

Bakersfield City School District

State & Federal Programs 2026–2027 Handbook



TABLE OF CONTENTS

Click on topic to go directly to that section	Page #
BCSD Nondiscrimination Statement	6
BCSD 2026–2027 School Calendar	7
District Support Contact List	8
FAMILY AND COMMUNITY ENGAGEMENT F.A.C.E Department	
Family And Community Engagement (F.A.C.E.)	10
SCHOOL SITE COUNCIL State & Federal Programs	
School Site Council (SSC) SSC Facilitator Agenda Timeline SSC Implementation Procedures 10 Member SSC Composition Form 10 Member SSC Sample Sign In Sheet SSC Sample Agenda SSC Sample Minutes	14
ENGLISH LEARNER ADVISORY COMMITTEE Multilingual Programs Department	
English Learner Advisory Committee (ELAC) ELAC Timeline ELAC Composition Form ELAC Sign In Sheet ELAC Sample Agenda ELAC Sample Minutes	27
AFRICAN AMERICAN PARENT ADVISORY COMMITTEE Family & Community Engagement Department	
African American Parent Advisory Committee (AAPAC) AAPAC Timeline AAPAC Sign In Sheet AAPAC Sample Agenda AAPAC Sample Minutes	34
TITLE I , PART A (3150/3010) STATE & FEDERAL PROGRAMS DEPARTMENT	
Introduction to Title I, Part A Program	40
Parent and Family Engagement Policy	41
Annual Title I Parent Meeting	42
School Support and Improvement : CSI, ATSI, & TSI	43
Federal Program Monitoring	44
Monthly Compliance Tracker	45
School Plan for Student Achievement	46
SPSA Addendums	47
SPSA Addendum Deadlines	48

Spending Federal Funds Responsibly	49
Use of in Title I, Part A Funds: District Title I Initiatives, Targeted Assistance Programs, & Schoolwide Schools	51
BCSD Guidance on Title I, Part A Allowable & Unallowable Expenditures	52
Supplement Not Supplant	53
LCFF SUPPLEMENTAL/CONCENTRATION (0043) State & Federal Programs Department	
Intent of Local Control Funding Formula (LCFF)	55
BCSD Guidance on LCFF Supplemental/Concentration Allowable & Examples of expenditures that do not align with the intent of LCFF S/C Funds	56
Student Support Guidelines to reinforce student Academic & SEL Growth (Formerly called Student Incentives)	58
Food Guidelines For LCFF Funds	61
EXTRA TIME & PROFESSIONAL LEARNING SFP/Fiscal Services	
School Staff Extra Time • Extra Time Protocol Form	62
Department Staff Extra Time	64
Certificated Extra Time Descriptions & Allowable Uses	65
25-26 Extra Time Documentation	70
Accounting Document for Contractual Make up Time	76
Professional Learning (PD/ET Hub)	80
Federal Time & Effort	81
Time & Effort Oversight	85
CONFERENCE & TRAVEL Fiscal Services	
Conference & Travel-Directions at a Glance	86
Travel Claims	88
Request to Attend Sample-Interactive Online	89
Revolving Fund Request	90
Sample CIBookmarkaim Form	91
Mileage Rate Chart	92
Request for Exemption from BCSD Maximum Hotel Room Rate	93
Guidelines for Parents Attending Conferences	94
CONSULTANT SERVICES Business Services	
Guidelines for Consultant Services	95
Application for Consultant Services (NEW)	96
Guidelines for Consultant Agreement for Consultant Services	101
Consultant Agreements How to Prepare by School Site	104
Sample Consultant Agreement	105
Consultant Agreement-W9 Forms	106
Consultant Agreement Request for Payment Prepared by School Site	107

Confirmation of Consultant Services	108
Board Meeting & Board Document Due Dates	109
The Consultant Process	111
CONTRACT/AGREEMENT PROCEDURES Business Services	
Contract/Agreement Procedures	112
Contract/Agreement Checklist (Revised)	114
Board Doc Procedures for Contract/Agreement	115
LIBRARY MEDIA SERVICES Curriculum & Instruction	
Library Media Services	116
Procedures for purchasing books for school campus: Classroom Libraries/School Libraries	117
PROCUREMENT PROCEDURES	
Requisition Comments: Purchase Justification Updated 24-25 Budget Instruction & Info Guide	118
School Purchase Request Procedures	121
Procurement Guidelines	122
Procurement Procedures	127
EDUCATIONAL FIELD TRIP PROCEDURES Instructional Support Services	
Educational Field Trip Procedures	137
Field Trip Procedures Handbook	137
Recommended Grade Level Field Trips <i>In Progress</i>	137
Field Trip Guidelines using SPSA Funds	140
Request to use Federal Fund for Academic Field Trip	142
Camp Keep	144
EQUIPMENT/TECHNOLOGY INVENTORY SFP/Purchasing/IT	
Equipment Inventory	145
Physical Check Assurance Page- Equipment Inventory	154
Computer Loan Agreement	155
ALLOCATIONS & BUDGETS Fiscal and Budgeting	
Smartetools: Creating a Budget Transfer Requisition	156
Fiscal Standardized Account Code Structure	157
PURCHASING & REQUISITIONS Purchasing And Warehouse	
Who's Who in Purchasing, Warehouse, Duplicating, and Repair	159
Entering Electronic Requisitions on Smartetools (Tutorial LINK)	160
Purchasing Restrictions	161
Online Ordering Procedures for Purchasing at Stores	162

• Online Authorization Form	
Online Ordering Return Procedures	163
Commonly Used Vendors	164
Vendor Information	165
Procedures for Walk-throughs	166
In-Store Shopping Schedule and Procedures	167
Purchasing by District Employees / Signatures Approving Financial Transactions	169
Product Return Procedures	170
Warehouse Delivery Schedule	171
Guidelines for Store Stock Ordering	172
Duplicating Product Price List / Duplicating Procedures	173
HUMAN RESOURCES	
HR Department	
Four Week Letter On Teacher Qualifications	175
Guidelines for Dropping unfilled Position	177
Guidelines for Requesting Mileage Reimbursements	177
Sample-Mileage Claim Form	178

SCHOOL HEALTH	
School Health & Wellness -School Based Wellness Centers	179
COMMUNICATIONS	
TAB Submission Procedures	180
Translation Services	181
MISCELLANEOUS	
Mailroom Services and Bulk Mailing Procedure	182
Information Technology Support	185
School's Within the Kern County Sheriff's Jurisdiction	186
ALLOWABLE COSTS BY PROGRAM	
District Federal Funds	
Title I, Part A Allowable Use of Funds & Requisition Protocol	187
Migrant Education Title I, Part C Allowable Use of Funds & Requisition Protocol	189
Title II, Part A Allowable Use of Funds & Requisition Protocol	193
Title III Allowable Use of Funds & Requisition Protocol	197
Title IV Allowable Use of Funds & Requisition Protocol	199
Learning Loss Mitigation Funds	205
Equity Multiplier Funds	206
Procurement Procedures AR 900.3	207

BCSD Nondiscrimination Statement

The Bakersfield City School District (BCSD) is committed to equal opportunity for all individuals in education and in employment. BCSD prohibits discrimination, harassment, intimidation, and bullying in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ethnicity or race, which is inclusive of traits historically associated with race, including but not limited to, hair texture and protective hairstyles, such as braids, locks, and twists, color, ancestry, nationality, national origin, immigration status, ethnic group identifications, religion, pregnancy, marital status, parental status, physical disability, mental disability, sex (including sexual harassment), sexual orientation, gender, gender identity, gender expression, medical information, genetic information, homelessness, foster status, military veteran status, political affiliation or any other basis prohibited by California state and federal nondiscrimination laws consistent with Education Code 200, 220 and 234.1, Penal Code 422.55, Government Code 11135 and Title IX. Not all bases of discrimination will apply to both education services and employment.

If you believe you, or your student, have been subjected to discrimination, harassment, intimidation, or bullying you should contact your school site principal and/or the District's Chief Equity Compliance Officer, Section 504 Coordinator, and Title IX Coordinator, Erin Johnston, by phone at (661) 631-4663, by email at johnstone@bcsd.com or in person at 1300 Baker Street, Bakersfield, CA 93305. Copies of BCSD's Nondiscrimination policies are available on this webpage: <https://go.bcsd.com/x1i>

Aviso de No Discriminación

El Distrito Escolar de la Ciudad de Bakersfield (BCSD) está comprometido con la igualdad de oportunidades para todas las personas en la educación y el empleo. BCSD prohíbe la discriminación, el acoso, la intimidación y el acoso en cualquier práctica laboral, programa educativo o actividad educativa sobre la base y/o asociación con una persona o grupo con una o más de estas características reales o percibidas de edad, etnia o raza, que incluye rasgos históricamente asociados con la raza, incluidos, entre otros, la textura del cabello y los peinados protectores, como trenzas, mechones y giros, color, ascendencia, nacionalidad, origen nacional, estatus migratorio, identificaciones de grupos étnicos, religión, embarazo, estado civil, estado parental, discapacidad física, discapacidad mental, sexo (incluido el acoso sexual), orientación sexual, género, identidad de género, expresión de género, información médica, información genética, falta de vivienda, estado de crianza, estado de veterano militar, afiliación política o cualquier otros motivos prohibidos por las leyes antidiscriminatorias federales y estatales de California de conformidad con el Código de Educación 200, 220 y 234.1, el Código Penal 422.55, el Código de Gobierno 11135 y el Título IX. No todas las bases de discriminación se aplicarán tanto a los servicios educativos como al empleo.

Si cree que usted o su estudiante han sido objeto de discriminación, acoso, intimidación o acoso, debe comunicarse con el director de su escuela y/o con la directora de Cumplimiento de Equidad del distrito, la coordinadora de la Sección 504 y la coordinadora del Título IX, Erin Johnston. por teléfono al (661) 631-4663, por correo electrónico a johnstone@bcsd.com o en persona en 1300 Baker Street, Bakersfield, CA 93305. Copias de las políticas de no discriminación de BCSD están disponibles en esta página web: <https://go.bcsd.com/x1i>

BCSD 2026-2027 School Calendar

Bakersfield City School District

School Calendar

2026 to 2027

July 2026				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August 2026				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September 2026				
M	T	W	T	F
	1	2	3	4
7	8	9	**10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2026				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	**15	16
19	20	21	22	23
26	27	28	29	30

November 2026				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	**19	20
23	24	25	26	27
30				

December 2026				
M	T	W	T	F
	1	2	3	4
7	8	9	**10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2027				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	**14	15
18	19	20	21	22
25	26	27	28	29

February 2027				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	**25	26

March 2027				
M	T	W	T	F
1	2	3	4	5
8	9	10	**11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April 2027				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2027				
M	T	W	T	F
3	4	5	6	7
10	11	12	**13	14
17	18	19	20	21
24	25	26	27	28
31				

June 2027				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**Two Hour Delayed Start for Collaboration/Professional Development
May 27 & May 28 will be utilized as Student Attendance Days only if necessary to maintain 180 instructional days for the school year.

Total School Days: 180

Important Dates & Holidays							Holidays for 12-Month Employees are:	
Principals on Duty	July 22	Winter Break	Dec. 21 – Jan. 1	Last Day of School		May 26	July 3 Sept. 7 Nov. 11 Nov. 25-27 Dec. 25 One designated day Jan. 1 Jan. 18 Feb. 8 Feb.15 Mar.26 Mar. 29 May 31 June 18	
School Secretaries, School Clerks, Office Assistants on Duty	July 28	Holiday	Dec. 25	Last Day Certificated & Classified Employees		May 26		
New Teachers (1 st year) Report	Aug. 4	New Year's Day	Jan. 1	Last Day Principals, School Secretaries, School Clerks, Office Assistants		June 2		
New Teachers (2 nd year) Report	Aug. 6	Martin Luther King Jr. Holiday	Jan. 18	Progress & Reporting				
Certificated & Classified Employees on Duty	Aug. 10	100 th Day of School	Jan. 22	Progress Report Sent Home: Sept. 11, Nov. 13, Feb. 5, Apr. 9				
First Day of School	Aug. 12	Lincoln's Day Holiday	Feb. 8	Report to Parents Sent Home: Oct. 23, Jan. 15, Apr. 2, May 26				
Back to School Night ELEM	Aug. 23	President's Day Holiday	Feb. 15	End of 1 st Quarter Oct. 9	End of 2 nd Quarter Dec. 18	End of 3 rd Quarter Mar. 12		
Back to School Night MIDDLE/JR. HIGH	Aug. 27							
Labor Day Holiday	Sept. 7	Spring Break	Mar. 22 – Mar. 26	Minimum Days (Students Only)				
Parent Teacher Conferences	Oct. 15-23 Mar.30 – Apr. 2	In lieu of Admission Day Holiday	Mar. 29	Nov. 20				
Veterans' Day Holiday	Nov. 11	Day of the Teacher Observance	May 12	Dec. 18				
Thanksgiving Recess (Schools Only)	Nov. 23-27	Classified School Employee Week Observance	May 17-21	Mar. 19				
Thanksgiving Day Holiday	Nov. 25-27	Memorial Day Holiday	May 31	May 26				

District Support Contact List

Topic	Description	District Support
Smartetools	For new users: Smartetools User Access Form available on IT BCSD Webpage Electronic Budget and Business System • Online requisitions for staffing, extra time and purchasing • Transfer of funds • Budget reports	Fiscal for budget reports: Raquel Perez 14681 Requisition approval: Lemuel Kwon 14527 Hannah Leal 14752
Budgets	Link to "Public Folder" Excel and Smartetools budgets are used to develop and implement the SPSA	Fiscal Raquel Perez 14681 State and Federal Programs Lemuel Kwon 14527 Vacant 14630 Hannah Leal 14752 Cipriana Gonzalez 14668 Jasmine Cisneros 14721
School Site Council (SSC)	The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;¹ parents of students attending the school selected by such parents, or community members.	State and Federal Programs Vacant 14630 Cipriana Gonzalez 14668 Lemuel Kwon 14527
English Learner Advisory Committee (ELAC)		Multilingual Education Programs Ext. 14834

Topic	Description	District Support
Document Tracking Services (DTS)	Web-based program that manages the SPSAs and SARCs.	School Plans for Student Achievement (SPSA) Lemuel Kwon 14527 Vacant 14630 SARCS Tina Mendez 14750
School Plan for Student Achievement (SPSA)	The SPSA must align to the District's LCAP & Federal Addendum. Education Code 64001 requires the School Site Council (SSC) to: •Develop, Monitor and Evaluate the SPSA and recommend it annually to the local governing board.	State and Federal Programs Lemuel Kwon 14527 Vacant 14630 Hannah Leal 14752 Cipi Gonzalez 14668 Jasmine Cisneros 14721
School Safety Plan	Reviewed annually by the SSC. Take to Oct or Nov SSC Meeting that meets Instructional Services Deadline. ED Code Deadline is March 1st.	Student Services x 14886
Time & Effort	If federal funds are used for salaries, extra time, or stipend, then time & effort records are required. If an employee is paid with federal funds, documentation must show that the employee worked on that specific federal program and cost objective.	State and Federal Programs Hannah Leal 14752 SFP Webpage
Equipment Inventory/ \$499 list	Destiny Resource Manager is the online program used for Equipment Inventory (Items \$500 or more), as well as managing supply equipment/easily "walkable" items.	Destiny Resource Manager Nikolas Crapo - 14847 Physical check of equipment inventory or \$1499 list Jasmine Cisneros 14721 Vacant 14630 Lemuel Kwon 14527 Hannah Leal 14752 Cipi Gonzalez 14668
Procurement & Purchasing	Any federal purchase over \$50,000 & Any State purchase over \$114,800 (2025) using State or Federal funds require procurement documentation	Purchasing David West 14711 State & Federal Programs Lemuel Kwon 14527

Family and Community Engagement (FACE)

Roles, Responsibilities and Expectations: FACE Representatives

The FACE Representatives work collaboratively as a part of the District's Service Delivery Model to support their Clusters and programs as follows:

- Implement and maintain documentation for Title I requirements at school sites and Central office
- Assist staff in developing and implementing workshops, events, projects, and other activities to increase culturally relevant parent and family engagement through professional development and ongoing support
- Develop and implement methods to increase recruitment and organization of inclusive parent and family engagement at meetings and events
- Support process of Culture, Climate and Safety Walk-Throughs with Liaison and site administration
- Provide guidance and resources to FACE Liaisons, parents, school and district staff as it relates to Family and Community Engagement
- Review FACE Data Tracker from every FACE Liaison
- Collaboratively work with the principal and Liaison to provide authentic family engagement opportunities for their campus.

FACE Representatives Assignments

FACE REPRESENTATIVES



Paulina Mora-Fernandez
Cluster 1

- FACE Professional Development
- FACE Planner
- District Wide Virtual Parent Sessions
- PALs Leadership Program

631-4638
morafernandezp@bcsd.com



Susie Gallardo
Cluster 2

- FACE Marketing & Graphic Design
- Loving Solutions Trainer
- Parent Project
- PALs Leadership Program

631-4803
gallardoo@bcsd.com



Christy Meza
Cluster 3

- District Advisory Committee
- District African Parent Advisory Council
- School Site African American Parent Advisory Council
- FACE Hub
- Community Engagement Initiative
- PALs Leadership Program

631-4513
Mezac@bcsd.com



Patty Silva
Cluster 4

- Operation School Bell
- Toys for Tots
- Chips for Kids
- Community Resources
- District Wide Virtual Parent Sessions
- Undocumented Liaison
- PALs Leadership Program

631-4763
silvap@bcsd.com

BAKERSFIELD CITY SCHOOL DISTRICT

PARENT ADVISORY COMMITTEE MEETINGS

2026-2027

District Advisory Committee

DAC

Meetings will be held in the Professional Development Center
1300 Baker St. (93305)
11:00 – 12:30 P.M.

10/6/26
11/3/26
12/1/26
1/5/27
2/2/27
3/2/27
4/6/27
5/4/27

Contact person: Christine Meza -
631-4513
mezac@bcsd.com

District English Language Advisory Committee

DELAC

Meetings will be held in the Professional Development Center
1300 Baker St. (93305)
9:00 – 11:00 A.M.

10/14/26
11/18/26
12/9/26
1/13/27
2/3/27
3/17/27
4/14/27
5/12/27

Contact person: Goretti Torres -
631-4833
torresg@bcsd.com

District African American Parent Advisory Committee

DAAPAC

Meetings will be held in the Professional Development Center
1300 Baker St. (93305)
11:00 – 12:30 P.M.

10/20/26
11/17/26
12/15/26
1/19/27
2/16/27
3/16/27
4/20/27
5/18/27

Contact person: Christine Meza -
631-4513
mezac@bcsd.com

District Preschool Parent Advisory Committee

DPPAC

Meetings will be held in the Preschool Administration Office
1111 10th St. (93304)
9:00 – 10:30 A.M.

10/6/26
11/3/26
12/1/26
1/5/27
2/2/27
3/2/27
4/6/27

Contact person: Storiann Camps -
631-4936
campss@bcsd.com

Gifted and Talented Education Advisory Committee

GATE

10/13/26
Location: TBD
12:00 - 1:00 P.M.
1/20/27
Location: TBD
5:30 - 7:00 P.M.
4/13/27
Location: TBD
12:00 - 1:00 P.M.

Contact person: Mary Worrell -
631-4742
worrellm@bcsd.com

Special Education Community Advisory Committee

CAC

Meetings will be held in the Special Education Office
222 34th St. (93305)
9:30 – 11:30 A.M.

9/16/26
10/28/26
12/2/26
1/27/27
2/10/27
3/17/27
4/21/27
5/19/27

Contact person: Brooke Smothers-Strizic -
631-4677
strizich@bcsd.com

Migrant Parent Advisory Committee

PAC

Meeting will be held in the following locations and times

8/6/26
Migrant Education Program Office
5:00 - 7:00 P.M.
9/19/26
Horace Mann Elementary
9:00 - 11:00 A.M.
10/17/26
Horace Mann Elementary
9:00 - 11:00 A.M.
11/7/26
Horace Mann Elementary
9:00 - 11:00 A.M.
1/30/27
Horace Mann Elementary
9:00 - 11:00 A.M.
3/13/27
Horace Mann Elementary
9:00 - 11:00 A.M.

Contact person: Jesus Torres -
631-4754
Torresje@bcsd.com

FAMILY AND COMMUNITY ENGAGEMENT DEPARTMENT
1530 E. 19th Street BAKERSFIELD, CA 93305
661-631- 4766



FAMILY AND COMMUNITY ENGAGEMENT Parent Resource Centers

WHO WE ARE...

We are the Parent Resource Centers of the Bakersfield City School District. The Parent Centers are dedicated spaces on our school campuses that serve as a bridge between families, schools, and the community. Each center is supported by a Family and Community Engagement (FACE) Liaison, who is committed to empowering and partnering with families through meaningful engagement and support.

WHAT WE DO...

The Parent Resource Centers are designed to build and enhance the capacity of families

- Through the development of skills and knowledge to support academic success
- By building connections with school staff and other families
- Strengthening the belief systems of the value of home-school partnerships; and
- Supporting families on how to confidently navigate school, district, and community services and resources

WHAT WE OFFER...

Bakersfield City School District families have many opportunities to be involved in creating an academic partnership between home and school. Our Parent Resource Centers offer:

- Increased connections and positive relationships with all parents and families
- Offer workshops and academic learning sessions for parents
- School, district and community resources
- District and Community resources
- Nutrition and family health presentations
- Positive parenting skills and strategies

<u>School</u>	<u>FACE Liaison</u>	<u>Phone</u>	<u>School</u>	<u>FACE Liaison</u>	<u>Phone</u>
Casa Loma	Brenda Elizalde Beltran	661 631-3131	Mann	Ana Cuevas	661 631-3119
Cato	Amparo Alvarenga	661 631-3115	McKinley	Ashlyn Woolfolk	661 631-4528
Chavez	Jonda Fryling	661 631-3218	Mt. Vernon	Vacant	661 631-3132
Chipman	Victoria Polanco	661 631-3116	Munsey	Merle Davis Leon	661 631-3133
College Heights	Kayley Lopez	661 631-3207	Nichols	Amparo Gomez	661 631-3121
Compton	Karla Parra Ruiz	661 631-3255	Noble	April Arias	661 631-3134
Curran	Irene Trujillo	661 631-3256	Owens	Victoria Rodriguez	661 631-3199
Emerson	Destinee Martinez	661 631-3117	Pauly	Ruth Lancaster	661 631-3202
Eissler	Ivonne Naranjo Sanchez	661 631-3259	Wm. Penn	Maritza Zuniga	661 631-4506
Evergreen	Patty Day	661 631-3194	Pioneer	Mindy Lucas	661 631-3126
Franklin	Minerva Meyer	661 631-3118	Roosevelt	Georgina Gomez Ceja	661 631-3245
Fremont	Gabriela Garay	661 631-3214	Sierra	Maria Parra	661 631-4516
Garza	Maira Perez	661 631-3220	Sequoia	Kamario Amos	661 631-3262
Harding	Roxanne Garcia	661 631-3228	Stiern	Natalia Coronado	661 631-3123
Harris	Saida Lopez	661 631-3247	Thorner	Esmeralda Gonzales	661 631-3252
Hills	Yareli Tamayo Medina	661 631-3246	Voorhies	Isabel Dotson	661 631-4930
Hort	Cynthia Garcia	661 631-3248	Washington	Genesis Nichols	661 631-3265
Jefferson	Christine Campas	661 631-3250	Wayside	Enia Benitez	661 631-3227
King	Maria Marroquin	661 631-3257	West	Patricia Rojas	661 631-3222
Lincoln	Sharon Aguilar	661 631-3251	Williams	Mayra Rodriguez	661 631-3254
Longfellow	Bernice Medrano	661 631-3120			

**The following schools offer FACE classes, services, and resources through their site FACE Liaison. Families are encouraged to connect directly with the Liaison for more information and support opportunities available at each campus

**Downtown Susie Klassen 661 631-3267
**Fletcher Tara Chaidez 661 631-3261



FAMILY AND COMMUNITY ENGAGEMENT DEPARTMENT
(661) 631-4766



2026
2027



FACE PROFESSIONAL DEVELOPMENT

Please Note:
Even though links are included, access will be updated the day of or after the respective PD.

FACE Retreat	January
September	February
October	March
November	April
December	May

FACE PD Flyer FACE Manual

PARENTS AS LEADERS

 PALs Folder

VIRTUAL ZOOM SESSIONS

Flyer Attendance

FAMILY EDUCATIONAL NIGHTS

Ideas Rubric

FACE DUAL CAPACITY BUILDING FRAMEWORK

ELECTRONIC SIGN IN

ELECTRONIC PARENT EVALUATION

PAPER SIGN IN

PAPER PARENT EVALUATION

PNG & JPEG FLYERS

REQUISITION FOLDER

DUPLICATING IDEAS

NON DISCRIMINATION STATEMENT

MILEAGE CLAIMS

PARENT UNIVERSITY

Flyer Templates Folder

Cluster 1 PU Folder

Cluster 3 PU Folder

Cluster 2 PU Folder

Cluster 4 PU Folder

DISTRICT PARENT COMMITTEES

DISTRICTWIDE PARENT COMMITTEE SCHEDULE

DAC AND DAAPAC QUICK LINKS

DAC AND DAAPAC ATTENDANCE

DAC AGENDA AND MINUTES

AAPAC SCHOOL DOCUMENTATION

AAPAC QUICK LINKS

DAAPAC AGENDA AND MINUTES

RESOURCES

GLEANNERS

INTAKE FORM

COVER SHEET

OPERATION SCHOOL BELL (OSB)

2026-2027 SCHEDULE

TOYS FOR TOTS

2026-2027 FLYER

CHIPS FOR KIDS

2026-2027 FLYER

INTAKE FORM

COMMUNITY RESOURCES

COMMUNITY EVENTS FOLDER

RESOURCES SPREADSHEET

CALKIDS | ENG / SPA

Site-Focused FACE Model – 2026 – 2027

- Tailored to your school's needs
- Opportunities for deeper connection with your school community
- Collaborative planning with your FACE Liaison

****All family engagement should connect to school and student learning goals**

Planning tools are available on the FACE Hub @ go.bcsd.com/tze Below is an example of a template that can be used to design your school site's Parent University class offerings and assign staff. Follow the link to your Cluster and then school site.

Month	Learning Theme: Academic Supports & Standards	Staff Responsible: Academic Coach/APL Certificated Staff + Liaison	Learning Theme: Social & Emotional Learning & Wellness	Staff Responsible: BIS, School Psych, YSS, School Health, Community Org. + Liaison	Learning Theme: Parent Leadership & Advocacy	Staff Responsible: FACE Liaison + FACE Department
SAMPLE	"What Your Child Will Learn This Year" Overview of grade-level standards in reading, math, and science.	Name : Academic Coach + Liaison	"Who's Who at School: Understanding Support Roles" Demystify school-based supports and when/how to reach out.	Name: Counselor, BIS, Psychologist, Social Worker	"Welcome to Parent Leadership: How to Get Involved" Introduction to school/site councils, volunteers, PALs, PTA, and parent advisory opportunities.	Name: FACE Liaison
October Month 1						
November Month 2						
December Month 3						
January	LCAP Community Forum					
February Month 5						
March Month 6						
April	Parent Awards Night					

School Site Council (SSC)

State & Federal Programs Department oversees the implementation of School Site Councils. Please contact the SFP Team if you need help with SSC.

SFP Team SSC School Support

Instructional Specialist - all schools #14630					
Cipriana Gonzalez #14668		Hannah Leal #14752		Jasmine Cisneros #14721	
Cato Chipman Eissler Emerson Frank West Harding Lincoln	Mt Vernon Nichols Noble Owens Sequoia Stiern Wayside	Curran Downtown Evergreen Franklin Horace Mann Hort Jefferson McKinley	Rafer Ramon Garza Roosevelt Sierra Thorner Voorhies Williams	Casa Loma Chavez College Heights Compton Fletcher Fremont Harris	King Longfellow Munsey Pauly Pioneer Stella Hills Washington William Penn

The SSC shall develop the content of the SPSA (*EC* Section 64001[g][1]). The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC (*EC* Section 64001[i]).

- ☒ Federal Funds
 - Title I Schoolwide Programs (SWP) #3150 or
 - Title I Targeted Assistance Program (TAS) #3010
- ☒ State Funds
 - Local Control Funding Formula (LCFF) #0043

The SPSAs shall be reviewed and approved by the governing board of the LEA at a regularly scheduled meeting whenever there are material changes that affect the academic programs for pupils covered by programs identified in this part (*EC* Section 64001[i]). If a SPSA is not approved by the governing board or body of the LEA, specific reasons for that action shall be communicated to the SSC (*EC* Section 64001[i]). Modifications to any SPSA shall be developed, recommended, and approved or disapproved by the governing board or body of the LEA in the same manner (*EC* Section 64001[i]).

A LEA shall ensure, in the ConApp, that the SPSA has been prepared in accordance with the law, that SSC have developed and approved a SPSA for each school participating in programs funded through the ConApp process, and that SPSAs were developed with the review, certification, and advice of the school English learner advisory committee (ELAC), if required (*EC* Section 64001[c]).

SSC Composition

The minimum SSC composition is **10 members**.

The composition of the SSC shall ensure parity between the groups (*EC* Section 65000[a]).

The SSC in an elementary school shall be composed of the both of the following two groups (*EC* Section 65000[c][1]):

School Group Members (Elementary Schools):

- The principal of the school or his or her designee;

- school personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers, and
- classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected; and

Parent and/or Community Group Members :

- Parents of pupils attending the school, or other members of the school community, selected by parents of pupils attending the school. The number of parent and/or community members selected shall equal the number of school members selected.

An employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent's or guardian's employment is not disqualified by this employment from serving as a parent representative on the SSC established for the school that his or her child or ward attends (EC Section 65000[d]). Therefore, the parent or guardian is allowed to serve as a parent representative on the SSC for the school that his or her child or ward attends, if selected. If a parent is an employee at the school their child attends, they serve as a school group member, if selected.

SSC Facilitator Agenda Timeline

SSC Contacts: Instructional Specialist #14630, Cipi Gonzalez #14668, Hannah Leal #14752, Jasmine Cisneros #14721

ELAC Contacts: MLP Program Specialist #14561 or Goretti Torres #14833

AAPAC Contact: Christine Meza #14513

SSC meetings are in-person on the school campus

SSC Documentation Procedures

- Hard copy of all SSC documentation in SSC Binder. Retain on site for (5) five years. Binder is reviewed as part of EOY Checkout.
- FPM documentation: formal submission of SSC meeting documentation, elections, bylaws, etc. are emailed in PDF format to sfp@bcsd.com
- SSC Hub (in School SFP Documentation Google Folder) is for school's use to organize documentation.

