

EDUCATION CODE

220 Nondiscrimination

35160 Authority of governing boards

44015 Awards to employees and students

51243-51245 Credit for private school foreign language instruction

51450-51455 Golden State Seal Merit Diploma

51460-51464 State Seal of Biliteracy

CODE OF REGULATIONS, TITLE 5

876 Golden State Seal Merit Diploma

1632 Credit for private school foreign language instruction

11510-11516 California English Language Development Test

Management Resources:

WEB SITES

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

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

Californians Together: <http://www.californianstogether.org>

Policy
adopted: December 13, 2011
revised:

MADERA UNIFIED SCHOOL DISTRICT
Madera, California

Madera USD

Administrative Regulation

Awards For Achievement

AR 5126(a)

Students

The Superintendent or designee may appoint a committee at each school. The committee shall submit recommendations for student awards to the Superintendent or designee for approval.

(cf. 1220 - Citizen Advisory Committees)

Golden State Seal Merit Diploma

To be eligible to receive the Golden State Seal Merit Diploma upon high school graduation, a student shall complete all requirements for a high school diploma and demonstrate, in accordance with the means adopted by the State Board of Education, mastery of the curriculum in at least six subject areas, four of which shall be mathematics, English language arts, science, and United States history, with the remaining two subject matter areas selected by the student.
(Education Code 51451, 51452; 5 CCR 876)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6162.52 - High School Exit Examination)

To demonstrate mastery of these subject areas, the student shall earn a scaled score of 370 or above on six separate high school California Standards Tests (CST), including:

1. One mathematics exam, including Algebra II, Geometry, or Summative High School Mathematics
2. One English language arts exam at grade 9, 10, or 11
3. One science exam, including Biology, Chemistry, Physics, or Earth Science
4. The grade 11 History-Social Science exam (United States history)
5. Two CSTs of the student's choice, which may include World History or any additional exams listed in items #1-4 above which have not already been used to establish eligibility

AR 5126(b)

Awards For Achievement (continued)

(cf. 6162.51 - Standardized Testing and Reporting Program)

The Superintendent or designee shall maintain appropriate records to identify students who are eligible for the merit diploma and shall affix an insignia to the diploma and transcript of each student awarded the merit diploma.
(Education Code 51454)

(cf. 5125 - Student Records)

The Superintendent or designee shall submit an insignia request form to the California Department of Education in sufficient time to allow processing of the request prior to the high school graduation ceremony.

Biliteracy Award

To be eligible to receive the State Seal of Biliteracy upon graduation, a student shall meet all the following criteria: (Education Code 51461)

1. Complete all English language arts requirements for high school graduation with an overall grade point average (GPA) of 2.0 or above in those classes
2. Pass the CST in English language arts administered in grade 11 at the proficient level or above
3. Demonstrate proficiency in one or more foreign languages, which may include American sign language, by fulfilling one of the following criteria:
 - a. Pass foreign language Advanced Placement examination with a score of 3 or higher or an International Baccalaureate examination with a score of 4 or higher

(cf. 6141.5 – Advanced Placement)

- b. Successfully complete a four-year high school course of study in a foreign language, attaining an overall GPA of 3.0 or above in that course of study

(cf. 6142.2 – World/Foreign Language Instruction)

AR 5126 (c)

Awards For Achievement (continued)

In addition to meeting the criteria in items #1-3 above, a student whose primary language is other than English shall attain the early advanced proficiency level or higher on the California English Language Development Test (CELDT).

(cf. 6174 – Education for English Language Learners)

The Superintendent or designee shall maintain appropriate records to identify high school students who qualify for the award and shall affix the insignia to the diploma or transcript of each student who earns the award.
(Education Code 51463)

Notifications

The Superintendent or designee shall annually distribute information about eligibility requirements for the Golden State Seal Merit Diploma and State Seal of Biliteracy.

Regulation
approved: December 13, 2011
revised:

MADERA UNIFIED SCHOOL DISTRICT
Madera, California

CONDUCT

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.1 - Bus Conduct)

(cf. 5137 - Positive School Climate)

(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the district

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

CONDUCT (continued)

6. Obscene acts or use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

11. Inappropriate attire

(cf. 5132 - Dress and Grooming)

12. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

CONDUCT (continued)

13. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

(cf. 5145.12 - Search and Seizure)

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 1020 - Youth Services)

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

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

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

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

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Legal Reference: (see next page)

CONDUCT (continued)

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination*

32280-32289 *Comprehensive safety plan*

35181 *Governing board authority to set policy on responsibilities of students*

35291-35291.5 *Rules*

44807 *Duty concerning conduct of students*

48900-48925 *Suspension and expulsion*

51512 *Prohibition against electronic listening or recording device in classroom without permission*

CIVIL CODE

1714.1 *Liability of parents and guardians for willful misconduct of minor*

PENAL CODE

288.2 *Harmful matter with intent to seduce*

313 *Harmful matter*

417.25-417.27 *Laser scope or laser pointer*

647 *Use of camera or other instrument to invade person's privacy; misdemeanor*

653.2 *Electronic communication devices, threats to safety*

VEHICLE CODE

23123-23124 *Prohibitions against use of electronic devices while driving*

CODE OF REGULATIONS, TITLE 5

300-307 *Duties of students*

UNITED STATES CODE, TITLE 42

2000h-2000h6 *Title IX, 1972 Education Act Amendments*

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981

Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675

New Jersey v. T.L.O., (1985) 469 U.S. 325

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

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CSBA PUBLICATIONS

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Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

Policy
adopted: December 13, 2011
revised:

MADERA UNIFIED SCHOOL DISTRICT
Madera, California

BULLYING

The Governing Board 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.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

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.

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 6020 - Parent Involvement)

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

(cf. 5137 - Positive School Climate)

(cf. 6164.2 - Guidance/Counseling Services)

BULLYING (continued)

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6163.4 - Student Use of Technology)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

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.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

BULLYING (continued)

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

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.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

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

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

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Legal Reference: (see next page)

BULLYING (continued)

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination*

32282 *Comprehensive safety plan*

35181 *Governing board policy on responsibilities of students*

35291-35291.5 *Rules*

48900-48925 *Suspension or expulsion*

48985 *Translation of notices*

PENAL CODE

647 *Use of camera or other instrument to invade person's privacy; misdemeanor*

647.7 *Use of camera or other instrument to invade person's privacy; punishment*

653.2 *Electronic communication devices, threats to safety*

UNITED STATES CODE, TITLE 47

254 *Universal service discounts (e-rate)*

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

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Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

Bullying at School, 2003

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

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Cybersafety for Children: <http://www.cybersafety.ca.gov>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

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

Policy
adopted:

MADERA UNIFIED SCHOOL DISTRICT
Madera, California

SCHOOL HEALTH SERVICES

The Governing Board recognizes that good physical and mental health is critical to a student's ability to learn and believes that all students should have access to comprehensive health services. The district may provide access to health services at or near district schools through the establishment of a school health center and/or mobile van(s) that serve multiple campuses.

The Board and the Superintendent or designee shall collaborate with local and state agencies and health care providers to assess the health needs of students in district schools and the community. Based on the results of this needs assessment and the availability of resources, the Superintendent or designee shall recommend for Board approval the types of health services to be provided by the district.

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.61 - Drug Testing)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.23 - Asthma Management)
(cf. 5141.24 - Specialized Health Care Services)
(cf. 5141.25 - Availability of Condoms)
(cf. 5141.26 - Tuberculosis Testing)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.33 - Head Lice)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5141.52 - Suicide Prevention)
(cf. 6145.2 - Athletic Competition)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

Board approval shall be required for any proposed use of district resources and facilities to support school health services. The Superintendent or designee shall identify funding opportunities available through grant programs, private foundations, and partnerships with local agencies and organizations.

(cf. 1260 - Educational Foundation)
(cf. 1330.1 - Joint Use Agreement)
(cf. 3100 - Budget)
(cf. 7000 - Facilities Master Plan)

The Board may prioritize school health services to schools with the greatest need, including schools with medically underserved populations, a high percentage of low-income and uninsured children and youth, large numbers of English learners, Academic Performance Index rankings in deciles 1-3, and/or a shortage of health professionals in the community.

SCHOOL HEALTH SERVICES (continued)

School health services shall be provided or supervised by a licensed health care professional. The Board may employ or contract with health care professionals or partner with community health centers to provide the services under the terms of a written contract or memorandum of understanding.

(cf. 1020 - Youth Services)

(cf. 3312 - Contracts)

If a school nurse is employed by the school or district, he/she shall be involved in planning and implementing the school health services as appropriate.

The Superintendent or designee shall coordinate the provision of school health services with other student wellness initiatives, including health education, nutrition and physical fitness programs, and other activities designed to create a healthy school environment. The Superintendent or designee shall encourage joint planning and regular communications among health services staff, district administrators, teachers, counselors, other staff, and parents/guardians.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6164.2 - Counseling/Guidance Services)

Consent and Confidentiality

The Superintendent or designee shall obtain written parent/guardian consent prior to providing services to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

The Superintendent or designee shall maintain the confidentiality of student health records in accordance with law.

(cf. 5125 - Student Records)

Payment/Reimbursement for Services

The Board desires that costs not be a barrier to student access to services. Services may be provided free of charge or on a sliding scale in accordance with law.

The Superintendent or designee shall establish procedures for billing public and private insurance programs and other applicable programs for reimbursement of services as appropriate.

(cf. 5143 - Insurance)

SCHOOL HEALTH SERVICES (continued)

The district shall serve as a Medi-Cal provider to the extent feasible, comply with all related legal requirements, and seek reimbursement of costs to the extent allowed by law.

To further encourage student access to health care services, the Superintendent or designee shall develop and implement outreach strategies to increase enrollment of eligible students from low- to moderate-income families in affordable, comprehensive state or federal health coverage programs and local health initiatives. Such strategies may include, but not be limited to, providing information about the Medi-Cal program on the application for free and reduced-price meals in accordance with law and providing students and parents/guardians with information about the low-cost Healthy Families insurance program.

(cf. 3553 - Free and Reduced Price Meals)

Program Evaluation

In order to continuously improve school health services, the Board shall evaluate the effectiveness of such services and the extent to which they continue to meet student needs.

The Superintendent or designee shall provide the Board with periodic reports that may include, but not necessarily be limited to, rates of participation in school health services; changes in student outcomes such as school attendance or achievement; feedback from staff and participants regarding program accessibility and operations, including accessibility to low-income and linguistically and culturally diverse students and families; and program costs and revenues.

(cf. 0500 - Accountability)

Legal Reference: (see next page)

SCHOOL HEALTH SERVICES (continued)

Legal Reference:

EDUCATION CODE

8800-8807 *Healthy Start support services for children*

49073-49079 *Privacy of student records*

49423.5 *Specialized physical health care services*

49557.2-49558 *Eligibility for free and reduced-price meals; sharing information with Medi-Cal FAMILY CODE*

6920-6929 *Consent by minor for medical treatment*

GOVERNMENT CODE

95020 *Individualized family service plan*

HEALTH AND SAFETY CODE

104830-104865 *School-based application of fluoride or other tooth decay-inhibiting agent*

121020 *HIV/AIDS testing and treatment; parental consent for minor under age 12*

123110 *Minor's right to access health records*

123115 *Limitation on parent/guardian access to minor's health records*

123800-123995 *California Children's Services Act*

124025-124110 *Child Health and Disability Prevention Program*

124172-124174.6 *Public School Health Center Support Program*

124260 *Mental health services; consent by minors age 12 and older*

130300-130317 *Health Insurance Portability and Accountability Act (HIPAA)*

WELFARE AND INSTITUTIONS CODE

14059.5 *Definition of "medically necessary"*

14100.2 *Confidentiality of Medi-Cal information*

14115 *Medi-Cal claims process*

14124.90 *Third-party health coverage*

14132.06 *Covered benefits; health services provided by local educational agencies*

14132.47 *Administrative claiming process and targeted case management*

CODE OF REGULATIONS, TITLE 10

2699.6500-2699.6905 *Healthy Families Program*

CODE OF REGULATIONS, TITLE 17

2951 *Testing standards for hearing tests*

6800-6874 *Child Health and Disability Prevention Program*

CODE OF REGULATIONS, TITLE 22

51009 *Confidentiality*

51050-51192 *Definitions of Medi-Cal providers and services*

51200 *Requirements for providers*

51231.2 *Wheelchair van requirements*

51270 *Local educational agency provider; conditions for participation*

51304 *Limitations on specified benefits*

51309 *Psychology, physical therapy, occupational therapy, speech pathology, audiological services*

51323 *Medical transportation services*

51351 *Targeted case management services*

51360 *Local educational agency; types of services*

51491 *Local educational agency eligibility for payment*

51535.5 *Reimbursement to local educational agency providers*

UNITED STATES CODE, TITLE 20

1232g *Family Educational and Privacy Rights Act (FERPA)*

Legal Reference continued: (see next page)

SCHOOL HEALTH SERVICES (continued)

Legal Reference: (continued)

UNITED STATES CODE, TITLE 42

1320c-9 Prohibition against disclosure of records

1397aa-1397jj State Children's Health Insurance Program

CODE OF FEDERAL REGULATIONS, TITLE 42

431.300 Use and disclosure of information on Medicaid applicants and recipients

CODE OF FEDERAL REGULATIONS, TITLE 45

164.500-164.534 Health Insurance Portability and Accountability Act (HIPAA)

Management Resources:

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Expanding Access to School Health Services: Policy Considerations for Governing Boards, Policy Brief, November 2008

Promoting Oral Health for California's Student: New Role, New Opportunities for Schools, Policy Brief, November 2008

Providing School Health Services in California: Perceptions, Challenges and Needs of District Leadership Teams, 2008

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

CALIFORNIA DEPARTMENT OF HEALTH CARE SERVICES PUBLICATIONS

LEA Medi-Cal Provider Manual

California School-Based Medi-Cal Administrative Activities Manual

DEPARTMENT OF HEALTH SERVICES POLICY LETTERS

00-06 Managed Care Plan Relationships with Local Education Agency Providers, December 11, 2000

NATIONAL ASSEMBLY ON SCHOOL-BASED HEALTH CARE PUBLICATIONS

A Guidebook for Evaluating School-Based Health Centers

NATIONAL CENTER FOR YOUTH LAW PUBLICATIONS

Minor Consent, Confidentiality, and Child Abuse Reporting in California, October 2006

WEB SITES

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

CSBA, PractiCal Program: <http://www.csba.org/Services/Services/DistrictServices/PractiCal.aspx>

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

California Department of Education, Health Services and School Nursing: <http://www.cde.ca.gov/ls/he/hn>

California Department of Health Care Services: <http://www.dhcs.ca.gov>

California Department of Public Health: <http://www.cdph.ca.gov>

California School Health Centers Association: <http://www.schoolhealthcenters.org>

California School Nurses Organization: <http://www.csno.org>

Center for Health and Health Care in Schools: <http://www.healthinschools.org>

Centers for Disease Control and Prevention, School Health Policies and Programs (SHPPS) Study: <http://www.cdc.gov/HealthyYouth/shpps>

Centers for Medicare and Medicaid Services: <http://www.cms.hhs.gov>

Healthy Families Program: <http://www.healthyfamilies.ca.gov>

National Assembly on School-Based Health Care: <http://www.nasbhc.org>

National Center for Youth Law: <http://www.youthlaw.org>

Policy
adopted:

MADERA UNIFIED SCHOOL DISTRICT
Madera, California

SCHOOL HEALTH SERVICES

Types of Health Services

In accordance with student and community needs and available resources, school health services offered by the district may include, but are not limited to:

1. Physical examinations, immunizations, and other preventive medical services.

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

2. First aid and administration of medications.

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

3. Diagnosis and treatment of minor injuries and acute medical conditions.

4. Management of chronic medical conditions.

(cf. 5141.23 - Asthma Management)

5. Referral to and follow-up for specialty care.

6. Emergency response procedures.

(cf. 5141 - Health Care and Emergencies)

7. Nutrition services.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

8. Oral health services that may include preventive services, basic restorative services, and referral to specialty services.

9. Mental health services, which may include assessments, crisis intervention, counseling, treatment, and referral to a continuum of services including emergency psychiatric care, community support programs, inpatient care, and outpatient programs.

(cf. 1020 - Youth Services)

(cf. 5141.52 - Suicide Prevention)

(cf. 6164.2 - Counseling/Guidance Services)

10. Substance abuse prevention and intervention services.

(cf. 5131.6 - Alcohol and Other Drugs)

SCHOOL HEALTH SERVICES (continued)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

11. Reproductive health services.

(cf. 5141.25 - Availability of Condoms)

12. Screening of students to identify the need for physical, mental, and oral health services.

13. Referrals and linkage to services not offered on-site.

14. Public health and disease surveillance.

15. Individual and family health education.

16. School or districtwide health promotion.

Medi-Cal Billing

In order to provide services as a Medi-Cal provider, the district shall enter into and maintain a contract with the California Department of Health Care Services (DHCS). (Welfare and Institutions Code 14132.06; 22 CCR 51051, 51270)

The Superintendent or designee shall ensure that all practitioners employed by or under contract with the district possess the appropriate license, certification, registration, or credential and provide only those services that are within their scope of practice. (22 CCR 51190.3, 51270, 51491)

The Superintendent or designee shall submit a claim for Medi-Cal reimbursement whenever the district provides a covered preventive, diagnostic, therapeutic, or rehabilitative service specified in 22 CCR 51190.4 or 51360 to a Medi-Cal-eligible student under age 22 and/or a member of his/her family. (Welfare and Institutions Code 14132.06; 22 CCR 51096, 51098, 51190.1, 51190.4, 51309, 51360, 51535.5)

(cf. 5141.24 - Specialized Health Care Services)

(cf. 6159 - Individualized Education Program)

The district shall maintain records and supporting documentation including, but not limited to, records of the type and extent of services provided to a Medi-Cal beneficiary in accordance with law. (22 CCR 51270, 51476)

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

SCHOOL HEALTH SERVICES (continued)

The Superintendent or designee shall submit an annual report to DHCS identifying participants in the community collaborative, containing a financial summary including reinvestment expenditures, and describing service priorities for the future. (22 CCR 51270)

Any federal funds received by the district as reimbursement for the costs of services under the Medi-Cal billing option shall be reinvested in services for students and their families as specified in Education Code 8804(g). The Superintendent or designee shall consult with a local school-linked services collaborative group, such as that defined in Education Code 8806, regarding decisions on reinvestment of federal funds. (22 CCR 51270)

Medi-Cal Administrative Activities

Designated school staff shall document, on a time survey form, the amount of time spent on activities identified by DHCS which are related to the administration of the Medi-Cal program. Such activities include, but are not be limited to, outreach, referral of health and mental health services, translation services, facilitation of applications, scheduling and arranging emergency and medical transportation of eligible individuals, contracting for services, program planning and policy development, claims administration, and general administration.

The Superintendent or designee shall, on a quarterly basis, submit an invoice to the local educational consortium or local governmental agency through which the district has contracted to receive reimbursement.

Staff responsible for completing the time survey shall annually participate in training regarding eligible activities and the time survey methodology, and shall receive additional training whenever there are changes or updates in administrative claiming categories and activities. New or reassigned staff shall receive training before beginning their duties completing time surveys.

The Superintendent or designee shall maintain an audit file containing original time survey documentation and other records specified by DHCS. Such documentation shall be kept for three years after the end of the quarter in which expenditures were incurred or, if an audit is in progress, until the completion of the audit.

Regulation
approved:

MADERA UNIFIED SCHOOL DISTRICT
Madera, California

SUSPENSION AND EXPULSION/DUE PROCESS

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)
(cf. 5144 - Discipline)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law and administrative regulation.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Except for single acts of a grave nature or offenses for which suspension or expulsion is required by law, suspension or expulsion shall be used only when the student involved has a history of misconduct and other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to himself/herself or others.

To correct the behavior of students who are subject to discipline, the Superintendent or designee, to the extent allowed by law, shall use alternative disciplinary measures that keep students in school during the school day.

(cf. 1020 - Youth Services)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

Alternatives to suspension or expulsion also shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

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

Removal from Class by a Teacher and Parental Attendance

When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. (Education Code 48900.1)

Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and his/her parents/guardians and to improve classroom behavior.

Any teacher requiring parental attendance pursuant to this policy shall apply the policy uniformly to all students within the classroom. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is required pursuant to law. (Education Code 48900.1)

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

When a parent/guardian does not respond to the request to attend school, the principal or designee shall contact him/her by telephone, mail, or other means that maintains the confidentiality of the student's records.

(cf. 5125 - Student Records)

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

(cf. 5145.6 - Parental Notifications)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)**Decision Not to Enforce Expulsion Order**

In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order shall not be suspended by the Board. In all other cases of expulsion, the order for expulsion may be suspended by the Board, on case-by-case basis, pursuant to the requirements of law and administrative regulation.

*Legal Reference:***EDUCATION CODE***212.5 Sexual harassment**1981 Enrollment of students in community school**17292.5 Program for expelled students**32261 Interagency School Safety Demonstration Act of 1985**35146 Closed sessions (re suspensions)**35291 Rules (for government and discipline of schools)**35291.5 Rules and procedures on school discipline**48660-48667 Community day schools**48900-48927 Suspension and expulsion**48950 Speech and other communication**49073-49079 Privacy of student records***CIVIL CODE***47 Privileged communication**48.8 Defamation liability***CODE OF CIVIL PROCEDURE***1985-1997 Subpoenas; means of production***GOVERNMENT CODE***11455.20 Contempt**54950-54963 Ralph M. Brown Act***HEALTH AND SAFETY CODE***11014.5 Drug paraphernalia**11053-11058 Standards and schedules***LABOR CODE***230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child***PENAL CODE***31 Principal of a crime, defined**240 Assault defined**241.2 Assault fines**242 Battery defined**243.2 Battery on school property**243.4 Sexual battery**245 Assault with deadly weapon**245.6 Hazing**261 Rape defined**266c Unlawful sexual intercourse**286 Sodomy defined**288 Lewd or lascivious acts with child under age 14**Legal Reference continued: (see next page)*

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference: (continued)

288a Oral copulation

289 Penetration of genital or anal openings

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

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7151 Gun free schools

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Civil Rights Data Collection Summary, March 2012

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California Attorney General's Office: <http://www.oag.ca.gov>

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

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdoc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools:
<http://www.ed.gov/about/offices/list/osdfs>

Policy
adopted:

MADERA UNIFIED SCHOOL DISTRICT
Madera, California

SUSPENSION AND EXPULSION/DUE PROCESS**Definitions**

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(u))

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion

Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense. (Education Code 48900(a))

A student who *aids* or *abets* the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))
7. Stole or attempted to steal school property or private property. (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

12. Knowingly received stolen school property or private property. (Education Code 48900(l))
13. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or pre initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. *Hazing* does not include athletic events or school-sanctioned events. (Education Code 48900(q))

18. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A *terrorist threat* includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - *Sexual Harassment*)

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - *Hate-Motivated Behavior*)

21. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - *Nondiscrimination/Harassment*)

22. Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel. (Education Code 48900(r))

Bullying means one or more acts by a student or group of students that constitute sexual harassment pursuant to Education Code 48900.2, as defined in item #19 above; hate violence pursuant to Education Code 48900.3, as defined in item #20 above; or harassment, threats, or intimidation pursuant to Education Code 48900.4, as defined in item #21 above. (Education Code 32261)

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. (Education Code 32261)

(cf. 1114 - *District-Sponsored Social Media*)

(cf. 5131.2 - *Bullying*)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following: (Education Code 48900)

1. While on school grounds.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

2. While going to or coming from school.

(cf. 5131.1 - Bus Conduct)

3. During the lunch period, whether on or off the school campus.

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity.

Removal from Class by a Teacher and Parental Attendance

A teacher may remove any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

When removing a student from his/her class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Pursuant to Board policy, a teacher may require the parent/guardian of a student whom the teacher has removed to attend a portion of a school day in his/her child's classroom. When a

teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date.
2. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student.
3. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1.

Suspension by Superintendent, Principal, or Designee

The Superintendent, principal, or designee may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above. A student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

However, the Superintendent, principal, or designee may impose a suspension upon a first offense if he/she determines that the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

In addition, the Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife as defined in Education Code 48915(g).
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
5. Possessing an explosive as defined in 18 USC 921

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about his/her child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911)

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

For all other grounds listed above under "Grounds for Suspension and Expulsion," the Board shall order a student expelled upon the recommendation of the Superintendent, principal, or designee, only if the Board makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Mandatory Recommendation for Expulsion

Unless the Superintendent, principal, or designee finds that expulsion is inappropriate due to particular circumstances, the Superintendent, principal, or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence.
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed under "Grounds for Suspension and Expulsion." (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

After a determination that one of the grounds listed above under "Grounds for Suspension and Expulsion" has occurred, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion. The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing.
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies.
3. Have a closed hearing during the time he/she testifies.

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Conduct of Expulsion Hearing

1. **Closed Session:** Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. **Subpoenas:** Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. **Presentation of Evidence:** Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. **Testimony by Complaining Witnesses:** The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
 - a. Any complaining witness shall be given five days' notice before being called to testify.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

- (c) Permit one of the support persons to accompany the complaining witness to the witness stand.

- 6. **Decision:** The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers, and with the student's parent/guardian. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)**Final Action by the Board**

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission.
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs.

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian. (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board of Education. (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion. (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1. (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior.
2. The seriousness of the misconduct.
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems.
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site.
3. Not housed at the school site attended by the student at the time of suspension.

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #19-21 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

(cf. 5125 - Student Records)

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

Outcome Data

The Superintendent or designee shall maintain the following data: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion.
2. The specific grounds for each recommended expulsion.
3. Whether the student was subsequently expelled.
4. Whether the expulsion order was suspended.
5. The type of referral made after the expulsion.
6. The disposition of the student after the end of the expulsion period.

Regulation
approved:

MADERA UNIFIED SCHOOL DISTRICT
Madera, California

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

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

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A *change of placement* shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
 - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930.
2. Knowingly possesses or uses illegal drugs.
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V.
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365.

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531).

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530).

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530).

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. **Notice:** On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. **Manifestation Determination Review:** Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability.
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies.

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. **Determination that Behavior is a Manifestation of the Student's Disability:** When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES)
(continued)

intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. **Determination that Behavior is Not a Manifestation of the Student's Disability:**
When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES)
(continued)

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had *knowledge* of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - *Identification and Evaluation of Individuals for Special Education*)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Legal Reference:

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35146 *Closed sessions re: suspensions*

35291 *Rules of governing board*

48203 *Reports of severance of attendance of disabled students*

48900-48925 *Suspension and expulsion*

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES)
(continued)

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49076 Access to student records
56000 Special education; legislative findings and declarations
56320 Educational needs; requirements
56321 Development or revision of individualized education program
56329 Independent educational assessment
56340-56347 Individualized education program teams
56505 State hearing
PENAL CODE
245 Assault with deadly weapon
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act
626.10 Dirks, daggers, knives, razors, or stun guns
UNITED STATES CODE, TITLE 18
930 Weapons
1365 Serious bodily injury
UNITED STATES CODE, TITLE 20
1412 State eligibility
1415 Procedural safeguards
UNITED STATES CODE, TITLE 21
812 Controlled substances
UNITED STATES CODE, TITLE 29
706 Definitions
794 Rehabilitation Act of 1973, Section 504
CODE OF FEDERAL REGULATIONS, TITLE 34
104.35 Evaluation and placement
104.36 Procedural safeguards
300.1-300.818 Assistance to states for the education of students with disabilities, especially:
300.530-300.537 Discipline procedures
COURT DECISIONS
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Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845
WEB SITES
California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>
U.S. Department of Education, Office of Special Education Programs:
<http://www.ed.gov/about/offices/list/osep>

Regulation
approved: December 13, 2011
revised:

MADERA UNIFIED SCHOOL DISTRICT
Madera, California

NONDISCRIMINATION/HARASSMENT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

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

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall provide age-appropriate training and information to students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

In providing instruction, guidance, supervision, or other services to district students, employees and volunteers shall carefully guard against segregating or stereotyping students.

(cf. 1240 - Volunteer Assistance)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

NONDISCRIMINATION/HARASSMENT (continued)

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21- Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

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

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

(cf. 5145.2 - Freedom of Speech/Expression)

Grievance Procedures

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the district's nondiscrimination policies:

*Human Resources
1902 Howard Road
Madera, CA 93637
559-675-4500*

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying shall report the incident to the Coordinator or principal, whether or not the victim files a complaint

NONDISCRIMINATION/HARASSMENT (continued)

In addition, the employee shall immediately intervene when safe to do so. (Education Code 234.1)

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

(cf. 5145.7 - Sexual Harassment)

Within 30 days of receiving the district's report, the complainant may appeal to the Board if he/she disagrees with the resolution of the complaint. The Board shall make a decision at its next regular meeting and its decision shall be final.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 6163.4 - Student Use of Technology)

When required pursuant to Education Code 48985, complaint forms shall be translated into the student's primary language.

Legal Reference: (see next page)

NONDISCRIMINATION/HARASSMENT (continued)

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination*
48900.3 *Suspension or expulsion for act of hate violence*
48900.4 *Suspension or expulsion for threats or harassment*
48904 *Liability of parent/guardian for willful student misconduct*
48907 *Student exercise of free expression*
48950 *Freedom of speech*
48985 *Translation of notices*
49020-49023 *Athletic programs*
51500 *Prohibited instruction or activity*
51501 *Prohibited means of instruction*
60044 *Prohibited instructional materials*

CIVIL CODE

1714.1 *Liability of parents/guardians for willful misconduct of minor*

PENAL CODE

422.55 *Definition of hate crime*
422.6 *Crimes, harassment*

CODE OF REGULATIONS, TITLE 5

4600-4687 *Uniform Complaint Procedures*
4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

1681-1688 *Title IX of the Education Amendments of 1972*

UNITED STATES CODE, TITLE 42

2000d-2000e-17 *Title VI and Title VII Civil Rights Act of 1964, as amended*
2000h-2-2000h-6 *Title IX of the Civil Rights Act of 1964*

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 *Prohibition of discrimination on basis of race, color or national origin*
104.7 *Designation of responsible employee for Section 504*
106.8 *Designation of responsible employee for Title IX*
106.9 *Notification of nondiscrimination on basis of sex*

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources: (see next page)

NONDISCRIMINATION/HARASSMENT (continued)

Management Resources:

CSBA PUBLICATIONS

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

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

California Student Safety and Violence Prevention - Laws and Regulations, April 2004

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

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

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

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

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

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendment.org>

National School Boards Association: <http://www.nsba.org>

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

Policy
adopted:

MADERA UNIFIED SCHOOL DISTRICT
Madera, California

Students

Parental Notifications

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years.

Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 and Government Code 17581.5 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under those section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

*** Note: The following exhibit lists those notices which the law requires be provided to parents/guardians. Unless otherwise indicated, code numbers below refer to Education Code sections.***

I. Annually

When to notify: Beginning of each school year
Education or other legal code: 17612, 48980.3
Board Policy/Administrative Regulation: AR 3514.2
Subject: Use of pesticide product, active ingredients, Internet address to access information

When to notify: Annually by February 1
Education or other legal code: 35256
Board Policy/Administrative Regulation: BP 0510
Subject: School Accountability Report Card provided

When to notify: Beginning of each school year
Education or other legal code: 35291, 48980
Board Policy/Administrative Regulation: AR 5144, AR 5144.1
Subject: District and site discipline rules

When to notify: Beginning of each school year
Education or other legal code: 46010.1
Board Policy/Administrative Regulation: BP 5113
Subject: Absence for confidential medical services

When to notify: Beginning of each school year
Education or other legal code: 48980

Parental Notifications (continued)

Board Policy/Administrative Regulation: BP 6111

Subject: Schedule of minimum days

When to notify: Beginning of each school year

Education or other legal code: 48980, 231.5; 5 CCR 4917

Board Policy/Administrative Regulation: AR 5145.7

Subject: Sexual harassment policy as related to students

When to notify: Beginning of each school year

Education or other legal code: 48980, 32255-32255.6

Board Policy/Administrative Regulation: AR 5145.8

Subject: Right to refrain from harmful or destructive use of animals

When to notify: Beginning of each school year

Education or other legal code: 48980, 35160.5, 46600-46611, 48204

Board Policy/Administrative Regulation: AR 5111.1, AR 5116.1, AR 5117

Subject: All statutory attendance options, available local attendance options, options for meeting residency

When to notify: Beginning of each school year

Education or other legal code: 48980, 46014

Board Policy/Administrative Regulation: BP 5113,m AR 5113

Subject: Absence for religious purposes, if Board has adopted resolution allowing such absence

When to notify: Beginning of each school year

Education or other legal code: 48980, 48205

Board Policy/Administrative Regulation: BP 5113, AR 5113, AR 6154

Subject: Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed

When to notify: Beginning of each school year

Education or other legal code: 48980, 48206.3, 48207, 48208

Board Policy/Administrative Regulation: AR 6183

Subject: Availability of home/hospital instruction for students with temporary disabilities

When to notify: Beginning of each school year

Education or other legal code: 48980, 49403

Board Policy/Administrative Regulation: BP 5141.31

Subject: Consent to school immunization program

When to notify: Beginning of each school year

Education or other legal code: 48980, 49423, 49480

Parental Notifications (continued)

Board Policy/Administrative Regulation: AR 5141.21
Subject: Administration of prescribed medication

When to notify: Beginning of each school year
Education or other legal code: 48980, 49451; 20 USC 1232h
Board Policy/Administrative Regulation: AR 5141.3
Subject: Right to refuse consent to physical examination

When to notify: Beginning of each school year
Education or other legal code: 48980, 49472
Board Policy/Administrative Regulation: BP 5143
Subject: Availability of insurance

When to notify: Beginning of each school year
Education or other legal code: 49063
Board Policy/Administrative Regulation: AR 5125, AR 5125.3
Subject: Challenge, review, and expunging of records

When to notify: Beginning of each school year
Education or other legal code: 49063, 49069; 20 USC 1232g; 34 CFR 99.7
Board Policy/Administrative Regulation: AR 5125
Subject: Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria to determine legitimate educational interest, course prospectus availability

When to notify: Beginning of each school year
Education or other legal code: 49063, 49073; 20 USC 1232g; 34 CFR 99.37
Board Policy/Administrative Regulation: AR 5125.1
Subject: Release of directory information

When to notify: Beginning of each school year
Education or other legal code: 49520, 48980; 42 USC 1758; 7 CFR 245.5
Board Policy/Administrative Regulation: AR 3553
Subject: Free and reduced price meals

When to notify: Annually
Education or other legal code: 56301
Board Policy/Administrative Regulation: BP 6164.4
Subject: Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment

Parental Notifications (continued)

When to notify: Beginning of each school year
Education or other legal code: 58501, 48980
Board Policy/Administrative Regulation: AR 6181
Subject: Alternative schools

When to notify: Annually
Education or other legal code: Health & Safety Code 104855
Board Policy/Administrative Regulation: AR 5141.6
Subject: Availability of dental fluoride treatment; opportunity to accept or deny treatment

When to notify: Annually
Education or other legal code: 5 CCR 4622
Board Policy/Administrative Regulation: AR 1312.3
Subject: Uniform complaint procedures, available appeals, civil law remedies, and identity of coordinator

When to notify: Beginning of each school year
Education or other legal code: 20 USC 1232h
AR 5022, BP 6162.8
Subject: Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities

When to notify: Beginning of each school year, if district receives Title I funds
Education or other legal code: 20 USC 6311; 34 CFR 200.61
Board Policy/Administrative Regulation: AR 4112.24, AR 4222
Subject: Right to request information re: professional qualifications of child's teacher and paraprofessional

When to notify: Annually, if district schools have been identified for program improvement or corrective action
Education or other legal code: 20 USC 6316
Board Policy/Administrative Regulation: AR 0520.2
Subject: Availability of supplemental educational services, identity of providers, description of services, qualifications, effectiveness of providers

When to notify: Beginning of each school year
Education or other legal code: 34 CFR 104.8, 106.9
Board Policy/Administrative Regulation: BP 0410, BP 6178
Subject: Nondiscrimination

Parental Notifications (continued)

When to notify: Annually to parent, teacher, and employee organizations or, in their absence, individuals
Education or other legal code: 40 CFR 763.84, 763.93
Board Policy/Administrative Regulation: AR 3514
Subject: Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

