

**HAMILTON UNIFIED SCHOOL DISTRICT
BOARD MEETING
AGENDA
Hamilton High School Library
Monday, December 14, 2015**

6:00 p.m. Public session for purposes of opening the meeting only.
6:00 p.m. Closed session to discuss closed session items listed below.
6:30 p.m. Reconvene to open session no earlier than 6:30 p.m.

1.0 OPENING BUSINESS:

1.1 Call to order and roll call

_____ Tomas Loera, President
_____ Judy Twede, Clerk

_____ Rosalinda Sanchez
_____ Hubert "Wendall" Lower

_____ Gabriel Leal

2.0 IDENTIFY CLOSED SESSION ITEMS:

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item.

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

1. Education Code Section 48918, Student Discipline. To consider disciplinary action including expulsion relative to student No. 9073.
2. *Government Code Section 54957.6*, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Charles Tracy, regarding HTA and CSEA negotiations.
3. *Government Code Section 54957 (b)*, Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
4. *Government Code Section 54956.9*, Subdivision (a), Conference with Legal Counsel – existing litigation. Name of case: Crews v. Hamilton Unified School District, Glenn County Superior Court, Case No. 15CV01394.

5.0 RECONVENE TO PUBLIC SESSION/FLAG SALUTE: Report action taken in closed session (no earlier than 6:30 p.m.).

6.0 ADOPT THE AGENDA: (M)

7.0 ADJOURN TO ORGANIZATIONAL MEETING.

1. BOARD PRESIDENT: Elect Board President for the 2016 year.
2. BOARD CLERK: Elect Board Clerk for the 2016 year.
3. MEETING DATES: Set day, time, and location of regular monthly meetings for the 2016 year. (page 1-3)

8.0 COMMUNICATIONS/REPORTS:

1. Board Member Comments/Reports.
2. ASB President and Student Council President Reports.
 - a. Hamilton High, Fernando Mendez-Ruiz.
 - b. Hamilton Elementary, Giovanni Martinez-Barron.
3. District Reports (in person).
 - a. Food Service Report by LeAnn Radtke. (page 4)
 - b. Operations Report by Marc Eddy. (page 5)
 - c. Technology Report by Frank James. (page 6)
4. Principal and Dean of Student Reports and New Employee Introductions.
 - a. Cris Oseguera, Hamilton High School Principal.
 - b. Darcy Pollak, Hamilton Elementary School Principal.
 - c. Maria Reyes, District Dean of Students.
5. Superintendent Report by Charles Tracy.
 - a. SSDA 33rd Annual Spring Conference – McClellan, CA.
 - i. Board member able to attend.
 - ii. March 9th – 11th
 1. Two full days and one half day.

9.0 **CORRESPONDENCE: None**

10.0 **DISCUSSION ITEMS:**

1. Acceptance of:
 - a. Butte-Glenn Adult Education Consortium (BGAEC) Childcare Grant. (page 7-12)
 - b. BGAEC Adult Education Forklift Grant. (page 13-19)
 - c. Forklift bid. (page 20-28)
2. CTE Incentive Grant. (page 29-40)
3. First Interim Report 2015-16, presented by Diane Lyon. (page 41-69)
4. Second reading of Board Policy 6164.5 – Student Study Team. (page 70-119)
5. Second reading of Board Policy 6159 – Individualized Education Program (IEP). (page 120-151)
6. Hamilton City FFA Livestock Handbook. (page 152-214)

11.0 **PUBLIC COMMENT:** Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.

12.0 **ACTION ITEMS:**

1. Approve Hamilton City FFA Livestock Handbook.
2. Approve Hamilton Unified School District Educator Effectiveness Spending Plan for the 2015-16, 2016-17 and 2017-18 Fiscal Years. (page 215-216)
7. Acceptance of:
 - a. Butte-Glenn Adult Education Consortium (BGAEC) Childcare Grant.
 - b. BGAEC Adult Education Forklift Grant.
 - c. Forklift bid.
3. Approve First Interim Report 2015-16.
4. Memorandum from Hamilton Teachers Association to Hamilton Unified School District, 2015-16 Contract Negotiations. (page 217)
5. Approve Board Policy 6159 – Individualized Education Program (IEP).

13.0 **CONSENT AGENDA:** Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

1. Approve Warrants and Expenditures. (page 218-248)
2. Approve Minutes for the:
 - a. Regular Board Meeting on November 16, 2015 (page 249-253)
 - b. Special Board Meeting on December 7, 2015. (page 254)
3. Approve Hamilton High School Science Club Application. (page 255-258)
4. Approve Hamilton High School Site Council Meeting Agenda/Minutes for Tuesday, August 18, 2015. (page 259)
5. Approve Hamilton Elementary School Site Council Meeting Minutes for Monday, November 9, 2015. (page 260-261)
6. Approve Hamilton Elementary School Site Council Meeting Agenda for Monday, December 14, 2015. (page 262-263)
7. Approve Interdistrict Transfers (new or continuing students – elementary students reapply annually).
 - a. Outgoing
 - i. Hamilton High School – 9th Grade x 1
8. Approve Personnel Actions as Presented:
 - a. New Hires:
 - i. Joshua Allard-Howells – 7th/8th Grade Boys Basketball Coach at Hamilton Elementary School
 - b. Resignations/Retirement:
 - i. None

14.0 **ADJOURNMENT:**

**Hamilton Unified School District
Hamilton High School Library
Board Meeting Schedule**

Tuesday, January 19, 2016*

Tuesday, February 16, 2016*

Monday, March 21, 2016

Monday, April 18, 2016

Monday, May 16, 2016

Monday, June 20, 2016

Monday, July 18, 2016

Monday, August 15, 2016

Monday, September 19, 2016

Monday, October 17, 2016

Monday, November 21, 2016

Monday, December 19, 2016

*Indicates a date other than the third Monday of each month.

Unless otherwise advertised through agendas, Closed Session Meeting will begin at 5:30pm and
Open Session will begin no earlier than 6:00pm.

Hamilton Unified School District
Board Meeting Schedule
Hamilton High School Library/Hamilton Elementary School Cafeteria

Tuesday, January 19, 2016**

Tuesday, February 16, 2016*

Monday, March 21, 2016

Monday, April 18, 2016

Monday, May 16, 2016

Monday, June 20, 2016

Monday, July 18, 2016**

Monday, August 15, 2016

Monday, September 19, 2016

Monday, October 17, 2016

Monday, November 21, 2016

Monday, December 19, 2016

*Indicates a date other than the third Monday of each month.

**Meet at Hamilton Elementary School Cafeteria.

Unless otherwise advertised through agendas, Closed Session Meeting will begin at 5:30pm and
Open Session will begin no earlier than 6:00pm.

Hamilton Unified School District
Hamilton High School Library
Board Meeting Schedule

Thursday, January 21, 2016

Thursday, February 18, 2016

Thursday, March 24, 2016

Thursday, April 21, 2016

Thursday, May 19, 2016

Thursday, June 23, 2016

Thursday, July 21, 2016

Thursday, August 18, 2016

Thursday, September 22, 2016

Thursday, October 20, 2016

Thursday, November 24, 2016

Thursday, December 22, 2016

Unless otherwise advertised through agendas, Closed Session Meeting will begin at 5:30pm and Open Session will begin no earlier than 6:00pm.

November 2015 Cafeteria Report
Hamilton Unified School District
Director of Nutrition and Student Welfare

LeAnn Radtke



Combined District totals

Lunches 7352

Breakfasts 6255

After School Snacks 2803

Monthly Report November

Transportation

Total miles driven 2131

11 extra trips total of 398 miles

Maintenance

HHS

1 Home Football games

2 Home Volleyball Game

1 Home Soccer Game

HES

Gas Leak

Repair Water leak

Technology Report

Frank James, Information Systems Manager

Completed Tasks – December

- 1) Laserfiche Imaging System – Completed the administrator training for Laserfiche. Will be starting the second phase of this project over the next few weeks which include end user training and setting up scanning templates.
- 2) New computers– Ordered 77 new computers from Dell and started deploying them to replace the oldest computers in our environment. We started by replacing any faculty member's computer that is outdated. We are also reloading or replacing the student computers. Currently there are about 40 computers that are 8+ years old. All of those will be replaced with either new or updated computers.
- 3) Ransomware virus – A staff member received an email with a malicious attachment. The attachment contained a virus that hadn't been detected yet so it was able to execute and damage most of the student and staff network volumes. I quarantined the infected workstation and recovered all of the damaged data using our backup application. I passed the virus onto our Anti-Virus software provider and they were able to create protections based on its signature.
- 4) WiFi project – I submitted the list of equipment to our E-Rate consultants. The list included specifics on manufacture, model and quantity. I believe this solution will give us seamless WiFi coverage across all HUSD campuses. Once our consultant reviews the equipment, they will submit a 470 to start the bidding process.

Please provide an executive summary regarding how you propose to expand opportunities to the program area identified above.

HUSD would offer a two part training program directed at our current unemployed or under employed second language parents who are largely stay at home parents. These parents usually speak limited or no English and lack the basic communication skills to achieve employment outside the home. The second area that would be addressed would be training in developing a home based child care business where these parents can care for their children as well as bring a licensed daycare service to Hamilton City and surrounding areas. Hamilton City is a pass through community for commuters from Chico out to towns such as Orland, Willows, and Corning. Commuters from those communities travel through Hamilton City on their way to Chico. HUSD is often asked for recommendations in our community for child care because under school age siblings need care while their older brothers and sisters attend HUSD schools. Our research, demonstrated below, clearly shows that the 0-5 population is underserved in the area of licensed daycare/preschool openings. HUSD proposes an intensive English Language Development program coupled with a short course of training for in-home licensed day care providers training.

Please describe how you plan to integrate existing programs and create seamless transitions to postsecondary education or the workforce.

This program is designed to be implemented into two possible paths. Pathway One: intensive ELD training to bring our parents from limited or non-speaking English to fluent English speaking utilizing the "Language Star" program in just a few months. In addition to the ELD intensive program, students would be given instruction on how to set up, manage, recruit and operate a licensed in-home daycare. This instruction would include instruction on all paperwork, records keeping, child safety, child development, child nutrition including the foods program menu, nutrition, and reimbursement programs used in in-home daycare programs.

Pathway Two: begin in the second year of the grant if funding and consortium committee agrees to extend and expenditures. This program would include the inclusion of a partnership with Butte-Glenn Community College to provide Early Childhood Education courses that would allow certification for child care center aids, teacher assistants, teachers, and directors if the participants wish to obtain such certifications. HUSD will write a grant specific to this second step should another granting period be offered to the Consortium.

(Note: Pathway One can be a stand-alone pathway from training to work within a matter of one semester. This particular grant application is for Pathway One and only speaks to Pathway Two as an expansion of services into and beyond the first year of the grant opportunity.)

Please describe the gaps within our region with regards to the program area identified. Please include labor market information, employer feedback, student surveys, and other relevant information.

In-Home Childcare

County	Number of licensed In-home childcare 0-5 years	Total capacity Of children	Total population 0-5 years	Remaining Population over capacity In-home childcare 0-5 years
Butte	51	522	14,194	13,672
Glenn	20	278	2,431	2,153
Total	71	800	16,625	15,825

Childcare Centers

County	Number of Childcare Centers 0-5 years	Total capacity Of children	Total population by county 0-5 years	Remaining Population over capacity Childcare Centers 0-5 years
Butte	91	2,689	14,194	11,505
Glenn	13	319	2,431	2,112
Total	33	3,008	16,625	13,617

All Childcare Facilities

County	Number of Childcare Facilities 0-5 years	Total capacity Of children	Total population by county 0-5 years	Remaining Population over capacity Childcare Facilities 0-5 years
Butte	142	3,211	14,194	10,983
Glenn	33	597	2,431	1,834
Total	175	3,808	16,625	12,817

HUSD research demonstrates that in Butte and Glenn Counties, we have a total population of 0-5 children of whom 0-2 years old only have 800 licensed daycare openings. Many children, especially infant's slots are limited due to the availability of only one to two slots per infant in any licensed in-home daycare. The costs for each child vary; the chart below demonstrates the costs and possible income for licensed in-home daycare. (Note: costs and income estimates were garnered through a telephone survey of licensed pre-school and in-home daycare providers)

Number of slots per provider	Cost for part-time per day	Costs for Full Time per day	Cost for infants per day	Total Weekly Income	Monthly Income	Yearly Gross
(14) 2 infants, 12 children Oroville	15.00 X 5 = 75.00	25.00 X 8 = 200	30.00 X 2 = 60	800	3,200	38,400
(14) 2 infants 12 children Oroville	2-12- 25.00 4 X 100	2-12, 29.00 8 X 29.00 = 232.00	Infants (0-2) 25.00 PT Infant (0-2) 32.00 32 x 2 = 64.00	1,980	7,920	95,040
(14) 2 infants, 12 children Oroville	2-12- 20.08 5 X 20.08 = 104	2-12 26.00 7 X 26 = 182	Infants (0-2) 24.80 2 X 24.80 = 49.96		6,719.20	80,634.04
(14) 3 infants 11 Children Chico	2-12 30.00 3 X 30.00 = 90.00	2-12 45.00 8 x 45 = 360.00	Infant (0-2) 45.00 3 x 45.00 = 135.00	2,475	9,900	118,800
(8) 2 infants 6 children Rate Same for all ages Willows	16.00 16 X 2 = 36.00	21.00 5 x 21 = 105	Infants Same rates 0 infants	525	2100	25,200

Each in-home daycare survey also included state meal reimbursement program. Each reported an average monthly reimbursement averaging \$450-750 per month. The operators of the in-home care stated that the meal reimbursement adequately covered the costs of food for their respective businesses.

Also the average utility costs per month ranged from \$300 to 500 per month for all utilities, water, garbage, gas/electric, telephone, and internet and office space.

Each daycare that is licensed over 8 children is required to have one paid helper. Those helpers are paid minimum wage. Depending on when the children were at the daycare, each daycare provider reported at least one half time helpers. Cost of \$180.00 per week or 720.00 per month as an expense.

HUSD believes by providing exceptional language skill development and proper training for the in-home licensed daycare program, our under employed or unemployed stay at home parents can net an average income of 30,000 to 50,000 annually.

Please describe where in the regional plan proposed activities align.

HUSD offering directly impacts the following:

1. Programs for immigrants in citizenship, ESL, and workforce preparation.
2. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
3. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
4. Programs in career technical education that are short term in nature with high employment potential.

While this seems like a simple system of CTE training to work program, it provides many workers or reentering workers into the work force a job that is highly skilled yet less physically demanding than basic skill or unskilled labor. Arguably, the proposed training program could even affect certain adults with disabilities depending on the severity or limitations of specific disability. These kinds of limitations would be evaluated on a case by case situation. All applicants would be afforded protections under the Americans with disabilities act, all federal, state and local laws.

If applicable, please describe any approaches that will be undertaken to accelerate a students' progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

As described above and in an effort not to belabor information already stated, HUSD will provide a very fast pace accelerated English Language Development program coupled with an in-home daycare training program. These programs are designed to enhance school to career or employment opportunities within a single semester. Further educational opportunities would arise out of the accusation of language through the community college or the adult education program. Child care internships may be utilized through the district's Pre-school, county and state operated pre-schools as space is available.

How will you leverage existing regional structures?

Our goal is to form a relationship with Butte-Glenn Community College District to provide additional training beyond the licensing of in-home daycares in the area of early childhood education.

Department of social services, the licensing agency to provide materials and curriculum for the in-home licensing process and training.

Current internships within our district and county owned pre-schools to learn about structures and to practice English language skills.

Please describe your institution's capacity to implement proposed activity within the timeline.

Implementation Time Line:

Grant Submission Deadline	October 16, 2015
Consortium Grant Reading	October 19, 2015
Implementation process	November 17, 2015 School Board Acceptance of grant.
Student and Staff Recruitment	November 17-December 15, 2015
Class begins	January 2016
Class Conclusion	June 2016

Total Budget Requested

\$15,941.51

1000/2000/3000

\$9,305.76

1000/2000/3000 Detail
282 hours for Instructors

4000

\$3,500

4000 Detail

5000

\$

5000 Detail

6000

\$3,135.75

6000 Detail

For partners only: Do you currently receive funding that supports the proposed activity? If yes, please describe how additional funding will augment the activity.

What is your sustainability plan/vision for this program or activity?

Our sustainability will be for Pathway One: will largely be through LCAP and partly fee based program. We also have a partnership through California Human Development Department (CHDD). CHDD will help to recruit and provide job placement and other support services to completing students. CHDD may also be able to help participants with costs of tuition or other costs as needs arise and funding is available.

Target number of students serving during 2015-2016 for ABE/ASE/HSD

40

Target number of students serving during 2015-2016 for ESL and workforce preparation.

40

Target number of students serving during 2015-2016 for entry or reentry into the workplace.

40

Target number of students serving during 2015-2016 for programs for adults that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

40

Target number of adults with disabilities serving during 2015-2016.

5

Target number of students serving during 2015-2016 in CTE programs.

40

Target number of students serving in pre-apprenticeships.

20

Please provide an executive summary regarding how you propose to expand opportunities to the program area identified above.

Hamilton Unified School District Adult Ed (HUSD) will be providing a forklift certification program for unemployed, underemployed or adult workers wishing to expand their job skills. The certification would allow the participants to obtain higher paying jobs and improved working conditions in year round settings.

Please describe how you plan to integrate existing programs and create seamless transitions to postsecondary education or the workforce.

The HUSD forklift certification program will provide in classroom training/lecture on the hydraulics, mechanisms, operation of the forklift, understanding how the machine operates, and prepare students to participate in the practical application training. The intent of the certification beyond job placement would be to provide a total understanding and building capacity to seek further skills such as forklift repair or equipment repair in hydraulics and mechanics related to forklift and other machinery used in farming, industry, manufacturing, wholesale and retail operations. The courses beyond the certification program are offered through one of our partnership members, Butte-Glenn Community College District.

Please describe the gaps within our region with regards to the program area identified. Please include labor market information, employer feedback, student surveys, and other relevant information.

HUSD has partnered with the California Human Development Department, Farmworker Services Division (CHDD) to provide data and support to our program. The CHDD will support our program by recruiting students from Colusa, Glenn, Butte and Tehama Counties. The CHDD will provide job resume, job interview and job search skill building as a follow up to the forklift certification program we are proposing. The students who attend and complete the certification program will receive wrap around job placement services by CHDD.

Also from the AB86 grant application we learned that approximately 260,699 residents live in the Butte Glenn consortium area. As stated above, our population of these residents is largely adults who would benefit from a certification program. Hamilton City is largely Hispanic and skilled labor; approximately 89% of the residents are of Hispanic descent. Teaching of this course or any other will include a great deal of translation and or ESL services to our adult learners.

The local economical offerings for employment vary from community to community. In Hamilton City, most of our clients work in some form of farming operation in the area or farm related industry. Approximately 70% of our students report that one or more of their parents are under employed, have not graduated high school, or have had no college training (data from Cal Grant applications). HUSD has 86% of its student population receiving free and/or reduced lunch, of which 56% of our elementary students are second language learners. This number is significant due to the fact that nearly 90% of the parents of these students are either non-English

speaking or limited English speaking. Support services to assist our ESL parent learners are an essential service to provide the proper training.

(See attached sheet for further data information)

Please describe where in the regional plan proposed activities align.