2026-2027 School SSC Documentation Hub

All SSC documents are to be:

1. In SSC google folder, linked to hub for school organization
2. Hard copy in SSC binder
3. FPM form emailed to sfp@bcsd.com

SSC HUB IS SCHOOL SITE ORGANIZATIONAL TOOL

SSC MEMBERSHIP (MINIMUM 10 MEMBERS)

Current SSC Composition Form: 26-27 SSC Composition

SSC Elections			
	Parents/Community - can not be an employee or school site	Teachers	"Other" Staff - any site employee not a classroom teacher
Nomination Form	26-26 Parent Nomination Form (English) SSC Parent Nomination Spanish	26-26 Teacher Nomination Form	26-26 Other Nomination Form
Ballot	SSC Parent Ballot-English SSC Spanish Parent Ballot	Teacher Nomination Ballot	Other Nomination Ballot
Tally & Scanned ballots	SSC 26-26 Tally and Ballots	26-26 Teacher Tally and Ballots	SSC 26-26 Tally and Ballots

August	SSC: Begin election process for new SSC members (Review SSC Facilitation for election process) ☐ Nomination letters & ballots for current year (paper ballots only) ☐ Hard copies of all nomination forms and all ballots to be kept in SSC Binder & emailed to the SFP team. - All documentation must be kept for five years	Nomination/Ballot templates: - ENGLISH SSC Par... - SPANISH SSC Par... - Parent SSC Ballo... - Translated copy... - TEACHER-SSC N... - TEACHER SSC Ba... - Other-SSC Nomi... "Other" Staff SSC... - Tally Form Temp... SSC Training presentations: SSC election tutorial:
September SSC Elections completed by 9/11/26	SSC: ☐ Announce SSC membership in school newsletter and document new members and the term year (1 or 2) in the first SSC minutes ☐ Schedule SSC meetings ☐ share with SSC members to place in their SSC binder, email to SFP@bcsd.com and post to the school web page. ☐ If SSC dates change, update list and share with all three listed above. ☐ SSC Composition Form - update composition form & log (Link in google drive SSC hub)	SSC Templates: School Site Council Meeting Dates SSC Agenda Templates MINUTES Template for SSC meeting

1st SSC Meeting held by 9/25/26	☐ Update SSC webpage on your School's BCSD Website ☐ Before the first SSC meeting , create binder for each SSC member with the following: ☐ SSC Workbook ☐ Bylaws ☐ Meeting Dates ☐ Agendas ☐ Minutes ☐ SPSA Planned Improvements At First SSC Meeting: ☐ Welcome & Introduce all members during roll call , state year 1 or 2 of member's term and record in SSC minutes. . ☐ Present last SSC minutes from last spring at the first SSC meeting- vote required ☐ Site Reports: Provide information to SSC (Data, Meeting Dates, or any item that does not require a vote) ☐ Train SSC members on SSC Bylaws ☐ SSC Bylaws/Member Training (presentation on SFP website) ☐ Describe your school's SSC election process for each member group. Example: Explain how parents nominate and vote for parents. Nomination forms were sent to parents through parent square and sent home with students the first week of school and ballots sent out to parents the same way. Teachers nominate and vote for teachers and "other" staff, all non teaching staff, nominate and vote for "other" staff (teachers, "other" staff, and parents) in Site Report and documented in SSC minutes (FPM item). ☐ 2026-2027 SPSA ☐ Program and Description: Explain your school's Title I status- Title I Schoolwide is when your campus has more than 40% student families that are Socioeconomically Disadvantaged (low-income). The intent of Title I funds are to address the needs of students not meeting or at risk of not meeting state standards. Can use funds schoolwide. ☐ Share School-Parent Compact and Parent and Family Engagement Policy ☐ Document distribution to parents via email or bulletin to teachers for FPM purposes ☐ Announce date(s) of Annual Title I meeting(s) ☐ Business Items SSC members elect SSC officers for one year term (Chairperson, Vice Chairperson, Secretary) Document in SSC minutes ☐ Review Bylaws * - o If no changes, SSC votes to keep current bylaws and update the date on the last page. - o If a school or SSC has any proposed changes they must keep the current language with strike through and add new language. Share proposed revisions with SFP@bcasd.com prior to your meeting to ensure	MINUTES Exemplar for SSC meeting SSC Monthly Documentation Cover Sheet & Checklist Parent Policy & Compact: Evidence of Distribution Cover Sheet
--	---	---

	all compliance requirements are met. (must share with SSC prior to meeting. Review the last section in your bylaws to indicate how many days in advance. Also requires a 2/3 vote to amend with proper notice to SSC members. <u>Always</u> date revised Bylaws) o Email draft and final Bylaws to SFP@bcsd.com. Hard copies in SSC Binder.	
October	Comprehensive School Safety Plan public hearing and business item prior to 11/13/26 *pending available documents from Student Services SPSA Monitoring • Site Reports align to SPSA implementation & progress monitoring of SPSA actions - o CA Dashboard – if available - o STAR Fall Assessment Results - o Attendance	
October/ November	Comprehensive School Safety Plan public hearing and business item prior to 11/13/26. <i>Please reach out to Student Services: David Manriquez if you have questions on the plan or the letter templates for 2026–2027.</i> School Site Council Steps: Step 1: Mail the public notice letters, with the date of the SSC meeting, in order for recipients to receive the letters within the 72 hour required notice. Step 2: SSC Business Items: 6.1 Public Hearing pertaining to (name of School) School Safety Plan <i>A public hearing will be held at this time to receive public comment regarding the draft Comprehensive School Safety Plan. Chairperson opens the floor for public comments Document public comments in SSC Minutes Chairperson closes the floor after receipt of public comments</i> 6.2 Comprehensive School Safety Plan Update and Review <i>Chairperson calls for a motion and a second to the motion (Motion and second recorded in minutes) The Chairperson opens the floor for council comments. If public/council comments are not made and revisions are not needed, SSC may vote to accept the Safety Plan. If public/council comments are made and revisions needed a SSC member may motion to accept the Plan with suggested revisions or call for a motion to table the School Safety Plan until the next meeting (see Step 3). Record action in minutes.</i>	
November/ December	Revised SPSA with Title I True-up • Present to SSC	

*Dates are determined by Fiscal Dept. timeline for Title-I True-up Allocations.	○ <i>Hard copy of DTS- Revised SPSA with revised Title I allocation, strategies and expenditures</i> ○ <i>Share on smartboard, presentation with key changes and updated allocations</i> ● <i>Business Items:</i> ○ <i>6.1 Revised 26-27 SPSA with Final Title I Allocation</i>	
November/December *Dates are determined by Fiscal Dept. timeline for projected Allocations.	Supplemental Staffing Review Process ● Review current supplemental staffing alignment to SPSA goals and discuss needs for next year. ● Present to SSC ○ <i>SPSA Supplemental Staffing form with identified needs, actions to address the need, and how monitored.</i> ○ <i>SPSA Staffing Form with current year and next year's proposed Supplemental staff</i> ● <i>Site Reports</i> ● 4.1 ELAC input on 2027-2028 projected budgets and staffing ● 4.2 <i>SPSA Supplemental Staffing Plan</i> ● <i>Business Items:</i> ○ 6.1 27-28 Budget Excels ○ 6.2 27-28 SPSA Staffing SPSA Monitoring ● Site Reports align to SPSA implementation & progress monitoring of SPSA actions ○ CA Dashboard - if available ○ STAR Fall Assessment Results - if not presented in October ○ Attendance	
January Begin 2027-2028 SPSA Process	SSC: ● Pending timelines and winter break, may need to take the two items listed for November/December to SSC in January. SPSA Monitoring ● Present Site Reports aligned to SPSA implementation & Progress monitoring of SPSA actions	
February SPSA Development	Comprehensive Needs Assessment due Friday, February 12, 2027 Comprehensive Needs Assessment (CNA) ● <i>Present Comprehensive Needs Assessment for input</i> ● <i>Site Report</i> ○ <i>Educational Partner Input on Comprehensive Needs Assessment:</i> ■ <i>ELAC Input</i> ■ <i>AAPAC</i> ■ <i>Leadership Team</i> ● <i>Comprehensive Needs Assessment-Data Analysis</i> ● <i>Comprehensive Needs Assessment-SWIFT FIA</i>	
March	Annual Review due Friday, March 12, 2027	

	• <i>Business Items:</i> ○ <i>6.1 Annual Review of 2026–2027 SPSA: Goals Analysis and Review of Actions (what is working and what needs to be revised)</i>	
April	<i>SPSA Development due Wednesday, April 16, 2027</i> • Present to SSC ○ <i>Site Report– Educational Partner Input on SPSA Goals/Strategies/Expenditures</i> ○ <i>ELAC Input</i> ○ <i>ELAC, AAPAC, Leadership Team, etc..</i> ○ <i>Provide Hard copy of Draft School Plan for Student Achievement from DTS</i> ○ <i>Present highlights that includes goals, key actions and allocations</i> • <i>Business Items:</i> ○ <i>6.1 Draft School Plan for Student Achievement with 27–28 Goals, Actions, and expenditures.</i> <i>The SFP Team and Executive Director will provide feedback. School to make needed revisions prior to school taking final SPSA to SSC.</i>	
May	<i>SPSA Final Approval no later than Friday, May 7, 2027</i> • <i>Business Items:</i> ○ <i>6.1 FINAL School Plan for Student Achievement</i>	

SSC Implementation Procedures

26–27 SSC Trainings

- **SSC Key Updates & Requirements**
- **SSC Facilitator Training**

SSC Documentation

SSC documentation is required for Federal Program Monitoring by the California Department of Education. SSC templates on the State and Federal Program District's website.

SSC Documentation Procedures

- Hard copy of all SSC documentation in SSC Binder. Retain on site for (5) five years. Binder is reviewed as part of EOY Checkout.
- SSC Hub (in School SFP Documentation Google Folder) is for school's use to organize documentation.
- FPM documentation: formal submission of SSC meeting documentation, elections, bylaws, etc. are emailed in PDF format to sfp@bcsd.com

SSC election process at the beginning of the school year to establish the following:

Composition of Membership

SSC requires a minimum of ten (10) members comprising ½ parents and ½ staff members. Check your SSC bylaws to know the number of members on your school's SSC.

Elections

Elect new SSC members as needed. SSC memberships are determined by peer elections—parents elect parents, teachers elect teachers, and "other" school personnel elect "other" school personnel. Even if there is only one nomination, a ballot and vote must take place. No appointments to SSC. Refer to your school bylaws for the specific legal procedures to follow when conducting your elections.

1st step

Check your bylaws for your school's specific SSC Member election process.

- Create and send out **nomination forms** for peer groups to nominate peers or self for election to SSC.
- You will have three different nomination forms.
- Only one nomination per person
- Only current parents can nominate themselves, another parent, or a community member.
- Only teachers can nominate themselves or another teacher
- "Other" staff can nominate themselves or another "other" staff (Vice Principals can not be nominated or elected as they would take on the Principal role if the Principal is on a leave)
- Create and send out **ballots** for peer groups to vote on new members.
- You will have three different ballots.
- Only one nomination per person
- Only current parents can nominate themselves, another parent, or a community member.
- Only teachers can nominate themselves or another teacher
- "Other" staff can nominate themselves or another "other" staff (Vice Principals can not be nominated or elected as they would take on the Principal role if the Principal is on a leave)
- Tally returned ballots to determine elections of members. Email Tally to SFP Office and add to SSC Binder. This is a FPM review item.

2nd step

- Record in SSC minutes results of SSC members with a description of how SSC members were elected and terms of membership.

3rd step

- Share SSC members in the fall newsletter.
- Establish regular monthly SSC meetings with the meeting notice to include the date, time, and location for each month of the school year September to May.
- All meetings should be held at a time that is convenient for parents, teachers, and staff.
- By the second Friday in September, email your school's schedule of SSC meetings and post to School's SSC Webpage.
- If changes in SSC dates occur, please submit a revised schedule and a new email.
- Use District SSC templates for Compositions, SSC meeting agenda, minutes and sign-in sheets.
- The minutes from your first meeting need to clearly indicate membership names, terms of membership, description of how members were elected, as well as SSC officer nominations and election results.
- Monthly SSC meeting agendas, minutes, sign-in sheets and handouts shall be kept in SSC binder, emailed to SFP Team and dropped into a shared google folder.
- Keep SSC election materials (nomination form, blank ballot, completed ballots & election tally) and all SSC documentation for five (5) years.

***Email official SSC Election Documentation (one scanned PDF file with [Cover Page](#)) to SFP Team by the 2nd Friday in September**

SSC Officers

At your first meeting, SSC officers are nominated and elected by SSC members:

Chairperson, Vice-Chairperson, and Secretary.

- Bylaws should define terms. Most SSC officers are elected by SSC members for a 1 year term.
- Please list elected officer positions on the composition form.
- If your membership changes, re-submit a composition form to SFP, along with the minutes and approval of changes. Vacancies and elections must be filled according to your SSC bylaws.
- Recommend SSC members other than principal serve as Chairperson.

Roles of SSC Officers

The chairperson shall:

- Preside at all meetings of the council
- Sign all letters, reports and other communications of the council
- Perform all duties corresponding to the office of chairperson.
- Have other such duties as are prescribed by the council

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence
-

The secretary shall:

- Keep minutes of all regular and special meetings of the council.
- Transmit true and correct copies of the minutes of such meetings to members of the council.
- Perform other such duties as are assigned by the chairperson or the council

10 Member SSC Composition Form

School's responsibility includes:

1. Review & update School's SSC Composition Form.
2. Update SSC composition anytime there is a new member.
 - a. Copy the current form and create a new one with school year and **date revised**.
 - b. Update composition log with dates and details.
3. SSC binder and google folder must include election material to support SSC membership

Sunshine School SSC Composition 26-27				Date: _____				
Elected Officers Chairperson: Vice Chairperson: Secretary:				Selected DAC Representative: Elected DELAC Representative:				
Elected SSC Members' Names and Addresses	Term Limits- 2 school years	Year elected to SSC	Process to replace a SSC member: 1. check Bylaws for your site's process. 2. Log any changes in SSC Log, 3. Copy composition form and add new tab if any replacement members are added outside of Fall elections.	Principal	Teacher	Other Staff	Parent/ Community Member not employed @ school	Preferred language English=E Spanish=S Other-state language
	Current Year of SSC Members		Start Date Replacement member to complete this school year (if applicable)					
1.Principal	n/a	n/a		X				E
2.Teacher	2	2025-2026			X			
3.Teacher	1	2026-2027			X			
4. Teacher	2	2025-2026			X			
5.Other Staff	2	2025-2026				X		
6. Parent	2	2025-2026					X	E
7. Parent	1	2026-2027					X	S
8. Parent	2	2025-2026					X	S
9.Parent	1	2026-2027					X	E
10. Parent	1	2026-2027					X	E

(1) Members MUST be selected/elected by peer groups

(2) There must be PARITY between site and parent/community membership

(3) Classroom teachers MUST be the majority of the school staff half

***Email updated composition to SFP Team anytime there is a member change.**

Classified)

5-Parents or Community Members not employed at school site

Minimum of 10 Members

1-Principal

3-Teachers

1-Other Staff (Certificated or

Composition Form is located in the google SSC Hub-Tabs with years.

****Please do not delete past composition forms**

10 Member SSC Sample Sign In Sheet

School: _____
Date: _____

ELECTED OFFICERS

Chairperson: _____

Vice Chairperson: _____

Secretary: _____

Elected Members' Names'	Principal	Teacher	Other Staff	Parent/ Community Member
1. Principal Add Names here...				
2. Teacher				
3. Teacher				
4. Teacher				
5. Other Staff				
6. Parent				
7. Parent				
8. Parent				
9. Parent				
10. Parent				

SSC Sign in form is documentation that quorum was met.

SSC Sample Agenda

(Add School Name) School Site Council Meeting Agenda Date, Time, Location	
AGENDA ITEMS	PERSON RESPONSIBLE
1.0 Opening/Roll Call 1.1 Welcome SSC Members -Introductions including: Year elected and Current year of term (1 or 2) 1.2 Distribute SSC Workbook (English) 1.3 Train SSC Members using the BCSD presentation: SSC Elections, Purpose of SSC, Role of SSC Member, SPSA Overview (presentation) 1.4 Annual School SSC Meeting Dates: SSC webpage	Principal Add your school personnel who will be presenting the content of the agenda item
2. Minutes (vote required)- Review minutes from last SSC Meeting in the Spring <i>(enter last SSC meeting date)</i>	Principal
3. Open Forum- <i>Open Forum is an opportunity for the public to express their opinion, but is not a time for discussion or action. The council may establish and record in their Bylaws the length of time allowed for Open Forum</i>	Principal
4. Site Report: aligned to SPSA implementation & Progress monitoring of SPSA actions 4.1 SSC election process 4.2 School Site Demographics Report 4.3 Title I Program Status- Schoolwide Program (SWP)- Title I Schoolwide Program at least 40% Low-Income 4.4 Share Family & Community Engagement Policy and Compact that were approved in the spring	Principal
5. Unfinished Business (vote required)	Principal
6. New Business (vote required) 6.1 Election of SSC Officers: members of council nominate & elect: Chairperson, Vice-Chairperson, Secretary 6.2 Review SSC Bylaws-Bylaws-- <i>need to be updated to reflect new SSC Membership Term Limits</i>	Chairperson
7. District Reports 7.1 DAC- District Advisory Committee 7.2 DELAC- District English Language Advisory Committee 7.3 DAAPAC- District African American Parent Advisory Council	Chairperson
8. Announcements 8.1 Upcoming dates of school/district events 8.2 Next SSC Meeting <i>(add date and time)</i>	Chairperson
9. Adjournment (vote required)	Chairperson

Date and Time Agenda was posted: _____

Quick Links to Agenda Templates (also available on SFP webpage): [1st Meeting](#)

SSC Sample Minutes

(Add School Name) School Site Council Meeting **Minutes**

Date, Time, Location

1.0 Opening/Roll Call : Meeting called to order at _____(time). The meeting was held in the _____(location)

SSC Members present: Check members present at meeting.

☐ NAME, Principal	☐ NAME, Parent
☐ NAME, Teacher	☐ NAME, Parent
☐ NAME, Teacher	☐ NAME, Parent
☐ NAME, Teacher	☐ NAME, Parent
☐ NAME, List Staff Position	☐ NAME, Parent

Visitors Present

Quorum: ____Yes ____No **Take off yellow items if not necessary/adjust agenda items accordingly**

- 1.1. Welcome SSC Members -Introductions including:
Year elected and Current year of term (1 or 2)
- 1.2. Distribute SSC Workbook ([English](#))
- 1.3. Train SSC Members using the BCSD presentation: SSC Elections, Purpose of SSC, Role of SSC Member, SPSA Overview (presentation)
- 1.4. Annual School SSC Meeting Dates: SSC webpage

2. Minutes- The minutes from the _____meeting were read and approved. _____moved to approve the minutes. _____ seconded the motion. Verbal Vote taken, all in favor. Motion carried.

3. Open Forum-

4. Site Report: aligned to SPSA implementation & Progress monitoring of SPSA actions
 - 4.1. SSC election process
 - 4.2. School Site Demographics Report
 - 4.3. Title I Program Status- Schoolwide Program (SWP)- Title I Schoolwide Program at least 40% Low-Income
 - 4.4. Share Family & Community Engagement Policy and Compact that were approved in the spring

5. Unfinished Business (vote required) (Description of each item of business to be discussed or acted upon, Ed Code 351

5.1. none

6. New Business (vote required)(Description of each item of business to be discussed or acted upon, Ed Code 35147)

- 6.1. Election of SSC Officers: members of council nominate & elect: **Chairperson, Vice-Chairperson, Secretary**
Chairperson nomination: Motion to elect _____ chairperson (name of member making motion)_____; 2nd the motion (name of member that 2nd the motion) _____. All in favor ____; opposed _____. Motion carries or fails
Repeat for Vice-chairperson and Secretary

7. District (Reports Keep applicable reports/remove all others.)

- 7.1. DAC- District Advisory Committee
- 7.2. DELAC- District English Language Advisory Committee.
- 7.3. DAAPAC- District African American Parent Advisory Council

8. Announcements

- 8.1. List dates of upcoming events
- 8.2. **ALWAYS List next SSC meeting date/time/location ON EVERY AGENDA**

9. Adjournment- Meeting adjourned at _____. Motion made by _____and seconded by _____ Verbal vote taken, all in favor. Motion Carried.

QUICK LINK to minutes template: [Minutes template](#)

English Learner Advisory Committee (ELAC)

The Multilingual Educational Programs Department oversees the English Learner Advisory Committees for BCSD. Please contact 661-631-4833 if you need support with ELAC.

ELAC is a school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services. Each California public school with 21 or more English language learners must form an English Learner Advisory Committee (ELAC).

The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

ELAC Composition

Parents or guardians of English learners shall constitute **at least** the same percentage of the ELAC membership as their children represent of the school's student body. *Education Code 52176 (b)* To establish an ELAC, determine the percentage of English learners at your school site with an Aeries report, collect nominations, and then determine the size and make up of the committee prior to sending out the ballots.

ELAC Election

All parents and guardians of English learners need to be given the opportunity to vote in an ELAC election. Each school site will need to retain the ballots for a five year period because they may be needed for Federal Program Monitoring (FPM).

- Parent members are **elected** by parents or guardians of English learners. CCR 11308 (b).
- Other committee members, including the principal and certified or classified staff members, will be appointed to the committee and do not need to be placed on a ballot.
- Parents that attend meetings, without being elected, are considered guests.

Quick Links: [ELAC Interest Form](#) [ELAC Ballot](#)

ELAC Timeline

ELAC Contact: Goretti Torres #14833

ELAC Meetings are in-person on the school campus for the 26-27 school year!

Beginning of the School Year	• Plan a minimum of four ELAC meetings, approximately one per quarter • Review your member list and check to see if parent members are in year 1 or year 2. • Call parents in year one to make sure that they are able to serve their second year and that they didn't move over the summer. • Parents of Reclassified students-Check in Aeries if the student remained an EL. If the Student reclassified, another parent will need to be elected. • Begin the election process for new ELAC members ◦ Nominations and ballots will be sent home on paper forms OR through Google Form ◦ All documentation must be kept for five years (nomination letters & ballots) ◦ Link the scan of original documents to the ELAC Hub
Beginning of the School Year -cont.-	ELAC Basic Business: • Complete ELAC Election. Announce ELAC membership in school newsletter and document new members in the first ELAC minutes- link election documentation to ELAC hub • Schedule ELAC meetings –upload in google school folder and post to web page • Send translating to the Communications Department (allow a one week turn around period) • ELAC Composition Form update composition form in google ELAC hub • Update ELAC webpage on BCSD School Website • Create binder for each ELAC member with ELAC documentation for first meeting ◦ Bylaws ◦ Meeting Dates ◦ Agenda ◦ Minutes from last meeting • Documentation: • Post agendas 72 hours prior to the meeting on school website and at school site
Meeting #1 (Hold the first meeting by September 19)	At First ELAC Meeting: • The first meeting needs to be held in September in order for a DELAC rep/alternate to be elected prior to the first DELAC meeting • Introduce all members, state year 1 or 2 of term. • Include your school's ELAC election process in agenda and document in ELAC minutes (FPM item) • Train ELAC members using Robert's Rules of Order document and review the school's ELAC Bylaws • ELAC members elect ELAC officers (Chairperson, Vice Chairperson, Secretary)/Document in ELAC minutes • Present last ELAC minutes from last spring at the first ELAC meeting-vote required for approval of minutes.

	• Elect DELAC representative and alternate (a motion and vote is required unless a returning parent is completing second year as DELAC representative). Either way, the ELAC minutes need to reflect that the DELAC rep & alternate were voted on or that they are completing the second year of a two year term. • Review SSP Goals & Objectives for English Learners • Upload your DELAC Rep & Alternate form to the ELAC Hub ASAP and send an email to Goretti Torres by 9/24/2026 • Upload each agenda one week prior to meeting and minutes within two weeks after each meeting
Meeting #2 (Hold meeting by December 18)	• At Second ELAC Meeting: • Review the school's ELAC bylaws. The committee should be given the opportunity to make changes and vote to approve the bylaws. Upload the bylaws to the ELAC Google Hub. • Share the Needs Assessment survey and give the parents an opportunity to make changes. The Needs Assessment will be sent home to the parents of English learners and results discussed at the third ELAC meeting • Review Attendance data (ATT120), school goals, Attendance Works handout, and document input for improving school attendance.
Meeting #3 (Hold meeting by a February 12)	• At Third ELAC Meeting: • Needs Assessment- Share results and add to the Identified Needs section of the ELAC Input form • ELAC Input- Share Current Data, EL Programs, and elicit input • and recommendations from parents. Record on the ELAC Input Form.
Meeting #4 (Hold meeting by April 16)	• At Fourth ELAC Meeting: • Finalize ELAC Input form to submit the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
Additional Meetings	<i>*Additional ELAC Meetings may be held based on school need.</i>

ELAC Composition Form

School's responsibility includes:

1. Update School's ELAC Google HUB in Fall
2. Update ELAC composition anytime there is a new member. Copy the current form and create a new one with school year and date revised.
3. ELAC hub must include election material to support ELAC membership- Ballots need to be sent home so every EL parent has the opportunity to vote.

Bakersfield City School District																								
ENGLISH LEARNER ADVISORY COMMITTEE																								
2026-2027																								
										SCHOOL:														
										% of English Learners at our school:														
 Membership Composition Parents of English Learners: ____% Parents of Non-English Learners: ____% Staff Members: ____% Other: ____% Committee Election Date _____ Committee Year 1 or 2 _____										YEAR OF MEMBERSHIP Student's Language Acquisition Status Community Member School Principal School Staff Member District Employee Other					CHAIRPERSON VICE-CHAIRPERSON SECRETARY DELAC REPRESENTATIVE OTHER					ADDRESS & PHONE #				
NAMES OF ELAC MEMBERS																								
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								

Quick Link: [ELAC Composition Form](#)

ELAC Sign In Sheet



English Learner Advisory Committee - Comité Consultivo para Aprendices de Inglés



Sign-In Sheet - Hoja de Firmas

School: _____

Date: _____

Name / Nombre	Student's Name / Nombre de su estudiante	Student's Language Acquisition Status	Guest / Invitado

Federal Program Monitoring (FPM) requires submission of a Sign-in sheet.

Quick Link: [ELAC Sign-In Template](#)

ELAC Sample Agenda

(Name of School)
English Learner Advisory Committee (ELAC)

Agenda

##/##/2026 (First Meeting)

Agenda Items	Person Responsible
1.0 Sign In /Welcome/Opening	
2.0 Reports 2.1 DELAC Report 2.2 SSC Report 2.3 ELAC Meeting Dates	
3.0 New Business 3.1 Purpose of ELAC - explanation and review of Legal Requirements (box below) and/or CDE ELAC Responsibilities 3.2 Establish Members - <i>(election was held by sending a ballot home to all EL parents/guardians)</i> 3.3 Training - Parliamentary Procedures /Officer Responsibilities 3.4 Election of Officers: Chairperson, Secretary, and DELAC Representative <i>(Other positions are optional depending on your site's bylaws)</i> 3.5 Single School Plan - What are the goals and objectives for English Learners	
4.0 Approval of Minutes (final meeting from previous year)	
5.0 Upcoming Events/Announcements 5.1 DELAC Meeting- ##/##/2026 9:00-11:00 AM 5.2 ELAC Meeting- ALWAYS List next ELAC meeting date/time/location	
6.0 Public Comment	
7.0 Adjournment	

Date Covered	Legal Requirement to be covered at this meeting
	Parent members are elected by parents or guardians of English learners. (5 CCR 11308[b]); EC 62002.5) → List date that the ballots were due for election date
	Parents of English learners constitute at least the same percentage of the committee as their children represent the student body. (EC 62002.5, 52176[b]) → List date that the ballots were due if this requirement was met
	The ELAC has received training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities. (EC 35147[c]; 5 CCR 11308[d])
	The ELAC has the opportunity to elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (5 CCR 11308[b])
	The ELAC has advised the School Site Council on the development of the Single School Plan for Student Achievement. (EC 64001[a])
	The ELAC has assisted in the development of the school's efforts to make parents aware of the importance of regular school attendance. (EC 62002.5, 52176[c])
	The ELAC has assisted in the development of the school's Needs Assessment. (EC 62002.5, 52176[c])
	The ELAC has advised the principal and staff on the school's program for English learners. (EC 52176[c], 62002.5)

Quick Links to Agenda Templates: [ELAC Meeting #1 Agenda](#) [ELAC Meeting #2 Agenda](#)
[ELAC Meeting #3 Agenda](#) [ELAC Meeting #4 Agenda](#)

ELAC Sample Minutes

(Add School Name) ELAC Meeting **Minutes**
Date & Time

ELAC AGENDA ITEM MINUTES

1. Opening/Roll Call : Meeting called to order at _____.

Members present: (list names and titles i.e., Principal, parent, teacher, etc. of those present)

Principal	Teachers	Other	Parents

Members absent: (list names and titles i.e., Principal, parent, teacher, etc. of those absent)

Principal	Teachers	Other	Parents

Visitors Present

--	--

Quorum: ____ Yes ____ No

Take off yellow items if not necessary/adjust agenda items accordingly

1.1

2. Minutes- The minutes from the _____ meeting were read and approved. _____ moved to approve the minutes. _____ seconded the motion. Verbal Vote taken, all in favor. Motion carried.

3. Reports

- 3.1 DELAC- District English Language Advisory Committee.
- 3.2 RAC (Migrant)
- 3.3 SSC (Site Council)
- 3.4 Others (optional)

4. Unfinished Business (vote required) (Description of each item of business to be discussed or acted upon, Ed Code 35147)

4.1

5. New Business (vote required) (Description of each item of business to be discussed or acted upon, Ed Code 35147)

5.1

6. Upcoming Events/Announcements

- 6.1 ALWAYS List next ELAC meeting date/time/location ON EVERY AGENDA
- 6.2 ALWAYS List next DELAC meeting date/time/location ON EVERY AGENDA
- 6.3 List dates of upcoming events

7. Public Comment

8. Adjournment- Meeting adjourned at _____. Motion made by _____ and seconded by _____. Verbal vote taken, all in favor. Motion Carried.

Respectfully submitted, _____
SSC Secretary Principal

African American Parent Advisory Council (AAPAC)

AAPAC Quick Links: <https://go.bcsd.com/ttx>

[School Implementation Guide for AAPAC and DAAPAC](#)

The FACE Department oversees the African American Parent Advisory Councils for BCSD. If you need support with AAPAC, please contact Christine Meza at 661-631-4513.

AAPAC is a school-level committee composed of parents and designated staff to advise school officials on programs, services, and overall well-being for children of Black/African American descent. All Bakersfield City Schools must form an official African American Parent Advisory Committee (AAPAC). **The AAPAC shall be responsible for the following tasks:**

- Partnering with the principal in ways to ensure a culturally responsive environment and a sense of belonging exists for all children, specifically for Black/African American children and their families.
- Assisting in the development and evaluation of a schoolwide needs assessment, as it pertains to Black / African American students.

AAPAC Composition

The governing AAPAC body is to be made up of:

- One DAAPAC parent Representative and an additional parent
- Principal and additional staff member

The Chairperson shall be a parent/guardian, preferably your site DAAPAC representative.

Quick Link: [AAPAC Meeting Invitation](#)

The graphic is titled "AFRICAN AMERICAN PARENT ADVISORY COUNCIL" and "2026-2027". It features a grid of buttons for various resources: "FACE Liaison Responsibilities", "School Implementation Guide", "Parliamentary Procedure", "AAPAC Parent Invitation Letter", "AAPAC Parent Invitation Google Form", "Minutes Template", "Agenda Template", "AAPAC Meeting Flyer Template", "AAPAC Meet and Greet Flyer Template", "Needs Assessment Template", "Sign In Sheet Template", and "Bylaws Sample Template". A "SCHOOLS FOLDERS" section on the right instructs users to click to access their school folder and link documents. At the bottom, there is a "AAPAC SCHOOL LEAD CONTACT INFORMATION" button and a "FACE" logo with the text "Family and Community Engagement". A footer note states: "ANY QUESTIONS REGARDING AAPAC PLEASE CONTACT CHRISTY MEZA AT EXT 14513 OR MEZAC@BCSD".

AAPAC Quick Links: <https://go.bcsd.com/ttx>

AAPAC Interest Form Timeline

AAPAC Contact: Christine Meza #14513

AAPAC Meetings are in-person on the school campus for the 26-27 school year!

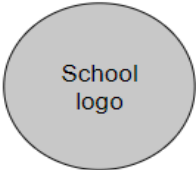
Beginning of the School Year	- Plan a minimum of four AAPAC meetings, approximately one per quarter - Establish a date to host an AAPAC Meet & Greet with the Principal (NOT an official Meeting) - After Meet & Greet event, send out AAPAC Invitation Letters for the official first meeting Documentation: - Flier with Meet & Greet event information - AAPAC Invitation Letter - Link the scan of original documents to your AAPAC School Folder AAPAC Basic Business: - Announce AAPAC Meet & Greet – link Invitation documentation to AAPAC hub - Schedule AAPAC meetings and send out invitations to parents –upload in Google school folder and post to web page - Send translating to the Communications Department (allow a one week turn around period) AAPAC Composition Form update composition form in Google AAPAC hub Documentation: - Post agendas 72 hours before the meeting on the school website and at the school site
Meet & Greet (Hold the Meet & Greet by September 30)	- An AAPAC Meet & Greet should be held in September to build relationships with families and introduce the purpose and schedule of AAPAC and DAAPAC. - Share the Needs Assessment Survey with families and allow time for completion; the results can help inform future meeting topics. - This event should focus on creating a welcoming, social atmosphere—incorporate icebreakers, informal conversation, and culturally affirming engagement activities **The Meet & Greet does not count as one of the four required AAPAC meetings.
Meeting #1 (Hold the first Official Meeting by October)	At First AAPAC Meeting: - The first official meeting needs to be held in October. - Review the school's AAPAC bylaws. The committee should be allowed to make changes and approval of the bylaws will be by majority vote. Upload the bylaws to the AAPAC Documentation Form. - Present last AAPAC minutes from last spring at the first AAPAC meeting- vote is required for approval of minutes. Approval of minutes is by majority vote. Elect or appoint (2) DAAPAC representatives. Review SPSA Goals & Objectives for African American students - Complete DAAPAC Representative form and send an email to Christine Meza.

9th)	• Upload each agenda one week before the meeting and minutes within two weeks after each meeting into the AAPAC Folder. (FPM Item) • Invite parents to share what their hopes and dreams are for their children • Develop a Round Table Talk for Glows and Grows
Meeting #2 (Hold meeting by December 18th)	At Second AAPAC Meeting: {possible topics} Agenda should be tailored to meet the needs of your school) • Provide an opportunity for parents to discuss and share their perceptions of the school's climate and culture, from perspective and from what they observe or hear from their children • Invite District and Community Resources to come discuss their programs or services (i.e. VAPA, PROUD Academy, ROC/CTEC...) • Discuss upcoming cultural celebrations (i.e. February - Black History Month) and allow parents to provide input on activities that could be spotlighted for both students, staff and families
Meeting #3 (Hold meeting by March 12th)	At Third AAPAC Meeting: • AAPAC Input- Share Current Data and elicit input and recommendations from parents. • Revisit input from the parent/caregiver on their current experience as a Black/African American parent this school year on your campus regarding the culture and climate of the school.
Meeting #4 (Hold meeting by May 7th)	At Fourth AAPAC Meeting: • Celebrate and acknowledge parent participation on AAPAC and DAAPAC • Provide a cumulative survey to gather feedback of ways the school can ensure an inclusive environment for Black/African American students and families
Additional Meetings	<i>*Additional AAPAC Meetings may be held based on the school's needs.</i>

AAPAC Sign-In Sheet

Federal Program Monitoring (FPM) requires submission of a Sign-in sheet.

Quick Link: [AAPAC Sign-In Template](#)



School
logo

School Name

African American Parent Advisory Council Meeting

Sign in Sheet/ Hoja de Firmas

Date/Fecha:

	Name <i>Nombre</i>	Student Name <i>Nombre del Estudiante</i>	AAPAC Parent <i>Padre de AAPAC</i>	Other Parent <i>Padre de otro</i>	Staff Member <i>Miembro del personal</i>	Guest <i>Invitado</i>
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						

AAPAC Quick Links: <https://go.bcsd.com/ttx>

AAPAC Sample Agenda

African American Parent Advisory Council (AAPAC)

Agenda

##/##/2026

Agenda Items	Person Responsible
1.0 Sign In/Welcome/Opening	
2.0 Approval of Minutes	
3.0 New Business	
4.0 Reports 4.1 DAAPAC Report 4.2 SSC Report	
5.0 Round Table - Glows and Grows	
6.0 Upcoming Events/Announcements	
7.0 Adjournment	

Quick Links to Agenda Template: [Agenda](#)

AAPAC Sample Minutes

{Your School Name Here}

African American Parent Advisory Council Meeting

Meeting Minutes Outline

(Date)

1.0 Welcome/Opening:

Meeting called to order at (time) . The meeting was held in (place) .

Parents/Staff present and their titles:

Name Parent	Name, Principal	Name, APL
Name, AA Parent	Name, Parent	Name, SFC
Name AA Parent	Name, Parent	Name, Academic Coach
Name, AA Parent		

Guests:

John Doe, District Administrator

2.0 Approval of Minutes

3.0 New Business

4.0 Reports (this category includes reports from the DAAPAC representative, School Site Council, or other)

4.1 DAAPAC Report

4.2 SSC Report

5.0 Upcoming Events / Announcements

6.0 Round Table - Glows and Grows

7.0 Adjournment

Mr. /Ms. moved to adjourn the meeting. Mr. /Ms. seconded the motion. Motion carried. Meeting adjourned at .

Respectfully submitted,

AAPAC Secretary

AAPAC Chairperson or Vice Chair

*Remove yellow highlighted areas before utilizing this form

[AAPAC Meeting Minutes](#)

Introduction to the Title I, Part A Federal Program

Webpage : [State and Federal Programs / Department Home](#)
[SFP 2026-2027 Training Calendar](#)

It is the intent of the Title I, Part A Federal Program to provide supplemental funds allowing for the design of an effective instructional program for participating students. The instructional design should supplement and enrich the core program and extend the quality and quantity of instructional time. This handbook provides support, structures, and internal controls to assure the district and school implement a fully effective and compliant Title I, Part A program.