II. At Specific Times During the Student's Academic Career

When to notify: Beginning in grade 7, at least once prior to course selection and career counseling
Education or other legal code: 221.5, 48980
Board Policy/Administrative Regulation: AR 6164.2
Subject: Course selection and selection and career counseling

When to notify: When child first enrolls in a public school, if the school offers a fingerprinting program
Education or other legal code: 32390, 48980
Board Policy/Administrative Regulation: AR 5142.1
Subject: Fingerprinting program

When to notify: Upon registration in K-6, if students have not previously been transported
Education or other legal code: 39831.5
Board Policy/Administrative Regulation: AR 3543
Subject: School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops

When to notify: Beginning of each school year for high school students, if high school is open campus
Education or other legal code: 44808.5, 48980
Board Policy/Administrative Regulation: AR 5112.5
Subject: students have not previously Open campus

When to notify: Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement
Education or other legal code: 48980, 51225.3
Board Policy/Administrative Regulation: AR 6146.1
Subject: How each high school graduation requirement does or does not satisfy college entrance a-g course criteria; list of district CTE courses that satisfy a-g course criteria

When to notify: Beginning of each school year, for high school students
Education or other legal code: 48980, 52244
Board Policy/Administrative Regulation: AR 6141.5
Subject: Availability of state funds to cover costs of advanced placement exam fees

Parental Notifications (continued)

When to notify: Beginning of each school year in grades 9-12 and when high school student transfers into the district

Education or other legal code: 48980, 60850

Board Policy/Administrative Regulation: AR 6162.52

Subject: Requirement to pass the high school exit exam including: date of exam, requirements for passing, consequences of not passing, and that passing is a condition of graduation

When to notify: When students entering grade 7

Education or other legal code: 49452.7

Board Policy/Administrative Regulation: AR 5141.3

Subject: Specified information on type 2 diabetes

When to notify: When in kindergarten, or first grade if not previously enrolled in public school

Education or other legal code: 49452.8

Board Policy/Administrative Regulation: AR 5141.32

Subject: Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights

When to notify: Beginning of each school year for students in grades 9-12

Education or other legal code: 51229, 48980

Board Policy/Administrative Regulation: AR 6143

Subject: College admission requirements, UC and CSU web sites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors

When to notify: Beginning of each school year for students in grades 7-12

Education or other legal code: 51938, 48980

Board Policy/Administrative Regulation: AR 6142.1

Subject: Explanation of sex and HIV/AIDS instruction; right to view A/V materials, who's teaching, request specific Education Code sections, right to excuse

When to notify: Within 20 working days of receiving results of standardized achievement tests

Education or other legal code: 60641; 5 CCR 863

Board Policy/Administrative Regulation: AR 6162.51

Subject: Results of tests; test purpose, individual score and intended use

When to notify: When child is enrolled in kindergarten

Education or other legal code: Health & Safety Code 124100

Board Policy/Administrative Regulation: AR 5141.32

Subject: Health screening examination

Parental Notifications (continued)

When to notify: To students in grades 11-12, early enough to enable registration for fall test

Education or other legal code: 5 CCR 11523

Board Policy/Administrative Regulation: AR 6146.2

Subject: Notice of proficiency examination provided under Education Code 48412

When to notify: To secondary students, if district receives Title I funds

Education or other legal code: 20 USC 7908

Board Policy/Administrative Regulation: AR 5125.1

Subject: Notice that parents may request district to not release name, address, phone number of child to military recruiters without prior written consent

III. When Special Circumstances Occur

When to notify: Upon receipt of a complaint alleging discrimination

Education or other legal code: 262.3

Board Policy/Administrative Regulation: AR 1312.3

Subject: Civil law remedies available to complainants

When to notify: When student has been placed in structured English immersion program

Education or other legal code: 310, 5 CCR 11309

Board Policy/Administrative Regulation: AR 6174

Subject: Placement of child in program and opportunity to apply for parental exception waiver

When to notify: When student is identified as English learner and district receives Title III funds, not 440; later than 30 days after beginning of school year

Education or other legal code: 20 USC 7012

Board Policy/Administrative Regulation: AR 6174

Subject: Student's identification for program for English learners; any failure of district to meet annual measurable achievement objectives

When to notify: Before high school student attends specialized secondary program on a university campus

Education or other legal code: 17288

Board Policy/Administrative Regulation: None

Subject: University campus buildings may not meet Education Code requirements for structural safety

When to notify: At least 72 hours before use of pesticide product use of pesticide product not included in annual list

Education or other legal code: 17612

Board Policy/Administrative Regulation: AR 3514.2

Subject: Intended use of pesticide product

Parental Notifications (continued)

When to notify: To members of athletic teams

Education or other legal code: 32221.5

Board Policy/Administrative Regulation: AR 5143

Subject: Offer of insurance; no-cost and low-cost program options

If school has lost its WASC accreditation status

Education or other legal code: 35178.4

Board Policy/Administrative Regulation: BP 6190

Subject: Loss of status, potential consequences

When to notify: At least six months before implementing a schoolwide uniform policy

Education or other legal code: 35183

Board Policy/Administrative Regulation: AR 5132

Subject: Dress code policy requiring schoolwide uniform

When to notify: Beginning of each term, when student has not passed the exit exam by the end of grade 12

Education or other legal code: 37254

AR 6179

Subject: Availability of intensive instruction and services for two consecutive academic years and right to file complaint

When to notify: Before implementing a year-round schedule

Education or other legal code: 37616

Board Policy/Administrative Regulation: BP 6117

Subject: Year-round schedule

When to notify: When interdistrict transfer is requested and not approved or denied within 30 days

Education or other legal code: 46601

Board Policy/Administrative Regulation: AR 5117

Subject: Appeal process

When to notify: Before early entry to kindergarten, if offered

Education or other legal code: 48000

Board Policy/Administrative Regulation: AR 5111

Subject: Effects, advantages and disadvantages of early entry

When to notify: When student identified as being at risk of retention

Education or other legal code: 48070.5

Board Policy/Administrative Regulation: AR 5123

Subject: Student at risk of retention

Parental Notifications (continued)

When to notify: When student excluded due to quarantine, contagious or infectious disease, danger to safety or health

Education or other legal code: 48213

Board Policy/Administrative Regulation: AR 5112.2, BP 5141.33

Subject: Student has been excluded from school

When to notify: Before student is excluded for lack of immunization

Education or other legal code: 48216

Board Policy/Administrative Regulation: AR 5141.31

Subject: Two weeks to submit evidence of immunization or exemption; referral to medical care

When to notify: When a student is classified a truant

Education or other legal code: 48260.5, 48262

Board Policy/Administrative Regulation: AR 5113.1

Subject: Truancy, parental obligation, availability of alternative programs, student consequences, need for conference

When to notify: When a truant is referred to a SARB or probation department

Education or other legal code: 48263

Board Policy/Administrative Regulation: AR 5113.1

Subject: Name and address of SARB or probation department and reason for referral

When to notify: When a school is identified on the state's Open Enrollment List

Education or other legal code: 48354; 5 CCR 4702

Board Policy/Administrative Regulation: AR 5118

Subject: Student's option to transfer to another school

When to notify: Within 60 days of receiving application for transfer out of open enrollment school

Education or other legal code: 48357; 5 CCR 4702

Board Policy/Administrative Regulation: AR 5118

Subject: Whether student's transfer application is accepted or rejected; reasons for rejection

When to notify: Prior to involuntary transfer prior to continuation school

Education or other legal code: 48432.5

Board Policy/Administrative Regulation: AR 6184

Subject: Right to require meeting to involuntary transfer to continuation school

When to notify: When student is removed from class and teacher requires parental attendance at school

Education or other legal code: 48900.1

Board Policy/Administrative Regulation: BP 5144.1, AR 5144.1

Subject: Parental attendance required; timeline for attendance

Parental Notifications (continued)

When to notify: Prior to withholding grades, diplomas, or transcripts

Education or other legal code: 48904

Board Policy/Administrative Regulation: AR 5125.2

Subject: Damaged school property

When to notify: When withholding grades, diplomas or transcripts from transferring student

Education or other legal code: 48904.3

Board Policy/Administrative Regulation: AR 5125.2

Subject: Next school will continue withholding grades, diplomas, or transcripts

When to notify: When student is released to peace officer

Education or other legal code: 48906

Board Policy/Administrative Regulation: BP 5145.11

Subject: Release of student to peace officer

When to notify: At time of suspension

Education or other legal code: 48911

Board Policy/Administrative Regulation: BP 5144.1, AR 5144.1

Subject: Notice of suspension

When to notify: When original period of suspension is extended

Education or other legal code: 48911

Board Policy/Administrative Regulation: AR 5144.1

Subject: Extension of suspension

When to notify: Before holding a closed session re: suspension

Education or other legal code: 48912

Board Policy/Administrative Regulation: AR 5144.1

Subject: Intent to hold a closed session re: suspension

When to notify: When student expelled from another district for certain acts seeks admission

Education or other legal code: 48915.1, 48918

Board Policy/Administrative Regulation: BP 5119

Subject: Hearing re: possible danger presented by expelled student

When to notify: When readmission is denied

Education or other legal code: 48916

Board Policy/Administrative Regulation: AR 5144.1

Subject: Reasons for denial; determination of assigned program

Parental Notifications (continued)

When to notify: When expulsion occurs
Education or other legal code: 48916
Board Policy/Administrative Regulation: AR 5144.1
Subject: Description of readmission procedures

When to notify: 10 calendar days before expulsion hearing
Education or other legal code: 48918
Board Policy/Administrative Regulation: AR 5144.1
Subject: Notice of expulsion hearing

When to notify: When expulsion or suspension of expulsion occurs
Education or other legal code: 48918
Board Policy/Administrative Regulation: AR 5144.1
Subject: Decision to expel; right to appeal to county board; obligation to inform new district of status

When to notify: One month before the scheduled minimum day
Education or other legal code: 48980
Board Policy/Administrative Regulation: BP 6111
Subject: When minimum days scheduled after beginning of the school year

When to notify: When parents request guidelines for filing complaint of child abuse at a school site
Education or other legal code: 48987
Board Policy/Administrative Regulation: AR 5141.4
Subject: Guidelines for filing complaint of child abuse at a school site with local child protective agencies

When student in danger of failing a course
Education or other legal code: 49067
Board Policy/Administrative Regulation: AR 5121
Subject: Student in danger of failing a course

When student transfers from another district or private school
Education or other legal code: 49068
Board Policy/Administrative Regulation: AR 5125
Subject: Right to receive copy of student's record and to challenge its content

When to notify: Within 24 hours of release of information to a judge or probation officer
Education or other legal code: 49076
Board Policy/Administrative Regulation: AR 5125
Subject: Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition

Parental Notifications (continued)

When to notify: Before release of information pursuant to court order or subpoena

Education or other legal code: 49077

Board Policy/Administrative Regulation: AR 5125

Subject: Release of information pursuant to court order or subpoena

When to notify: When screening results in suspicion that student has scoliosis

Education or other legal code: 49452.5

Board Policy/Administrative Regulation: AR 5141.3

Subject: Scoliosis screening

When to notify: When test results in discovery of visual or hearing defects

Education or other legal code: 49456

Board Policy/Administrative Regulation: AR 5141.3

Subject: Vision or hearing test

When to notify: Annually to parents/guardians of student athletes before their first practice or competition

Education or other legal code: 49475

Board Policy/Administrative Regulation: AR 6145.2

Subject: Information on concussions and head injuries

When to notify: Before any test questioning personal beliefs

Education or other legal code: 51513

Board Policy/Administrative Regulation: AR 5022

Subject: Permission for test, survey questioning personal beliefs

When to notify: Within 14 days of instruction if arrangement made for guest speaker after beginning of school year

Education or other legal code: 51938 AR

Board Policy/Administrative Regulation: 6142.1

Subject: Instruction in HIV/AIDS or sexual health education by guest speaker or outside consultant

When to notify: Prior to administering survey regarding health risks and behaviors to students in 7-12

Education or other legal code: 51938

Board Policy/Administrative Regulation: AR 5022

Subject: Notice that the survey will be administered

When to notify: Upon assessment and reassessment of English proficiency and enrollment in program of education for English language learners

Education or other legal code: 52164.1, 52164.3, 52173; 5 CCR 11303

Parental Notifications (continued)

Board Policy/Administrative Regulation: AR 6174
Subject: Assessment results; program of education for English language learners

When to notify: When migrant education program is established
Education or other legal code: 54444.2
Board Policy/Administrative Regulation: BP 6175, AR 6175
Subject: Parent advisory council membership composition

When to notify: When child participates in licensed child care and development program
Education or other legal code: Health & Safety Code 1596.857
Board Policy/Administrative Regulation: AR 5148
Subject: Parent right to enter facility

When to notify: When sharing student immunization information with an immunization system
Education or other legal code: Health & Safety Code 120440
Board Policy/Administrative Regulation: AR 5125
Subject: Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share

When to notify: When hearing is requested by person asked to leave school premises
Education or other legal code: Penal Code 627.5
Board Policy/Administrative Regulation: AR 3515.2
Subject: Notice of hearing

When to notify: Prior to student participation in gifted and talented program
Education or other legal code: 5 CCR 3831
Board Policy/Administrative Regulation: AR 6172
Subject: Gifted and talented student program

When to notify: When providing written decision in response to a complaint re: discrimination; special education, or noncompliance with law regulating educational programs
Education or other legal code: 5 CCR 4631
Board Policy/Administrative Regulation: AR 1312.3
Subject: Appeal rights and procedures

When to notify: Within 30 calendar days of receipt of CELDT results
Education or other legal code: 5 CCR 11511.5
Board Policy/Administrative Regulation: AR 6174
Subject: CELDT test results

When to notify: When child participates in licensed child care and development program
Education or other legal code: 5 CCR 18066

Parental Notifications (continued)

Board Policy/Administrative Regulation: AR 5148
Subject: Policies re: unexcused absences

When to notify: When district substantively changes policy on student privacy rights
Education or other legal code: 20 USC 1232h
Board Policy/Administrative Regulation: AR 5022
Subject: Notice of any substantive change in policy or regulation

When to notify: For districts receiving Title I funds, when child has been taught for four or more consecutive weeks by a teacher who is not "highly qualified"
Education or other legal code: 20 USC 6311
Board Policy/Administrative Regulation: AR 4112.24
Subject: Timely notice to parent of child's assignment

When to notify: When school identified for program improvement or corrective action, within 30 days of failure to make annual yearly progress
Education or other legal code: 20 USC 6312
Board Policy/Administrative Regulation: AR 0520.2
Subject: Notice of failure to parents of English language learners

When to notify: For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents of English learners
Education or other legal code: 20 USC 6312
Board Policy/Administrative Regulation: AR 6174
Subject: Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose another program

When to notify: When school identified for program improvement or corrective action
Education or other legal code: 20 USC 6316
Board Policy/Administrative Regulation: AR 0520.2, AR 5116.1
Subject: Explanation of identification, reasons, how problem will be addressed, how parents can become involved, transfer option, availability of supplemental services

When to notify: When district identified for program improvement
Education or other legal code: 20 USC 6316
Board Policy/Administrative Regulation: AR 0520.3
Subject: Explanation status, reasons for identification, how parents can participate in upgrading district

When to notify: For schools receiving Title I funds, upon development of parent involvement policy
Education or other legal code: 20 USC 6318
Board Policy/Administrative Regulation: AR 6020
Subject: Notice of policy

Parental Notifications (continued)

When to notify: When household is selected for verification of eligibility for free or reduced-price meals

Education or other legal code: 42 USC 1758; 7 CFR 246.6a

Board Policy/Administrative Regulation: AR 3553

Subject: Notice of need to submit verification information; any subsequent change in benefits; right to appeal

When to notify: When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30

Education or other legal code: 34 CFR 99.34

Board Policy/Administrative Regulation: AR 5125

Subject: Right to review records

IV. Special Education Notices

When to notify: Prior to conducting initial evaluation

Education or other legal code: 56301, 56321, 56321.5, 56321.6, 56329; 34 CFR 300.502

Board Policy/Administrative Regulation: AR 6164.4

Subject: Proposed evaluation plan, related parental rights, prior written notice

When to notify: 24 hours before IEP when district intending to record

Education or other legal code: 56341.1, 34 CFR 300.322

Board Policy/Administrative Regulation: AR 6159

Subject: Intention to audio-record IEP meeting

When to notify: Early enough to ensure opportunity for parent to attend IEP meeting

Education or other legal code: 56341.5;

Board Policy/Administrative Regulation: AR 6159

Subject: Time, purpose, location, who in attendance, participation of others with special knowledge, transition statements if appropriate

When to notify: When parent orally requests review of IEP

Education or other legal code: 56343.5

Board Policy/Administrative Regulation: AR 6159

Subject: Need for written request

When to notify: For student receiving exit exam waiver, prior to receipt of diploma

Education or other legal code: 60852.4

Board Policy/Administrative Regulation: AR 6162.52

Subject: Right to FAPE

When to notify: When student is selected to be assessed with the California Modified Assessment

Education or other legal code: 5 CCR 850

Parental Notifications (continued)

Board Policy/Administrative Regulation: AR 6162.51

Subject: Notice that the student's achievement will be measured based on modified achievement standard

When to notify: Before functional behavioral assessment begins

Education or other legal code: 5 CCR 3052

Board Policy/Administrative Regulation: AR 6159.4

Subject: Notification and consent

When to notify: Before modification of behavioral intervention plan

Education or other legal code: 5 CCR 3052

Board Policy/Administrative Regulation: AR 6159.4

Subject: Need for modification, right to question modification

When to notify: Within one school day of emergency intervention or serious property damage

Education or other legal code: 5 CCR 3052

Board Policy/Administrative Regulation: AR 6159.4

Subject: Emergency intervention

When to notify: Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services

Education or other legal code: 20 USC 1415(c); 34 CFR 300.300, 300.503

Board Policy/Administrative Regulation: AR 6159, AR 6159.1

Subject: Prior written notice

When to notify: Initial referral for evaluation

Education or other legal code: 20 USC 1415(d); 34 CFR 300.503

Board Policy/Administrative Regulation: AR 6159.1

Subject: Prior written notice and procedural safeguards notice

When to notify: Registration of complaint

Education or other legal code: 20 USC 1415(d); 34 CFR 300.504

Board Policy/Administrative Regulation: AR 6159.1

Subject: Procedural safeguards notice

When to notify: Disciplinary action taken for dangerous behavior

Education or other legal code: 20 USC 1415(k); 34 CFR 300.530

Board Policy/Administrative Regulation: AR 5144.2

Subject: Decision and procedural safeguards notice

When to notify: Suspension or change of placement for more than 10 days

Education or other legal code: 20 USC 1415(k); 34 CFR 300.530

Parental Notifications (continued)

Board Policy/Administrative Regulation: AR 5144.2

Subject: Decision and procedural safeguards notice

When to notify: Upon requesting a due process hearing

Education or other legal code: 20 USC 1415(k); 34 CFR 300.508

Board Policy/Administrative Regulation: AR 6159.1

Subject: Child's name, address, school, description of problem, proposed resolution

When to notify: Eligibility for services under Section 504

Education or other legal code: 34 CFR 104.32, 104.36

Board Policy/Administrative Regulation: AR 6164.6

Subject: Procedural safeguards, district responsibilities

V. Classroom Notices

When to notify: In each classroom in each school

Education or other legal code: 35186

Board Policy/Administrative Regulation: AR/E 1312.4

Subject: Complaint rights re: sufficiency of instructional materials, teacher vacancy and misassignment, maintenance of facilities, and, for classrooms with grades 10-12, right of students who did not pass exit exam to receive intensive instruction after grade 12

Exhibit

version: December 13, 2011

revised:

MADERA UNIFIED SCHOOL DISTRICT

Madera, California

SEXUAL HARASSMENT

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.
2. A clear message that students do not have to endure sexual harassment.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable.

Complaint Process

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

SEXUAL HARASSMENT (continued)

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

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

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

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

Legal Reference: (see next page)

SEXUAL HARASSMENT (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

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

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance, January 2001

WEB SITES

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

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

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

Policy
adopted: December 13, 2011
revised:

MADERA UNIFIED SCHOOL DISTRICT
Madera, California

SEXUAL HARASSMENT

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body or overly personal conversation.
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Massaging, grabbing, fondling, stroking, or brushing the body.

SEXUAL HARASSMENT (continued)

8. Touching an individual's body or clothes in a sexual way.
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex.
10. Displaying sexually suggestive objects.
11. Sexual assault, sexual battery, or sexual coercion.

School-Level Complaint Process/Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. **Notice and Receipt of Complaint:** Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.

In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.

2. **Initiation of Investigation:** The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.

SEXUAL HARASSMENT (continued)

3. **Initial Interview with Student:** When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.
4. **Investigation Process:** The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

5. **Interim Measures:** The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.
6. **Optional Mediation:** In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

(cf. 5138 - Conflict Resolution)

SEXUAL HARASSMENT (continued)

7. **Factors in Reaching a Determination:** In reaching a decision about the complaint, the Coordinator/Principal may take into account:

- a. Statements made by the persons identified above.
- b. The details and consistency of each person's account.
- c. Evidence of how the complaining student reacted to the incident.
- d. Evidence of any past instances of harassment by the alleged harasser.
- e. Evidence of any past harassment complaints that were found to be untrue.

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

- a. How the misconduct affected one or more students' education.
 - b. The type, frequency, and duration of the misconduct.
 - c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them.
 - d. The number of persons engaged in the harassing conduct and at whom the harassment was directed.
 - e. The size of the school, location of the incidents, and context in which they occurred.
 - f. Other incidents at the school involving different students.
8. **Written Report on Findings and Follow-Up:** No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken

SEXUAL HARASSMENT (continued)

to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti.

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment.

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action.

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

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

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

SEXUAL HARASSMENT (continued)

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year. (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites. (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session. (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct. (Education Code 231.5)
5. Be included in the student handbook.
6. Be provided to employees and employee organizations.

Regulation
approved: December 13, 2011
revised:

MADERA UNIFIED SCHOOL DISTRICT
Madera, California

Extracurricular And Cocurricular Activities

The Madera Unified School District Governing Board recognizes that extracurricular and cocurricular activities enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. The District shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

No extracurricular or cocurricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student's participation in an extracurricular or cocurricular activity be required or refused on those bases. Prerequisites for student participation in extracurricular and cocurricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity. (5 CCR 4925)

It is important that every student, coach and advisor be an exemplary role model for the school, community and each other, and that each student, coach and advisor reflect the strong value the Governing Board places upon character. The coach, advisor and student must recognize that the purpose of activities is to promote the physical, mental, moral, and emotional well being of the individual student. For all extracurricular and cocurricular activities at grades 7-12, including sports, the coach/advisor, student and parent shall sign and follow the District's Extracurricular and Cocurricular Code of Conduct, Exhibit 6145.

Students shall not be charged any fees in order to participate in extracurricular and cocurricular activities. It is the Governing Board's policy to offer opportunities for participation in extracurricular and cocurricular activities to students on as equal a basis as is practicable and in accordance with applicable federal and state laws. No District student's participation in extracurricular and cocurricular activities shall be required or refused based on the student's gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. (5 CCR 4925)

The Superintendent shall establish Administrative Regulations that set forth Codes of Conduct for coaches and advisors, students, parents, spectators and officials.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Any complaint regarding the District's athletic program shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Extracurricular And Cocurricular Activities (continued)*Legal Reference:***EDUCATION CODE**35145 *Public meetings*35160.5 *District policy rules and regulations; requirements; matters subject to regulation*35179 *Interscholastic athletics; associations or consortia*35181 *Students' responsibilities*48850 *Participation of foster youth in extracurricular activities and interscholastic sports*48930-48938 *Student organizations*49024 *Activity Supervisor Clearance Certificate*49700-49704 *Education of children of military families***CALIFORNIA CONSTITUTION**Article 9, Section 5 *Common school system***CODE OF REGULATIONS, TITLE 5**350 *Fees not permitted*4900-4965 *Nondiscrimination in elementary and secondary education programs receiving state financial assistance*5531 *Supervision of extracurricular activities of pupils***UNITED STATES CODE, TITLE 42**2000h-2-2000h-6 *Title IX, 1972 Education Act Amendments***COURT DECISIONS***Hartzell v. Connell, (1984) 35 Cal. 3d 899**Management Resources:***CSBA PUBLICATIONS***Student Fees Litigation Update, ELA Advisory, May 20, 2011***CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS***Pupil Fees, Deposits, or Other Charges, Fiscal Management Advisory 11-01, November 9, 2011***CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE***Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009***COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE****WEB SITES.**CSBA: <http://www.csba.org>California Association of Directors of Activities: <http://www.cadal.org>California Department of Education: <http://www.cde.ca.gov>Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy
 adopted: December 13, 2011
 revised:

MADERA UNIFIED SCHOOL DISTRICT
 Madera, California

Extracurricular And Cocurricular Activities**Definitions**

For purposes of applying eligibility criteria for student participation, extracurricular and cocurricular activities shall be defined as follows: (Education Code 35160.5)

1. Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit, do not take place during classroom time, and have all of the following characteristics:
 - a. The program is supervised or financed by the school district.
 - b. Students participating in the program represent the school district.
 - c. Students exercise some degree of freedom in the selection, planning, or control of the program.
 - d. The program includes both preparation for performance and performance before an audience or spectators.
2. Cocurricular activities are programs that may be associated with the curriculum in a regular classroom.

An activity is not an extracurricular or cocurricular activity if either of the following conditions applies: (Education Code 35160.5)

1. It is a teacher-graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.

(cf. 6143 - Courses of Study)
2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

Supervision

All extracurricular activities conducted under the name or auspices of a district school or any class or organization of the school, regardless of where the activities are held, shall be under the direct supervision of certificated employees. (5 CCR 5531)

Any noncertificated person working with students in a district-sponsored extracurricular student activity program shall possess an Activity Supervisor Clearance Certificate from the Commission on Teacher

Extracurricular And Cocurricular Activities (continued)

Credentialing or shall have cleared a Department of Justice and Federal Bureau of Investigation criminal background check prior to beginning his/her duties, in accordance with BP 4127/4227/4327 - Temporary Athletic Team Coaches. (Education Code 49024)

(cf. 1240 - Volunteer Assistance)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

(cf. 4212.5 - Criminal Record Check)

Extra-curricular and co-curricular activities in the District shall be conducted in accordance with the general program parameters.

General Program Parameters

1. Participation and Involvement.

Involve the participation of pertinent District staff, student and parents in the development and planning of a program or activity. School employees (if willing), facilities, supplies and equipment may be made available to support a program or activity.

2. Responsiveness

Be responsive to the articulated needs of students.

3. Guidance and Supervision

The principal or his or her designee shall be responsible for the organization of all student activities. The principal or vice principal shall provide adequate supervision, administer student finances, and approve all student activities with the assistance of delegated members of the faculty.

4. Guard Against Exploitation

Guard against the exploitation of students.

5. Continuing Evaluation

Provide for the continuing evaluation of the program or activity.

6. Open and Informed

Assure that all programs and activities are open to all students and that all students are fully informed of the opportunities open to them, except where eligibility requirements are necessary or desirable.

Extracurricular And Cocurricular Activities (continued)

7. Principles and Character

Reflect District principles and character, the role of students and coaches/advisor as role models, and guard against undue influence and the recruiting of participation from outside and within the District.

8. Compliance with School Rules

Ensure that all extracurricular and cocurricular program and activity advisors, coaches, and supervisors monitor compliance with and enforce school rules, including Board Policies and Administrative Regulations in a uniform manner at any and all program or activity events, meetings and functions. A violation of school rules by one or more students shall not be a basis for restricting the rights and opportunities of other students who have not violated the rule(s). These opportunities include, but are not limited to, continuing to conduct or attend meetings of any events or functions, any extracurricular and cocurricular activity. However, such opportunities may be restricted for all students in an extracurricular or cocurricular activity if multiple school rule violations create a pattern or practice, or there is wide spread student involvement in the violation(s), or there is a likelihood of a disruption on school campus or continued violation of school rules as determined by the Superintendent or designee. Any student who violates school rules may be subject to disciplinary action, including expulsion, suspension from school, or revocation of the privileges of participating in extracurricular and cocurricular activities.

9. Students with Disabilities

Provide extracurricular and cocurricular activities in such a manner as is necessary to afford students with exceptional needs an equal opportunity for participation in such services and activities.

10. Annual Notice of District Student Clubs

Require annual notice be sent to parent/guardian of each student regarding student clubs that the District recognizes at the student's school during the academic year. The parental notice form will list, without drawing attention to any particular club, all active student clubs at the pertinent school, with the club name, a brief description of the club prepared by the principal or designee, and the name of the club's advisor. The parental notice form will, without drawing attention to any particular club, advise the parent/guardian of his or her right to inform the school of any student club in which the parent/guardian does not wish his or her student to participate, advise the parent/guardian that consent will be presumed without written notice to the contrary.

The viewpoints and speech expressed at meetings of the student clubs do not necessarily reflect the views of Madera Unified School District or its Governing Board.

Extracurricular And Cocurricular Activities (continued)

If eligible under applicable District eligibility standards, a student will have the opportunity to join one or more such clubs and to attend and participate in the meetings of any club that he or she joins. However, the parent has the right to inform the school in writing of any particular student club in which they do not wish their child to participate. Consent to participate will be presumed without written notice to the contrary.

Eligibility Requirements**1. Academic Eligibility Grades 7-12**

To reflect the Board's desire that interscholastic athletics, extracurricular and cocurricular activities supplement, and not detract from, the academic achievement of District students, each program or activity for students in grades 7-12 shall include the following academic standards:

- a. Students participating in grades 9-12 cocurricular activities must be currently enrolled in the equivalent of 20 semester units of class work.
- b. Students participating in extracurricular and cocurricular activities must achieve a grade point average of 2.0 in each defined grading period preceding the period of participation.
- c. Two "F" grades in a grading period will result in ineligibility for the next quarter.
 - (1) The grades 7-8 eligibility-grading periods shall be the first quarter, second quarter, third quarter, and fourth quarter.
 - (2) The 9-12 eligibility-grading periods shall be the first quarter, fall semester, third quarter, and spring semester.
 - (3) The grading periods shall be considered consecutive and uninterrupted. Therefore, the last grading period of the previous year shall be the basis for determining eligibility for the start of the following year. This does not apply to incoming 7th Graders.
 - (4) The fourth quarter grade of the 7th grade year shall be the basis for determining first quarter eligibility for the following year for 8th grade students.
 - (5) The fourth quarter grade of the 8th grade year shall be the basis for determining first quarter eligibility for the following year for 9th grade students. For those entering 9th grade not meeting the academic eligibility, see "probationary periods."

Extracurricular And Cocurricular Activities (continued)

d. Summer School Grades:

Summer school grades shall be included to determine eligibility. In calculating eligibility, a summer school semester grade will replace the grade of a "like" semester course taken previously.

- (1) Grades/units earned in summer school classes, which do not replace grades, earned previously in "like" courses will be averaged with grades from the previous grading period (quarter grades in 7-8, fall and spring semester grades in 9-12).
- (2) Summer school grades shall not impair a student's academic eligibility achieved in the previous grading period (quarter in grades 7-8; semester in grades 9-12).
- (3) Notwithstanding the above, the eligibility date for each grading period will be the second Monday after the grading period ends. This shall apply to the student who is waiting to become eligible and to the student who is being declared ineligible.
- (4) An INCOMPLETE GRADE (1) will not be counted for eligibility purposes until that incomplete grade has been replaced by a permanent letter grade (within ten days after end of grading period) as per Madera Unified High School's policy.

e. Probationary Period Eligibility

- (1) The Superintendent or designee may authorize probation period of one quarter.
- (2) Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation in extracurricular or cocurricular activities.

2. Attendance Eligibility Grades 7-12

- a. A participant must attend school for a minimum of 4 periods or the equivalent on the day of or day prior if the event occurs on a Saturday or will be prohibited from participating in the activity. Administrative prior approval is required for an excused absence occurring the day of the event, or day prior if the event occurs on a Saturday.
- b. Attendance at practice, rehearsal, scrimmages, meetings, performances and games is compulsory. Absences not approved by the coach/advisor may result in disciplinary action and possible removal from the extracurricular or cocurricular activity.

Extracurricular And Cocurricular Activities (continued)

- c. Any participant who is suspended from school may not participate in any extracurricular or cocurricular event, practice, or rehearsal during the duration of the suspension.

3. Behavior Eligibility Grades 7-12

- a. Students in extracurricular or cocurricular activities must agree to and abide by all expectations and be subject to all consequences and eligibility requirements set forth in Extracurricular and Cocurricular Code of Conduct, which is set forth in the Exhibit to this Regulation.
- b. Definitions regarding the period of ineligibility defined in this extracurricular and CoCurricular code of conduct supersede those in the MUSD Student Behavior Manual. If the weeks of ineligibility are longer than the weeks remaining in the current school year, ineligibility will extend into the following school year.
- c. Review of violation of Extracurricular and Cocurricular Code of Conduct (Grades 9-12 ONLY)

- (1) An Extracurricular and Cocurricular Code of Conduct Appeals

Panel will be established at each school to hear appeals regarding disputed extra-curricular or co-curricular violations not covered by the Student Behavior Manual or Extracurricular and Cocurricular Code of Conduct.

- (2) The Extracurricular and Cocurricular Appeals Panel voting members shall be, the athletic director, activities director and an administrator/designee. Also may be in attendance, as non-voting members; a neutral coach or advisor selected by the athletic or activities director, a teacher selected by the principal, a counselor, the student, and the student's parent/s or guardians.
- (3) The hearing on a student's appeal shall be closed to the public and non-voting school and District staff and officials except as noted herein. The coach/coaches of the athlete involved should be in attendance as non-voting observers. All members of the Extracurricular and Cocurricular Appeals Panel must be present to hear and act on any appeal or case brought before them.
- (4) At the hearing, the athlete shall be informed of the reason for the disciplinary action and the evidence against him/her and the parent(s)/guardian(s) and participant shall be given an opportunity to present their version and evidence on their behalf.

Extracurricular And Cocurricular Activities (continued)

- (5) At the conclusion of the hearing, the Extracurricular and Cocurricular Appeals Panel will meet in closed session outside the presence of the student, his/her parents or guardians, and other non-voting school and District staff and officials permitted to attend the hearing for the purpose of deliberating and determining the Appeal Board's recommendation to the principal.
- (6) The chairperson of the Appeals Panel shall provide in a written report to the principal, the recommendation of the Extracurricular and Cocurricular Appeals Panel. The report must include the athlete's written statement and facts presented at the hearing.
- (7) After evaluating the recommendations of the Extracurricular and Cocurricular Appeals Panel, the principal will have the final decision regarding the appeal and will notify the participant, parents and the participant's program advisor or coach of the decision.
- (8) If the Extracurricular and Cocurricular Appeals Panel determines that the student should be recommended for ineligibility under this regulation, the Appeals Panel may recommend, permitting, the student to reduce up to half the non-privilege period if the student complies with the Appeal Board's recommended rehabilitation plan.
- (9) Simple traffic violations such as parking or speeding are not considered violations of the Code of Conduct for which extracurricular and cocurricular privileges may be revoked.
- (10) Students may be credited for non-privilege time served while waiting dispensation of a felony case. (The Appeals Panel may recommend the imposition of consequences of a misdemeanor offense for a potential felony matter pending the dispensation of the case in court. If the offense is upheld by the court as a felony conviction, the District's Governing Board may impose additional consequences.

d. Repeat Offenders

- (1) Code of Conduct under this policy and regulation violations are cumulative throughout a student's high school years.
- (2) When a student has a 2nd or 3rd hearing, even if it is for a different violation, they will face 2nd or 3rd time consequences.

e. Non-Privilege Duration

Extracurricular And Cocurricular Activities (continued)

- (1) The Extracurricular and Cocurricular Appeals Panel will recommend a minimum non-privilege time of ten (10) school days or fourteen (14) calendar days (the lesser of the two options) for each student appearing before them for whom extracurricular and cocurricular privilege revocation is recommended. The Appeals Panel may decide to permit the student to reduce up to half of this non-privilege period if the student completes an Appeals Panel rehabilitation plan/Work Back.
- (2) A student who has violated the Extracurricular and Cocurricular Code of Conduct is not to be allowed to participate during his/her first five days of non-privilege. If the non-privilege time is longer than ten (10) days, the Extracurricular and Cocurricular Appeals Panel will determine when the athlete can rejoin his/her team for practice.
- (3) "Work Back" is defined as two (2) hours of campus service equaling one (1) day of non-privilege.

f. Earning Back Time

Every two hours of work equals one day. Students may assist janitors, etc. Earning back time will be at the discretion of the site administrator and approved prior to accrual of hours. The administrator or designee must obtain documentation.

g. Probation

Students are not permitted consecutive quarters of probation.