HUSD offering directly impacts the following:

1. Programs for immigrants in citizenship, ESL, and workforce preparation.
2. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
3. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
4. Programs in career technical education that are short term in nature with high employment potential.

While this seems like a simple system of CTE training to work program, it provides many workers or reentering workers into the work force a job that is highly skilled but less physically demanding than basic skill or unskilled labor. Arguably, the proposed training program could even affect certain adults with disabilities depending on the severity or limitations of specific disability. These kinds of limitations would be evaluated on a case by case situation. All applicants would be afforded protections under the Americans with Disabilities Act, all federal, state and local laws.

If applicable, please describe any approaches that will be undertaken to accelerate a students' progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.

How will you leverage existing regional structures?

The District has partnered with the California Human Development Department to provide clients for this program. The CHDD believes they can supply a minimum of 50 program students during the 2015-2016 school year. HUSD believes that they can provide through advertisement in local newspapers and area school districts as well as our partners in the consortium to provide another 30 students. Class sizes will be limited to 25 per weekend to insure that adequate time for in class and practical instruction can be accomplished for each student.

The equipment requested will augment the forklift that is already a part of the high school certification program granted to HUSD through the pathways trust grant. We believe the second forklift is required for the success of this program to insure that all 25 students can receive enough hours on the lifts to achieve mastery under the certification process. Note: currently we have approximately 25 students per period in our high school program and they have to return

multiple times to gain enough hours on the lift to be certified. The lift we own currently will only provide certification on hard scape such as warehouse or asphalt or concrete pad operations. The second lift would be a multi-terrene lift that would be used in industries such as forestry, lumber operations, both mill work or retail lumber yards or orchard or farming operations where lifts are required.

For course certification, we have jointed with Toyota Forklift division for in-classroom instructional materials and practical experience certification.

Please note that HUSD is requesting the cost of a new forklift but would strive to find two used but warranted lifts for the same cost or less of the new forklift. Funds not expended on the lifts would be return for re-distribution to the consortium partners.

Please describe your institution's capacity to implement proposed activity within the timeline.

The district will offer a minimum of three to four short courses from January 2016 to June 2016. Our time line is as follows:

Grant Application:	November 16, 2015
Grant Read and Acceptance:	November 19, 2015
Grant bid for equipment:	November 30, 2015
Bid Closure:	December 9, 2015
School Board approval of purchase:	December 14, 2015
Anticipated delivery of equipment:	January 30, 2016
First Class (Weather Permitting):	February 12-13, 2016
Second Class (Weather Permitting):	February 19-20, 2016
Third Class (Weather Permitting):	February 26-27, 2016
Forth Class (Weather Permitting):	April 1-2, 2016
Make-up date for rainout:	April 15-16, 2015

All dates are tentative and may be changed based on the program need and availability of students and instructor. All information will be advertised via several sources, radio, paper and internet as well as through our partnership with CHDD.

Total Budget Requested

\$81,362.44

1000/2000/3000

\$7,984.32

1000/2000/3000 Detail

Instructors Salary:	4,056.32
Student Helpers/translation	1,728.00
Classified Support	2200.00

4000

\$72,878.12

4000 Detail

Sellick Forklift Rough Terrain	65,878.12
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(Applicant request leave to
Purchase two used if we can find them
Not to exceed price of new lift)

Bins, Pallets and other supplies	6500.00
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Fuel	500.00
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5000

\$500

5000 Detail

Translation Services	500.00
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6000

6000 Detail

For partners only: Do you currently receive funding that supports the proposed activity? If yes, please describe how additional funding will augment the activity.

HUSD did receive the Pathways Trust Grant for Manufacturing. Within this program, we have a hardscape forklift that can be used in the program. With 25 anticipated students per course weekend, our program would need the additional forklift to insure student participation and certification hours in two types of lifts for multiple applications (See section above for more details)

What is your sustainability plan/vision for this program or activity?

The 2015-2016 school year, will be the most expensive year for this program. Purchase of equipment, that should provide in excess of 10 years of services for the program, would be covered by our requested amounts.

The program costs would drop in subsequent years to approximately \$9,784.82 per year (based on costs estimates of the 2015-2016 salary schedule), should funding expire, our program costs would be fairly negligible for a certification for participants at approximately \$122.31 per student if we had to move to a fee base course to keep the program operational.

We also believe that our partner with in the CHDD would assist those participants with cost of the training should grant funding not be available beyond the 2015-2016 school year.

Target number of students serving during 2015-2016 for ABE/ASE/HSD

80

Target number of students serving during 2015-2016 for ESL and workforce preparation.

80

Target number of students serving during 2015-2016 for entry or reentry into the workplace.

80

Target number of students serving during 2015-2016 for programs for adults that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.

0

Target number of adults with disabilities serving during 2015-2016.

15

Target number of students serving during 2015-2016 in CTE programs.

80

Target number of students serving in pre-apprenticeships.

0

Approximately how many farm workers would you estimate are in each of the following counties?

- Colusa
- Glenn
- Butte
- Tehama

Supporting data:

**Farm Workers by County Count
(2012 Statistics)**

County	Total Amount of Farm Employment	Total Amount of Employed Persons in County
Butte	2,800	79,600
Colusa, Glenn, and Tehama	5,830	36,850
Total	8,630	116,450

Data Source:

<http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>

Of those who work in farm production, how many for each county would be eligible to work in other areas as a forklift operator in such as:

- Warehouse/grain elevator/dryer operations
- Manufacturing
- Lumber and Mills
- Retail (Such as Walmart or Home Depot)
- Distribution centers (Walmart, Pepsi or similar)
- Farming and farm applications operations

Estimated Employment in 2012

County	Manufacturing	Lumber	Retail	Warehousing	Farm Operations	Total Amount of Employed Persons in County
Butte	3,900	2,400	9,500	1,600	2,800	20,200
Colusa, Glenn, & Tehama	3,100	950	2,880	1,740	5,830	14,500
Total	7,000	3,350	12,380	3,340	8,630	49,200

Projected Employment by 2022

County	Manufacturing	Lumber	Retail	Warehousing	Farm Operations	Total Amount of Employed Persons in County
Butte	4,200	3,000	10,600	1,800	2,700	22,300
Colusa, Glenn, & Tehama	3,050	1,200	3,090	2,100	6,300	15,740
Total	7,250	4,200	13,690	3,900	9,000	38,040

Of those who would work in farming or farm operations in these counties what percentage are non-English speaking and would need ESL training?

“For nearly all farmworkers in California, Spanish was the primary language (96%). More than half of farmworkers reported they could not speak (53%) or read (57%) any English. The median highest grade completed by California farmworkers was the 6th grade. Only one-fifth (20%) of workers had attended any adult education. The most commonly attended classes among those who took adult education were English language (13%) and high school equivalency (5%).”

Data Source:

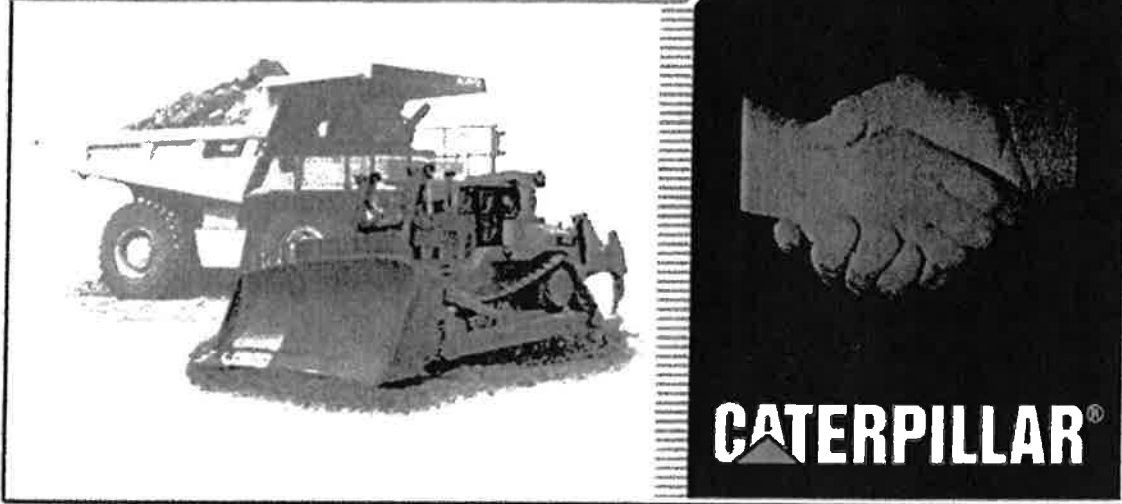
<http://agcenter.ucdavis.edu/documents/CalifFarmLaborForceNAWS.pdf>

The California Farm Labor Force: Overview and Trends from the National Agricultural Workers Survey
June 2005

This report was produced by Aguirre International, Burlingame, California – 2,344 farmworkers in California participated in the survey during 2003-2004.

EQUIPMENT QUOTE

quotation, specifications, photos...



Prepared On : 12/04/2015

Jolene Towne

Hamilton Unified School District
620 Canal St
Hamilton City, California 95951
United States

Tel: 503-826-3261

Email: jtowne@husdschools.org

QUOTATION

12/04/2015

Jolene Towne

Hamilton Unified School District
620 Canal St
Hamilton City, California 95951
United States

Tel: 503-826-3261

Email: jtowne@husdschools.org

Purchase of Manitou Forklift

Jolene,

Attached are the specifications and quotation for the following machines:

	Serial #	SMU/Hrs	
2008 K-D MANITOU INC. M30-4	756561	2619	\$ 30,640 USD
2008 K-D MANITOU INC. M30-4	756562	2497	\$ 30,640 USD

If you have any additional questions regarding this machinery, please contact me at 916-373-4112. We appreciate the opportunity to be of service to your company.

Sincerely,

Dave Zieour
HOLT OF CALIFORNIA

This quotation does not include sales tax or finance charges unless stated separately. Prices quoted are in effect and/or guaranteed for thirty (30) days from this date. Equipment quoted is subject to prior sale. Financing options are subject to credit approval.

The information contained within this quotation is the property of Holt of California and is confidential and proprietary. Unauthorized disclosure could be harmful to Holt of California, and by acceptance, prospective buyer agrees not to publish, copy or reproduce the contents without the express written consent of Holt of California. Prospective buyer agrees not to use any such information for any other purpose than for the consideration of a Holt of California supplied system and will return any and all information contained herein to Holt of California upon request.

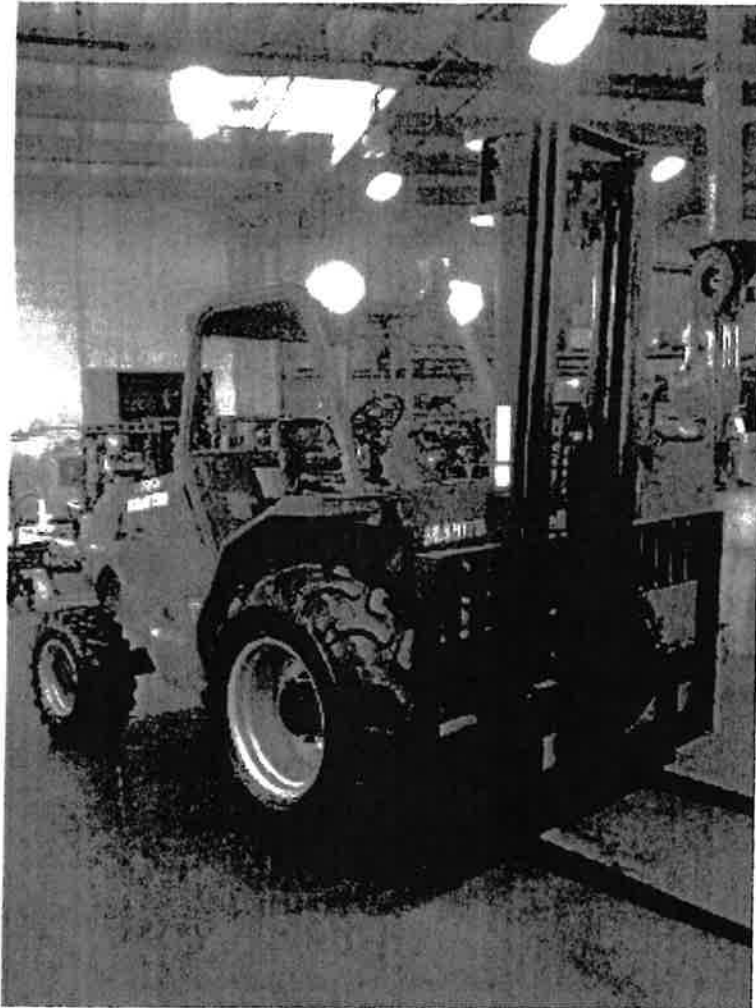
SPECIFICATIONS

**2008 K-D MANITOU INC. M30-4
FORKLIFTS**

\$30,640 USD

California, United States

Catalog #: CU1783568 **Serial #:** 756561
SMU/Hrs: 2619 **Rating:** VERY GOOD
Certification: Dealer Certified



HOLT OF CALIFORNIA
3850 Channel Drive
West Sacramento
Sacramento, California 95691
United States

Contact
Dave Zieour
Tel: +1 916 373 4112
Fax: 916-373-4116

Features

- 6000 LB CAPACITY @ 24" LC
- 84" CARRIAGE ITA CLASS III
- CONSTRUCTION GROUP
- ENGINE MODEL: 2160/2200
- 4WD
- 45 FORWARD /10 BACK TILT
- GAUGE GROUP
- Length to Fork Face 11.9 ft in
- 258" MFH/120 " OAL TRIPLEX MAST
- 48" FORKS PALLET
- PERKINS 80 HP ENGINE, 4 CYL DIESEL
- MAX BR HP RATING: KW62 RPM 2200
- DUST BOWL PRECLEANER
- AMBER STROBE
- DRIVE TIRES 17.5L-24, STEER TIRES 12-16.5 PNEUMATIC
- Overall Width 6.9 ft in

- Wheelbase 6.8 ft in
- Operating Weight 13624.lb
- Ground Clearance 15.6 in

- Turning Radius 13.4 ft in
- Height to Top of Overhead Guard 8.3 ft in

Condition

GENERAL APPEARANCE

Radiator Grill & Shroud	Very Good	Steps / Ladder	Very Good
Fuel Tank	Very Good	Sheet Metal	Very Good
Paint	Very Good	Battery Box	Very Good

SAFETY ITEMS

Back Up Alarm	Very Good	Brake Hold	Very Good
ROPS or Non-ROPS	Very Good		

GAUGES, OPERATOR STATION, CONSOLE

Gauges	Good	Seat Cushion / Arm Rest	Very Good
Dash Console	Good	Seat Belt	Very Good
Current Parts Manual	Yes	Current O&MM	Yes

ENGINE

Air Cleaners	Very Good	Governor	Good
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COOLING SYSTEM

Water Pump	Very Good	Hoses	Very Good
Fan	Very Good	Belts / Pulleys	Very Good

TRANSMISSION

Torque Converter	Very Good	Retarder	Very Good
Transmission - Forward	Very Good		

STEERING

Steering Linkage	Good
Sit Down	Yes

HYDRAULICS

Pumps & Valves	Good	Hydraulic Hoses	Good
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ATTACHMENTS / WORK TOOLS

Forks	Yes
-------	-----

FINAL DRIVES

Axle	Good
------	------

TIRES

Average Life Remaining	80%, plus
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———— **COMMENTS, MISC. REPAIRS, GENERAL REMARKS** ————

THIS MACHINE IS IN VERY GOOD CONDITION AND IS
DEALER CERTIFIED

Notes

Forklift pictured is file photo representing appearance of this truck. This lift is currently being reconditioned

Warranty: 30 days all components and 6 month or 1000 hours limited power train

SPECIFICATIONS

**2008 K-D MANITOU INC. M30-4
FORKLIFTS**

\$30,640 USD

California, United States

Catalog #: CU1783569 **Serial #:** 756562
SMU/Hrs: 2497 **Rating:** VERY GOOD
Certification: Dealer Certified



HOLT OF CALIFORNIA

3850 Channel Drive
West Sacramento
Sacramento, California 95691
United States

Contact

Dave Zieour
Tel: +1 916 373 4112
Fax: 916-373-4116

Features

- 6000 LB CAPACITY @24" L C
- 84" CARRIAGE ITA CLASS III
- CONSTRUCTION GROUP
- PERKINS 84 HP, 4 CYL ENGINE
- Transmission torque converter
- DUST BOWL PRECLEANER
- AMBER STROBE
- DRIVE TIRES 17.5L-24, STEER TIRES
- 258" MFH/120" OALTRIPLEX MAST
- 48" FORKS PALLET
- ENG MODEL: 1104C-44
- 4WD
- Service brake oil immersed multi-disc braking on front/rear axles
- 45 FORWARD /10 BACK TILT
- GAUGE GROUP
- Length to Fork Face 11.9 ft in

12-16.5 PNEUMATIC

- Overall Width 6.9 ft in
- Ground Clearance 15.6 in
- Operating Weight 13624 lb

- Wheelbase 6.8 ft in
- Height to Top of Overhead Guard 8.3 ft in

Condition

GENERAL APPEARANCE

Radiator Grill & Shroud	Very Good	Steps / Ladder	Very Good
Fuel Tank	Very Good	Sheet Metal	Very Good
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Gauges	Good	Seat Cushion / Arm Rest	Very Good
Dash Console	Good	Seat Belt	Very Good
Current Parts Manual	Yes	Current O&MM	Yes

ENGINE

Air Cleaners	Very Good	Governor	Good
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COOLING SYSTEM

Water Pump	Very Good	Hoses	Very Good
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TRANSMISSION

Torque Converter	Very Good	Retarder	Very Good
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Steering Linkage	Good
Sit Down	Yes

HYDRAULICS

Pumps & Valves	Good	Hydraulic Hoses	Good
----------------	------	-----------------	------

ATTACHMENTS / WORK TOOLS

Forks	Yes
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FINAL DRIVES

Axle	Very Good
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COMMENTS, MISC. REPAIRS, GENERAL REMARKS

THIS MACHINE IS VERY GOOD CONDITIONAND

DEALER CERTIFIED

PURCHASE ORDER

HOLT OF CALIFORNIA
3850 Channel Drive
West Sacramento
Sacramento , California 95691
United States

PURCHASER NAME Jolene Towne		
PURCHASER ADDRESS 620 Canal St		
CITY Hamilton City	STATE California	ZIP 95951
PHONE 503-826-3261	CELL	FAX
DATE OF ORDER 12/04/2015	CUSTOMER PO	
EMAIL jtowne@husdschools.org		

Goods Purchased:

Quantity	Description of Goods	S/N	Sell Price
1	2008 K-D MANITOU INC. M30-4	756561	\$ 30,640.00 USD
1	2008 K-D MANITOU INC. M30-4	756562	\$ 30,640.00 USD
	Sub Total		\$ 61,280.00 USD
	Sales tax 7.5 %		\$ 4,596.00 USD
	Total Delivered Price		\$ 65,876.00 USD

Warranty:

30 DAY OR 150 HOURS ALL COMPONENTS, 6 MONTH OR 1000 HOURS LIMITED POWER TRAIN.

In no event shall Seller be held liable or responsible for damages of any kind, whether on account of personal injuries or other suffered or sustained in the operation of said machine, nor for damages resulting to the buyer by reason of any delays or any alleged failure of said machine to operate, nor for any implied warranties. Any equipment included in this order is sold without any warranty whatsoever, express or implied (except that the seller warrants title) unless stated separately. Futhermore, although seller promises to perform under this contract to the best of its ability and resources, the parties agree and understand that seller is hereby excused from any and all responsibility for any causes beyond its control, including but not limited to acts of God, fire, weather conditions, labor controversies, delays of suppliers, vandalism, or any other cause. In no event shall seller be responsible nor should buyer be entitled to any damages for loss of use of equipment, productivity, or any other consequential damages.