The District's Local Control Agency Plan (LCAP) serves as the master plan for the District. The School Plan for Student Achievement (SPSA) aligns to both the LCAP, ConApp and LCAP Federal Addendum. The SPSA directly supports student achievement by addressing the District's Instructional Core Values: English Language Arts, Language Supports, Mathematics, Social Emotional Learning and Family & Community Engagement.

Background of Title I, Part

- Title I funding comes from the federal Elementary and Secondary Education Act (ESEA) of 1965. The previous reauthorization of ESEA was in 2002 and was named the No Child Left Behind Act of 2001.
- No Child Left Behind was scheduled for re-authorization in 2007. Instead of being reauthorized, new regulations were proposed and issued as final regulations in October 2008 under the Bush administration.
- In December of 2015, the Every Student Succeeds Act (ESSA) was authorized under the Obama administration and continues under the Trump administration.

History of Federal Education Reform

1964- Civil Rights Act requires desegregation of schools
1965- Elementary and Secondary Education Act (ESEA), includes Title I, focusing on high poverty areas.
1975- Education of All Handicapped Children Act (now Individuals with Disabilities Act)
1981- Education Consolidation and Improvement Act (ECIA) renames "Title I" as "Chapter I"
1983- Landmark report, *A Nation at Risk*, is issued
1988- Hawkins-Stafford School Improvement Amendments introduce accountability into Chapter 1 programs
1989- Charlottesville Education Conference- President George H.W. Bush proposes "national education goals"
1994- Congress passed Improving America's Schools Act (IASA) broadening the accountability system under Chapter 1 (now re-named Title I). Goal 2000, Education America Act (EAA), establishes national education goals
2002- No Child Left Behind Act (NCLB) of 2001 sets goals for children to be at "proficient" level by the end of school year 2013-2014
2015- In December the Every Student Succeeds Act (ESSA) was authorized and introduced

Parent and Family Engagement Policy

LEA Parent and Family Engagement Policy

Districts receiving Title I, Part A funding shall establish and implement a written parent and family engagement policy and program. (California Education Code [EC] sections 11500-11504, 51101[b]; 20 United States Code [20 U.S.C.] sections 6318[a][1], 6318[a][2])

Each LEA receiving Title I, Part A funding shall develop jointly with, agree on with, and distribute to, parents and family members of participating children, a written parent and family engagement policy which shall be incorporated into the LEA level plan, establish the agency's expectations and objectives for meaningful parent and family involvement.

BCSD Board Policy & Administration Regulations 400.36

BCSD's District Parent and Family Engagement Policy is jointly developed with the District Advisory Committee and annually distributed to all families in the BCSD Parent Student Guide. Board Policy & AR 400.36. Available on BCSD website.

School Parent and Family Engagement Policy The governing board of each school district and county office of education shall establish and adopt a written parent and family engagement policy and program for each school in the district that receives funds under Title I, Part A of the ESEA, as amended by the ESSA. Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school.

Each Title I School & SSC jointly develops their Parent and Family Engagement Policy to meet Federal and State requirements each fall. All schools use the same template in DTS with updated information that is unique to the school campus. Policies go to the Board for review and approval in the fall and distributed to all families.

Template in Document Tracking System (DTS)

SSC Jointly develops and submits to the BCSD Board of Education for approval in June.

Home School Compact

School - Parent Compacts are jointly developed with SSC in the fall and shared with families at Parent - Teacher Conferences.

[School- Parent Compact template](#)

[Evidence of Distribution Form](#) -
Submit to SFP

What is a School - Parent Compact? The School-Parent Compact is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level goals.	Activities to Build Partnerships - Back to School Night - Parent Cafe - Parent-Teacher Conferences - Title I/Parent Education Workshops - Parents As Leaders (PALs) - Parent Resource Center - School Site Governing Committees - English Learner Advisory Committee - District African American Parent Advisory Council - District Advisory Committees - GATE Fair / Genius Hour - Career Day - Booster Club	Paul L. Cato Middle School School-Parent Compact 2026-2027  For more information, please contact our office at 661-631-5245  Only up to date with Cato events and activities of Parent Board  @lucacato  l.cato BAKERSFIELD CITY SCHOOL DISTRICT 661-631-4600
Effective Compacts: - Link to goals of the school improvement plan - Focus on student learning skills - Describe how teachers will help students develop those skills using high-quality curriculum and instruction - Share strategies parents can use at home - Explain how teachers and parents will communicate about student progress - Describe opportunities for parents to volunteer and participate at the school Jointly Developed The parents, students and staff of Cato Middle School believe that decisions should focus around student learning. We believe in the development of a curriculum which is challenging and enables all students to achieve success. Education must be a combined effort between schools, families, and the community. In order to provide a quality education we must work together, developing and attaining higher standards in academics, conduct, and social awareness.	Learning Paul L.Cato Middle School is committed to frequent two-way communication with families about children's learning. Some of the ways parents and teachers communicate all year are: - Bi-annual parent-teacher conferences - Frequent reports to parents on their child's progress - Access to the Aeries online gradebook - Reasonable access to school staff, including opportunities to volunteer and observe in the their child's classroom - Team for Student Success (TSS) - Frequent Parent Square updates	

Annual Title I Parent Meeting

Webpage: [State and Federal Programs / Title I Parent Meeting](#)

SCHOOL PARENT INVOLVEMENT REQUIREMENTS

Each school served with Title I, Part A funds shall:

Convene an annual meeting to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of Title I, Part A, and the right of parents to be involved.

Title I Meeting(s) should convene at a time that is convenient for families.

Schools may hold a Title I Meeting during Back-to-School Night if the following requirements are met:

1. Invitation must specifically invite parents to your Title I Parent Meeting.
2. Sign-In Form of families attending Title I Annual Meeting
3. School to update Title I Presentation to align with SPSA Title I strategies & expenditures and present during the Annual Title I Parent Meeting.

REVISED TITLE I PARENT MEETING PRESENTATIONS – Presentations available on SFP web page or in electronic SFP Handbook

Schoolwide Program– All Title I schools with 40% or higher Socioeconomically Disadvantaged students.

2026–2027 (Newly Revised)

[Title I Schoolwide Program Annual Parent Meeting Presentation & Parent University Kick-Off – English](#)

[Title I Schoolwide Program Annual Parent Meeting Presentation & Parent University Kick-Off – Spanish](#)

Targeted Assistance Program (TAS) – *Rafer Community School*

[Title I Targeted Assistance Program \(TAS\) Annual Parent Meeting Presentation – English](#)

[Title I Targeted Assistance Program \(TAS\) Annual Parent Meeting Presentation – Spanish](#)

Schools submit the required documents to the State & Federal Programs Department and keep them on file at the school for five years.

Required Documentation in English & Spanish:

1. Invitation
2. Sign In Form ([Sample Sign In Form Template](#))
3. Presentation –template links above

School Support and Improvement: CSI & ATSI

Comprehensive Support and Improvement (CSI)

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must collaborate with educational partners to locally develop and implement a plan to improve student outcomes.

CSI School Eligibility and Exit Criteria

California will use the California School Dashboard (Dashboard) to determine school eligibility for and exit criteria from CSI. School eligibility and exit are determined for the following categories of schools:

1. Low graduation rate
2. Not less than the lowest-performing five percent of Title I-funded schools

Additional Targeted Support & Improvement (ATSI)

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for targeted support and improvement (TSI) and additional targeted support and improvement (ATSI). Schools that meet the criteria for ATSI must collaborate with educational partners to develop and implement a school-level plan to improve student outcomes.

ATSI Eligibility and Exit Criteria

Schools that are not eligible for comprehensive support and improvement (CSI) and have one or more student group(s) that meet(s) any of the criteria used to determine CSI Low Performing, will be eligible for ATSI.

The student groups used for ATSI determinations are:

- Race/ethnicity (i.e., Black/African American, American Indian/Alaska Native, Asian American, Filipino, Hispanic, Pacific Islander, White, and Two or More Races)
- Homeless Students
- English Learner Students
- Foster Youth Students
- Student with Disabilities
- Socioeconomically Disadvantaged Students
- Additionally, the same exit criteria for CSI Low Performing applies for ATSI, but at the student group level.

Targeted Support & Improvement (TSI)

TSI eligibility is based on school-level student group performance. In a TSI entry year, schools that are not eligible for CSI and have one or more student group(s) that meet(s) any of the criteria used to determine CSI-Low Performing, will be eligible for TSI. Two years of Dashboard results are used to make TSI determinations.

TSI is an annual determination and does not have exit criteria. As such, if a TSI-eligible school no longer meets the TSI entry criteria, the school will no longer be eligible for TSI.

Federal Program Monitoring (FPM)

Federal Program Monitoring (FPM)

Current state and federal laws require the California Department of Education (CDE) to monitor implementation of Programs operated by each district and school. The FPM process centers on both the statutory monitoring requirements for LEAs and the California Department of Education (CDE). The FPM monitoring instruments have tight adherence and alignment with state and federal law. Districts are responsible to ensure that schools maintain compliant categorical programs. BCSD has embedded most of the required program components into the daily procedures of the District and school sites. BCSD's internal controls and program design are structured to assure compliance while simultaneously emphasizing the academic needs of our students.

Every department that utilizes federal funds, must review program instruments each year and update procedures and documentation to meet state and federal requirements.

BCSD is reviewed every two years by the CDE through the FPM process.

BCSD was not selected by CDE for a 2026–2027 FPM review.

CDE Program Instruments for our FPM review:

26–27 Instruments: Not posted at this time

25–26 Instruments: <https://www.cde.ca.gov/ta/cr/progrinst202425.asp>

[W 2025–26 CE Program Instrument.docx](#)

BCSD's last FPM review was onsite the week of October 23–27, 2023

District Programs selected by CDE for 2023–2024 review:

Compensatory Ed (CE)

School Support and Improvement (SSI)

Migrant Education (ME)

English Learners (EL)

Educator Equity (EE)

Supporting Effective Instruction (SEI)

Federal Stimulus Monitoring

School Sites Selected by CDE for 2023–2024 review:

Fremont

McKinley

Voorhies

Stiern Middle School

College Heights Elementary – Migrant Education Only

SFP Monthly Compliance Tracker

Staying on track with State & Federal Programs:

State & Federal Programs Department oversees the implementation of school federal programs and compliance documents for audits and Federal Program Monitoring reviews.

Schools submit their documentation for review. SFP team will update compliance tracker and communicate with schools when revisions are needed. Compliance tracker is available for review via the link below. Schools will be emailed monthly with needed revisions or missing documentation.

26-27 SFP Monthly Compliance Tracker (Access to view available only using BCSD email)

[illegible]

School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is a written plan developed by the school community describing the school program and how resources will be used to meet the supplemental educational and related needs of participating students. The purpose of the School Plan for Student Achievement is:

1. To create a cycle of continuous improvement of student performance
2. To raise the academic performance of all students to the level of state achievement standards

The SPSA must integrate the purposes and requirements of programs in which the school participates. Actions are approved by the School Site Council (SSC) and submitted within the SPSA or Addendum. Accordingly the SPSA must be consistent with the federally required Local Educational Agency Plan (LEA), the state required Local Agency Control Plan (LCAP), and identify how federal requirements will be implemented. Any major change in the school plan requires an SPSA Addendum. The SPSA should be a living document that guides decision-making and the work of the school throughout the year.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of targeted students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, analysis, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

SPSA Development Process

1. SPSA Annual Review- template in DTS. Review current goals, strategies, and expenditures implementation and effectiveness to determine what is working and what needs to be changed.
2. Comprehensive Needs Assessment (CNA) includes:
 - a. State and local data analysis- using data analysis protocol
 - b. Educational Partner input
 - c. Define students' most pressing needs and their root causes
3. Revise and Update SPSA
 - a. Communicate identified needs from CNA and Annual Review, Resource Inequities (if applicable)
 - b. Develop Goals, Annual Measurable Outcomes, Strategies, and Expenditures to address identified needs
 - c. Seek Educational Partners input
 - d. SSC recommends SPSA to BCSD Board of Education for approval
4. Implement and Monitor SPSA throughout the year

SPSA Approval Process

School plans are reviewed by BCSD State & Federal Programs and the school's Executive Director prior to final approval by the School Site Council and BCSD Board of Education.

SPSA Addendums

The School Plan for Student Achievement (SPSA) shall be reviewed and approved by the governing board or body of the local educational agency (LEA) at a regularly scheduled meeting whenever there are material changes that affect the academic programs for pupils covered by programs identified in this part (EC Section 64001[i]). If a SPSA is not approved by the governing board or body of the LEA, specific reasons for that action shall be communicated to the SSC (EC Section 64001[i]).

Modifications to any SPSA shall be developed, recommended, and approved or disapproved by the governing board or body of the LEA in the same manner (EC Section 64001[i]).

The SPSA Addendum process allows for **Material** modification or additions to the SPSA.

When is an SPSA Addendum Required?

An SPSA Addendum is required when there is a material change to the approved SPSA, including:

- Material Changes to the SPSA including transfers in excess of **\$15,000 to an activity/action**, revised actions, and updated **total** allocations.
- Actions/expenditure that need to be amended, deleted, or **added**.

BCSD SPSA Addendum Process

Reach out to SFP Team for zoom on SPSA Revisions **to develop an addendum**. Make a zoom appointment with the SFP Director or Instructional Specialist for review prior to your SSC.

Step 1: Update Budget and Addendum Summary Page

- Make Budget Revisions first using the budget excel in Public drive.
- Pull smartetools budget report. Update amounts for each object code to match smartetools, then make SPSA budget revisions.
- Complete the [Addendum Summary](#) Page, which will be shared with SSC to make note of all the changes.

Step 2: Update SPSA in DTS

- In DTS, make revisions to current SPSA goals, actions, and expenditures as needed to align with budget changes.
- Save all revisions.
- Ensure Addendum Summary page aligns with the updated SPSA Goals and Strategies in DTS.

Step 3: Submit Addendum Draft for SFP Review

Submit hard copies of the draft Addendum documents to the SFP Department at least 72 hours before the SSC meeting. Drop-off is recommended.

- Principal signed Revised budget excels
- Completed [Addendum Summary](#)
- The complete DTS Addendum

SFP will review the addendum and budget prior to the SSC meeting and will email with any required revisions. The school site will make updates to both excel and Addendum, if applicable.

Step 4: Obtain SSC Approval

- Place the SPSA Addendum on the SSC agenda as a voting item (*New Business 6.0*).
- Present the proposed revisions and Addendum Summary to SSC.
- Obtain SSC approval through a recorded vote.
- Document the discussion and vote in SSC meeting minutes, including a snapshot of the Addendum Summary in the minutes.

Step 5: Submit Final Addendum Documentation to SFP

After SSC approves, submit the Final Addendum documentation to SFP.

Bring Hard copies to SFP office in Education Center by Addendum deadline:

- a. Principal signed Revised budget excels
- b. Principal signed SPSA [Addendum Summary](#)
- c. Revised SPSA Addendum (revised sections only, printed single-sided)
- d. Signed Recommendations and Assurance page
- e. Draft SSC meeting minutes
- f. **Develop a Staff Analysis to explain why there was a need to change an action's material change.**

Budget transfers and requisitions related to the SPSA Addendum will be processed after submitted to SFP.

Please contact the SFP Department with any question

SPSA Revisions/Addendum Deadlines

2026-2027 SPSA Addendum Deadlines

Submit to State & Federal Programs Department:

- Printed single sided copy of complete SPSA Revision/Addendum with signed Assurance signature page: SSC chairperson and Principal
- Updated Budget Excels to match SPSA Revision/Addendums: signed by Principal
- SPSA [Addendum Summary](#): signed by Principal
- SSC Minutes

Addendum Deadline	BCSD Board Meetings
Monday, August 10, 2026	August 25, 2026
Tuesday, September 8, 2026	September 22, 2026
Monday, October 12, 2026	October 27, 2026
Monday, November 2, 2026	November 17, 2026
Monday, November 30, 2026	December 15, 2026
Monday, January 11, 2027	January 26, 2027
Tuesday, February 9, 2027	February 23, 2027
Monday, March 1, 2027	March 16, 2027
Monday, April 12, 2027	April 27, 2027
Monday, May 10, 2027	May 25, 2027
Friday, May 21, 2027	June 8, 2027
SPSAs to Board - Due May 7, 2027	June 22, 2027

Spending Federal Title I Funds Responsibly

Federal Funds must be reasonable, necessary and allocable.

Be prepared to explain **necessary** and **reasonable** spending decisions.

Federal Law requires the activity/expenditure is reasonable, necessary, and allocable cost to the program (Title 2 Code of Federal Regulations [CFR] sections 200.404, and 200.405)

To meet a necessary and reasonable standard the following questions apply:

1. How does the cost help program performance?
2. Does the purchase further the purpose of the Title I program?
3. Do resources exist that already fill the same need?
4. Is the expenditure supported in the SPSA and data driven?

The California Department of Education (CDE) recommends that Districts should consider the following general criteria when approving activities or expenditures supported with Title I, Part A funds:

1. The activity/expenditure is aligned to meet the challenging State academic content standards;
2. The activity/expenditure is an evidenced-based educational strategy;
3. The activity/expenditure is reasonable, necessary, and allocable cost to the program;
4. Title I, Part A funds used supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds;
5. Title I, Part A funds used for the current Federal fiscal year or the subsequent fiscal year.
- 6.
7. Title I Schoolwide Programs (SWP) should consider the following general criteria when approving activities or expenditures supported with Title I, Part A funds:
8. The activity/expenditure meets a need identified in the comprehensive needs assessment;
9. The activity/expenditure is included in the Single Plan for Student Achievement (SPSA);
10. The SPSA has been approved by the local governing board;
11. The School Site Council (SSC) annually evaluates and monitors the implementation of the SPSA and progress towards accomplishing the goals; and
12. The activity/expenditure has been reviewed, approved, and recommended by the SSC to the local governing board (EC Section 64001[d]).

Title I Targeted Assistance Schools (TAS) should consider the following general criteria when approving activities or expenditures supported with Title I, Part A funds:

1. The activity/expenditure serves the needs of students that are identified as failing, or most at risk of failing to meet challenging State academic standards on the basis of multiple, educational related, objective criteria established by the LEA and supplemented by the school (ESSA Section 1115[c][1][B]);
2. The activity/expenditure is included on an ongoing basis, review of the progress of eligible children and revise the TAS program, if necessary, to provide additional assistance, to enable such children to meet the challenging State academic standards (ESSA Section 1115[b][G][iii]).

If an expenditure/activity does not meet all of the above rationale, it is not likely to be an authorized use of Title I, Part A funds.

[Title I, Part A Authorized Use of Funds](#)

When statute or Ed. Code is not specific about allowable expenses....

What is reasonable?

What would a reasonable person decide?

The term reasonable is a generic and relative one and applies to that which is appropriate for a particular situation.

In the law of Negligence, the “reasonable person standard” is the standard of care that a reasonably prudent person would observe under a given set of circumstances. An individual who subscribes to such standards can avoid liability for negligence. Similarly, a reasonable act is that which might fairly and properly be required of an individual.

When applying the reasonable standard—reasonable denotes a hypothetical person in society who exercises average care, skill and judgment in conduct who serves as a comparative standard for determining liability.

The decision whether an accused is guilty of a given offense might involve the application of an objective test in which the conduct of the accused is compared to that of a reasonable person under similar circumstances.

In most cases, persons with greater than average skills, or with special duties to society, are held to a higher standard of care. For example: a physician who aids a person in distress is held to a higher standard of care than is an ordinary person.

Title I EXPENDITURES NOT ALLOWED

- ANY food or candy
- Building improvements
- Gift cards
- Core PE equipment/supplies
- Custodial supplies
- Medical supplies
- Title I salary and/or extra time for mandatory activities (SBAC Testing, ELPAC training, TSS, IEP, core book inventory, etc.)
- Rewards/incentives for participation in mandatory activities
- Personalized items: Banners, bags, pencils with school name
- Furniture

Use of Title I, Part A Funds

District Title I Initiatives, Targeted Assistance & Schoolwide Programs

Districtwide Title I Initiatives

LEAs may reserve Title I, Part A funds to implement district wide Title I initiatives pursuant to the ESSA, including but not limited to the ESSA sections 1111(d), 1112, 1113, 1116, and 1119. LEAs should consider the general criteria on the CDE Title I, Part A Authorized Use of Funds web page when approving activities or expenditures supported with Title I, Part A funds.

These districtwide initiatives are designed to improve the achievement of Title I students districtwide, to benefit all, or a group, of Title I schools in the district. LEAs may not use Title I, Part A funds to benefit students in non-Title I schools except such students who are homeless, neglected or delinquent, who may be attending non-Title I schools within the LEA (ESSA Section 1113[c][3][C]).

BCSD District Title I Initiatives:

1. Family & Community Engagement Programs
2. McKinney-Vento Program
3. Professional Development
 - Curriculum & Instruction Specialists to provide PD and coaching, PD consultants, Conference and Travel, Extra time to plan and participate in District and Site led PD, as well as the needed materials, books and equipment:
 - Summer and School Year Professional Development
 - Academic Conferences
4. Assistance to Schools
 - Elementary Title I schools provide a spring TK/K orientation and Fall Onboarding
 - Re-engagement of students and outreach to families
 - National Youth Sports Program
 - Online Programs/License to support Title I Schools
 - Project Lead The Way (PLTW)
 - Visual and Performing Arts
 - Student Interventions
 - Expanding efforts to promote literacy through additional leveled books and leveled decodables for small group instruction and intervention, school and classroom library books and supplies to create a culture of literacy.
 - Educational field trips that provide hands-on activities that encourage students to experiment, ask questions, and involve students in learning experiences that are difficult to duplicate in the classroom to support the various California Content Standards (CCSS), Next Generation Science Standards (NGSS), History-Social Studies, etc.

Targeted Assistance Programs at Schools

Title I-A funds may only be used to meet the needs of children identified as being in the greatest need of services. Students must be selected using multiple, educationally-related, objective criteria. In a targeted assistance program, all costs must be supplemental and limited to services for eligible students.

Schoolwide Programs at Schools

Title I, Part A funds are used to upgrade the entire educational program in a school and all students may benefit from the use of Title I, Part A funds. Activities must be part of the schoolwide plan and support an identified academic need through the school's comprehensive needs assessment.

BCSD Guidance on Title I, Part A Allowable & Unallowable Expenditures

**For additional assistance on allowable and unallowable Title I, Part A expenditures contact
State and Federal Programs Department at (661) 631-4695.**

Below is a general overview of allowable and unallowable activities to support Title I, Part A program planning activities.

All expenditures must be: based on identified needs, an evidence-based strategy/activity and called out in SPSA.

Allowable Expenditures	Unallowable per EDGAR & Title I Guidance
Academic Support for At Promise Students • Evidence-based academic supports to meet student needs • Intervention Materials • Extended Learning Academic Supports • Tutoring (ELT) • Cert. Extra Time for ELT • Transportation for Title I ELT if not otherwise available • Field Trips – pre approval required Support Staff for Title I Programs: • Intervention/Reading Specialists • Teacher Tutor • Instructional Aides (under the direct supervision of certificated staff member) • Proportional benefits for Title I salaries Title I program supplies and materials: • Supplemental instructional materials • Software for Academic Intervention • Diagnostic and progress monitoring materials Title I Parent and Family Engagement: • Family and Community Engagement Events to support student academic achievement • Consultants • Extra time for staff to plan for or participate to Title I activities outside contract hours • Costs for activities including materials, transportation, childcare • Conference for Parents Professional Development aligned with Title I: • Cert. Extra Time to support PLC/PD • Professional Development Consultants • Reasonable supplies and materials for PD • Conference costs that meet state and federal guidelines • Coaching Staff (Academic Coach, APL)	Core instruction or mandated services: • Teachers providing core instruction • Required services for English Learners • Cost for training, administering, scoring and reporting results for mandated state assessments Supplies and materials: • Costs for core curriculum materials • Rewards/incentives for participation in mandatory activities • Promotional/Personalized items, such as T-shirts, caps, tote bags, banners, imprinted pens or pencils, and key chains • Door prizes, movie tickets, gift certificates, gift cards, passes to amusement parks, etc. • Food and refreshments for staff activities, including working lunches, Ceremonies, banquets, or celebrations • ANY food or candy • Furniture • Building improvements • Gift cards • Core PE equipment/supplies • Custodial supplies • Medical supplies Professional Development: • PD that is stand-alone, 1-day, or short-term workshops not aligned to a schoolwide plan or school improvement initiative
Other • Identified areas of need to address barriers for students academic success	Other: • Field trips for entertainment or recreational purposes only • Construction, remodeling, or renovation • Costs that do not meet federal Supplement/Not Supplant guidelines • Title I salary and/or extra time for mandatory activities (SBAC Testing, ELPAC training, TSS, IEP, core book inventory, etc.)

Supplement Not Supplant (SNS)

Title I, Supplement Not Supplant (SNS)

Title I federal funds help to meet the educational needs of students in California schools. The California Department of Education (CDE) recommends that local educational agencies (LEAs), county offices of education, and direct funded charter schools that receive Title I allocations consider the following general criteria when determining if an expenditure or obligation is supplemental. Generally, Title I, Part A funds shall be used to supplement, not supplant non-federal funds pursuant to the Every Student Succeeds Act (ESSA) Section 1114(a)(3)(B).

To demonstrate compliance, an LEA shall demonstrate that the methodology used to allocate state and local funds to each school receiving assistance under Title I ensures that such school receives all of the State and local funds otherwise received if the school were not receiving Title I assistance (ESSA Section 1118[b](2)).

Background

Under No Child Left Behind (NCLB), in order to prove that a cost was supplemental, the LEA had ensured costs passed a set of presumptions of what the LEA would have provided in the absence of the Title I funds. Before ESSA, a supplanting violation was presumed if the federally funded expense was:

1. *An activity required by federal, state, or local law;*
2. *An activity that was paid for with state or local funds in the prior year; or*
3. *The same services for Title I students that state and local funds support for non-Title I students.*

The NCLB three presumptions of supplanting required an analysis of individual obligations or expenditures to assess whether a particular expenditure or obligation was supplemental. These presumptions no longer apply under ESSA.

Current Process

Now, compliance is not determined based on an analysis of individual Title I expenditures or obligations. Instead, LEAs must demonstrate that the methodology used to allocate funds to each school receiving Title I funds ensures that such school receives all of the state and local funds otherwise received if the school were not receiving Title I funds.

1. Under ESSA, the determination for SNS compliance has changed in two ways:
LEAs shall not be required to identify that an individual cost or service supported with Title I funds is supplemental, which effectively prohibits the NCLB presumptions previously used to ensure compliance for Title I expenditures and obligations (ESSA Section 1118[b](2)).
2. ESSA replaces the targeted assistance schools (TAS) and schoolwide program (SWP) schools SNS determinations with a single compliance check that focuses on a LEAs methodology for allocating funds (ESSA Section 1118[b]). In schools operating a TAS program, the current process still allows only those identified TAS students to receive Title I assistance.

Specifically, ESSA requires that an LEA demonstrate that the methodology used to allocate state and local funds to each school ensures that Title I schools receive all the state and local funds otherwise received if the school were not receiving Title I assistance. In order to demonstrate compliance with the SNS methodology requirement, an LEA receiving Title I funds must ensure the determination is met for both school-level and LEA-level expenditures.

School-Level Expenditures

To determine the school-level expenditures meets SNS requirements, the LEA must be able to demonstrate that each Title I school is allocated all of the state and local funds the school would be entitled to were the school not receiving Title I. The LEA demonstrates this through the regular procedures for distributing funds, that the LEA distributes state and local funds without regard to whether those schools are receiving Title I funds.

LEAs have the decision on the methodology used to allocate state and local funds to schools (ESSA Section 1118[b][4]). There are unlimited options available to an LEA as to what the methodology should be, examples include:

- Varying per pupil allocations based on the characteristics of students in each school so that students with characteristics associated with educational disadvantage, including students living in poverty, English learners (ELs), students with disabilities, and other such groups of students the LEA determines are associated with educational disadvantage, generate additional funding for their school;
- For example, the LEA provides \$10 for all students, low-income students receive an additional \$15, students with disabilities receive an additional \$25, ELs receive an additional \$15, etc.
- A distribution based on personnel or non-personnel costs;
- For example, the average LEA-wide salary for each category of school personnel (e.g., teachers, principals, librarians, school counselors) is multiplied by the number of school personnel in each category assigned by the LEA-wide formula to the school; and the average LEA-wide per-pupil expenditure for non-personnel resources is multiplied by the number of students in the school.
- Allocations based on the grade level of the student (e.g. high school students receive more funding per pupil than elementary school students); or
- For example, all elementary school students receive \$40 per student, middle school students receive \$45 per student and high school students receive \$60 per student, etc.

These are some examples of methodologies that would meet the SNS requirement since each example is neutral as to whether a school is a Title I school. When an LEA meets the above methodology determination, all school-level expenses are supplemental.

LEA-Level Expenditures

LEAs must also meet the SNS methodology determination regarding the funds retained at the LEA-level. When an LEA uses state and local funds for LEA-wide expenditures, the LEA must also demonstrate that the LEA is allocating the state and local funds to Title I schools on the same basis as non-Title I schools.

For example, an LEA wants to start Science, Technology, Engineering, and Mathematics (STEM) enrichment programs across the LEA and plans to use state funds to fund the program in non-Title I schools and Title I funds to fund the program in the Title I schools. This would be a SNS violation because the LEA is not providing state funds to the Title I schools on the same basis as the non-Title I schools (in fact in this example, the Title I schools receive none of the state funding), which the SNS requirements prohibit. Therefore, the allocation of Title I funds for the STEM program would fail to meet SNS requirements.

At the LEA-level, SNS resembles more like a specific expenditure determination, although remains a methodology decision regarding how the LEA is allocating its LEA-level state and local resources. Therefore, when an LEA is planning to expend or obligate state and local funds and Title I funds on an LEA-wide initiative, the LEA must look at the funding the LEA intends to use and then determine whether the Title I schools will receive their equal share of non-federal funds.

Accordingly, when there is an LEA-wide initiative, for any purpose, the LEA must make sure that the non-federal funds are neutrally distributed and then the Title I funds are used for supplementary purposes for the Title I schools.

Intent of Local Control Funding Formula (LCFF)

The Local Control Funding Formula (LCFF) is hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential.

The LCAP is intended as a comprehensive planning tool to support student outcomes and is an important component of the local control funding formula (LCFF). Under the LCFF, all local educational agencies (LEAs) including school districts, are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) sections 52060(d), 52066(d), and 47605.

LCFF funds allocated to BCSD schools are supplemental/concentration funds for planned actions/services contributing to increasing or improving services for the targeted disadvantaged pupils. Targeted pupils are those classified as English learners (EL), Long Term English Learners (LTEL), students that meet income requirements to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count).

As schools plan and implement LCFF funded expenditures please note that for each action being provided to an entire school, or across the entire school district, an explanation of (1) how the needs of foster youth, English learners, Long Term English Learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students.

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates.

These actions are being provided on an LEA-wide basis and we expect that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students.

BCSD Guidance on LCFF Supplemental/Concentration

Allowable Expenditures & Examples of expenditures that do not align with the intent of LCFF S/C funds.

Below is a general overview of allowable and unallowable activities to support your unduplicated student SPSA needed program planning activities.

All LCFF S/C expenditures must:

- Be based on the Identified needs of English Learners, Socioeconomically Disadvantaged Students, and/or Foster Youth (unduplicated students),
- Improve outcomes or increase services for unduplicated students,
- Be called out in current SPSA or SPSA Addendum

Allowable Expenditures	Expenditures that do not align with the intent/purpose of LCFF Supplemental Concentration Funds.
Academic Support for Identified Needs of Unduplicated students • Academic Supports to meet student needs • Intervention Materials • Extended Learning Academic Supports ◦ Cert. Extra Time for ELT ◦ Transportation for ELT if not otherwise available • Extracurricular Activities ◦ Academic Activities: Academic Pentathlon, Battle of the Books, Math Bowl, Oral Language ◦ On Campus Student Engagement Activities: student clubs, chess club, etc., Student Council ◦ Assemblies ◦ Field Trips aligned to CCSS, College Visits ◦ Cert. Extra time for extracurricular Program supplies and materials: • Supplemental instructional materials • Books to support SPSA Goals. • Diagnostic and progress monitoring materials • Software/programs to support academic or SEL needs • Technology/Equipment needed to implement online programs and engaging instruction • Field Trips/Assemblies aligned to SPSA Goals and Grade level standards/curriculum. • Incentives/Awards to celebrate student academic success (refer to LCFF Incentive Guidelines) • Supplies for ELT/Extracurricular activities Social Emotional Learning for Identified Needs of Unduplicated students • Supplemental materials for classrooms and small group lessons/activities • Books to support SPSA Goals. • Diagnostic and progress monitoring materials	Core instruction or mandated services: • Teachers providing core instruction • Cost for training, administering, scoring and reporting results for mandated state assessments Supplies and materials: • Costs for core curriculum materials • Door prizes, movie tickets, gift certificates, gift cards, passes to amusement parks, etc. • Food and refreshments for non-PD staff activities, including ceremonies, banquets, or celebrations Professional Development: • PD that is not aligned to a schoolwide plan, district or school improvement initiative Furniture/Equipment • Principal or Vice Principal desktop, desk, chair, or other items for administrative purposes. • Front office supplies, equipment or furniture for Secretary or Clerk • Classroom/School Core Furniture • Student desks/chairs • Teacher desk • Core Library Furniture • Trash cans

- Software/programs to support academic or SEL needs
- School Safety Items aligned to SPSA Goal 4/1
- PBIS/MTSS materials
- Assemblies
- Behavior and Attendance Incentives that follow the BCSD Incentive Guidelines

Family and Family Engagement:

- Consultants
- Extra time for staff to plan for or participate to activities outside contract hours
- Costs for activities including materials, transportation, childcare
- Conference for Parents
- Family and Community Engagement Events to support student academic achievement
- Lite snack for parent sessions/meetings that follow BCSD LCFF Food Guidelines
- Duplication for sessions or communication

Professional Development to SPSA Goals:

- Cert. Extra Time to support PD (1940)
 - PD/SEL if called out in plan
- Cert. Extra Time to support PLC/planning (1110)
- Professional Development Consultants
- Reasonable supplies and materials for PD
- Conference costs that meet state and federal guidelines
- Light snack that follows BCSD LCFF Food Guidelines

Support Staff for Academic/SEL Programs may include but not limited to:

- Academic Program Leader
- Academic Coach
- Teacher Intervention Specialist
- Teacher on Special Assignment (TOSA)
- Teacher Tutor
- Instructional Aides (under the direct supervision of certificated staff member)
- Additional Library Media Assistant
- Behavior Intervention Specialist
- Cafeteria Playground Supervisors
- FACE Liaison
- Specially Funded Clerk

Furniture to support SPSA Goals to meet identified needs that improve or increase services for unduplicated students

- Items such as soft furniture or other supplemental classroom furniture that stays in the classroom to improve or increase services.
 - Supplemental bookshelves for purchased materials, books, and manipulatives that were purchased to improve or increase services.