Code of Conduct Matrix

Refer to Exhibit 6145, Extracurricular and Cocurricular Activities Code of Conduct Matrix

Regulation
approved: December 13, 2011
revised:

MADERA UNIFIED SCHOOL DISTRICT
Madera, California

INDIVIDUALIZED EDUCATION PROGRAM

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within district jurisdiction. The IEP shall be a written statement designed by the IEP team to meet the unique educational needs of a student with a disability. (Education Code 56344; 34 CFR 300.323)

Members of the IEP Team

The IEP team for any student with a disability shall include the following members: (Education Code 56341, 56341.5; 20 USC 1414(d)(1); 34 CFR 300.321)

1. One or both of the student's parents/guardians and/or a representative selected by them.
2. If the student is or may be participating in the regular education program, at least one of the student's regular education teachers designated by the Superintendent or designee to represent the student's teachers.

The regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320. (Education Code 56341; 20 USC 1414(d)(3)(C); 34 CFR 300.324)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

3. At least one of the student's special education teachers or, where appropriate, special education providers.
4. A representative of the district who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities.
 - b. Knowledgeable about the general education curriculum.
 - c. Knowledgeable about the availability of district and/or special education local plan area (SELPA) resources.

(cf. 0430 - Comprehensive Local Plan for Special Education)

5. An individual who can interpret the instructional implications of assessment results.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

This individual may already be a member of the team as described in items #2-4 above or in item #6 below.

6. At the discretion of the parent/guardian or the Superintendent or designee, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate.

The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.

7. Whenever appropriate, the student with a disability.

In the development, review, or revision of his/her IEP, the student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

8. When the student is suspected of having a specific learning disability, at least one individual who is qualified to conduct individual diagnostic examinations of the student such as a school psychologist, speech language pathologist, or remedial reading teacher.

In accordance with 34 CFR 300.310, at least one team member other than the student's regular education teacher shall observe the student's academic performance and behavior in the areas of difficulty in his/her learning environment, including in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

In the following circumstances, the Superintendent or designee shall invite other specified individuals to an IEP team meeting:

1. When the student has been placed in a group home by the juvenile court, a representative of the group home shall be invited to attend IEP team meetings. (Education Code 56341.2)
2. Whenever the IEP team is meeting to consider the student's postsecondary goals and the transition services needed to assist him/her in reaching the goals as stated in Education Code 56345(a)(8), the following individuals shall be invited to attend: (34 CFR 300.321)
 - a. The student, regardless of his/her age.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

If the student does not attend the IEP team meeting, the Superintendent or designee shall take other steps to ensure that the student's preferences and interests are considered.

- b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for the transition services.
3. If the student was previously served under the Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), and upon request of the student's parent/guardian, the Superintendent or designee shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (Education Code 56341; 20 USC 1414(d)(1)(D); 34 CFR 300.321)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the member may be excused from the meeting if the parent/guardian, in writing, and the district consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (Education Code 56341; 20 USC 1414(d)(1)(C); 34 CFR 300.321)

Contents of the IEP

The IEP shall include, but not be limited to, all of the following: (Education Code 56043, 56345, 56345.1; 20 USC 1414(d)(1)(A); 34 CFR 300.320)

- 1. A statement of the present levels of the student's academic achievement and functional performance, including:
 - a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students).
 - b. For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

- c. For a student with a disability who takes alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives.
- 2. A statement of measurable annual goals, including academic and functional goals, designed to:
 - a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum.
 - b. Meet each of the student's other educational needs that result from his/her disability.
- 3. A description of the manner in which the student's progress toward meeting the annual goals described in item #2 above will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards.
- 4. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
 - a. Advance appropriately toward attaining the annual goals.
 - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities.
 - c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in the IEP.

(cf. 3541.2 - Transportation for Students with Disabilities)

- 5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in the IEP.
- 6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or districtwide assessment, the student's IEP also shall include a statement of the reason that he/she cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate for him/her.

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications.
8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:
 - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.
 - b. The transition services, including courses of study, needed to assist the student in reaching those goals.
9. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, that will transfer to him/her upon reaching age 18, pursuant to Education Code 56041.5.

Where appropriate, the IEP shall also include: (Education Code 56345)

1. For a student in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

2. Linguistically appropriate goals, objectives, programs, and services for a student whose native language is not English.

(cf. 6174 - Education for English Language Learners)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

3. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE).

(cf. 5148.2 - Before/After School Programs)

(cf. 6177 - Summer School)

4. Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day, including descriptions of activities intended to:
 - a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week.
 - b. Support the transition of the student from the special education program into the regular education program.

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6178 - Career Technical Education)

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

5. Specialized services, materials, and equipment for a student with low incidence disabilities, consistent with the guidelines pursuant to Education Code 56136.

Development of the IEP

Within 30 days of a determination that a student needs special education and related services, the Superintendent or designee shall ensure that a meeting to develop an initial IEP is conducted. (34 CFR 300.323)

Any IEP required as a result of an assessment of a student shall be developed within 60 days from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. Days between the student's regular school sessions, terms, or vacation of more than five school days shall not be counted. In the case of school vacations, the 60-day time limit shall recommence on the date that the student's school days reconvene. (Education Code 56344)

However, when the IEP is required as a result of an assessment of a student for whom a referral has been made 30 days or less prior to the end of the preceding regular school year, the IEP shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56344)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

In developing the IEP, the IEP team shall consider all of the following: (Education Code 56341.1, 56345; 20 USC 1414(d)(3)(A); 34 CFR 300.324)

1. The strengths of the student.
2. The concerns of the parents/guardians for enhancing the education of their child.
3. The results of the initial or most recent assessment of the student.
4. The academic, developmental, and functional needs of the student.
5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior.
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP.
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille.

However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.

8. The communication needs of the student and, in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, as described in Education Code 56345.

9. Whether the student requires assistive technology devices and services.

If, in considering the special factors in items #1-9 above, the IEP team determines that the student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the team shall include a statement to that effect in the student's IEP. (Education Code 56341.1)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

Provision of Special Education and Related Services

The district shall ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (Education Code 56344; 34 CFR 300.323)

The Superintendent or designee shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Superintendent or designee also shall ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

Review and Revision of the IEP

The Superintendent or designee shall ensure that the IEP team reviews the IEP periodically, but at least annually, in order to: (Education Code 56043, 56341.1, 56380; 20 USC 1414(d)(4); 34 CFR 300.324)

1. Determine whether the annual goals for the student are being achieved.
2. Revise the IEP, as appropriate, to address:
 - a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate.
 - b. The results of any reassessment conducted pursuant to Education Code 56381.
 - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 300.305(a)(2) and Education Code 56381(b).
 - d. The student's anticipated needs.
 - e. Any other relevant matter.
3. Consider the special factors listed in items #5-9 above under "Development of the IEP," when reviewing the IEP of any student with a disability to whom one of those factors may apply.

The IEP team shall also meet at any other time upon request by the student's parent/guardian or teacher to review or revise the IEP. (Education Code 56343)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A regular education or special education teacher may request a review of the classroom assignment of a student with a disability by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (Education Code 56345.1; 20 USC 1414(d); 34 CFR 300.324)

If a student with a disability residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the Superintendent or designee shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6173.1 - Education for Foster Youth)

When an IEP calls for a residential placement as a result of a review by an expanded IEP team, the IEP shall include a provision for a review, at least every six months, by the full IEP team of the case progress, the continuing need for out-of-home placement, the extent of compliance with the IEP, and progress toward alleviating the need for out-of-home care. (Education Code 56043)

To the extent possible, the Superintendent or designee shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Superintendent or designee may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Superintendent or designee shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

Audio Recording of IEP Team Meetings

Parents/guardians and the Superintendent or designee shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Superintendent or designee gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audio recordings.
2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights.
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights.

Parent/Guardian Participation and Other Rights

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that: (Education Code 56341.5; 34 CFR 300.322)

1. Indicate the purpose, time, and location of the meeting.
2. Indicate who will be in attendance at the meeting.

INDIVIDUALIZED EDUCATION PROGRAM (continued)

3. Inform them of:
 - a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341(b)(6).
 - b. The provision of Education Code 56341(i) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004).

In addition, when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with a disability who is 16 years of age or older, or younger than 16 if deemed appropriate by the IEP team, the Superintendent or designee's notice to the student's parents/guardians shall include the following: (Education Code 56341.5)

1. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414(d)(1)(A)(i)(VIII), and 34 CFR 300.320(b).
2. An indication that the student is invited to the IEP team meeting.
3. Identification of any other agency that will be invited to send a representative.

(cf. 5145.6 - Parental Notifications)

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting his/her child, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request, the Superintendent or designee shall provide complete copies of the records within five business days. (Education Code 56043, 56504)

(cf. 5125 - Student Records)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414(f); 34 CFR 300.322)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Superintendent or designee is unable to convince the parent/guardian that he/she should attend. In such a case, the Superintendent or designee shall maintain a record of the attempts to arrange a mutually agreed upon time and place for the meeting, including: (Education Code 56341.5; 34 CFR 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls.
2. Copies of correspondence sent to the parent/guardian and any responses received.
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.

The Superintendent or designee shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall give the parents/guardians of a student with a disability a copy of his/her child's IEP at no cost. (Education Code 56341.5; 34 CFR 300.322)

Parent/Guardian Consent for Provision of Special Education and Services

Before providing special education and related services to any student, the Superintendent or designee shall seek to obtain informed consent of the student's parent/guardian pursuant to 20 USC 1414(a)(1). The district shall not provide services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f) if the parent/guardian refuses to consent to the initiation of services. If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

AR 6159(m)

INDIVIDUALIZED EDUCATION PROGRAM (continued)

If the Superintendent or designee determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Superintendent or designee agree otherwise. (Education Code 56346)

If at any time subsequent to the initial provision of services, the student's parent/guardian, in writing, revokes consent for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The Superintendent or designee shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

Prior to the discontinuation of services, the Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services. In addition, the Superintendent or designee shall send a letter to the parent/guardian confirming the parent/guardian's decision to discontinue all services.

When the district ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

Transfer Students

To facilitate the transition of a student with a disability who is transferring into the district, the Superintendent or designee shall take reasonable steps to promptly obtain the student's records, including his/her IEP and the supporting documents related to the provision of special education services. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from another school district within the same SELPA during the school year, the district shall continue to provide services comparable to those described in the student's existing IEP, unless his/her parent/guardian and the district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from a school district outside of the district's SELPA during the school year, the district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP. Within 30 days, the Superintendent or designee shall, in consultation with the student's parents/guardians, adopt

INDIVIDUALIZED EDUCATION PROGRAM (continued)

the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from an out-of-state district during the school year, the district shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as the Superintendent or designee conducts an assessment, if it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (Education Code 56325; 34 CFR 300.323)

Regulation
approved: December 13, 2011
revised:

MADERA UNIFIED SCHOOL DISTRICT
Madera, California

Work Experience Education

The Governing Board desires to facilitate the preparation of secondary school students for college and career by providing work-based learning opportunities which link classroom learning with real-world experiences. Work-based learning opportunities offered by the district shall be designed to teach the skills, attitudes, and knowledge necessary for successful employment and to reinforce mastery of both academic and career technical education (CTE) standards.

(cf. 6000 - Concepts and Roles)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6178 - Career Technical Education)
(cf. 6178.2 - Regional Occupational Center/Program)

Work-based learning opportunities offered by the district may include paid and/or unpaid work experiences, including, but not limited to, work experience education as defined in Education Code 51764, cooperative CTE or community classrooms as defined in Education Code 52372.1, job shadowing as defined in Education Code 51769, student internships, apprenticeships, service learning, employment in social/civic or school-based enterprises, and technology-based or other simulated work experiences.

(cf. 6142.4 - Service Learning/Community Service Classes)

The Superintendent or designee shall involve local businesses or business organizations in planning and implementing work-based learning opportunities that support the district's vision and goals for student learning and local workforce development efforts. He/she also may work with postsecondary institutions, community organizations, and others to identify opportunities for work-based learning.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)

When required by law, the Superintendent or designee shall develop a written training agreement with the employer that describes the conditions and requirements to be met by all parties and shall develop an individual training plan for each student which outlines the objectives or competencies that the student is expected to accomplish at the work site. (5 CCR 10070-10071, 10087, 10108)

District staff shall coordinate with the workplace supervisor or mentor to ensure appropriate guidance and supervision of participating students and maximum educational benefit from placement in the program.

Work Experience Education (continued)

A minor student shall be issued a work permit before beginning employment through a paid work-based learning program in accordance with law, Board policy, and administrative regulation. (Education Code 49113, 49160)

(cf. 5113.2 - Work Permits)

All laws or rules applicable to minors in employment relationships shall be applicable to students enrolled in work-based learning programs. (Education Code 51763)

The Superintendent or designee shall ensure that any student participating in a work-based learning program off school grounds is covered under the employer's or district's insurance, as applicable, in the event the student is injured.

(cf. 3530 - Risk Management/Insurance)
(cf. 5143 - Insurance)

The Superintendent or designee shall ensure that any teacher/coordinator of a work-based learning program possesses the appropriate credential issued by the Commission on Teacher Credentialing. (5 CCR 10075, 10080, 10100)

(cf. 4112.2 - Certification)

The Superintendent or designee shall maintain records for each student's participation in the program, including, but not limited to, the student's individualized training plan, his/her employment hours and job site, work permit if applicable, employer's report of student's attendance and job performance, the teacher/coordinator's consultations and observations, and the student's grade and credits earned.

(cf. 5125 - Student Records)

The Superintendent or designee shall periodically report to the Board regarding program implementation and effectiveness, including, but not limited to, rates of student participation in work-based learning programs and assessment results of participating students.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

35208 Liability insurance

46144 Minimum school day for work experience program

46147 Exception for minimum day; students in last semester or quarter of grade 12

46300 Method of computing ADA

48402 Enrollment in continuation education, minors not regularly employed

Work Experience Education (continued)

49110-49119 *Permits to work*
49160 *Permits to work, duties of employer*
51760-51769.5 *Work experience education*
52300-52499.66 *Career technical education*
54690-54697 *Partnership academies*
56026 *Students with exceptional needs*
52372.1 *Community classrooms and cooperative career technical education programs*

LABOR CODE

1285-1312 *Employment of minors*
1391-1394 *Working hours for minors*
3070-3099.5 *Apprenticeship*
3200-6002 *Workers' compensation and insurance*

CODE OF REGULATIONS, TITLE 5

1635 *Credit for work experience education*
10070-10075 *Work experience education*
10080-10090 *Community classrooms*
10100-10111 *Cooperative career technical education programs*

UNITED STATES CODE, TITLE 20

2301-2414 *Carl D. Perkins Career and Technical Education Act of 2006*

CODE OF FEDERAL REGULATIONS, TITLE 29

570.35a *Work experience programs*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Multiple Pathways to Student Success: Envisioning the New California High School, 2010
2008-2012 California State Plan for Career Technical Education, 2008
Career Technical Education Framework for California Public Schools: Grades Seven Through Twelve, 2007

Work Experience Education Guide

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Child Labor Laws, 2000

WEST ED PUBLICATIONS

Work-Based Learning in California: Opportunities and Models for Expansion, 2009

WEB SITES

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

California Association of Work Experience Educators: <http://www.cawee.org>

California Department of Education, Work Experience Education:

<http://www.cde.ca.gov/ci/ct/we>

California Department of Industrial Relations: <http://www.dir.ca.gov>

Linked Learning Alliance: <http://www.linkedlearning.org>

WestEd: <http://www.wested.org>

Policy
adopted: December 13, 2011
revised:

MADERA UNIFIED SCHOOL DISTRICT
Madera, California

Work Experience Education**Work Experiences and Related Instruction**

The district's work experience education (WEE) program shall consist of one or more of the following types of unpaid and paid on-the-job experiences: (Education Code 51764;5 CCR 10071)

1. Exploratory WEE which provides students with a combination of classroom instruction in WEE and unpaid opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining their interest and suitability for the occupation they are exploring. The length of exploratory work experience assignments may vary depending on the aptitude of the student, the occupation being explored, the facilities of the work station, and the job classification. A student may not participate in an exploratory work experience assignment if he/she receives pay for like work at the same work station or similar job outside of the WEE program.
2. General WEE which has as its purpose the application of basic skills of reading, writing, and computation and which enables students to acquire general and specific occupational skills through a combination of supervised paid employment in any occupational field and related classroom instruction in WEE.
3. Career technical WEE which reinforces and extends career learning opportunities for students through a combination of related classroom instruction in WEE and supervised paid employment in the occupation for which their career technical course in school prepares them.

(cf. 6143 - Courses of Study)

(cf. 6178 - Career Technical Education)

(cf. 6178 - Career Technical Education)

The Superintendent or designee shall develop and present to the Governing Board for approval a district plan for WEE in accordance with 5 CCR 10070.

Employment opportunities may be provided by any public or private employer in areas within or outside the district, either within California or in a contiguous state. (Education Code 51768)

The student-teacher ratio in the WEE program shall not exceed 125 students per full-time equivalent certificated teacher-coordinator. (Education Code 46300)

Work Experience Education (continued)

The minimum day for students enrolled in a WEE program shall be four periods totaling at least 180 minutes in duration, unless the school or student meets one of the conditions specified in Education Code 46144 or 46147. (Education Code 46144, 46147)

(cf. 6112 - School Day)

(cf. 6184 - Continuation Education)

A WEE program offered during the summer shall be conducted in the same time period as the regular summer school program and shall conform to all appropriate laws and regulations applicable to WEE.

(cf. 6177 - Summer School)

A student shall be granted up to 40 semester periods of credit for WEE within the following limits: (Education Code 51760.3; 5 CCR 1635)

1. For exploratory WEE, the student may earn 10 semester periods for each semester, with a maximum of 20 semester periods earned in two semesters.
2. For either general or vocational WEE, the student may earn 10 semester periods for each semester, with a maximum of 40 semester periods.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

In order to receive credit for satisfactory completion of a general or career technical WEE program, a student shall be age 16 years or older. However, a student who is under age 16 may be granted credit under any of the following conditions: (Education Code 51760.3)

1. The student is enrolled in grade 11 or higher.
2. The principal certifies that the student needs the program in order to pursue employment opportunities or to encourage the student's continuing enrollment as a full-time student.

(cf. 5147 - Dropout Prevention)

The student is a student with disabilities who has an individualized education program prescribes the type of training for which participation in a WEE program is deemed appropriate.

Work Experience Education (continued)

(cf. 6159 - Individualized Education Program)

Cooperative Career Technical Education Program/Community Classrooms

To be eligible for program participation, a student shall be concurrently enrolled in a career technical education (CTE) course or program approved by the California Department of Education and shall meet other criteria specified in 5 CCR 10103 as applicable. (5 CCR 10082, 10103)

Teachers assigned to the program shall locate and select training stations to provide participating students with unpaid on-the-job learning experiences in the specific occupation related to the approved course or program. (5 CCR 10086, 10107)

Related classroom instruction shall be provided in at least one instructional period per week, with a minimum equivalency of three instructional periods, of at least 50 minutes each, per week. (5 CCR 10085, 10106)

Cooperative CTE Program

The cooperative CTE program teacher shall make at least one visitation every four weeks to each employer to ensure that the provisions of the training agreement are being met and that students are acquiring the competencies identified in their individual training plans. One out of every two visits to the training station shall include an observation of the student engaged in on-the-job training experiences. (5 CCR 10109)

Community Classrooms

The community classroom teacher shall make at least one visitation every three weeks to consult with the work supervisor, observe students at the training station, provide instruction, and ensure that students are acquiring the competencies identified in their individual training plans. Each visitation shall include an observation of the student engaged in on-the-job training experiences. (5 CCR 10088)

Students shall be granted academic credit for satisfactory completion of the program. The teacher shall be responsible for evaluating the student's performance in the CTE course and, with the assistance of the employer, the student's participation at the training station. (5 CCR 10081, 10102)

Work Experience Education (continued)

Job Shadowing

The program coordinator shall identify job shadowing placements with the goal of providing students with exposure to a broad range of career options and employment settings.

The program coordinator shall supervise job shadowing activities, including the coordination of the student's and employer's schedules and consultation with the student's other teachers when necessary.

Participating students may attend job shadowing opportunities for no less than three hours and no more than 25 hours in one semester, intersession, or summer school session. (Education Code 51769)

Regulation
approved: December 13, 2011
revised:

MADERA UNIFIED SCHOOL DISTRICT
Madera, California



AGENDA ITEM

MADERA UNIFIED SCHOOL DISTRICT

Date: August 28, 2012

Subject: Request Approval of the Madera Unified School District Strategic Plan

Responsible Staff: Gustavo Balderas, Superintendent

Agenda Placement: Old Business

Background/ rationale:

The 2012-2015 Madera Strategic Plan will set a roadmap for student learning and achievement. Thirty-five school district employees and community stakeholders developed the plan throughout the 2011-12 school year. Ongoing input and feedback from other school staff, elected officials, parents, students, and our Board of Trustees helped in the drafting the final version of the plan.

Our Goal

Madera: Unified to ensure every student is educated for COLLEGE, equipped for CAREER, and empowered with CHARACTER.

Four Pillars

The four pillars of the Strategic Plan, the building blocks of the Madera Unified School District's core instructional practice, include:

- Equitable access to rigorous high-level programs
- Data-driven professional learning and collaboration
- Safe and Healthy Environments for Learning and Work
- Strong Relationships with Families and Community

Vital Signs

Seven vital signs will be monitored and analyzed to assess how well the District is progressing towards the achievement of the four pillars. These seven vital signs include:

1. Self-responsibility, self-discipline and initiative
2. Critical thinking and problem-solving
3. Proficiency in all subjects
4. Meaningful participation in class, school and community
5. Acquisition of positive life skills
6. Closing the "achievement gap" and accelerating learning for all student groups
7. Successful transitions from school-level to school level

Madera: Unified for Student Success!

Financial impact:

None

Superintendent's recommendation:

The Superintendent recommends approval of the Madera Unified Strategic Plan

Supporting documents attached:

- Madera Unified Strategic Plan

2012-2015 Strategic Plan
Madera Unified School District
Madera, California



Madera: Unified for Student Success!

Gustavo Balderas
Superintendent of Schools

August 2012

Madera: Unified for Student Success!

2012 –2015 Strategic Plan
Madera Unified School District
Madera, California

SUPERINTENDENT OF SCHOOLS

Gustavo Balderas

BOARD OF EDUCATION

Ricardo Arredondo
Lynn Cogdill
Robert E. Garibay
Jose Rodriguez
Michael Salvador
Ray G. Seibert
Maria Velarde-Garcia

PERFORMANCE Fact, Inc., led by Mutiu O. Fagbayi (President/CEO), facilitated and compiled this Strategic Plan. PERFORMANCE Fact, Inc. provides tools and technical assistance to state education departments, districts, schools and related institutions regarding strategic planning and school improvement, leadership development and building trust.

PERFORMANCE Fact, Inc.

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“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

- Margaret Mead

This Strategic Plan is a statement of the aspirations of the Madera Community for all our students.

Like all plans, it must be implemented well, through good times and lean, before its promise can become a reality for our children and our community.

Although there will be challenges along the way, it is our hope that Madera will always have a “small group of thoughtful, committed citizens” who will lead and motivate us all to follow-through on the aspirations we have expressed in this Strategic Plan.

And in doing so, we will remain
Madera: Unified for Student Success!

CHAPTER ONE

About Madera Unified School District

During the 2011-2012 school year, Madera Unified School District enrolled approximately 19,800 students, an increase of almost 1,000 students compared to five years earlier. Our students reflect the make-up of our community.

- 83 out of every 100 students (83.2%) were Latino/Hispanic.
- 2 out of every 100 students (2.3%) were Black or African American.
- About 9 out of every 100 students (8.6%) were non-Hispanic White.
- 32 out of every 100 students (31.6%) were English language learners.
- 6 out of every 100 students (6.1%) were Special Education students.
- 83 out of every 100 students (82.6%) came from socio-economically disadvantaged, or low-income homes.
- Out of every 100 students, about 51 were Male, and 49 Female.



In the past five years, growth in student enrollment occurred primarily with the Latino/Hispanic subgroup, and, to a lesser extent, with the Asian population. In contrast, enrollment of African American and White subgroups dropped appreciably between 2007 and 2012.

Madera USD maintains 25 school sites. There are 13 Kindergarten-to-Grade 6 elementary buildings; 3 Grades 7-8 middle schools; 3 K-8 sites; 2 high schools; and 4 Alternative Education/Preschool sites.

Madera USD employed about 1,571 people during 2011-2012 school year. Of these, 875 were teachers, 613 support personnel, and 83 were school and district-level administrators.

Regarding student achievement and school performance, the results have been mixed based on the data for the past three years (2008-2011).

- At the Elementary level, the number of students who met or exceeded the state standards (“proficient/advanced”) in Mathematics oscillated between 11 out of every 20 students and 12 out of every 20 students during the past three years. In Reading/Language Arts, the number of “proficient/advanced” students varied between 8 out of every 20 and 10 out of every 20 in Grades 2, 4, 5, and 6
- Student performance in Mathematics beyond the Elementary grades has been particularly low during the past few years. About 5 out of every 20 students passed the Algebra I tests; about 1 in 20 passed the Algebra II tests; and fewer than 3 out of every 20 were “proficient/advanced” in Geometry.
- On the California High School Exit Exams (CAHSEE), slightly less than half of students who took the tests passed the CHSEE between 2008-2011.

- Twenty-five out of 26 schools in the district did “not meet AYP” in 2011.

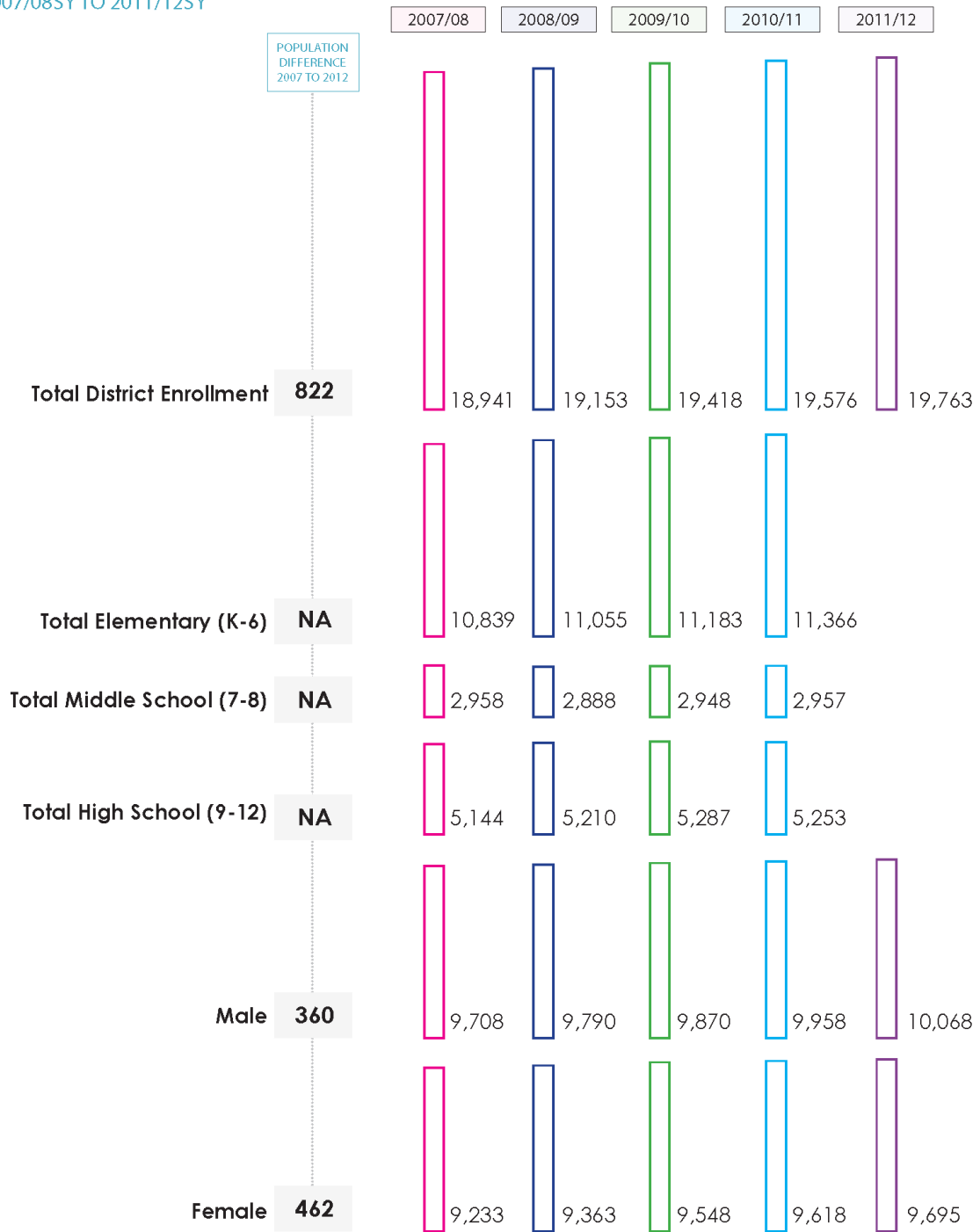
Consequently, nearly all the schools in the district have been designated “PI” – or “Program Improvement” – schools. The district as a whole did “not meet AYP” and has been designated a “PI 3” school system.

- Six out of 26 schools in Madera USD had “API” scores above 800, the level at which a school is considered “high performing” by the California Department of Education.

Although there have been pockets of significant gains in student achievement in recent years and many more schools are making some progress, our district has a long way to go to ensure successful learning for our students. That goal unifies our school and our community. This Strategic Plan – **Madera: Unified for Student Success** – is our roadmap for that journey.

STUDENT DEMOGRAPHICS

MADERA UNIFIED SCHOOL DISTRICT
2007/08SY TO 2011/12SY



(c) Facilitated, designed and compiled by Performance Fact, Inc. (2012)

STUDENT DEMOGRAPHICS

MADERA UNIFIED SCHOOL DISTRICT
2007/08SY TO 2011/12SY

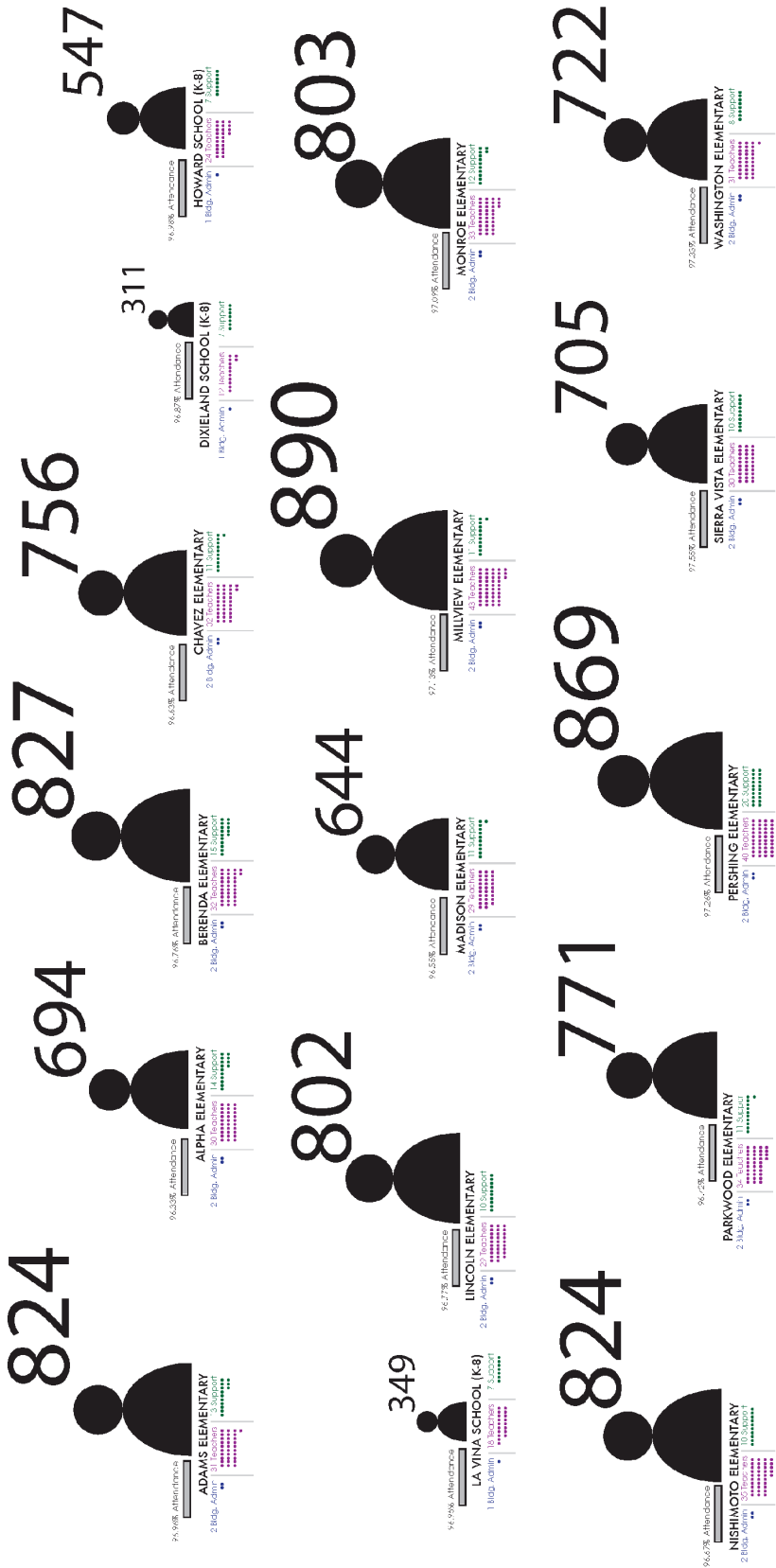


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STUDENT ENROLLMENT, ATTENDANCE AND STAFFING LEVELS BY SCHOOL

MADERA UNIFIED SCHOOL DISTRICT ELEMENTARY SCHOOLS

ETA&A CHARTER AND SHERMAN THOMAS
CHARTER ELEMENTARY NOT INCLUDED
IN FIGURE DUE TO LACK OF DATA

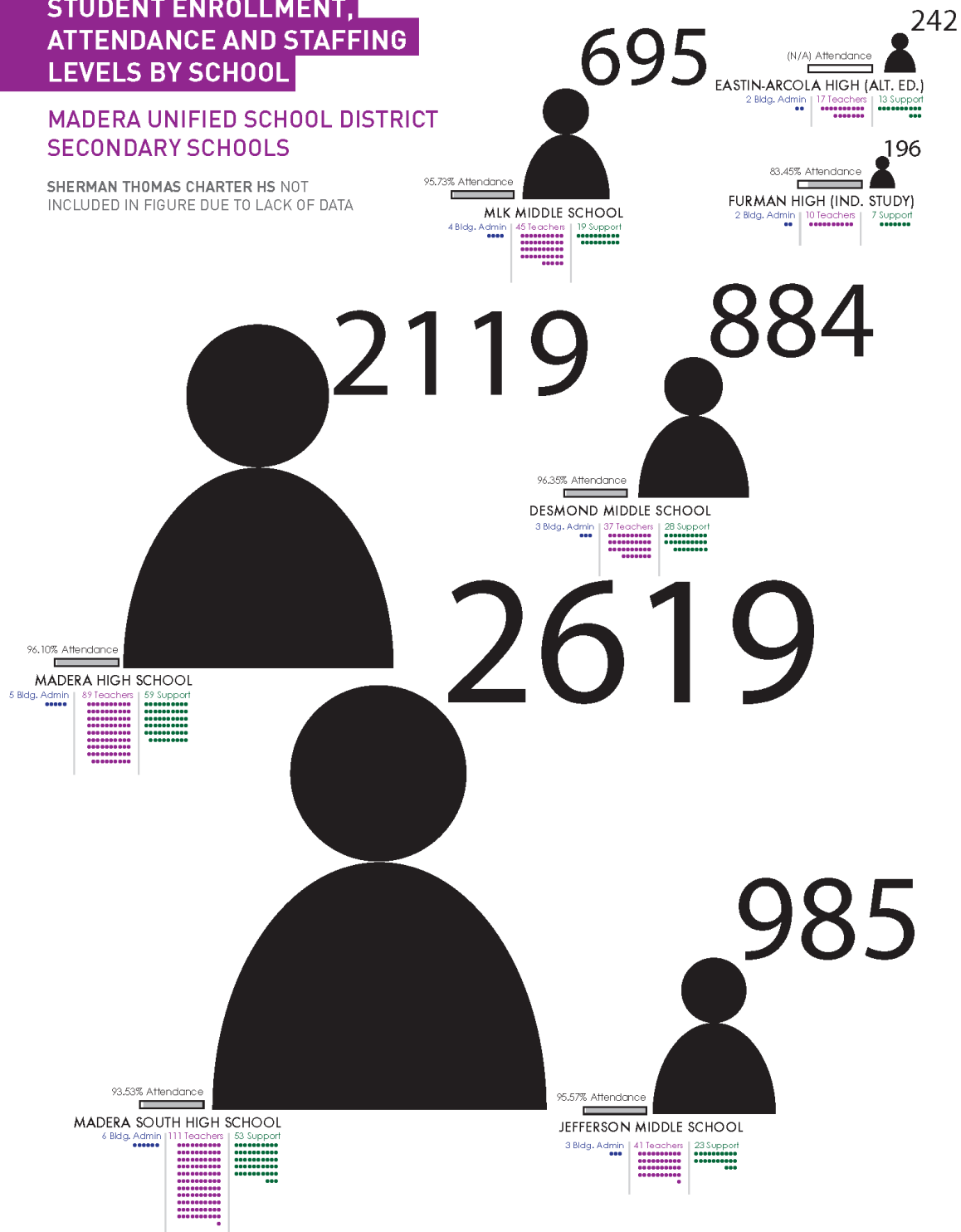


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STUDENT ENROLLMENT, ATTENDANCE AND STAFFING LEVELS BY SCHOOL

MADERA UNIFIED SCHOOL DISTRICT SECONDARY SCHOOLS

SHERMAN THOMAS CHARTER HS NOT
INCLUDED IN FIGURE DUE TO LACK OF DATA



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LENGTH OF SERVICE OF TEACHERS, STAFF AND ADMINISTRATORS

MADERA UNIFIED SCHOOL DISTRICT

	All Admin. Years with district	Bldg. Admin. Years in current position	Teachers Years with district	Support Years with district
<1 yr.	1	0	15	25
1-3yrs.	30	8	129	36
4-7yrs.	13	9	204	187
8-15yrs.	8	3	259	158
15+yrs.	11	2	267	207
2011 -12	83	22	875	613
2010 -11	85	24	849	616
2009 -10	89	25	881	656

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CHAPTER TWO

Executive Summary

This strategic plan is a **call to action** for the Madera Community. It is a statement of our hopes and dreams for our schools and the education of all our students, without exception. A broad cross-section of Madera parents, students, educators, and community leaders participated in the development of this strategic plan.