CUSTOMER SIGNATURE _____

PHONE _____

APPROVED BY: (AUTHORIZED HOLT OF CALIFORNIA Signature) _____

NAME _____

DATE APPROVED _____

SALESMAN _____

Dave Zieour



Change Text Size: A A A

Program Grant Management System (PGMS) Career Technical Education Incentive Grant (CTEIG)

[Logon » PGMS Portal »](#)
[CTE Incentive Application](#)

Enter CTEIG Information.

Eligible Allocation

Confirm the LEA's allocation match by selecting the appropriate option.

- LEA match as stated in Part I:
- Eligible allocation as determined by CDE

Minimum Eligibility Requirements

In the ten requirements below, answer YES or NO to each question. The answers must apply to ALL pathways currently offered by the applicant and/or the consortium. If the answer is YES, then provide a brief list of evidence items available on site to verify the response. If the answer is NO, then provide a brief bulleted action plan to achieve the requirement. Any application with blank entries in this section will be ineligible for funding.

Criteria #1 – Quality Curriculum and Instruction

Offers high quality curriculum and instruction aligned with the California Career Technical Education Model Curriculum Standards, including, but not limited to, providing a coherent sequence of career technical education courses that enable pupils to transition to postsecondary education programs that lead to a career pathway or attain employment upon graduation from high school.

a. Is your curriculum aligned with the state's CTE Model Curriculum Standards and Frameworks?

- Yes
 - No
- Criteria 1A's

b. Are Work-Based Learning Sites identified within each pathway?

Yes No

Criteria 1B

c. Have all CTE courses of study been submitted for appropriate recognition for both graduation and UC/CSU admission purposes?

Yes No

Criteria 1C

Criteria #2 – Career Exploration

Provides pupils with quality career exploration and guidance.

a. Does CTE instruction include career planning, employability skills, articulation options, and other relevant career path information?

Yes No

Criteria 2A

b. Are career guidance activities ongoing and include information for students and parents?

Yes No

Criteria 2B

Criteria #3 – Student Support

Provides pupil support services, including counseling and leadership development.

a. Has a charter for Career Technical Student Organization recognition been submitted to the appropriate State Association for each prospective CTE pathway?

Yes No
Criteria 3A

b. Are leadership skill acquisition activities embedded in each CTE course?

Yes No
Criteria 3B

c. Has a CTE instructor been identified as the local CTSO Advisor for each pathway?

Yes No
Criteria 3C

Criteria #4 – System Alignment

Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements.

a. Are sequences of courses in each pathway clearly identified, along with facilities and equipment needed to implement each pathway?

Yes No
4a

Criteria #5 – Industry Partnerships

Forms ongoing and structural industry and labor partnerships, documented through formal written agreements and through participation on advisory committees.

a. Have potential articulation agreements and partnerships been identified and discussions have occurred with post-secondary institutions and others regarding pathway sequences and linkages to post-secondary experiences?

Yes No

Criteria 5A

b. Have local CTE Advisory Committees been created and have reviewed identified CTE program goals and objectives, curricular pathways, facility and equipment needs, labor market information and data, and targeted occupations?

- Yes No
Criteria 5B

Criteria #6 – After school/Extended Day Opportunities

Provides opportunities for pupils to participate in after school, extended day, and out-of-school internships, competitions, and other work-based learning opportunities.

a. Have opportunities for student participation for extended-day activities been identified, including work-based learning, mentoring, and other project-based learning activities?

- Yes No
Criteria 6A

b. Do CTSO leadership training activities include after-school programs, as well as participation in activities above the local level?

- Yes No
Criteria 6B

Criteria #7 – Regional and Local Labor Market Demands

Reflects regional or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.

a. Is reliable data and job market information is available and has been reviewed by the CTE Advisory Committee?

- Yes No
7A

b. Do program planning documents reflect current and emerging workforce needs at both the local and regional levels?

- Yes No
- 7B

c. Are all expenditures for equipment and facility needs aligned to these current and emerging needs?

- Yes No
- 7C

Criteria #8 – Industry Certification/Employment

Leads to an industry-recognized credential or certificate, or appropriate postsecondary training or employment.

a. Have industry recognized certification standards been identified?

- Yes No
- 8A

b. Have employment options as well as post-secondary training opportunities been identified and program planning documents reflect processes for linking certificate or program completers with potential employers and/or institutions?

- Yes No
- 8B

Criteria #9 – Skilled Faculty

Is staffed by skilled teachers or faculty and provides professional development opportunities for those teachers or faculty members.

a. Do all CTE instructors have the appropriate credential for the subject assigned?

- Yes No

9A

b. Do staff participate in CTE leadership and professional development activities?

Yes No

9B

Criteria #10 – Data and Evaluation

(A) Reports data, as a program participation requirement, to allow for an evaluation of the program.(B) Data reported pursuant to this paragraph shall include, but not be limited to, metrics aligned with the core metrics required by the federal Workforce Innovation and Opportunity Act and the quality indicators described in the California State Plan for Career Technical Education required by the federal Carl D. Perkins Career and Technical Education Improvement Act of 2006, and the following metrics: (i) The number of pupils completing high school. (ii) The number of pupils completing career technical education coursework.(iii) The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment.(iv) The number of former pupils employed and the types of businesses in which they are employed.(v) The number of former pupils enrolled in a postsecondary educational institution, a state apprenticeship program, or another form of job training.

a. Are plans in place to meet the data reporting requirements outlined as part of this grant criteria?

Yes No

10

Criteria #11 - Promotes CTE Programs

(Optional-Will not be scored)

a. Does the applicant promote the CTE programs through outreach, marketing, and communications?

Yes No

11

2015-2017 Proposed Budget Summary

In the table below, distribute the grant award in the object codes, then enter the object codes amounts for the matching funds. These object codes do not need to equal; the balances at the bottom, however, must be equal. In the Source of Funds column, list the source of the matching funds.

Object Code	CTEIG 2015-2017 Funds	Matching Funds	Funding Source
1000 Certificated Salaries	9999999999	2	
2000 Classified Salaries	4	5	6
3000 Employee Benefits	7	8	9
4000 Books and Supplies	10	11	12
5000 Services and Other Operating Expenditures	13	14	15
6000 Capital Outlay	16	17	18
7000 Indirect Costs	19	20	21
Total Amount Budgeted			

CTE Incentive Grant Sustainability 3-Year Budget

For the three years beyond the grant, show how the CTE program(s) will be sustained beyond the end of the grant term, starting with the 2019-2020 fiscal year. Enter the amounts in each object code and the sources of sustainable funding.

Object Code	2019-2020 Budget	2020-2021 Budget	2021-2022 Budget	Source of Funds
1000 Certificated Salaries	9999999999	2	3	4
2000 Classified Salaries	5	6	7	8
3000 Employee Benefits	9	10	11	12
4000 Books and Supplies	13	14	15	16

5000 Services and Other Operating Expenditures	17	18	19	20
6000 Capital Outlay	21	22	23	24
7000 Indirect Costs	25	26	27	28
Grant Sustainability Total				

Superintendent Certification

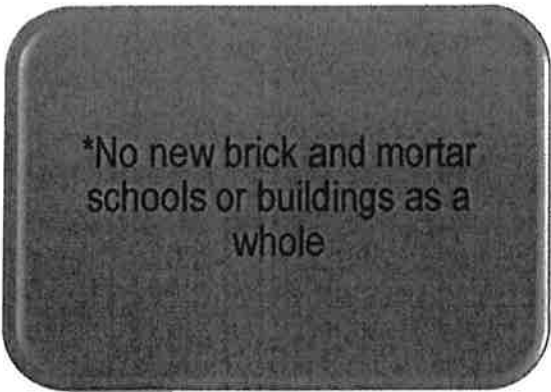
I hereby certify that all state rules and regulations will be observed and that the assurances and certifications related to this program are accepted as the conditions in the operation of this program. The funds associated with this application will be used to support high quality Career Technical Education (CTE). I understand that the LEA can be asked to verify responses in this application by the CDE or the CTEIG Technical Assistance providers. If the responses are found to be incorrect, the LEA will be required to address how the element will be met prior to renewal of the grant or the applicant may be invoiced for the entire amount of the grant award. I understand that the amount received from this grant must be match dollar for dollar (1:1) with funds from 2015-16 and 2016-17 and that no funds may be carried forward to the next fiscal year. I understand that failure to meet the matching funds requirement could result in being invoiced for grant funds and removal from eligibility status for the renewal grant in subsequent years. I certify that, to the best of my knowledge, the information contained in this application is correct and complete.

California Department of Education
 1430 N Street
 Sacramento, CA 95814

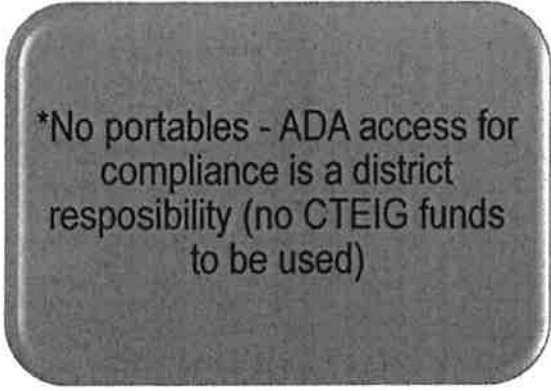
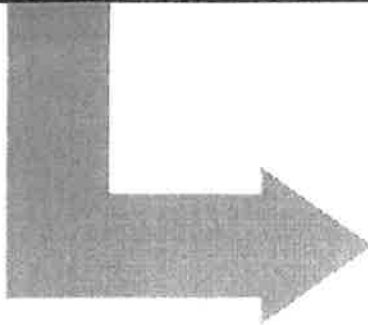
[Web Policy](#)

This is to help some of you as you have asked me what you can and cannot spend the new CTEIG funds on in the various emails, phone calls, and information sessions that we have been doing the last couple of weeks:

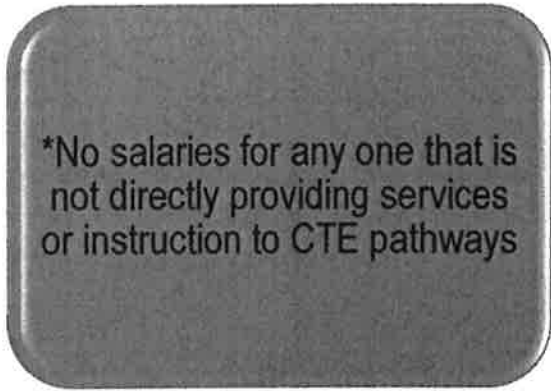
What you cannot do (list is shorter):



*No new brick and mortar schools or buildings as a whole



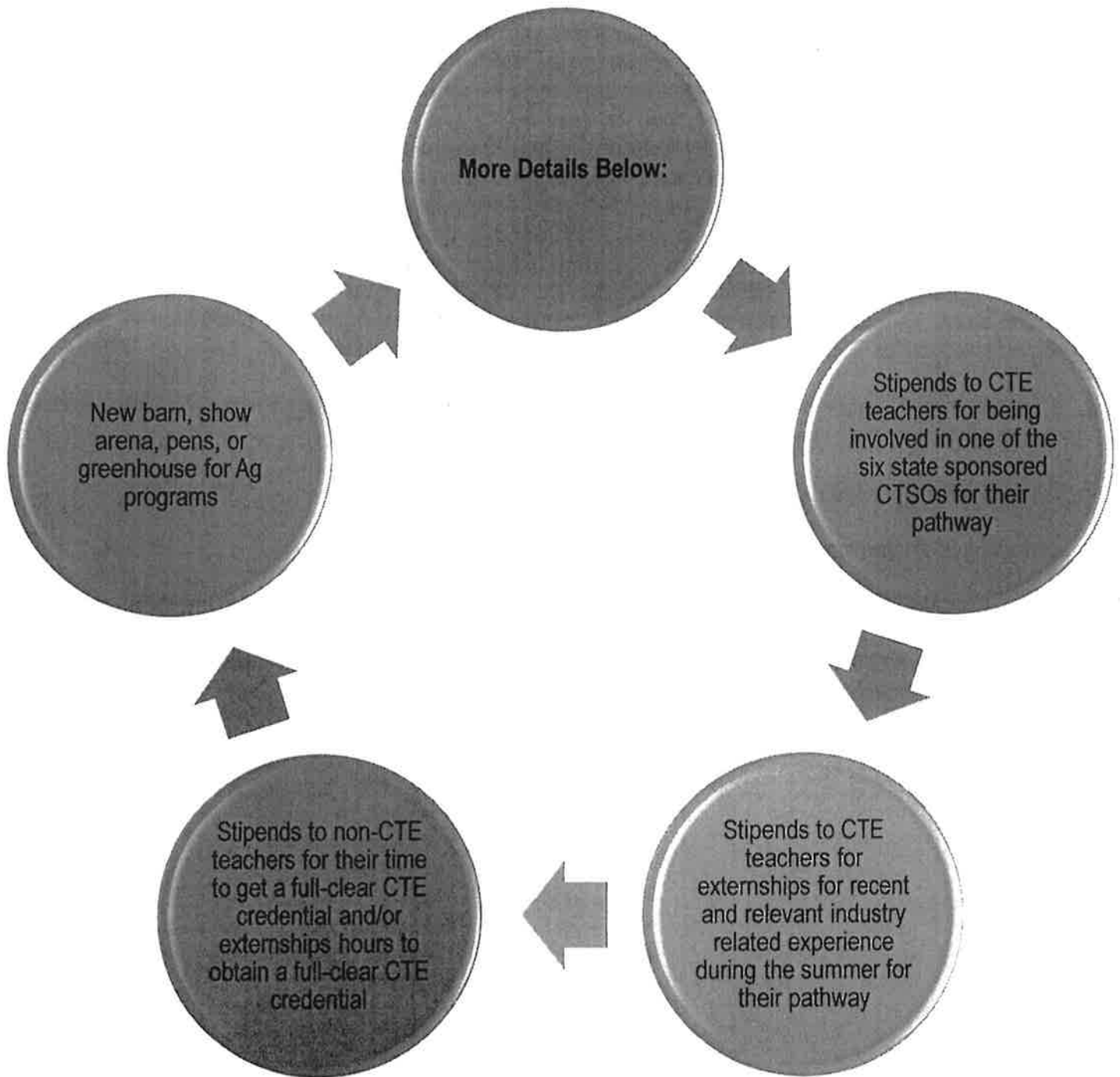
*No portables - ADA access for compliance is a district responsibility (no CTEIG funds to be used)



*No salaries for any one that is not directly providing services or instruction to CTE pathways

1. *No funding into classrooms that are not CTE and part of an approved CTE pathway:
 - a. *All courses taught by the properly credentialed CTE teacher for that industry sector/pathway
 - b. *All courses in the CTE pathway are coded with the proper CTE CBEDs number by industry sector/pathway
 - c. *All courses are in a coherent sequence 3 year sequence (Intro to concentrator to capstone) or at minimum 2 year sequence (Intro to capstone).
 - d. ADA compliance for any and all classrooms or buildings is responsibility of the district – not for CTEIG funds use
 - e. Equipment that is industry specific or used for CTE approved pathways and teachers should not be shared with academic courses or teachers – as it is not reasonable or necessary for academic programs to use 3D printers, plotters, or other equipment specific to CTE pathways
 - f. If Equipment or CTE computer labs are shared with academic courses – Academic courses cannot interrupt or take precedence over the CTE pathways and CTE teachers it was purchased for – any consumables (i.e., ink, toner, paper, or filament used by academic programs or teachers needs to be replaced out of their site/class/program budgets)

What you can spend your CTEIG grant funds on or plan to spend on:



1. Adding to an existing building or structure or new building for new or existing CTE industry specific classrooms, shops, clinic, commercial kitchen for culinary (such as the following):
 - a. *New, remodeled, expanding, or repairs for Metal, Wood, or Auto shop (lab) classes with the equipment necessary to teach the technical hands-on training in those pathway courses
 - b. *New culinary building or department or classroom to have a commercial grade kitchen and serving area or catering events – fully integrated for culinary arts with state of the with the equipment necessary to teach the technical hands-on training in those pathway courses
 - c. *New cosmetology building or department or classroom to have a fully salon and classroom for real world training with the equipment necessary to teach the technical hands-on training in those pathway courses
2. Truck, van, suburban or other vehicle that is specifically for CTE programs to help take students projects, animals to show at the local, county, district, or state fair competitions or CTE industry related field trips
 - a. *If you only have a Ag program at your school site – the Ag instructor keeps control of the keys and this is used for CTE students and CTE industry related field trips or CTSO competition field trips
 - b. *If you have multiple CTE programs – this will be a shared use vehicle to transport students – not for other non-CTE programs or field trips – or district use for non-CTE purposes

Your lead CTE teacher, CTEIG or Perkins Grant Coordinator should be the one keeping the keys and track of the usage or signing out to the appropriate CTE teaching colleague within the district for CTE business

3. Of course there is industry related equipment and supplies – along with capital outlay purchases for larger pieces of equipment that is industry specific to that pathway
4. Consumables for any approved CTE pathway
5. Computers or updated technology for approved CTE pathways
6. Costs associated with CTSOs that Perkins and/or Ag Incentive does not allow for students to participate

Others may be added as LEAs ask questions to make sure everyone knows the allowable /non-allowable expenditures with these funds