- Cafeteria furniture inside or outside
- Teacher desktop computer (contact IT Dept.)

Field Trips

- Field trips for entertainment or recreational purposes only
- End of the year activities

Murals

- Should be funded through sponsor or donation
- Murals do not support the intent/purpose of Title I or LCFF S/C Funds
- Other resource codes approved by cabinet

Sponsored/Donated Mural requirements prior to requisition submission:

•M & O Site Improvement Request Form (SIRF) [SITE IMPROVEMENT REQUEST FORM](#)

•Quote from contractor; contractor must be approved to work with BCSD and must be a registered vendor with the Department of Industrial Relations

•Consultant agreement must be board approved with the images prior to any work being done.

•Requisition that follows the consultant agreement requirements. oSFP Department will request Executive Director approval of requisition prior to approval.

Other:

- Construction, remodeling, or renovation
- Costs that do not meet state guidelines

Student Support Guidelines to reinforce student Academic & SEL Growth

- Expenditures for supports should be in reasonable proportion to overall SPSA expenditures
- Schools should not exceed 2.5% of their LCFF allocation without prior justification.
 - If there is a need to exceed this limit, the school would need to provide justification and approval: contact the **SFP Coordinator** and the **Executive Director** before proceeding.
- Not to exceed 1% of Title I allocation for CSI/ATSI identified schools
- Expenditures must support identified needs align to SPSA goals
- Supports that include student supplies, awards, and incentives should be of *NOMINAL VALUE and have no cash value.

Funding:

- LCFF**– Purchase Justification (comments) must identify how the expenditures increase or improve services for Socioeconomically Disadvantaged Students, English Learners, or Foster Youth.
- Title I, Part A– CSI/ATSI** – prioritized funding to address identified intervention and supports to address specific student groups or school wide areas that lead to ATSI/CSI eligibility.
 - School – ATSI eligibility based on the homeless, African American, and white student groups' chronic absenteeism. Schools can create a support to address chronic attendance to get students engaged and at school to improve academic performance. Title I support fund must have an academic focus. (No attendance– a *+s it is required)
 - Items can not be personalized with school name/logo

Reminders

- It is important to keep records documenting the decision-making process
- Mandatory activities can not be compelled by any type of incentives
- Gift cards, event tickets, or money are NOT allowable incentives

Student Support Guidelines for growth reinforcers Supplies/Awards/Incentives/t-shirts/end of the year awards

Expenditure	Funding Source			Funding Guidelines
Incentives/awards/t-shirts	Attendance Funds 0041 <i>Funding Source other than SPSA funds</i>	LCFF 0043/0044		Schools should not exceed 2.5% of their LCFF allocation without prior justification. If there is a need to exceed this limit, the school would need to provide justification and approval: contact the SFP Coordinator and the Executive Director before proceeding.
School Supports			Title I 3150/3010	Up to 1% of Title I allocation for CSI/ATSI schools only
Attendance Incentives: Daily Weekly Monthly End of the year	Resource Code: 0041 Attendance funds	N/A	N/A	*Attendance Funds– Up to \$99 per recipient Example: Shirts would be allowable out of attendance funds to celebrate and support student attendance.

**Student Support Guidelines for growth reinforcers
Supplies/Awards/Incentives/t-shirts/end of the year awards**

Expenditure	Funding Source			Funding Guidelines
Attendance Incentives: Daily Weekly Monthly End of the year		LCFF S/C *only if identified need to support EL, Foster or SED		LCFF S/C- should be academic based and reasonable. The suggested reasonable range is \$3–\$8 per item. Up to \$12 for books. If there is justification and a clear rationale to exceed this range, the school must first contact the State & Federal Programs (SFP) Coordinator and the Executive Director for approval.
Student Supports- To develop and support recognition programs that encourage student engagement.			Title I CSI/ATSI schools only	Title I - CSI/ATSI schools- chronic absenteeism identification Supports must align and be academic focused: Pencil, writing journal, book Nominal Cost: Up to \$3.00 per item, up to \$12 per item for books- (included in total 1% incentive allocation of SPSA Title I, Part A funds). Based on a planned recognition program that encourages student engagement to support academic achievement growth. Note: These supports are not provided to attend school, as school attendance is required.
PBIS Supports		LCFF S/C (0043)		Reasonable amount per item- (included in total 2.5% incentive allocation of SPSA LCFF funds). The suggested reasonable range is \$3–\$8 per item. Up to \$12 for books. If there is justification and a clear rationale to exceed this range, the school must first contact the State & Federal Programs (SFP) Coordinator and the Executive Director for approval.
Academic Supports		LCFF S/C (0043)		Reasonable amount per item- (included in total 2.5% incentive allocation of SPSA LCFF funds). The suggested reasonable range is \$3–\$8 per item. Up to \$12 for books. If there is justification and a clear rationale to exceed this range, the school must first contact the State & Federal Programs (SFP) Coordinator and the Executive Director for approval.

**Student Support Guidelines for growth reinforcers
Supplies/Awards/Incentives/t-shirts/end of the year awards**

Expenditure	Funding Source			Funding Guidelines
Academic/Quarterly Awards		LCFF S/C (0043)		Reasonable amount per item- (included in total 2.5% incentive allocation of SPSA LCFF funds). The suggested reasonable range is \$3-\$8 per item. Up to \$12 for books. If there is justification and a clear rationale to exceed this range, the school must first contact the State & Federal Programs (SFP).
End of the Year Student Awards		LCFF S/C (0043)		Expenditure must be reasonable (Included in total 2.5% incentive allocation of SPSA LCFF funds).
Student t-shirts only for: - student academic enrichment activities (math bowl, academic pentathlon, Battle of the Books) - AR Incentive to celebrate growth - Safety (select field trips) No school wide shirt orders using SPSA funds.	Attendance Funds (0041) *shirts to celebrate attendance	LCFF S/C (0043)	N/A	*Reasonable amount per shirt (added cost for larger sizes is allowable) (Included in total 2.5% incentive allocation of SPSA LCFF funds).
Parent shirts		FACE LCAP (0044)		Reasonable cost-out of LCAP allocation to cover FACE activities at school. Order is based on FACE Accountability Worksheet (i.e. If you have 12 active parents - the order would be for 12 shirts)
Parent Incentives/ EOY gifts		FACE LCAP (0044)		Reasonable cost - out of LCAP allocation to cover FACE activities at school.

Food Guidelines for LCFF S/C Funds

FOOD purchase requisition comments include:

- Date of Event, Topic of Event
- Duration – start/end time of event (all day or specific hours)
- Description of food purchase (i.e. granola bar and drink; muffins, juice, and coffee)
- Expected # of attendees (i.e. 50 teachers; 25 parents; 30 students)
- Estimated cost of food per person (Tax & Delivery included)
- **LCFF only** (no Title I)
- Attach PD agenda

Food Purchases		
Expenditure	Funding Source	Guidelines
Food Items for teacher professional learning (PD)	LCFF 0043	Professional Learning (7.25 hours) (All day on non-contracted school day) • Morning snack - o Reasonable amount • Afternoon snack - o Reasonable amount PD must be at least 4 hours (½ day) • One light snack, Reasonable amount per person PD/Meeting less than 4 hours • Water, snack • Reasonable amount per meeting
Food items for students	LCFF	Must meet Wellness policy guidelines & have Nutrition Services Department approval attached to Smartetools requisition
Food items for parents	FACE LCAP Allocation -0044	Parent cafe, FACE education nights, snacks for parent meetings (plan with FACE and Principal for reasonable amount– as this is from total LCAP FACE allocation for supplies) New: Provide light dinner up to four times per year for family education nights.
	LCFF -0043	Light snack for parent meetings (SSC, ELAC, AAPAC). Must be a reasonable cost.

Unallowable Funding Sources for Food Purchases

- **Title I 3010 & 3150**
- **Restricted Attendance Incentive funds 0040**
- **Flexible Attendance fund 0041 not allowed for food “incentives”**

School Staff Extra Time

Extra time is earned before or after contract hours to support an activity or strategy in the SPSA. Note: Unless pre-approved by Educational Services, overtime is not earned during holidays (Labor Day, Winter Break, Spring Break, etc.). An exception is Veteran's Day for employees supporting students in the Veteran's Day parade. *Certificated staff have the option to provide services for ELT or Extracurricular during contract time that continue into non-contract duty time. Teachers flex contract time to earn extra time pay for the time services are provided and then "make-up" contract time that was used to provide the services. See **Accounting Document for Contractual Make Up Time Certificated Extra Time** section for more details.*

The purpose of extra time must match the intent of the funding source and support SPSA goals & strategies:

1. The extra time requisition [description](#) field to include:
 - a. **What the extra time is for**
 - b. **Who is receiving the extra time**
 - c. **When (dates for the extra time)**
 - d. **Why/How- How the extra time benefited the program (what was the extra time used for... specific PD)**
 - e. **SPSA Action & SSC approval date**
2. Time card description of daily activities must align to the [description](#) of approved extra time requisition.
3. Supporting documentation must align to the [description](#) of approved extra time requisition.

Step 1: Extra Time Protocol (Procedures for your site)

REVISED: Extra Time Protocol Form is the tool for schools to provide clear steps for staff to request, submit, and process extra time requisitions.

Complete [Extra Time Protocol Form](#): prior to submitting extra time requisitions. Email to sfp@bcscsd.com

Employees submitting smartetools extra time requisitions and the time earned must be trained on requisition requirements and your school's protocol.

- Protocol should include Principal request for extra time from employee for implementation of strategy/activity in the SPSA.

School Name :			2026-2027 Extra Time Protocol		
Directions: - Add School Name above - List all the employees responsible for submitting Smartetools Extra Time Requisitions and/or entering time earned - Add Start and End Times for instruction and staff - Describe your school's extra time protocol					
Name of Employee	Position	Phone ext	List the Resource Codes (Budgets) employee is responsible for: 0000, 0043, 3150, etc.	List date employee participated in State & Federal Program Extra Time Training Trainings: *Recorded Training: completed survey *Annual Inservice for School Office Staff (date TBD) *Friday, September 12 8:30-noon SFP Training (in person at KCSOS 2000 K Street) *Thursday, Sept 18th Monthly SFP Session via zoom	List Date Principal, APL, SFC, Secretary met to review your school's 25-26 SPSA Planned Improvements. Calling out: *Purpose of extra time *Resource codes for extra time
School (instruction)			Start Time:	End Time:	
Teacher Contract			Start Time:	End Time:	
(APLA, Coach, TIS)			Start Time:	End Time:	
SFC			Start Time:	End Time:	
Secretary, Clerk			Start Time:	End Time:	

These forms are optional:

Certificated Employee Extra Time Request Form

Request for Certificated Extra Time

Name	
BCSD ID	
Dates	
Time	
Purpose of Extra Time	
Aligned to SPSA Goal/Strategy:	

Employee Earning Extra Time:

Complete Extra Time Request and return to _____, Principal.

Requirements for approved extra time:

- Sign In/Out or Time Card must be submitted to _____ (APL/Principal) by the 25th of each month using the required time card.
- Purpose of extra time for each day must provide details of activity.
- Sign and date on the last day extra time is earned.
- Submit required documentation with your timecard.

Certificated Extra Time Required Documentation

PLC/Leadership Team or PD Planning	ELT: instructional intervention (tutoring)	Extracurricular
• PLC/Leadership Agenda with minutes from PLC meeting • Sign in/out Form or Time Card	• Teacher Time Card • Lesson Plan • Student attendance report: Student sign in/sign out • Pre/post test results	• Teacher Time Card • Student attendance report: Sign in/sign out or Usage Report

School Office Use:

Requisition # _____

Budget: _____

- ☐ Approved
☐ Not Approved
 Reason for Not Approving: _____

Principal, _____
(Signature & Date)

Classified Employee Extra Time Request Form

School: _____

Request for Classified Extra Time

Name	
BCSD ID	
Dates	
Time	
Purpose of Extra Time	

Employee:

Complete Extra Time Request and submit to _____, Principal.

Requirements for approved extra time:

- Time Cards must be submitted to _____ (APL/Principal) by the 25th of each month using the required time card.
- Purpose of extra time for each day must provide details of activity.
- Sign and date on the last day extra time is earned.

School Office Use:

Requisition # _____

Budget: _____

If using 0043 or 3150/3010, SPSA Goal/Strategy #: _____

- ☐ Approved
☐ Not Approved
 Reason for Not Approving: _____

Principal, _____
(Signature & Date)

Department Staff Extra Time

Department Staff Extra time is earned before or after contract hours to support an activity aligned to meet the needs of the department aligned to LCAP or Department Federal Plan when using LCFF S/C or federal funds.

The purpose of extra time must match the intent of the funding source and support goals & strategies:

1. The extra time requisition [description](#) field to include:
 - a. What the extra time is for
 - b. Who is receiving the extra time
 - c. When (dates for the extra time)
 - d. Why/How- How the extra time benefited the program (what was the extra time used for... specific PD)
2. Supporting documentation must align to the [description](#) of approved extra time requisition.
3. Time card description of daily activities must align to the [description](#) of approved extra time requisition.

Departments:

- Certificated Extra Time: work with fiscal to make sure your certificated extra time accounts are up to date and clearly defined to align with BETA contract and funding requirements.
- Classified Extra Time: extra time is based on the purpose of the extra time performed and paid per hourly rate of employee or the extra time purpose aligned to CSEA contract and funding requirements.

Both Certificated, Permitted, and Classified Federally funded extra time requires Time and Effort documentation:

- Each department assigns an Administrative Secretary or clerk to collect documentation for Administrator review.
- Documentation to be attached to all Extra Time Requisitions
- Documentation may be shared for fiscal and FPM audits.
- Documentation must be kept on file for 5 years. Refer to [Federal Time and Effort requirements](#) for specific documentation requirements
- Extra Time Support: Please reach out to SFP Team: 14752 if you need help with time and effort extra time documentation

Certificated Extra Time Descriptions & Allowable Uses (SPSA Funded)

Professional Development

1940-01

Extra time earned when certificated staff present or participate in PD

- Rate = \$44 an hour
- After duty hours only: *no extra time during the day*
- Admin approved for PD ET on weekend and in summer, non duty days

Attach the following documentation to Extra Time Requisition

- **PD Sign in/Sign Out**
- **Agenda**

Documentation to keep on file at school for five years.

- Extra time requisition
- PD Sign in/Sign Out
- Agenda
- PD Presentation
- Survey/Evaluation results of PD

Title I 3150 or 3010	LCFF 0043 or 0044	<i>Extra Time that <u>does</u> not align to the intent of SPSA funds</i>	Prep Time
Intent of Title I PD • Ongoing PD, supported with coaching for implementation • Specifically called out in SPSA aligned to identified needs for students to meet state academic content standards Requires Time and Effort Can use the same required documentation attached to ET Requisition: PD Sign in/out form with principal signature & supporting documentation	Intent of LCFF PD • Called out in SPSA, aligned to identified unduplicated students' need aligned to SPSA Goals & • Ongoing PD, supported with coaching for implementation or • One time PD, supported with follow up coaching	Required trainings scheduled during contract time (if time goes over contract time) Such as: • CAASPP • ELPAC • Physical Fitness Testing • Staff Meetings	N/A

Planning Extra time

1110-01

Planning Extra Time for:

PLC Collaboration

Leadership or MTSS Team Meetings

Planning for PD, ELT, PLC

Rate of \$44 an hour

After duty hours/no extra time during the day

PLC, Leadership or MTSS Team Required Documentation to Extra Time Requisition

- Sign in/Sign Out
- Agenda with meeting notes

Planning for planning PD or ELT Required Documentation to Extra Time Requisition

- Time card with actual times and specific details of activity

Documentation to keep on file at school for five years.

- Extra time requisition
- PD Sign in/Sign Out or timecard
- Documentation to support earned overtime
 - PD Agenda & Presentation or Lesson plans for ELT that were created during the extra time earned
 - Survey/Evaluation results of PD

Title I 3150 or 3010	LCFF 0043 or 0044	<i>Extra Time that <u>does</u> <u>not</u> align to the intent of SPSA funds</i>	Prep Time
• PLC Collaboration • Leadership Team meetings: Data Analysis to develop academic and SEL supports for students • Planning for PD that is Title I allowable *Requires Time and Effort Can use the same required documentation attached to ET Requisition listed above.	• PLC Collaboration • Leadership Team meetings: Data Analysis, planning for activities to increase services for unduplicated students. • Planning for PD that is LCFF allowable • Staff Meetings that go over contract time • Extended Time to plan for instruction based on training or specific need.	Extra time for: • Report cards • Planning during contract time • Attending SSC or ELAC meetings	N/A

Tutoring: Extended Learning Time

1910-01

Instructional Intervention –Tutoring

Rate: \$44 an hour

Usually paid extra time is not allowable during employee contract time, however for tutoring or extracurricular, employees may complete the Accounting Document for Contractual Make up Time.

ELT Instructional Intervention support for student academic achievement based on state indicators on CA Dashboard. Academic: English Language Arts/Literacy, Mathematics, or English Learner Progress: English Language Proficiency. *Student supports that are not listed above, will fall under ExtraCurricular/Other Extra Time.*

Extended Learning Time Required Documentation attached to Extra Time Requisition

- Teacher Time card with actual times and specific details of activity

Documentation to keep on file at school for five years.

- Extra time requisition
- Time card
- Lesson Plans for planned instruction for tutoring sessions
- Student attendance report

Pre/post test results (only need with last timecard entry for ELT sessions)			
Title I 3150 or 3010	LCFF 0043 or 0044	<i>Extra Time that <u>does</u> <u>not</u> align to the intent</i>	Prep Time
Instructional Tutoring to support students that need additional help to meet the state academic content standards *Requires Time and Effort - Time card on SFP website recording actual time worked and description of activity. - Timecard needs to show both tutoring services to students & planning time - Signature from employee and supervisor	Instructional Tutoring prioritizing unduplicated students	Required Testing of students (ELPAC, SBAC, etc)	Planning for ELT: Tutoring is 1910- \$44 Prep is 1110- \$44 Teachers may timecard planning time = ½ of tutoring time 45 min tutoring = 22.5 min of prep 30 minutes tutoring services to students + 15 minutes planning = 45 minutes total 60 minutes tutoring services to students + 30 minutes planning = 90 minutes total
Extracurricular Activities 1909-00 / 1909-01			
(NEW from 2025-2026) Co-curricular & Extracurricular activities Special Project Pay Stipend 1909-00 Attach to Requisition: Special Project Pay Form Keep on file for 5 years: - Copy of Requisitions - Special Project Pay Form - Documentation of extracurricular activity such as: Student Attendance with activity listed (first name only) The stipend for this activity shall be paid in accordance with the Special Project Pay Schedule at the conclusion of the activity or semester. Article 14.13 (d)(i), of the BETA collective bargaining agreement states, "Effective July 1, 2025, unit members who volunteer to participate, and actually complete, specified extra activities shall be compensated in accordance with Appendix D-4 at the conclusion of			

the activity or semester.”

LCFF (0043)

Special Projects included in the Special Project Pay Schedule: Oral Language \$1,100, Math Bowl \$900, Math Counts (6-8) \$900, Academic Pentathlon \$1,600, Spelling Bee Coordinator \$600, Science Fair Coach/Coordinator \$1,100, Henry Grieve Speech \$400, Battle of the Books \$1,000, Clubs 1x per week (per semester) \$700, Clubs 2x per week (per semester) \$1,400, Clubs 3x per week (per semester) \$2,100, Science Olympiad \$900, Track & Field (Elementary) \$1,500, Yearbook \$900

Co-curricular & Extracurricular activities Certificated “other” extra time 1909-01

Rate: \$44 an hour

**Paid extra time is not allowable during employee contract time, however for tutoring or extracurricular, employees may complete the Accounting Document for Contractual Make up Time.*

Student extracurricular activity:

Required Documentation attached to Extra Time Requisition:

- Teacher time card with actual time and specific details of activity

Documentation kept on file at school:

- Teacher time card with actual time and specific details of activity
- Student attendance report

Family PD/Education:

Required Documentation attached to Extra Time Requisition:

- Teacher time card with actual time and specific details of activity

Documentation to be kept on file at school:

- Teacher time card with actual time and specific details of activity
- Agenda & Presentation
- Family Sign in Form

Student supervision on a field trips after contract hours

Required Documentation attached to Extra Time Requisition:

- Teacher time card with actual time and specific details of activity

Title I 3150 or 3010	LCFF 0043 or 0044	<i>Extra Time that <u>does</u> <u>not</u> align to the intent</i>	Prep Time
3150-1909-2495 Parent Education Events: Cafes, Family Education Academic Nights, Loving Solutions (after contract hours) *Requires Time and Effort Time card on SFP website recording actual time worked and description of activity. Signature from employee and supervisor	Co-curricular Activity: Occur outside of but complements the regular curriculum Such as: Visual and Performing Art Activities: Student Concerts Extracurricular Activity /Clubs/Other: School-based activities that are outside and beyond, not tied to the	Yard duty	N/A

	curriculum. Such as: Parent Education Events: Cafes, Family Art Night, Carnival (after contract hours) Student supervision on a field trips after contract hours		
Certificated Cafeteria Playground Supervision 01-0043-0-1903-1000-1100-xxx-01			
Certificated Supervision lunchtime in Cafeteria or on the playground Rate: \$44 an hour. Required Documentation attached to Extra Time Requisition & kept on file at school: Cafeteria or Playground Supervision on a field trips after contract hours Teacher time card with actual time and specific details of activity			
Title I 3150 or 3010	LCFF 0043 or 0044	<i>Extra Time that <u>does</u> <u>not</u> align to the intent</i>	Prep Time
N/A	Noontime certificated supervision needed based on need and action in SPSA to improve or increase services for unduplicated students.	Regularly scheduled yard duty time	N/A

2026-2027 Extra Time Documentation

[2026-2027 Extra Time Documentation](#)

CERTIFICATED EXTRA TIME		
2026 Summer Activities		Resource Code (Budget)
Fall Onboarding August 3-7, 2026 – up to 3 days ❖ Onboarding Details & Documentation Requirements	Fall Onboarding Documentation: STAFF TIMECARDS (Teachers Page 1 & FACE page 2) Attach to Extra Time Requisitions - Time cards with Employee and Principal Signatures Keep on file for 5 years - Time cards Parent session Sign Ins - School Created Presentation(s) for parent session	Teachers: 01-3010-9-1910-2490-1100-XXX-01 FACE: 01-3010-9-8100-2490-2900-XXX-01
Re-engagement Week August 3-7, 2026 ❖ Re-engagement (Outreach) Details & Documentation Requirements	Re-engagement Documentation Classified Outreach Time Cards Family Outreach Log Attach to extra time requisition - Time Cards signed by employee and Principal Keep on file for 5 years: - Timecards Family Outreach Log - Share google form with sfp@bcsd.com	Classified: 01-3010-9-1110-1000-2900-XXX-01
5 days of PD – Summer 2026 *Up to 7.25 hours (daily rate pay) Memo Details	PD Agendas. PD Agenda Template - Submit PD agendas for each Professional Learning day to Executive Director for approval prior to PD days - Link PD Presentations to Agenda Sign In/Out Forms: - Executive Director Admin Secretary will email your PD Sign In/Sign Out Forms after PD agendas are approved. - There is one Sign In/Sign Out Form for each day of PD. ** ALL STAFF must sign-in/out to be paid** PD Evaluation - Executive Director Admin Secretary will add the PD evaluation link to your Agendas. - Evaluation is to be completed at the end of each PD day.	

2026-2027 School Year Activities - District Funded		
Certificated Substitutes for Academic Conferences Memo	Academic conferences are designed to provide teachers with an opportunity to analyze data and strategically develop interventions to meet the individual needs of students not meeting standards, during their regular duty time. Teams can also plan around key academic standards and determine essential standards for the quarter. • All (4) academic conferences can be scheduled during the 2026-2027 school year and must be completed by May 15, 2027. Substitute Timecard: Evidence of Effectiveness: Please have teachers complete this short survey after the 4rd round of academic conferences are held. Evaluation Survey: https://forms.gle/WJPhPxdTnouu9qyx5	Budget Number: 01-3010-0-1110-1000-1100-xxx-02
SPSA (School Plan) Funded Activities		Allowable Budget Resource Code (Allowable, if in your SPSA with expenditures)
PLC -Collaboration 1110-01	Tool to help organize: • PLC Checklist/ Cover Form Attach to Requisition: • PLC Sign in & Sign Out form - signatures required for staff and principal On file for five years: • Sign in/out form • PLC Agenda with meeting minutes	Title I (3150/3010) & LCFF (0043)
Leadership Team Meetings 1110-01	Tool to help organize: • Leadership Checklist/Cover Form Attach to Requisition: • Leadership Team Sign in & Sign Out form - signatures required for staff and principal On file for five years: • Sign in/out form • Leadership Team Agenda	LCFF (0043) Title I (3150/3010): conditional allowability. Pending what is on the agenda of the meetings. Topics must be Title I allowable.
PLANNING EXTRA TIME: planning for PLC (Leadership Team), ELT, PD	Tool to help organize: • Planning Checklist/Cover Form Attach to Requisition:	LCFF (0043) Title I (3150/3010): conditional allowability. Pending what is on

and lesson plans 1110-01	• Timecard - Must include reason for the extra time, actual time worked and be signed and dated by employee and supervisor. On file for five years: • Sign in/out form • Product of Planning Time: PD presentation or PLC agenda or Lesson Plans ◦ PLC Agenda with meeting minutes	the agenda of the meetings. Topics must be Title I allowable.
MTSS Team Meetings 1110-01	Tool to help organize: • MTSS Checklist/Cover Form Attach to Requisition: • MTSS Sign in & Sign Out form - signatures required for staff and principal On file for five years: • Sign in/out form • MTSS Team Agenda	LCFF (0043) Title I (3150/3010): conditional allowability. Pending what is on the agenda of the meetings. Topics must be Title I allowable.
Professional Development 1940-01	Tool to help organize: • PD Documentation Checklist/Cover Sheet Attach to Requisition: • PD Sign in & Sign Out Form - signatures required for staff and principal • PD Agenda Keep on file for 5 years: • Sign in/out form • PD agenda • PD Presentation • PD Survey Results	LCFF (0043) Title I (3150/3010): conditional allowability. Pending what is on the agenda of the meetings. Topics must be Title I allowable
ELT - Extended Learning Time (Tutoring) 1910-01	Tool to help organize: ◦ ELT Checklist/Cover Form Attach to Requisition: ◦ Timecard - Must include reason for the extra time, actual time worked and be signed and dated by employee and supervisor. ◦ If tutoring occurs during contract time, contractual make up time documentation. Keep on file for 5 years: • Time card • Contractual make up time documentation (if applicable) • Lesson plans for ELT • Student attendance log or evidence of tutoring	Title I (3150/3010) & LCFF (0043)

Extracurricular Stipend (Special Project Pay) 1909-00 (NEW from 2025-2026)	Attach to Requisition: • Special Project Pay Form Keep on file for 5 years: • Timecard • Documentation of extracurricular activity such as: Student Attendance with activity listed (first name only) The stipend for this activity shall be paid in accordance with the Special Project Pay Schedule at the conclusion of the activity or semester. Article 14.13 (d)(i), of the BETA collective bargaining agreement states, "Effective July 1, 2025, unit members who volunteer to participate, and actually complete, specified extra activities shall be compensated in accordance with Appendix D-4 at the conclusion of the activity or semester."	LCFF (0043) Special Projects included in the Special Project Pay Schedule: Oral Language \$1,100, Math Bowl \$900, Math Counts (6-8) \$900, Academic Pentathlon \$1,600, Spelling Bee Coordinator \$600, Science Fair Coach/Coordinator \$1,100, Henry Grieve Speech \$400, Battle of the Books \$1,000, Clubs 1x per week (per semester) \$700, Clubs 2x per week (per semester) \$1,400, Clubs 3x per week (per semester) \$2,100, Science Olympiad \$900, Track & Field (Elementary) \$1,500, Yearbook \$900
Extracurricular/ Other/Field Trip Supervision 1909-01	Tool to help organize: ◦ Extracurricular Checklist/Cover Form Attach to Requisition: ◦ Timecard - Must include reason for the extra time, actual time worked and be signed and dated by employee and supervisor. • Contractual Make-up Time Form - if tutoring occurs during contract time Keep on file for 5 years: • Timecard & Contractual make up time (if applicable) • Student Attendance with activity listed (first name only)	LCFF (0043)
Certificated Cafeteria/ Playground Supervision 1903-01	Attach to requisition and keep on file for 5 years: ◦ Timecard Must include reason for the extra time, actual time worked and be signed and dated by employee and supervisor.	LCFF (0043)
Classified Extra/Overtime		
Classified Extra Time	Attach timecards to smartetools requisitions & keep on file for 5 years. Two options for time cards: EXTRA TIME Time Card: Must include reason for the extra time, actual time worked and be signed and dated by employee and supervisor. Or	2200-01 2400-01 2900-01 Budgets align with the overtime earned. If working in their regular day capacity, use salary budget with -01 If working in a different capacity, use budget- resource code that aligns to

Accounting Document for Contractual Make Up Time Certificated Extra Time

Certificated Extra Time Accounting Document for Contractual Make up Time

<https://docs.google.com/document/d/1BApZqMW2EAesg9iY64Ue6cTcrs7MSj0jt4fVPyT97pI/copy?usp=sharing>

BACKGROUND

Extra time pay is earned when services are provided before or after contract duty time. BETA members can earn extra time pay for tutoring or extracurricular activities when the activity occurs before or after contract time.

Option 1: Teacher provides services before or after contract duty time and submit time card and required documentation to earn extra time pay for services provided.

Option 2: Teacher provides services during contract time that continue into non-contract duty time. Teachers earn extra time pay for the time services provided before or after contract time.

Option 3: Teacher provides services during contract time that continue into non-contract duty time. Teachers flex contract time to earn extra time pay for the time services are provided and then “make-up” contract time that was used to provide the services.

Why is option 3 offered?

At some schools, student dismissal and contract time are 30-45 minutes apart and students are not able to go home and return for these services.

To best serve our students and provide before or after school tutoring (ELT) or extracurricular activities during contracted (regular duty hours) and get paid extra time for these services, the contracted time that is used must be given back to the district. Extra time can only be paid for time after contract hours or time made up during the same month. Teacher’s contracted time before or after school is intended for planning.

When contracted planning time is used to provide paid ELT or extracurricular activities, the planning time then must be made up, after or before regular duty hours on school campus.

For example, teacher's contract hours are 8:00 – 3:15. Students end their day at 2:30. Rather than waiting until 3:15 to start tutoring, the teacher may use their contracted planning time to provide tutoring. However the 40 minutes for planning must still occur. Teacher to tutor 2:35–3:35 pm would then need to stay on campus until 4:15 or arrive 40 minutes earlier than contract time to make up the 40 minutes Teacher would need to make up planning time before or after their regular duty hours in order for the teacher to be paid for the extra time. Teacher would need to stay

continued on next page

DIRECTIONS

Complete Timecard for extra time earned

All extra paid time requires a separate time card for pay with a description of the activity (time and effort)

Completing the Accounting Document for Contractual Make up Time

Section A- ELT or Extracurricular Activities that occur during contract time

1. Enter employee information, month and year
2. Enter date of ELT or Extracurricular activity, start and end times (must match timecard)
3. Calculate total number of daily hours and total number of hours for the month during contract time.

Section B – Planning time that occurs after regular duty hours to give back (make up) the contract time used to provide and get paid for ELT or Extracurricular activities.

1. Enter date, start and end times, total hours, and description of work completed during make up time

Affirmation of Make up time

1. Employee sign and date completed form and submit with timecard
2. Principal sign and date
3. Give form to SFC or APL to scan signed form with a timecard to attach to Smartetools ET req when time is entered.
4. Keep in your records for 5 years.

Please note:

- All extra paid time requires a separate time card for pay with a description of the activity (time and effort). Please print both the make up time and timecard to complete and submit for Extra time.
- **Make up time must be earned within the same month**

Bakersfield City School District Accounting Document for Contractual Make up Time

School _____

Makeup Time For (mo./yr.): _____

Employee Name _____

BCSD ID# _____

Contract Hours Start Time: _____ End Time: _____

Section A: ELT or Extra Curricular Activities (EC)

Record Date, Start and End Time Used for ELT or Extra Curricular Activities. Calculate and add total activity time and total contract time used for each daily activity.

Date	Example 11/5/22								
Description of Activity	ELT								
Start Time	2:30								
End Time	3:30								
Total Activity Time for extra time pay	60 min								
Total Contract time that needs to be made up	30 min								
Total contract hours used to provided ELT or Extracurricular									

Section B: Make up Time

Record make up time performed outside regular duty hours on school campus- to make up for the contract time used to tutor or provide extra curricular activities.

Date	Start	End Time	Total	Description of work
------	-------	----------	-------	---------------------

	Time		Hours	completed
3/8/22	7 am	7:30 am	.5	Planning for math lesson
Total Make up Time				

I certify that I completed the contractual make up time as indicated. _____ Employee Signature and Date	I certify that the above named employee completed the contractual make up time as indicated. _____ Principal Signature and Date
--	--

Extra Time Timecard

<u>Bakersfield City School District</u> <i>State and Federal Programs over time/extra time</i>		OFFICE USE ONLY ET Requisition #(s) & Budget	Reviewed & entered by: _____ Attached to SMARTE: ☐
Employee Name: _____			
Employee ID#: _____ Employee Contracted Hours: _____			
School Site/Department: _____ Dates of ET worked: _____ <i>(Month & Year)</i>			
Dates worked <i>(9/10/24)</i>	Actual Hours Worked Start—End Times <i>(3:30pm-4:30pm)</i>	Total ET Hours <i>(1 hour)</i>	Description of Extra time Activity <i>Lesson planning for reading small group instruction and activities for September.</i>

Professional Learning -Extra Time Hub

Professional Learning - Collaborative professional development aligned to student learning and standards that prepares, trains, and recruits high-quality teachers, principals, paraprofessionals, and other staff.

ESSA defines professional development (PD) as activities that are sustained, intensive, collaborative, job embedded, data-driven, personalized or based on information from an evaluation and support system, and classroom-focused.