The Goal and Vital Signs of Student Learning

In Madera, we are committed to educating the whole child through high expectations, community collaboration and shared responsibility for each student's health, safety, and success in life.

Our Goal

Madera: Unified to ensure every student is **educated for College, equipped for Career, and empowered with Character.**

The Vital Signs of Student Growth & Development

We want our students to experience continuous *academic growth*, embody *academic tenacity*, and to model *socio-emotional resiliency*. Therefore, we will monitor and thoroughly analyze:

1. **Self-responsibility, self-discipline and initiative**
2. **Critical thinking and problem-solving**
3. **Proficiency** in all subjects
4. Meaningful **participation** in class, school and community
5. Acquisition of **positive life skills**
6. Closing the "**achievement gap**" and accelerating learning for all student groups
7. **Successful transitions** from level-to-level (Prekindergarten-Elementary-Secondary-post-Secondary)

The “Four Pillars”

Our **FOUR PILLARS** are the building blocks of our professional practices; they frame what we must do well in every classroom, in every school, and system-wide to ensure success for all students, without exception.

Our first Pillar – **EQUITABLE ACCESS TO RIGOROUS HIGH-LEVEL PROGRAMS** – ensures that curriculum, standards-based instruction, and programs provide all students with equitable access and opportunity for achievement.

Our second Pillar – **DATA-DRIVEN PROFESSIONAL LEARNING & COLLABORATION** – promotes meaningful collaboration and professional learning to improve and shift practices in every classroom, every school, and every district-level department.

Our third Pillar – **SAFE AND HEALTHY ENVIRONMENTS FOR LEARNING & WORK** – focuses on school-level and district-wide culture and structures that support the personal safety of the students, staff and community with fair and consistent expectations.

Our fourth Pillar – **STRONG RELATIONSHIPS WITH FAMILIES & COMMUNITY** – recognizes that schools can't do it alone. Therefore, we will initiate and sustain relationships among home-school-community through shared responsibility for student success, proactive communication and meaningful stakeholder “voice.”

The Four Pillars and corresponding Commitments provide a consistent framework for day-to-day action, allocating resources, assessing the impact of taxpayers' investments in our public schools, and accelerating student achievement in Madera schools.

Getting Desired Results Demands Discipline!

This strategic plan is the *beginning*, not the end. Realizing our hopes and dreams for our students and our community rests on disciplined implementation of the priorities outlined in this plan. That takes each of us doing our part well, and all of us working together to ensure success for all students.

As we do so, we will make manifest our ultimate goal: **Madera: Unified for Student Success!**

CHAPTER THREE

The Planning Process

The strategic planning process for Madera Unified School District was commissioned by Superintendent Gustavo Balderas and the Board of Education. The purpose of the exercise was to develop a strategic plan that:

1. Clarifies Madera's goal for student learning and achievement
2. Outlines the roadmap for accomplishing that goal
3. Embraces the diverse "voices" of the district's internal and external stakeholders
4. Mobilizes leadership for courageous action at all levels

A *Core Planning Team*, broadly representative of school district employees and community stakeholders, developed the plan between February–May 2012, with

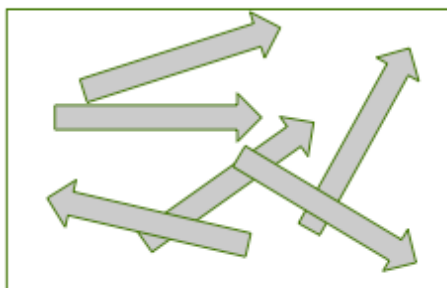


ongoing input and feedback from other school staffs, elected officials, parents, and students. The planning process was developed and facilitated by Performance Fact, Inc., led by Mr. Mutiu O. Fagbayi (President/CEO).

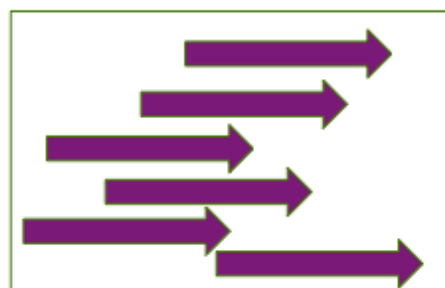
Why Plan?

A primary aim of planning is unity of purpose, or **alignment**. Without a plan, there is no focus or clear direction. A results-focused plan is the first step toward making the future you envision manifest as reality. Regardless of the level of planning – long-range strategic planning, continuous school

Misalignment



Alignment



improvement planning or operational planning – the intent is the same: *getting people, practices and programs on the same page, going in the same direction, at the same time.*

This alignment process enables the school system and its community partners to develop a continuous improvement plan that focuses everyone on the district's core mission: *ensuring successful learning for every student, without exception.*

Performance Fact's framework for developing the plan emphasizes in-depth analysis of student data from multiple perspectives, identifying the "root causes" of the current state of student achievement, and developing concrete solutions to address the "root causes".

Making Every Voice Count

Early in the planning process, the Core Team agreed on a set of 6 guiding principles to frame the strategic planning exercise:

1. Highest priority: Student learning through instructional effectiveness
2. Leadership commitment and active participation
3. All voices count, all points of view welcomed

4. Transparent process, open to all
5. Communication using diverse media
6. Final plan: simple, clear language, focused on strong results for students

A Data-driven, Continuous Improvement Planning Process



What data do we have?	What does the data say? and Why does the data look that way?	What are we going to do about it all?
Student data from multiple sources	Student Achievement Areas of Strength and Areas of Concern and "Root cause" (underlying causes) of the current state of student achievement	The Goal, "Four Pillars", Professional Practices & Vital Signs

A primary purpose of planning is to ensure *alignment on common purpose*. Therefore, the development of Madera USD's strategic plan involved the engagement of diverse stakeholders within the Madera Community.

- The *Core Planning Team* consisted of about 35 participants, including teachers, school-level administrators, district-level leaders and managers, parent and community representatives, and city/county officials. The team met monthly in full-day or two-day sessions, and was responsible for analyzing the current state of student learning, reflecting on the effectiveness of educational programs and professional practices, and developing the

recommendations. Furthermore, the team led the "reality check" phase during which feedback and suggestions were gathered from the staff of each school or from parent and community groups, and integrated into the final recommendations, as appropriate. *Union leadership* participated as well, through their membership on the Core Team. (See the Appendix for a list of Core Team members).

- The *Alignment Team* was composed of a number of elected officials (including the Madera's Mayor and City Council members), business representatives, parents, community leaders, and selected school district personnel. This

team provided additional parent/community perspective on the deliberations of the Core Team, particularly regarding strengthening coherence and alignment between Madera USD and other leaders and organizations that also serve students and their families. The Alignment Team met twice during the planning process.

- Through the “*Reality Check*” exercise, teachers and administrators in every school provided feedback and suggestions regarding the Goal, Vital Signs, and Core Strategies proposed by the Core Team and Alignment Team. The “*Reality Check*” solicited the voices of Madera USD staff that were not members of the Core Team. A similar exercise occurred with site principals and other administrators who were not on the Core Team or Alignment Team.
- The district held two *Parent/Community Forums* at two district schools to solicit input and feedback from parents and community partners.

- *Three groups of students* – elementary, middle and high school students - participated in focus group discussions facilitated by Performance Fact's President/CEO. Each student group reflected the diversity among Madera students, and included high-performing and under-performing students, fluent English as well as English learners, regular education and special education pupils, and students from diverse racial/ethnic or socio-economic backgrounds. Nearly 40 students in grades 4-12 participated in the focus group sessions.

By providing opportunities for meaningful engagement of Madera's diverse stakeholders, the strategic planning process produced a set of recommendations that reflect the aspirations and priorities of the Madera Community, thereby strengthening the likelihood of their commitment to disciplined implementation of the recommendations in the strategic plan.

CHAPTER FOUR

Assessment of Current State

This Chapter summarizes highlights of the current state of educational outcomes and programs in Madera Unified School District. Specifically:

- It provides an overview of student achievement results and the current levels of performance of Madera schools;
- It highlights comments and suggestions provided by a group of approximately 40 Madera students (in grades 4-12) regarding their educational experiences;
- It describes the current state of educational programs in the core subjects, including Mathematics, Reading/Language Arts, Science, Social Studies, English Language Development (ELD), Special Education, and World Languages.
- It summarizes the Core Team's assessment of professional practices based on 16 research-based high-leverage practices, or "16 Pillars";
- It provides an overview of the feedback from stakeholders regarding parent and community engagement in the Madera school system.

"All students will learn at high levels when instruction meets their needs. What a student has not learned well yet, is something that she/he has not been taught well yet."

Student learning, then, is an "effect" whose "cause" lies in the quality and effectiveness of educational practices.

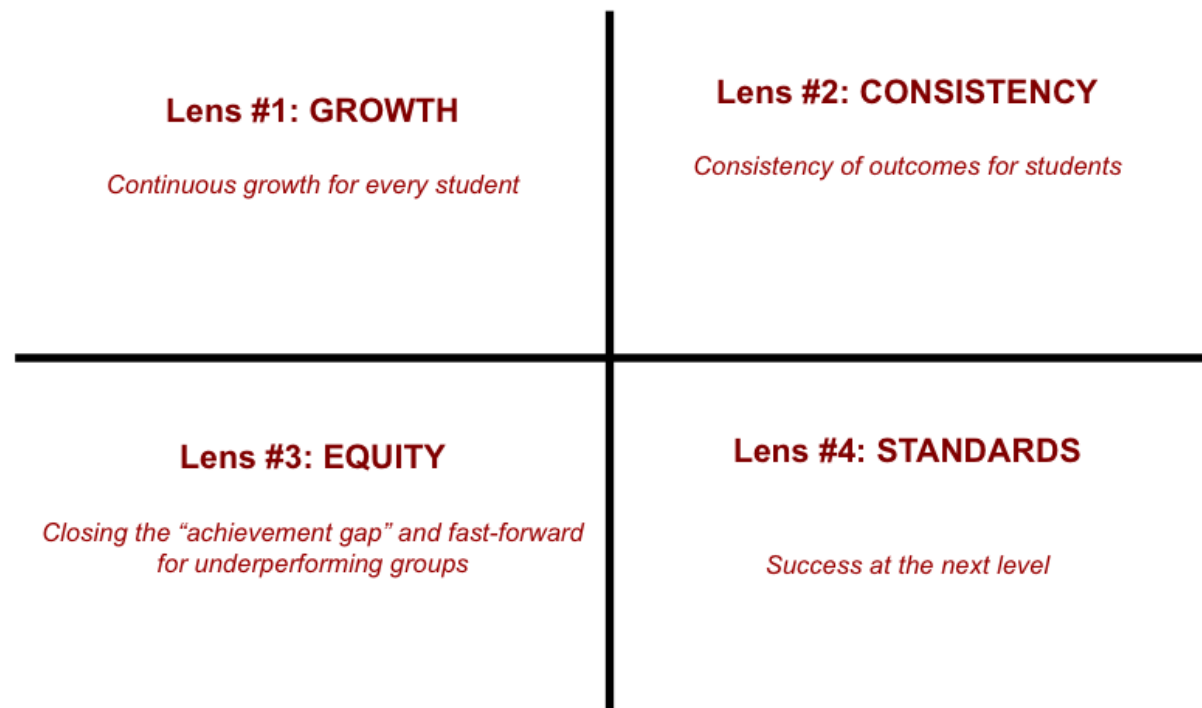
If we want improved outcomes for students, the starting point must be the continuous improvement of teaching practices, leadership practices and organizational practices, because they are the precursors to student learning."

—MOF

Analysis of Current State of Student Achievement

The Core Planning Team used Performance Fact's 4-Lens Data Analysis Protocol™ (Figure 1) to analyze student data. The 4-Lens protocol is the first step of the Data Summit™ process. The 4-Lens protocol is a simple but comprehensive way to probe all kinds of data, including data from benchmark assessments, state tests, survey data, attendance and disciplinary referrals. By looking at the data through "four lenses," practitioners acquire a richer understanding of "what the data says."

Figure 1. 4-Lens Data Analysis Protocol



Below are highlights of Areas of Strength and Areas of Concern based on each Lens. To ensure that all stakeholders can participate in the data analysis exercise, Performance Fact provided the Core Team with easy-to-understand data charts corresponding to each Lens.

4.1.1 DATA ANALYSIS FOR LENS 1: COHORT

Lens 1: GROWTH focuses on “value-added” in learning and achievement for identical group of students or cohort.

Figure 2 shows the performance of Madera students on the California Standards Tests (CST) in Mathematics and English Language Arts (ELA) between 2008-2009 and 2010-2011 school years. Figure 3 shows data for the graduation and dropout rates for the 2009-2010 and 2010-2011 cohort of high school graduates; the latter results were obtained directly from the California Department of Education’s DataQuest database.

Figure 2. Number of Students Proficient/Advanced, out of every 20 Students

MATH				ELA			
<u>Grade</u>	2008-2009	2009-2010	2010-2011	<u>Grade</u>	2008-2009	2009-2010	2010-2011
2nd Grade	12	11	11	2nd Grade	9	8	9
3rd Grade	12	12	11	3rd Grade	7	6	6
4th Grade	12	13	12	4th Grade	10	10	10
5th Grade	10	11	11	5th Grade	9	9	9
6th Grade	9	9	8	6th Grade	9	10	8
7th Grade	7	8	8	7th Grade	8	9	9
				8th Grade	8	9	9
				9th Grade	7	13	9
				10th Grade	6	6	8
				11th Grade	6	6	7

Numbers and shading might not match due to rounding.

Direction of arrow indicates COHORT

Figure 3. Cohort Graduation and Dropout Rates

	TOTAL # OF COHORT STUDENTS	# COHORT GRADUATES	COHORT GRADUATION RATE	# COHORT DROPOUTS	COHORT DROPOUT RATE
2010-2011					
All Students	1177	952	80.9%	143	12.1%
Hispanic	947	746	80.3%	117	12.4%
Asian	17	16	94.1%	*	*
African American	38	31	81.6%	*	15.8%%
White	158	133	84.2%	18	11.4%
2009-2010					
All Students	1165	915	78.5%	169	14.5
Hispanic	904	700	77.4%	136	15.0%
Asian	18	17	94.4%	*	*
African American	42	36	85.7%	*	7.1%
White	174	146	83.9%	20	11.5%

Areas of Strength based on Lens 1: COHORT data

- Mathematics achievement for the Cohort held steady as students progressed through Grades 2, 3, and 4. The proportion of students who were proficient/advanced in Grade 2 in 2008-2009 remained relatively constant when those students became 4th graders in 2010-2011.
- Student cohorts performed significantly better in Mathematics than English

Language Arts in the primary grades (Grades 2-4).

- District-wide, high school graduation rates increased appreciably between 2009-2010 and 2010-2011: from 78.5% to 80.9%. The 2.4 percentage-point increase is higher than the state-wide increase of 1.5 percentage-points between 2009-2010 and 2010-2011 school years.
- The 2010-2011 graduation rates for Madera USD's are significantly higher

- than the state-wide figures for all subgroups except White students: for Hispanics, 80.3% in Madera vs. 70.4% state-wide; for Asians, 94.1% vs. 89.7%; for African Americans, 81.6% vs. 62.9%; for non-Hispanic Whites, 84.2% vs. 85.5%.
- Similarly, Madera dropout rates in 2010-2011 were lower than the state average for all subgroups except non-Hispanic White students: for Hispanics, 12.1% vs. 14.4%; for African Americans, 15.8% vs. 24.7%; for White students, 11.4% vs. 8.9%. The district-wide dropout rate is also lower than the state average: 12.1% for Madera USD vs. 14.4% across California districts.

Areas of Concern based on Lens 1: Cohort data

- Performance of the student cohorts declined as they progressed from Grade 4 through Grades 5, 6, and 7.
- For nearly all Cohorts across the 3-year span, fewer than 10 out of every 20 students were proficient/advanced in English Language Arts at each grade level (Grades 2-11).
- In general, there was marginal growth in the performance of student Cohorts in Mathematics and English Language Arts between 2008 and 2011.

- Lower graduation rates and higher dropout rates for cohort of White students, compared to the state-wide figures for 2010-2011. The dropout rate was 11.2% for Madera's White students, compared to 8.9% statewide.
- Cohort dropout rates for African American students more than doubled between 2009-2010 and 2010-2011: from 7.1% in 2009-2010 to 15.8% in 2010-2011.

4.1.2 DATA ANALYSIS FOR LENS 2: CONSISTENCY

Lens 2: CONSISTENCY investigates learning and achievement for different groups of students, or non-cohort. Figure 4 shows the performance of Madera students on the California Standards Tests (CST) in Mathematics and English Language Arts (ELA) between 2008-2009 and 2010-2011 school years. Figure 5 summarizes the performance of Madera schools on the *Annual Yearly Progress* ("AYP") accountability metric of the federal *No Child Left Behind* (NCLB) law, as well as on California's *Academic Performance Index* ("API").

Figure 4.

LENS 2 - CONSISTENCY
Madera Unified School District
 BY GRADE
 California Standards Test (CST)
 Percent Proficient / Advanced

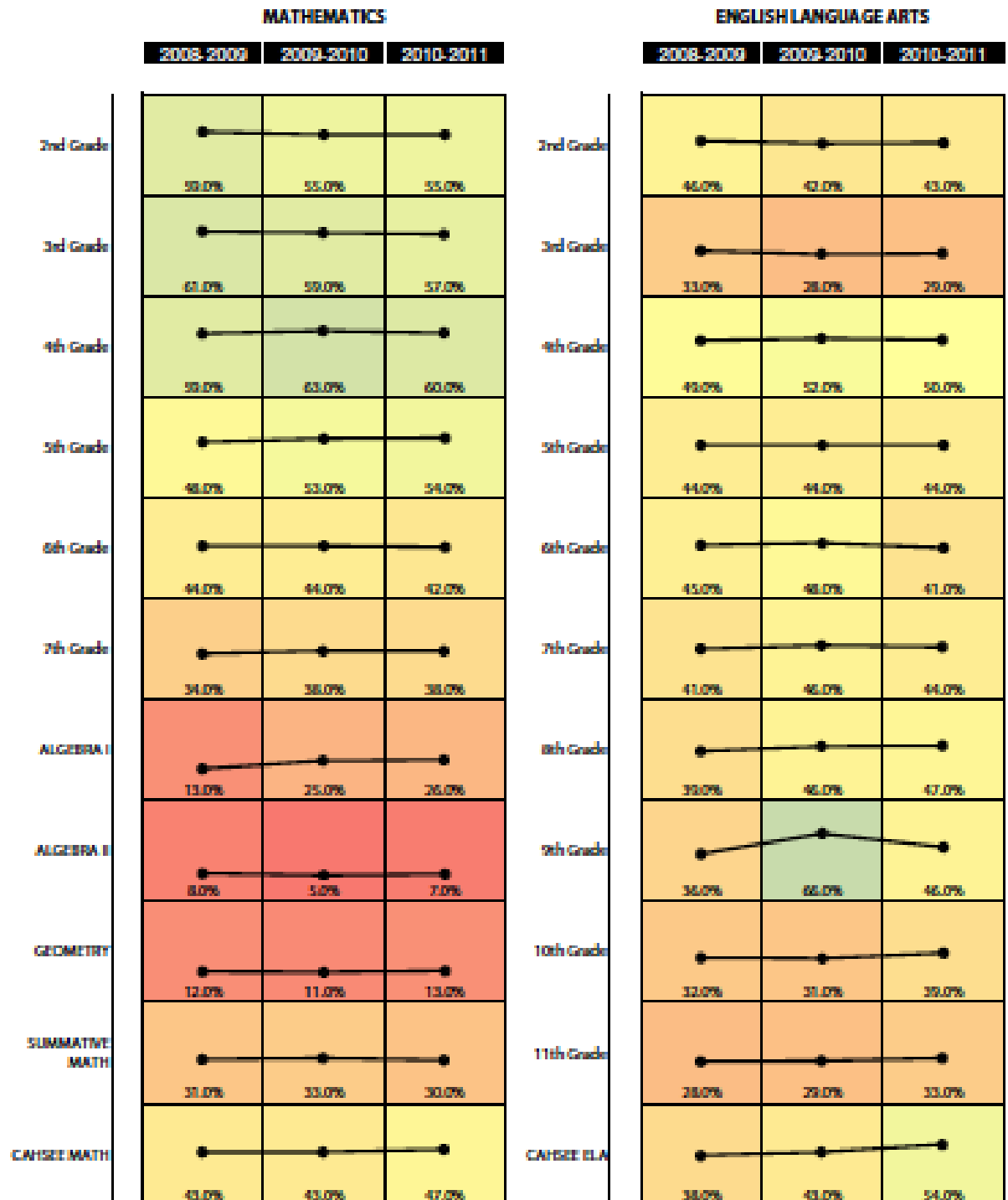
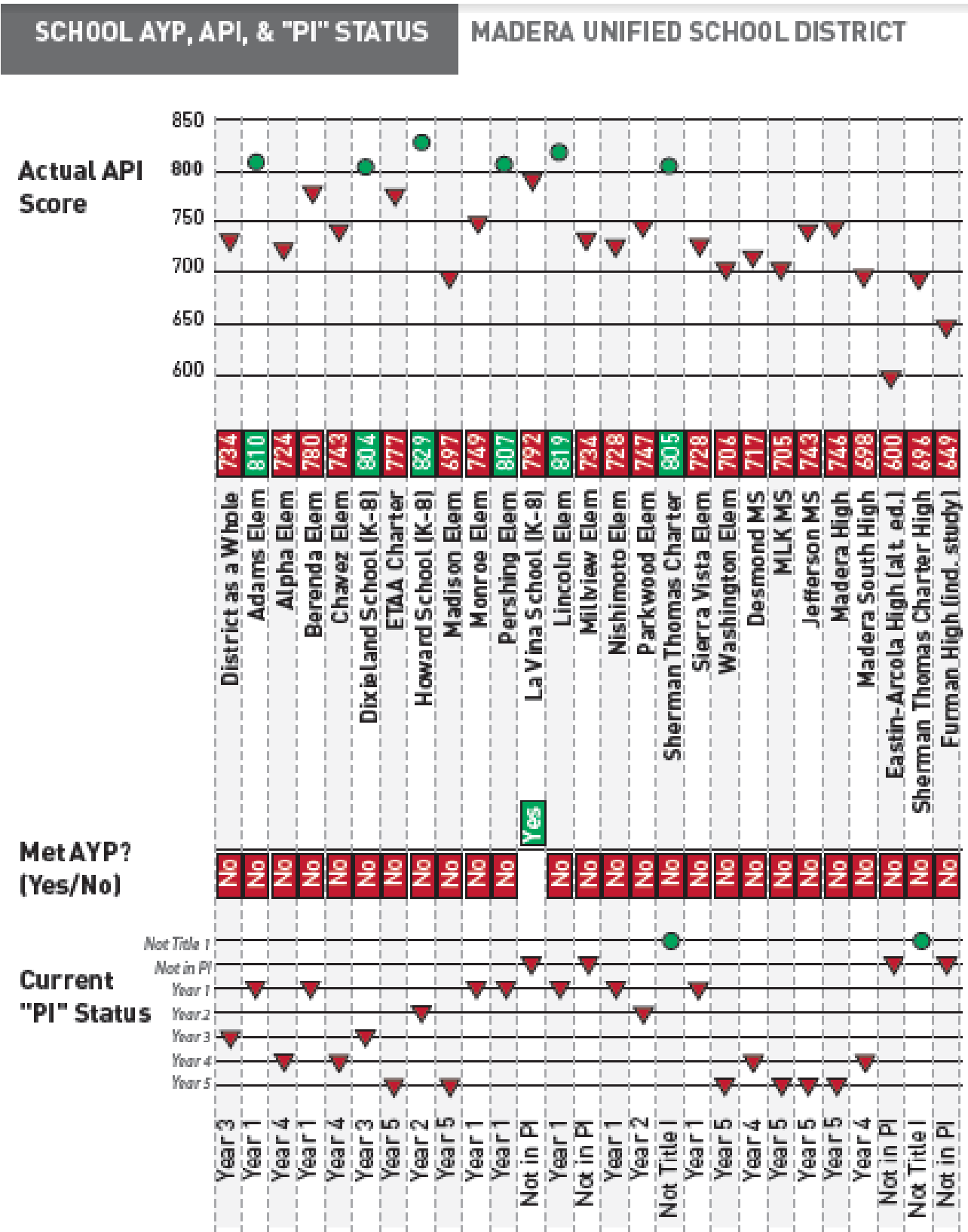


Figure 5.



Areas of Strength based on Lens 2:

CONSISTENCY data

- At the Elementary level, the number of students who met or exceeded the state standards (“proficient/advanced”) in Mathematics oscillated between 11 out of every 20 students and 12 out of every 20 students during the past three years.
- Six schools in Madera USD had “API” scores above 800, the level at which a school is considered “high performing” by the California Department of Education. The API, or Academic Performance Index, is a California-specific measure of school performance.

Areas of Concern based on Lens 2:

CONSISTENCY data

- Student performance in English Language Arts (ELA) is significantly lower than in Mathematics. The number of “proficient/advanced” students in ELA varied between 8 out of every 20 and 10 out of every 20 in Grades 2, 4, 5, and 6, compared to about 12 out of every 20 students in Mathematics.
- At Grade 3, student performance is appreciably low for three years during between 2008-2009 and 2010-2011, with

only about 6 out of every 20 students

“proficient/advanced” in

Reading/Language Arts.

- At the 7th grade, fewer than 8 out of every 20 students were “proficient/advanced” in Mathematics between 2008-2011; in Reading/Language Arts, between 8 and 9 out of every 20 students met state standards.
- In Grades 8-11, student performance on the Reading/Language Arts tests has been inconsistent from grade to grade: approximately 9 out of every 20 students were “proficient/advanced” in Grades 8 and 9, compared to about 7 out of every 20 students in Grades 10 and 11.
- Student performance in Mathematics beyond the Elementary grades has been particularly low during the past few years. About 5 out of every 20 students passed the Algebra I tests; about 1 in 20 passed the Algebra II tests; and fewer than 3 out of every 20 were “proficient/advanced” in Geometry.
- On the California High School Exit Exams (CAHSEE), slightly less than half of students who took the tests passed the CHSEE between 2008-2011.

— Twenty-five out of 26 schools in the district did “not meet AYP” in 2011. AYP – or Annual Yearly Progress – is the accountability system associated with the federal No Child Left Behind (NCLB) law, and is based on the proportion of students in every subgroup who performed at the “proficient/advanced” levels on the state tests. Consequently, nearly all the schools in the district have been designated “PI” – or “Program Improvement” – schools. The district as a whole did “not meet AYP” and has

been designated a “PI 3” school system.

4.1.3 DATA ANALYSIS FOR LENS 3: EQUITY

Lens 3: EQUITY provides insights into the learning and achievement by students by subgroup. The Core Planning Team analyzed subgroup data across all grade levels and multiple subjects, as well as district-wide AYP AND API results disaggregated by relevant student subgroups. A sampling of the datasets can be found below (Figures 6 to 10).

Figure 6. Madera USD: 3-Year District-wide AYP Results by Student Subgroup

	ENGLISH LANGUAGE ARTS			MATHEMATICS		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
All Students	No	No	No	Yes	No	No
African American	No	No	No	No	No	No
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Hispanic/Latino	No	No	No	Yes	No	No
White	Yes	Yes	Yes	Yes	Yes	No
Socioeconomically Disadvantaged	No	No	No	Yes	No	No
English Learners	No	No	No	Yes	No	No
Students with Disabilities	No	No	No	No	No	No

Figure 7. Madera USD: 3-Year District-wide API Results by Student Subgroup

	2008-2009	2009-2010	2010-2011	2-year API Change (2009-2011)
District-wide	--	734	735	--
African American	698	692	673	-25
Asian	833	831	845	+10
Hispanic/Latino	717	723	725	+ 8
White	798	810	811	+13
Socioeconomically Disadvantaged	712	719	720	+ 8
English Learners	696	695	699	+ 3
Students with Disabilities	607	597	600	- 7

Figure 8. Student Performance on CAHSEE - ELA

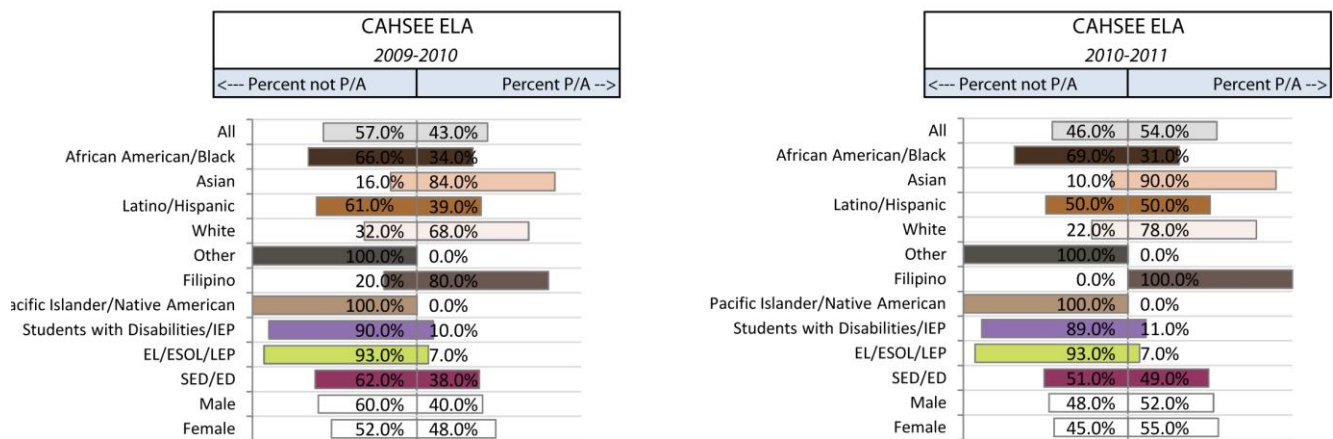


Figure 9. Student Performance on CAHSEE - Mathematics

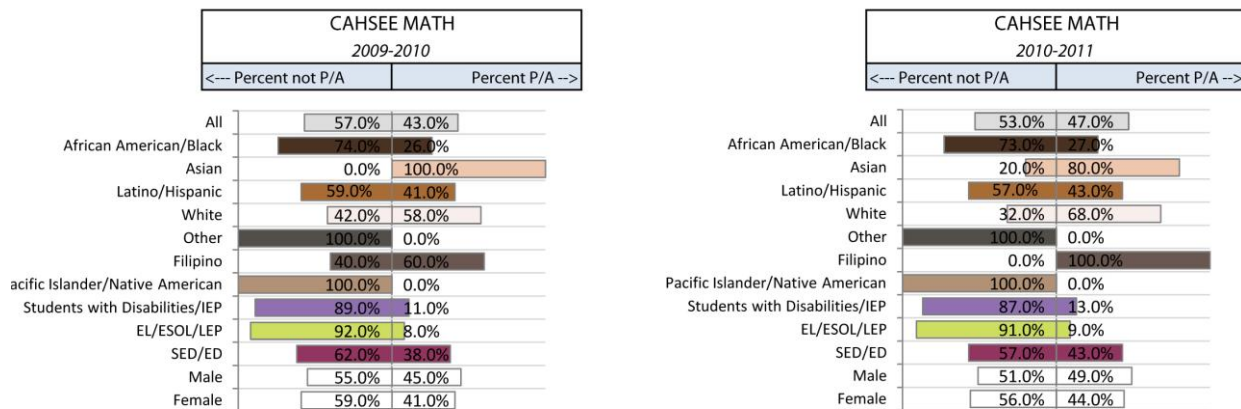
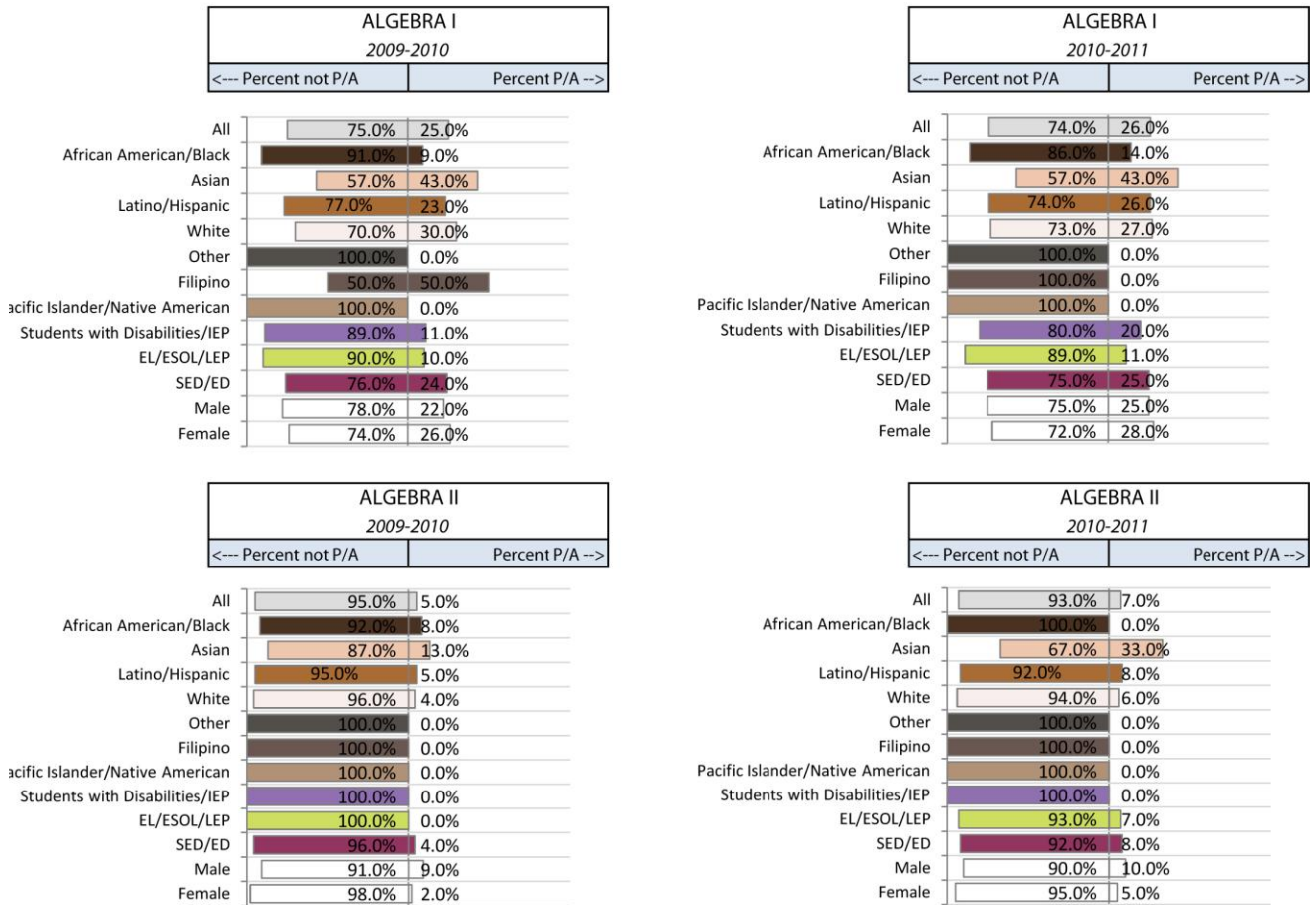


Figure 10. Student Performance in Algebra I & Algebra II



Areas of Strength based on Lens 3: EQUITY data

- Across the board, Asian students performed better than other numerically significant subgroups. Their AYP, API, CAHSEE and CST results were consistently strong.
- Performance of White students has been quite strong, too, across multiple measures: AYP, API, CAHSEE and CST (except with respect to AYP results for Math in 2011).