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	6,643,887.00	6,617,102.00	1,609,223.73	6,617,102.00	0.00	0.0%
2) Federal Revenue		8100-8299	65,283.00	65,283.00	32,200.00	65,283.00	0.00	0.0%
3) Other State Revenue		8300-8599	378,365.00	378,365.00	6,790.79	378,365.00	0.00	0.0%
4) Other Local Revenue		8600-8799	239,292.00	276,292.00	69,019.46	276,292.00	0.00	0.0%
5) TOTAL, REVENUES			7,326,827.00	7,337,042.00	1,717,233.98	7,337,042.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	2,900,232.00	2,999,232.00	818,564.30	2,999,232.00	0.00	0.0%
2) Classified Salaries		2000-2999	621,838.00	621,838.00	180,312.34	621,838.00	0.00	0.0%
3) Employee Benefits		3000-3999	1,290,295.00	1,304,451.00	343,714.41	1,304,451.00	0.00	0.0%
4) Books and Supplies		4000-4999	635,335.00	648,038.00	63,096.05	648,038.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	828,637.00	871,284.00	346,765.09	871,284.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	326,000.00	416,000.00	0.00	416,000.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(12,293.00)	(12,293.00)	0.00	(12,293.00)	0.00	0.0%
9) TOTAL, EXPENDITURES			6,590,044.00	6,848,550.00	1,752,452.19	6,848,550.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			736,783.00	488,492.00	(35,218.21)	488,492.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	144,000.00	144,000.00	0.00	144,000.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	(592,783.00)	(962,783.00)	0.00	(962,783.00)	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(736,783.00)	(1,106,783.00)	0.00	(1,106,783.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(618,291.00)	(35,218.21)	(618,291.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,799,723.72	1,799,723.72		1,799,723.72	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,799,723.72	1,799,723.72		1,799,723.72		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,799,723.72	1,799,723.72		1,799,723.72		
2) Ending Balance, June 30 (E + F1e)			1,799,723.72	1,181,432.72		1,181,432.72		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	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		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	1,799,723.72	1,181,432.72		1,181,432.72		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	87,120.00	87,120.00	0.00	87,120.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	32,238.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	150.00	150.00	1,106.58	150.00	0.00	0.0%
5) TOTAL, REVENUES			87,270.00	87,270.00	33,344.58	87,270.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	28,173.00	28,173.00	9,237.11	28,173.00	0.00	0.0%
2) Classified Salaries		2000-2999	21,075.00	21,075.00	6,780.80	21,075.00	0.00	0.0%
3) Employee Benefits		3000-3999	26,904.00	26,904.00	6,993.84	26,904.00	0.00	0.0%
4) Books and Supplies		4000-4999	497.00	497.00	1,000.49	497.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	10,621.00	10,621.00	1,730.46	10,621.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	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	0.0%
9) TOTAL, EXPENDITURES			87,270.00	87,270.00	25,742.70	87,270.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	7,601.88	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	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	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	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		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	7,801.86	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	178,828.11	178,828.11		178,828.11	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			178,828.11	178,828.11		178,828.11		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			178,828.11	178,828.11		178,828.11		
2) Ending Balance, June 30 (E + F1e)			178,828.11	178,828.11		178,828.11		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	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			1,360.00	1,360.00		1,360.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	177,468.11	177,468.11		177,468.11		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	94,056.00	94,056.00	46,260.00	94,056.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	3.73	0.00	0.00	0.0%
5) TOTAL REVENUES			94,056.00	94,056.00	46,263.73	94,056.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	12,556.00	12,556.00	3,351.75	12,556.00	0.00	0.0%
2) Classified Salaries		2000-2999	52,788.00	52,788.00	13,896.45	52,788.00	0.00	0.0%
3) Employee Benefits		3000-3999	28,117.00	28,117.00	7,435.28	28,117.00	0.00	0.0%
4) Books and Supplies		4000-4999	595.00	595.00	1,547.29	595.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	1,912.51	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	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	0.0%
9) TOTAL EXPENDITURES			94,056.00	94,056.00	28,143.28	94,056.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A6 - B9)								
			0.00	0.00	18,120.45	0.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	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	0.0%
2) Other Sources/Uses								
a) Sources		8830-8979	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	0.0%
3) Contributions		8980-8999	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		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	18,120.45	0.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,159.05	2,159.05		2,159.05	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,159.05	2,159.05		2,159.05		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,159.05	2,159.05		2,159.05		
2) Ending Balance, June 30 (E + F1e)			2,159.05	2,159.05		2,159.05		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	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								
c) Committed		9740	0.08	0.08		0.08		
Stabilization Arrangements								
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	2,158.97	2,158.97		2,158.97		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	320,000.00	320,000.00	74,752.06	320,000.00	0.00	0.0%
3) Other State Revenue		8300-8599	25,000.00	25,000.00	6,347.00	25,000.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,000.00	20,000.00	6,437.95	20,000.00	0.00	0.0%
5) TOTAL, REVENUES			365,000.00	365,000.00	87,537.01	365,000.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	141,297.00	141,297.00	36,031.56	141,297.00	0.00	0.0%
3) Employee Benefits		3000-3999	78,728.00	78,728.00	19,866.74	78,728.00	0.00	0.0%
4) Books and Supplies		4000-4999	158,075.00	162,075.00	57,806.31	162,075.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	6,900.00	8,900.00	3,917.23	8,900.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	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	0.0%
9) TOTAL, EXPENDITURES			385,000.00	391,000.00	117,621.86	391,000.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(20,000.00)	(26,000.00)	(30,084.85)	(26,000.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	20,000.00	20,000.00	0.00	20,000.00	0.00	0.0%
b) Transfers Out		7600-7629	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	0.0%
b) Uses		7630-7699	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	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			20,000.00	20,000.00	0.00	20,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(6,000.00)	(30,084.85)	(6,000.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	243,972.67	243,972.67		243,972.67	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			243,972.67	243,972.67		243,972.67		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			243,972.67	243,972.67		243,972.67		
2) Ending Balance, June 30 (E + F1e)			243,972.67	237,972.67		237,972.67		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	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			215,430.93	209,430.93		209,430.93		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	28,541.74	28,541.74		28,541.74		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	200.00	200.00	20.22	200.00	0.00	0.0%
5) TOTAL, REVENUES			200.00	200.00	20.22	200.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	1,650.00	0.00	1,650.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	54,000.00	162,510.00	127,510.00	162,510.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of indirect Costs)		7100-7299, 7400-7499	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	0.0%
9) TOTAL, EXPENDITURES			54,000.00	164,160.00	127,510.00	164,160.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(53,800.00)	(163,960.00)	(127,489.78)	(163,960.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	54,000.00	54,000.00	0.00	54,000.00	0.00	0.0%
b) Transfers Out		7600-7629	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	0.0%
b) Uses		7630-7699	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	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			54,000.00	54,000.00	0.00	54,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			200.00	(109,960.00)	(127,489.79)	(109,960.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	215,551.10	215,551.10		215,551.10	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			215,551.10	215,551.10		215,551.10		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			215,551.10	215,551.10		215,551.10		
2) Ending Balance, June 30 (E + F1e)			215,751.10	105,591.10		105,591.10		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	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								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	215,751.10	105,591.10		105,591.10		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	200.00	200.00	42.90	200.00	0.00	0.0%
5) TOTAL REVENUES			200.00	200.00	42.90	200.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	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	0.0%
9) TOTAL EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			200.00	200.00	42.90	200.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	50,000.00	50,000.00	0.00	50,000.00	0.00	0.0%
b) Transfers Out		7600-7629	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	0.0%
b) Uses		7630-7699	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	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			50,000.00	50,000.00	0.00	50,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			50,200.00	50,200.00	42.90	50,200.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	263,066.85	263,066.85		263,066.85	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			263,066.85	263,066.85		263,066.85		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			263,066.85	263,066.85		263,066.85		
2) Ending Balance, June 30 (E + F1e)			313,266.85	313,266.85		313,266.85		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	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								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	313,266.85	313,266.85		313,266.85		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	200.00	200.00	33.24	200.00	0.00	0.0%
5) TOTAL, REVENUES			200.00	200.00	33.24	200.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	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	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			200.00	200.00	33.24	200.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	20,000.00	20,000.00	0.00	20,000.00	0.00	0.0%
b) Transfers Out		7600-7629	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	0.0%
b) Uses		7630-7699	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	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			20,000.00	20,000.00	0.00	20,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			20,200.00	20,200.00	33.24	20,200.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	203,804.42	203,804.42		203,804.42	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			203,804.42	203,804.42		203,804.42		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			203,804.42	203,804.42		203,804.42		
2) Ending Balance, June 30 (E + F1e)			224,004.42	224,004.42		224,004.42		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	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								
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	224,004.42	224,004.42		224,004.42		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	22,507.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	23.55	0.00	0.00	0.0%
5) TOTAL REVENUES			0.00	0.00	22,530.55	0.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	222,804.00	222,803.80	222,804.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	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	0.0%
9) TOTAL EXPENDITURES			0.00	222,804.00	222,803.80	222,804.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	(222,804.00)	(200,273.25)	(222,804.00)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	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	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	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		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(222,804.00)	(200,273.25)	(222,804.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	230,012.24	230,012.24		230,012.24	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			230,012.24	230,012.24		230,012.24		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			230,012.24	230,012.24		230,012.24		
2) Ending Balance, June 30 (E + F1e)			230,012.24	7,208.24		7,208.24		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	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) Legally Restricted Balance		9740	230,012.24	7,208.24		7,208.24		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (Includes Necessary Small School ADA)	704.21	720.54	720.54	720.54	0.00	0%
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	704.21	720.54	720.54	720.54	0.00	0%
5. District Funded County Program ADA						
a. County Community Schools per EC 1981 (a)(b)&(d)	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	3.24	3.62	3.62	3.62	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	3.24	3.62	3.62	3.62	0.00	0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	707.45	724.16	724.16	724.16	0.00	0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Object	Beginning Balances (Ref. Only)	ACTUALS THROUGH THE MONTH OF (Enter Month Name)												
		July	August	September	October	November	December	January	February	March	April	May	June	
A. BEGINNING CASH														
8010-8019 LCFF/Revenue Limit Sources		2,092,709.00	1,720,466.00	1,306,753.00	1,715,581.00	1,699,935.00	1,806,555.00	1,960,530.00	1,565,514.00					
8020-8079 Principal Apportionment		222,280.00		877,372.00	400,103.00	400,103.00	400,103.00	400,103.00	400,103.00					
8080-8099 Property Taxes		(226.00)		107,946.00	1,748.00	(735.00)	540,991.00							
8100-8299 Miscellaneous Funds			259.00	4,698.00	91,077.00	8,171.00								
8300-8599 Federal Revenue		2,094.00			17,309.00		83,298.00	83,298.00	83,298.00					
8600-8799 Other State Revenue		250.00	3,620.00	52,580.00	12,670.00	569.00	30,508.00	30,508.00	30,508.00					
8910-8929 Interfund Transfers In														
8930-8979 All Other Financing Sources														
TOTAL RECEIPTS														
		224,398.00	3,779.00	1,042,596.00	522,907.00	408,108.00	1,054,900.00	513,909.00	644,456.00					
C. DISBURSEMENTS														
1000-1999 Certificated Salaries		34,501.00	263,383.00	280,469.00	276,127.00	285,801.00	296,197.00	296,197.00	296,197.00					
2000-2999 Classified Salaries		53,801.00	71,000.00	78,519.00	67,275.00	83,292.00	76,547.00	76,547.00	76,547.00					
3000-3999 Employee Benefits		40,280.00	106,691.00	121,822.00	115,731.00	126,165.00	134,468.00	134,468.00	134,468.00					
4000-4999 Books and Supplies		14,573.00	19,558.00	53,248.00	18,956.00	65,197.00	90,443.00	90,443.00	90,443.00					
5000-5999 Services		150,320.00	41,982.00	140,438.00	68,542.00	55,137.00	103,270.00	103,270.00	103,270.00					
6000-6599 Capital Outlay		10,003.00	19,898.00											
7000-7499 Other Outgo		1,377.00		(8,231.00)				208,000.00						
7600-7629 Interfund Transfers Out														
7630-7699 All Other Financing Uses														
TOTAL DISBURSEMENTS														
		304,855.00	522,512.00	666,285.00	546,631.00	615,592.00	700,925.00	908,925.00	700,925.00					
D. BALANCE SHEET ITEMS														
Assets and Deferred Outflows														
9111-9199 Cash Not In Treasury														
9200-9299 Accounts Receivable		55,309.00	110,340.00	11,325.00	82,047.00									
9310 Due From Other Funds														
9320 Stores														
9330 Prepaid Expenditures														
9340 Other Current Assets														
9490 Deferred Outflows of Resources														
SUBTOTAL														
		55,309.00	110,340.00	11,325.00	82,047.00	0.00	0.00	0.00	0.00					
Liabilities and Deferred Inflows														
9500-9599 Accounts Payable		347,095.00	5,320.00	(21,172.00)	73,969.00	(114,104.00)								
9610 Due To Other Funds														
9640 Current Loans														
9650 Unearned Revenues														
9690 Deferred Inflows of Resources														
SUBTOTAL														
		347,095.00	5,320.00	(21,172.00)	73,969.00	(114,104.00)	0.00	0.00	0.00					
Nonoperating														
9910 Suspense Clearing														
TOTAL BALANCE SHEET ITEMS														
		(291,786.00)	105,020.00	32,497.00	8,078.00	114,104.00	0.00	0.00	0.00					
E. NET INCREASE/DECREASE (B - C + D)														
		(372,243.00)	(413,713.00)	408,828.00	(15,646.00)	(93,380.00)	353,975.00	(395,016.00)	(56,489.00)					
F. ENDING CASH (A + E)														
		1,720,466.00	1,306,753.00	1,715,581.00	1,699,935.00	1,606,555.00	1,960,530.00	1,565,514.00	1,509,045.00					
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS														

Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):								
A. BEGINNING CASH	1,509,045.00	1,322,029.00	1,135,013.00	947,997.00				
B. RECEIPTS								
LCFF/Revenue Limit Sources								
Principal Apportionment				1,213,031.00			5,513,507.00	5,513,507.00
Property Taxes	400,103.00	400,103.00	400,103.00	540,991.00			1,190,715.00	1,190,715.00
Miscellaneous Funds				(87,120.00)			(87,120.00)	(87,120.00)
Federal Revenue				130,547.00			365,299.00	365,299.00
Other State Revenue	83,298.00	83,298.00	83,298.00	83,299.00			602,490.00	602,490.00
Other Local Revenue	30,508.00	30,508.00	30,508.00	30,509.00			283,146.00	283,146.00
Interfund Transfers In							0.00	0.00
All Other Financing Sources							0.00	0.00
TOTAL RECEIPTS	513,909.00	513,909.00	513,909.00	1,911,267.00	0.00	0.00	7,868,037.00	7,868,037.00
C. DISBURSEMENTS								
Certificated Salaries	296,197.00	296,197.00	296,197.00	296,197.00			3,213,660.00	3,213,660.00
Classified Salaries	76,547.00	76,547.00	76,547.00	76,545.00			889,714.00	889,714.00
Employee Benefits	134,468.00	134,468.00	134,468.00	134,466.00			1,451,963.00	1,451,963.00
Books and Supplies	90,443.00	90,443.00	90,443.00	90,444.00			804,634.00	804,634.00
Services	103,270.00	103,270.00	103,270.00	103,269.00			1,179,308.00	1,179,308.00
Capital Outlay				460,089.00			490,000.00	490,000.00
Other Outgo				221,708.00			422,854.00	422,854.00
Interfund Transfers Out				144,000.00			144,000.00	144,000.00
All Other Financing Uses							0.00	0.00
TOTAL DISBURSEMENTS	700,925.00	700,925.00	700,925.00	1,526,728.00	0.00	0.00	8,596,133.00	8,596,133.00
D. BALANCE SHEET ITEMS								
Assets and Deferred Outflows								
Cash Not In Treasury							0.00	0.00
Accounts Receivable							259,021.00	259,021.00
Due From Other Funds							0.00	0.00
Stores							0.00	0.00
Prepaid Expenditures							0.00	0.00
Other Current Assets							0.00	0.00
Deferred Outflows of Resources							0.00	0.00
SUBTOTAL	0.00	0.00	0.00	0.00	0.00	0.00	259,021.00	259,021.00
Liabilities and Deferred Inflows								
Accounts Payable							291,108.00	291,108.00
Due To Other Funds							0.00	0.00
Current Loans							0.00	0.00
Unearned Revenues							0.00	0.00
Deferred Inflows of Resources							0.00	0.00
SUBTOTAL	0.00	0.00	0.00	0.00	0.00	0.00	291,108.00	291,108.00
Nonoperating								
Suspense Clearing							0.00	0.00
TOTAL BALANCE SHEET ITEMS	0.00	0.00	0.00	0.00	0.00	0.00	(32,087.00)	(32,087.00)
E. NET INCREASE/DECREASE (B - C + D)	(187,016.00)	(187,016.00)	(187,016.00)	384,529.00	0.00	0.00	(760,163.00)	(728,096.00)
F. ENDING CASH (A + E)	1,322,029.00	1,135,013.00	947,997.00	1,332,526.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS							1,332,526.00	

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 270,433.00
- 2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit. _____

B. Salaries and Benefits - All Other Activities

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 5,171,058.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 5.23%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. _____
Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	372,529.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	0.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	38,828.72
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	411,357.72
9. Carry-Forward Adjustment (Part IV, Line F)	40,356.91
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	451,714.63

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	4,832,674.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	1,055,903.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	279,969.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	230,816.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	15,000.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	4,965.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	703,594.28
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	87,270.00
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	94,056.00
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	391,000.00
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	7,695,247.28

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs)
(Line A8 divided by Line B18) 5.35%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2016-17 see www.cde.ca.gov/fg/ac/lc/)
(Line A10 divided by Line B18) 5.87%

Section I - Expenditures	Funds 01, 09, and 62			2015-16 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	8,596,133.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	300,016.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	490,000.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	6,854.00
4. Other Transfers Out	All	9200	7200-7299	26,000.00
5. Interfund Transfers Out	All	9300	7600-7629	144,000.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				666,854.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	26,000.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				7,655,263.00

Section II - Expenditures Per ADA		2015-16 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form AI, Column C, sum of lines A6 and C9)*		724.16
B. Expenditures per ADA (Line I.E divided by Line II.A)		10,571.23
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures extracted from prior year Unaudited Actuals MOE calculation). (Note: If the prior year MOE was not met, in its final determination, CDE will adjust the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	6,597,567.70	9,471.10
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	6,597,567.70	9,471.10
B. Required effort (Line A.2 times 90%)	5,937,810.93	8,523.99
C. Current year expenditures (Line I.E and Line II.B)	7,655,263.00	10,571.23
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under NCLB covered programs in FY 2017-18 may be reduced by the lower of the two percentages)	0.00%	0.00%

*Interim Periods - Annual ADA not available from Form AI. For your convenience, Projected Year Totals Estimated P-2 ADA is extracted. Manual adjustment may be required to reflect estimated Annual ADA.

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	6,617,102.00	1.60%	6,722,976.00	2.48%	6,889,706.00
2. Federal Revenues	8100-8299	65,283.00	0.00%	65,283.00	0.00%	65,283.00
3. Other State Revenues	8300-8599	378,365.00	-52.86%	178,365.00	0.00%	178,365.00
4. Other Local Revenues	8600-8799	276,292.00	-14.48%	236,292.00	0.00%	236,292.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	
c. Contributions	8980-8999	(962,783.00)	-46.74%	(512,783.00)	0.00%	(512,783.00)
6. Total (Sum lines A1 thru A5c)		6,374,259.00	4.96%	6,690,133.00	2.49%	6,856,863.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				2,999,232.00		3,065,215.10
b. Step & Column Adjustment				65,983.10		61,304.30
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,999,232.00	2.20%	3,065,215.10	2.00%	3,126,519.40
2. Classified Salaries						
a. Base Salaries				621,838.00		635,518.44
b. Step & Column Adjustment				13,680.44		12,710.36
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	621,838.00	2.20%	635,518.44	2.00%	648,228.80
3. Employee Benefits	3000-3999	1,304,451.00	2.15%	1,332,451.00	2.00%	1,359,100.02
4. Books and Supplies	4000-4999	648,038.00	0.00%	648,038.00	0.00%	648,038.00
5. Services and Other Operating Expenditures	5000-5999	871,284.00	0.00%	871,284.00	0.00%	871,284.00
6. Capital Outlay	6000-6999	0.00	0.00%	5,000.00	0.00%	5,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	416,000.00	0.00%	416,000.00	0.00%	416,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(12,293.00)	0.00%	(12,293.00)	0.00%	(12,293.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	144,000.00	0.00%	144,000.00	0.00%	144,000.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		6,992,550.00	1.61%	7,105,213.54	1.42%	7,205,877.22
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(618,291.00)		(415,080.54)		(349,014.22)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		1,799,723.72		1,181,432.72		766,352.18
2. Ending Fund Balance (Sum lines C and D1)		1,181,432.72		766,352.18		417,337.96
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	1,181,432.72		766,352.18		417,337.96
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,181,432.72		766,352.18		417,337.96

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	1,181,432.72		766,352.18		417,337.96
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		1,181,432.72		766,352.18		417,337.96

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Revenues include increase due to projected COLA in the LCFF calculator. Local Revenue decreases due to possible loss of local ROP funding and no reimbursement of Mello's salary. ROP expenditures are included at same level. Increased Contributions are for current year building projects. Salaries increased by negotiated contracts with unions in 2016-17 for 2.2%. 3xxx's increased cover increase in salaries. Out year salary projections include step and column only with corresponding costs in statutory benefits. Other expenditures are maintained at current spending levels. Contributions to other funds are also being maintained, i.e. Special Reserve, Cafeteria, Deferred Maintenance and Post Employment Benefits.