PD Requirements:

- Schools shall document professional development (denoting funding sources) designed to enhance the learning and instruction of ELs and immigrant students.
- All professional learning sessions should end with teacher survey-evaluation of PD
 - [Sample Survey Form](#) (make a copy and personalize for your campus)
 - Link Survey results to PD Documentation
- Extra Time Documentation to be attached to ET Requisition in Smartetools

SPSA Extra Time Hub –Optional Tool for schools to organize PD and ET using SPSA funds

- [Extra Time & PD Hub Tool](#) – click link to open (it is a forced copy of the Hub), save to your google drive

Steps to complete hub from left to right:

[illegible]

1. Column A: enter date or range of dates that match ET requisition
2. Column B: Enter ET Requisition #
3. Column C: Description of Extra time
4. Column D: Certificated -ET Goal Code drop down (1110: PLC, MTSS, Leadership, Planning; 1940: PD, 1910: ELT, 1909: Extracurricular, Other)
5. Column E: Classified -ET Goal Code drop down (0000, 1110, 1903)
6. Column F: Budget Resource (0043, 3150, etc.)
7. Columns G-N: Check applicable columns after listed documents are attached to Smart Tool Requisition & keep on file for 5 years. School responsible to collect, scan and attach in Smartetools to ET Requisition when entering time.
8. Columns P-T: Link PD documentation

Federal Time & Effort

When federal funds are used for salaries, time accounting records are required. When an employee is paid with federal funds, the district must show that the employee worked on that specific federal program and cost objective.

SFP will train school and department designee on Time and Effort every Fall. Designee will then train and support all federally funded employees within their department or school. The Time and Effort documentation timeline will begin after schools have been trained. The deadlines are important for timely review of this fiscal and program requirement.

The following three components must be met for acceptable use of federal funds:

1. Necessary
2. Reasonable
3. Allocable (time proves allocability)

Types of Time Accounting for salaries:

1. Semi-Annual
2. Semi-Annual / Single Cost Objective
3. Multi-funded Job Description Link & Personnel Activity Report (PAR)

FEDERALLY FUNDED SALARY DOCUMENTATION: TIME & EFFORT HUB (SFP Compliance Tracker)

Time & Effort Documentation for schools and departments must be kept on file for five years. For schools, email PDF of signed Time & Effort documentation to sfp@bcsd.com. Departments, contact sfp@bcsd.com for procedures.

1. Semi-Annual Certification: Funding 100% Federal Funds

All duties must be supplemental and allowable under the federal program.

For example:

- *100% Title I funded position's duties must be allowable & benefit the Title I program for 100% of their duties.*

- *100% Title IV funded position's duties must be allowable & benefit the Title IV program for 100% of their duties.*

The job description is embedded in the Semi-Annual Certification Form. Employee to complete description of duties for July – December. **Submit and sign the job description portion by October 10th.**

100% Federally Funded staff sign their Semi-Annual Time Accounting certification twice a year.

- July 1 – December 31 (due to SFP by Jan. 10th)
- January 1– June 30 (due to SFP by July 10th or last working day in June)

Please note:

1. Originals are kept at the school site for five years.
2. Site designee emails to SFP team.

2. Semi-Annual Single Cost Objective Certification: Funding % Federal Funds & % non-Federal Funds (or Other Federal)

If a multi-funded position meets Semi-Annual Single Cost Objective criteria, a Semi-Annual Time Accounting Certification/Single Cost Objective form is completed twice a year.

- Semi-Annual Single Cost Objectives **must be approved annually by the SFP Department**
 - For approval submit job description and a copy of their two week work schedule
 - If approved, submit a Semi-Annual Single Cost Objective Certification and work schedule twice a year.
 - July 1 – December 31 (due to SFP by Jan. 10th)
 - January 1– June 30 (due to SFP by July 10th or last working day in June)
 - If job description and/or schedule does not qualify for single cost objective, employee must complete updated multi-funded job description and monthly Personnel Activity Reports.
- Example of positions that may qualify:
- Intervention Specialist – provides direct intervention support to students (does not support required state testing, ELD, IEPs, etc.)

Guidance from USDE Office of Chief Financial Officer:

It is possible to work on a single cost objective even if an employee works on more than one Federal award or on a Federal award and a non-Federal award.

The key to determining whether a position is a single cost objective is whether the employee's salary and wages can be supported from the Federal award alone if the employee's salary is also paid with non-Federal funds.

3. Personnel Activity Report (PAR): Funding % Federal & % non-Federal Funds (or Other Federal)

Job Description

- Multi-funded personnel must provide a description of duties which support cost distribution to each program (Usually Title I & LCFF at schools)
- Program resource codes, goal code(s), and percent of funding are recorded on the job description.

Personnel Activity Report (PAR)

Reports daily activities, per program, during contracted hours- after the work has been completed.

PAR Procedures

All multi-funded personnel responsible for completing a PAR will:

- Complete, Sign & link job description of duties annually to State & Federal Programs, via google hub.
- Document details for all activities on Outlook calendar.
- Document their activities, per program, during their contracted hours on the Excel PAR Activity Report
- Employee Print and sign completed Excel PAR Activity Report after the last working day of each month
- Submit Excel PAR Activity Report monthly to site designee for principal to review and sign.
- Site designee will link scanned copies of all signed Excel PAR Activity Reports to State & Federal Programs by the 10th of the following month after. (i.e. August PAR forms will be due September 10, 2025).
 - If this deadline can not be met, email SFP team (i.e. employee is on leave)
 - When correcting an error on documentation, live date the document and resubmit.

FEDERALLY FUNDED EXTRA TIME DOCUMENTATION:

- Specific requirements are listed under Certificated Extra Time in section above.
- All documentation supporting federal extra time should be attached to requisition and kept on file for five years.

De Minimis Benefit

Limited work on another cost objective does not need to be captured in time and effort records. Employees may work 5% or less on another cost objective. The work performed on these LIMITED duties cannot deprive a benefit from the intended beneficiaries.

Signatures

- Affirmation of time and effort documentation must be on or after the last working day of documentation.
- All documents are to be dated on the actual date of signing.
 - If an employee is on leave, a correction is made to the documentation, or there is a delay in documentation please note on Time and Effort Hub and email sfp@bcsd.com
- A wet signature on the hard copy of time and effort is preferred.
- An electronic signature is allowed when the following process is followed using Adobe Sign
 - An electronic signature (e-signature) is an electronic process that indicates acceptance of an agreement or a record. It demonstrates proof of signing using a secure process that often includes an audit trail along with the final document. E-signatures are legal, secure, auditable and verifiable. Adobe Sign includes digital signatures that use a certificate-based digital ID to authenticate the signer's identity. It demonstrates proof of signing by binding each signature to the document encryption and validation is done through trusted Certificate Authorities (CAs) or Trust Service Providers (TSPS).
- Signatures may not be signed electronically using a stylus, typed name, or scanned handwritten signature.

Time & Effort Review:

- Personnel who are paid 100% Title I complete Semi Annual certifications (July-Dec) (Jan-June).

- Multi-funded personnel approved to use Single Cost Objective Certification, complete Semi-Annual certifications (July-Dec) (Jan-June)
- Other multi-funded personnel complete Job Description and monthly Personnel Activity Reports (PARs).
- All personnel sign time accounting certifications AFTER work is performed.
- Time accounting documentation is a fiscal audit item and can be requested at any time from any school or department.
- Time accounting is also an annual Title I Federal Program Monitoring requirement for all schools.

All original Time Accounting forms, with original signatures must be kept at the school site for five years.

Procedures to Review Federal Positions:

A review of each federal funded position will occur annually.

Each school will:

1. Provide evidence of the identified need, alignment to LEA/SPSA goals, and intent of funding for each position.
2. Submit an annual job description for each multi-funded position.
3. Submit monthly Personnel Activity Records (PAR) for each multi-funded position.

District will:

1. Review and confirm school steps 1-3.
2. Conduct a semi-annual fiscal review to determine if funds are allocated appropriately/aligned to work performed.
3. Make fiscal reconciliations, at the end of the school year, if review results in misalignment.

*If a school is retaining the multi-funded position for the next school year, funding must be adjusted and reflected on the annual staffing form.

Time & Effort Training

26-27 [SFP Professional Learning Calendar](#)

25-26 [SFP Professional Learning Calendar](#)

24-25 [SFP Professional Learning Calendar](#)

23-24 [SFP Professional Learning Calendar](#)

22-23 [SFP Professional Learning Plan](#): includes zoom links, presentations and recorded trainings

Contact SFP Department 14752 if you need support or would like to request training for federally funded staff.

Time & Effort Oversight

Organize Time & Effort Documentation

1. Twice a year request "PER25" from Fiscal (List of federally funded personnel)
 - a. July & January
2. Compare the department federal budget(s) with PER25 to make sure funding percentages are aligned.
3. Every July create and distribute Time & Effort (Time Accounting) documentation to federally funding personnel.
 - a. The employee must know the funding sources and understand the duties associated with the resources.
 - b. Train employees on the correct time accounting documentation requirements based on their funding and job descriptions

Train Employees on Funding and Documentation

Links to Time and Effort Trainings: [2026-2027 SFP Professional Learning Calendar](#)

- Time & Effort Overview
- 100% Federally Funded - Semi-Annual Certification
- Multi-Funded (% Federal & % State/local funds)- Job Description and Personnel Activity Reports (PAR)

Complete Documentation and Submit by Deadlines

- All employees need to record daily duties on calendar (Outlook recommended)
- All documents, with exception to job description, must be signed after the work is completed.
- All records are official once signed and must be kept on file at department/site for five years.

Semi-Annals:

1. Job description due August/September
2. July-December due January 10th
3. January-June due July 10th

Multi-funded:

1. Job description due August/September
2. PARS due on the 10th of the following month (July PAR due August 10th)

Internal Controls

Each department/school will:

1. Provide evidence of the identified need and intent of funding for each position through their program plan (LCAP, SPSA, etc)
2. Train employees on the correct time accounting documentation requirements based on their funding and job
3. descriptions. The employee must know the funding sources and understand the duties associated with the resources.
4. Submit an annual job description for each multi-funded position.
5. Submit monthly Personnel Activity Records (PAR) for each multi-funded position
 - a. Review Hours Funded vs Hours worked
 - b. Make sure signatures and dates are after last working day of the month

Department Supervisor/District will:

1. Review and confirm school steps 1-4
2. Conduct a semi-annual fiscal review to determine if funds are allocated appropriately/aligned to work performed.
3. Make fiscal reconciliations if review results in misalignment.

Conference and Travel Fiscal Services

[BCSD.com/ Fiscal Services/Travel Claims](http://BCSD.com/FiscalServices/TravelClaims)

Directions at a Glance

Per BCSD Board Policy: Travel Expenses 300.70

Forms to be used: All forms are online in Fiscal Services

Store Stock #	Form Name
30-0-095	Request to Attend (Form online) Request for Exemption from BCSD Maximum Hotel Room Rate-only one copy on regular copy paper.
30-0-232	Revolving Fund Request (Form online)
30-0-095	Claim for Meeting/Conference/Workshop (Form online)

Completing Request to Attend:

- Complete Online Request to Attend as instructed
- Forms must be submitted four weeks prior to the date of conference. After four weeks, a memo with the reason must be sent to the Fiscal Department, Attn: Mayra De Leon (Title I (3150)/LCFF (0043)only). All other budgets will need to forward a memo to Karen Pina in Educational Services
- Attach a copy of any information relating to the event such as registration
- Mileage for frequented areas will be listed on the BCSD Mileage Chart, if destination is not listed on Mileage Chart please MapQuest destination and send a copy with your Request to Attend
- When listing the cost of a hotel, be sure to include the "Out the Door" price.

Ask hotel personnel how much the room will cost with all taxes included.

* If hotel cost is more than \$190.00 (including taxes) a Request for Exemption from BCSD Maximum Hotel Room Rate (Online Form) is needed, **NO EXCEPTIONS**

- Confirm meals are either included or not included in the cost of the event before requesting meal allowances
- Whether registration is paid by Purchase Order, District Credit Card or a Check Request, be sure to list registration on your Request to Attend
- When in doubt list a parking fee dollar amount
- School Sites – Principal will sign, date, & check recommended attendance on the form
- School Sites – Forward the completed Request to Attend and backup to Fiscal Services, Attn: Mayra De Leon
- Departments or schools using non Title I/LCFF budgets – Forward the completed Request to Attend and back up to Karen Pina in Educational Services. Please ensure you have obtained your administrators signature prior to submitting (i.e. Assistant Superintendent, School Administrator, or Director over your school site or department).

Completing Revolving Fund Request Form:

- Complete Online Revolving Fund Request as instructed
- Registration Revolving Fund check requests will be issued immediately after approval of the Request to Attend
- Cash advances for employees will be issued one week prior to conference and only when expenses are in excess of \$200

* The dollar amount for cash advances to employees should include (if applicable) hotel, meals, & mileage (parking is not on advance, only on claim form with receipts)

Completing Claim for Meeting/Conference/Workshop:

- Complete Online Claim for Meeting/Conference/Workshop as instructed
- Include the following to insure prompt processing of claims:
 - *Registration – a copy of the Revolving Fund Request, which should include the check number and a copy of registration paperwork, if registration was paid for with a PO, submit a copy of the PO, if paid with a credit card submit a copy of credit card statement
 - *Employee Cash Advance – copy of the Revolving Fund Request, which should include the check number or a copy of the check
 - *Hotel receipt – (even if an advance check was issued to the employee for this expense)

• If hotel cost is more than \$180.00 (including taxes) a Request for Exemption from BCSD Maximum Hotel Room Rate (Online Form) is needed, **NO EXCEPTIONS**

*Credit Card Receipts – If a district credit card was used for any approved expenses
Transportation receipts – i.e. plane, train...except for use of private car
(which receives the IRS mileage allowance of 0.725 cents per mile)

* Other Approved Expenses – Parking, taxi, Uber, Lyft, telephone expenses should have had prior approval

* Receipts are not required for approved meals

Other Areas:

- Include a memo approved by the principal or department head for any additional expenses not listed on the original Request to Attend (i.e. parking, taxi, meal)
- Be sure to complete the lower left hand box which contains the Approval Date and Budget Account Code
- The Department Head/Site Administrator signature must be on the claim form
- In the box for "Less Advance Travel Expenses" please include – check or PO No. – Please list all check numbers and amounts, PO numbers and amounts, and use "CC" for Credit Card and the dollar amount.
- Fiscal Services requires that all claims be turned in 10 days after the event

Additional questions, please call Fiscal Services , Mayra De Leon at (661) 631-4748 or Maria Quiroz at (661) 631-4697

Travel Claims

[Fiscal Services -Travel Claims Webpage](#)

[CONFERENCE AND TRAVEL DIRECTIONS AT GLANCE](#)

The Internal Revenue Service has announced that the standard mileage rate will increase from 0.70 cents to 0.725 cents effective **January 1, 2026**.

- [Request to Attend Form \(includes new mileage rate effective January 1, 2026\) – PLEASE DOWNLOAD FORM AND OPEN WITH ADOBE FOR FORMULAS TO CALCULATE PROPERLY](#)
- [Conference Claim Form \(includes new mileage rate effective January 1, 2026 – PLEASE DOWNLOAD FORM AND OPEN WITH ADOBE FOR FORMULAS TO CALCULATE PROPERLY](#)
- [Revolving Fund Request Form](#)
- ["NEW" Mileage Chart \(Reflects new rate of .725 effective January 1, 2026\)](#)
- ["NEW" Mileage Claim for Use of Private Car Form \(Reflects new mileage rate of .725 effective 1-1-26 – PLEASE DOWNLOAD FORM AND OPEN WITH ADOBE FOR FORMULAS TO CALCULATE PROPERLY](#)

The Request to Attend Interactive Form, the Claim Interactive Form (Store Stock #30-0-095), and the Revolving Fund Request Interactive Form (Store Stock #30-0-232) are all provided as an **option** to print instead of typing the forms. If you choose to use any of the Interactive forms, please order the NCR sets from store stock. You may use Store Stock form #30-0-095 for both the Request to Attend Interactive Form and the Claim Interactive Form. Please place the NCR sets on the printer and choose the option "Print Form". Please be sure to print on all NCR copies within the set (White, Yellow, Pink, and Goldenrod).

[Exemption From BCSD Maximum Hotel Room Rate Interactive Form](#)

The Request for Exemption from BCSD Maximum Hotel Room Rate Interactive Form is provided as an **option** to print instead of typing the form. If you choose to use the Interactive Form,

choose the option "Print Form", get required signatures, submit original to Fiscal Services, and keep a copy for your records. You will not need to print on NCR paper. If you have any questions regarding conference and travel, please contact Mayra De Leon at (661) 631-4748 or Maria Quiroz at (661) 631-4697.

Request to Attend Sample- Interactive Online

BAKERSFIELD CITY SCHOOL DISTRICT

Education Center, 1300 Baker Street

Bakersfield, CA 93305

REQUEST TO ATTEND

INSTRUCTIONS: Request must be typed. Read reverse side prior to completing this form. Request must reach the superintendent's office **FOUR WEEKS** prior to the meeting date. The superintendent (or designee) will inform you of the disposition of your request.

Prepared by:	Jane Doe	Ext.	12345	Date Submitted:	7/27/26
Business Meeting/ Conference/ Workshop	☒	Available by Video/ Web/ Conference Call? Please select			
Name:	John Doe	Position:	Academic Program Leader		
Employee ID Number:	2026-5555	School/Dept.	Dr. Martin Luther King		
Event:	CRA Conference	Date of Event:	August 16-19, 2026		
Location:	Ontario, CA	No. of days away from job:	4		
Purpose/Responsibilities:	"Add explanation of what the conference is about on this line"				
Number of days you have been away from your job for conferences/workshops this year prior to this request:					

Method of Travel: ☒ Airplane ☐ Bus ☐ Rail		District Cost (estimated)	
Company: _____		Daily Rate _____ Days _____	\$ 0.00
District Car ☐ Personal Car ☒	Miles _____ 316	Round Trip @ (IRS mileage allowance) 0.76	\$ 240.00
Passengers: List name(s) of passenger(s) - Required (i.e. Kathy Doe)			
Hotel: Marriott Ontario		Daily Rate (Including Tax) \$141.32 No. of Nights 3	\$ 423.96
No. of Meals: Breakfast @ \$18.00 4 Lunch @ \$20.00 4 Dinner @ \$31.00 5			\$ 307.00
Registration Fee: \$565			\$ 565.00
Other Expenses, i.e., parking, tolls, cab fare, etc. \$60			\$ 60.00
Account Code: 01-3150-0-1110-1000-5200-007-00		Single School Plan Action # _____	SUB TOTAL \$ 1,595.96
Substitute Required: No v Number of days _____ @ _____			\$ 0.00
If "yes" indicate Sub. Account Code:		TOTAL	\$ 1,595.96

Principal/Department Head	Date	☐ Recommended ☐ Not Recommended
Executive Director	Date	☐ Recommended ☐ Not Recommended
Asst. Superintendent	Date	☐ Recommended ☐ Not Recommended
Superintendent (or designee)	Date	☐ Recommended ☐ Not Recommended

Limitations/reason not approved

Amount Authorized _____ Date Approved _____ Expense account not to exceed the amount authorized without Superintendent's approval.

Revolving Fund Request
Sample- Interactive Online



BAKERSFIELD CITY SCHOOL DISTRICT
EDUCATION CENTER - 1300 BAKER ST. - BAKERSFIELD, CA - 93305
FISCAL SERVICES

Revolving Fund Request Form

Submit Request in Quadruplicate to Fiscal Services. Retain Fifth Copy. Read
Reverse Side Before Completing This Form.

Check one of the following items



Advance For Conference & Travel



Advance For Other

Date of Request: 7/14/26 Amount of Advance Check: \$928.96
Check Payable To: John Doe
Reason for Advance: Hotel, Meals & Mileage

Complete This Section Only If Request Relates To Conference & Travel

Conference or Meeting: CRA Conference
Name or Names of Persons (include Employee Identification Number) Relating To This Request:
John Doe (2026-5555)
Date(s) of Conference or Meeting: August 16-19, 2026
Location of Conference or Meeting: Ontario, CA
Administrative Approval Date: _____

Account Classification: 01-31509-0-1110-1000-5200-007-00
Program Title: Title I
Prepared by: Jane Doe Ext. 12345

Requested by (signature required) Schools - Principal Signature
on this line

Administrative Approval (signature required)
Executive Director signature for schools only

FOR FISCAL SERVICES USE ONLY

Check Number _____ Date _____ Amount _____
Received by _____ Date _____

Claims Form

Sample- Interactive Online

Revised July 2026

CLAIM FOR MEETING / CONFERENCE / WORKSHOP

Authorized reimbursement must be approved by the Department Head (Superintendents/School Administrators/Directors) recommending the request (approved Request to Attend Meeting/Conference/Workshop) and MUST BE ACCOMPANIED BY ALL NECESSARY RECEIPTS BEFORE PAYMENT WILL BE MADE. The claimant shall submit three NCR copies (retaining the fourth NCR copy) to the appropriate Department Head who will submit the claim to Accounts Payable following review and approval. THIS FORM MUST BE SUBMITTED EVEN THOUGH AN ADVANCE CHECK OR PURCHASE ORDER HAS BEEN USED TO COVER EXPENSES.

Read and follow guidelines on reverse side of form #30-0-095, before completing this form.
Failure to comply with these guidelines will result in delay of payment
FORM MUST BE PRINTED ON STORE STOCK NCR FORM #30-0-095 (Form must be typed)

Employee Name John Doe School/Department Dr. Martin Luther King

Employee Identification No. 2026-5555 Prepared By Name of person preparing form Extension _____

Name of Meeting/Conference/Workshop Name of conference

Location - City and State _____ Date(s) August 16-19, 2025

Date(s) of Expenditure	08/16/2025	08/17/2025	08/18/2025	08/19/2025			
Lodging - Hotel/Motel \$190.00 maximum unless approved on Exemption Form BCSD Maximum Hotel Room Rate Form	\$ 141.32	\$ 141.32	\$ 141.32	Must turn in receipt for hotel			\$ 423.96
Registration Fees	\$ 565.00	Must have check or PO #					\$ 565.00
Transportation (other than private car)							
Transportation (private car) Miles <u>316</u> Per Mile <u>0.76</u> (IRS mileage allowance)	\$ 240.00	if location not on chart, must have copy of MapQuest					\$ 240.00
Breakfast \$18.00	\$ 18.00	\$ 18.00	\$ 18.00	\$ 18.00			\$ 72.00
Lunch \$20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00			\$ 80.00
Dinner \$31.00	\$ 31.00	\$ 31.00	\$ 31.00	\$ 31.00			\$ 124.00
Telephone							\$ 0.00
Parking, Taxi, Limo, etc.	\$ 20.00	\$ 20.00	\$ 20.00	Paid after conference w/ receipts turned			\$ 60.00
Other Expenses							\$ 0.00
Daily Totals	\$ 1,035.32	\$ 230.32	\$ 230.32	\$ 69.00	\$ 0.00	\$ 0.00	\$ 1,564.96
I hereby certify under penalty of perjury that this is a true and correct claim for necessary expenses by me and that no payment has been received by me on account thereof:					TOTAL OF CLAIM		\$1,564.96
					Less Advance Travel Expenses Check or P.O. No. CK #10096 \$939.96/P250006314 \$565		\$1,504.96
Claimant's Signature _____ Date _____					Balance Due CLAIMANT		\$60.00
Signature of Department Head/Site Administrator (PRINCIPAL- FOR SCHOOL SITES) _____ Date _____					REFUND due District (from unused Advance Monies)		
Supt. Approval Date <u>7/31/25</u>	Program Title <u>Title I</u>				DISTRICT CHECK NO.		
<u>01-3150-0-1110-1000-5200-007-00</u>	Component _____				DISTRICT RECEIPT NO.		
Budget Account Code _____							

Mileage Rate Chart

BAKERSFIELD CITY SCHOOL DISTRICT MILEAGE CHART

Department of Fiscal Services

Round trip Includes 20 miles for Incidental

*Travel (* = No Incidental Miles)*

Beginning 7/1/2026

<i>Destination</i>	<i>Round Trip</i>	<i>@ \$0.76</i>
Alameda	660	\$502
Anaheim	312	\$237
Antelope Valley *	176	\$134
Arvin *	44	\$33
Avila	340	\$258
Bell Garden	260	\$198
Bellflower	288	\$219
Berkeley	620	\$471
Bishop	456	\$347
Buena Park	308	\$234
Burbank	224	\$170
Buttonwillow *	56	\$43
Carmel	532	\$404
Chico	768	\$584
Chula Vista	504	\$383
Concord	536	\$407
Costa Mesa	340	\$258
Delano *	64	\$49
Eureka	1160	\$882
Fremont	508	\$386
Fresno *	216	\$164
Fullerton	292	\$222
Glendale	232	\$178
Hanford *	172	\$131
Incline Village, NV	804	\$611
Irvine	340	\$258
Isabella *	88	\$67
Kernville *	112	\$85
Kings Canyon Nat'l Pk	264	\$201
La Jolla	476	\$362
La Mesa	492	\$374
La Mirada	292	\$222
La Palma	284	\$216
Laguna Beach	356	\$271
Lancaster *	172	\$131
Las Vegas, NV	584	\$444
Long Beach	304	\$231
Los Angeles Airport	252	\$192
Lost Hills *	92	\$70
McFarland *	60	\$46
Merced	344	\$261
Modesto	384	\$292
Mojave *	124	\$94
Monrovia	296	\$225
Monterey	484	\$368
Morro Bay	300	\$228
Newhall *	164	\$125
Newport Beach	332	\$252
Oakland	592	\$450

<i>Destination</i>	<i>Round Trip</i>	<i>@ \$0.76</i>
Ontario	316	\$240
Orange	308	\$234
Oxnard	264	\$201
Palm Springs	464	\$353
Palmdale *	196	\$149
Palo Alto	564	\$429
Pasadena	244	\$185
Pismo Beach	324	\$246
Pomona	312	\$237
Porterville *	100	\$76
Redding	912	\$693
Redlands	368	\$280
Reno, NV	896	\$681
Ridgecrest *	208	\$158
Riverside	364	\$277
Sacramento	572	\$435
Salinas	524	\$398
San Bernadina	348	\$264
San Diego	488	\$371
San Fernando *	184	\$140
San Francisco	656	\$499
San Jose	528	\$401
San Luis Obispo	344	\$261
San Rafael	696	\$529
Santa Ana	316	\$240
Santa Barbara	312	\$237
Santa Clara	544	\$413
Santa Cruz	536	\$407
Santa Maria	284	\$216
Santa Monica	248	\$188
Santa Rosa	712	\$541
Shafter *	40	\$30
Sherman Oaks	232	\$178
South Lake Tahoe	784	\$596
Stockton	480	\$365
Sunnyvale	592	\$450
Taft *	80	\$61
Sonoma	500	\$380
Tehachapi *	80	\$61
Thousand Oaks	280	\$213
Torrance	290	\$220
Tulare *	124	\$94
Ukiah	840	\$638
Upland	416	\$316
Ventura	260	\$198
Visalia *	144	\$109
Wasco *	60	\$46
Woodland	584	\$444
Yosemite	450	\$342

Request for Exemption from BCSD Maximum Hotel Room Rate

Bakersfield City School District
Education Center – 1300 Baker Street |
Bakersfield, CA 93305
FISCAL SERVICES

REQUEST FOR EXEMPTION FROM BCSD MAXIMUM HOTEL ROOM RATE

(To be attached to the Request to Attend form)

This form must be completed AND Approved by the Principal or Department Head AND School Site AA or Assistant Superintendent (see below)

Employee Name _____ Department/School _____

Conference/Workshop/Business Trip _____

Date(s) of Trip _____ Number of Nights in Hotel _____

Name of Requested Hotel _____ Room Rate _____

Parking Fee _____ *(include tax)*

Distance from conference/business site _____

Is the requested hotel a conference hotel? ☐ YES ☐ NO

Are you or anyone in your party, renting an automobile? ☐ YES ☐ NO

If yes, daily rate _____

If not, what is your projected daily transportation expense? _____

Are you or anyone in your party, using a personally owned/leased vehicle on this trip? ☐ YES ☐ NO

----- **Please list 3 other hotels in the area** -----

Name of other Hotel in vicinity _____ Room Rate _____

Parking Fee _____ *(include tax)*

Distance from conference/business site _____

Daily Transportation Expense _____

Name of other Hotel in vicinity _____ Room Rate _____

Parking Fee _____ *(include tax)*

Distance from conference/business site _____

Daily Transportation Expense _____

Name of other Hotel in vicinity _____ Room Rate _____

Parking Fee _____ *(include tax)*

Distance from conference/business site _____

Daily Transportation Expense _____

Approved: _____ **AND** Approved: _____
Principal / Department Head School Site Executive Director / Asst. Supt.

Revised: 7/28/21

Guidelines for Parents Attending Conferences

Any parent/guardian who attends a conference on behalf of a parent advisory group/council, the District, or school site shall:

- Prepare a presentation summary regarding their learning at the conference.
- Present the presentation summary to their respective parent group/council and school.
- In addition to their school, present the presentation summary to at least two other schools within their junior high/middle feeder pattern.

A parent/guardian may not attend more than one conference on behalf of a parent advisory group/council or school within a two year period. This is to encourage opportunities for different parents/guardians to attend and represent their respective parent group/council or school.

In the event more parents wish to attend a conference than there are available spots, the parent group/council shall determine attendance based on their bylaws.

There are new forms that must be completed for parents to attend a conference.

Step 1-Staff to complete form:

The screenshot shows a digital form titled "PARENT CONFERENCE ATTENDANCE TRACKER" with a header banner that also says "FAMILY AND COMMUNITY ENGAGEMENT". The form contains the following text: "Any parent/guardian who attends a conference on behalf of a parent advisory group/council, the District, or school site shall:" followed by a bulleted list of three requirements. Below this, it states: "A parent/guardian may not attend more than one conference on behalf of a parent advisory group/council or school within a two year period. This is to encourage opportunities for different parents/guardians to attend and represent their respective parent group/council or school." and "In the event more parents wish to attend a conference than there are available spots, the parent group/council shall determine attendance based on their bylaws." At the bottom, there is a login field for "gonzalezci@bcisd.com" and a "Parent's Name" field with a red asterisk indicating it is required.

Step 2- Parent to sign form:

The screenshot shows a printed form titled "Acknowledgement of Bakersfield City School District's Parent Conference Attendance Policy". It begins with the BCSO logo and the text "Congratulations!". There are lines for "Parent/Guardian Name", "School Site/Parent Advisory Group", and "Name of Conference". A "Date" line is also present. The form then states: "We hope you find the session(s) helpful and informative. All participants who attend District sponsored conferences and/or events are required to complete the following expectations upon their return from the event." It follows with a section for "Any parent/guardian who attends a conference on behalf of a parent advisory group/council, the District, or school site shall:" and a numbered list of three requirements. A "Please note" section repeats the two-year attendance rule. Another section states: "In the event more parents wish to attend a conference than there are available spots, the parent group/council shall determine attendance based on their bylaws." The form concludes with an acknowledgment statement and signature lines for "Parent/Guardian Signature", "School Site/District Designee", "Printed Name", and "Date".

Form and Acknowledgement can be found on: [BCSD's website under FACE - Parent Conferences](#)

Consultant Services

Schools and Departments must follow all required procedures when they have a need or requirement for services or products:

- NEW Application for Consultant services
- Procurement & Purchase Requisition Requirements
- Consultant Services Guidelines or
- Contract Guidelines

Consultant Services include:

- Professional Development Consultant/Presenter
- Vendor providing direct services for students/staff/parents
 - Such as: Mentoring services for students
- Presenter to students/staff
 - Such as: company or person for a school Assembly or student presentation
- Murals

Contracts include:

- Service Contract
- Construction Contract
- Curriculum Purchase
- Online Programs
- Purchase of product that exceeds \$50,000 using Federal Funds
- Purchase of product that exceeds \$109,300 using State Funds

Application for Consultant Services

NEW Procedures for 2026–2027 requiring **Application for Consultant Services**. Please reach out to State & Federal Programs Department if you have questions on the Application for Consultant Services #14671.

♦ NEW CONSULTANTS

All individuals or organizations **not previously approved** by BCSD must follow the full two-step application and approval process:

All individuals or organizations **not previously approved** by BCSD must follow the full two-step application and approval process:

1. Application for Consultant Services

- Consultant completes [Section A](#) of the application
 - Include resume and a detailed service proposal with fees
- Submit to the Principal or Department Administrator for review and completion of [Section B](#).
- A staff analysis
- Submit hard copy to **Rocio Ramos**
 - Submit all documents **at least 3 weeks prior** to the Board submission deadline.

2. Consultant Services Agreement

- Once approved, the school or department must submit the following to **Business Services**:
 - Consultant Agreement Form
 - W-9
 - Requisition (pre-encumbering funds)
 - Approved Consultant Application (emailed to school when approved)

3. After Consultant Services:

- After the Consultant has performed his/her services, send the **consultant provided invoice** and the signed hard copy of the **Confirmation of Consultant Services** form to the Business Services Office
- Complete Evaluation surveys
 - [PD Survey for all staff participating in PD](#)
 - Evaluation of Consultant Services completed by Principal or Department Administrator:
[Consultant Evaluation](#)

♦ **NOTE:** If the consultant elects to submit their own **Contract** instead of the BCSD Consultant Services Agreement, they must **still complete and submit the New Consultant Application** for approval **prior to contract submission to Business Services** for Stamp. Once the contract is stamped by Business Services, it will be submitted for inclusion on the agenda by the Executive Director's Administrative Secretary, not Business Services.

♦ [DISTRICT APPROVED CONSULTANTS](#)

For consultants who are on the District Approved Consultant list based on having previously provided effective services for BCSD, schools and departments must submit a **District Approved Consultant Application**. *Please contact State & Federal Programs for a current list of approved consultants.*

1. [District Approved Consultant Application](#) with the following:

- **District Approved Application form Section 1 & Section 2** signed by school or department
- A **current quote** or proposal clearly outlining the scope of services and fees

- A staff analysis
- Submit hard copy to **Rocio Ramos, State & Federal Programs.**
 - Submit all documents **at least 3 weeks prior** to the Board submission deadline.

2. Consultant Services Agreement

- Once approved, the school or department must submit the following to **Business Services**:
 - Consultant Agreement Form
 - W-9
 - Requisition (pre-encumbering funds)
 - Approved Consultant Application (emailed to school when approved)

3. After Consultant Services:

- After the Consultant has performed his/her services, send the **consultant provided invoice** and the signed hard copy of the **Confirmation of Consultant Services** form to the Business Services Office
- Complete Evaluation surveys
 - [PD Survey for all staff participating in PD](#)
 - Evaluation of Consultant Services completed by Principal or Department Administrator: [Consultant Evaluation](#)

♦ **NOTE:** If the consultant submits their own **Contract**, the **District Approved Consultant Application is still required** before any contract is submitted to Business Services. Once the contract is stamped by Business Services, it will be submitted along with the staff analysis for inclusion on the board agenda by the Executive Director's Administrative Secretary, not Business Services.