- Proportion of Hispanic students passing ELA CAHSEE increased from 39% (2009-2010) to 50% (2010-2011). There was a slight increase in the Math CAHSEE pass-rates during the same period, from 41% to 43%.

Areas of Concern based on Lens 3: EQUITY data

- Performance of African American, English Learners and Students with Disabilities lagged behind the results for other subgroups by a significant

margin. The API for each of the three subgroups has remained below 700 during the past 3 years.

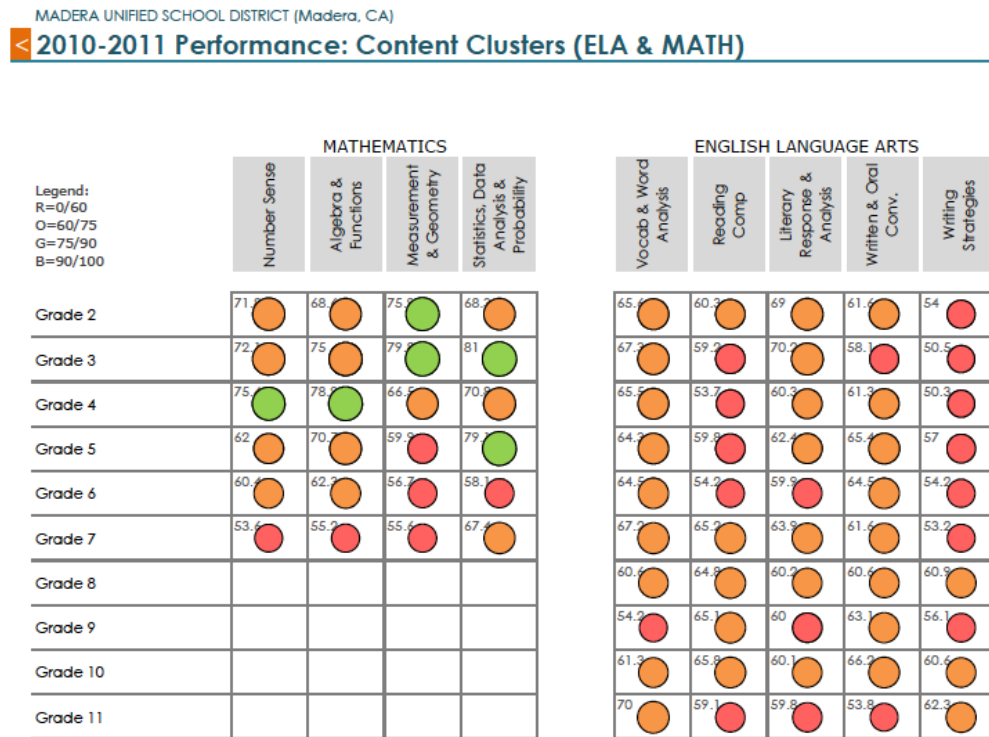
- Mathematics achievement for English learners has been extremely low: about 19 out of every 20 EL students did not pass the CST Geometry test or Algebra I or Algebra II or High School Summative Math. Results for Hispanics, African American students and Students with Disabilities were equally abysmal between 2009-2010 and 2010-2011.
- Overall, student performance in Mathematics at the secondary level was significantly worse than at the

elementary level for virtually all subgroups.

4.1.4 DATA ANALYSIS FOR LENS 4: STANDARDS

Lens 4: STANDARDS tells us about student mastery of the academic standards that would prepare them for success at the next level. The chart illustrates student performance at the content cluster level for the Mathematics and English Language Arts examinations (CST). The results for 2008-2009 and 2009-2012 school years (not shown) are similar to the data for 2010-2011, shown below:

Figure 11. Student Performance on the CST by Content Clusters



Areas of Strength based on Lens 4:

STANDARDS data

- Moderately stronger student performance in Mathematics in the primary grades than at the secondary level.
- Elementary students performed better on the Statistics, Data Analysis & Probability content cluster than on any other Math cluster.

Areas of Concern based on Lens 4:

STANDARDS data

- ELA results at the content cluster level showed limited growth during the past few years.
- Writing Strategies and Reading Comprehension were weakest content clusters.

4.1.5 HIGHEST-PRIORITY AREAS OF STRENGTH AND AREAS OF CONCERN

	HIGHEST-PRIORITY AREAS OF STRENGTH & AREAS OF CONCERN BASED ON ANALYSIS OF STUDENT DATA	Strength / Concern
1.	Mathematics achievement for the Cohort held steady as students progressed through Grades 2, 3, and 4. The proportion of students who were proficient/advanced in Grade 2 in 2008-2009 remained relatively constant when those students became 4 th graders in 2010-2011.	Strength
2.	District-wide, high school graduation rates increased appreciably between 2009-2010 and 2010-2011: from 78.5% to 80.9%. The 2.4 percentage-point increase is higher than the state-wide increase of 1.5 percentage-points between 2009-2010 and 2010-2011 school years.	Strength
3.	Madera dropout rates in 2010-2011 were <i>lower</i> than the state average for all subgroups (except non-Hispanic White students).	Strength
4.	Six schools in Madera USD had "API" scores above 800, the level at which a school is considered "high performing" by the California Department of Education.	Strength
5.	Proportion of Hispanic students passing ELA CAHSEE increased from 39% (2009-2010) to 50% (2010-2011). There was a slight increase in the Math CAHSEE pass-rates during the same period, from 41% to 43%.	Strength
6.	Moderately stronger student performance in Mathematics in the primary grades than at the secondary level. Elementary students performed better on the Statistics, Data Analysis & Probability content cluster than on any other Math cluster.	Strength

7.	For nearly all Cohorts across the 3-year span, fewer than 10 out of every 20 students were proficient/advanced in English Language Arts at each grade level (Grades 2-11).	Concern
8.	Lower graduation rates <u>and</u> higher dropout rates for cohort of White students, compared to the state-wide figures for 2010-2011. The dropout rate was 11.2% for Madera's White students, compared to 8.9% statewide.	Concern
9.	Cohort dropout rates for African American students more than doubled between 2009-2010 and 2010-2011: from 7.1% in 2009-2010 to 15.8% in 2010-2011.	Concern
10.	Twenty-five out of 26 schools in the district did "not meet AYP" in 2011. AYP – or Annual Yearly Progress. The district as a whole did "not meet AYP" also, and has been designated a "PI 3" school system.	Concern
11.	Student performance in English Language Arts (ELA) is significantly lower than in Mathematics. The number of "proficient/advanced" students in ELA varied between 8 out of every 20 and 10 out of every 20 in Grades 2, 4, 5, and 6, compared to about 12 out of every 20 students in Mathematics.	Concern
12.	On the California High School Exit Exams (CAHSEE), slightly less than half of students who took the tests passed the CAHSEE between 2008-2011.	Concern
13.	Student performance in Mathematics beyond the Elementary grades has been particularly low during the past few years. About 5 out of every 20 students passed the Algebra I tests; about 1 in 20 passed the Algebra II tests; and fewer than 3 out of every 20 were "proficient/advanced" in Geometry.	Concern
14.	Performance of African American, English Learners and Students with Disabilities lagged behind the results for other subgroups by a significant margin. The API for each of the three subgroups has remained below 700 during the past 3 years.	Concern
15.	Mathematics achievement for English learners has been extremely low: about 19 out of every 20 EL students did <u>not</u> pass the CST Geometry test or Algebra I or Algebra II or High School Summative Math. Results for Hispanics, African American students and Students with Disabilities were equally abysmal between 2009-2010 and 2010-2011.	Concern
16.	Overall, student performance in Mathematics at the secondary level was significantly worse than at the elementary level for virtually all subgroups.	Concern
17.	Writing Strategies and Reading Comprehension were weakest content clusters, based on the CST data for English Language Arts (ELA).	Concern

Student Voice – What They Said

Three groups of students – one Elementary, one Middle Grades and one High School – participated in a focus group discussion about their educational experiences, at home, at school, and within the community. A total of 37 students took part in the 60-90-minute conversations, facilitated by Mutiu Fagbayi (President/CEO, Performance Fact, Inc.). Below are highlights of the students' comments and suggestions regarding ways to improve their educational experiences.

4.2.1 Elementary Students

What's going well

- “The teachers are really nice.” / “I like my teachers”
- Get along with other students and classmates
- Student safety is a plus– 14 out of 16 students “feel safe most of the time”. “Teachers are visible during recess and after school”; “There is always a grownup around to make sure everything is fine.”
- Students are nice to each other

What needs improvement

- Bullying; picking on other kids for no reason
- After-school support for kids who need it; current program is non-academic – “It's like babysitting”

- More help from teachers re: Math
- More time for Science
- Playground equipment
- “Everybody tolerates other people, but are not necessarily nice” to other students
- Level of rigor in Math rated “too easy” by 6 out of 16 students; for Reading, 13 out of 16 rated rigor “just right”
- Better and more playground equipment
- Healthier options during lunch; vegetarian meals, like salads.
- More time for lunch – “15 minutes is too short”
- Better substitute teachers
- More enrichment opportunities – “higher achieving students are getting bored”
- Some teachers have different academic standards for different kids – 14 out of 16 kids mentioned that teacher expectations vary from student to student

4.2.2 Middle Grades Students

What's going well

- Like the teachers – “... they are good teachers”; “...really nice teachers”
- Sports clubs (e.g., volleyball, FCA, BEAR Helpers
- Counselors! Counselors! Counselors!
- Algebra classes
- Having 60 minutes for lunch

What needs improvement

- Bullying
- More time to receive academic help from teachers during the school day (e.g., lunch time)

- Better classroom management; kids disrupting classes, kids not disciplined when they act
- Inconsistent enforcement of consequences
- Too many fights during lunch
- More healthy food
- Show student sports events on local TV
- Better subs needed – “... the quality is horrible”
- Students selling drugs outside the school – “Do you have a lighter? I want to roll this blood”
- Teacher favoritism toward “better students”
- Differential standards – “some teachers have low standards for some [kids], high standards for others
- Inconsistent teacher behavior depending on teacher’s mood
- “Would like to learn more about college even while in middle school”
- Strong Continuation High School program --- high demand, high support
- Inconsistent and inequitable enforcement of rules and consequences
- School bus – too many students, too few seats, frequent breakdown
- Large class sizes

4.2.3 High School Students

What’s going well

- Counselors – “they are really helpful”; “My counselor knows me 1-on-1”
- High expectations
- Administrators, in general
- “Really great teachers”
- “Opportunities always there”; multiple chances
- Adults truly want things to get better; “always open to improvement”

What needs improvement

- Drugs – “at least 5 to 7 out of every 10 kids” use drugs; “even the ‘good’ kids...”; very easy access
- Bullying
- Poor Substitute teachers

Reflection on Professional Practices

All students will learn at high levels when instruction meets their needs. What a student has not learned well yet, is something that she/he has not been taught well yet. Following the analysis of the current state of student achievement, the Core Planning Team used Performance Fact's "root cause" protocol and rubric to assess the underlying causes of the current state of student learning and achievement.

The participants rated current Madera USD teaching practices, leadership practices and organizational practices on a set of

research-based **16 high-leverage practices** (Figure 12), using a 4-point rating **rubric** that offered a consistent interpretation of each high-leverage practice. The root-cause process also guided the identification of the **"Four Pillars"** of the district's **Instructional Focus** and the other recommendations in the strategic plan, described in the next Chapter. The participants applied the rubric ratings to five student achievement Areas of Strength (S1-S5) and five Areas of Concern (C1-C5). The relative ratings provided a "map" of the effectiveness of current professional practices in Madera USD. The preponderance of "2" ratings on the map was highly correlated to the current state of student achievement in the district, with approximately *half* of all students "meeting standards" by most measures.

Figure 12. Core Team's Ratings of the Effectiveness of Professional Practices

1 = Beginning Implementation	3 = Full Implementation
2 = Partial Implementation	4 = Exemplary Implementation

	S1	S2	S3	S4	S5	C1	C2	C3	C4	C5
High Leverage Practices										
1 Standards-aligned consistent instruction	2	4	2	2	2	2	3	2	2	2
2 Equitable access to rigorous, high-level program	3	3	2	2	2	2	2	1	1	1
3 Differentiation	2	2	2	2	2	2	1	2	1	2
4 Culturally responsive teaching and learning	3	2	2	2	1	2	2	2	2	1
5 Data-driven continuous improvement	3	3	2	3	2	3	3	2	2	2
6 Accelerated intervention	2	3	1	2	2	2	2	1	2	2
7 Collegial collaboration and accountability	2	3	2	2	2	2	2	2	2	2
8 Results-focused professional learning	3	3	2	3	2	3	3	2	2	2
9 High expectations for all	2	1	2	2	2	1	1	2	2	2
10 Effective teacher for every student, effective leader for every school	3	2	3	2	2	3	2	3	1	2
11 Needs-based resource allocation	3	3	2	2	2	3	2	2	2	2
12 Supports for staff	3	2	2	2	3	3	2	2	2	3
13 Instructional leadership	3	3	2	2	2	3	3	2	2	2
14 Safe climate for learning and work	3	2	3	3	2	3	2	3	3	2
15 Effective and efficient operations	3	2	2	2	2	3	2	2	2	2
16 Strong relationships with families and community	2	2	2	2	2	2	2	2	2	2

Figure 13. 16 Research-based High-leverage Practices, or “Pillars”

RESEARCH-BASED HIGH-LEVERAGE PRACTICES FOR “ROOT CAUSE” ASSESSMENT OF TEACHING PRACTICES, LEADERSHIP PRACTICES AND ORGANIZATIONAL PRACTICES

High-leverage Practices		
1.	STANDARDS-ALIGNED CONSISTENT INSTRUCTION	Curriculum, assessment and teaching are directly aligned with all state standards in all content areas and for all students, with standards at the center of curriculum planning and student learning.
2.	EQUITABLE ACCESS TO RIGOROUS, HIGH-LEVEL PROGRAMS	All students have access to challenging, on-standard teaching and courses that include coverage of the “power standards” and core content.
3.	DIFFERENTIATION	Instructional strategies are differentiated to meet the varied learning needs of each student.
4.	CULTURALLY RESPONSIVE TEACHING AND LEARNING	Instruction reflects students' prior knowledge, learning styles and cultural background; programs and policies integrate the perspectives and needs of diverse stakeholders.
5.	DATA-DRIVEN CONTINUOUS IMPROVEMENT	School staff uses frequent and timely formative assessments to monitor and adjust teaching practices, leadership practices and organizational practices.
6.	ACCELERATED INTERVENTION	Students not meeting academic expectations receive immediate and targeted academic and social support.
7.	COLLEGIAL COLLABORATION AND ACCOUNTABILITY	Staff engage in year-round cycles of inquiry (e.g., <i>Eye on the Goal™</i> , Lesson Study), with clear standards of professional practice and accountability.
8.	RESULTS-FOCUSED PROFESSIONAL LEARNING	Professional learning is linked to instructional priorities, is standards-based, has clear goals, and meets the individual needs of staff.
9.	HIGH EXPECTATIONS FOR ALL	Beliefs and behaviors reflect commonly held high expectations and shared responsibility for professional practices and student learning.
10.	EFFECTIVE TEACHER FOR EVERY STUDENT, EFFECTIVE LEADER FOR EVERY SCHOOL	Staffing assignments ensure equitable distribution of teachers and leaders to meet the specific needs of students and schools.

11.	NEEDS-BASED RESOURCE ALLOCATION	School resources are focused on strategies that enhance professional practice and accelerate learning for all student populations.
12.	SUPPORTS FOR STAFF	Teachers, leaders and staff receive timely, focused support and intervention (e.g., coaching, mentoring, peer support, targeted training).
13.	INSTRUCTIONAL LEADERSHIP	The principal and instructional leadership team articulate a clear school vision, and are actively involved in planning, guiding and assessing instruction and student learning.
14.	SAFE CLIMATE FOR LEARNING AND WORK	The school culture and structures support the social-emotional needs of students, and standards for student and adult conduct are fair and consistently enforced.
15.	EFFECTIVE AND EFFICIENT OPERATIONS	The school has well-established organizational procedures, and day-to-day operations run smoothly to facilitate teaching, learning and leadership.
16.	STRONG RELATIONSHIPS WITH FAMILIES AND COMMUNITY	Trust among home-school-community is nurtured through shared responsibility for student success, proactive communication and meaningful stakeholder “voice”.

Figure 14.



Assessment of Current State of Standards-aligned Instructional System

The staff of Madera USD's Educational Services Department conducted a comprehensive assessment of the current educational programs in the core subjects, with particular attention to the quality and effectiveness of standards-aligned instructional practices in each subject. For each area of focus, they assessed what is going well and what needs improvement relative to each of the six components of a standards-aligned system (Figure 14).

SIX COMPONENTS OF A STANDARDS-ALIGNED INSTRUCTIONAL SYSTEM

Continuous improvement of core instructional programs demands the alignment of the six components of a **standards-aligned instructional system**.

The first component – **standards** – clarifies what students need to know, be able to do, and be like. The next three components ensure that what we teach (i.e., **curriculum**), how we monitor (i.e., **assessments**), and how we teach (i.e., **instruction**) are aligned to the content and performance standards.

The fifth component – **instructional materials and resources** – calls for appropriate and adequate teaching "tools" for teachers and their students. The final component of a standards-aligned system is **interventions**; its focus is on timely, accelerated "safety nets" that assure equity of access and opportunity for successful learning for every student, regardless of the student's background, 'condition,' or circumstance.

Together, these six components make up a standards-aligned instructional system. All six components should be considered when assessing the effectiveness of your current instructional system and when selecting your priorities for continuous improvement of your standards-aligned instructional system.

The strategic planning Core Team used the initial assessments by the Educational Services staff as a starting-point for further evaluation of the current state of educational programs. Highlights of their comprehensive assessments are available in a separate report.

Assessment of Operations, Supports and Services

The following are highlights of the assessment of the current state of district-level services, conducted by the staff of the Madera USD Business Office.

<u>Department</u>	<u>Shift from ...</u>	<u>Shift to ...</u>
Business Office	An accounting-driven system	Fully integrate all budgets to best serve the students. User-friendly process that can be understood by all
Child Nutrition	Guideline-driven	Meals of high quality and enjoyed by students
Data Processing Facilities Planning	"We know best" attitude Self-contained planning	"What the teacher needs" Planning collaboratively for the future with all stakeholders
Maintenance & Operations	Priorities driven by Maintenance & Operation department	Becoming more customer-service oriented relative to the needs of teachers and staff; informing teachers and staff why we do what we do
Purchasing	Centralized requisition processing	Site-based requisition process.
Transportation	Department-focused system	A system that serves sites and students
Security/Gang Intervention	Perceived as a "reactive" system	Proactive system that includes building relationships with those we serve

Feedback from Madera USD Stakeholders and Partners

A broad-based team of Madera parents, community leaders, business representations, and local government officials participated in an assessment of the current state of the relationship between Madera USD and its external stakeholders. The following are highlights of their assessment.

<u>Stakeholder</u>	<u>Shift from ...</u>	<u>Shift to ...</u>
Parents/Families	Handing out introductory information to parents; monthly newsletters from school to parent; MUSD website; parent conferences; school-site council; school events (i.e., Back to School nights, open house).	Continued school-parent communication; more district-based communication regarding district info, as opposed to only school-based; implement and increase use of social media as a communication/information tool
Community-based Organizations (including faith-based groups, business, and higher education)	Reactive communication to service organizations; Principal-for-the-Day program once per year.	"Adopt-a-School" program; inserting district into community process; more proactive interaction with organizations; create opportunities for volunteerism; work with internal groups to promote volunteerism; more frequent business-school interaction
Local Governmental Agencies (including Parks/Community Service Dept.)	Limited-use agreements with Parks Dept.; little joint-use of facilities; community not allowed onto campuses after school hours.	Expand relationship with Parks Dept. and increase trust; more comprehensive use of facilities by community; share resources and facilities (e.g., Youth Center)
Health, Social Services & Safety Agencies (including Police Department, Sheriff, Public Health)	Entities operating in isolation; lack of collaboration between Police Department and district; one Resource Officer employed	Combine services and efforts where possible; increased communication and collaboration with Public Health; use of schools as vaccination centers and public health resource; employ more Resource Officers

CHAPTER FIVE

The Recommendations

Success does not happen “by chance.” Consistently high-performing schools and districts do not become that way “by accident.” Rather, sustained student performance is an outcome of *disciplined practices* ... in every class, in every school, in every department, in every part of our community.

This section focuses on the consensus Recommendations of Madera stakeholders regarding the vision and goal for student learning, as well as the roadmap for achieving the desired outcomes. Specifically:

- We clarify our **Goal** for student learning and the **Vital Signs** we will pay attention to along the way.
- We define the “Four Pillars” of our teaching practices, leadership practices, and organizational



practices, and our core Commitments under each Pillar. Together, the **Four Pillars** and the **Commitments** represent the capabilities we need and must develop to accomplish our Goal for student learning; they “frame” our day-to-day practices, processes and procedures.

- We describe specific **Key Actions** that we will implement consistently day-to-day, in alignment with each core Commitment.

The Goal and Vital Signs of Student Learning

In Madera, we are committed to educating the whole child through high expectations, community collaboration and shared responsibility for each student's health, safety, and success in life.

Our Goal

Madera: Unified to ensure every student is **educated for College, equipped for Career**, and **empowered with Character**.

The Vital Signs of Student Growth & Development

We want our students to experience continuous *academic growth*, embody *academic tenacity*, and to model *socio-emotional resiliency*.

Therefore, we will monitor and thoroughly analyze:

4. **Self-responsibility, self-discipline and initiative**
5. **Critical thinking and problem-solving**
6. **Proficiency** in all subjects
4. Meaningful **participation** in class, school and community
8. Acquisition of **positive life skills**
9. Closing the “**achievement gap**” and accelerating learning for all student groups
10. **Successful transitions** from level-to-level (Prekindergarten-Elementary-Secondary-post-Secondary)

In Madera, we are committed to educating the whole child through high expectations, community collaboration and shared responsibility for each student's health, safety, and success in life.

OUR GOAL
MADERA: UNIFIED

to ensure every student is educated for COLLEGE, equipped for CAREER, and empowered with CHARACTER

Madera: Unified for Student Success!
2012-2015 Strategic Plan

(Madera, California)
Madera Unified School District



THE VITAL SIGNS OF STUDENT GROWTH AND DEVELOPMENT

We want our students to experience continuous academic growth, embody academic tenacity, and model socio-emotional resiliency.

Therefore, we will monitor and thoroughly analyze:

- 1. Self-responsibility, self-discipline and initiative
- 2. Critical thinking and problem-solving
- 3. Proficiency in all subjects
- 4. Meaningful participation in class, school and community
- 5. Acquisition of positive life skills
- 6. Closing the “achievement gap” and accelerating learning for all student groups
- 7. Successful transitions from level-to-level (preKindergarten –Elementary –Secondary –post-Secondary)

PILLAR #1: EQUITABLE ACCESS TO RIGOROUS HIGH-LEVEL PROGRAMS

Commitment 1.1: STRONG CORE ACADEMIC PROGRAMS
Build and sustain a standards-aligned instructional system that promotes a culture of high standards for all students, with the expectation that all students complete academic programs of study that equip them for success at the next level in school, college and career.

Commitment 1.2: CONSISTENT IMPLEMENTATION OF THE INSTRUCTIONAL FOCUS
Ensure consistency in teaching practices, leadership practices, and organizational practices by implementing the Instructional Focus with fidelity in every school.

PILLAR #2: DATA-DRIVEN PROFESSIONAL LEARNING AND COLLABORATION

Commitment 2.1: INVESTING IN PROFESSIONAL GROWTH OF TEACHERS, LEADERS AND STAFF
Accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely support, and leadership development for teachers, leaders and staff.

Commitment 2.2: DATA-INFORMED CULTURE
Reinforce continuous improvement and innovation by making decisions based on fact instead of opinion, using data-driven cycle of inquiry, and motivating professional accountability among teachers, leaders and staff.

PILLAR #3: SAFE AND HEALTHY ENVIRONMENTS FOR LEARNING AND WORK

Commitment 3.1: SAFE, CARING AND RESPECTFUL ENVIRONMENT
Maintain a caring, respectful and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home and community.

Commitment 3.2: RESPONSIVE DISTRICT SUPPORTS AND SERVICES
Empower our schools in carrying out their mission by providing sound stewardship of resources, effective and responsive services, and ongoing training for district-level and support staffs.

PILLAR #4: STRONG RELATIONSHIPS WITH FAMILIES AND COMMUNITY

Commitment 4.1: PROACTIVE OUTREACH AND COMMUNICATION WITH PARENTS AND COMMUNITY PARTNERS
Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources, and maintaining open channels of communication.

Commitment 4.2: PUBLIC TRUST AND COMMITMENT
Sustain public trust and commitment in our schools through sound stewardship of resources, transparency in decision-making, and accelerated gains in student achievement.



The “Four Pillars” and Core Commitments

In the Madera Unified School District, we are committed to high expectations, community collaboration, and shared responsibility for professional practices and student learning. We aim to provide an effective teacher for every student and effective leader for every school.

Our **FOUR PILLARS** are the building blocks of our professional practices; they frame what we must do well in every classroom, in every school, and system-wide to ensure success for all students, without exception.

Our first Pillar – **EQUITABLE ACCESS TO RIGOROUS HIGH-LEVEL PROGRAMS** – ensures that Curriculum, standards-based instruction, and programs are directly driven to provide all students with equal levels of opportunity and achievement. The Commitments that accompany our first Pillar are as follows:

Commitment 1.1: STRONG CORE ACADEMIC PROGRAMS

Build and sustain a standards-aligned instructional system that promotes a culture of high standards for all students, with the expectation that all students complete academic programs of study that equip them for success at the next level in school, college and career.

Commitment 1.2: CONSISTENT IMPLEMENTATION OF THE INSTRUCTIONAL FOCUS

Ensure consistency in teaching practices, leadership practices, and organizational practices by implementing the Instructional Focus with fidelity in every school.

Our second Pillar – **DATA-DRIVEN PROFESSIONAL LEARNING & COLLABORATION** – promotes meaningful collaboration and professional learning to improve and shift practices in every classroom, every school, and every district-level department. The corresponding Commitments are as follows:

Commitment 2.1: INVESTING IN GROWTH OF TEACHERS, LEADERS AND STAFF

Accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely support, and leadership development for teachers, leaders and staff.

Commitment 2.2: DATA-INFORMED CULTURE

Reinforce continuous improvement and innovation by making decisions based on fact instead of opinion, using data-driven cycle of inquiry, and motivating professional accountability among teachers, leaders and staff.

Our third Pillar – **SAFE AND HEALTHY ENVIRONMENTS FOR LEARNING & WORK** – focuses on school-level and district-wide culture and structures that support the personal safety of the students, staff and community with fair and consistent expectations.

Commitment 3.1: SAFE, CARING AND RESPECTFUL ENVIRONMENT

Maintain a healthy, caring, respectful and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Commitment 3.2: RESPONSIVE DISTRICT SUPPORTS AND SERVICES

Empower our schools in carrying out their mission by providing sound stewardship of resources, effective and responsive services, and ongoing training for district-level and support staffs.

Our fourth Pillar – **STRONG RELATIONSHIPS WITH FAMILIES & COMMUNITY** – recognizes that schools can't do it alone. Therefore, we will initiate and sustain relationships among home-school-community through shared responsibility for student success, proactive communication and meaningful stakeholder "voice."

Commitment 4.1: PROACTIVE OUTREACH AND COMMUNICATION TO PARENTS AND COMMUNITY PARTNERS

Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policymakers.

Commitment 4.2: PUBLIC TRUST AND COMMITMENT

Sustain public trust and commitment in our schools through sound stewardship of resources, transparency in decision-making, and accelerated gains in student achievement.

The Four Pillars and corresponding Commitments provide a consistent framework for day-to-day action, allocating resources, assessing the impact of taxpayers' investments in our public schools, and accelerating student achievement in Madera schools.

The Key Actions

PILLAR #1: EQUITABLE ACCESS TO RIGOROUS HIGH-LEVEL PROGRAMS

Commitment 1.1: STRONG CORE ACADEMIC PROGRAMS

Build and sustain a standards-aligned instructional system that promotes a culture of high standards for all students, with the expectation that all students complete academic programs of study that equip them for success at the next level in school, college and career.

Specific **Key Actions** relating to this Commitment are as follows.

1.1.1 Reaffirm uniform academic standards, learning outcomes and graduation requirements for all students, including completion of the California A-to-G criteria and proficiency based on the Common Core State Standard.

1.1.2 Maintain the system-wide commitment to and continuously update implementation of the five strategies of the *District Instructional Action Plan* (DIAP), namely: Instructional Program; Instructional Strategies; Response to Intervention - Academic & Behavior; Assessment; and Accountability. Fully integrate the DIAP as the base model and adjust as necessary based on school-level needs and data about student learning and professional practices.

1.1.3 Strengthen the instructional core in each content area through disciplined implementation of the six components of a standards-aligned instructional system, namely:

Standards

- Transition to the full implementation of the California Common Core Standards by the 2014-2015 school year.
- Continue to refine and execute the California Common Core Standards Implementation Plan.
- Provide teachers with professional development in the scope and sequence of the standards, evidenced based assessment, and authentic work that reflects mastery of the standards.

Assessments

- Revise District Level Assessments to reflect the Smarter Balanced assessment system that will measure mastery of the California Common Core Standards and provide actionable information about student progress toward college and career readiness beginning in 2014-2015.
- Expand training in the development of Common Formative Assessments beyond multiple-choice questions by including short and extended constructed response items and performance tasks that allow students to complete in depth projects that demonstrate analytical skills and real-world problem solving.

Curriculum

- Revise and/or update curriculum guides to reflect the California Common Core Standards, and to include sequencing and/or pacing guidance for common instruction and assessment.
- Provide professional development regarding effective use of curriculum aides and instructional materials focused on the standards-aligned and State Board of Education-approved core program.
- Provide professional development in deconstructing standards and backwards mapping using district curriculum guides.

Instruction

- Provide instructional assistance and support to all teachers using trained content experts, instructional coaches, and teacher-leaders who are knowledgeable about the common core standards, adopted program materials, and the effective instructional strategies.
- Utilize the direct instruction lesson design and delivery model to implement the Common Core standards.
- Provide professional development in instructional strategies to support struggling students, especially English learners and special education pupils.

Instructional Materials

- Identify and purchase State Board of Education (SBE)-approved materials to support the implementation of the California Common Core Standards in the content areas.
- Identify and purchase SBE-approved intensive intervention materials for each content area.

Intervention

- Develop and implement a coherent system of timely, accelerated intervention for underperforming students, with particular emphasis on strengthening proficiency of English learners, special education pupils, and chronically underperforming students.
- Identify research-based programs appropriate for Tier II Interventions to serve as a resource at the school site, and designate standard district assessment tools that will be used in the evaluation of student movement within the Response to Intervention (RtI) model.
- Identify and purchase SBE-approved intensive intervention materials for each content area.

Commitment 1.2: CONSISTENT IMPLEMENTATION OF THE INSTRUCTIONAL FOCUS

Ensure consistency in teaching practices, leadership practices, and organizational practices by implementing the Instructional Focus with fidelity in every school.

Specific **Key Actions** relating to this Commitment are as follows.

1.2.1 Embed the teaching practices, leadership practices, organizational practices, and vital signs outlined in the system-wide Instructional Focus in day-to-day instructional design, delivery, and monitoring (See Appendix for the Instructional Focus).

1.2.2 Provide timely, easy-to-understand diagnostic and formative assessment data to teachers and school leaders to facilitate evidence-based continuous improvement of professional practices and student learning.

1.2.3 Conduct evidence-based collegial reflection at the end of each assessment cycle to monitor and communicate classroom, school-wide and district-wide progress on student learning and professional practices.

PILLAR #2: DATA-DRIVEN PROFESSIONAL LEARNING AND COLLABORATION

Commitment 2.1: INVESTING IN GROWTH OF TEACHERS, LEADERS AND STAFF

Accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely support, and leadership development for teachers, leaders and staff.

Specific **Key Actions** relating to this Commitment are as follows.

2.1.1 Define the *Madera Standards of Professional Practice* for teachers, school administrators, district-level leaders and managers, and support staffs outline professional expectations and explicit criteria for assessing progress toward and supporting mastery of the professional standards.

2.1.2 Develop and implement *Madera Practitioners' Academies* as avenues for implementing practice-based professional development aligned to the *Madera Standards of Professional Practice* for teachers, leaders and staff. Ensure that the Academies provide ongoing opportunities for coaching, mentoring, and collaboration in areas that include:

- Motivation strategies for students and adults
- Acquisition of deeper knowledge of content
- Research-based instructional strategies
- Proven practices for English learners and Special Education students
- Instructional supervision, feedback and support
- "Nuts-&-bolts" of school management

2.1.3 Establish the *Madera Professional Development Council* (made up of teachers, site leaders, classified staff, district-level personnel, and appropriate external partners) to:

- Assess the effectiveness of professional development programs on an ongoing basis
- Develop annual plans to ensure consistency, equity of opportunity, and alignment with district priorities;
- Serve as a communication bridge between practitioners and district leadership

2.1.4 Strengthen leadership effectiveness at all levels through continuous learning for principals, administrators and teacher-leaders, and by nurturing new leaders by:

- Developing strong Instructional Leadership Team (ILT) or equivalent at each school
- Cultivating a cadre of Madera practitioners – teachers, leaders, and staff – to facilitate professional development offerings competently and confidently for their colleagues
- Developing and implementing a year-round leadership development curriculum for site administrators, managers, and district-level leaders focused on strengthening their capabilities and effectiveness relative to the California Standards for Educational Leaders (or equivalent)
- Promoting greater parent and community leadership on School Site Councils, English Learner Advisory Committees, parent clubs, school and district task forces, etc.