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	300,016.00	0.00%	300,016.00	0.00%	300,016.00
3. Other State Revenues	8300-8599	224,125.00	0.00%	224,125.00	0.00%	224,125.00
4. Other Local Revenues	8600-8799	6,854.00	0.00%	6,854.00	0.00%	6,854.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	
c. Contributions	8980-8999	962,783.00	-46.74%	512,783.00	0.00%	512,783.00
6. Total (Sum lines A1 thru A5c)		1,493,778.00	-30.12%	1,043,778.00	0.00%	1,043,778.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				214,428.00		219,145.42
b. Step & Column Adjustment				4,717.42		4,382.90
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	214,428.00	2.20%	219,145.42	2.00%	223,528.32
2. Classified Salaries						
a. Base Salaries				267,876.00		273,769.27
b. Step & Column Adjustment				5,893.27		5,475.38
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	267,876.00	2.20%	273,769.27	2.00%	279,244.65
3. Employee Benefits	3000-3999	147,512.00	2.00%	150,462.24	2.00%	153,471.24
4. Books and Supplies	4000-4999	156,596.00	-6.77%	146,000.00	0.00%	146,000.00
5. Services and Other Operating Expenditures	5000-5999	308,024.00	-83.77%	50,000.00	0.00%	50,000.00
6. Capital Outlay	6000-6999	490,000.00	-98.98%	5,000.00	0.00%	5,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	6,854.00	0.00%	6,854.00	0.00%	6,854.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	12,293.00	0.00%	12,293.00	0.00%	12,293.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		1,603,583.00	-46.15%	863,523.93	1.49%	876,391.21
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(109,805.00)		180,254.07		167,386.79
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		373,034.65		263,229.65		443,483.72
2. Ending Fund Balance (Sum lines C and D1)		263,229.65		443,483.72		610,870.51
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		180,254.07		347,640.86
b. Restricted	9740	263,229.65		263,229.65		263,229.65
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		263,229.65		443,483.72		610,870.51

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Same assumptions used for the Restricted MYP.

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	6,617,102.00	1.60%	6,722,976.00	2.48%	6,889,706.00
2. Federal Revenues	8100-8299	365,299.00	0.00%	365,299.00	0.00%	365,299.00
3. Other State Revenues	8300-8599	602,490.00	-33.20%	402,490.00	0.00%	402,490.00
4. Other Local Revenues	8600-8799	283,146.00	-14.13%	243,146.00	0.00%	243,146.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		7,868,037.00	-1.70%	7,733,911.00	2.16%	7,900,641.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,213,660.00		3,284,360.52
b. Step & Column Adjustment				70,700.52		65,687.20
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,213,660.00	2.20%	3,284,360.52	2.00%	3,350,047.72
2. Classified Salaries						
a. Base Salaries				889,714.00		909,287.71
b. Step & Column Adjustment				19,573.71		18,185.74
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	889,714.00	2.20%	909,287.71	2.00%	927,473.45
3. Employee Benefits	3000-3999	1,451,963.00	2.13%	1,482,913.24	2.00%	1,512,571.26
4. Books and Supplies	4000-4999	804,634.00	-1.32%	794,038.00	0.00%	794,038.00
5. Services and Other Operating Expenditures	5000-5999	1,179,308.00	-21.88%	921,284.00	0.00%	921,284.00
6. Capital Outlay	6000-6999	490,000.00	-97.96%	10,000.00	0.00%	10,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	422,854.00	0.00%	422,854.00	0.00%	422,854.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	144,000.00	0.00%	144,000.00	0.00%	144,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		8,596,133.00	-7.30%	7,968,737.47	1.42%	8,082,268.43
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(728,096.00)		(234,826.47)		(181,627.43)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)						
		2,172,758.37		1,444,662.37		1,209,835.90
2. Ending Fund Balance (Sum lines C and D1)						
		1,444,662.37		1,209,835.90		1,028,208.47
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		180,254.07		347,640.86
b. Restricted	9740	263,229.65		263,229.65		263,229.65
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	1,181,432.72		766,352.18		417,337.96
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		1,444,662.37		1,209,835.90		1,028,208.47

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2016-17 Projection (C)	% Change (Cols. E-C/C) (D)	2017-18 Projection (E)
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	1,181,432.72		766,352.18		417,337.96
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		1,181,432.72		766,352.18		417,337.96
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		13.74%		9.62%		5.16%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?		Yes				
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, lines A6 and C4; enter projections)						
		724.16		724.16		724.16
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		8,596,133.00		7,968,737.47		8,082,268.43
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		8,596,133.00		7,968,737.47		8,082,268.43
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		4%		4%		4%
e. Reserve Standard - By Percent (Line F3c times F3d)		343,845.32		318,749.50		323,290.74
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		65,000.00		65,000.00		65,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		343,845.32		318,749.50		323,290.74
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Instruction**Student Study Team**

The Governing Board encourages the collaboration of parents/guardians, teachers, resource personnel, administrators and students in evaluating the strengths and needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that may assist the students. The Superintendent or designee shall establish a student study team as needed to address individual students' needs.

(cf. 5113.1 - Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

The Superintendent or designee shall establish a process for initiating referrals of students to the student study team.

Each student study team shall develop intervention strategies to assist the student. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

(cf. 1020 - Youth Services)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5141.3 - Health Examinations)

(cf. 5141.6 - Student Health and Social Services)

(cf. 5144 - Discipline)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6020 - Parent Involvement)

(cf. 6158 - Independent Study)

(cf. 6159 - Individualized Education Program)

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

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6171 - Title I Programs)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer School)

(cf. 6178 - Vocational Education)

(cf. 6178.1 - Work Experience Education)

(cf. 6179 - Supplemental Instruction)

(cf. 6181 - Alternative Schools)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

The student study team shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, and develop additional interventions as needed.

Student Study Team (Cont.)

Legal Reference:

EDUCATION CODE

8800-8807 Healthy Start support services for children

41505-41508 Pupil Retention Block Grant

48260-48273 Truancy

48400-48454 Continuation education

49600-49604 Educational counseling

51745-51749.3 Independent study programs

52200-52212 Gifted and talented student programs

54400-54425 Programs for disadvantaged children

54440-54445 Migrant children

WELFARE AND INSTITUTIONS CODE

4343-4352.5 Primary interventions program, mental health

18986.40-18986.46 Interagency children's services

Management Resources:

CDE PUBLICATIONS

SB 65 School-Based Pupil Motivation and Maintenance Program Guidelines (2000-01 Edition), 2000

Student Success Teams: Supporting Teachers in General Education, 1997

CALIFORNIA DROPOUT PREVENTION NETWORK PUBLICATIONS

SST: Student Success Teams, 2000

WEB SITES

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

California Dropout Prevention Network: <http://www.edualliance.org/cdpn>

National Dropout Prevention Center: <http://www.dropoutprevention.org>

Adopted: 10/17/07

Approved: 8/6/14

Instruction

Student Study Team

Team Membership

Members of individual student success teams may include:

1. The principal or designee
2. One or more of the student's classroom teachers or former teachers
3. The student's parents/guardians
4. The student if appropriate
5. Resource personnel or specialists, such as a school counselor, psychologist, nurse, outreach consultant, special education resource person, categorically funded staff person, department chairperson, speech and language specialist, reading specialist, social worker, probation officer, community resource representative, mental health worker or other person relevant to the student's situation

Team Responsibilities

The principal or designee shall:

1. Schedule meetings and establish meeting procedures
2. Contact parents/guardians and other team members regarding team meetings
3. Consult with appropriate school or district resource personnel
4. Arrange for observation of the student in the problem situation as needed
5. Collect any additional background information necessary to inform team members about the student's strengths and needs
6. Help the student and parents/guardians prepare for the meeting
7. Facilitate the team meetings
8. Ensure that the student's progress is monitored and that follow-up meetings are regularly scheduled

Adopted: 10/17/07

Approved: 8/6/14

SST Referral Packet

When should a student be referred for an SST meeting?

A student should be considered for referral to the SST after School-wide (Tier One) and Targeted (Tier Two) supports have been exhausted and he/she continues to demonstrate inadequate progress in the areas of academics, behavior, physical/mental health, or attendance. Students can be referred directly by their parent/caregivers, or by a staff member through the on-site case manager.

In the past, many have perceived the SST process as a vehicle for expediting students to Special Education. In reality, the SST is intended to assist students in becoming more successful so as to avoid Special Education whenever possible.

Why should I refer a student to the SST?

The purpose of an SST is to bring a group of people together who all possess different talents, knowledge and expertise. The function of the team is to support the referring teacher, caregiver and student by looking at the strengths and concerns from each team member's unique viewpoint. The expectation is that teachers and other referring staff have attempted a variety of evidence-based interventions prior to an SST referral.

The goal is to provide the referring parties with new interventions that address the concerns and tap into student strengths. Therefore, each SST team member accepts some responsibility in assisting the student through their ideas, strategies, or hands-on support. It is critical that schools explore new prevention and intervention strategies.

Teacher Preparation Checklist for SST Meeting

Be prepared to present specific background information about the student, including:

- Strengths (to develop interventions)
 - Academics – good with math problem-solving, likes to read, enjoys art and music, works well on computer, writes creatively, exceptional science project
 - Social/emotional – wants to please adults, chosen by classmates as a friend and/or leader
 - Multiple intelligences – linguistics, logical-mathematical, bodily-kinesthetic, spatial, musical, interpersonal, intrapersonal
- Interests including student preferences for reading and writing topics, science and math themes, projects, etc.
- Academic functioning in: reading fluency/recognition/comprehension, oral language, written language and math – bring curriculum-based data to show levels, such as Running records, benchmark assessments, etc.
- Amount/quality of class work and homework (bring recent work samples)

Be prepared to:

- Discuss efforts to work with the family to resolve your concerns (Referral Checklist)
- Identify/discuss the area of greatest concern – academic, behavior, social-emotional, health (Problem Identification/Clarification Form)
- Discuss strategies and modifications you have already tried (Classroom Interventions & Modifications Form)
- State your desired outcome in measurable/observable terms
- Collaborate with the team to generate valid interventions (1-2) which target the identified area of greatest concern
- Implement, with support of the case manager, agreed upon classroom interventions
- Regularly monitor student (daily, weekly, as specified)

Bring to the SST Meeting:

- Recent work samples that reflect both strengths and areas of concern
- In-class assessments which show academic levels
- Other: _____

Student Support Team

Confidential – Teacher Worksheet

Student Data

Name of Student _____

Date _____ Date of Birth _____ Age _____

Gender _____ Ethnicity _____ Present grade in school _____

Campus _____ Homeroom _____

Name of person(s) initiating intervention:

Reason for referral to SST:

School Data

Days absent this year _____. Is absenteeism a problem this year? Yes / No

Has absenteeism been a problem in previous years? Yes / No

Has student been retained? Yes / No If yes, which grade(s)? _____

Number of discipline referrals:

Attach copies of discipline referrals.

Have you contacted the parent about concerns before this meeting? Yes / No

Language

Student has Limited Proficiency in English Yes / No

Language constitutes a barrier to learning (limited English spoken at home). Yes / No

Expressive Language Skills: Poor / Average / Superior

Receptive Language Skills: Poor / Average / Superior

E 6164.5 (4)

Behavioral Observations

Rate this student's behavior in relation to his/her peers. For each behavior, mark:

1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Superior N = Not observed

Generally cooperates or complies with teacher requests 1 2 3 4 5 N

Adapts to new situations without getting upset 1 2 3 4 5 N

Accepts responsibility for his/her own actions 1 2 3 4 5 N

Makes and keeps friends at school 1 2 3 4 5 N

Works cooperatively with others 1 2 3 4 5 N

Has an even, usually happy, disposition: Never / Sometimes / Usually / Always

Appropriate attention and concentration 1 2 3 4 5 N

Complies with teacher directives 1 2 3 4 5 N

Brings necessary materials to class 1 2 3 4 5 N

Fidgets, squirms, or seems restless: Never / Sometimes / Usually / Always

Completes tasks on time 1 2 3 4 5 N

Stays on task 1 2 3 4 5 N

Student is easily redirected 1 2 3 4 5 N

Remains seated 1 2 3 4 5 N

Takes turns, waits for turn (for younger students) 1 2 3 4 5 N

Behaves in a manner appropriate for the situation 1 2 3 4 5 N

Student exhibits extreme mood changes: Never / Sometimes / Usually / Always

Student responds appropriately to praise and correction 1 2 3 4 5 N

Other information:

Academics

- Has difficulty understanding abstract concepts
 - Needs oral questions and directions frequently repeated
 - Has difficulty retrieving and recalling information
 - Requires slow, sequential, substantially broken down presentation of concept
 - Fails to remember sequences
 - Distorts or mispronounces words or sounds when speaking (not attributed to dialect or accent)
 - Has difficulty comprehending what he/she reads
 - Uses inappropriate spacing between words or sentences when writing
 - Does not compose complete sentences or express complete thought when writing
 - Fails to change from one math operation to another
 - Fails to follow necessary steps in math problems
 - Is unable to perform assignments independently
 - Does not perform or complete classroom assignments
 - Requires repeated drill and practice to learn what other students master easily
 - Other (list)
-
- Other (list)
-

Instructional Rating

Rate the concerns you have about this student. For each skill, circle the appropriate rating.

1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Superior N = Not observed

Basic Reading	1 2 3 4 5 N	Math Calculation	1 2 3 4 5 N
Reading Comp.	1 2 3 4 5 N	Math Problem Solving	1 2 3 4 5 N
Written Expression	1 2 3 4 5 N	Follows Written Directions	1 2 3 4 5 N
Spelling	1 2 3 4 5 N	Follows Oral Directions	1 2 3 4 5 N
Homework	1 2 3 4 5 N	Organizational Skills	1 2 3 4 5 N

Attempted Interventions

- Bilingual/ESL
 - Tutorials
 - Counseling
 - Parent Contact/Assistance
 - Office Referrals
 - Classroom Accommodations Implemented
 - Modified Assignments
 - Redirection
 - Other (list)
-
- Other (list)
-

Modifications/Interventions

Please check modifications that you have tried to help this student. Also, please circle "Tried" or "Effective" if the modification/intervention you tried was reasonably effective in helping this student.

Tried?	ENVIRONMENT	Effective?
Tried	Change Setting	Effective
Tried	Reduce distraction where possible	Effective
Tried	Change class	Effective
Tried	Change group	Effective
Tried	Create more physical space	Effective
Tried	Consider physical health problems	Effective
Tried	Special study area	Effective
Tried	Other: _____	Effective
Tried?	ASSIGNMENT	Effective?
Tried	Reading: adjusted difficulty of task	Effective
Tried	Writing: adjusted difficulty of task	Effective
Tried	Math: adjusted difficulty of task	Effective
Tried	Shortened reading assignments	Effective
Tried	Shortened writing assignments	Effective
Tried	Shortened math assignments	Effective
Tried	Extended time allowed for tasks	Effective
Tried	Use of notebooks for assign./tests	Effective
Tried	Other: _____	Effective
Tried?	MISCELLANEOUS	Effective?
Tried	Daily school/home communication	Effective.
Tried	Weekly sch./home communication	Effective
Tried	Confer with other school personnel	Effective

Tried	Review cumulative records folder	Effective.
Tried	Parent contacts	Effective.
Tried	Use of consultation	Effective
Tried	Peer tutoring	Effective
Tried	Mentoring	Effective
Tried	Other: _____	Effective

Tried? TEACHING TECHNIQUES Effective?

Tried	Vary voice volume	Effective
Tried	Use eye contact	Effective
Tried	Use hands on shoulder contact	Effective
Tried	Repeat instructions same way	Effective
Tried	List assign./instructions on board	Effective
Tried	Use visual aids in giving directions	Effective
Tried	Teach study skills	Effective
Tried	Provide individual instruction	Effective
Tried	Other: _____	Effective

Tried? MATERIALS Effective?

Tried	Use different materials	Effective
Tried	Manipulatives	Effective
Tried	Computer/tablet	Effective
Tried	Other: _____	Effective

Referral Process for Student Study Team Meeting

Activity	Person Responsible	Timeline
<p>Teacher, Admin or Parent refers to counselor for SST meeting. Meeting is scheduled, invitation is sent to parent. Included in invitation to parent is information handout about SST process. Those who may be invited are: referring person, admin, psychologist, sped teacher, teachers, coaches, mental health counselors or other community agency members.</p> <p>Counselor sends SST packet to teacher(s) for input.</p>	<p>Counselor of record for student.</p>	<p>Upon notification of referral</p>
<p>Study Team meeting is held. All information is shared and recommendations are made. Follow procedure for SST meetings. Information is documented.</p> <p>If parent does not attend SST meeting, recommendations of the SST are sent to the parent by mail. No actions that require parent consent can be taken without their written approval.</p>	<p>Counselor of Record</p>	<p>During SST</p>
<p>If the SST team recommends assessment for special education, the school psychologist must be immediately notified and provided a copy of the SST documentation. The psychologist or speech therapist will follow-up with parents in the timeline listed below regarding that assessment.</p> <p>If the team is concerned about medical issues for the student, the counselor will contact the school nurse to follow up with the family and establish a plan or referral for outside services.</p>	<p>Counselor of Record will notify appropriate staff</p>	<p>Immediately following SST meeting</p>
<p>Upon completion of the meeting, the counselor will make a copy of the SST notes to all members who are part of the action plan. All attending members will sign the participant signature page. The original SST document will be filed in the students cum file. A log of</p>	<p>Counselor of Record</p>	<p>Immediately following SST meeting.</p>

the SST will be made in the SST log book maintained at each site. Annual follow-up meetings will be scheduled until exit or further assistance is recommended.		
If an evaluation is recommended, the following actions will occur: Psychologist will contact parent within 15 days to get consent signed. Documents provided to parent at time of signature include: Prior Written Notice for Initial, Assessment Plan, Developmental History, Copy of Procedural Safeguards.	Psychologist/SLP	Within 15 days of SST meeting date.
Once forms are signed and received by psychologist, the psychologist will send all originals (SST notes, PWN Form, Assessment Plan, Dev History) to Director of Education.	Psychologist	Within 5 days of receipt
Comprehensive multi-disciplinary evaluation is conducted and IEP meeting is held to determine eligibility.	Psychologist	Within 60 calendar days of receipt of parent consent.

How do SSTs Problem-Solve?