◆ REQUEST FOR PROPOSALS-SELECTED CONSULTANTS

BCSD RFP Information: [Bids](#)

1. For consultants selected through the Request for Proposals (RFP) process:

- Submit the [District Approved Consultant Application](#) form **Section 1 & Section 2** signed by school or department
- Include a copy of the RFP or approved scope of work
- Attach a current quote if not specified in the RFP
- A staff analysis
- Submit hard copy to **Rocio Ramos, Curriculum and Instruction.**
 - Submit all documents **at least 3 weeks prior** to the Board submission deadline.

2. Consultant Services Agreement

Once approved, the school or department must submit the following to **Business Services**:

- Consultant Agreement Form
- W-9
- Requisition (pre-encumbering funds)
- Approved Consultant Application (emailed to school when approved)

3. After Consultant Services:

- After the Consultant has performed his/her services, send the **consultant provided invoice** and the signed hard copy of the **Confirmation of Consultant Services** form to the Business Services Office
- Complete Evaluation surveys
 - [PD Survey for all staff participating in PD](#)
 - Consultant Evaluation completed by Principal or Department Administrator: [Consultant Evaluation](#)

◆ REQUEST FOR KCSOS CONSULTANT using KCSOS CONTRACT

1. [District Approved Consultant Application](#) with the following:
 - **District Approved Application** form **Section 1 & Section 2** signed by school or department
 - A **current quote** or proposal clearly outlining the scope of services and fees (staff must ensure contract costs and dates align with quote).
 - A staff analysis
 - Submit hard copy to **Rocio Ramos**, State & Federal Programs.
 - Submit all documents **at least 3 weeks prior** to the Board submission deadline.
 2. **KCSOS CONTRACT**
 - Submit contract to Business Services for stamp
 - Once the contract is stamped by Business Services, submit to your school or department's Executive Director's Administrative Secretary along with the staff analysis to submit for Board approval.
 3. **After Consultant Services:**
 - After the Consultant has performed his/her services, send the **consultant provided invoice** and the signed hard copy of the **Confirmation of Consultant Services** form to the Business Services Office
 - Complete Evaluation surveys
 - [PD Survey for all staff participating in PD](#)
 - Evaluation of Consultant Services completed by Principal or Department Administrator: [Consultant Evaluation](#)
-

◆ **STAFF ANALYSIS** Guidelines for Consultant Agreements

Effective immediately, all consultant agreement submissions to the BCSD Board of Education must include a Staff Analysis. This document provides essential context, justification, and recommendations related to the proposed consultant services and ensures alignment with District goals.

Please follow the outline and formatting below when preparing your Staff Analysis:

1. **Header Information**
 - Title: *Staff Analysis*
 - School or Department: (e.g., "On behalf of Eissler Elementary" or "Curriculum & Instruction Department")
 - Prepared by: *[Full Name and Title]*
2. **Purpose of the Agreement**

Briefly state the purpose of entering into the contract. Specify:

 - The consultant or provider name
 - The type of service (e.g., tutoring, professional development, technical support)
 - The intended benefit or impact
 - How it aligns with District goals (e.g., MTSS, Tier 1 instruction, ELD, strategic plan)

Example:

The purpose of this agreement is to provide specialized professional development focused on Integrated and Designated ELD instruction, directly supporting our District's strategic goals for improving outcomes for Multilingual Learners.
3. **Background and Rationale**

Explain the context and reasoning behind this request. Include:

 - Needs assessment or data-based justification
 - Previous efforts, pilot programs, or feedback

- How the proposed services address gaps or goals
- Support from site teams, stakeholders, or prior outcomes

4. Program or Service Scope

Describe what the consultant will do. Include:

- Service model (e.g., coaching, training, tutoring, strategic planning)
- Number of sessions or days (if known)
- Target audience (teachers, students, leaders)
- Any deliverables or follow-up support
- How services will be implemented (e.g., during school hours, after-school, PD days)

5. Contract Scope and Cost

Provide clear information about:

- Duration of the contract
- Total cost and not-to-exceed amount
- Funding source(s) (e.g., Title I, ESSER, LCFF, LCAP)
- Any multi-year terms or renewal option
- If applicable: mention any cost per site or per participant

6. Recommendation

Clearly state the staff's recommendation for Board approval. Reinforce:

- The strategic alignment of the service
- The value to student outcomes or instructional improvement
- Any evidence-based or anticipated impact

◆ ◆ REMINDERS FOR ALL CONSULTANT TYPES

- Submit applications **at least 3 weeks before** the agreement or contract deadline
- All consultant work must be **Board-approved** before services begin
- Submit **Evaluations** within **5 days of service completion**.
 - Evaluation of services of consultant by all attendees:
 - [PD Survey for all staff participating in PD](#)
 - Evaluation of Consultant Services completed by Principal or Department Administrator
 - Survey: [Consultant Evaluation](#)

Consultant Application Due Dates

Month	Consultant Application Due Dates	Consultant Agreement Due Dates	Board Date
August (1st Mtg)	6/26/26	7/17/26	8/4/26
August (2nd Mtg)	7/17/26	8/7/26	8/25/26
September	8/14/26	9/4/26	9/22/26
October	9/18/26	10/9/26	10/27/26

November	10/9/26	10/30/26	11/17/26
December	11/6/26	11/27/26	12/15/26
January	12/18/26	1/8/27	1/26/27
February	1/15/27	2/5/27	2/23/27
March	2/5/27	2/26/27	3/16/27
April	3/19/27	4/9/27	4/27/27
May	4/16/27	5/7/27	5/25/27
June (1st Mtg)	4/30/27	5/21/27	6/8/27
June (2nd Mtg)	5/14/27	6/4/27	6/22/27

Guidelines for Agreement for Consultant Services

[Business Services BCSD Webpage Consultant Agreements](#)

Any questions pertaining to Consultant Agreements may be directed to Tricia Woods at x14678.

[Consultant Agreement Process](#)

Forms To Be Completed For Consultant Services Are:

1. Agreement For Consultant Services (#30-0-326 Interactive Form)
2. W-9 Form
3. Consultant Agreement Informational Memorandum along with optional pamphlet/website informational posting about the consultant or company.
4. An Electronic Requisition needs to be prepared and a hard copy should be included with your agreement packet. Please SEND your requisition electronically at this time. On the day of service, an invoice from the consultant should be obtained and a Confirmation of Consultant Services form must be completed. See page 83 for Request for Payment information needed in the body of the requisition.

Please submit all 4 documents to the Business Services Office for processing.

Agreement for Consultant Services:

1. Complete the Consultant Agreement Form with all information required. Indicate place and time consulting service will take place. **DO NOT USE ANY OTHER FORM OTHER THAN WHAT IS LISTED ABOVE. DO NOT USE COPY PAPER.**
2. BE SPECIFIC AS TO THE AMOUNT OF THE FEE.
3. Consultant must sign the Agreement and the W-9 Form before the Agreement can be submitted to the Board for approval (the name on the Agreement, W9, Memorandum, and Requisition should be the same).
4. The signed Agreement, W-9, Requisition and Memorandum (with optional attachments including pamphlet/website informational posting about the consultant or company) are to be submitted to the Business Services Office (LaTonya Thompson). The Board must approve all consultants before the date of service. NOTE: In order for the Agreement to be placed on the Board agenda, the Business Services Office must receive the signed Agreement at least four (4) weeks prior to the Board meeting. (See Board Meeting Dates, page 81)
5. Please ensure that the Electronic **Requisition** is sent in Smarte to verify pre-encumbrance and to allow Purchasing to print the purchase order. If there is a Special Approval site, you will need to check periodically to confirm the requisition has been sent on electronically by the Special Approval site.
6. After the Consultant has performed his/her services, send the consultant provided invoice and the signed hard copy of the Confirmation of Consultant Services form to the Business Services Office (Tricia Woods).
7. If the contract/agreement includes the delivery of services on BCSD property by any contractors, contractor's staff or any other individual, I have ensured a Verification Status Certification Form has been completed and is on file with Instructional Support Services.

Consultants Will Not Be Paid Until <u>After</u> the Services Have Been Performed/Completed

NOTE: A Consultant cannot be an employee or substitute of the District. If the Consultant has received payment from the District in the form of wages at any time during the calendar year that they are scheduled to be a consultant, they will be disqualified as a potential consultant for that calendar year.

The content of requisition for consultant services:

- **Consultant's name and complete address OR** the company's name and complete address (remember whoever is listed on the W-9 will be the individual or business who will receive payment)
- **Budget classification**
- **Description**
 - "Consultant" must be in the description as well as a description of services provided, should include amount not to exceed, the date(s) of service and the location of service
 - Itemize the expenses per day/fee/hotel, meals, etc., **only if** the consultant is not paid a lump sum
 - "Pre-Encumber entire contract, *invoice to follow*" must be included on each requisition for both one time and multiple payment agreements.
- **Board Approval Date** - Enter the Board Meeting date in which the agreement will be reviewed.

- **Full amount of Contract** – Enter the full contract amount as “Amount not to exceed \$_____”
- Send the requisition electronically to pre-encumber funds and print the online requisition.
- Obtain the Principal’s signature on the hard copy of the requisition.

Fiscal Year: 2025		Bakersfield City School District		31-Jul-2024 4:23 pm	
		Purchase Requisition: R25000090			
Vendor:	0000000	Requested by:	Latonya Thompson		
Consultant Name (as it appears on agreement, W9 & memo)		Requested For:	Sherry Gladin		
Address		Deliver Site:	Ed Center		
City, State, Zip		Contract No:			
Phone		Date Needed:	08/31/2024		
PO Number:					

Line	Pseudo	Account Number	Percent	Amount	PreEncumbrance
1	430127	01-0000-9-0000-7150-5800-090-00	100.00%	\$3,320.00	\$0.00

Acct	Description	Unit Issue	Qty	Unit Cost	Taxable	Tax Amount	Ship Amt	Total Cost
	CONSULTANT FEE FOR CHESS PROGRAM WHEREIN STUDENTS WILL LEARN THE ACADEMIC-ENHANCING GAME OF CHESS WITH AN EFFORT TO IMPROVE MATH AND COMMUNICATION SKILLS		1	\$3,320.00	No	\$0.00	\$0.00	\$3,320.00
Amount Not to Exceed: \$3,320.00								
Dates of Event:								
Board Approval Date:								

Comments:	Sub Total: \$3,320.00	Shipping total: \$0.00	Tax: \$0.00	Total \$3,320.00
-----------	-----------------------	------------------------	-------------	------------------

Approved by: _____
COMPLETE SIGNATURE, NO INITIALS

Consultant Agreements Prepared by the Business Services Office

It is imperative that all Consultant Service Agreements be submitted for Board approval **BEFORE** the date(s) of service. Dates and Fees of services can only be changed by submitting an amendment to the original Consultant Agreement to board. There will be **NO** approval of a Consultant Agreement after the fact.

You can find the list of Board meeting dates on the District’s website. The Board meeting dates can be found under the link for Board of Education. Also, a TAB is published which outlines the Board dates AND the due dates for items to be placed on the agenda.

The absolute final deadline date for getting a Consultant Agreement on a Board agenda is the Monday four weeks BEFORE the scheduled Board meeting. However, if the Board agenda deadline date falls on a Monday holiday, the agenda item will be due in the Business Services Office on the Tuesday following the holiday.

For example:
Absolute Final

Actual Board Meeting Date:
September 23, 2025

Board Agenda Deadline Date:
September 5, 2025

NOTE: All Consultant Agreements are due the date stated. No exceptions.

Consultant Agreements How to Prepare by School Site

Interactive Agreement: Store Stock Item #300326

Revision Date: 07/2016

DO NOT USE ANY OTHER FORM OTHER THAN WHAT IS LISTED. DO NOT USE COPY PAPER.

A sample agreement has been prepared and is attached. The steps to preparing the agreement are as follows: NOTE: **All Agreements MUST be TYPED!** Forms with **revision dates prior to 7/2016 will be returned.**

- a) Enter the date when the agreement will be in effect (the day after Board)
- b) Enter the consultant's name OR the company name NOTE: **the same name that is entered on the W-9 is what must be entered on the agreement and requisition** – whatever name is listed is to whom the check will be issued
- c) Enter the city and state where the consultant lives
- d) Enter the location (place) where the service(s) is/are to take place
- e) Enter the school OR department submitting the agreement
- f) Enter the time the service(s) is/are to take place
- g) Give a brief and accurate description of the service(s) the consultant will be providing
- h) Enter a beginning date of service AND an ending date of service – example: if the service is for one day only, you will enter that date on both lines. If the service is over a period of time, you will enter a beginning date and an ending date. Payments may only be processed for services between the dates specified
- i) Enter the dollar amount the consultant will be paid per day/occurrence (only if applicable)
- j) Enter the standard IRS mileage rate the consultant will be paid per day/occurrence (only if applicable)

- k) Enter the food and lodging amount the consultant will be paid per day/occurrence (only if applicable & receipts are required)
- l) Enter the TOTAL COMPENSATION the consultant will receive for this agreement. NOTE: The total compensation MUST include the mileage, meals and lodging – only the airfare and if materials are to be provided by the consultant, may be an additional cost however, it would be best if ALL expenses are included in the total compensation. (**Receipts will be required for food, lodging, airfare, & materials**)
- m) **Do not enter the Board meeting date** – this will be provided after the Consultant Agreement has been approved by the Board
- n) Obtain the consultant's signature
- o) Obtain the consultant's social security number OR employer ID number
- p) Do not have anyone sign on the signature line for superintendent (or) designee
- q) Obtain the principal's signature
- r) Enter the budget classification – this is a must before the agreement leaves the school site – also give the name of the budget

Make a copy of the agreement and retain the copy at the school site

Send the agreement packet to the Business Services Office for finishing signatures & budget approval. After these steps have been completed, the final paperwork will be submitted to the Board for approval.

Once the Consultant Agreement has been approved by the Board of Education, the Board date is entered onto the agreement by the Business Services Office and a copy of the fully executed agreement will be sent back to the school site (see #13).

Sample Consultant Agreement

BAKERSFIELD CITY SCHOOL DISTRICT
Education Center, 1300 Baker Street, Bakersfield, California 93305
Office of the Assistant Superintendent, Business Services
AGREEMENT FOR CONSULTANT SERVICES

This Agreement is made and entered into this a)25 day of a)August, 20a)16, by and between the governing board of the BAKERSFIELD CITY SCHOOL DISTRICT of Kern County, California, hereinafter referred to as "District" and b) John Smitt, whose principal place of business is in c) City, ST, hereinafter referred to as "Consultant."

IT IS AGREED THAT:

1. Consultant will provide the services as set forth in the Agreement (or in attached proposal) in coordination with the District Superintendent or his designee as follows: *(Include brief description of presentation)*

School/Department submitting request: e) Business Services Place: d) Ed Center
Description/Purpose: g) Enter a brief description of services provided by the consultant Time: f) 9:00am - 12:00pm

g) ex: To provide small group mentoring and cognitive behavioral training

2. This Agreement shall be for a specified period, commencing on h) September 25, 20h) 16 and ending on h) September 25, 20h) 16. The compensation for consultant services under this Agreement shall be at the rate of \$ i) 150 per i) day.
3. District shall reimburse Consultant for mileage, food, lodging, and actual and necessary expenses (i.e., airfare and materials). Mileage shall be in accordance with the IRS standard mileage in effect during the period which Consultant services were performed (currently \$ j) 0.54 per mile); food and lodging allowance not to exceed \$ k) 100 per day.
4. Total compensation under this Agreement (including mileage, food, lodging) shall not exceed \$ l) 289.90 (plus airfare and materials). *Receipts to verify expenses for food, lodging, airfare, and materials will be required.*
5. **Consultant must sign the Confirmation of Consultant Services form provided by the District after completion of services and must submit a detailed invoice to the department or school site in which services were performed in order for the district to process payment.** The invoice shall indicate the days, hours, and location of service performed. Payments for services and reimbursement for expenses under this Agreement shall be made within thirty days after the documents mentioned above are received.
6. Consultant shall not assign or transfer in any way his or her interest or obligations under this Agreement without the written consent of the Superintendent or his designee.
7. This Agreement may be amended or modified at any time by mutual agreement of the parties, in writing.
8. Termination: The District may, at any time, with or without reason, terminate this Agreement and compensate Consultant only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Consultant. Notice shall be deemed given when received by the Consultant, or no later than three (3) days after the mailing, whichever is sooner.
9. It is understood and agreed that the Consultant is at all times an independent contractor and neither he nor his employees are employees of the District.
10. The District has determined that neither its employees, the county superintendent's employees, nor the employees of the adjoining districts or county superintendents, are able to provide the service provided for in this Agreement. A find to that effect has been entered by the Board of Education in the minutes of its meeting of m) leave blank, 20Leave blank.
11. Consultant agrees to notify his school employer (if he is employed by a school district, county superintendent or other school entity) of this Agreement and the dates upon which he intends to perform pursuant to this Agreement. Consultant agrees that he will not accept any salary, other than leave, compensatory time off or vacation benefits, from his school employer while he is performing services pursuant to this Agreement.
12. If consultant is a retired member of STRS, consultant acknowledges understanding of the earnings limitation set forth in Education Code Section 24116, 24214 and 24215. Consultant understands the District will report all creditable compensation to STRS.
- IN WITNESS THEREOF, the parties hereto have executed this Agreement the day and year first above written.

BAKERSFIELD CITY SCHOOL DISTRICT
BOARD OF EDUCATION ("District")

CONSULTANT

By p) Signature added after board approval
Superintendent (or) Designee

n) Signature needed before submitting to Business Services
Consultant Signature

q) Signature needed before submitting to Business Services
Principal AND Department Head Signature

o) SSN or EID needed before submitting to Business Services
Social Security Number (or) Employer I.D. Number

*Please submit 5 copies four weeks
prior to Board Meeting.*

Rev. 7/2016

SPECIALLY FUNDED PROJECTS	
Program Title	_____
Budget Class	_____
Component	_____

OTHER BUDGETS (list number)	
General Fund	_____
Magnet Fund	_____
Lottery Fund	_____
Other	_____

r) Budget number needed: 01-0000-0-0000-0000-000-00 (list NAME and number)

**Consultant Agreements
W-9 Forms**

The W-9 Form, also known as the "Taxpayer Identification Number and Certification" form must be completed once-a year by a consultant. The forms can be obtained from the Internal Revenue Website at <https://www.irs.gov/pub/irs-pdf/fw9.pdf>. The W-9 must be completed by the consultant, signed and attached to the Consultant Agreement when submitted for Board approval.

NOTE: This form does not need to be prepared and submitted every time a Consultant Agreement is submitted for the same consultant during a calendar year – only once a year for each new consultant agreement for that calendar year (January – December).

The information required is as follows:

1. The consultant's name
2. The company name if the consultant works for a company. **NOTE: if a company is listed, the company will receive the payment – not the consultant.**
3. The appropriate box must be checked
4. The completed street address, including suite number or apartment number
5. The city, state and zip code
6. The TIN (Taxpayer Identification Number) which can be the consultant's social security number OR the employer identification number
7. The consultant's signature (**please ask the consultant to sign in any color other than black**)
8. The date

**Consultant Agreements
Request for Payment Prepared by a School Site**

If a consultant is providing services for one day only, he/she will get paid after the services have been rendered. If a consultant is providing multiple days of service over a period of days, weeks, or months, he/she may get paid periodically following the day(s) of service.

No consultant will receive payment before providing service. All invoices must be dated on or after the last day of service listed on the invoice.

The only way a consultant can get paid is when an invoice is submitted by the consultant and a Confirmation of Consultant Services form is prepared. Samples are attached.

The procedure to follow for ONE TIME & MULTIPLE payments:

1. Print the Confirmation of Consultant Services form and include the following information:
 - ☐ School/Department Name
 - ☐ Consultant Name
 - ☐ PO Number (obtained from of purchase order)
 - ☐ Invoice Number (all consultants must submit an invoice to receive payment)
 - ☐ Invoice Date
 - ☐ Amount to be paid
 - ☐ Date(s) of service
 - ☐ Board approval date
 - ☐ Signature of consultant
 - ☐ Signature of principal/department head
 - ☐ Budget classification
2. Attach any invoices or bills to the Confirmation of Consultant Services form.
3. Send the Confirmation of Consultant Services form and invoice to the Business Services Office.
4. Once the information on the invoice and Confirmation of Consultant Services form has been verified, the Business Services Office will forward it to Fiscal Services for payment.
5. All areas of this form must be completed.

Confirmation of Consultant Services

Bakersfield City School District
1300 Baker Street

CONFIRMATION OF CONSULTANT SERVICES

DEPARTMENT/SCHOOL:

PO# _____

INVOICE # _____

NAME OF VENDOR/CONSULTANT:

INVOICE DATE: _____

AMOUNT TO BE PAID: \$ _____

DESCRIPTION OF SERVICES/NOTES:

Consultant Event Date: _____

Board Approval Date: _____

Consultant Signature: _____

Dept. Head/Principal: _____

Budget Classification Number: _____

Board Meeting and Consultant Agreement Due Dates

It is imperative that all Consultant Service Agreements be submitted for Board approval **BEFORE** the date(s) of service. There will be **NO** approval of a Consultant Agreement after the fact.

Below you will find the due dates for submitting Consultant Agreements to the Business Services office for processing. Please share this information with those individuals who are responsible for preparing the Consultant Agreement:

Consultant Application Due Dates

Month	Consultant Application Due Date to State & Federal Programs	Consultant Agreement Due Date to Business Services	Board Date
August (1st Mtg)	6/26/26	7/17/26	8/4/26
August (2nd Mtg)	7/17/26	8/7/26	8/25/26
September	8/14/26	9/4/26	9/22/26
October	9/18/26	10/9/26	10/27/26
November	10/9/26	10/30/26	11/17/26
December	11/6/26	11/27/26	12/15/26
January	12/18/26	1/8/27	1/26/27
February	1/15/27	2/5/27	2/23/27
March	2/5/27	2/26/27	3/16/27
April	3/19/27	4/9/27	4/27/27
May	4/16/27	5/7/27	5/25/27
June (1st Mtg)	4/30/27	5/21/27	6/8/27
June (2nd Mtg)	5/14/27	6/4/27	6/22/27

All Consultant Agreements must be submitted to the Assistant Superintendent, Business Services by the deadlines listed above. Consultant Agreements submitted after the deadlines indicated will not be processed until the next Board meeting, which may require the date of service to be postponed. Consultant Agreements submitted after the consultant has provided services will not be approved.

Consultant Agreement and supplemental documentation must be submitted no later than 30 days in advance of the date of the service.

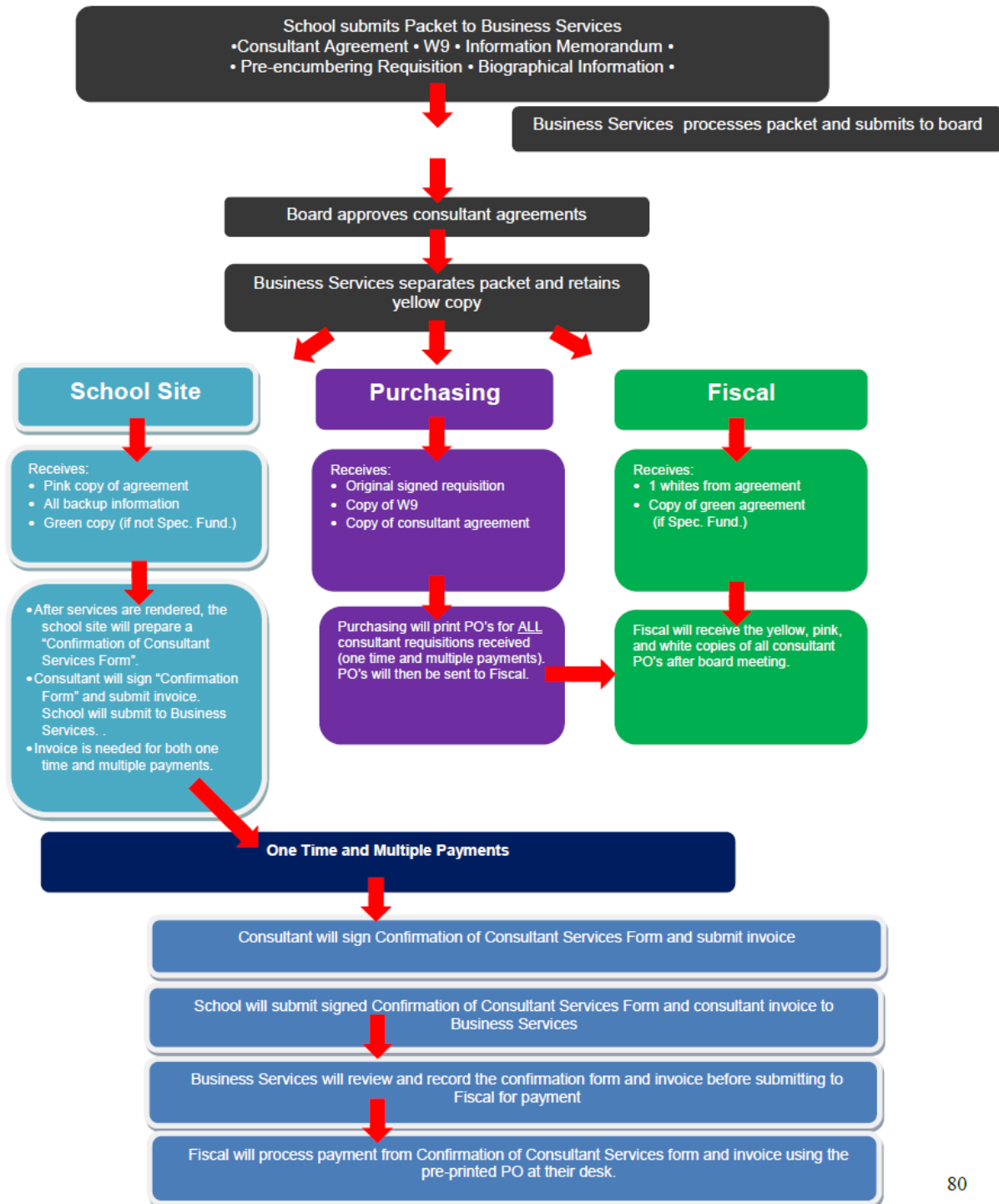
In order to process all Requests-for Payment for Consultants in a timely manner, the Consultant's invoice and Confirmation of Consultant Services form must be completely prepared, signed, and submitted to the Assistant Superintendent, Business Services no later than the Consultant Payment dates listed above.

Please note that if the invoice and Confirmation of Consultant Services form come in **after** the above listed dates, **the consultant will not get paid until the following month.**

If you have any questions, please contact Tricia Woods in the Business Services office, extension 14678. For online forms and information please visit the Business Services web page at <https://www.bcsd.com/departments/business-services/business-services-forms>

The Consultant Process

The Consultant Process



80

Contract/Agreement Procedures

[Contract/Agreement Procedures- Business Services Website](#)

The Office of the Assistant Superintendent, Business Services reviews all Contracts/Agreements prior to being sent to Board for approval as well as maintains a Contract/Agreement file.

Contract Due Dates

Month	Contracts Due Dates	Board Date
August (1st Mtg)	7/6/26	8/4/26
August (2nd Mtg)	7/27/26	8/25/26
September	8/24/26	9/22/26
October	9/28/26	10/27/26
November	10/19/26	11/17/26
December	11/16/27	12/15/26
January	12/28/26	1/26/27
February	1/25/27	2/23/27
March	2/15/27	3/16/27
April	3/29/27	4/27/27
May	4/26/27	5/25/27
June (1st Mtg)	5/10/27	6/8/27
June (2nd Mtg)	5/24/27	6/22/27

To ensure that each Contract/Agreement is seen and there is budget, please do the following:

1. Department secretary will send at least two original Contracts/Agreements and a copy of the BoardDoc to Business Services **not less than thirty (30) days in advance of desired Board action on the Contract/Agreement**
 - a. The agreement should include an original signature from the contractor.
 - b. Areas for signature should be clearly identified by using a signature flag

2. Business Services secretary will compare against the previous year's Contract/Agreement.
 - a. All Contracts/Agreements must accompany a completed and signed "Contract/Agreement Checklist" form.
 - b. Renewal of Contracts/Agreements will also be forwarded to Fiscal to confirm budget
3. Business Services secretary will place approval stamp on the Contract/Agreement
 - a. The stamped Contract/Agreement will then be scanned and forwarded via email to the Department secretary who is submitting the BoardDoc
4. Department secretary will then attach the scanned copy to the appropriate BoardDoc and continue with the regular BoardDoc approval process
5. Business Services secretary will then forward the previously submitted original Contract/Agreement to the Superintendent's Office to await signature after Board approval

NOTE: The Office of the Superintendent will reject all Contract/Agreement BoardDocs received without the approval stamp from Business Services. Failure to follow the above directions may result in the delay of the approval process.

Any questions regarding this procedure should be directed to Tricia Woods at extension 14678.

Contract/Agreement Checklist

Contract & Agreement Checklist

☐ New Contract ☐ Renewal

CONTRACT / AGREEMENT CHECKLIST

The checklist below **MUST** be submitted, certifying the items outlined below by **initialing, or writing N/A, by each item and signing and dating the form in the provided spaces.**

- _____ I have read the contract/agreement necessitated and understand the terms & provisions and have discussed such with all pertinent parties assigned to my school/department.
- _____ My school/department is capable of complying with all applicable contractual provisions and requirements.
- _____ I will be able to devote the necessary time to adequately administer and monitor the grant, program, or activity described in the contract/agreement.
- _____ I have checked with Human Resources and have verified that all positions required (if any) by the grant or program are included within existing District positions with a Board-approved job description; and further, that my school/department and/or the District is able to perform the personnel-related service/functions of the grant or program described in the contract/agreement, in concert with applicable collective bargaining agreements, BCSD Policies and Procedures, and applicable State and federal law.
- _____ I have checked with Human Resources and have verified that hiring an outside contractor will not conflict with applicable collective bargaining agreements.
- _____ I have checked with Fiscal Services and am assured that BCSD is able to comply with any financial reporting/billing requirements specified in the contract/agreement, and the included budget is accurate & adequate to fund all costs, including the ongoing cost of all required existing or new positions.
- _____ I have checked with Educational Services and am assured that the contractual provisions & requirements do not conflict with existing BCSD educational goals and/or programs, or applicable State and federal law.
- _____ The Division Head responsible has been advised of this contract/agreement and is supportive.
- _____ If the grant or program necessitating this contract/agreement requires additional facilities in excess of current space, including allowance for student growth, I have notified Maintenance and Operations and have documented that allocated grant or program funds are adequate for any and all facilities costs.
- _____ If the grant or program necessitating this contract/agreement requires BCSD transportation, BCSD food services, or the BCSD purchase of equipment or supplies, I have checked with Transportation Services, and/or Nutrition Services, and/or Purchasing Department and have documented that such services and/or goods are available, legally obtainable, and allocated grant or program funds are adequate for all related costs.
- **Account Number:** _____
- _____ If the contract exceeds \$50,000 if paid from federal funds, or \$114,800 if paid from state or local funds, I have checked with the Purchasing Department regarding required procurement procedures.

Contract/Agreement Title

Board Date

School OR Department

Signature of Administrator

Date

If you have any questions, please contact Sherry Gladin at [extension 14675](tel:extension 14675)
This form can be found on the Business Services website.

Board Doc Procedures for Contract/Agreement

Department Secretary BoardDoc Checklist for Contracts/Agreements

Schools / Departments- Complete the following and submit to Cluster or Department Secretary

1. Procurement Form if:
 - ☐ \$10,000 or more using federal funds
 - ☐ \$114,800 or more using local, state or federal funds (2025 Threshold)
2. Complete Contract/Agreement Process
 - Business Services Contract Checklist and
 - Submit contract/agreement for approval (with Business Stamp)

Department Secretary

Board Doc Checklist (electronic copy linked above)

Prior to uploading any contracts or agreements in BoardDocs for Board approval, please make sure the following items are completed with approval.

----- Approved Procurement Form required if:
☐ \$10,000 or more using federal funds
☐ \$114,800 or more using local, state or federal funds (2025 Threshold)

----- Contract/Agreement with Business Services Stamp

Board Doc Directions

Agreements/Contracts: may have one or two consent agenda business items.

In this order on consent agenda:

1. Procurement Form or Sole Source Form (if applicable)
2. Agreement/Contract - with BCSD "approved as to form" stamp from Business Services.
 - a. School/Department
 - b. Date(s) of Agreement
 - c. Name of contractor (must match W-9 Form)
 - d. Amount of agreement and funding source
 - e. Purpose of curriculum and procurement process

Library Media Services

Curriculum & Instruction Department: District Librarian x14808

21st Century Library Spaces

School libraries are evolving into flexible learning environments that support collaboration, creativity, inquiry, and digital literacy. Creating a welcoming, adaptable space allows students to read, research, create, and work together.

To support a 21st century library, consider investing in:

- Flexible furniture that supports individual and collaborative learning
- Makerspace materials such as KEVA Planks, LEGO® bricks, K'NEX, littleBits, Squishy Circuits, 3D Printing supplies, and consumable craft supplies
- Technology including laptops, tablets, robotics, coding kits, and multimedia creation tools
- Diverse, high-interest print and digital collections that support curriculum and encourage independent reading
- Display and presentation materials that showcase student work, new books, and library programs

Collection Development

An effective library collection supports district curriculum while meeting the diverse interests, abilities, and needs of students.

Analyze

Evaluate the collection to identify strengths, gaps, curriculum alignment, and representation of diverse perspectives. Retain high-quality resources such as classics, award winners, local history, current reading list titles, and other valuable materials.

Weed

Remove materials that are outdated, inaccurate, damaged, seldom used, or no longer support the curriculum or student interests.

Develop

Select resources that align with curriculum standards, reflect diverse perspectives, support a variety of reading levels, and meet both instructional and recreational reading needs. Seek input from students and staff when appropriate.

Young Authors' Fair

The Young Authors' Fair is held each spring and celebrates student writing throughout Kern County. Schools are invited to display student-authored books, and the event concludes with author presentations and a public showcase. For event information and dates, visit www.kernreadingassociation.org.

Classroom or Library Book Request Procedures

Curriculum & Instruction Department:
District Librarian x14808

Purchasing Procedures for Library & Classroom Library Books Policy

All library and classroom library book purchases must be reviewed and approved by the District Librarian *before* a purchase requisition can be submitted. Curriculum & Instruction (C&I) will review requisitions prior to final approval.

Books are evaluated based on interest level (the appropriateness of the content for the intended age group), not the reading level. Professional review sources are used during the approval process.