2.1.5 Facilitate induction of new teachers into the rigors of their profession by offering orientation, training and mentor-teacher support in areas such as: classroom management, teaching students from diverse backgrounds, differentiated instruction, student engagement, higher-order thinking, checking for understanding, maintaining a reflective portfolio, collaboration with colleagues, and engaging parents as partners in student learning.

Commitment 2.2: DATA-INFORMED CULTURE

Reinforce continuous improvement and innovation by making decisions based on fact instead of opinion, using data-driven cycle of inquiry, and motivating professional accountability among teachers, leaders and staff.

Specific **Key Actions** relating to this Commitment are as follows.

2.2.1 Motivate a system-wide focus on performance, professional accountability, and celebration of progress by:

- Setting clear annual goals and performance targets for schools, departments, and district-wide
- Systematically reporting progress from classroom level to board level, based on data
- Recognizing and periodically celebrating accomplishment of teams and schools via school based award ceremonies, using local media to recognize accomplishments, and holding annual district award ceremony

2.2.2 Strengthen implementation of the cycle of inquiry (COI) as a tool for continuous improvement of practices and processes at every level, including:

- Developing 6-12-week instructional plans, including identifying the essential learning for the cycle, setting SMARTE goals, identifying core instructional strategies, outlining intervention for "focus" students, and detailing the week-by-week pacing calendar
- Conducting a Data Summit at the end of each assessment cycle, including analysis of student data and assessment of effectiveness of implementation of the professional practices in the system-wide Instructional Focus
- Monitoring and reflecting on instruction day-to-day, and providing timely support and intervention to teachers and students to ensure successful learning
- Refining district-wide data management system to facilitate cycle of inquiry practices, assessments development and data recording

PILLAR #3: SAFE AND HEALTHY ENVIRONMENT FOR LEARNING AND WORK

Commitment 3.1: SAFE, CARING AND RESPECTFUL ENVIRONMENT

Maintain a healthy, caring, respectful and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Specific **Key Actions** relating to this Commitment are as follows.

- 3.1.1** Review and revise district policies and procedures and provide training for teachers, staff, and administrators regarding effective strategies for addressing bullying, drug use and other unhealthy behaviors among students.
- 3.1.2** Partner with governmental agencies (e.g., Parks & Recreation), community-based organizations, youth development agencies, and law-enforcement to motivate and reward positive student behavior.
- 3.1.3** Encourage student leadership, voice, and engagement through strategies that include:
 - Establishing strong student-driven leadership in every school
 - Inviting the perspective of students regarding how motivate safe and healthy conduct among students
 - Conducting an annual survey of students to assess their perception and satisfaction regarding their academic and socio-emotional experiences

Commitment 3.2: RESPONSIVE DISTRICT SUPPORTS AND SERVICES

Empower our schools in carrying out their mission by providing sound stewardship of resources, effective and responsive services, and ongoing training for district-level and support staffs.

Specific **Key Actions** relating to this Commitment are as follows.

- 3.2.1** Improve the efficiency and effectiveness of services provided by district-level departments, in ways that enable schools to fully carry out their core teaching-and-learning mission.
 - *Business Office* – Fully integrate all budgets to best serve the students, implement a user-friendly process that can be understood by all, and offer training that will facilitate the flow of information.
 - *Child Nutrition* – Enhance quality and enjoyment of food services offerings by seeking input and feedback from the students.
 - *Data Processing* – Restructure and incorporate a long-term data processing plan with budget.

- *Facilities Planning* – Implement a comprehensive master facilities plan.
- *Maintenance & Operations* – Improve communication with sites and inform them upfront of what the department plans to do and why.
- *Purchasing* – Implement an online purchasing process.
- *Transportation* – Implement efficiency study.
- *Security/Gang Intervention* – Align systems among district office, school sites and public-safety partners, and provide needed training.

3.2.2 Review and revise the use of technology as a platform for conducting the work of the district and schools in a seamless way, and provide a technology-rich environment for students and staff through staff development on how to use classroom technology effectively to enhance instruction and keeping network and hardware resources in sound working order.

3.2.3 Review and revise the efficiency and effectiveness in all human resource functions:

- Institute uniform hiring practices such as job descriptions, postings, screenings, interview protocols, and timelines.
- Strengthen employee relations, including building strong working partnerships with employee Unions, and promoting work-life balance programs.
- Continually seek ways to improve the organizational climate, using employee “voice” surveys and other stakeholder feedback.
- Strengthen communications with job-applicants and establish a transparent process for prospective applicants.
- Improve customer service through timely, friendly, responsive feedback and follow-through.

3.2.4 Conduct annual feedback surveys of each department's customers/clients to assess the quality of services provided by the unit, identify opportunities for improvement, compile annual service ratings, and recognize departments that meet improvement targets and/or achieved significant year-to-gain growth in their services ratings.

PILLAR #4: STRONG RELATIONSHIPS WITH FAMILIES AND COMMUNITY

Commitment 4.1: PROACTIVE OUTREACH AND COMMUNICATION TO PARENTS AND COMMUNITY PARTNERS

Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policymakers.

Specific **Key Actions** relating to this Commitment are as follows.

4.1.1 Enhance the engagement of parents in the learning and growth of their students by:

- Using a student-teacher-parent *Compact for Learning* to clarify the responsibilities and commitments of each party to student success
- Providing parents/guardians with family-friendly report cards that show student progress toward grade-level, promotion and graduation standards
- Holding periodic parent-teacher-student conferences to review progress and define improvement objectives
- Conducting annual surveys of students and families to assess their perception, satisfaction and suggestions regarding their educational experiences
- Publishing a quarterly newsletter, and using the district website, social media (e.g., Twitter, Facebook) to communicate with parents and families on an ongoing basis

4.1.2 Foster stronger partnership with community groups to promote shared responsibility for student learning and strategic use of resources:

- *Community-based Organizations* – Begin Speakers' Circuit to regularly address service organizations and to promote volunteerism in Madera schools
- *Local Governmental Agencies* – Employ more “wrap-around,” community-engaging models in Madera schools; long-range master planning, including joint purchase of property, use of facilities; use of City of Madera facilities for school functions and events (e.g., Sober Grad, basketball leagues)
- *Health, Social Services and Safety Agencies* – Promote joint-use message/alert system; explore joint grant opportunities to fund safety personnel; help drive collaboration between Police Department, County Sheriff's Office, and the district; explore options beyond two full-time retired sworn officers (SRO's).

Commitment 4.2: PUBLIC TRUST AND COMMITMENT

Sustain public trust and commitment in our schools through sound stewardship of resources, transparency in decision-making, and accelerated gains in student achievement.

Specific **Key Actions** relating to this Commitment are as follows.

4.2.1 Establish the *Community Roundtable for Performance and Accountability* to build and sustain community commitment to a strong, high-performing, accountable school system:

- Ensure that the *Community Roundtable* is representative of all Madera's internal and external stakeholders
- Establish annual goals for the district and its stakeholders in ways that ensure alignment of focus and resources and acceleration of outcomes for students
- Present progress reports to the Board of Directors biannually and compile annual report on progress relative to the goals outlined for each stakeholders
- Holding an annual recognition ceremony to acknowledge students, employees, parents, schools, community partners and district-level departments for their contributions relative to meeting the priorities defined in their annual plans

CHAPTER SIX

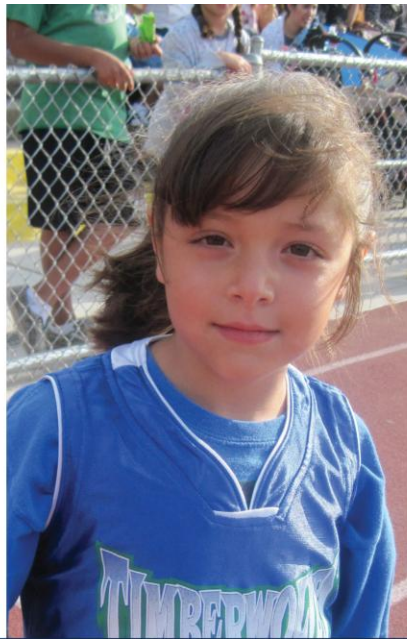
Appendix

Members of the Core Planning Team



<u>First Name</u>	<u>Last Name</u>	<u>Organization</u>	<u>Position/Title</u>
Michelle	Alexander	NAACP Madera Chapter	
Ricardo	Arredondo	MUSD	Trustee
Marvin	Baker	MUSD	Middle School Principal
Gustavo	Balderas	MUSD	Superintendent
Eugene	Bell	Kings View Workforce "Ready-Set-Go" Program	Executive Director
Mark	Beveridge	MUSD	K-8 Principal
Jake	Bragonier	MUSD employee until July 2012	Former Director of Communications
Debi	Bray	Madera Chamber of Commerce President	
Luis	Ceja	Community member	Parent/Community leader
Tom	Chagoya	MUSD	Elementary Principal
Robert	Chavez	MUSD	Chief Academic Officer
Alma	De Luna	MUSD	Director of English Learners
John	Denno	MUSD	Continuation High School Principal
Lisa	Fernandez	MUSD	Elementary Principal
Alex Garcia	Garcia	AMAE Madera Chapter	President
Laura	Garibay	MUSD	Teacher
Chuck	Genseal	Community member	
Pat	Gordon	JBT FoodTech, Madera	Human Resources Executive
Kathy	Horn	Madera Unified Teachers Association (MUTA)	Teacher Union President
Steve	Imrie	MUSD - retired 6/30/12	Director of Technology

Babette	Jaire	MUSD	Teacher
Omar	Jeronimo	MUSD	Elementary Principal
Michael	Kime	City of Madera	Chief of Police
Mike	Lennemann	MUSD - retired 6/30/12	Director of Human Resources
David	Merchen	City of Madera	Director of Community Development
Rebecca	Murdoch	MUSD	Teacher
Melissa	Murray	MUSD	Elementary Principal
Danna	Petty	Classified School Employees Association (CSEA)	Classified Union President
Kelly	Porterfield	MUSD Employee until July 2012	Former Associate Superintendent
Elizabeth	Runyon	MUSD	Elementary Principal
Jody	Salazar	MUSD	Teacher
Sandon	Schwartz	MUSD	High School Principal
Mary Anne	Seay	City of Madera	Director of Parks and Community Services
Ray	Seibert	MUSD	Trustee
Jim	Taubert	RDA Successor Agency	Executive Director
Laura	Toney	MUSD	Teacher on Special Assignment
Debie	Wood	MUSD	Associate Superintendent



Madera Unified School District

Madera, California

2012-2015 Instructional Focus

Madera: Unified for Student Success!

Gustavo Balderas
Superintendent of Schools
June 2012



At Madera Unified School District, we have a long-standing commitment to educate all students so that they meet rigorous academic standards. In recent years, we have made some gains relative to fulfilling that commitment. However, about half of our elementary students and nearly 12 out of every 20 secondary students did not meet state standards. We can do better. Our Goal is clear: equip our students with the knowledge, skills and character for success in college, career and life.

This **Instructional Focus** is the centerpiece of our plan to transform student learning in every school in our district. It is an affirmation of our commitment to improving the effectiveness of teaching practices, leadership practices, and organizational practices, because they are the preconditions for higher levels of student learning.

The Instructional Focus is one component of the district's three-year strategic plan; it is framed by **Four Pillars** that provide a strong foundation for teaching, learning and leading.

- Our first Pillar – **Equitable access to rigorous high-level programs** – ensures that all students, without exceptions, are held to high academic expectations and are provided multiple opportunities for successful learning.
- Our second Pillar – **Data-driven professional learning and collaboration** – focuses on continuous professional development for our teachers, leaders and staff.
- The third Pillar – **Safe and healthy environments for learning and work** – addresses environments where students and adults feel safe, secure, and respected, and, therefore, are able to do their best work.
- Finally, our fourth Pillar – **Strong relationships with families and community** – recognizes that schools can't do it alone! Through collaboration and proactive communication with parents and community stakeholders, we strengthen trust and public commitment to our schools.

This Instructional Focus, together with our 2012-2015 strategic plan, provides us a roadmap for our journey toward our Goal. In Madera, we are **unified for student success!**

In Madera, we are committed to educating the whole child through high expectations, community collaboration and shared responsibility for each student's health, safety, and success in life.

Our Goal is clear:

Madera: Unified to ensure every student is **educated for College, equipped for Career, and empowered with Character.**



Vital Signs of Student Growth and Development

We want our students to experience continuous **academic growth**. Therefore, we will monitor and thoroughly analyze:

- Proficiency in all subjects
- Closing the "achievement gap" and accelerating learning for all student groups
- Successful transitions from level-to-level (i.e., prekindergarten-Elementary-Secondary-post-Secondary)

We want our students to embody **academic tenacity**. Therefore, we will thoroughly analyze and continuously motivate:

- Self-responsibility, self-discipline and initiative
- Critical thinking and problem-solving

We want our students to model **socio-emotional resiliency**. Therefore, we will promote and consistently monitor:

- Meaningful participation in class, school and community
- Acquisition of positive life skills

Facilitated, compiled and designed by Performance Fact, Inc.

PROFESSIONAL PRACTICES

In the Madera Unified School District, we are committed to **HIGH EXPECTATIONS, COMMUNITY COLLABORATION** and shared responsibility for professional practices and student learning; ensuring an **EFFECTIVE TEACHER FOR EVERY STUDENT AND EFFECTIVE LEADER FOR EVERY SCHOOL**.

	Teaching Practices	Leadership Practices	Organizational Practices
Pillar #1 Curriculum, standards-based instruction, and programs are directly driven to provide all students with equal levels of opportunity and achievement.	Equitable Access to Rigorous, High-Level Programs <p>T1: Teachers will uphold high expectations and rigorous student engagement to ensure continuous growth and development.</p> <p>T2: Teachers will require cognitively challenging, real-world tasks that require questioning, exploration, research, decision-making and communication.</p>	<p>L1: Leadership will facilitate ongoing dialogues around high expectations of student work that meets rigorous standards.</p> <p>L2: Leadership will provide professional development and support to facilitate discussions and implementation of standards-based curriculum and instructional practices.</p>	<p>O1: All leaders, teachers and staff will proactively monitor their own beliefs and behaviors to ensure that high expectations are communicated to all.</p> <p>O2: All leaders, teachers and staff will use data to identify strengths and adjustments to delivery of standards-aligned curriculum, instruction and assessment practices.</p>
Pillar #2 Staff uses data to engage in meaningful collaboration and professional learning to improve and shift practices.	Data-Driven Professional Learning and Collaboration <p>T3: Teachers will collaboratively use a data-driven cycle of inquiry to improve student learning and professional practice.</p> <p>T4: Teachers will use effective collaboration discussions, observations and interactions to improve instructional practices.</p>	<p>L3: Leadership will guide teachers through data-driven inquiry cycles focused on student learning.</p> <p>L4: Principal will provide in-service and ongoing support to grade-level groups/department teams regarding mindset and behaviors for effective collaboration.</p>	<p>O3: District will provide time, resources and professional development opportunities for collaboration.</p> <p>O4: District leadership will provide a data management system that provides user friendly access and timely reports.</p>
Pillar #3 The school culture and structures support the personal safety of the students, staff and community with fair and consistent expectations.	Safe and Healthy Environment for Learning and Work <p>T5: Teachers will solicit input from students regarding behavioral expectations and will engage students to enforce them.</p> <p>T6: Teachers will recognize students for achievement and will make a concerted effort to motivate positive attitudes and behaviors.</p>	<p>L5: Leadership Team will consistently and equitably enforce broad-based agreements about standards for student behavior.</p> <p>L6: Administration/Teachers will develop a comprehensive system to address barriers in teaching and learning, engage students and recognize achievement.</p>	<p>O5: School staff will implement practices that promote social, emotional and civic competencies along with content-area competencies.</p> <p>O6: Administration/Teachers/District/Community will build systems to link educators, students, parents and caregivers to create schools that are safe and caring.</p>
Pillar #4 Initiate and sustain trusting relationships among home-school-community through shared responsibility for student success, proactive communication and meaningful stakeholder "voice."	Strong Relationships with Families and Community <p>T7: Teachers will include parents in setting learning goals and will communicate student expectations for academic and behavioral standards.</p> <p>T8: Teachers will show appreciation for parents' participation, value their diverse contributions and encourage them to be equal partners in the education of their children.</p>	<p>L7: Leadership team will treat parental concerns with respect and demonstrate genuine interest in developing solutions.</p> <p>L8: Leadership team will enable parents to participate as partners when setting school goals, developing or evaluating programs and policies or responding to performance data.</p>	<p>O7: District leadership will create an environment for staff, parents and community to collaborate and share decision-making.</p> <p>O8: District will mobilize community groups to provide aligned, coordinated services (e.g., health and safety, after-school, co-curricular and extracurricular, internships) that maximize students' educational experiences.</p>

Facilitated, compiled and designed by Performance Fact, Inc.

Vital signs & look-fors

What gets measured and reinforced, gets done!

In the medical profession, vital signs define the body's most basic functions and are used to detect and monitor patient health. In a professional learning community, a series of vital signs can be used to track "organizational health" and monitor progress toward the goal.

By paying consistent attention to the Vital Signs of Student Learning and Professional Practices, we will be able to monitor and communicate progress, continuously improve practices, ensure accountability and celebrate our successes.

Student Learning	Teaching Practices	Leadership Practices	Organizational Practices
Work that meets standards <ul style="list-style-type: none"> Increase in percentage of students meeting standards on assessments and benchmark. Student articulation of the skills and concepts that are currently being taught. Application of learning <ul style="list-style-type: none"> Student collaboration extends beyond the classroom. Students apply knowledge to solve problems in new situations. Increase percentage of students successfully completing a multi-disciplinary project. Motivation and satisfaction <ul style="list-style-type: none"> Increase percentage of students monitoring own learning goals. Students receive timely, constructive feedback and encouragement. 	Effective lessons <ul style="list-style-type: none"> Teacher assigns tasks/activities directly related to the standards. Teacher includes instructional tasks with high levels of rigor. Increase percentage of classrooms/grade levels/departments implementing core instructional practices consistently. Relationships with students <ul style="list-style-type: none"> Teacher communicates realistically high and positive academic and behavioral expectations for all students. Teacher recognizes students for achievement and improvement in academic and behavior. Teacher communicates caring for and interest in students' welfare and learning. Collaborative analysis of work <ul style="list-style-type: none"> Increase percentage of grade levels/departments that plan and assess student progress collaboratively. Increase percentage of grade levels/departments where teachers routinely visit colleagues' classrooms and reflect together on their observations. Teachers have rich discussions regarding the quality of student work and implementation of appropriate practices. 	Instructional monitoring and feedback <ul style="list-style-type: none"> Increase percentage of teachers who use the school's vital signs and "look-fors" rubric for self-monitoring of instructional effectiveness. Leadership facilitates the staff's usage of assessment data to guide instructional practices. Team collaboration aligned to priorities <ul style="list-style-type: none"> Grade level/department teams meet for blocks of time sufficient to develop and refine instructional plans and review student learning data. Principal provides grade level/department teams with explicit, measurable and public criteria for quality professional practice. Positive school culture <ul style="list-style-type: none"> The school promotes understanding, appreciation and use of the community's diverse cultural, social and intellectual resources. Principal provides teachers with materials, resources and professional development crucial to their jobs. 	Aligned instructional supports <ul style="list-style-type: none"> Funding is aligned to meet the needs of students, based on data and research, as evidenced in the district's plan. School schedule maximizes time spent on quality instruction. Culture of achievement <ul style="list-style-type: none"> Regularly acknowledge and celebrate achievement. Positive home-school-community connections <ul style="list-style-type: none"> Parents are viewed as partners in students' problem-solving and goal setting. Parents and community members take part on various advisory committees within the schools.

Facilitated, compiled and designed by Performance Fact, Inc.

A large, dark blue diagonal graphic that starts from the top-left corner and extends towards the bottom-right, creating a triangular shape on the left side of the page.

Madera: Unified for Student Success!

2012 –2015 Strategic Plan
Madera Unified School District
Madera, California



AGENDA ITEM

MADERA UNIFIED SCHOOL DISTRICT

Date: August 28, 2012

Subject: Issuance of Expulsion/ Readmission Orders

Responsible Staff: **Dr. Anthony A. Monreal, Deputy Superintendent**
Deborah A. Wood, Associate Superintendent of Educational Services

Agenda Placement: New Business

Background/ rationale:

The Governing Board is requested to adopt the findings, conclusions and recommendations related to the possible expulsion or readmission of pupils as these are presented to the board in one or more of the following forms of documentation:

- Reports(s) of Administrative hearing Panel(s)
- Expulsion Status Review Report(s) by the Superintendent's Designee
- Stipulated Expulsion Agreement(s)

The Governing Board is also requested to issue orders consistent with the above referenced findings, conclusions and recommendations related to the possible expulsion or readmission of pupils in the cases of the following students, herein identified by their district-assigned identification numbers: 997112, 301104, 303561, 201725, 303775, 401375, 200731, 201868, 5374, 401243, 997603, 404113, 302366, 301706, 6930, 401210, 5160, and 5350.

Financial impact: None

Superintendent's recommendation:

The Superintendent recommends adoption of the findings, conclusions and recommendations made by staff.

Supporting documents attached:

Confidential information regarding each student is provided to the Board under separate cover.

Agenda Item
Board of Trustees Meeting

OUR MISSION

Madera Unified School District provides our students with the knowledge, skills, and educational opportunities to achieve high academic standards and contribute to their community and the world in which they live.

Item Placement:

Communications:

Consent:

Old Business:

New Business: X

Info./Reports:

For meeting date: August 28, 2012

Submitted by: Kelly Porterfield, Associate Superintendent of Business
Teri Bradshaw, Director of Fiscal Services

This item will help to:

Increase student achievement: X

Promote positive school climate: X

Provide safe schools: X

Board Agenda item: Approval of Commercial Warrant List

Description of Item:

Attached is the Commercial Warrant List.

Financial Impact:

There is no increased cost to the General Fund.

	CURRENT YR 8/10/2012	CURRENT YR 8/17/2012
FOR ALL FUNDS:	\$ 856,880.13	\$ 634,287.97
CANCELLED WARRANTS:	\$ (53.50)	\$ (4,188.66)
TOTAL:	\$ 856,826.63	\$ 630,099.31
	C/L 2011-12 8/17/2012	
FOR ALL FUNDS:	\$ 6,441.67	
CANCELLED WARRANTS:	\$ -	\$ -
TOTAL:	\$ 6,441.67	\$ -
GRAND TOTAL:	\$ 1,493,367.61	

**COMMERCIAL PAYMENT ORDER
TO THE
COUNTY SUPERINTENDENT OF SCHOOLS
AND
COUNTY AUDITOR OF MADERA COUNTY, CALIFORNIA**

SUBMITTED BY: MADERA UNIFIED SCHOOL DISTRICT

CHECK DATE: 8/10/2012

BOARD DATE: 8/28/2012

REGISTER NUMBERS IN REQUEST:

R: 57, 58, 59, 60, 61

R: 62, 63, 64, 65, 66, 67

R:

TOTAL REQUESTS BY FUND FOR PAYMENT:

TOTALS BY FUNDS:

83500	01 GENERAL FUND	-	-		
		<u>57</u>	- \$ 272,511.14	-	
		<u>58</u>	- \$ 9,602.10	-	
		<u>59</u>	- \$ 6,421.88	-	
		<u>60</u>	- \$ 10,626.75	-	
		<u>61</u>	- \$ 128.79	-	
		<u>62</u>	- \$ 50,938.61	-	
		<u>63</u>	- \$ 14,759.01	-	
		<u>64</u>	- \$ 1,644.40	-	
		<u>65</u>	- \$ 35,757.87	-	
		-	-	-	
	CANCELLED CK# 607022	-	\$ (53.50)	-	
		-	-	-	
		-	-	-	
		-	-	-	
		-	-	-	\$ 402,337.05
83510	11 ADULT ED	<u>58</u>	- \$ 52.72	-	
		<u>59</u>	- \$ 1,050.00	-	
		<u>65</u>	- \$ 1,357.00	-	
		-	-	-	
		-	-	-	
		-	-	-	
		-	-	-	\$ 2,459.72
83550	12 CHILD DEVELOPMENT	<u>65</u>	- \$ 6,012.59	-	
		-	-	-	
		-	-	-	\$ 6,012.59
83540	13 CAFETERIA	<u>58</u>	- \$ 1,210.35	<u>67</u>	- \$ 86,232.28
		<u>66</u>	- \$ 463.03	-	
		-	-	-	\$ 87,905.66
83560	14 DEFERRED MAINT.	<u>62</u>	- \$ 17,800.00	-	
		<u>65</u>	- \$ 1,225.00	-	\$ 19,025.00
83680	15 PUPIL TRANS. EQUIP.	-	-	-	
		-	-	-	\$ -
83590	17 STONE SCHOLARSHIP TRUST	-	-	-	
		-	-	-	\$ -
83530	25 DEVELOPER FEES	-	-	-	
		<u>57</u>	- \$ 98,010.00	-	
		<u>59</u>	- \$ 224,018.00	-	
		<u>62</u>	- \$ 12,141.28	-	
		<u>63</u>	- \$ 1,417.33	-	
		-	-	-	
		-	-	-	
		-	-	-	
		-	-	-	\$ 335,586.61

**COMMERCIAL PAYMENT ORDER
TO THE
COUNTY SUPERINTENDENT OF SCHOOLS
AND
COUNTY AUDITOR OF MADERA COUNTY, CALIFORNIA**

<u>83630</u>	<u>26 PRISON MITIGATION</u>	-	-			\$	-
<u>83620</u>	<u>30 STATE SCHOOL BLDG.</u>	-	-			\$	-
	<u>LEASE PURCHASE</u>	-	-			\$	-
<u>83600</u>	<u>31 REFURBISHMENT</u>	-	-			\$	-
<u>83670</u>	<u>32 ROOF REPLACEMENT</u>	-	-			\$	-
<u>83730</u>	<u>35 SCHOOL FACILITIES</u>	-	-			\$	-
<u>83610</u>	<u>40 SPECIAL RESERVE</u>	<u>59</u>	-	\$	3,500.00	-	
<u>83660</u>	<u>41 BUILDING FUND</u>	-	-			\$	3,500.00
<u>83690</u>	<u>42 AG FARM BLDG. FUND</u>	-	-			\$	-
<u>83650</u>	<u>43 C.O.P. PROCEEDS</u>	-	-			\$	-
	<u>SPECIAL RESERVE</u>	-	-			\$	-
<u>83710</u>	<u>49 REDEVELOPMENT</u>	-	-			\$	-
	<u>SPECIAL RESERVE</u>	-	-			\$	-
<u>88510</u>	<u>53 STATE SCHOOL LOAN</u>	-	-			\$	-
	<u>REPAY</u>	-	-			\$	-
<u>88610</u>	<u>54 LEASE PURCHASE</u>	-	-			\$	-
<u>83640</u>	<u>56 C.O.P. DEBT SERVICE</u>	-	-			\$	-
<u>83580</u>	<u>67 INSURANCE RESERVE</u>	-	-			\$	-
<u>83570</u>	<u>73 TRUST FUND</u>	-	-			\$	-
<u>83520</u>	<u>74 ATHLETIC FUND</u>	-	-			\$	-
GRAND TOTAL:						\$	856,826.63

BY ORDER OF THE GOVERNING BOARD THE COUNTY SUPERINTENDENT OF SCHOOLS & THE AUDITOR OF MADERA COUNTY ARE HEREBY AUTHORIZED TO TRANSFER THE ABOVE LISTED FUNDS TO THE SCHOOLS COMMERCIAL REVOLVING FUND (E.C. 21110). THEY ARE FURTHER AUTHORIZED TO DRAW WARRANT CHECKS TO THE CLAIMANTS OF SAID SCHOOL DISTRICT AS PER ATTACHED LISTING.

APPROVED BY:

DATE:

TERI BRADSHAW, DIRECTOR OF FISCAL SVCS

PAYMENT ORDER PREPARED BY: Linda K Wall (ACCOUNTS PAYABLE)

*****FOR COUNTY SCHOOLS USE ONLY*****

AUDITED BY:

DATE:

WARRANT NUMBERS

FROM:

TO:

Commercial Warrant Listing
For Warrants Dated 08/09/2012 to 08/09/2012

Check/Warr#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #				
607343	R57	935740	AMERICAN MODULAR SYSTEMS		
130385	25-9125-560-0000-8510-6200-0000-0		TJ		92,787.00
			Warrant Total		\$92,787.00
607344	R57	090351	AMADOR HIGH SCHOOL		
130804	01-0000-490-1358-1000-5800-0000-0		MSHS		300.00
			Warrant Total		\$300.00
607345	R57	091758	American Seal Coating		
130384	01-7400-390-0000-8500-6170-0000-0		MLK		12,842.00
			Warrant Total		\$12,842.00
607346	R57	011685	California's Coalition for Adequate School Housing		
130802	01-8150-450-0000-8110-5300-0000-0		membership dues		916.00
			Warrant Total		\$916.00
607347	R57	091813	California Rural Water Association		
130803	01-8150-450-0000-8110-5300-0000-0				149.00
			Warrant Total		\$149.00
607348	R57	980880-2	California School Boards Association		
130763	01-0000-260-0000-8110-5802-6900-0				3,750.00
130764	01-0000-260-0000-7150-5300-6900-0				15,393.00
130762	01-0000-260-0000-7150-5650-6900-0				4,100.00
			Warrant Total		\$23,243.00
607349	R57	911000-1	CLEANSOURCE		
130380	01-0000-000-0000-0000-9320-0000-0				272.39
			Warrant Total		\$272.39
607350	R57	982961-1	CRMA		
130797	01-0000-000-0000-0000-9516-0000-0		workers compensation		199,412.21
			Warrant Total		\$199,412.21
607351	R57	923001	CREATIVE COPY		
130572	01-0000-260-0000-7300-5800-5550-0				69.65
130604	01-3725-400-1300-1000-5800-0000-0				280.15
			Warrant Total		\$349.80
607352	R57	998620-1	DELL MARKETING L.P.		
130392	01-0000-260-0000-7700-4400-5050-0				41.47
130392	01-0000-260-0000-7700-4400-5050-0				1,345.74
130509	01-0000-260-0000-7700-4400-5070-0				100.19
130509	01-0000-260-0000-7700-4400-5070-0				2,871.36
			Warrant Total		\$4,358.76
607353	R57	090950	ELECOM WEST		
130023	25-9125-560-0000-8510-5800-0000-0		TJ & Millview		2,502.21
130023	25-9125-440-0000-8510-5800-0000-0		TJ & Millview		2,720.79
			Warrant Total		\$5,223.00
607354	R57	091729-1	EMC Publishing		
130379	01-6300-260-1300-1000-4100-6260-0				7,412.36
			Warrant Total		\$7,412.36

Commercial Warrant Listing
For Warrants Dated 08/09/2012 to 08/09/2012

Check/Warr#	Register #	Payee #	Payee Name		
PO #	Account #		Description		Amount
607355	R57	937140-1	ENVIROCLEAN SANITATION SUPPLY		
130630	01-0000-520-0000-8210-4300-0000-0				641.11
			Warrant Total		\$641.11
607356	R57	091535	ESTR Publications		
130580	01-6500-260-5770-1110-4310-0000-0				277.00
			Warrant Total		\$277.00
607357	R57	933610	EXCELERATE SOFTWARE, INC.		
130288	01-0000-260-0000-7700-6400-5050-0				16,736.17
			Warrant Total		\$16,736.17
607358	R57	971300	1ST STRING SPORTS		
130595	01-0000-400-1315-4200-4310-0000-0				1,198.18
130595	01-0000-400-1315-4200-5800-0000-0				2,882.74
			Warrant Total		\$4,080.92
607359	R57	067330-1	FOLLETT EDUCATIONAL SERVICES		
130592	01-6300-260-1300-1000-4100-6260-0				1,036.56
			Warrant Total		\$1,036.56
607360	R57	023154	THE FRESNO BEE (INC)		
130766	01-0000-260-0000-7150-4320-6900-0		SUPERINTENDENT OFFICE		108.86
			Warrant Total		\$108.86
607361	R57	972510-3	CCIS		
130485	01-0000-350-3300-2700-5300-0000-0		Adult Ed/Furman		275.00
			Warrant Total		\$275.00
607362	R57	091816	Fourth Street Church of God		
130814	01-3725-400-1300-1000-5610-0000-2				100.00
			Warrant Total		\$100.00

Commercial Warrant Listing
For Warrants Dated 08/09/2012 to 08/09/2012

Check/Warr#	Register #	Payee #	Payee Name		
PO #	Account #		Description		Amount
607363	R58	944180-3	ALLIED WASTE C/O AMERICAN EXPRESS		
	13-5310-420-0000-8200-5550-0000-0				22.08
	01-0000-570-0000-8200-5550-0000-0				191.03
	13-5310-260-0000-8200-5550-0000-0				183.53
	13-5310-580-0000-8200-5550-0000-0				22.08
	01-0000-490-0000-8200-5550-0000-0				492.16
	01-7230-280-0000-8200-5550-0000-0				96.35
	13-5310-290-0000-8200-5550-0000-0				22.24
	13-5310-300-0000-8200-5550-0000-0				22.08
	13-5310-310-0000-8200-5550-0000-0				22.08
	13-5310-320-0000-8200-5550-0000-0				15.59
	13-5310-360-0000-8200-5550-0000-0				15.59
	13-5310-380-0000-8200-5550-0000-0				15.59
	13-5310-400-0000-8200-5550-0000-0				16.25
	13-5310-440-0000-8200-5550-0000-0				22.08
	13-5310-460-0000-8200-5550-0000-0				22.08
	13-5310-520-0000-8200-5550-0000-0				22.08
	01-0000-520-0000-8200-5550-0000-0				392.10
	01-0000-530-0000-8200-5550-0000-0				51.69
	01-0000-580-0000-8200-5550-0000-0				392.10
	01-0000-600-0000-8200-5550-0000-0				238.46
	01-0000-620-0000-8200-5550-0000-0				238.46
	01-0000-380-0000-8200-5550-0000-0				276.97
	01-0000-450-0000-8200-5550-0000-0				734.12
	01-0000-460-0000-8200-5550-0000-0				392.10
	01-0000-470-0000-8200-5550-0000-0				434.52
	01-0000-290-0000-8200-5550-0000-0				391.94
	01-0000-300-0000-8200-5550-0000-0				392.10
	01-0000-310-0000-8200-5550-0000-0				392.10
	01-0000-320-0000-8200-5550-0000-0				276.97
	01-0000-360-0000-8200-5550-0000-0				276.97
	01-0000-400-0000-8200-5550-0000-0				497.62
	01-0000-400-1315-8200-5550-0000-0				32.12
	01-0000-420-0000-8200-5550-0000-0				392.10
	01-0000-440-0000-8200-5550-0000-0				392.10
			Warrant Total		\$7,397.43