Define the Problem (Problem Identification)

- Prioritize problems and choose the one of greatest concern
- Create a specific and observable description of the behavior (academic/social)

Analyze the Problem

- Gain a clear understanding of the causes (functions) of the problem
- Identify relevant obstacles
- Develop a goal to address the problem (observable and measurable)

Generate Solutions

- Brainstorm and evaluate possible solutions
- Make sure solutions directly address the identified problem

Implement the Plan

- Select a research-based intervention
- Assign roles
- Model intervention

Progress Monitor

- Select a method/tool to systematically monitor the student's progress toward written goal(s) - daily observation/log, weekly assessment of a specific skill, etc.

Evaluate the Intervention

- Review progress monitoring data
- Determine appropriate next steps

Helpful Suggestions for Effective SST Meetings

- Speak with the parents/caregivers in advance to let them know what to expect at an SST meeting
- Have appropriate translation when needed
- Have a separate facilitator and note taker
- Begin with a positive remark and welcome all participants to the meeting
- Explain the purpose of the meeting
- Follow the structure of the SST Meeting Summary Form to facilitate a successful meeting
- Set a positive tone for the SST meeting by recognizing the student's strengths before listing concerns
- Use specific samples of the student's work when explaining any strengths, weaknesses, or means of improvement
- Specific examples of student's behavior should also be used to explain his/her level of development, socialization, and personal adjustment
- Explain any evaluation process including formal and informal
- Do not use "education" or "mental health" jargon
- Suggest, using concrete examples, to parents/caregivers of how they may help/support their child at home
- Brainstorm strategies and interventions together
- Prioritize concerns and action items; it is better to focus on one problem in depth than to give superficial treatment to many
- Let parents/caregivers ask questions; they will likely have something specific to discuss with the SST team
- Have consent for services forms, release of information forms, and community referrals available at the meeting
- Set a date for a follow-up SST, if appropriate
- Make parents/caregivers aware of availability of team members
- End the meeting with a summary of the action plan and a positive comment
- Thank parents/caregivers for participating in the SST meeting
- Give copies of completed SST meeting summary form to parents/caregivers
- Have all participants sign the participants signature page

Student Study Team (SST)

Parent Information

Just what is the Student Study Team?

The Student Study Team is a positive school-wide early identification and early intervention process. As a team, the student, parents, teachers, school administrator and other related staff, work to identify the student's learning strengths and needs, upon which an improvement plan can be designed.

As a regular school process, the SST develops recommendations based on teacher/school concerns that will facilitate the student's success within his or her current program. Concerns are seen as obstacles to student success and not descriptors of the student or his or her character. The Team creates a plan with measurable, targeted interventions assigned to the student, the teacher(s), and the parents intended to support and encourage academic growth and a positive learning experience. Follow-up meetings are planned as needed to provide a continuous casework management strategy to maximize the student's success.

Is the SST process mandated?

California Education Code 56303 states, "A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized." The SST develops recommendations that facilitate the student's success within his/her regular education program. It is only after those interventions have not been successful that the SST would refer for evaluation to determine if the student requires special educational instruction and services.

Why go through the SST process?

The SST process supports regular education teachers as they work with struggling students to identify their needs prior to the referral for evaluation of more specialized instructional supports. The 2004 authorization of the Individuals with Disabilities Education Act (IDEA) emphasized that students with disabilities should receive the maximum time appropriate in the regular classroom.

The SST also serves as the 1st step to determine the need for evaluation to assess eligibility for Section 504 Accommodation Plans and Special Education services. The SST process helps teachers to develop interventions to assist the student. Specific areas of concern are identified; information is gathered through observation, interview, review of school records and informal assessment.

The SST develops new strategies to help address the concerns. For example, a teacher may implement a behavior contract for a child who has difficulty maintaining appropriate classroom behavior and completing classroom assignments. Classroom teachers and parents implement these strategies for several weeks. The SST then reconvenes to assess the student's progress.

If the interventions are not successful, however, the SST may refer the student to the school Guidance Team who would determine if evaluation for Section 504 Accommodation Plan or Special Education eligibility is appropriate.

The SST is usually run by your student's Counselor as an administrative designee. In addition to you, as the student's parent/guardian, the student's teachers may be invited as well as any other support staff that

is appropriate to that meeting (such as other teachers, special education teachers, and the school nurse or school psychologist). Community service providers may also be invited to attend.

E 6164.5 (11)

Who may request an SST?

The expertise of the SST is for the benefit of the entire school. Any unresolved problem that impedes learning may lead to a request to the SST by a teacher, administrator, parent or student. Typically, the student's teacher will initiate a meeting with the parent/guardian to discuss his/her concerns about the student's progress. Other times, the parent/guardian might request a parent/teacher conference in response to a school concern. Together, you will come up with strategies to address those concerns. If, after a sufficient period of time to implement the strategies, the concerns persist, the student's teacher initiates the referral to the SST for more support.

What happens at an SST meeting?

The SST works hard to maintain a positive, student-focused environment. The meeting usually begins with a statement from the parent/guardian (as well as other members present who know the student) about the student's strengths in any area. Identifying these strengths are extremely important in brainstorming possible intervention strategies; building off of what the student is already good at to increase the chances for his/her success.

Following the conversation about the student's strengths, relevant background information is discussed. At this time any important education information (like retention or previous school attendance), family information (such as changes in the family structure, primary caregiver, etc.) and health information (any medical conditions that may impact the student's academic success) is discussed. The parent/guardian is asked to complete a Background Information form prior to the SST meeting so that this information is readily available to the team. Following the SST, all documents including the Background Information form would be placed in the student's confidential educational record.

At this point, the team members discuss the main concerns that brought the student to the SST. The team brainstorms different strategies to address these concerns and creates a timeline for implementing and monitoring the strategies. The SST will discuss if a follow up meeting is necessary to review the student's progress and determine the need for future intervention.

What is my role in the SST as a parent/guardian?

You know your student best. Therefore, your insight into his/her background and behaviors at home is a critical part of viewing the whole child. Prior to the first SST meeting, you may be asked to complete a Background Information form about your student. Please complete this information and either return it to the school before the meeting or have it ready to share at the first SST. Next, be prepared to share your thoughts of your student's strengths, as well as any concerns you have. The SST will ask for your input about what you have successfully tried to help your student. Historically, the SST is most successful when the teacher(s) and parents work together to set similar expectations for behavior and learning for the student. The school will send home a pamphlet for parents/guardians about the SST process prior to the first SST meeting which you can review for additional information.

6164.5 (12)

Must a parent/guardian be present at an SST for their child?

Parents/guardians are invited to all SST meetings regarding their student and strongly encouraged to attend. However, if a parent/guardian cannot attend, the SST meeting can take place without parent

consent and the SST plan can be implemented (except where parent consent is required, such as in the case of screenings or evaluation or change to the general education program). When the parent/guardian is absent, SST notes will be sent home and placed in the student's confidential educational record.

What kinds of recommendations come out of an SST?

The SST is a brainstorming process used to generate recommendations for addressing the specific teacher and parent concerns about the student. Therefore, recommendations are unique to the individual student and vary case by case. However, the SST might recommend different instructional strategies not yet tried by the teacher, or homework strategies not yet tried by the parent. Sometimes, the SST will refer the teacher and/or parent to other support systems where available, such as school-based counselling, academic intervention programs or after-school tutoring. On occasion, the SST may recommend that a specialist conduct a screening in the area of concern, such as attention or speech, at no cost to the parent. If there are health-related concerns, the SST may recommend that the parent/guardian look into further supports available through community resources. As a last resort, the SST can refer the student for consideration of a special education assessment.

Is parental consent required for screenings and evaluations?

The parent/guardian must give their consent for any screening, evaluation or participation in a program that will remove their student from their regular education program. However, the SST may request additional hearing and vision screenings; because these are given to every student in a particular grade, they would not require parental consent.

On occasion, the SST may request a screening of the student's abilities/skills in a particular area (such as attention or speech). With parental consent, these screenings are conducted by a specialist working for the school district who has expertise in that area. The results are shared with the parent/guardian, the SST, and become a part of the student's cumulative educational record. The screening is not an assessment for special education and does not result in a change of the student's academic placement.

Can the SST refer students for evaluation for special education consideration?

Yes, but only after several important decision criteria are met: 1) that reasonable classroom interventions of sufficient duration have been carefully attempted, without success; and 2) that the cause of the problem is suspected to be a disability that cannot be resolved without special education services.

E 6164.5 (13)

Do all referrals for special education need to go through the SST?

Generally speaking, all referrals should go through the SST referral process. The SST interventions can be bypassed for students for whom it would be detrimental or for students whose difficulty is so severe or so unusual as to render the SST of no help. This is a decision to be made by the school with parent input. The referral from the SST goes to the school's psychologist who reviews the student's records and interventions to date. The psychologist informs the parent/guardian of the decision to evaluate for special education (and obtains parental consent for the evaluation) or explains why the referral is not appropriate at that time.

How do you know that the SST is effective and not just delaying the special education evaluation process?

Many factors can show success of the SST process, from teacher/parent satisfaction to pre/post student performance. As a problem-solving process, the SST is a crucial step prior to special education referral to make sure all that can be tried within the general education environment has been tried. Only those students who have not shown a positive response to the SST intervention strategies should be referred for special education assessment. These students are likely to require special education support as all else has been unsuccessful.

STUDENT STUDY TEAM

PARENT REQUEST FOR SPECIAL EDUCATION TESTING

Student Name _____ SS # _____

DOB _____ Grade _____ School _____

Father's Name _____

Phone (home) _____ (work) _____

Address _____

Mother's Name _____

Phone (home) _____ (work) _____

Address _____

I am requesting that _____ be referred to the Student Study Team for review of his/her educational program. The review is requested because: [include behaviors observed at home, academic strengths/weaknesses noted during homework completion, strategies attempted to correct the problem at home and with the classroom teacher(s)].

Has the classroom teacher indicated concerns about your child's academic performance? Yes / No. If yes, please list concerns

What classroom instructional strategies do you think would help your child?

Has your child had any previous evaluations through any school system or private provider? Can you provide a copy of who conducted the evaluation and when?

I would like for my child to begin the Student Study Team process immediately.

Parent(s) Signature

Date

-OR-

The counselor has explained the Student Study Team process to me in detail. I understand the process but wish to skip all interventions and have my child tested for Special Education. I understand that the process is in place to help prevent my child from being labeled as a child with a disability (GIVE COPY OF PROCEDURAL SAFEGUARDS). Begin the referral process.

Parent(s) Signature

Date

SST Meeting Agenda

- Introductions (2 minutes)
- Problem Identification (2 minutes)
 - Review Problem Identification/Clarification Form
 - Review Environmental/Functional Factors Form (if behavior is primary concern)
- Problem Analysis (10 minutes)
 - Complete SST Goal(s) Form
- Generate Solutions (10 minutes)
 - Complete SST Intervention Plan Form
- Determine Intervention Specifics (5 minutes)
 - Who:
 - What:
 - Where:
 - When:
 - How:
- Set up Progress Monitoring (1 minute)
- Schedule SST Follow-Up Meeting (10 weeks later)
 - Date:
 - Time:
 - Location:

Remember: Information shared during an SST Meeting is confidential

**Glenn County Special Education Local Plan Area
Authorization for Exchange of Confidential Information**

The purpose of this authorization is to allow the gathering and sharing of academic, psychological, and health information to develop an educational plan of comprehensive services for the student below.

Name(s): _____ Birthdate: _____

Parent or Guardian:
Name: _____ Phone: _____

Mailing Address: _____

Street Address: _____

Information to be released from: (Initial appropriate agencies/providers)

___ Glenn County Dept. of Employment and Social Services:

___ CSD ___ ASD ___ Eligibility

___ Glenn County Health Department

___ California Children's Services CHDP: _____

___ Immunization Clinic Other: _____

___ Glenn County Behavioral Health

___ Glenn County Office of Education

___ Glenn County SELPA

___ Glenn County Probation Department

___ Family Services Association

___ Far Northern Regional Center

___ Home Health Care Agency _____

___ Hospital/Medical Centers _____

___ Medical Clinics _____

___ Parent Education Network

___ Physicians/Health Care Providers _____

___ Audiologist _____

___ Ophthalmologist/Optomtrist _____

____ School District _____

____ Other (initial each entry) _____

____ Other _____

____ Other _____

Type or description of information requested: (Initial appropriate information.)

____ Educational records, including psycho-educational reports

____ Immunization records

____ Consultation or examination reports

____ Discharge summary

____ Psychological evaluation reports

____ Psychiatric summary including history, diagnosis, treatment, progress

____ Court records

____ Other (initial each entry) _____

____ Other _____

DURATION: This authorization shall become effective immediately and shall remain in effect until

_____ (enter date) or for one year from the date of signature, if no date entered.

E 6164.5 (17)

RESTRICTIONS: California law prohibits the Requestor from making further disclosure of my health information unless the Requestor obtains another authorization form from me or unless such disclosure is specifically required or permitted by law (FERPA).

YOUR RIGHTS: I understand that I have the following rights with respect to this Authorization:

1. I understand that signing this authorization is voluntary.
2. I (the student/child or, if a minor, his or her parent, guardian, parent surrogate or conservator) may receive a copy of this Authorization (Civil Code Section 56.10).
3. I may revoke this Authorization at any time. My revocation must be in writing, signed by me or on my behalf, and delivered to the agencies/persons listed above. My revocation will be effective upon receipt, but will not be effective to the extent that the Requestor or others have acted in reliance to this Authorization.

RE-DISCLOSURE: I understand that the Requestor (School District) will protect this information as prescribed by the Family Equal Rights Protection Act (FERPA) and that the information becomes part of the student's permanent educational record. The information will be shared with individuals working at or with the School District for the purpose of providing safe, appropriate, and least restrictive educational settings and school health services and programs.

SIGNATURE AUTHORIZING THIS RELEASE OF INFORMATION:

Date: _____

(Signature of Student)

(Printed name of student)

(Signature of parent or guardian)

(Printed name of parent or guardian)

(*Signature of Surrogate Parent)

(Signature of Witness)

*This signature releases only educational information.
Additional information release will require the signature of guardian.

Confidentiality of client maintained according to Education Code Section 49069; California Welfare Institution Code, Section 4514, 42 CFR Part 2.

This information has been disclosed to you from records protected by Federal confidentiality rules (42 CFR Part 2). The Federal rules prohibit you from making any further disclosure of this information unless further disclosure is expressly permitted by the written consent of the person to whom it pertains or as otherwise permitted by 42 CFR Part 2. A general authorization for the release of medical or other information is not sufficient for this purpose. The Federal rules restrict any use of the information to criminally investigate or prosecute any alcohol or drug abuse patient.

Any information released will meet requirements of HIPPA regarding disclosure and re-disclosure. Recipients are obligated to maintain HIPPA protections for any and all materials released under these conditions.

Student Study Team Participant Signature Page

Date: _____

Student Name

Student Signature

Parent Name

Parent Signature

Administrator Name

Administrator Signature

Special Ed. Teacher Name

Special Ed. Teacher Signature

Counselor Name

Counselor Signature

Team Member Name

Team Member Signature

Team Member Name

Team Member Signature

Team Member Name

Team Member Signature

Team Member Name

Team Member Signature

Teacher Name

Teacher Signature

Teacher Name

Teacher Signature

Teacher Name

Teacher Signature

Teacher Name

Teacher Signature

Participant Name

Participant Signature

Participant Name

Participant Signature

HAMILTON UNIFIED SCHOOL DISTRICT**STUDENT SUCCESS TEAMS
REFERRAL PACKET**

- Are site based
- Are team driven
- Use a problem-solving/progress-monitoring approach
- Focus on individual interventions and supports
 - Academic
 - Behavior
 - Attendance

- Use data to drive decisions
- Identify and prioritize the problem(s) of highest concern
- Write and observable and measurable goal(s)
- Generate research-based interventions
- Establish an intervention support system for teacher and student
- Systematically evaluate
 - Effectiveness of intervention(s)
 - Student's progress toward goal(s)
- Follow-up and determine appropriate next steps:
 - Modify the existing goal
 - Modify the existing intervention
 - Refer to, or create, on-site resources/programs
 - Refer to outside agencies
 - Refer for a psycho-educational evaluation
 - Other steps as deemed necessary by the SST

What is a “Student Success Team?”

The Student Success Team is a problem solving/progress monitoring team which assists students, families, and teachers in seeking positive solutions for maximizing student potential once they have exhausted all School-wide (Tier One) and Selected (Tier Two) Supports. It provides an opportunity for school staff, family members, community agencies, and other important people in the life of the student, to present their concerns, plan a positive course of action, assign responsibilities and monitor results.

The bottom line: The Student Success Team is a forum for generating individual, high quality interventions which are progress monitored. Concerns which do not require interventions and progress monitoring should not be addressed in the SST process. Such concerns may be handled at parent/teacher conferences or other conferences with the parent and appropriate staff (administration, nurse, psychologist, RSP teacher, counselor, etc.).

TEACHER PREPARATION CHECKLIST FOR SST MEETING

Be prepared to present specific background information about the student, including:

- Strengths** (to develop interventions)
 - ✓ Academics – good with math problem-solving, likes to read, enjoys art and music, works well on computer, writes creatively, exceptional science project.
 - ✓ Social/Emotional – wants to please adults, chosen by classmates as a friend and/or leader.
 - ✓ Multiple intelligences – linguistics, logical-mathematical, bodily-kinesthetic, spatial, musical, interpersonal, intrapersonal.
- Interests** including student preferences for reading and writing topics, science and math themes, projects, etc.
- Academic functioning in:** reading fluency/recognition/comprehension, oral language, written language and math – bring curriculum-based data to show levels, such as Running Records, benchmark assessments, etc.
- Amount/quality** of class work and homework (bring recent work samples)

Be prepared to:

- Discuss efforts to work with the family to resolve your concerns (Referral Checklist)
- Identify/discuss the area of greatest concern – academic, behavior, social-emotional, health (Problem Identification/Clarification Form)
- Discuss strategies and modifications you have already tried (Classroom Interventions & Modifications Form)
- State your desired outcome in measurable/observable terms.
- Collaborate with the team to generate valid interventions (1-2) which target the identified area of greatest concern.
- Implement, with support of the case manager, agreed upon classroom interventions
- Regularly monitor student (daily, weekly, as specified)

Bring to the SST Meeting:

- Recent work samples that reflect both strengths and areas of concern
- In-class assessments which show academic levels
- Other: _____

HOW DO SSTS PROBLEM-SOLVE?

Define the Problem (Problem Identification)

- Prioritize problems and choose the one of greatest concern
- Create a specific and observable description of the behavior (academic/social)

Analyze the problem

- Gain a clear understanding of the causes (functions) of the problem
- Identify relevant obstacles
- Develop a goal to address the problem (observable and measurable)

Generate solutions

- Brainstorm and evaluate possible solutions
- Make sure solutions directly address the identified problem

Implement the Plan

- Select a research-based intervention
- Assign roles
- Model intervention

Progress Monitor

- Select a method/tool to systematically monitor the student's progress toward written goal(s) – daily observation/log, weekly assessment of a specific skill, etc.