Note: This process does not apply to curriculum materials or professional development resources. Please refer to the School Purchase Request Procedures for Curriculum, Online Programs, Contracts/Agreements, and New Consultants.

Purchase Process

1. Complete the [Book Request Form](#)

- [Classroom/Library/School Book Request Form](#)
- Enter the ISBN, title, author, and intended grade level for each book.
- Create a new tab for each requisition and rename it with the requisition number.
- Set sharing permissions to Anyone with the link – Editor.

2. Submit for Review

- Email the District Librarian, Brenna Smith – smithbre@bcisd.com with the link to the form and the requisition/tab number.

3. Revise and Submit

- Review the approval results and make any necessary changes.
- Attach a PDF of the approved request form to the SmarteTools purchase requisition before submitting.

Additional Information

- Scholastic Orders: Use the universal ISBN for each title. Scholastic ISBNs cannot be used for review and requests containing them will be returned. Universal ISBNs can be found using ISBN Search.
- Group book requests by grade level.
- For easier tracking, keep the newest requisition tab at the front of the spreadsheet.

Purchasing & Procurement

Requisition Comments: Purchase Justification

Purchase Justification

Justification of purchase is listed in the comments section on Smartetools system, as per this page.

- Specific justification requirements listed in the Allowable Costs by Program Section of this handbook.
- Supporting documentation is attached in Smartetools with requisition submission.
- If you have questions please contact:
 - Debby Shannon, State & Federal Programs #14695
 - David West, Purchasing Director #14711
 - Raquel Perez, Fiscal Services #14681

PURCHASE JUSTIFICATION CRITERIA (Requisition Comments)

Purchase Justification must define what is being purchased, for whom, and the purpose of the purchase in the requisition comment section.

- Generic or incomplete Purchasing Justifications will be returned to schools.

GENERAL REQUISITION:

- **Itemized to identify exactly what was purchased**
- **What** is being purchased
- **Who** it is being purchased for
- **Why/How- How the expenditure benefited the program** (the purpose of the purchase)
 - LCFF S/C: How the purchase increases or improves services for low-income, English Learners, and/or Foster Youth.
 - For Title I- How the purchase supports a specific evidence-based strategy to meet the identified academic needs for at-risk students.
- SPSA Goal & Strategy/Action #
- Online orders list purpose of purchase in comment/description line of each item

Title I FIELD TRIP

Note: Field Trip and classroom lesson Alignment: The proposed trip must tie into the core curriculum (evidenced by teacher lesson plans), have the reasonable expectation the trip promotes ELA, Math, and/or ELD academic success for at-risk students, and objectively measure the effective implementation of the action.

Purchase Justification (Comments):

- School/Department:
- Field Trip Destination:
- Grade level(s):
- Date of Field Trip:
- Tripfinder Trip ID Number
- Purpose of the trip:
 - What is the relevance of the proposed field trip to a learning objective?
 - Objectives to be accomplished from conducting the field trip?
 - SPSA Goal & Strategy # (with reference specifically describing the trip destination):
 - Classroom curriculum and lesson alignment to field trip

Attach to purchase requisition: lesson plan(s) that align with field trip to requisition Be sure lesson plans include:

- What core curriculum lesson and standard are being taught that align to this field trip?
- What teaching will occur **prior to, during, and after the field trip** to make it contextually relevant to the students' experiences?
- How will the trip's educational value be assessed upon completion of the trip?

ONLINE PROGRAM

NEW Online Program:

- Name of Program:
- Grade levels:
- How does this supplemental program support your students (be specific i.e. EL, Low-Income, at-promise, etc.)?
- What specific gaps or needs in the current core curriculum does this supplemental program aim to address?
- What is the plan for professional development?
- How will implementation & effectiveness be monitored?
- What data/information is required by Vendor?
- List online program's web address (URL) ?
- SPSA Goal & Strategy # that all out this expenditure

RENEWAL Online Program:

- Name of Program:
- Why is this program a continued need?
- What data shows evidence of effectiveness?
- For online programs, how much use did your campus get out of it the last time it was purchased? (include usage report data)
- What is the plan for new staff professional development and continued support?
- How will implementation be monitored?
- SPSA Goal & Strategy # that all out this expenditure

CONSULTANT AGREEMENT- Template in Smartetools

Line Descriptions (each bullet is a line)

- Consultant Fee for... (Description Of Services With Location Of Services)
- Amount Not To Exceed: \$ (If Applicable - Amount Per Session Per Duration For Sessions During What Dates...)
- Pre-encumber Entire Amount
Invoice To Follow
- Board Approval Date:
- SPSA Goal & Strategy/Action #

Consultant Agreement Purchase Justification (Comments):

- **Who** the consultant will be providing services to and
- **Why/How- How the expenditure benefited the program** (the purpose of the purchase)
 - LCFF S/C: How the purchase increases or improves services for low-income, English Learners, and/or Foster Youth.
 - For Title I- How the purchase supports a specific evidence-based strategy to meet the identified academic needs for at-promise students.

Attach:

- *Approved Consultant Application with Staff Analysis, resume and proposal or quote*
- *Pending Consultant Agreement (submitted to Business Services)*

*Board Approval: Attach Fully Executed Consultant Agreement After Board Meeting***

CONTRACT – Template in Smartetools

Line Descriptions (each bullet is a line)

- CONTRACT BETWEEN BCSD AND [ENTER VENDOR HERE] TO [DESCRIPTION OF SERVICES]
- AMOUNT NOT TO EXCEED: [TOTAL AMOUNT OF CONTRACT – IF MULTI-YEAR CONTRACT, TOTAL AMOUNT FOR THE ENTIRE LIFE OF CONTRACT HERE (UNDER UNIT COST, ENTER AMOUNT FOR CURRENT YEAR)]
- PRE-ENCUMBER ENTIRE AMOUNT
- INVOICES TO FOLLOW
- BOARD APPROVAL DATE:
- TERM: [DATES OF CONTRACT]
- YEAR _ OF _ YEAR AGREEMENT (IF APPLICABLE)
- QUOTE # (IF APPLICABLE)

Purchase Justification (Comments):

- **Who** the contractor will be providing services to and
- **Why/How- How the expenditure benefited the program** (the purpose of the purchase)
 - LCFF S/C: How the purchase increases or improves services for low-income, English Learners, and/or Foster Youth.
 - For Title I- How the purchase supports a specific evidence-based strategy to meet the identified academic needs for at-risk students.

Attach:

- Pending Contract
- Board Approval: Attach Fully Executed Agreement After Board Meeting**

EXTRA TIME “Description” field

- **What** the extra time is for
- **Who** is receiving the extra time
- **When** (dates for the extra time)
- **Why/How- How the extra time benefited the program (what was the extra time used for... specific PD)**
- SPSA Goal & Strategy #

FOOD req must include:

- Date of Event / Topic of Event
- Duration – start/end time of event (all day or specific hours)
- Description of food purchase (i.e. granola and drink; muffins, juice, and coffee)
- Expected # of attendees (i.e. 50 teachers; 25 parents; 30 students)
- Estimated cost of food per person (Tax & Delivery included)
- **LCFF only** (no Title I)
- Attach PD agenda

MURALS PROCEDURES:

- Not allowed using SPSA Title I or LCFF S/C Funds
 - Possibly allowed if funded by sponsors/donors

Prior to mural requisition submission:

- [M & O Site Improvement Request Form \(SIRF\)](#)
- Quote from contractor; contractor must be approved to work with BCSD and must be a registered vendor with the Department of Industrial Relations
- Consultant agreement must be board approved with the images prior to any work being done
- Requisition that follows the consultant agreement requirements.
 - SFP Department will request Executive Director approval of requisition prior to approval.

School Purchase Request Procedures

Curriculum, PD Content (Books)

REVISED 2025-2026

Schools need to complete the Purchase Request Form for the following requests:

- Curriculum – includes Instructional or SEL programs that require a supply, book, or online purchase
- Professional Development Books or materials

All curriculum or PD materials provided to schools must go through the BCSD Purchasing and Procurement Procedures for approval.

STEPS AND FORMS TO BE COMPLETED

Identified need called out in SPSA/Program Plan with allocated funds to support expenditure.

Review BCSD's **2025-2026 Instructional Program Support** Document to assure your request is not duplicating a service/program already offered by the District.

Complete & Submit Purchase Request Form: [BCSD School Purchase Request Form](#)

- Download the completed form as PDF and attach to Smartetools Purchase Requisition.
- Submit Electronic Purchase Requisition with Purchase Justification in the Comment Section.
- If the request is over \$50,000 work with the Purchasing & SFP Department to complete Procurement Requirements.
- If Contract, Agreement or Consultant, work with Business Services

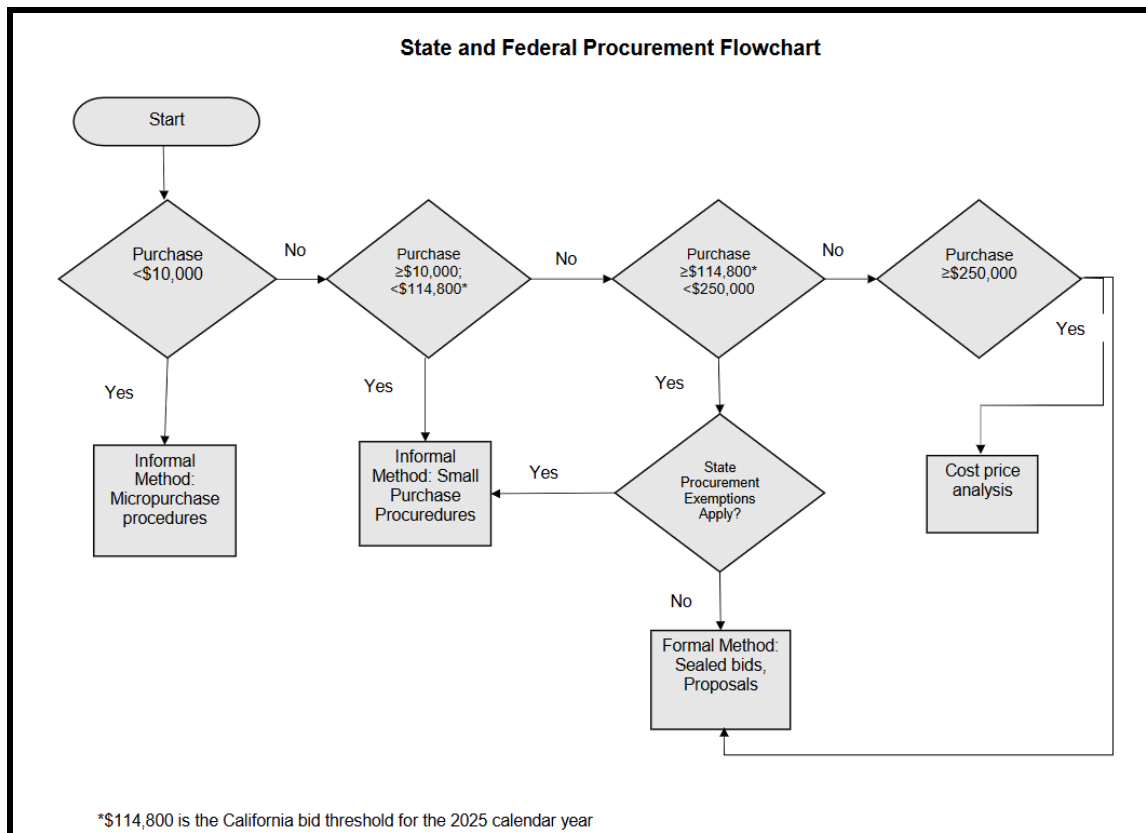
Bakersfield City School District	
2025-2026 Curriculum, PD Content (Books)	
Important: Schools do not have authority to sign contracts or purchase agreements with outside vendors. The purpose of this form is for schools to submit a request for curriculum, online program, or consultant before they begin contract & procurement requirements. If this request includes a new contract with terms and conditions or consultant agreement, Board approval is required. <u>DO NOT sign any agreements, contracts or approve via email.</u> All curriculum, online programs, or any other service provided to schools must go through the BCSD Contract, Purchasing, and Procurement Procedures for approval.	
For all requests complete this form, download as PDF and attach this form to Smartetools purchase requisition.	
SCHOOL	
NAME OF PROGRAM / CURRICULUM	
VENDOR	
SPSA GOAL & STRATEGY #	
TOTAL COST	
BUDGET: RESOURCE CODE	
SMARTETOOLS REQUISITION #	
Complete the section below that is applicable to this request:	
• New Curriculum (ED, C&I) • Renewal Curriculum (ED approval)	

Procurement

WHAT IS PROCUREMENT?

Procurement is defined as the act of obtaining goods or services. It is the process of acquiring goods, and services from a third-party vendor through direct purchasing, obtaining quotes from multiple vendors, or competitive bidding while ensuring timely delivery of the items with the right quality and quantity.

Includes sourcing, negotiating terms, purchasing items, receiving and inspecting goods as necessary and keeping records of all the steps in the process.



WHAT IS FEDERAL PROCUREMENT?

The federal government's basic procurement or acquisition process involves an LEA/School identifying the goods and services it needs, determining the most appropriate method for purchasing these items, and carrying out the acquisition.

The hierarchy of federal requirements is as follows: (1) Statutes (2) Regulations (3) Non Regulatory guidance (4) Dear Colleague letters (5) Direct communications from US Department of Education (ED) officials

The Department of Education (ED) designates all of its general administrative requirements collectively as the Education Department General Administrative Regulations, or EDGAR. Using federal funds to obtain goods or services is subject to EDGAR.

According to the Uniform Grant Guidance (UGG), the type of purchase procedures required depends on the cost of the items being purchased (2 CFR 200.320).

The federal procurement regulations group purchase methods into three categories:

- informal procurement (micro- and small-purchase procedures),
- formal procurement (sealed bids or proposals for contracts above the simplified acquisition threshold), and
- noncompetitive procurement (sole source).

LEAs must meet baseline requirements for procurements by micro-purchases, small-purchase procedures, sealed bids, competitive proposals, and procurement by noncompetitive proposals.

[Federal Grant Fiscal Guidance](#)

Stages of Procurement

SOURCING STAGE

STEP 1: IDENTIFY NEEDS

Determine need and the specific product or service that is required.

The first step is to identify a need for products and/or services and then follow procedures to acquire it. The total price of desired purchase, type of purchase, and/or funding source used will determine procurement requirements.

For schools, this process occurs during the Comprehensive Needs Assessment and SPSA Development or SPSA Addendum process. Departments follow a similar process through LCAP and specific program plan needs assessments and plan development. Planning ahead is always beneficial. The steps of procurement take time and include multiple steps.

What you need to know:

Funding/program requirements:

- CDE.CA.GOV for regulations and allowability of state and federal funds
- SFP Handbook- Section "Allowability of Funds"

Purchasing requirements:

Pending the type of purchase, requirements include internal review and may require Board Approval of:

- School Purchase Request Form: Curriculum or Instructional Online Programs Requests
- Procurement Requirements: Justification Comments, Bidding Process, Procurement Form
- Consultant Agreement Requirements
- Contract/Agreements Requirements

Procurement requirements:

1. All requisitions to include purchase justification in the comment section.
2. Justification comments for purchasing to assure reasonable cost.
3. Small Purchases using federal funds (\$10,000–\$114,800): Obtain quotes from at least three vendors. **Move forward with the lowest cost quote.**
4. Large Purchases using state or federal funds (Over \$114,800): work with the Purchasing department to determine if formal bidding is required or if there is an alternative procedure.

STEP 2: CREATE PURCHASE REQUEST

- Follow applicable procurement requirements and document process:
 - [Procurement Documentation Form](#)

BCSD PROCUREMENT REQUIREMENT GENERAL OVERVIEW

All Purchases – School/Department provide purchase justification in requisition comments for purchasing to assure reasonable cost.

Small Purchase (\$50,000 – \$Large purchase threshold)

A federally funded purchase or service over \$50,000, but less than \$114,800 (2025)

1. Obtain **3 quotes & the lowest of the three quotes should be used.**
 - a. The school/department will be responsible to acquire the three quotes from various vendors (the purchasing department is not responsible for this).
2. Complete pages 1 & 3 of this Procurement Documentation Form documenting quotes and selected vendor.
3. Attach completed Form and quotes to electronic purchase requisition, as well as a hard copy with requisition to Purchasing. **Reach out to Purchasing, if you need help locating vendors for the desired product or service.**
4. Sole Source- Complete Sole Source Justification Form. Must be approved by Purchasing and requires Board Approval . Procurement by noncompetitive proposals (sole sourcing) may be used only when:
 - the item is available from a single source,
 - the need or emergency will not permit a delay resulting from competitive solicitation,
 - the awarding agency expressly authorizes sole sourcing in response to the District's request, and/or competition is determined inadequate after solicitation of a number of sources

Large Purchase (Over \$114,800 – 2025 threshold)

School/Department making a purchase or service over \$114,800 must contact the Purchasing Department to collaborate on implementation of Formal Bid or other procurement requirements. *

Large purchases require the following approvals for procurement, contract and board approval.

- **Procurement- School/Department** complete this [Procurement Form](#) to document the process and submit with requisition.
- **Contract – School/Department** submits to **Business Services for** contract approval (stamp).
- **Board Approval- Schools** submit all documents to the State and Federal Programs Department for Board approval; **Departments** to submit procurement and contract in BoardDocs for Board approval.
- Call or email **Purchasing** for support on small purchases; collaborate with purchasing on large purchases.
- [BCSD Purchasing Standardized Equipment Quotes](#)
- Emergency Kit Supply List- with items in store stock or approved vendor
- Technology/Computer/Copy Machine items
- Smart Board & Accessories
- Radios

PURCHASING STAGE

STEP 4: NEGOTIATE PRICE & TERMS

Schools/Departments- Small purchases using Federal Funds obtain **3 quotes & the lowest of the three quotes should be used.** Examine each quote carefully and negotiate where possible. Once you've agreed on final terms, be sure to get them in writing.

Purchasing is available to support departments/schools with large purchase requests.

Business Services will review contracts/agreements with terms and conditions.

Step 5 CREATE A PURCHASE ORDER

Schools/Departments submit Purchase Requisition electronically and hard copies to the Purchasing Department with Procurement Forms and Board approved Sole Source Justification Forms and/or Contracts/Consultant Agreements when applicable.

Purchasing reviews all purchase requests through submission of requisitions from schools/departments via electronic requisition system.

- If the request is approved, a purchase order will be created, pending board approval of the procurement process and contract/consultant agreement, when applicable.
- If the request is denied, the requisition will be returned electronically to school or department with the reasons for the denial.

STEP 6: Receive and inspect goods and services

Carefully examine deliveries for any errors or damage. Make sure everything is delivered as specified in the PO and that the quality meets or exceeds expectations.

Schools/Departments

Upon receipt of purchase, compare packing slip with Purchase Order.

- If all items are accounted for, sign the packing slip and send it to the Purchasing Department.
- If one or more of the items are missing or received in poor condition,

Upon completion of services, follow consultant services, conference, or contract/agreement procedures and submit required documents to the applicable Department.

PAYMENT STAGE

STEP 7: Conduct three-way matching

Purchasing/Accounts Payable Departments conduct three-way matching by comparing the purchase order, order receipt or packing list and invoice. The goal is to ensure the goods or services received match the purchase order and to prevent payment for unauthorized or inaccurate invoices. Highlight any discrepancies between the three documents and resolve issues before arranging payment.

STEP 8: Approve the invoice and arrange payment

Accounts Payable Department: If the three-way match is accurate, approve and pay the invoice.

STEP 9: Keep Records

Schools/Departments to maintain records of the entire procurement process, from purchase requests to price negotiations, invoices, receipts and everything in between. Records need to be kept for five years.

These records are useful for:

- Auditing/Federal Program Monitoring Reviews
- Help to reorder at the right price in the future

BCSD Procurement Procedures

Procurement Procedures

Overview

BCSD Federal Funded Grants Procurement Administrative Regulations 700.18

On or before July 1, 2018, or such later date as may be approved in the Uniform Guidance, the Superintendent or designee shall comply with the standards specified in Title 2, Code of Federal Regulations, Sections 200.317–200.326 and Appendix II of Part 200 when procuring goods and services needed to carry out a federal grant as well as any more restrictive state laws and District policies concerning the procurement of goods and services.

As appropriate to encourage greater economy and efficiency, the Superintendent or designee shall avoid acquisition of unnecessary or duplicative items, give consideration to consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property (Title 2, Code of Federal Regulations, Section 200.318).

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and District regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the **"micro-purchase" threshold** specified in Title 48, Code of Federal Regulations, Section 2.101 may be awarded without soliciting competitive quotes, provided that the District considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases (Title 2, Code of Federal Regulations, Sections 200.67, 200.320).
2. For any purchase that **exceeds the micro-purchase threshold but is less than the bid limit** required by Public Contract Code Section 20111, the Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources (Title 2, Code of Federal Regulations, Section 200.320).

Contracts for goods or services over the bid limits required by Public Contract Code Section 20111 shall be awarded pursuant to California law and Administrative Regulation 900.03 – Bids, unless exempt from bidding under the law. (cf. BP 900.03 – Bids)

1. If a purchase is exempt from bidding and the District's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is most advantageous to the program, with price and other factors considered (Title 2, Code of Federal Regulations, Section 200.320). (cf. BP 700.11 – Contracts)
2. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the District's request, and/or competition is determined inadequate after solicitation of a number of sources (Title 2, Code of Federal Regulations, Section 200.320).

Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit (Title 2, Code of Federal Regulations, Section 200.328).

For any purchase of \$25,000 or more, the Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government (Title 2, Code of Federal Regulations, Sections 180.220, 200.213).

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to

be used in evaluating bids or proposals (Title 2, Code of Federal Regulations, Section 200.319).

The Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price (Title 2, Code of Federal Regulations, Section 200.318).

The Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 – Contract Provisions for Non-Federal Entity Contracts Under Federal Awards (Title 2, Code of Federal Regulations, Section 200.326).

Expenditure	Funding Source	Requirements & District Contact
All Expenditures	Federal Funds	Basic Factors of Allowability (200.403 EDGAR) To be allowable, a cost must • Be necessary , reasonable and allocable • Be adequately documented • Comply with the cost principles and federal award • Be consistent with policies and procedures applying uniformly to federal and non federal activities and costs • Be consistently treated as either direct or indirect cost • Be determined in accordance with GAAP • Not be included or used to meet cost sharing / match requirementsBe incurred during approved budget period District Contacts for Allowability of Federal Funds: • State & Federal Programs • Fiscal • Department(s) implementing Federal Programs ○ Title I: SFP ○ Title II: C & I ○ Title III: MELP ○ Title IV: ELP ○ ESSER: FISCAL/SFP
Equipment Purchase of \$5,000 or more	Federal Funds	Requires written approval from applicable CDE approval. Work with Fiscal Department to submit written approval from CDE: Title I The local educational agency (LEA) is required to obtain prior approval from the California Department of Education (CDE) prior to making a capital expenditure purchase with a unit cost of \$5,000 or more from the following funding sources: • Title I, Part A, • Comprehensive Support and Improvement

		(CSI), • Title I, Part D funds NOTE: The requirement is per item, not the grand total. If an item is priced \$4,999.99 or less before taxes and other fees, no approval is needed from the CDE to make a purchase. Title I, Part A Capital Expenditure Request Form Title IV Approval from the CDE for capital expenditures exceeding \$5,000 must be obtained prior to the expenditure of federal Title IV, Part A funds. Title IV, Equipment and Capital Expenditures Request NOTE: Any approved expenditure is only for the funding source that is approved by CDE. For example, if an LEA receives approval for an expenditure using ESSER I funds and then later wants to use ESSER II funds for that expenditure, a new application must be submitted.
Capital Expenditures \$15,000 or more	Federal Funds	Requires written approval from applicable CDE approval. <i>See directions under equipment purchase of \$5,000 or more.</i> Capital Expenditure Defined: Capital expenditures expenditures to acquire capital assets or to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life (2 CFR 200.1) BCSD Federal Grant Funds Board Policy 700.18: Capital Expenditures The Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life (Title 2, Code of Federal Regulations, Sections 200.12, 200.13, 200.20, 200.33, 200.48, 200.58, 200.89, 200.313, 200.439).
Micro-Purchases up to \$50,000 (22-23) Federally Funded	Federal Funds	Schools/Departments: • Provide purchase justification in the comment section of requisition. The Purchasing Department

Purchases up to \$50,000 • \$50,000 federally funded micro-purchases that are not public projects • \$15,000 for federally funded micro-purchases that are public projects		1. Verifies the price to be reasonable and 2. Verifies vendors on sam.gov for federal purchases over \$25,000. At the January 25, 2022 BCSD board meeting, the new micro-purchase threshold was changed from \$10,000 – \$50,000. The micro-purchase threshold applies to purchases with federal funds. 1/25/22 BCSD Resolution 2022-01 Self-Certifying Increased Federal Micro-Purchase Threshold Micropurchases can be made without price or rate quotes if a non-federal entity “considers the price to be reasonable based on research, experience, purchase history or other information and documents its files accordingly.” Reminder: EDGAR 200.320(a)(1) Distribution To the maximum extent practicable, the non-federal entity should distribute ... among qualified suppliers.
Small Purchase Purchases over \$10,000 up to \$114,800 (2025) using Federal Funds	Federal Funds	<u>Procurement Form</u> 1. Obtain 3 quotes & the lowest of the three quotes should be used. 2. Complete Procurement Form documenting quotes and selected vendor. 3. Reach out to Purchasing, if you need help locating vendors for the desired product or service. 4. Sole Source- must be approved by Purchasing and requires Board Approval . Purchasing Department verifies vendors on sam.gov for federal purchases over \$25,000. EDGAR 200.320(a)(1) Distribution To the maximum extent practicable, the non-federal entity should distribute ... among qualified suppliers.
Sole Source *Requires Sole Source Justification & Purchasing Approval	Federal Funds for purchase or service over \$50,000 that meet Sole sourcing criteria.	<u>Sole Source Justification</u> • The sole source justification letter can be found on Purchasing’s web page under Procedures/Forms. Sole sourcing should only be used on very rare occasions, mainly for software products. • The board needs to approve a sole source purchase and it must be clearly identified why there are not similar products/services available.

		Per AR 700.18, Procurement by noncompetitive proposals (sole sourcing) may be used only when: • the item is available from a single source, • the need or emergency will not permit a delay resulting from competitive solicitation, • the awarding agency expressly authorizes sole sourcing in response to the District's request, and/or • competition is determined inadequate after solicitation of a number of sources. Sole source/brand purchasing is an exception to the normal procurement function and requires a detailed justification. Sole source is justified on very limited occasions. In processing sole source/brand requests for supplies, services and/or equipment, Purchasing adheres to and is governed by the principles set forth in the CA Education Code, Public Contract Code, and by the Board of Directors. The following factors DO NOT apply to sole source/sole brand requests and should not be included in your sole source/sole brand justification. They will not be considered and only tend to confuse the evaluation process. I. Personal preference for product or vendor. II. Cost, vendor performance, and local service (this may be considered an award factor in competitive bidding). III. Features which exceed the minimum department requirements. IV. Explanation for the actual need and basic use for the equipment, unless the information relates to a request for unique factors (refer to questions 2 and 3 from the Criteria for Sole Source/Sole Brandform). V. A request for no substitution submitted without justification. This is a sole source/sole brand request requiring detailed justification including established sole source/sole brand criteria. Form is available: Purchasing / Procedures & Forms (BCSD website, Purchasing Department, Procedures & Forms)
Formal Procurement Large Purchases \$114,800 (2025) *Must work with Purchasing Department	Federal State Local	If a purchase or service is over large threshold limit (repair limit \$60,000), School/Department must work with the purchasing department to ensure it has either been bid out, has a national cooperative purchasing contract that will support the pricing, or a piggyback bid from another district that has been pre-approved by the board for use.

		- Any purchase, Federal or State, over our state purchasing threshold (\$114,800.00) must be taken to the board for final approval. - Contracts and consultant agreements must be approved by the board prior to the start of any agreement/contract. BP/AR 900.03The District shall also seek competitive bids through advertisement for contracts exceeding the amount specified in law, and as annually adjusted by the Superintendent of Public Instruction, for any of the following (Government Code Section 53060; Public Contract Code Section 20111): - The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the District - Services, not including construction services or special services and advice in accounting, financial, legal, or administrative matters - Repairs, including maintenance that is not a public project
Contract Administration - Consultant Agreements - Contracts - Online Programs - Curriculum Contracts	Federal State Local	Consultant Agreements All Consultant Agreements must be sent to Business Services for approval by the BCSD Board of Education. All Contracts must be sent to Business Services and Board approved. - Departments submit BoardDocs for approval by the BCSD Board of Education. - Schools submit to State & Federal Programs for review and submission to the applicable Department for BoardDoc upload. Federal Funds All contracts using Federal Funds must include procurement procedures when applicable. All contracts over \$10k must address termination for cause and for convenience. Contracts over \$250k, must address administrative, contractual or legal remedies in instances where contractors violate or breach contract terms, and provide sanctions/ penalties. Non-federal entities must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of the contract - Contracts must be fully performed before payment. - Contracts/agreements may contain scheduled payments for completion of duties during

		specified time periods. BCSD Contract Process 1. Bid/Quote 2. Purchase Order or Requisition 3. Invoice (Proof of Performance) 4. Accounts Payable 5. Payment The Purchasing Department checks vendors on sam.gov for federal purchases over \$25,000. District Contacts for Contracts: Business Services 14678 Purchasing 14711
Construction Requirements	Federal Funds/Grants	Construction Requirements ESSER FAQ B 6 "Approved construction projects (i.e., remodeling, renovation, and new construction) also must comply with applicable Uniform Guidance requirements, Davis Bacon prevailing wage requirements, and all of the Department's applicable regulations regarding construction at 34 CFR §§ 76.600 and 75.600 75.618." Davis-Bacon Act Must pay workers no less than the locally prevailing wage & fringe benefits for corresponding work in the area. Applies to all federally funded contracts in excess of \$2,000, includes: •Construction •Alteration •Repairs •Painting & decorating, etc. Davis-Bacon and Related Acts U.S. Department of Labor ESSER FAQ B-6 District Contacts for Contracts: Business Services 14678 Purchasing 14711 Maintenance, Operations and Facilities 73105
Conflict of Interest	Federal Funds	Federally Funded Grants AR 700.18 Conflict of Interest No Governing Board member, District employee, or District representative shall participate in the selection, award, or administration of a contract supported by federal funds if he/she has a real or apparent conflict of interest, such as when he/she or a member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of them has a financial interest

		in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value (Title 2, Code of Federal Regulations, Section 200.318). Employees engaged in the selection, award, and administration of contracts shall also comply with BB 100.61 – Conflict of Interest Code for the Bakersfield City School District. Conflict of Interest Code Board Policy: 0100.61 The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the District and the public. Accordingly, no Board member, District employee, or other person in a designated position shall participate in the making of any decision for the District when the decision will or may be affected by his/her financial, family, or other personal interest or consideration. Conflict of Interest Reporting: Pursuant to Section 4(A) of the standard code, Board members and designated employees shall file statements of economic interests with the Bakersfield City School District. Upon receipt of the statements from the Clerk of the Board of Supervisors, the Bakersfield City School District shall make and retain a copy and forward the original of these statements to the Board of Supervisors. Statements for all other designated employees will be retained by the Bakersfield City School District. Please review the linked Board Policy for complete details and procedures. BB 100.61 – Conflict of Interest Code for the Bakersfield City School District BCSD Contact: Office of the Assistant Superintendent Business Services 661-631-4678
Open and Full Competition	Federal State	Bids Board Policy 900.03/AR 900.3 https://go.bcsd.com/lba

Buy American Act	Federal Funds	Domestic Preference should , to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States 200.322. Geographical Preference Prohibition Must prohibit the use of statutorily or administratively imposed state or local geographical preferences in the evaluation of bids or proposals, except where applicable Federal statutes expressly mandate or encourage geographic preference. Exception: architectural and engineering services 200.319(c)
--------------------------------	----------------------	---

Recommended Steps for Procurement

RECOMMENDED STEPS TO ASSURE PROCUREMENT REQUIREMENTS HAVE BEEN MET

Step 1 Identified what is needed.

- First determine if the identified need is an allowable expenditure using the funds you are considering.
- When using Federal Funds, the need must also be called out in the Program Plan with allocated funds to support expenditure.

Step 2 Review Procurement Procedures– reach out to Purchasing if you need support.

Micro Purchase Threshold

All Funding Sources less than **\$50,000**

- ❖ Complete Electronic Purchase Requisition with Purchase Justification in Comment Section

Small Purchase

Using **Federal Funds** over **\$10,000**

- **Obtain 3 quotes** and contract with the lowest quote: Complete [Procurement Documentation Form](#) and attach to smartetools requisition prior to submitting contract to Business Services for approval
- **Sole Source:** Complete [Sole Source Justification Form](#) and attach to smartetools requisition (Sole Source requires Purchasing approval and then submit to BCSD Board for approval).

Large Purchase

All Funding Sources over **\$114,800 (2025)**

- **Contact the Purchasing Department** to determine required procurement requirements.
 - Bid
 - Request for Proposal
- Complete [Procurement Documentation Form](#) and attach to smartetools requisition prior to submitting contract to Business Services for approval.

Step 3 Business Services Approval of contracts/agreements

All contracts/agreements must be reviewed by Business Services (Business Services stamp on contract)

Step 4 Board of Education BoardDoc

Department Secretary to complete BoardDoc and submit Business services approved contract/agreement for board approval.

Step 5 Purchase Request

- Submit Electronic Purchase Requisition with Purchase Justification in Comment Section
- Attach all supporting documentation to your smartetools electronic purchase requisition
 - Signed Purchase Requisition
 - W-9 Form for new vendor
 - Procurement Form & required documents, if applicable
 - Board approved Contract/Agreement

Field Trips

All field trips (in-town, out-of-town, or walking) must be submitted for approval using [Tripfinder](#) – first come, first serve. **Please refer to the [Field Trip Procedures Handbook](#) for more information.**

Recommended Grade Level Field Trips

Survey- Recommendations for Field Trips

This section is in progress

Aligned to:

- State Priorities
- District Priorities & Initiatives
- CCSS/NGSS
- Identified Needs of BCSD Students

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. They should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally. The program should document how all field trips are linked to academic learning and how the trip will assist with meeting program goals outlined in the school plan.

Careful attention should be given to trip selection, pre-visit preparation, and appropriate follow-up activities such as an evaluation of the field trip as it relates to the overall goals, objectives, and strategies for successful academic school programs. The use of field trips should be articulated in the school plan so that the activity is directly linked.

Good planning and organization should precede field trips. An example of good planning would be a field trip to a theater to see a play. This trip might be followed up with the student writing a report that focuses on the academic and/or enrichment value such as the play's meaning within the context of their own life experience.