Commercial Warrant Listing
For Warrants Dated 08/09/2012 to 08/09/2012

Check/Warr#	Register #	Payee #	Payee Name		
PO #	Account #		Description		Amount
607364	R58	944180-3	ALLIED WASTE C/O AMERICAN EXPRESS		
	01-0000-350-0000-8200-5550-0000-0				21.45
	01-0000-400-0000-8200-5550-0000-0				250.12
	01-0000-260-0000-8200-5550-5600-0				296.66
	01-0000-630-0000-8200-5550-0000-0				414.18
	01-0000-650-0000-8200-5550-0000-0				414.18
	01-0000-540-0000-8200-5550-0000-0				51.69
	01-0000-560-0000-8200-5550-0000-0				392.10
	13-5310-560-0000-8200-5550-0000-0				22.08
	01-7230-280-0000-8200-5550-0000-0				105.43
	01-0000-490-0000-8200-5550-0000-0				291.80
	01-0000-670-0000-8200-5550-0000-0				390.41
	13-5310-260-0000-8200-5550-0000-0				764.92
	11-0010-260-4110-8200-5550-0000-0				31.27
	11-0010-260-4110-8200-5550-0000-0				21.45
			Warrant Total		\$3,467.74
607365	R59	935740	AMERICAN MODULAR SYSTEMS		
130386	25-9125-440-0000-8510-6200-0000-0		Millview		148,740.00
			Warrant Total		\$148,740.00
607366	R59	090127	BAILEY, BARBARA		
130808	11-3555-260-4110-1000-5800-0000-0		outreach consultant		416.67
130808	11-3905-260-4110-1000-5800-0000-0		outreach consultant		633.33
			Warrant Total		\$1,050.00
607367	R59	091782	Cierto Construction, Sole Proprietorship		
130390	25-9125-560-0000-8510-6200-0000-0				37,639.00
130390	25-9125-440-0000-8510-6200-0000-0				37,639.00
			Warrant Total		\$75,278.00
607368	R59	917800	DARDEN ARCHITECTS, INC.		
130791	40-0000-260-0000-8100-5800-0000-0		project 1230		3,500.00
			Warrant Total		\$3,500.00
607369	R59	091420-1	AIRGAS USA LLC		
130024	01-0000-450-0000-8200-4300-5170-0				144.82
			Warrant Total		\$144.82
607370	R59	090043	ALLIED ELECTRIC MOTOR SERVICE		
130025	01-8150-450-0000-8110-4300-0000-0				552.62
130025	01-8150-450-0000-8110-4300-0000-0				22.29
130025	01-8150-450-0000-8110-4300-0000-0				16.75
130025	01-8150-450-0000-8110-4300-0000-0				44.22
			Warrant Total		\$635.88
607371	R59	090049	CHILDS & COMPANY		
130030	01-8150-450-0000-8110-4300-0000-0				416.49
			Warrant Total		\$416.49
607372	R59	914760	CRS INCORPORATED		
130489	01-0000-260-0000-7400-5800-5250-0				1,500.00
			Warrant Total		\$1,500.00

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Check/Warr#	Register #	Payee #	Payee Name		Amount
PO #	Account #		Description		
607373	R59	916950	CENTRAL VALLEY PRESORT		
130124	01-0000-260-0000-7200-5910-5600-0				1,018.18
			Warrant Total		\$1,018.18
607374	R59	021299-1	EWING IRRIGATION		
130033	01-8150-450-0000-8110-4300-0000-0				10.34
130033	01-8150-450-0000-8110-4300-0000-0				712.64
130033	01-8150-450-0000-8110-4300-0000-0				268.34
			Warrant Total		\$991.32
607375	R59	937140-1	ENVIROCLEAN SANITATION SUPPLY		
130032	01-8150-450-0000-8110-4300-0000-0				1,436.31
130615	01-0000-490-0000-8210-4300-0000-0				184.25
			Warrant Total		\$1,620.56
607376	R59	999790-2	FERGUNSON ENTERPRISES INC		
130037	01-8150-450-0000-8110-4300-0000-0				94.63
			Warrant Total		\$94.63
607377	R60	091400	Employment Development Department		
	01-0000-000-0000-0000-9509-0000-0		ending 3/31/2012		4,830.45
	01-0000-000-0000-0000-9509-0000-0		ending 3/31/2012		3,220.30
			Warrant Total		\$8,050.75
607378	R60	941600	DEPARTMENT OF GENERAL SERVICES		
	01-0000-000-0000-0000-9509-0000-0				2,576.00
			Warrant Total		\$2,576.00
607379	R61	026076-1	GRAINGER		
	01-7230-280-0000-3600-4300-0000-0				128.79
			Warrant Total		\$128.79
607380	R62	025024-1	GEORGE'S AUTO SUPPLY, INC		
130042	01-8150-450-0000-8110-4300-0000-0				7.85
130042	01-8150-450-0000-8110-4300-0000-0				5.47
130042	01-8150-450-0000-8110-4300-0000-0				10.74
130042	01-8150-450-0000-8110-4300-0000-0				75.32
130042	01-8150-450-0000-8110-4300-0000-0				11.80
130042	01-8150-450-0000-8110-4300-0000-0				148.98
130042	01-8150-450-0000-8110-4300-0000-0				23.68
130042	01-8150-450-0000-8110-4300-0000-0				64.33
130042	01-8150-450-0000-8110-4300-0000-0				97.82
130042	01-8150-450-0000-8110-4300-0000-0				37.66
130042	01-8150-450-0000-8110-4300-0000-0				13.33
130042	01-8150-450-0000-8110-4300-0000-0				26.34
			Warrant Total		\$523.32

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Check/Warr#	Register #	Payee #	Payee Name		
PO #	Account #		Description		Amount
607381	R62	026076-1	GRAINGER		
130047	01-8150-450-0000-8110-4300-0000-0				949.43
130047	01-8150-450-0000-8110-4300-0000-0				95.53
130047	01-8150-450-0000-8110-4300-0000-0				5.64
130047	01-8150-450-0000-8110-4300-0000-0				4.48
130047	01-8150-450-0000-8110-4300-0000-0				13.44
130047	01-8150-450-0000-8110-4300-0000-0				599.34
130047	01-8150-450-0000-8110-4300-0000-0				120.40
130047	01-8150-450-0000-8110-4300-0000-0				476.38
130047	01-8150-450-0000-8110-4300-0000-0				630.63
130047	01-8150-450-0000-8110-4300-0000-0				10.80
130047	01-8150-450-0000-8110-4300-0000-0				62.79
130047	01-8150-450-0000-8110-4300-0000-0				118.31
130047	01-8150-450-0000-8110-4300-0000-0				59.10
Warrant Total					\$3,146.27
607382	R62	890785-1	GRAYBAR ELECTRIC CO., INC.		
130048	01-8150-450-0000-8110-4300-0000-0				402.18
130048	01-8150-450-0000-8110-4300-0000-0				76.08
130048	01-8150-450-0000-8110-4300-0000-0				80.46
130048	01-8150-450-0000-8110-4300-0000-0				189.42
130048	01-8150-450-0000-8110-4300-0000-0				300.49
130048	01-8150-450-0000-8110-4300-0000-0				35.41
130048	01-8150-450-0000-8110-4300-0000-0				249.18
Warrant Total					\$1,333.22
607383	R62	025904	GOODYEAR TIRE		
130046	01-8150-450-0000-8110-5640-0000-0				17.04
130046	01-8150-450-0000-8110-5640-0000-0				31.26
130046	01-8150-450-0000-8110-5640-0000-0				69.16
130046	01-8150-450-0000-8110-5640-0000-0				42.99
Warrant Total					\$160.45
607384	R62	090391-1	GOLF VENTURES WEST		
130045	01-8150-450-0000-8110-5640-0000-0				143.23
Warrant Total					\$143.23
607385	R62	029179	THE HORN SHOP		
130187	01-0000-400-1355-1000-5800-2320-0				313.82
Warrant Total					\$313.82
607386	R62	090080-1	HD SUPPLY FACILITIES MAINT., LTD		
130394	01-8150-450-0000-8110-4300-0000-0				11.41
130394	01-8150-450-0000-8110-4300-0000-0				244.29
Warrant Total					\$255.70
607387	R62	000232	HAIN, JOSEPH		
130571	01-0000-260-0000-7700-5650-5050-0				1,035.00
130571	01-0000-260-0000-7700-5650-5050-0				975.00
Warrant Total					\$2,010.00

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Check/Warr#	Register #	Payee #	Payee Name		Amount
PO #	Account #		Description		
607388	R62	090661	INNOVATION COMMERCIAL FLOORING INC.		
130502	01-7400-390-0000-8500-6200-0000-0				28,922.90
			Warrant Total		\$28,922.90
607389	R62	090056	JOHNSON'S BOILER AND CONTROL		
130055	01-8150-450-0000-8110-4300-0000-0				138.28
			Warrant Total		\$138.28
607390	R62	090230-1	LOWE'S		
130073	01-8150-450-0000-8110-4300-0000-0				26.59
130073	01-8150-450-0000-8110-4300-0000-0				-17.38
130073	01-8150-450-0000-8110-4300-0000-0				272.86
130073	01-8150-450-0000-8110-4300-0000-0				-203.66
130073	01-8150-450-0000-8110-4300-0000-0				185.16
130073	01-8150-450-0000-8110-4300-0000-0				41.47
130073	01-8150-450-0000-8110-4300-0000-0				112.60
130073	01-8150-450-0000-8110-4300-0000-0				136.94
130073	01-8150-450-0000-8110-4300-0000-0				24.51
130073	01-8150-450-0000-8110-4300-0000-0				13.60
130073	01-8150-450-0000-8110-4300-0000-0				16.67
130073	01-8150-450-0000-8110-4300-0000-0				10.23
130073	01-8150-450-0000-8110-4300-0000-0				43.44
130073	01-8150-450-0000-8110-4300-0000-0				4.61
130073	01-8150-450-0000-8110-4300-0000-0				10.73
130073	01-8150-450-0000-8110-4300-0000-0				7.14
130073	01-8150-450-0000-8110-4300-0000-0				88.26
			Warrant Total		\$773.77
607391	R62	935660	LINCOLN EQUIPMENT		
130072	01-0000-450-0000-8200-4300-5170-0				1,560.56
130072	01-0000-450-0000-8200-4300-5170-0				286.18
130072	01-0000-450-0000-8200-4300-5170-0				210.95
130072	01-0000-450-0000-8200-4300-5170-0				298.18
130072	01-0000-450-0000-8200-4300-5170-0				196.72
130072	01-0000-450-0000-8200-4300-5170-0				99.57
130072	01-0000-450-0000-8200-4300-5170-0				1,074.03
130072	01-0000-450-0000-8200-4300-5170-0				160.97
130072	01-0000-450-0000-8200-4300-5170-0				1,358.16
			Warrant Total		\$5,245.32
607392	R62	038086	MANGINI ASSOCIATES INCORPORATED		
130671	25-9125-360-0000-8510-6215-0000-0				8,341.28
130670	25-9125-650-0000-8510-6215-0000-0				3,800.00
			Warrant Total		\$12,141.28
607393	R62	965270	MADERA WELDING & MANUFACTURING		
130118	01-8150-450-0000-8110-4300-0000-0				3,491.10
			Warrant Total		\$3,491.10

Commercial Warrant Listing
For Warrants Dated 08/09/2012 to 08/09/2012

Check/Warr#	Register #	Payee #	Payee Name		
PO #	Account #		Description		Amount
607394	R62	037771	MADERA TRACTOR		
130078	01-8150-450-0000-8110-4300-0000-0				22.74
130078	01-8150-450-0000-8110-4300-0000-0				71.52
			Warrant Total		\$94.26
607395	R62	090061	Madera Small Engine & Marine Repair		
130077	01-8150-450-0000-8110-4300-0000-0				135.00
130077	01-8150-450-0000-8110-4300-0000-0				64.64
			Warrant Total		\$199.64
607396	R62	917720	MRB ENTERPRISES		
130268	14-0010-490-0000-8110-5630-0000-0				10,500.00
			Warrant Total		\$10,500.00
607397	R62	980000	MADERA GLASS & MIRROR CO.		
130075	01-8150-450-0000-8110-4300-0000-0				238.13
130075	01-8150-450-0000-8110-4300-0000-0				93.62
130075	01-8150-450-0000-8110-5630-0000-0				105.00
			Warrant Total		\$436.75
607398	R62	009528-1	MADERA TROPHY		
130433	01-0000-300-1200-1000-5800-0000-0				48.49
			Warrant Total		\$48.49
607399	R62	915490	PLATT ELECTRICAL		
130090	01-8150-450-0000-8110-4300-0000-0				26.86
130090	01-8150-450-0000-8110-4300-0000-0				35.25
130090	01-8150-450-0000-8110-4300-0000-0				96.35
130090	01-8150-450-0000-8110-4300-0000-0				148.15
130090	01-8150-450-0000-8110-4300-0000-0				121.63
130090	01-8150-450-0000-8110-4300-0000-0				7.96
130090	01-8150-450-0000-8110-4300-0000-0				136.41
130090	01-8150-450-0000-8110-4300-0000-0				49.08
130090	01-8150-450-0000-8110-4300-0000-0				22.09
			Warrant Total		\$643.78
607400	R62	090105	PAINTERS PLUS		
130540	14-0010-400-0000-8500-6200-0000-0				7,300.00
			Warrant Total		\$7,300.00

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Check/Warr#	Register #	Payee #	Payee Name		
PO #	Account #		Description		Amount
607401	R62	090067-1	PPG ARCHITECTURAL FINISHES		
130089	01-8150-450-0000-8110-4300-0000-0				58.12
130089	01-8150-450-0000-8110-4300-0000-0				57.03
130089	01-8150-450-0000-8110-4300-0000-0				128.64
130089	01-8150-450-0000-8110-4300-0000-0				40.17
130089	01-8150-450-0000-8110-4300-0000-0				484.88
130089	01-8150-450-0000-8110-4300-0000-0				51.76
130089	01-8150-450-0000-8110-4300-0000-0				94.72
130089	01-8150-450-0000-8110-4300-0000-0				162.39
130089	01-8150-450-0000-8110-4300-0000-0				66.29
130089	01-8150-450-0000-8110-4300-0000-0				146.50
130089	01-8150-450-0000-8110-4300-0000-0				132.73
130089	01-8150-450-0000-8110-4300-0000-0				51.70
130089	01-8150-450-0000-8110-4300-0000-0				22.41
130089	01-8150-450-0000-8110-4300-0000-0				33.43
130089	01-8150-450-0000-8110-4300-0000-0				32.93
130089	01-8150-450-0000-8110-4300-0000-0				38.41
130089	01-8150-450-0000-8110-4300-0000-0				39.77
130089	01-8150-450-0000-8110-4300-0000-0				93.70
130089	01-8150-450-0000-8110-4300-0000-0				61.68
130089	01-8150-450-0000-8110-4300-0000-0				242.44
130089	01-8150-450-0000-8110-4300-0000-0				102.85
130089	01-8150-450-0000-8110-4300-0000-0				242.44
130089	01-8150-450-0000-8110-4300-0000-0				131.76
130089	01-8150-450-0000-8110-4300-0000-0				33.70
130089	01-8150-450-0000-8110-4300-0000-0				360.84
130089	01-8150-450-0000-8110-4300-0000-0				36.40
130089	01-8150-450-0000-8110-4300-0000-0				110.62
			Warrant Total		\$3,058.31
607402	R63	090057	WILCO SUPPLY		
130117	01-8150-450-0000-8110-4300-0000-0				403.42
130117	01-8150-450-0000-8110-4300-0000-0				403.42
130117	01-8150-450-0000-8110-4300-0000-0				368.29
130117	01-8150-450-0000-8110-4300-0000-0				859.34
			Warrant Total		\$2,034.47
607403	R63	913230-1	TOTAL FILTRATION SERVICES, INC		
130107	01-0000-450-0000-8200-4300-0000-0				1,618.19
130107	01-0000-450-0000-8200-4300-0000-0				963.54
			Warrant Total		\$2,581.73

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Check/Warr#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #				
607404	R63	090060	WESTERN AG & TURF		
130115	01-8150-450-0000-8110-4300-0000-0				96.30
130115	01-8150-450-0000-8110-4300-0000-0				12.53
130115	01-8150-450-0000-8110-4300-0000-0				1.92
130115	01-8150-450-0000-8110-4300-0000-0				1,010.13
130115	01-8150-450-0000-8110-4300-0000-0				18.26
130115	01-8150-450-0000-8110-4300-0000-0				63.88
130115	01-8150-450-0000-8110-4300-0000-0				39.13
130115	01-8150-450-0000-8110-4300-0000-0				76.58
130115	01-8150-450-0000-8110-4300-0000-0				1,497.92
130115	01-8150-450-0000-8110-4300-0000-0				16.82
130115	01-8150-450-0000-8110-4300-0000-0				462.39
130115	01-8150-450-0000-8110-4300-0000-0				18.71
130115	01-8150-450-0000-8110-4300-0000-0				105.20
130115	01-8150-450-0000-8110-4300-0000-0				63.96
130115	01-8150-450-0000-8110-4300-0000-0				17.61
Warrant Total					\$3,501.34
607405	R63	060697	TECO PRODUCTS COMPANY		
130105	01-8150-450-0000-8110-4300-0000-0				8.40
130105	01-8150-450-0000-8110-4300-0000-0				27.96
130105	01-8150-450-0000-8110-4300-0000-0				205.58
130105	01-8150-450-0000-8110-4300-0000-0				9.32
130105	01-8150-450-0000-8110-4300-0000-0				73.03
130105	01-8150-450-0000-8110-4300-0000-0				80.35
130105	01-8150-450-0000-8110-4300-0000-0				64.48
130105	01-8150-450-0000-8110-4300-0000-0				177.82
130105	01-8150-450-0000-8110-4300-0000-0				281.66
130105	01-8150-450-0000-8110-4300-0000-0				149.12
130105	01-8150-450-0000-8110-4300-0000-0				27.64
130105	01-8150-450-0000-8110-4300-0000-0				43.75
130105	01-8150-450-0000-8110-4300-0000-0				10.18
130105	01-8150-450-0000-8110-4300-0000-0				10.76
Warrant Total					\$1,170.05
607406	R63	956340-1	SIMPLEX GRINNELL		
130101	01-8150-450-0000-8110-5640-0000-0				215.76
130101	01-8150-450-0000-8110-5640-0000-0				511.21
130101	01-8150-450-0000-8110-5640-0000-0				278.68
130101	01-8150-450-0000-8110-5640-0000-0				596.96
130101	01-8150-450-0000-8110-5640-0000-0				680.30
130101	01-8150-450-0000-8110-5640-0000-0				795.13
130101	01-8150-450-0000-8110-5640-0000-0				523.04
Warrant Total					\$3,601.08
607407	R63	890086-1	TROXELL COMMUNICATIONS		
130259	25-9125-560-0000-8510-4310-0000-0				626.23
Warrant Total					\$626.23

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Check/Warr#	Register #	Payee #	Payee Name		
PO #	Account #		Description		Amount
607408	R63	931660-1	SEHI COMPUTER PRODUCTS INC		
130262	25-9125-560-0000-8510-4310-0000-0				791.10
			Warrant Total		\$791.10
607409	R63	091779	CSU Bakersfield		
130732	01-0000-400-1300-2700-5200-0000-0		E.PENA		80.00
130732	01-0000-400-1300-2700-5200-0000-0		J.LOMAS		80.00
			Warrant Total		\$160.00
607410	R63	941490-1	HMS, INC		
130532	01-8150-450-0000-8110-5200-0000-0				200.00
			Warrant Total		\$200.00
607411	R63	090077	TORRES FENCE CO., INC		
130106	01-8150-450-0000-8110-4300-0000-0				1,091.78
130106	01-8150-450-0000-8110-4300-0000-0				418.56
			Warrant Total		\$1,510.34
607412	R64	3837	APRIL VANDENBERG		
	01-8150-450-0000-8110-5200-0000-0				82.70
			Warrant Total		\$82.70
607413	R64	26666036	ANTHONY A. MONREAL		
	01-3010-260-0000-7150-5200-0000-2				280.50
			Warrant Total		\$280.50
607414	R64	8355	HEATHER R UNGER		
	01-0730-260-1110-2140-5200-0000-0				139.86
			Warrant Total		\$139.86
607415	R64	7178	LEONARDO PEREZ		
	01-0000-260-1110-2130-5200-6220-0				139.86
	01-0000-260-1110-2130-5200-6220-0				139.86
	01-0000-260-1110-2130-5200-6220-0				139.86
			Warrant Total		\$419.58
607416	R64	4668	PATRICIA M. LOPEZ		
	01-3010-380-1200-2700-5200-4200-3				109.00
			Warrant Total		\$109.00
607417	R64	26666054	LINDA CAREY MONREAL		
	01-3010-260-1110-2700-5200-0000-2				484.00
			Warrant Total		\$484.00
607418	R64	7645	NICK LUCCKESI		
	01-0000-450-0000-8200-5200-0000-0				128.76
			Warrant Total		\$128.76
607419	R65	025912-1	GOPHER		
130453	01-0000-380-1200-1000-4310-0000-0				114.31
			Warrant Total		\$114.31
607420	R65	090927	HOLGUIN, AL		
130778	14-0010-360-0000-8110-5800-0000-0				1,225.00
			Warrant Total		\$1,225.00

Commercial Warrant Listing
For Warrants Dated 08/09/2012 to 08/09/2012

Check/Warr#	Register #	Payee #	Payee Name		Amount
PO #	Account #		Description		
607421	R65	090214-1	HANDWRITING WITHOUT TEARS		
130521	12-6105-260-0001-1000-4310-0000-0				4,958.29
			Warrant Total		\$4,958.29
607422	R65	087119-1	HARLAND TECHNOLOGY SERVICES		
130672	11-3905-260-4110-1000-5650-0000-0				847.00
130672	11-3913-260-4110-1000-5650-0000-0				510.00
			Warrant Total		\$1,357.00
607423	R65	028356-1	HIGHSMITH		
130009	01-7400-390-1200-1000-4310-0000-0				25,722.55
			Warrant Total		\$25,722.55
607424	R65	032094-1	KAPLAN EARLY LEARNING CO.		
130523	12-6105-260-0001-1000-4310-0000-0				1,054.30
			Warrant Total		\$1,054.30
607425	R65	091481	Library Reproduction Service		
130419	01-6300-260-1300-1000-4100-6260-0				1,136.98
			Warrant Total		\$1,136.98
607426	R65	910434	MADERA POLICE DEPARTMENT		
130813	01-0000-670-0000-8210-5800-0000-0		PARKWOOD		50.00
			Warrant Total		\$50.00
607427	R65	037775	MADERA TRIBUNE		
130776	01-0000-260-0000-7150-4300-6110-0		PORTERFIELD		84.79
130793	01-0000-260-0000-7400-4320-5250-0		HUMAN RESOURCES		84.79
			Warrant Total		\$169.58
607428	R65	037780	MADERA TROPHY SHOP		
130305	01-0000-420-1200-1000-5800-0000-0				968.13
			Warrant Total		\$968.13
607429	R65	091797	Magna Visual, Inc		
130602	01-6500-260-5770-1110-4310-0000-0				461.17
			Warrant Total		\$461.17
607430	R65	897140-1	MARO'S ALTERATIONS		
130603	01-3725-400-1300-1000-5800-0000-0				3,237.25
			Warrant Total		\$3,237.25
607431	R65	038598	MASSETTI BROS., INC.		
130759	01-0000-260-0000-7150-4300-6110-0				196.63
			Warrant Total		\$196.63
607432	R65	920558-1	PREMIUM PROCESSING		
130798	01-1100-260-1215-4200-5440-0000-0				2,400.00
			Warrant Total		\$2,400.00
607433	R65	043458-1	NATIONAL NOTARY ASSOCIATION		
130799	01-0000-260-0000-7390-5300-6950-0				52.00
			Warrant Total		\$52.00

Commercial Warrant Listing
For Warrants Dated 08/09/2012 to 08/09/2012

Check/Warr#	Register #	Payee #	Payee Name		
PO #	Account #		Description		Amount
607434	R65	090462-1	NCS PEARSON, INC		
130585	01-5640-260-0000-3120-4310-6640-1				1,249.27
			Warrant Total		\$1,249.27
607435	R66	195	CATHY A. ARMENTROUT		
	13-5310-260-0000-3700-5230-0000-0				7.22
			Warrant Total		\$7.22
607436	R66	250	BRENDA ATKINS		
	13-5310-260-0000-3700-5230-0000-0				51.06
	13-5310-260-0000-3700-4300-0000-0				23.69
			Warrant Total		\$74.75
607437	R66	7452	VIRGINIA G BARRIGA		
	13-5310-260-0000-3700-5230-0000-0				20.54
			Warrant Total		\$20.54
607438	R66	7485	CYNTHIA B CHAVIRA		
	13-5310-260-0000-3700-5230-0000-0				7.22
			Warrant Total		\$7.22
607439	R66	1637	JESSICA FITCH		
	13-5310-260-0000-3700-5230-0000-0				13.32
			Warrant Total		\$13.32
607440	R66	1715	VIVIAN FRANCO		
	13-5310-260-0000-3700-5230-0000-0				34.97
			Warrant Total		\$34.97
607441	R66	9054	IRMA GURROLA		
	13-5310-260-0000-3700-5230-0000-0				33.30
			Warrant Total		\$33.30
607442	R66	8398	CARLA C HERNANDEZ		
	13-5310-260-0000-3700-5230-0000-0				29.42
			Warrant Total		\$29.42
607443	R66	9975	ADELINA CAZARES HUERTA		
	13-5310-260-0000-3700-5230-0000-0				7.77
			Warrant Total		\$7.77
607444	R66	26660107	VICTOR JIMENEZ JR		
	13-5310-260-0000-3700-5230-0000-0				31.64
			Warrant Total		\$31.64
607445	R66	2728	JESSICA E KELLEY		
	13-5310-260-0000-3700-5230-0000-0				31.08
			Warrant Total		\$31.08
607446	R66	3032	JOSIE G. LOPEZ		
	13-5310-260-0000-3700-5230-0000-0				49.95
			Warrant Total		\$49.95
607447	R66	8151	NORMA L LOPEZ		
	13-5310-260-0000-3700-5230-0000-0				13.32
			Warrant Total		\$13.32

Commercial Warrant Listing
For Warrants Dated 08/09/2012 to 08/09/2012

Check/Warr#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #				
607448	R66	8172	MARIA L MEDINA		
	13-5310-260-0000-3700-5230-0000-0				3.89
			Warrant Total		\$3.89
607449	R66	7152	MARICELA MORENO		
	13-5310-260-0000-3700-5230-0000-0				34.97
			Warrant Total		\$34.97
607450	R66	7850	KIMBERLY S. PEDROZA		
	13-5310-260-0000-3700-5230-0000-0				7.22
			Warrant Total		\$7.22
607451	R66	4342	MARGARITA RIVERA		
	13-5310-260-0000-3700-5230-0000-0				13.32
			Warrant Total		\$13.32
607452	R66	4518	PETER M. ROQUE		
	13-5310-260-0000-3700-5230-0000-0				31.64
			Warrant Total		\$31.64
607453	R66	4415	ARLENE SAUCEDA		
	13-5310-260-0000-3700-5230-0000-0				12.49
			Warrant Total		\$12.49
607454	R66	8183	MARTHA I VASQUEZ		
	13-5310-260-0000-3700-5230-0000-0				5.00
			Warrant Total		\$5.00
607455	R67	951810	ACC BUSINESS		
130190	13-5310-260-0000-3700-5920-0000-0				50.39
			Warrant Total		\$50.39
607456	R67	090670	Case Parts Company		
130194	13-5310-260-0000-8110-5640-9260-0				21.41
			Warrant Total		\$21.41
607457	R67	890180	CULLIGAN BOTTLED WATER		
130196	13-5310-260-0000-3700-5800-0000-0				117.16
			Warrant Total		\$117.16
607458	R67	920260	D.J. CO-OP		
130788	13-5310-000-0000-0000-9320-0000-0				412.75
			Warrant Total		\$412.75
607459	R67	925560	DANIELSEN CO.		
130197	13-5310-000-0000-0000-9320-0000-0				10,389.98
			Warrant Total		\$10,389.98
607460	R67	090222	Diamond Locksmiths		
130787	13-5310-260-0000-8110-5640-0000-0				91.93
			Warrant Total		\$91.93
607461	R67	053414	EARTH GRAINS		
130199	13-5310-260-0000-3700-4705-0000-0				3,638.85
			Warrant Total		\$3,638.85

Commercial Warrant Listing
For Warrants Dated 08/09/2012 to 08/09/2012

Check/Warr#	Register #	Payee #	Payee Name		
PO #	Account #		Description		Amount
607462	R67	977640	FOCUS PACKAGING		
130200	13-5310-000-0000-0000-9320-0000-0				1,050.00
			Warrant Total		\$1,050.00
607463	R67	921150	FRESNO RACK & SHELVING		
130792	13-5310-260-0000-3700-4400-0000-0				8,283.82
			Warrant Total		\$8,283.82
607464	R67	024752	GENERAL BUILDERS SUPPLY CO.		
130202	13-5310-260-0000-8110-5640-0000-0				63.88
130202	13-5310-260-0000-8110-5640-9260-0				490.16
130202	13-5310-400-0000-8110-5640-0000-0				30.57
130202	13-5310-490-0000-8110-5640-0000-0				29.31
			Warrant Total		\$613.92
607465	R67	026322	GRAYLIFT INC		
130817	13-5310-260-0000-8110-5640-0000-0				592.97
			Warrant Total		\$592.97
607466	R67	037570	MADERA PRODUCE		
130205	13-5310-260-0000-3700-4704-0000-0				11,398.65
130205	13-5310-260-0203-3700-4700-0000-0				22.70
			Warrant Total		\$11,421.35
607467	R67	037668	MADERA RADIO DISPATCH		
130206	13-5310-260-0000-3700-5920-0000-0				132.00
			Warrant Total		\$132.00
607468	R67	037775	MADERA TRIBUNE		
130794	13-5310-260-0000-3700-5870-0000-0				208.68
			Warrant Total		\$208.68
607469	R67	911140	P & D APPLIANCE SERVICE CENTER		
130208	13-5310-260-0000-8110-5640-9260-0				400.00
			Warrant Total		\$400.00
607470	R67	091785	Pacific Handy Cutter, Inc.		
130226	13-5310-260-0000-3700-4371-0000-0				340.83
			Warrant Total		\$340.83
607471	R67	047226	PECKS PRINTERY		
130795	13-5310-260-0000-3700-5800-0000-0				1,373.59
			Warrant Total		\$1,373.59
607472	R67	989460	PLASTIC PACKAGE INC		
130210	13-5310-000-0000-0000-9320-0000-0				6,929.70
			Warrant Total		\$6,929.70
607473	R67	915490	PLATT ELECTRICAL		
130212	13-5310-390-0000-8110-5640-0000-0				42.40
130212	13-5310-260-0000-8110-5640-9260-0				15.02
			Warrant Total		\$57.42
607474	R67	049233	PRODUCER'S DAIRY		
130215	13-5310-260-0000-3700-4701-0000-0				2,867.89
			Warrant Total		\$2,867.89

Commercial Warrant Listing
For Warrants Dated 08/09/2012 to 08/09/2012

Check/Warr#	Register #	Payee #	Payee Name		
PO #	Account #		Description		Amount
607475	R67	890963	REFRIGERATION SUPPLY DISTRIBUTOR		
130216	13-5310-260-0000-8110-5640-9260-0				385.10
130216	13-5310-260-0000-8110-5640-0000-0				39.61
130216	13-5310-390-0000-8110-5640-0000-0				137.19
130216	13-5310-400-0000-8110-5640-0000-0				50.41
130216	13-5310-490-0000-8110-5640-0000-0				134.63
			Warrant Total		\$746.94
607476	R67	053992	SAVE MART SUPERMARKET		
130217	13-5310-260-0203-3700-4700-0000-0				178.78
			Warrant Total		\$178.78
607477	R67	090131	Sparkletts/Alhambra Waters		
130191	13-5310-260-0000-8200-5530-0000-0				7.50
			Warrant Total		\$7.50
607478	R67	059888	TALKINGTON AIR COND.		
130220	13-5310-260-0000-8110-5640-0000-0				200.00
130220	13-5310-260-0000-8110-5640-9260-0				971.00
130220	13-5310-400-0000-8110-5640-0000-0				240.00
130220	13-5310-390-0000-8110-5640-0000-0				130.20
130220	13-5310-490-0000-8110-5640-0000-0				420.00
			Warrant Total		\$1,961.20
607479	R67	090077	TORRES FENCE CO., INC		
130796	13-5310-260-0000-8110-5640-0000-0				1,258.17
			Warrant Total		\$1,258.17
607480	R67	923970	TYSON FOODS, INC		
130818	13-5310-000-0000-0000-9320-0000-0				11,376.80
			Warrant Total		\$11,376.80
607481	R67	994970	UNISOURCE MAINT SUPPLY SYSTEMS		
130221	13-5310-000-0000-0000-9320-0000-0				2,607.08
130221	13-5310-260-0000-3700-4371-0000-0				422.38
			Warrant Total		\$3,029.46

Commercial Warrant Listing
For Warrants Dated 08/09/2012 to 08/09/2012

Check/Warr#	Register #	Payee #	Payee Name		
PO #	Account #		Description		Amount
607482	R67	902080	The Platinum Packaging Group		
130211	13-5310-000-0000-0000-9320-0000-0				18,678.79
			Warrant Total		\$18,678.79
			District Totals	140 Warrants for	\$856,880.13

Fund Totals	Amount
01 - General Fund	\$402,390.55
11 - Adult Education	\$2,459.72
12 - Child Development	\$6,012.59
13 - Cafeteria	\$87,905.66
14 - Deferred Maintenance	\$19,025.00
25 - Capital Fac/Developer Fees	\$335,586.61
40 - Special Reserve - Cap Outlay	\$3,500.00
Total	\$856,880.13

**COMMERCIAL PAYMENT ORDER
TO THE
COUNTY SUPERINTENDENT OF SCHOOLS
AND
COUNTY AUDITOR OF MADERA COUNTY, CALIFORNIA**

<u>83630</u>	<u>26 PRISON MITIGATION</u>	-	-		
		-	-	\$	-
<u>83620</u>	<u>30 STATE SCHOOL BLDG.</u>	-	-		
	<u>LEASE PURCHASE</u>	-	-	\$	-
<u>83600</u>	<u>31 REFURBISHMENT</u>	-	-		
		-	-	\$	-
<u>83670</u>	<u>32 ROOF REPLACEMENT</u>	-	-		
		-	-	\$	-
<u>83730</u>	<u>35 SCHOOL FACILITIES</u>	-	-		
		-	-	\$	-
<u>83610</u>	<u>40 SPECIAL RESERVE</u>	-	-		
		-	-	\$	-
<u>83660</u>	<u>41 BUILDING FUND</u>	-	-		
		-	-	\$	-
<u>83690</u>	<u>42 AG FARM BLDG. FUND</u>	-	-		
		-	-	\$	-
<u>83650</u>	<u>43 C.O.P. PROCEEDS</u>	-	-		
	<u>SPECIAL RESERVE</u>	-	-	\$	-
<u>83710</u>	<u>49 REDEVELOPMENT</u>	-	-		
	<u>SPECIAL RESERVE</u>	-	-	\$	-
<u>88510</u>	<u>53 STATE SCHOOL LOAN</u>	-	-		
	<u>REPAY</u>	-	-	\$	-
<u>88610</u>	<u>54 LEASE PURCHASE</u>	-	-		
		-	-	\$	-
<u>83640</u>	<u>56 C.O.P. DEBT SERVICE</u>	-	-		
		-	-	\$	-
<u>83580</u>	<u>67 INSURANCE RESERVE</u>	-	-		
		-	-	\$	-
<u>83570</u>	<u>73 TRUST FUND</u>	-	-		
		-	-	\$	-
<u>83520</u>	<u>74 ATHLETIC FUND</u>	-	-		
		-	-	\$	-
GRAND TOTAL:				\$	6,441.67

BY ORDER OF THE GOVERNING BOARD THE COUNTY SUPERINTENDENT OF SCHOOLS & THE AUDITOR OF MADERA COUNTY ARE HEREBY AUTHORIZED TO TRANSFER THE ABOVE LISTED FUNDS TO THE SCHOOLS COMMERCIAL REVOLVING FUND (E.C. 21110). THEY ARE FURTHER AUTHORIZED TO DRAW WARRANT CHECKS TO THE CLAIMANTS OF SAID SCHOOL DISTRICT AS PER ATTACHED LISTING.