Evaluate the intervention

- Review progress monitoring data
- Determine appropriate next steps

STUDENT STUDY TEAM REFERRAL FORM

Level of urgency (1=low and 5=high)				
1	2	3	4	5

Student Demographic information					
Student:			Referring Teacher:		
Grade:		Student's Primary Language:			
Parent Primary Language:					
FEP: _____	Yes: _____	No: _____	Special Services: _____	504: _____	IEP: _____
Recommended for Retention: Yes: _____ No: _____					
If yes what are the dates and/or preferred interests, activities, or incentives that motivate the student:					
1.					
2.					
3.					
4.					

Instructional Information	
Primary Reason for Referral: (please attach appropriate reports/record)	
Academic: _____ Behavioral: _____ Emotional: _____ Medical: _____ Attendance: _____	
Speech Only: _____	
<i>Language Arts:</i>	
Phonemic Awareness: _____	Phonics/Decoding/Blends/Syllables: _____
Letter Naming Fluency: _____	Letter Sound Fluency: _____ ORF: _____
<i>Writing:</i>	
Conventions/Mechanics: _____	Capitalization: _____
Spelling: _____ Punctuation: _____	Grammar: _____ Written Expression: _____

<i>Mathematics:</i>					
Counting: _____ Basic Math Facts: _____			Place Value: _____ Computation: _____		
Fractions/Decimals: _____ Geometry: _____			Measurement: _____		
Word Problems/Problem Solving: _____					
<i>Behavior:</i>					
Noncompliance: _____ Motivation: _____			Attention/Focus: _____ Social Skills: _____		
Withdrawn: _____ Physical Aggression: _____			Verbal Aggression: _____ Hyperactive: _____		
<i>Other:</i>					
Medical: _____ Motor Skills: _____			Speech/Lang: _____ Anxiety: _____		
Vision: _____ Hearing: _____					
<i>What is the student's estimated reading level?</i>					
Proficiency Level	Far Below Basic	Below Basic	Basic	Proficient	Advanced
SEI					
Reading					
Math					
CST	Far Below Basic	Below Basic	Basic	Proficient	Advanced
ELA					
Math					

Behavioral Information
<i>If the problems are primarily behaviorally related, please provide the following information:</i>
Describe what behavior problem look like in observable and measurable terms: <hr/> <hr/> <hr/> <hr/>
What are triggers (antecedents) that occur prior to the behavioral incident(s)? <hr/> <hr/> <hr/> <hr/>

Provide some data about either: 1) Frequency (how often the problems occur per day or per week), OR 2) Duration (length of time the incidents last), OR 3) Intensity (on a scale of 1 to 5 with 1 being mild and 5 being extremely intense):

In what settings or situations do the problems occur most often?

How does the student's behavior skills compare to those of 'average' students in your class? (e.g., organizational skills, attending skills, independent seat work, etc.):

List the typical outcomes following the behavior incident(s) (e.g. what the teacher does, what the students do, etc.):

Problem – Identification Information

Record of Tier I Interventions attempted: Please describe specific attempts that you or others have made this year to meet this student's academic, social, and/or emotional needs in the general ed. Class.

Intervention	Dates Began-Ended	Person Responsible	Outcomes

Referring Staff Signature:	Date:
Scheduled Meeting Date:	
Scheduled By:	

HAMILTON UNIFIED SCHOOL DISTRICT
SST NOTICE/AVISO DE SST

To the parents of _____,
Your child's Teacher has referred your son/daughter to an SST due to _____ concerns. Our SST is a group of educators that meet to provide teachers support in addressing students special needs. Our SST includes the following participants: a school psychologist, a speech therapist, a resource specialist, the classroom teacher, an administrator, and a reading specialist.

Parent input is crucial in understanding the development of the student under review and academic progress. Please make every effort possible to attend this meeting so that you can participate in the development of an intervention plan that will influence your child's academic growth.

The meeting will be held on _____ at _____ in room _____.
If you cannot attend at this time, please contact the office at 826-____ to reschedule.
We will make every effort to accommodate your work schedule. Parent involvement is the key to academic success and your child's progress rests largely on your participation and contribution.

Sincerely,
Principal

A los padres de _____,
La maestra/o de su hija/o la/lo ha referido a un SST debido a las preocupaciones de _____. Nuestro SST es un grupo de educadores que se reúne para proporcionar apoyo a los maestros para cumplir con las necesidades especiales de los estudiantes. Nuestro SST incluye los siguientes participantes: una psicóloga de la escuela, una terapeuta del habla, una especialista de recursos, el maestro(a), la directora y un especialista en lectura.

La contribución de los padres es crucial para comprender mejor el desarrollo del alumno y su progreso académico. Por favor, haga todo lo posible por asistir a esta reunión, para que pueda participar en el desarrollo de un plan de intervención para su hijo/a.

La junta se llevara acabo el _____ a las _____ en el salón # _____. Si usted no puede asistir a esa hora, por favor comuníquese con la secretaria de la oficina para reprogramar una cita.

Haremos todo lo posible para fijar una cita que respete su horario de trabajo. La participación de los padres es la clave para el éxito académico. El progreso de su hijo depende en gran parte de su participación y contribución.

Sinceramente,
Directora

<input type="checkbox"/>	Used Dictionary or Thesaurus				<input type="checkbox"/>	Graphic Organizers		
<input type="checkbox"/>	Graphic Organizers				<input type="checkbox"/>	Direct Strategy Instruction		
<input type="checkbox"/>	Provided different kinds of colored paper				<input type="checkbox"/>	Small group instruction		
<input type="checkbox"/>	Extra time for written assignments				<input type="checkbox"/>	Peer Reader		
<input type="checkbox"/>	Taped essay responses				<input type="checkbox"/>	Vocabulary Visually		
<input type="checkbox"/>	Used visual instructional aids				<input type="checkbox"/>	Ex. of vocab. In student language		
<input type="checkbox"/>	Used activity sheets requiring minimal writing				<input type="checkbox"/>	Visuals with examples		
<input type="checkbox"/>	Comments: _____				<input type="checkbox"/>	Used study aides/manipulative		
					<input type="checkbox"/>	Exempted from reading aloud		
					<input type="checkbox"/>	Comments: _____		

HAMILTON ELEMENTARY SCHOOL

Tier 1 Classroom Accommodations

Student Name: _____ Classroom Teacher _____

Grade Level: _____ Year: _____ Trimester: 1 2 3

	Limited / No Response - Date intervention initiated	OK / Good Response - Date Intervention Initiated		Limited / No Response - Date intervention initiated	OK / Good Response - Date Intervention Initiated
--	---	--	--	---	--

				Math	
<input type="checkbox"/> Homework/Assignments					
<input type="checkbox"/> Displayed example/models				Used manipulative	
<input type="checkbox"/> Provided written & verbal directions				Vocab. Cards in student language	
<input type="checkbox"/> Broke Assignment into smaller tasks				Vocab. Cards with pictures	
<input type="checkbox"/> Reduced Assignment				Used Math Charts	
<input type="checkbox"/> Gave alternative assignment				Used computation aides	
<input type="checkbox"/> Extended time for completion of tasks				Graph paper to align numbers	
<input type="checkbox"/> Allowed oral responses				Used concept related songs	
<input type="checkbox"/> Allowed extra credit				Used mnemonic devices	
<input type="checkbox"/> Buddy who could copy assignment				Used Calculators	
<input type="checkbox"/> Checked for all assignments correctly in planner				Used peer partners	
<input type="checkbox"/> Sequenced steps by				Provided fact table for reference	

<input type="checkbox"/>	numbering them								
<input type="checkbox"/>	Reminded due dates for long term projects						<input type="checkbox"/>	Provided fewer problems on page	
<input type="checkbox"/>	Gave directions in small steps						<input type="checkbox"/>	Gave more space/white out some problems	
<input type="checkbox"/>	Provided more space/white out some problems						<input type="checkbox"/>	Read word problems out loud	
<input type="checkbox"/>	Comments:						<input type="checkbox"/>	Broke word problems into small steps	
							<input type="checkbox"/>	Used illustrations	
							<input type="checkbox"/>	Comments:	
							<input type="checkbox"/>	Other:	

HAMILTON ELEMENTARY SCHOOL

Tier 1 Classroom Accommodations

Student Name: _____ Classroom Teacher _____

Grade Level: _____ Year: _____ Trimester: 1 2 3

		Limited / No Response - Date intervention initiated	OK / Good Response - Date Intervention Initiated		Limited / No Response - Date intervention initiated	OK / Good Response - Date Intervention Initiated
	Time Management				Materials	
<input type="checkbox"/>	Incorporated breaks between work periods	<input type="checkbox"/>	<input type="checkbox"/>		Used planner	
<input type="checkbox"/>	Crossed off completed tasks from a list on desk	<input type="checkbox"/>	<input type="checkbox"/>		Used models of required end product	
<input type="checkbox"/>	Provided additional time for homework	<input type="checkbox"/>	<input type="checkbox"/>		Used visual aides	
<input type="checkbox"/>	Provided additional time for assignments	<input type="checkbox"/>	<input type="checkbox"/>		Used manipulative	
<input type="checkbox"/>	Reduced amount of work load	<input type="checkbox"/>	<input type="checkbox"/>		Used study aides on materials	
<input type="checkbox"/>	Allowed extra time for written responses	<input type="checkbox"/>	<input type="checkbox"/>		Used colored overlays	
<input type="checkbox"/>	Provided specific location to turn in work	<input type="checkbox"/>	<input type="checkbox"/>		Gave content vocab cards with pictures	
<input type="checkbox"/>	Used reminders for upcoming transitions	<input type="checkbox"/>	<input type="checkbox"/>		Major points highlighted/bold	
<input type="checkbox"/>	Provided timer for task management	<input type="checkbox"/>	<input type="checkbox"/>		Highlighter/tapes/sticky notes available	
<input type="checkbox"/>	Allowed oral answers for part of assignments	<input type="checkbox"/>	<input type="checkbox"/>		Peer reader made available	
<input type="checkbox"/>	Changed schedule to reduce fatigue	<input type="checkbox"/>	<input type="checkbox"/>		Study partner to clarify direction used	

<input type="checkbox"/>	Broke task into small portions/more deadlines			<input type="checkbox"/>	Altered format of materials used	
<input type="checkbox"/>	Used daily progress report to parent			<input type="checkbox"/>	Used graphic organizers	
<input type="checkbox"/>	Used planner			<input type="checkbox"/>	Specialized software used	
<input type="checkbox"/>	Comments:			<input type="checkbox"/>	Comments:	

HAMILTON ELEMENTARY SCHOOL

Tier 1 Classroom Accommodations

Student Name: _____ Classroom Teacher _____

Grade Level: _____ Year: _____ Trimester: 1 2 3

	Limited / No Response - Date intervention initiated	OK / Good Response - Date Intervention Initiated		Science/Social Studies	Limited / No Response - Date intervention initiated	OK / Good Response - Date Intervention Initiated
<input type="checkbox"/>	Testing					
<input type="checkbox"/>	Provided study questions		<input type="checkbox"/>	Used content outlines/overhead copy		
<input type="checkbox"/>	Used open book/open notes tests		<input type="checkbox"/>	Allowed tape recorder to tape lesson		
<input type="checkbox"/>	Used effort/participation as part of grade		<input type="checkbox"/>	Used flexible scheduling of assignments		
<input type="checkbox"/>	Allowed one page notes or note card		<input type="checkbox"/>	Gave content vocab. In student language		
<input type="checkbox"/>	Read aloud test item one at a time		<input type="checkbox"/>	Gave content vocab. With pictures		
<input type="checkbox"/>	Allowed oral responses		<input type="checkbox"/>	Used recorded text or books on tape		
<input type="checkbox"/>	Used a buddy/teacher to record answers		<input type="checkbox"/>	Used a lab partner as study partner		
<input type="checkbox"/>	Varied the testing format		<input type="checkbox"/>	Used video to support text		
<input type="checkbox"/>	Gave extra time for completion		<input type="checkbox"/>	Used instructional aides on test		
<input type="checkbox"/>	Divided into more than one administration		<input type="checkbox"/>	Had access to computer/calculator		
<input type="checkbox"/>	Shortened length of test		<input type="checkbox"/>	Substituted projects for written work		

<input type="checkbox"/>	Allowed test to be given in a small group			<input type="checkbox"/>	Substituted work sheets for projects		
<input type="checkbox"/>	Practiced actual test questions ahead of time			<input type="checkbox"/>	Substituted work sheets for written work		
<input type="checkbox"/>	Provided test breaks			<input type="checkbox"/>	Used a note taker		
<input type="checkbox"/>	Comments:			<input type="checkbox"/>	Comments:		

HAMILTON ELEMENTARY SCHOOL

Tier 1 Classroom Accommodations

Student Name: _____ Classroom Teacher _____

Grade Level: _____ Year: _____

Trimester: 1 2 3

	Limited / No Response - Date intervention initiated	OK / Good Response - Date Intervention Initiated		Classroom Environment	Limited / No Response - Date intervention initiated	OK / Good Response - Date Intervention Initiated
Behavior						
Set clearly defined standards		<input checked="" type="checkbox"/>		Reduced unnecessary visual stimuli/clutter		
Limited number of defined standards		<input checked="" type="checkbox"/>		Student seated in low traffic area		
Reminded student of rules periodically		<input checked="" type="checkbox"/>		Eliminated distracters from desk		
Used private signals for reminders		<input checked="" type="checkbox"/>		Gave two desks to work from		
Assigned preferential seating		<input checked="" type="checkbox"/>		Stood near student when instruction given		
Employed teacher proximity		<input checked="" type="checkbox"/>		Posted visible daily routine in writing		
Made direct eye contact		<input checked="" type="checkbox"/>		Allowed student frequent breaks		
Included positive reinforcement/incentives		<input checked="" type="checkbox"/>		Included opportunities for physical activity		
Monitored closely during transitions		<input checked="" type="checkbox"/>		Used study carrel		
Gave reminder of expected behavior prior to transitions		<input checked="" type="checkbox"/>		Kept extra supplies, pens, pencils for student		
Used calming down or		<input checked="" type="checkbox"/>		Prearranged cue to student to		

<input type="checkbox"/>	relaxing techniques						leave room		
<input type="checkbox"/>	Assign a safe place for when student is frustrated						Checklist to check off completed tasks		
<input type="checkbox"/>	Held confidential conference about behavior						Let student stand or use chair with wheels to work from		
<input type="checkbox"/>	Used signals for transitions in advance						Used earphones/headphones for noise		
<input type="checkbox"/>	Switched activity to distract student						Let student transition ahead of class		
<input type="checkbox"/>	Gave student a job/ physical activity to distract student						Comments:		
<input type="checkbox"/>	Let student take a break/walk								
<input type="checkbox"/>	Switched student to favorite activity								
<input type="checkbox"/>	Interjected something unusual to distract student								
<input type="checkbox"/>	Phoned/ conferenced daily progress with parent								

HAMILTON ELEMENTARY SCHOOL

Tier 1 Classroom Accommodations

Student Name: _____ Classroom Teacher _____

Grade Level: _____ Year: _____ Trimester: 1 2 3

	Limited / No Response - Date intervention initiated	OK / Good Response - Date Intervention Initiated	Equipment / Assistive Technology	Limited / No Response - Date intervention initiated	OK / Good Response - Date Intervention Initiated
Instruction					
<input type="checkbox"/> Used peer/individual tutoring	<input type="checkbox"/>		Calculation device		
<input type="checkbox"/> Used pairs or small group work	<input type="checkbox"/>		Portable word processor		
<input type="checkbox"/> Provided copy of class notes	<input type="checkbox"/>		Tape recorder		
<input type="checkbox"/> Allowed recording of oral instruction	<input type="checkbox"/>		Computer access		
<input type="checkbox"/> Incorporated technology into lesson	<input type="checkbox"/>		Electronic dictionary and thesaurus		
<input type="checkbox"/> Used overhead and other visuals in oral presentations	<input type="checkbox"/>		Recorder reader device		
<input type="checkbox"/> Gave first letter or key word hints to answers	<input type="checkbox"/>		Spell checking device		
<input type="checkbox"/> Taught specific study skills	<input type="checkbox"/>		Note taker		
<input type="checkbox"/> Allowed variety of student responses	<input type="checkbox"/>		Study carrel		
<input type="checkbox"/> Accepted computer processes or typed assignments	<input type="checkbox"/>		Pencil grips		
<input type="checkbox"/> Provided written and verbal	<input type="checkbox"/>		Earplugs		

HAMILTON ELEMENTARY SCHOOL

STUDENT DATA FORM

I. Student Information

Student Name: _____	Student ID #: _____	Grade: _____	ELD Level: _____
Home Room Teacher: _____	Attendance: Student has been absent _____ times.		
Student Challenge/s (Please describe the students' challenge/s in at least one of the following areas: academic, behavior, social/emotional, health) :			

Challenge Analysis (please determine 1-2 possible causes for the challenge):			

Parent Contact Log

Date: _____	Date: _____	Date: _____	Date: _____
Call/Note/Conference with _____	Call/Note/Conference with _____	Call/Note/Conference with _____	Call/Note/Conference with _____

Accommodations/Modifications

Date:	Accommodation/Modification	Result
	<i>Please list the various accommodations/modifications that are made for the student. Please refer to the attached reference sheet.</i>	

****Include/add student work samples.**

Interventions

<u>Intervention Description</u> Describe each intervention that you plan to use to address the student's concern(s).	<u>Intervention Delivery</u> List key details about delivery of the intervention, such as: (1) where & when the intervention will be used; (2) the adult-to student ratio; (3) how frequently the intervention will take place; (4) the length of time each session of the intervention will last;.	<u>Check-Up Date</u> Select a date when the data will be reviewed to evaluate the intervention.	<u>Assessment Data</u> Note what classroom data will be used to establish baseline, set a goal for improvement, and track the student's progress during this intervention.
			Type(s) of Data to Be Used: Baseline: _____ Goal by Check-Up: _____
			Type(s) of Data to Be Used: Baseline: _____ Goal by Check-Up: _____
			Type(s) of Data to Be Used: Baseline: _____ Goal by Check-Up: _____

****Include/add student work samples.**

Individualized Education Program

Instruction

The Governing Board desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

- (cf. 0430 - Comprehensive Local Plan for Special Education)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 3541.2 - Transportation for Students with Disabilities)
- (cf. 4112.23 - Special Education Staff)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
- (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
- (cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
- (cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
- (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
- (cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall develop administrative regulations regarding the appointment of the individualized education program (IEP) team, the contents of the IEP, and the development, review, and revision of the IEP.

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055)

Legal Reference:

EDUCATION CODE

- 51225.3 Requirements for high school graduation and diploma
- 56055 Rights of foster parents pertaining to foster child's education
- 56136 Guidelines for low incidence disabilities areas
- 56195.8 Adoption of policies
- 56321 Development or revision of IEP
- 56321.5 Notice to include right to electronically record
- 56340.1-56347 Instructional planning and individualized education program
- 56350-56352 IEP for visually impaired students
- 56380 IEP reviews; notice of right to request
- 56390-56392 Certificate of completion, special education
- 56500-56509 Procedural safeguards
- 60640-60649 California Assessment of Student Performance and Progress
- 60850 High school exit examination, students with disabilities
- 60852.3 High school exit examination, exemption for the class of 2006

FAMILY CODE

- 6500-6502 Age of majority

GOVERNMENT CODE

- 7572.5 Seriously emotionally disturbed child, expanded IEP team

WELFARE AND INSTITUTIONS CODE

- 300 Children subject to jurisdiction
- 601 Minors habitually disobedient

602 Minors violating law defined as crime
CODE OF REGULATIONS, TITLE 5
853-853.5 State assessments, accommodations
1215.5-1218 High School Exit Examination, accommodations for students with disabilities
3021-3029 Identification, referral and assessment
3040-3043 Instructional planning and the individualized education program
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act of 1974
1400-1482 Individuals with Disabilities Education Act
CODE OF FEDERAL REGULATIONS, TITLE 34
300.1-300.818 Individuals with Disabilities Education Act
ATTORNEY GENERAL OPINIONS
85 Ops.Cal.Atty.Gen. 157 (2002)
COURT DECISIONS
Marshall v. Monrovia Unified School District, (9th Circuit, 2010) 327 f.3d 773
Schaffer v. Weast (2005) 125 S. Ct. 528
Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072
Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

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

U.S. Department of Education, Office of Special Education and Rehabilitative Services:

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

(3/03 11/03) 3/06

Individualized Education Program

Instruction

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

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

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
 - 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

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 - State Academic Achievement Tests)

(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)

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)

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)

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)

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)

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)

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
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)

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)

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 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)

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Procedural Safeguards and Complaints for Special Education

Instruction

The Governing Board desires to protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 5145.6 - Parental Notifications)
- (cf. 6159 - Individualized Education Program)
- (cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education Students)
- (cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
- (cf. 6159.4 - Behavioral Interventions for Special Education Students)
- (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

The Superintendent or designee shall represent the district in any due process hearing conducted with regard to district students and shall inform the Board about the result of the hearing.

The Superintendent or designee shall address a complaint concerning compliance with state or federal law regarding special education in accordance with the district's uniform complaint procedures.

- (cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

- 56000 Education for individuals with disabilities
- 56001 Provision of the special education programs
- 56020-56035 Definitions
- 56195.7 Written agreements
- 56195.8 Adoption of policies for programs and services
- 56300-56385 Identification and referral, assessment
- 56440-56447.1 Programs for individuals between the ages of three and five years
- 56500-56509 Procedural safeguards, including due process rights
- 56600-56606 Evaluation, audits and information

CODE OF REGULATIONS, TITLE 5

- 3000-3100 Regulations governing special education
- 4600-4671 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

- 1232g Family Educational Rights and Privacy Act
- 1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

- 794 Section 504 of the Rehabilitation Act

UNITED STATES CODE, TITLE 42

- 11434 Homeless assistance

CODE OF FEDERAL REGULATIONS, TITLE 34

- 99.10-99.22 Inspection, review and procedures for amending education records
- 104.36 Procedural safeguards
- 300.1-300.818 Assistance to states for the education of students with disabilities, especially:
- 300.500-300.520 Procedural safeguards and due process for parents and students

COURT DECISIONS

Winkelman v. Parma City School District, (2007) 550 U.S. 516

Management Resources:

FEDERAL REGISTER

Final Regulations, December 1, 2008, Vol. 73, No. 231, pages 73006-73029

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/osers/osep>

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Procedural Safeguards And Complaints For Special Education

Instruction

Prior Written Notice

The Superintendent or designee shall send to the parents/guardians of any student with disabilities a prior written notice within a reasonable time: (20 USC 1415(c); 34 CFR 300.102, 300.300, 300.503; Education Code 56500.4, 56500.5)

1. Before the district initially refers the student for assessment
2. Before the district proposes to initiate or change the student's identification, assessment, educational placement, or the provision of a free appropriate public education (FAPE) to the student
3. Before the district refuses to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student
4. Before the student graduates from high school with a regular diploma thus resulting in a change in placement
5. Upon receipt of the parent/guardian's written revocation of consent for the continued provision of special education and related services to his/her child

This notice shall include: (20 USC 1415(c); 34 CFR 300.503; Education Code 56500.4)

1. A description of the action proposed or refused by the district
2. An explanation as to why the district proposes or refuses to take the action
3. A description of each assessment procedure, test, record, or report the district used as a basis for the proposed or refused action
4. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for assessment, the means by which a copy of the description of procedural safeguards can be obtained
5. Sources for parents/guardians to obtain assistance in understanding these provisions
6. A description of any other options that the individualized education program (IEP) team considered and why those options were rejected

(cf. 6159 - Individualized Education Program)

7. A description of any other factors relevant to the district's proposal or refusal

(cf. 5145.6 - Parental Notifications)

Procedural Safeguards Notice

A procedural safeguards notice shall be made available to parents/guardians of students with disabilities once each school year and: (20 USC 1415(d)(1); 34 CFR 300.504; Education Code 56301)

1. Upon initial referral or parent/guardian request for assessment

2. Upon receipt of the first state compliance complaint in a school year

(cf. 1312.3 - Uniform Complaint Procedures)

3. Upon receipt of the first due process hearing request in a school year

4. In accordance with the discipline procedures pursuant to 34 CFR 300.530(h), when a decision is made to remove a student because of a violation of a code of conduct constituting a change of placement

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

5. Upon request by a parent/guardian

The procedural safeguards notice shall include a full explanation of all of the procedural safeguards available under 34 CFR 300.148, 300.151-300.153, 300.300, 300.502-300.503, 300.505-300.518, 300.520, 300.530-300.536, and 300.610-300.625 relating to: (20 USC 1415(d)(2); 34 CFR 300.504; Education Code 56301)

1. Independent educational evaluation

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

2. Prior written notice

3. Parental consent, including a parent/guardian's right to revoke consent, in writing, to his/her child's continued receipt of special education and related services

4. Access to educational records

(cf. 5125 - Student Records)

5. Opportunity to present complaints and resolve complaints through the due process complaint and state compliance complaint procedures, including the time period in which to file a complaint, the opportunity for the district to resolve the complaint, and the difference between a due process complaint and the state compliance complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures

6. The availability of mediation

7. The student's placement during the pendency of any due process complaint

8. Procedures for students who are subject to placement in an interim alternative educational setting

9. Requirements for unilateral placement by parents/guardians of students in private schools at public expense

10. Hearings on due process complaints, including requirements for disclosure of assessment results and recommendations
11. State-level appeals
12. Civil actions, including the time period in which to file those actions
13. Attorney's fees

This notice shall also include the rights and procedures contained in Education Code 56500-56509, including information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341; and information regarding the state special schools for students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind. (Education Code 56321, 56321.5, 56321.6)

A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (Education Code 56321, 56321.5)

Format of Parent/Guardian Notices

The parents/guardians of a student with a disability shall be provided written notice of their rights in a language easily understood by the general public and in their native language or other mode of communication used by them, unless to do so is clearly not feasible. (34 CFR 300.503; Education Code 56341, 56506)

If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that: (34 CFR 300.503)

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication.
2. The parent/guardian understands the contents of the notice.
3. There is written evidence that items #1 and #2 have been satisfied.

The district may place a copy of the procedural safeguards notice on the district's web site. (20 USC 1415(d))

A parent/guardian of a student with disabilities may elect to receive the prior written notice or procedural safeguards notice by an electronic mail communication. (34 CFR 300.505)

Due Process Complaints

A parent/guardian and/or the district may initiate due process hearing procedures whenever: (20 USC 1415(b); Education Code 56501)

1. There is a proposal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.

2. There is a refusal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.
3. The parent/guardian refuses to consent to an assessment of his/her child.
4. There is a disagreement between a parent/guardian and the district regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR 300.148.

Prior to having a due process hearing, the party requesting the hearing, or the party's attorney, shall provide the opposing party a due process complaint, which shall remain confidential, specifying: (20 USC 1415(b); 34 CFR 300.508; Education Code 56502)

1. The student's name
2. The student's address or, in the case of a student identified as homeless pursuant to 42 USC 11434, available contact information for that student

(cf. 6173 - Education for Homeless Children)

3. The name of the school the student attends
4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem
5. A proposed resolution to the problem to the extent known and available to the complaining party at the time

Parties filing a due process complaint shall file their request with the Superintendent of Public Instruction or designated contracted agency. (Education Code 56502)

District's Response to Due Process Complaints

If the district has sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the district shall, within 10 days of receipt of the complaint, send a response specifically addressing the issues in the complaint. (20 USC 1415(c)(1); 34 CFR 300.508)

If the district has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint, the district shall send a response to the parent/guardian within 10 days of receipt of the complaint containing: (20 USC 1415(c)(1); 34 CFR 300.508):

1. An explanation of why the district proposed or refused to take the action raised in the complaint
2. A description of other options that the IEP team considered and the reasons that those options were rejected
3. A description of each evaluation procedure, assessment, record, or report the district used as the basis for the proposed or refused action

4. A description of the factors that are relevant to the district's proposal or refusal

Upon the filing of a due process complaint by either party or upon request of the parent/guardian, the district shall inform the parent/guardian of any free or low-cost legal and other relevant services available in the area. (34 CFR 300.507)

Informal Process/Pre-Hearing Mediation Conference

Prior to or upon initiating a due process hearing, the Superintendent or designee and a parent/guardian may, if the party initiating the hearing so chooses, agree to meet informally to resolve any issue(s) relating to the identification, assessment, education and placement, or provision of FAPE for a student with disabilities. The Superintendent or designee shall have the authority to resolve the issue(s). In addition, either party may file a request with the Superintendent of Public Instruction for a mediation conference to be conducted by a person under contract with the California Department of Education. (Education Code 56502)

If resolution is reached that resolves the due process issue(s), the parties shall enter into a legally binding agreement that satisfies the requirements of Education Code 56500.3. (Education Code 56500.3)

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing. (Education Code 56500.3, 56501)

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Nonpublic, Nonsectarian School And Agency Services For Special Education

Instruction

The Governing Board recognizes its responsibility to provide all district students, including students with disabilities, a free appropriate public education in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency to meet the students' needs.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 4112.23 - Special Education Staff)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

In selecting nonpublic, nonsectarian schools or agencies with which the district may contract for the placement of any district student with disabilities, the Superintendent or designee shall follow the procedures specified in law and accompanying administrative regulation.

Prior to entering into a contract to place any student in a nonpublic, nonsectarian school or agency, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities in accordance with Education Code 56366. In addition, the Superintendent or designee shall monitor, on an ongoing basis, the certification of any nonpublic, nonsectarian school with which the district has a contract to ensure that the school or agency's certification has not expired.

No district student shall be placed in a nonpublic, nonsectarian school or agency unless the student's individualized education program (IEP) team has determined that an appropriate public education alternative does not exist and that the nonpublic, nonsectarian school or agency placement is appropriate for the student. In accordance with law, any student with disabilities placed in a nonpublic, nonsectarian school or agency shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, the procedural safeguards, due process rights, and periodic review of his/her IEP. (Education Code 56195.8, 56342.1)

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

During the period when any student with disabilities is placed in a nonpublic, nonsectarian school or agency, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in his/her IEP.

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

In accordance with Education Code 56366.2, the Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, 56366.3, and 56366.6.

(cf. 1431 - Waivers)

Legal Reference:

EDUCATION CODE

- 56034-56035 Definitions of nonpublic, nonsectarian school and agency
- 56042 Placement not to be recommended by attorney with conflict of interest
- 56101 Waivers
- 56163 Certification
- 56168 Responsibility for education of student in hospital or health facility school
- 56195.8 Adoption of policies
- 56342.1 Individualized education program; placement
- 56360-56369 Implementation of special education
- 56711 Computation of state aid
- 56740-56743 Apportionments and reports
- 56760 Annual budget plan; service proportions
- 56775.5 Reimbursement of assessment and identification costs

FAMILY CODE

- 7911-7912 Interstate compact on placement of children

GOVERNMENT CODE

- 7570-7587 Interagency responsibilities for providing services to children with disabilities, especially:
- 7572.55 Seriously emotionally disturbed child; out-of-state placement

WELFARE AND INSTITUTIONS CODE

- 362.2 Out-of-home placement for IEP
- 727.1 Out-of-state placement of wards of court

CODE OF REGULATIONS, TITLE 5

- 3001 Definitions
- 3060-3070 Nonpublic, nonsectarian school and agency services

UNITED STATES CODE, TITLE 20

- 1400-1487 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

- 300.129-300.148 Children with disabilities in private schools

COURT DECISIONS

- Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

FEDERAL REGISTER

- Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

- California Department of Education: <http://www.cde.ca.gov>
- U.S. Department of Education, Office of Special Education and Rehabilitative Services: <http://www.ed.gov/about/offices/list/osers>

Nonpublic, Nonsectarian School and Agency Services for Special Education

Instruction

Master Contract

Every master contract with a nonpublic, nonsectarian school or agency shall be made on forms provided by the California Department of Education and shall include an individual services agreement negotiated for each student.

Each master contract shall specify the general administrative and financial agreements for providing the special education and designated instruction and services, including student-teacher ratios, as well as transportation if specified in a student's individualized education program (IEP). The administrative provisions of the contract shall include procedures for recordkeeping and documentation, and the maintenance of school records by the district to ensure that appropriate high school graduation credit is received by any participating student. The contract may allow for partial or full-time attendance at the nonpublic, nonsectarian school. (Education Code 56366)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

(cf. 6146.1 - High School Graduation Requirements)

The master contract shall include a description of the process to be utilized by the district to oversee and evaluate placements in nonpublic, nonsectarian schools. This description shall include a method for evaluating whether each student is making appropriate educational progress. (Education Code 56366)

With mutual agreement of the district and a nonpublic, nonsectarian school or agency, changes may be made to the administrative and financial agreements in the master contract at any time, provided the change does not alter a student's educational instruction, services, or placement as outlined in his/her individual services agreement. (Education Code 56366)

Placement and Services

The Superintendent or designee shall develop an individual services agreement for each student to be placed in a nonpublic, nonsectarian school or agency based on the student's IEP. Each individual services agreement shall specify the length of time authorized in the student's IEP for the nonpublic, nonsectarian school services, not to exceed one year. Changes in a student's educational instruction, services, or placement shall be made only on the basis of revisions to the student's IEP. (Education Code 56366)

(cf. 6159 - Individualized Education Program)

The IEP team of a student placed in a nonpublic, nonsectarian school or agency shall annually review the student's IEP. The student's IEP and individual services agreement shall specify the review schedules. (5 CCR 3069)

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Appointment Of Surrogate Parent For Special Education Students

Instruction

In order to protect the rights of students with disabilities, the Superintendent or designee shall appoint a surrogate parent to represent a student with disabilities as necessary in accordance with law. He/she shall develop procedures for recruiting, training and assigning adults to serve as surrogate parents.

- (cf. 0430 - Comprehensive Local Plan for Special Education)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 3515.6 - Criminal Background Checks for Contractors)
- (cf. 3541.2 - Transportation for Students with Disabilities)
- (cf. 4112.23 - Special Education Staff)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)
- (cf. 6159 - Individualized Education Program)
- (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
- (cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
- (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
- (cf. 6173 - Education for Homeless Children)
- (cf. 6173.1 - Education for Foster Youth)

Legal Reference:

EDUCATION CODE

56028 Parent

56050 Surrogate parents

56055 Rights of foster parents

GOVERNMENT CODE

7570-7587 Interagency responsibilities for providing services to disabled children, especially:

7579.5 Surrogate parent; appointment; qualifications; liability

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

361 Limitations on parental control

601 Minors habitually disobedient or truant

602 Minors violating laws

726 Limitations on parental control

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:

1415 Procedural safeguards

UNITED STATES CODE, TITLE 42

11434a Definitions

CODE OF FEDERAL REGULATIONS, TITLE 34

300.30 Definition parent

300.519 Surrogate parents

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

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

U.S. Department of Education, Office of Special Education and Rehabilitative Services:
<http://www.ed.gov/about/offices/list/osers/index.html>

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Appointment Of Surrogate Parent For Special Education Students

Instruction

Conditions Necessitating a Surrogate

The Superintendent or designee shall appoint a surrogate parent to represent a student with disabilities under one or more of the following circumstances: (Government Code 7579.5; 20 USC 1415(b)(2); 34 CFR 300.519)

1. No parent/guardian for the student can be identified.
2. The district, after reasonable efforts, cannot discover the location of a parent or legal guardian of the student.
3. The student is adjudicated a dependent or ward of the court pursuant to Welfare and Institutions Code 300, 601 or 602 and all of the following conditions are satisfied:
 - a. The court has referred the student for special education and related services or the student has a valid individualized education program (IEP)
 - b. The court has specifically limited the right of the parent/guardian to make educational decisions for his/her child
 - c. The student has no responsible adult to represent him or her pursuant to Welfare and Institutions Code 361 or 726 or Education Code 56055

(cf. 6159 - Individualized Education Program)

4. The student is an unaccompanied homeless youth not in the custody of a parent/guardian, as defined in 42 USC 11434a

(cf. 6173 - Education for Homeless Children)

5. The student has reached the age of majority but has been declared incompetent by a court of law

Appointment of Surrogate Parents

Upon a determination that a student needs a surrogate parent, the Superintendent or designee shall make reasonable efforts to ensure that the surrogate is appointed within 30 days. (20 USC 1412(b)(2)(B))

When appointing a surrogate parent, the Superintendent or designee shall give first preference to a relative caretaker, foster parent or court-appointed special advocate, provided any of these individuals exists and is willing and able to serve. If none of these individuals is willing or able to act as a surrogate parent, the Superintendent or designee shall select the surrogate parent of his/her choice. If the student is moved from the home of the relative caretaker or foster parent who was appointed as the student's surrogate parent, the Superintendent or designee shall appoint another surrogate parent if a new appointment is necessary to ensure adequate representation of the student. (Government Code 7579.5)

(cf. 6173.1 - Education for Foster Youth)

Surrogate parents shall have no interests that conflict with the student's educational interests and shall have knowledge and skills that ensure adequate representation of the student. If a conflict of interest arises after the appointment of a surrogate parent, the Superintendent or designee shall terminate the appointment and appoint another surrogate parent. (34 CFR 300.519; Government Code 7579.5)

Duties of Surrogate Parent

The surrogate parent shall have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to 20 USC 1400-1482 and 34 CFR 300.1-300.818. The surrogate parent may represent the student in all matters relating to identification, assessment, instructional planning and development, educational placement, review and revision of the IEP, and in other matters relating to the provision of a free and appropriate public education. (Education Code 56050; Government Code 7579.5)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

In addition, the representation of the surrogate parent shall include the provision of written consent to the IEP including nonemergency medical services, mental health treatment services, and occupational or physical therapy services pursuant to Government Code 7570-7587. (Education Code 56050)

(cf. 5141 - Health Care and Emergencies)

Surrogate parents shall volunteer their services to the district and serve without compensation. The district may reimburse them for mileage and other incidental expenses directly associated with their duties as surrogate parents.

(cf. 3350 - Travel Expenses)

Surrogate parents shall have access to the student's school records as necessary to fulfill their responsibilities as surrogate parents and in accordance with Board policy and administrative regulation.

(cf. 5125 - Student Records)

Termination of Appointment

The Superintendent or designee shall terminate the appointment of a surrogate parent under the following conditions:

1. When the student is no longer in need of special education (Government Code 7579.5)
2. When the student reaches 18 years of age, unless he/she chooses not to make education decisions for himself/herself or is deemed by a court to be incompetent (Government Code 7579.5)
3. Another responsible adult is appointed to make educational decisions for the student (Government Code 7579.5)
4. The right of the parent/guardian to make educational decisions for the student is fully restored (Government Code 7579.5)

5. When the surrogate parent no longer satisfies the requirements for appointment as a surrogate parent, as specified above

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