APPROVED BY:

DATE:

TERI BRADSHAW, DIRECTOR OF FISCAL SVCS

PAYMENT ORDER PREPARED BY: Linda K Wall (ACCOUNTS PAYABLE)

*****FOR COUNTY SCHOOLS USE ONLY*****

AUDITED BY:

DATE:

WARRANT NUMBERS

FROM:

TO: _____

**COMMERCIAL PAYMENT ORDER
TO THE
COUNTY SUPERINTENDENT OF SCHOOLS
AND
COUNTY AUDITOR OF MADERA COUNTY, CALIFORNIA**

SUBMITTED BY: MADERA UNIFIED SCHOOL DISTRICT

CHECK DATE: 8/17/2012
BOARD DATE: 8/28/2012
CURRENT YR 2012-13

REGISTER NUMBERS IN REQUEST:

R: 68, 69, 72, 73, 76, 77, 78
R: 79, 80
R: _____

TOTAL REQUESTS BY FUND FOR PAYMENT:

TOTALS BY FUNDS:

83500 <u>01 GENERAL FUND</u>	<u>68</u>	-	\$	30,712.36	-	
	<u>69</u>	-	\$	74,947.69	-	
	<u>72</u>	-	\$	22,550.13	-	
	<u>73</u>	-	\$	25,175.27	-	
	<u>76</u>	-	\$	51,720.00	-	
	<u>77</u>	-	\$	717.17	-	
	<u>78</u>	-	\$	2,038.30	-	
	<u>79</u>	-	\$	109,123.37	-	
	<u>80</u>	-	\$	3,029.75	-	
	-	-		-	-	
	-	-		-	-	
Cancelled warrant # 573591	-	-	\$	(48.00)	-	
Cancelled warrant # 606278	-	-	\$	(468.76)	-	
Cancelled warrant # 606635	-	-	\$	(2,941.25)	-	
	-	-		-	-	
						\$ 316,556.03
83510 <u>11 ADULT ED</u>	<u>69</u>	-	\$	6,362.93	<u>80</u> - \$ 730.65	
	<u>72</u>	-	\$	253.69	-	
	<u>73</u>	-	\$	3,930.00	-	
	<u>79</u>	-	\$	686.31	-	
	-	-		-	-	
Cancelled warrant # 606660	-	-	\$	(730.65)	-	
	-	-		-	-	
						\$ 11,232.93
83550 <u>12 CHILD DEVELOPMENT</u>	<u>69</u>	-	\$	464.81	-	
	<u>72</u>	-	\$	114.24	-	
	-	-		-	-	
						\$ 579.05
83540 <u>13 CAFETERIA</u>	<u>68</u>	-	\$	727.91	-	
	<u>79</u>	-	\$	5,398.64	-	
	-	-		-	-	
						\$ 6,126.55
83560 <u>14 DEFERRED MAINT.</u>	<u>69</u>	-	\$	53,154.69	<u>76</u> - \$ 234,408.00	
	<u>72</u>	-	\$	4,936.00	-	
	-	-		-	-	
						\$ 292,498.69
83680 <u>15 PUPIL TRANS. EQUIP.</u>	-	-		-	-	
	-	-		-	-	
						\$ -
83590 <u>17 STONE SCHOLARSHIP TRUST</u>	-	-		-	-	
	-	-		-	-	
						\$ -
83530 <u>25 DEVELOPER FEES</u>	<u>69</u>	-	\$	1,875.13	-	
	-	-		-	-	
	-	-		-	-	
	-	-		-	-	
	-	-		-	-	
	-	-		-	-	
	-	-		-	-	
	-	-		-	-	
	-	-		-	-	
	-	-		-	-	
						\$ 1,875.13

**COMMERCIAL PAYMENT ORDER
TO THE
COUNTY SUPERINTENDENT OF SCHOOLS
AND
COUNTY AUDITOR OF MADERA COUNTY, CALIFORNIA**

<u>83630</u>	<u>26 PRISON MITIGATION</u>	-	-		\$	-
		-	-			
<u>83620</u>	<u>30 STATE SCHOOL BLDG.</u>	-	-		\$	-
	<u>LEASE PURCHASE</u>	-	-			
<u>83600</u>	<u>31 REFURBISHMENT</u>	-	-		\$	-
		-	-			
<u>83670</u>	<u>32 ROOF REPLACEMENT</u>	-	-		\$	-
		-	-			
<u>83730</u>	<u>35 SCHOOL FACILITIES</u>	-	-		\$	-
		-	-			
<u>83610</u>	<u>40 SPECIAL RESERVE</u>	<u>69</u>	\$ 1,230.93	-	\$	1,230.93
		-	-			
<u>83660</u>	<u>41 BUILDING FUND</u>	-	-		\$	-
		-	-			
<u>83690</u>	<u>42 AG FARM BLDG. FUND</u>	-	-		\$	-
		-	-			
<u>83650</u>	<u>43 C.O.P. PROCEEDS</u>	-	-		\$	-
	<u>SPECIAL RESERVE</u>	-	-			
<u>83710</u>	<u>49 REDEVELOPMENT</u>	-	-		\$	-
	<u>SPECIAL RESERVE</u>	-	-			
<u>88510</u>	<u>53 STATE SCHOOL LOAN</u>	-	-		\$	-
	<u>REPAY</u>	-	-			
<u>88610</u>	<u>54 LEASE PURCHASE</u>	-	-		\$	-
		-	-			
<u>83640</u>	<u>56 C.O.P. DEBT SERVICE</u>	-	-		\$	-
		-	-			
<u>83580</u>	<u>67 INSURANCE RESERVE</u>	-	-		\$	-
		-	-			
<u>83570</u>	<u>73 TRUST FUND</u>	-	-		\$	-
		-	-			
<u>83520</u>	<u>74 ATHLETIC FUND</u>	-	-		\$	-
		-	-			
GRAND TOTAL:					\$	630,099.31

BY ORDER OF THE GOVERNING BOARD THE COUNTY SUPERINTENDENT OF SCHOOLS & THE AUDITOR OF MADERA COUNTY ARE HEREBY AUTHORIZED TO TRANSFER THE ABOVE LISTED FUNDS TO THE SCHOOLS COMMERCIAL REVOLVING FUND (E.C. 21110). THEY ARE FURTHER AUTHORIZED TO DRAW WARRANT CHECKS TO THE CLAIMANTS OF SAID SCHOOL DISTRICT AS PER ATTACHED LISTING.

APPROVED BY:

DATE:

TERI BRADSHAW, DIRECTOR OF FISCAL SVCS

PAYMENT ORDER PREPARED BY: Linda K Wall (ACCOUNTS PAYABLE)

*****FOR COUNTY SCHOOLS USE ONLY*****

AUDITED BY:

DATE:

WARRANT NUMBERS

FROM:

TO:

Fiscal Year: 2013

Madera Unified School District

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Report Date: 08/16/2012

Commercial Warrant Listing
For Warrants Dated 08/16/2012 to 08/16/2012

Check/Warr#	Register #	Payee #	Payee Name		
PO #	Account #		Description		Amount
607741	R50	036826-1	MADERA CO. ENV. HEALTH DEPT.		
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				210.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				210.00
120142	01-8150-000-0000-0000-9509-0000-0				210.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				105.00
120142	01-8150-000-0000-0000-9509-0000-0				210.00
Warrant Total					\$2,730.00

Commercial Warrant Listing
For Warrants Dated 08/16/2012 to 08/16/2012

Check/Warr#	Register #	Payee #	Payee Name		
PO #	Account #		Description		Amount
607742	R68	044898-4	OFFICE DEPOT		
130144	01-3010-260-0000-2150-4300-0000-2				169.63
130156	01-0000-320-1200-1000-4310-0000-0				211.86
130243	01-0000-350-3300-2700-4300-0000-0				267.81
130231	01-0000-380-1200-2700-4300-0000-0				18.30
130230	01-0000-380-1200-1000-4310-0000-0				688.55
130233	01-0000-440-1200-1000-4310-0000-0				290.00
130167	01-0000-470-1200-1000-4310-0000-0				1,693.71
130167	01-0000-470-1200-1000-4310-0000-0				10.34
130155	01-0000-520-1200-2700-4300-0000-0				509.32
130154	01-0000-520-1200-1000-4310-0000-0				47.85
130020	01-0000-580-1200-1000-4310-0000-0				2,990.14
130564	01-0000-600-1200-1000-4310-0000-0				-66.76
130234	01-0000-650-1200-1000-4310-0000-0				3,380.28
130085	01-8150-450-0000-8110-4300-0000-0				768.09
130140	13-5310-260-0000-3700-4300-0000-0				728.13
130013	01-0000-670-1200-1000-4310-0000-0				1,033.88
130014	01-0000-670-1200-2700-4300-0000-0				215.48
130146	01-0000-260-0000-7400-4300-5260-0				267.92
130018	01-4035-260-1110-1000-4310-6010-2				92.37
130166	01-0000-420-1200-1000-4310-6540-0				2,352.19
130138	01-0000-260-0000-3160-4300-6040-0				-70.08
130138	01-0000-260-0000-3160-4300-6040-0				760.82
130016	01-0000-260-0000-3900-4300-6600-0				1,995.63
130143	01-0000-260-0000-7150-4300-6100-0				81.75
130137	01-0000-260-0000-7150-4300-6900-0				713.36
130145	01-0000-260-0000-7200-4300-6000-0				103.75
130142	01-0000-260-0000-7300-4300-5550-0				166.39
130142	01-0000-260-0000-7300-4300-5550-0				-9.12
130246	01-0000-260-0000-7400-4300-5250-0				2,293.03
130001	01-0000-260-0000-7530-4300-5800-0				456.86
130001	01-0000-260-0000-7530-4300-5800-0				404.81
130021	01-0000-260-0000-8300-4300-2550-0				988.46
130150	01-0000-300-1200-1000-4310-0000-0				1,364.44
130151	01-0000-300-1200-1000-4310-0000-0				1,117.07
Warrant Total					\$26,036.26

Report Date: 08/16/2012

Commercial Warrant Listing
For Warrants Dated 08/16/2012 to 08/16/2012

Check/Warr#	Register #	Payee #	Payee Name		
PO #	Account #		Description		Amount
607743	R68	044898-4	OFFICE DEPOT		
130151	01-0000-300-1200-1000-4310-0000-0				-0.67
130151	01-0000-300-1200-1000-4310-0000-0				-0.78
130151	01-0000-300-1200-1000-4310-0000-0				-74.11
130161	01-0000-290-1200-2700-4300-0000-0				-46.22
130160	01-0000-290-1200-1000-4310-0000-0		MAY 2012		-0.18
130246	01-0000-260-0000-7400-4300-5250-0				-1.22
130166	01-0000-420-1200-1000-4310-6540-0				-39.50
130245	01-0000-570-0000-8210-4300-0000-0				-0.97
130140	13-5310-260-0000-3700-4300-0000-0				-0.22
130234	01-0000-650-1200-1000-4310-0000-0				-90.19
130400	01-6500-260-5770-1190-4300-0000-0				308.65
130400	01-6500-260-5770-1190-4300-0000-0				-2.28
130582	01-6500-260-5770-1110-4310-0000-0				71.06
130564	01-0000-600-1200-1000-4310-0000-0				-8.62
130565	01-0000-600-1200-2700-4300-0000-0				-0.01
130564	01-0000-600-1200-1000-4310-0000-0				3,765.07
130642	01-0000-490-1300-1000-4310-0000-0				303.80
130154	01-0000-520-1200-1000-4310-0000-0				-0.73
130233	01-0000-440-1200-1000-4310-0000-0				-1.38
130858	01-0000-400-1310-1000-4310-0000-0				-7.11
130683	01-0000-400-1300-1000-5800-0000-0				38.44
130683	01-0000-400-1300-2700-4300-0000-0				106.55
130156	01-0000-320-1200-1000-4310-0000-0		MAY 2012		-2.20
130354	01-7230-280-0000-3600-4300-6940-0				108.99
130354	01-7230-280-0000-3600-4300-6930-0				112.48
130739	01-3725-490-1300-1000-4310-0000-2				-1.86
130624	01-3725-400-0000-2150-4300-0000-2				867.22
			Warrant Total		\$5,404.01
607744	R69	984010-3	GALLS, AN ARAMARK CO		
130297	01-0000-260-0000-8300-5805-2550-0				3,365.18
130297	01-0000-260-0000-8300-5805-2550-0				45.75
130297	01-0000-260-0000-8300-5805-2550-0				37.75
			Warrant Total		\$3,448.68
607745	R69	091143	GOLF CART CENTRAL SERVICE		
130044	01-8150-450-0000-8110-4300-0000-0				133.89
130044	01-8150-450-0000-8110-5640-0000-0				205.00
			Warrant Total		\$338.89
607746	R69	902190-3	GALE		
130621	01-0000-490-1300-1000-4310-0000-0				1,750.00
			Warrant Total		\$1,750.00
607747	R69	920050-1	GALE		
130529	01-0000-400-1300-1000-4320-0000-0				3,082.28
			Warrant Total		\$3,082.28
607748	R69	954980	GRANT LINK		
130401	01-3550-260-1300-1000-5800-0000-0				600.00
			Warrant Total		\$600.00

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Madera Unified School District
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Check/Warr# PO #	Register # Account #	Payee #	Payee Name	Description	Amount
607749	R69	995890	IMAGE 2000		
130012	01-0000-260-0000-7350-5650-5800-0				95.00
130437	01-0000-300-1200-2700-5650-0000-0				5,038.75
130460	01-0000-310-1200-2700-5650-0000-0				5,038.75
130454	01-0000-440-1200-2700-5650-0000-0				6,046.50
130444	01-0000-470-1200-2700-5650-0000-0				6,624.25
130428	01-0000-520-1200-2700-5650-0000-0				3,023.25
130567	01-0000-600-1200-2700-5650-0000-0				12,093.00
130395	01-0000-670-1200-2700-5650-0000-0				5,542.63
130407	01-0000-290-1200-1000-5650-0000-0				6,550.38
Warrant Total					\$50,052.51
607750	R69	030735	HARRIS COMPUTER		
130512	11-3905-260-4110-1000-5800-0000-0				3,182.00
130512	11-0010-260-4110-1000-5800-0000-0				3,180.93
Warrant Total					\$6,362.93
607751	R69	090743	MADERA SOUTH HIGH SCHOOL - FFA		
130826	01-0595-260-0000-7150-5800-5600-0				2,092.50
Warrant Total					\$2,092.50
607752	R69	910434	MADERA POLICE DEPARTMENT		
130821	01-0000-520-0000-8300-5800-0000-0				50.00
Warrant Total					\$50.00
607753	R69	038086	MANGINI ASSOCIATES INCORPORATED		
130768	40-0000-260-0000-8100-5800-0000-0				1,230.93
130767	25-9125-560-0000-8510-6215-0000-0				937.63
130767	25-9125-440-0000-8510-6215-0000-0				937.50
Warrant Total					\$3,106.06
607754	R69	987450	PROCESS SOFTWARE, LLC		
130516	01-0000-260-0000-7700-5650-5050-0				650.12
Warrant Total					\$650.12
607755	R69	046550	PAMSCO		
130519	12-6105-260-0001-8110-5630-0000-0				464.81
Warrant Total					\$464.81
607756	R69	091801	Retrospect, Inc.		
130632	01-0000-260-0000-7700-4300-5050-0				9,024.00
Warrant Total					\$9,024.00
607757	R69	091499	Quality Machinery Center		
130092	01-8150-450-0000-8110-4300-0000-0				1,311.69
130495	14-0010-450-0000-8500-6400-0000-0				53,154.69
Warrant Total					\$54,466.38
607758	R69	037775	MADERA TRIBUNE		
130892	01-0000-260-0000-7200-5870-6000-0			CUST#01108942-000	220.00
Warrant Total					\$220.00

Commercial Warrant Listing
For Warrants Dated 08/16/2012 to 08/16/2012

Check/Warr#	Register #	Payee #	Payee Name		
PO #	Account #		Description		Amount
607759	R69	028944	HOOVER HIGH SCHOOL		
130875	01-0045-490-1315-4200-5800-0000-0		JV & VARSITY		500.00
			Warrant Total		\$500.00
607760	R69	090385	MT. WHITNEY ATHLETICS		
130870	01-9045-490-1315-4200-5800-0000-0				300.00
			Warrant Total		\$300.00
607761	R69	036992	MADERA COUNTY SCHOOL BOARD		
130862	01-0000-260-0000-7150-5300-6900-0				400.00
			Warrant Total		\$400.00
607762	R69	090187	KERMAN HIGH SCHOOL		
130867	01-0045-490-1315-4200-5800-0000-0				400.00
			Warrant Total		\$400.00
607763	R69	999054	GOLDEN VALLEY HIGH SCHOOL		
130869	01-0045-490-1315-4200-5800-0000-0				350.00
			Warrant Total		\$350.00
607764	R69	090067-1	PPG ARCHITECTURAL FINISHES		
130884	01-0000-560-1215-2700-4300-0000-0				377.02
			Warrant Total		\$377.02
607765	R72	091480	American Printing House for the Blind, Inc.		
130415	01-6300-260-1300-1000-4100-6260-0				535.30
130416	01-6300-260-1300-1000-4100-6260-0				420.69
130417	01-6300-260-1300-1000-4100-6260-0				1,023.12
130417	01-6300-260-1300-1000-4100-6260-0				1,225.90
			Warrant Total		\$3,205.01
607766	R72	091377-1	Bernie's Electric		
130740	14-0010-470-0000-8110-4400-0000-0				4,936.00
			Warrant Total		\$4,936.00
607767	R72	009528	CAL VALLEY PRINTING		
130607	01-0000-400-1300-2700-5800-0000-0				290.93
			Warrant Total		\$290.93
607768	R72	091151	CASEY PRINTING		
130548	01-0000-260-0000-3900-5800-6600-0				8,781.72
			Warrant Total		\$8,781.72
607769	R72	090341-3	CENGAGE LEARNING		
130068	01-6300-260-1300-1000-4100-6260-0				104.58
130069	01-6300-260-1300-1000-4100-6260-0				190.16
130065	01-0610-260-1200-1000-4100-6260-0				1,539.20
130066	01-0610-260-1200-1000-4100-6260-0				1,298.36
130066	01-0610-260-1200-1000-4100-6260-0				-32.42
130066	01-0610-260-1200-1000-4100-6260-0				32.42
130067	01-0610-260-1200-1000-4100-6260-0				643.58
			Warrant Total		\$3,775.88

Commercial Warrant Listing
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Check/Warr# PO #	Register # Account #	Payee #	Payee Name Description	Amount
607770 130481	R72 11-0010-260-4110-1000-4310-0000-0	006730	CHANNING L. BETE CO INC.	253.69
Warrant Total				\$253.69
607771 130520	R72 12-6105-260-0001-1000-4310-0000-0	090751	CHOOSY KIDS, LLC	114.24
Warrant Total				\$114.24
607772 130608	R72 01-0000-400-1300-1000-4310-0000-0	090873-1	THE COLLEGE BOARD	61.42
Warrant Total				\$61.42
607773 130633	R72 01-0000-260-0000-7700-4400-5070-0	998620-1	DELL MARKETING L.P.	1,532.12
Warrant Total				\$1,532.12
607774 130579	R72 01-6500-260-5770-1110-4310-0000-0	020978-1	EMC/PARADIGM PUBLISHING	1,066.88
Warrant Total				\$1,066.88
607775 130781	R72 01-0000-490-1315-4200-4310-0000-0	971300	1ST STRING SPORTS	1,011.77
Warrant Total				\$1,011.77
607776 130854	R72 01-6500-260-5770-1180-5800-0000-0	091513	Behavioral Intervention Association	862.04
Warrant Total				\$862.04
607777 130886	R72 01-0000-260-0000-7150-5300-6900-0	091820	AMAE Balderas, Gustave	70.00
Warrant Total				\$70.00
607778 130885	R72 01-0000-470-1200-2700-5800-0000-0	009528	CAL VALLEY PRINTING	32.33
Warrant Total				\$32.33
607779 130868	R72 01-0045-490-1315-4200-5800-0000-0	090192	CLOVIS EAST HIGH SCHOOL frosh/soph soccer	300.00
Warrant Total				\$300.00
607780 130882 130882	R72 01-0000-260-0000-8110-5802-6660-0 01-5640-260-0000-3140-5800-6660-0	020725-1	ELECTRO ACOUSTIC CO	855.00 705.03
Warrant Total				\$1,560.03
607781 130477 130477	R73 11-9136-260-4110-1000-4310-7640-0 11-9136-260-4110-1000-5800-7640-0	001992-2	AMERICAN COUNCIL ON EDUCATION supplemental supplemental	3.08 6.92
Warrant Total				\$10.00
607782 130269	R73 01-8150-450-0000-8110-4300-0000-0	091489	American Time & Signal Co.	1,080.53
Warrant Total				\$1,080.53

Commercial Warrant Listing
For Warrants Dated 08/16/2012 to 08/16/2012

Check/Warr#	Register #	Payee #	Payee Name		
PO #	Account #		Description		Amount
607783	R73	918030	BSK ASSOCIATES		
130026	01-8150-450-0000-8110-5800-0000-0				47.00
130026	01-8150-450-0000-8110-5800-0000-0				135.00
			Warrant Total		\$182.00
607784	R73	920549-1	California Department of Education		
130476	11-9136-260-4110-1000-5800-7640-0				3,920.00
			Warrant Total		\$3,920.00
607785	R73	091683-1	California Fire Life Safety Systems Inc.		
130856	01-8150-450-0000-8110-5630-0000-0		Jly-Sep 2012		74.73
130856	01-8150-450-0000-8110-5630-0000-0		Jly-Sep 2012		330.00
			Warrant Total		\$404.73
607786	R73	916950	CENTRAL VALLEY PRESORT		
130124	01-0000-260-0000-7200-5910-5600-0				875.17
130124	01-0000-260-0000-7200-5910-5600-0				2,039.14
130124	01-0000-260-0000-7200-5910-5600-0				1,658.96
			Warrant Total		\$4,573.27
607787	R73	953030-1	CONCENTRA MEDICAL CENTER		
130430	01-0000-260-0000-7390-5890-6950-0				157.81
			Warrant Total		\$157.81
607788	R73	090950	ELECOM WEST		
130031	01-8150-450-0000-8110-5640-0000-0				157.50
130031	01-8150-450-0000-8110-5640-0000-0				215.00
			Warrant Total		\$372.50
607789	R73	937140-1	ENVIROCLEAN SANITATION SUPPLY		
130615	01-0000-490-0000-8210-4300-0000-0				975.46
			Warrant Total		\$975.46
607790	R73	021299-1	EWING IRRIGATION		
130033	01-8150-450-0000-8110-4300-0000-0				437.84
130033	01-8150-450-0000-8110-4300-0000-0				820.26
130033	01-8150-450-0000-8110-4300-0000-0				1,040.99
130033	01-8150-450-0000-8110-4300-0000-0				291.53
			Warrant Total		\$2,590.62
607791	R73	090052-1	FASTENAL COMPANY		
130035	01-8150-450-0000-8110-4300-0000-0				64.45
			Warrant Total		\$64.45
607792	R73	012241	CENTRAL VALLEY TRUCK CENTER		
130328	01-7230-000-0000-0000-9320-0000-0				7,490.32
130328	01-7230-280-0000-3600-4300-6930-0				183.74
130328	01-7230-280-0000-3600-5640-6930-0				7,099.84
			Warrant Total		\$14,773.90
607793	R74	965440-1	CRMA		
121893	01-0000-000-0000-0000-9509-0000-0		reimburse CRMA because they paid Barrows on behalf o		1,335.00
			Warrant Total		\$1,335.00

Commercial Warrant Listing
For Warrants Dated 08/16/2012 to 08/16/2012

Check/Warr#	Register #	Payee #	Payee Name	Description	Amount
PO #	Account #				
607794	R75	090242	CIF CENTRAL SECTION		
		01-1100-000-0000-0000-9509-0000-0	baseball 40%		188.00
		01-1100-000-0000-0000-9509-0000-0	softball 40%		101.80
			Warrant Total		\$289.80
607795	R75	090192	CLOVIS EAST HIGH SCHOOL		
		01-1100-000-0000-0000-9509-0000-0	softball 30%		76.35
			Warrant Total		\$76.35
607796	R75	090611	TULARE WESTERN HIGH SCHOOL TRACK		
		01-1100-000-0000-0000-9509-0000-0	baseball 30%		141.00
			Warrant Total		\$141.00
607797	R75	941600	DEPARTMENT OF GENERAL SERVICES		
		01-0000-000-0000-0000-9509-0000-0			80.00
			Warrant Total		\$80.00
607798	R75	090463	MADERA HIGH SCHOOL -ASB		
		01-3550-000-0000-0000-9509-0000-0	robotics		1,233.65
		01-3550-000-0000-0000-9509-0000-0	robotics		555.87
			Warrant Total		\$1,789.52
607799	R76	090076	TARGET SPECIALTY PRODUCTS		
130104		01-8150-450-0000-8110-4300-0000-0			527.08
130104		01-8150-450-0000-8110-4300-0000-0			2,307.10
130104		01-8150-450-0000-8110-4300-0000-0			1,810.65
			Warrant Total		\$4,644.83
607800	R76	091776	Yarbas Grading & Paving Inc.		
130248		14-0010-490-0000-8500-6170-0000-0			215,028.00
			Warrant Total		\$215,028.00
607801	R76	970120-1	SCHOOL SPECIALTY INC.		
130302		01-0000-420-1200-1000-4310-0000-0			852.16
			Warrant Total		\$852.16
607802	R76	970120	SCHOOL SPECIALTY INC		
130302		01-0000-420-1200-1000-4310-0000-0			135.18
			Warrant Total		\$135.18
607803	R76	970120-1	SCHOOL SPECIALTY INC.		
130302		01-0000-420-1200-1000-4310-0000-0			374.71
			Warrant Total		\$374.71
607804	R76	090421	SAM BALBAS PAINTING		
130249		14-0010-290-0000-8500-6200-0000-0			14,250.00
			Warrant Total		\$14,250.00
607805	R76	962230	SPINITAR		
130457		01-0000-650-1200-1000-4310-0000-0			765.46
			Warrant Total		\$765.46
607806	R76	920805-1	FROST, DAVIS & DONNELLY		
130820		01-0000-260-0000-7150-5200-6900-0			240.00
			Warrant Total		\$240.00

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607807	R76	090072-1	UNISOURCE WORLDWIDE INC		
130276	01-0000-000-0000-0000-9320-0000-0				3,429.89
			Warrant Total		\$3,429.89
607808	R76	062585-1	UNISOURCE WORLDWIDE, INC.		
130168	01-0000-260-0000-7550-4300-5700-0				368.75
130168	01-0000-260-0000-7550-4300-5700-0				104.83
			Warrant Total		\$473.58
607809	R76	068473-1	VIRCO INC		
130658	01-7400-440-1200-1000-4310-0000-0				6,962.54
			Warrant Total		\$6,962.54
607810	R76	987430	ZEP MANUF. CO.		
130376	01-7230-280-0000-3600-4300-6930-0				216.24
			Warrant Total		\$216.24
607811	R76	090035	VALLEY POWER SYSTEM, INC		
130372	01-7230-280-0000-3600-5640-6930-0				6,454.65
			Warrant Total		\$6,454.65
607812	R76	060697	TECO PRODUCTS COMPANY		
130369	01-7230-280-0000-3600-4300-6930-0				200.00
130369	01-7230-000-0000-0000-9320-0000-0				35.13
			Warrant Total		\$235.13
607813	R76	054060-1	SCHOETTLER TIRE INC.		
130365	01-7230-280-0000-3600-5640-6930-0				3,145.77
130365	01-7230-280-0000-3600-4340-6930-0				160.01
130365	01-7230-000-0000-0000-9320-0000-0				14,531.62
			Warrant Total		\$17,837.40
607814	R76	060831-1	TESEI PETROLEUM, INC.		
130371	01-7230-280-0000-3600-4341-6930-0				2,471.06
130371	01-7230-280-0000-3600-4342-6930-0				121.30
130371	01-7230-280-0000-3600-4344-6930-0				1,310.60
130371	01-7230-280-0000-3600-4345-6930-0				447.27
			Warrant Total		\$4,350.23
607815	R76	090123-1	WEST STAR ENVIRONMENTAL INC		
130374	01-7230-280-0000-3600-5800-6930-0				65.00
			Warrant Total		\$65.00
607816	R76	091393	San Joaquin Pest Control of Fresno		
130888	14-0010-390-0000-8110-5800-0000-0				5,130.00
			Warrant Total		\$5,130.00
607817	R76	893590	SUNNYSIDE HIGH SCHOOL		
130876	01-0045-490-1315-4200-5800-0000-0				336.00
130874	01-0045-490-1315-4200-5800-0000-0				301.00
130872	01-0045-490-1315-4200-5800-0000-0				286.00
			Warrant Total		\$923.00

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607818	R76	090715	SELMA HIGH SCHOOL		
130873	01-0045-490-1315-4200-5800-0000-0				435.00
			Warrant Total		\$435.00
607819	R76	090304	Sanger High School		
130866	01-0045-490-1315-4200-5800-0000-0				500.00
			Warrant Total		\$500.00
607820	R76	999510	ACSA FOUNDATION FOR EDUCATIONAL		
130857	01-0000-260-0000-7150-5200-6110-0				1,575.00
			Warrant Total		\$1,575.00
607821	R76	901630	WESTERN BAND ASSOCIATION		
130912	01-0000-490-1358-1000-5800-0000-0				1,250.00
			Warrant Total		\$1,250.00
607822	R77	905910	CHEVRON AND TEXACO		
	01-0000-400-1315-4200-4344-0000-0				178.83
			Warrant Total		\$178.83
607823	R77	090686	SCHOOL PERSONNEL COMMISSIONERS ASSOC. OF		
	01-0000-260-0000-7400-5800-5260-0				95.00
			Warrant Total		\$95.00
607824	R77	982001-1	VERIZON WIRELESS		
	01-0000-260-0000-7540-5925-5850-0				40.19
	01-0010-260-0000-3900-5925-2550-0				85.98
	01-0010-260-0000-3900-5925-2550-0				107.90
	01-0000-260-0000-7400-5925-5260-0				38.01
	01-0000-450-0000-8200-5925-0000-0				134.32
			Warrant Total		\$406.40
607825	R77	910197-1	AT&T		
	01-0000-260-0000-7200-5920-5050-0				36.94
			Warrant Total		\$36.94
607826	R78	732	CYNDI K. CALLICOTT		
	01-7230-280-0000-3600-5200-6940-0				17.00
			Warrant Total		\$17.00
607827	R78	4323	SONIA CARMINA BAUTISTA		
	01-7230-280-0000-3600-5200-6940-0				5.00
			Warrant Total		\$5.00
607828	R78	7202	ELIZABETH RUNYON		
	01-3010-630-1200-2700-5200-4200-3				1,477.79
			Warrant Total		\$1,477.79
607829	R78	8026	RONALD B MOREN		
	01-7230-280-0000-3600-5200-6940-0				48.00
			Warrant Total		\$48.00
607830	R78	5371	MARIA VELARDE-GARCIA		
	01-0000-260-0000-7110-5200-5660-0				251.30
			Warrant Total		\$251.30

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607831	R78	26666022	LEILANI YASMINE MONTALVO		
	01-0000-260-0000-7300-5200-5550-0				10.06
			Warrant Total		\$10.06
607832	R78	3061	ERIK ADAM LOWRY		
	01-0000-520-1200-1000-4310-0000-0				151.16
			Warrant Total		\$151.16
607833	R78	7722	BAILEY FAGAN HERNANDEZ		
	01-0000-420-1200-1000-4310-0000-0				17.99
			Warrant Total		\$17.99
607834	R78	5762	KELLY PORTERFIELD		
	01-0000-260-0000-7150-4300-5500-0				60.00
			Warrant Total		\$60.00
607835	R79	091194	Shell Energy North American(US), L.P.		
	01-0000-570-0000-8200-5520-0000-0		July service		599.92
	11-0010-260-4110-8200-5520-0000-0		July service		34.46
	11-9503-260-4110-8200-5520-0000-0		July service		19.94
	13-5310-260-0000-8200-5520-0000-0		July service		1,955.84
	13-5310-400-0000-8200-5520-0000-0		July service		187.03
	13-5310-520-0000-8200-5520-0000-0		July service		50.53
	01-0000-400-0000-8200-5520-0000-0		July service		7,318.89
	01-0000-400-1315-8200-5520-0000-0		July service		676.29
	01-0000-260-0000-8200-5520-5600-0		July service		2,100.56
	01-0000-290-0000-8200-5520-0000-0		July service		1,835.54
	01-0000-300-0000-8200-5520-0000-0		July service		986.02
	01-0000-310-0000-8200-5520-0000-0		July service		1,214.21
	01-0000-320-0000-8200-5520-0000-0		July service		968.69
	01-0000-360-0000-8200-5520-0000-0		July service		1,626.03
	01-0000-380-0000-8200-5520-0000-0		July service		997.05
	01-0000-390-0000-8200-5520-0000-0		July service		3,959.42
	01-0000-520-0000-8200-5520-0000-0		July service		1,071.26
	01-0000-530-0000-8200-5520-0000-0		July service		230.26
	01-0000-560-0000-8200-5520-0000-0		July service		1,954.53
	01-0000-580-0000-8200-5520-0000-0		July service		864.95
	01-0000-600-0000-8200-5520-0000-0		July service		3,871.70
	01-0000-620-0000-8200-5520-0000-0		July service		1,566.25
	01-0000-630-0000-8200-5520-0000-0		July service		3,923.86
	01-0000-650-0000-8200-5520-0000-0		July service		1,286.36
	01-0000-490-0000-8200-5520-0000-0		July service		16,785.54
	01-0000-420-0000-8200-5520-0000-0		July service		1,009.15
	01-0000-440-0000-8200-5520-0000-0		July service		1,332.13
	01-0000-450-0000-8200-5520-0000-0		July service		884.57
	01-0000-460-0000-8200-5520-0000-0		July service		967.20
	01-0000-470-0000-8200-5520-0000-0		July service		2,608.70
			Warrant Total		\$62,886.88

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PO #	Account #			Description	Amount
607836	R79	046275-1	PG&E		
	01-0000-260-0000-8200-5520-5600-0				4,355.03
	01-0000-290-0000-8200-5520-0000-0				2,613.43
	01-0000-300-0000-8200-5520-0000-0				1,588.87
	11-0010-260-4110-8200-5520-0000-0				29.97
	11-0010-260-4110-8200-5520-0000-0				526.78
	01-0000-470-0000-8200-5520-0000-0				3,431.67
	01-0000-520-0000-8200-5520-0000-0				1,919.30
	01-0000-560-0000-8200-5520-0000-0				3,199.88
	01-0000-490-0000-8200-5520-0000-0				25,081.84
	01-0000-450-0000-8200-5520-0000-0				1,809.51
	01-0000-380-0000-8200-5520-0000-0				1,565.02
	01-0000-350-0000-8200-5520-0000-0				526.78
	01-0000-360-0000-8200-5520-0000-0				2,392.96
	11-9503-260-4110-8200-5520-0000-0				75.16
	13-5310-260-0000-8200-5520-0000-0				3,063.51
	13-5310-490-0000-8200-5520-0000-0				97.78
	13-5310-520-0000-8200-5520-0000-0				43.95
				Warrant Total	\$52,321.44
607837	R80	894590	Madera Adult School		
	11-0010-260-4110-1000-4310-0000-0				49.98
	11-0010-260-4110-2700-5800-7700-0				89.95
	11-0010-260-4110-2700-5800-7700-0				99.51
	11-0010-260-4110-2700-5800-7700-0			REPLCMNT FOR CK#606660	144.95
	11-9170-260-4110-1000-4310-7910-0				295.40
	11-9170-260-4110-1000-4310-7910-0				50.86
				Warrant Total	\$730.65
607838	R80	090590	MADERA COMMUNITY HOSPITAL		
	01-7230-280-0000-3600-5880-0000-0			FOR 4/16/12	53.50
				Warrant Total	\$53.50
607839	R80	958800	Oliver, Thomas, Caeton, Pierce & Patty		
	01-0000-260-0000-7400-5800-5250-0			RPLCMNT FOR CK#606635	2,941.25
				Warrant Total	\$2,941.25

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607840	R80	090527	CALIFORNIA DEPARTMENT OF EDUCATION		
	01-7230-280-0000-3600-5200-6940-0		TRAINING PROGRAM APP		35.00
			Warrant Total		\$35.00
			District Totals	100 Warrants for	\$640,729.64

Fund Totals	Amount
01 - General Fund	\$326,455.71
11 - Adult Education	\$11,963.58
12 - Child Development	\$579.05
13 - Cafeteria	\$6,126.55
14 - Deferred Maintenance	\$292,498.69
25 - Capital Fac/Developer Fees	\$1,875.13
40 - Special Reserve - Cap Outlay	\$1,230.93
Total	\$640,729.64