Title I Field Trip Recommendations & Support

Grade	Recommended Field Trips aligned to NGSS, CCSS, or College & Career Readiness	
	Informal environments for science learning (e.g., museums, nature centers, zoos, etc.) have the potential to broaden participation in science and engineering for youth from non-dominant communities.	
Pre-K	Murray Farms	
TK/K	CALM or Murray	NGSS: K-LS1-1: Use observations to describe patterns of what plants and

	Farms	animals (including humans) need to survive. K-ESS3-1: Use a model to represent the relationship between the needs of different plants and animals and the places they live. K-LS1-1: Revisit the lesson on the needs of plants and animals to survive.
1st	Fresno Chaffee Zoo	"LS1.A-P1 All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. 1-LS1-2: Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. 1-LS3-1: Make observations to construct an evidence-based account that young animals are like, but not exactly like, their parents.
2nd	Wind Wolves	"NGSS (Life Sciences): 2-LS4-1: Make observations of plants and animals to compare the diversity of life in different habitats. 2-LS2-1: Plan and conduct an investigation to determine if plants need sunlight and water to grow.
3rd	Fresno Chaffee Zoo	"3-LS2-1: Construct an argument that some animals form groups that help members survive. 3-LS3-2: Use evidence to support the explanation that traits can vary within a group of similar organisms. 3-LS4-3: Construct an argument with evidence that in a particular habitat, some organisms can survive well, some survive less well, and some cannot survive at all.
4th	VT Ranch CA Mission	VT Ranch: "California History Standards (Grade 4): 4.3.1: Identify the reasons for the settlement of California and the impact of the Gold Rush on migration, communities, economy, and California's statehood. 4.3.3: Describe the daily lives of people and their work, social class, and political structure, with a focus on how the Gold Rush transformed the landscape. CA Mission: California History Standards (Grade 4): 4.2.1: Describe the Spanish exploration and colonization of California, including the founding of the mission system and its goals. 4.2.5: Understand the impact of mission life on the Native American population in terms of culture, economy, and lifestyle.
5th	CA Science Center	5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water. 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
6th	Museum of Tolerance Camp Keep	Museum of Tolerance: California ELA CCSS: Reading Informational Text: 6.RI.1: Cite textual evidence to support analysis of what the text says

		explicitly as well as inferences drawn from the text. 6.RI.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Writing: 6.W.1: Write arguments to support claims with clear reasons and relevant evidence. 6.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Speaking and Listening: 6.SL.1: Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly. Camp Keep: NGSS:MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations in an ecosystem. MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. NGSS:MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. MS-LS2-2: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
7th	LA Natural History Museum	"California History-Social Science Standards: 7.1: Understand the major events and key figures of the early civilizations and how geography influenced cultural development. 7.6: Describe the growth of cities and the significance of the Renaissance, as well as the contributions of major figures in art, literature, and science. 7.1, 7.6: Examine how historical figures and cultural achievements from various periods influenced modern civilization and shaped societies. MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem."
8th	Santa Barbara Zoo	"NGSS Standards: MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. MS-LS2-2: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

Field Trip Guidelines using SPSA Funds

Use of Federal Funds for Academic Field Trips

State & Federal Programs Department

Background:

Title I, Part A District allocations are intended to help elementary and secondary schools establish and maintain programs that will improve the educational opportunities of low-income and disadvantaged students.

Educational field trips are pre-approved, planned instructional activities that involve students in learning experiences that are difficult to duplicate in a classroom situation. Educational field trips are allowable under certain circumstances if allowed in the grant program. All grant program regulations must be followed (e.g. if Title I funded, the school has specifically identified it in the SPSA) and meet the following criteria:

- ☐ Field trips should provide hands-on activities that encourage students to experiment and ask questions.
- ☐ Students cannot be excluded from participating in a field trip (or charged fees)
- ☐ The field trip must support the various California Content Standards (CCSS), Next Generation Science Standards (NGSS), History-Social Studies, etc. Expanded Learning Programs must follow guidelines as outlined by the program (ASES) and the after-school program plan.
- ☐ Costs must be reasonable and must be necessary to accomplish the objectives of the grant program.
- ☐ The field trip must also appear as a part of the teacher's lesson plans, which should include activities that prepare students for the trip and follow-up activities that allow students to summarize, apply, and evaluate what they learned from the trip.
- ☐ Costs for the field trip must be reasonable. Any entrance fees and transportation costs must be reasonable in comparison to the intended objectives of the trip.
- ☐ For audit purposes, the school must maintain documentation of the field trip and must provide clear evidence of how the expense ties back to an instructional objective. Documentation should include: destination of each field trip, costs associated with each field trip, objectives to be accomplished from conducting the field trip, and teacher's lesson plan and follow-up activities.

Intent of LCFF Supplemental/Concentration Funds:

LCFF funds allocated to BCSD schools are supplemental/concentration funds for planned actions/services contributing to increasing or improving services for the targeted disadvantaged pupils. Targeted pupils are those classified as English learners (EL), meet income requirements to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count).

Intent of Title I Funds:

To ensure that all students receive a high-quality education and to close the achievement gap between students meeting the challenging State academic standards and those that are not meeting such standards.

All Title I Programs:

1. The activity/expenditure is aligned to meet the challenging State academic content standards
2. The activity/expenditure is an evidenced-based educational strategy
3. The activity/expenditure is reasonable, necessary, and allocable cost to the program
4. Title I, Part A funds used supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds
5. Title I, Part A funds used are current Federal fiscal year or the subsequent fiscal year

Title I Schoolwide Programs:

6. The activity/expenditure meets a need identified in the comprehensive needs assessment
7. The activity/expenditure is included in the Single Plan for Student Achievement (SPSA)
8. The SPSA has been approved by the local governing board
9. The School Site Council (SSC) annually evaluates and monitors the implementation of the SPSA and progress towards accomplishing the goals and
10. The activity/expenditure has been reviewed, approved, and recommended by the SSC to the local governing board.

Targeted Assistance Programs:

11. The activity/expenditure serves the needs of students that are identified as failing, or most at risk of failing to meet challenging State academic standards on the basis of multiple, educational related, objective criteria established by the LEA and supplemented by the school
12. The activity/expenditure is included on an ongoing basis, review of the progress of eligible children and revise the TAS program, if necessary, to provide additional assistance, to enable such children to meet the challenging State academic standards.

If an expenditure/activity does not meet all of the above rationale, it is not likely to be an authorized use of Title I, Part A funds.

For any field trip, the school site must file all required paperwork in advance of the trip. If using an outside vendor, follow all district protocols for procuring the services.

Examples of appropriate/allowable educational field trips include:

- Curricular academic activities focused on math, science, and technology, such as service learning, internships, science, history, ELA competitions, or science and technology competitions
- Laboratory and field investigation instruction, used to improve students' understanding of science objectives
- Trips to a river, archaeological site, or nature preserve that might include contracting with local science centers, museums, zoos, and horticultural centers for visits and programs
- Trips to the local library to increase access to high-interest reading materials

Unallowable Costs Related to Field Trips.

The following costs are not allowable:

- Field trips for social, entertainment, or recreational purposes
- Field trips that supplant and do not supplement local or state expenditures or activities
- Field trips that are not part of a teacher's lesson plan or that do not meet the instructional objectives of the grant program
- Field trips that are not reasonable in cost or are not necessary to accomplish the objectives of the program
- Costs of entertainment, including amusement, diversion, social activities, and any costs directly associated with such costs (such as tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are unallowable.
- Field trips that are not properly documented (as described above)

Per the CDE, the following should be considered prior to taking a field trip:

- What is the relevance of the proposed field trip to a learning objective?
- What teaching will occur prior to, during, and after the field trip to make it contextually relevant to the students' experiences?
- How will the trip's educational value be assessed upon completion of the trip?
- How will the field trip costs be covered?
- What is the impact of the trip on available program budget resources?

(New Procedure for 2025–2026)

- If your site is considering the use of federal funds for a curricular field trip, collect the following information to add to the comments (purchase justification) requisition in Smartetools.
- If requesting for a field trip that does not require a requisition (Camp Keep), complete request to use federal funds documentation and submit to the State & Federal Programs Department prior to scheduling the trip.

Bakersfield City School District

EDUCATION CENTER – 1300 BAKER ST. BAKERSFIELD, CA 93305

State & Federal Programs Department

Request to use Federal Funds for Field Trip

This request is for use of Federal Funds only. Schools/Departments must still follow all field trip guidelines from the Instructional Support Services Department.

Submit request (with Principal/Administrator signature) to State and Federal Programs prior to scheduling the trip: munoizr@bcsd.com

School/Department:

Field Trip Destination:

Date of Field Trip:

Grade level(s):

Purpose of the trip: What is the relevance of the proposed field trip to a learning objective?

SPSA reference specifically describing the trip destination:

Curriculum and Lesson Alignment

The proposed trip must tie into the core curriculum (evidenced by teacher lesson plans), have the reasonable expectation the trip promotes ELA, Math, and/or ELD academic success for at-promise students, and objectively measure the effective implementation of the action:

1. What core curriculum lesson and standard are being taught that align to this field trip?
2. What teaching will occur prior to, during, and after the field trip to make it contextually relevant to the students' experiences?
3. How will the trip's educational value be assessed upon completion of the trip?

☐ Attach lesson plan(s) that align with field trip

Funding:

How will the field trip costs be covered?

What is the impact of the trip on available program budget resources?

Federally Funded Field Trip Assurances:

All grant program regulations must be followed (e.g. if Title I funded, the school has specifically identified it in the SPSA) and meet the following criteria.

I assure the following requirements have been met and have documentation to support these requirements:

- Field trips should provide hands-on activities that encourage students to experiment and ask questions.
- Students cannot be excluded from participating in a field trip (or charged fees)
- The field trip must support the various California Content Standards (CCSS), Next Generation Science Standards (NGSS), History-Social Studies, etc. Expanded Learning Programs must follow guidelines as outlined by the program (ASES) and the after-school program plan.
- Costs must be reasonable and must be necessary to accomplish the objectives of the grant program.
- The field trip must also appear as a part of the teacher's lesson plans, which should include activities that prepare students for the trip and follow-up activities that allow students to summarize, apply, and evaluate what they learned from the trip.
- Evaluation Surveys by teachers and students will be completed.
- Costs for the field trip must be reasonable. Any entrance fees and transportation costs must be reasonable in comparison to the intended objectives of the trip.
- For audit purposes, the school must maintain documentation of the field trip and must provide clear evidence of how the expense ties back to an instructional objective.

Principal/Department Head: _____ Date: _____

Signature: _____

*Schools/Departments must follow all field trip guidelines from the Instructional Services Department.
SFP approval is for use of Federal Funds only.*

****SFP Department to complete section below****

Approved: ____ Denied: ____ Date: _____

Name (Print): _____ Signature: _____

Comments: _____

Camp Keep

Procedures for Camp Keep Extra Time Requisition

Per July 26, 2022 Memo from HR

BETA unit members who supervise a class of not less than twenty students at the district's outdoor education facility -CAMP KEEP

Shall receive a bonus payment of \$100.00 for each day that they are on duty at the facility.

In order to facilitate payment of this bonus, each school will need to submit an electronic extratime request for each teacher who attends camp. These requests will be processed just like other extra-time requests, and the school sites will be required to post the time for each teacher.

Due to the limitations of our computer system, in order to pay the bonus correctly, time will need to be posted as 5 hours each day and select the \$20 rate option, so the total amount paid equals \$100.00 each day.

The budget classification for this bonus will be out of general funds: 01-0000-0-1110-1000-1100-0XX-01.

Classified Staff & substitute staff attending Camp Keep

- CAMP KEEP: Time posted cannot exceed 8 hrs. a day for regular time.
- Classified staff & classified Substitute staff will receive Extra Time, over the regular 8 hrs. worked or their current position's contracted time, only for time spent assisting the students, not for breaks or sleeping.
- Classified substitutes attending Camp Keep will be contracted as substitute CPAL's.

Equipment Inventory

Inventory Management

of items purchased with Federal Funds

[Training Presentation](#)

1. The governing board of a school district, shall establish and maintain a historical inventory, an audit trace inventory system, or any other inventory system authorized by the state board that shall contain the description, name, identification number, date of acquisition, location of use, and original cost, of each item of equipment acquired by the school district that has a current market value that exceeds one thousand five hundred dollars (\$1,500) per item.
2. The governing board of a school district shall also include the date and manner of disposal for each item of equipment in the inventory system maintained pursuant to paragraph (1) upon disposal of the item.
3. During an FPM review: once the complete General Ledger has been provided, the reviewer will select a sample of invoices for review. Invoices should be itemized to identify exactly what was purchased and how the expenditure benefited the program.

Definitions:

4300 Supplies - \$499 or less per unit- consumable materials, food items, periodicals, etc.

4400 Equipment - \$500-\$14,999- computers, scanners, etc.

(Any item \$5,000 or more requires pre approval from CDE)

6400 Equipment-Capital Expenditures - \$15,000 or more

Asset Management		
\$499 List (Now the \$1,499 List) Technology Supply Hub (In-house): Items that cost less than \$1500 per unit.		
Procedures	Notes	
For items that are less than \$1500 per unit, but are significant technological items and/or considered permanent. <i>Usually technology or musical items.</i> BCSD Process: • SPSA includes need and purpose of technology	Assets to track: • Ipads • tablets/e-readers • Chromebooks • 2nd Monitors • Document Cameras • Printers • Portable radios • Chromebook Carts • Small projectors • Instruments	

● Smartetools Requisition with itemized description and comments on how the expenditure will benefit the program ● Upon receipt of PO, enter information onto google \$1499 list. ● District will mail inventory tag ● Upon receipt of the items, school will: ○ Adhere the inventory tag to item in visible location ○ Enter tag #, serial # and location on \$499 list. This process is for both state and federal funded items that are listed in column to the right.	● Portable Bluetooth PA systems (sub \$500) ● Video game consoles & games ● Webcams ● projector screens ● Teacher Podiums ● Hotspots ● *if unsure tag it <i>Audits findings applied to equipment ruled that setting the threshold at \$500 was too high for:</i> – Significant Technological Items – Easily Pilferable Items – Highly Walkables <i>Note: When in doubt, track it.</i>	
Equipment Inventory		
Procedures 24-25 Physical Check of tagged Equipment in Resource Manager		
Equipment Inventory: Items with an acquisition cost of \$1500 or more per unit. BCSD Process: State & Federal Programs ● SFP trains, shares and collects equipment inventory with schools to review and update at least every other year. School/Department: ● Federal Program Plan includes need and purpose of technology ● School/Department enter equipment requisition into smartetools ○ Requisition should be itemized to identify exactly	FPM Program Instrument: 1.1 The LEA must establish and maintain a historical inventory system for equipment with an acquisition cost of \$1500 or more per unit, which contains the: (a) Type/description (b) Model/name (c) Serial/identification number (d) Funding source and Federal Award Identification Number (e) Who holds title (f) Acquisition date (g) Original Cost	

what was purchased Comments describe how the expenditure benefits the program • School does physical check of equipment inventory at least every other year • Discards: process listed below Warehouse/Purchasing • Warehouse shares EQUIPMENT requisitions with fiscal • Warehouse Tags item upon receipt when shipped directly to Ed Center warehouse. • Warehouse visits various sites to tag and locate items when shipped directly to school sites and satellite offices. • Documents sent to Fiscal services to update asset inventory records. Asset Tagging Process: Items delivered to Warehouse 1. Assets received by storekeepers 2. Asset tags placed on unit and number is written on PO for the asset 3. Receiving a copy of the PO is provided to Warehouse, Buyer 1 to receive the item electronically and enter asset tag information. Primarily XIT. 4. Purchasing forwards PO copies, invoice, packing slips to AP for payment processing Items delivered directly to School Sites/Satellite Offices 1. Orders are checked in by site staff 2. Receiving copies of the PO	(h) Percentage of Federal participation in the project costs for the Federal award under which the property was acquired (i) Location (j) Use and current condition (k) Transfer, replacement, or disposition of obsolete or unusable equipment (l) Any ultimate disposition data, including the date of disposal and sale price or method used to determine current fair market value (EC Section 35168; 2 CFR Section 200.313[d]; CSAM Procedure 410) Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the federal awarding agency or pass-through entity. Disposition of equipment purchased with Title I, Part A and/or CSI funds with a fair market value of \$5,000 or more may be retained, sold, or disposed of with written approval of the federal awarding agency or pass-through entity. The school district must conduct a physical check of the inventory of equipment within the past two years and reconcile the results with inventory records.	
---	---	--

are returned to Purchasing - Purchasing receives items electronically - Purchasing forwards PO copies, invoice, packing slips to AP for payment processing - Warehouse runs a report in Smarte which lists all assets not assigned asset tag numbers - Storekeepers visit school sites to locate, tag, and record asset tag numbers on spreadsheets. - Data is compiled on spreadsheet and shared with AP for asset information entry Fiscal - Fiscal updates equipment inventories throughout the year based on purchase orders, and a formal update after school does physical check of inventory. - Fiscal sends email to school sites to confirm with signature discard details. Signed email is emailed to fiscal		
Equipment that exceeds \$10000 per unit & Capital Expenditures: Items that exceed \$15,000 per unit cost.		
Procedures	Notes	
Equipment that exceeds \$10000 per unit & Capital Expenditures: Items that exceed \$15,000 per unit cost. BCSD process: - School/Department work with purchasing for bid/quote. <i>All bids/quotes must be kept on file for FPM purposes</i> - Must obtain prior written	The LEA must obtain prior written approval from CDE in order for capital expenditures to be allowable. (2 CFR 200.1 and 2 CFR 200.439) Title I request form: https://www.cde.ca.gov/sp/sw/t1/capitalexpenditure.asp Capital expenditures must be included on equipment inventory.	

approval from CDE. Follow steps for Equipment Inventory above		
Discards: Equipment, Technology, Furniture, etc..		
Find a location on campus to store items. The location should be a non-accessible area to students and safe from weather. In the storage location, separate and clearly mark IT discards. - School to complete Google Discard Request Form for warehouse to pick up items. Click here to submit your request via Google forms. - IT will visit campus to review technology. If approved for Discard a sticker will be added to the item. IT will notify the front office that technology has been reviewed. - Print and sign Discard Request email, scan and email to mendezt@bcsd.com and lealh@bcsd.com <u>All Other Discards:</u> - Complete a Warehouse Service request and include the description, quantity, and the location where the items are stored. Click here to submit your request via Google forms. - Print and sign Discard Request email, scan and email to castroj@bcsd.com and lealh@bcsd.com - Copy of email/google form must be saved and submitted with Principal End of the Year Sign-off Form. <u>Change in Discard Procedures:</u> Check the discard column on the \$1499 list in google for items less than \$1500. Keep Asset/ Inventory Tags On all items for discard. Do NOT remove the Asset Tag. <u>Equipment/Computer Loan Agreement (30-0-097)</u> A three page NCR Computer Loan Agreement form is available through the warehouse, item number 30-0-097. Personnel who check out laptops or other school items must complete this form. The white copy is sent to State & Federal Programs Dept., the Canary copy is kept at the school site and the pink copy is given to the person who checks out the item. <u>Stolen Items</u> You need to attach any backup you have (i.e. requisitions, inventory list, PO's) so the correct item can be removed from your inventory. (If stolen items are		

over \$10,000 in value, then contact David West in purchasing at 631-4711 or X14771)	
Equipment Inventory Physical Check	
The LEA must conduct a physical inventory of the property and the results must be reconciled with the property records at least once every two years. (2 CFR Section 200.313[d][2]; CSAM Procedure 410)	
Who is responsible for Equipment Inventory Physical Check? The task to complete the equipment inventory physical check should be delegated to multiple staff members at the school site. Schools The following inventories need to be completed: Staff members assigned by the Principal. Principal signs form that the physical check is complete. The responsible staff member leads the physical check process, making sure items are inventoried and documentation is complete. When additional staff members can help with the inventories the task can be completed quicker. Example of shared responsibility: • Front Office: front office staff responsible • Kitchen: kitchen staff responsible • Library-technology/equipment (different than textbook inventory): library staff responsible • Classrooms/Campus: Specially Funded Clerk/Academic Program Leader Departments Staff members assigned by Supervisor. Supervisor signs form that physical check is complete. Physical Check Assurance Page	
New Process: Follett Destiny Resource Manager Schools: 21-22 Pilot Equipment/Technology Inventory Physical Check- Computing Devices (desktop computers, laptops, tablets and iPads) Schools & Departments: 22-23 Baseline year: Complete Equipment/Technology Physical Check 23-24 Complete baseline physical checks of equipment inventory	

24-25 Physical check of equipment inventory (Feb - May)

Equipment Needed: Laptop or chromebook & Destiny Follett Scanner

Prior to physical check:

Catalog of items in classrooms/offices/kitchen on campus:

Prior to classroom/school inventory. Pull reports for each room for staff to review and provide directions on locations or missing items.

1. Open an internet browser, go to library.bcsd.com and hit enter. or Browse to bcsd.com, then click on Employees, Employees Main Page. Under the 'Online Applications' section, click on Follett Destiny.

2. Select your school from the list.

3. Click on the login button on the upper right corner.

Select the Google login section on the left. This works for all staff and students.

If you can't get logged in, please contact IT (1-4840)

Physical Check Procedures:

BCSD website, IT Department

Step by Step Directions with images: **Inventory School User Guide**

School/Department Steps to follow:

1. Open an internet browser, go to library.bcsd.com and hit enter. or Browse to bcsd.com, then click on Employees, Employees Main Page. Under the 'Online Applications' section, click on Follett Destiny.

2. Select your school from the list.

3. Click on the login button on the upper right corner.

Select the Google login section on the left. This works for all staff and students.

If you can't get logged in, please contact IT (1-4848)

4. Once logged in, click on 'Admin' (1), and then click on 'Inventory' (2).

For schools, IT Department will do steps 5 - 11 Begin at step 12

Departments will need to name inventory and complete the following steps:

5. Click on the 'Start new' button to begin.

6. There are several options to consider. First, give your inventory a meaningful name

a. Year.School or Department.Location. Physical Inventory Check (25-26 SFP District Office Equipment Inventory Physical Check)

7. If you are only looking for items of a certain value, you would set that in the next part. Otherwise, the defaults are fine as shown.
8. "Handling checked out items-- I want to: **Check in currently checked out items when scanned into inventory.**
 - a. The default handling option is to check items in if they are checked out. This is fine in almost all cases.
 - b. You would only change this, for example, if a student has a Chromebook checked out to them that happens to be in the classroom during inventory.
9. "All items meeting the above criteria will be set for "unaccounted for"...except for items that have been set on or after.....The default date is the day you start the inventory.
10. "During this inventory, if the location of an item does not match the currently specified location"...
 - a. **Select: Automatically change Home Location**
11. Once you click OK, you may get this message. Click Yes to start.

Schools Begin Inventory Here:

12. **Directions for Inventory by Room**
 - a. [Updated Directions for Inventory by Room](#)
 - b. [List of Resources to set up inventory by room](#)
 - c. [Equipment Inventory Physical Check Issues](#)
 - d. Schools should have the following inventories: front office, kitchen, library, classrooms/campus
13. **Location: Inventory is done one classroom at a time.**
 - a. Select the classroom/office for inventory:
 - i. When you are in a room, bring up the Inventory window as before. **Make sure you click the 'Update' button to choose the room.**
 - ii. After you click the 'Update' button, click the down arrow (1) to see the list of rooms, then select the desired room (2).
 - iii. Once you click the OK button, you will be back to the Inventory screen, and your selected room should be visible.
14. **Begin inventory items**
 - a. Click in the 'Scan or enter one-at-a-time' box to make it 'active'. You should see a flashing cursor in there when it's ready.
 - b. As you scan, you probably won't see the barcode listed as below, but your scans are going in this box and into the system. If they do not automatically clear, you may have to

click the 'account for' button. This is not common. You can also hand-type the barcodes and click 'Account For' or press the enter key, if you don't have a scanner.

- c. Continue scanning until the whole room is done.
- d. When you enter a new room, repeat the #13 process to update location

15. Report on inventory in progress [See Details]

- a. As you proceed throughout your campus, the 'percent complete' will increase. Once you are done, it is highly likely that you will not be at 100%.
 - b. At any time during the Inventory, you can click on the 'Details' button to see more information.
 - c. If you click on the Details button, you will get this summary. The words 'See Details' are a link to a list of all items that are currently not found.
 - d. While you do have the ability to alter an item's status on this page, this is NOT recommended.

16. Completed Inventory

- a. When your inventory is as complete as possible, update the [Assurance page](#) and submit to SFP Departments to review.

17. Submit Completed Assurance Page of Inventory Physical Check, discard emails, and any police reports, if applicable, to State & Federal Programs for End of the Year Check Out.

Physical Check Assurance Page – Equipment Inventory

Equipment & Technology Inventory Assurance of Physical Check *Destiny Resource Manager*

School/Department:

Year : 2026-2027

Equipment Physical Check

☐ A physical check of the equipment inventory has been completed and reviewed by the District in Destiny Resource Manager.

Equipment Inventory Physical Check items have been completed:

- All barcodes have been scanned and locations have been updated.
- All lost items have been identified.
- Discard procedures below were followed.
- Police report submitted for stolen equipment items.

☐ Submit this signed page, and copy(s) of discard email and police reports (if any) to State & Federal Programs.

Police Reports (check box that is applicable to your site):

- ☐ We **do not** have any stolen equipment for the 26-27 school year.
- ☐ We are submitting police reports for stolen equipment.

Equipment Discards (check box that is applicable to your site):

- ☐ We **do not** have any discards for the 26-27 school year.
- ☐ We are submitting discard documentation.
- ☐ Copies of signed email confirmations or google discard are included.

For All Discards:

1. Complete a Warehouse Service request and include the description, quantity, and the location where the items are stored. [Click here to submit your request via Google forms.](#)
2. Print and sign **Discard Request email**, scan and email to castroj@bcsd.com and lealh@bcsd.com
3. Copy of email/google form must be saved and submitted with Principal End of the Year Sign-off Form.
4. Keep Asset/ Inventory Tags On all items for discard. Do NOT remove the Asset Tag.
5. Check the discard column on the \$1499 list in google for items less than \$1500.

Administrator Signature

Date

Return to State & Federal Programs by Friday, May 7, 2027

This form is part of FPM Documentation for all federally funded programs.

Computer Loan Agreement

[Department of Stores and Purchasing Forms/Agreements](#)

Computer Loan Agreements need to be completed for employees to take home from the school site a school district computer and appropriate software to their home.

Revised- [Computer Loan Agreement Form.](#)

 BAKERSFIELD CITY SCHOOL DISTRICT EDUCATION CENTER – 1300 BAKER ST. BAKERSFIELD, CA 93305 <i>Department of Stores and Purchasing</i> Computer Loan Agreement	
This agreement, made and entered on this day, _____ by and between the employee(s) named below, herein called "Employee" and the Bakersfield City School District, herein called "District".	
<u>WITNESSETH</u>	
Employee is permitted to take from the school site a school district computer and appropriate software to their home.	
The following hardware will be on loan:	
Hardware (Describe)	Property Number
The Employee shall assume liability for damage, theft, or loss to the school district computer and software while it is in their possession and use. The Employee's homeowner's insurance shall be liable for any damage, theft, loss, or repair to the items in their possession.	
The Employee is permitted to use the district owned computer beginning _____ through June 30, _____. This form is to be completed each school year. (Month/Day/Year) (Year)	
<u>Employee</u> Name (print): _____ Phone#: _____ Address: _____ Signature: _____	
<u>Department Head/Principal</u> Name (print): _____ Site: _____ Signature: _____	
Distribution: White – State and Federal Programs Canary – Retain at Site Pink – Employee copy	
TO BE PRINTED ON INTERACTIVE FORM 30-0-333	

Allocations & Budgets

Smartetools-Creating a Budget Transfer Requisitions

To create a Budget Requisition, use the **General Ledger** option from the main menu. Select the **Budget Requisition** option and the Budget Requisition screen will appear. Select **NEW**.

Begin by entering the **Requested For** information, The Date needed field will default to the current date. Enter a new date in this field if it is different from the default date.

Open the **Account Number Search** screen, enter the search criteria and click the Search button. Click on the **Select** button next to the desired account and it will be copied to the requisition. The budget requisition page allows for twelve (12) account lines, but will not allow the same account to be entered twice on the req. You can add together and then enter the total amount being moved "From" or "To" the account on the same line.

On Line 1 enter the total amount you want to transfer from that account. On Line 2 enter the total amount you want to transfer to that account. In the **Description area, enter a reason for the transfer**. Click Save. The **Description** will be loaded into the budget requisition page.

At the bottom of the Budget Requisition screen in a Comments area where you can enter information pertaining to the budget transfer request. When the requisition is saved, the comments will display with the budget requisition.

Line	Pseudo	Account Number	Balance	From Acct	To Acct	Description
1	431616	01-3010-0-0000-2110-4300-092-00	7811.77	1000.00	0.00	
2	521288	01-3010-0-0000-2110-5200-092-00	15996.00	0.00	1000.00	
3			0	0	0	
4			0	0	0	
5			0	0	0	
6			0	0	0	
7			0	0	0	
8			0	0	0	
9			0	0	0	
10			0	0	0	
11			0	0	0	
12			0	0	0	
			Total:	1,000.00	1,000.00	

Comments/Rationale: From supplies to Conf. and Travel to cover Conference cost of Title I Conference for D. Shannon on January 9, 2019 in Sacramento.

Fiscal Services

Standardized Account Code Structure (SACS)

FUND	1 RESOURCE	2 PROJECT YEAR	3 GOAL	4 FUNCTION	5 OBJECT	6 SITE	7 DISTRICT CODE
XX	XXXX	X	XXXX	XXXX	XXXX	XXX	XX
1 RESOURCE CODES (BUDGET)							
0043	LCFF: Local Control Funding Formula School Allocations (Raquel Perez)						
3010	Title I District Allocations (Raquel Perez)						
3010	Title I School Targeted Assistance School Allocations (Raquel Perez)						
3150	Title I SchoolWide Program (SWP) Allocations (Raquel Perez)						
3182	Comprehensive Support & Improvement (CSI funds) (Raquel Perez)						
6211	Literacy Coaches and Reading Specialists Educator Training Grant Program (LCRSET)						
6266	Educator Effectiveness Block Grant						
6762	Arts, Music, and Instructional Materials Discretionary Block Grant						
7399	LCFF Equity Multiplier						
7435	Learning Recovery Emergency Block Grant						
0000	Front Office						
0040	Attendance Incentive-Restrictive (Student Incentive, not food)						
0041	Attendance Incentive-Flexible (Guidance Memo from Fiscal to Principals)						
0044	0044-0-8100-5000 - LCAP/LCFF FACE Funds (Parent)						
0049	LCAP GATE						
1100	State Lottery Instructional Materials						
6010	After School Education and Safety Program (ASES)						

3 GOAL CODES

0000 Undistributed
 1110 Regular Education, K-12
 1110 PLC/Leadership Team/Collaboration/Planning for PDs
 1903 CPAL
 1909 Extracurricular/ Other
 1910 Extended Learning Time/Tutoring
 1940 Professional Learning/ PD

4 FUNCTION CODES

1000 Instruction
 2130 Academic Coaches, Program Specialist, Academic Program Leader
 2700 School Administration
 3110 Counseling (BIS)
 8200 Operations (Custodian)
 8700 Facilities rents and leases (Trailers)

5 OBJECT CODES

1100 Certificated Teacher Salaries
 1900 Other Certificated Salaries (APL, Program Specialist, Academic Coach)
 2100 Instructional Aide Salaries
 2200 Classified Support Salaries
 2400 Clerical and Office Salaries
 2900 Other Classified Salaries
 3000's Employer Paid Fringe Benefits (Benefit type varies/Range 3000-3999)
 4200 Books, other than textbooks
 4300 Supplies (subscription to tangible Weekly Reader)
 4400 Equipment Non-Capitalized (\$1500 and over per one unit cost)

- 5200 Travel and Conference (5200-XXX-04 IRS Rate Mileage Claim)
- 5300 Dues and Memberships
- 5600 Rentals, Leases and Repairs
- 5710 Direct cost for transfer of services (services within BCSD Departments) *See District Codes Below: 10, 11, 12
- 5800 Professional Consulting Services for Professional Development (School Allocations LCFF/Title I/CSI only)
- 5805 Online Programs/Software Agreements/E-Books (School Allocations LCFF/Title I/CSI only)
- 5806 Student Activities- Field Trips/Consultants (School Allocations LCFF/Title I/CSI only)
- 5900 Communications (Cell phone) *See District Code Below: 08
- 5901 Communications (Postage)
- 6400 Capitalized Equipment (\$15,000 and over per one unit cost)

6 DEPARTMENT / SITE NUMBERS

7 DISTRICT CODES

- 00 Undistributed
- 01 Extra Time
- 02 Substitute
- 04 Mileage Reimbursement (IRS Rate Mileage Claim)
- 08 *Communications (Cell phone)
- 10 *Equipment Repair, Intra-district
- 11 *Duplicating, Intra-district
- 12 *Transportation, Intra-district
- 55 One-time Funds
- 99 Holding Account (SPSA budget contingency account)

Purchasing & Requisitions

Who's Who in Purchasing, Warehouse, Duplicating & Repair

Purchasing, Warehouse, Duplicating, & Repair	Ext.	Personnel
General assistance in ordering, bids, donated equipment and any concerns pertaining to the purchasing process	14711	DAVID WEST, Director westd@bcasd.com
Purchases supplies, furniture & equipment, including computer systems & peripherals, 2-way Radios. Coordinates all Warehouse services	14718	ERNEST GARCIA-DIAZ, Assistant Director garciaer@bcasd.com
General assistance, cellular devices, leased trailers, musical instrument repairs	14712	GABRIEL BALDERAMA Admin. Secretary balderamag@bcasd.com
Online purchasing training. Online ordering for Stinson's & Southwest School. General purchase orders including CDW, XIT Solutions, Consultants, Contracts, Bakersfield Rubber Stamp, Kern Trophy, and Raymond's Trophy. New Vendor processing.	14714	CARA RODRIGUEZ, Buyer rodriguezcar@bcasd.com
Quoting/Ordering of equipment & musical instruments. Conference registrations, Field Trips, Licenses, Subscriptions, and Boys & Girls Club. PO's for IT Labor & MOF orders. Carryovers & Change orders. School Specialty, Scholastic & Spinitar processing. Confirming Invoices. Processing returns for discrepancies and damaged items.	14715	STEPHANIE CARTER, Buyer carterst@bcasd.com AMY BUSTILLOS, Buyer bustillosa@bcasd.com
Online ordering for Office Depot and Lakeshore. Processing MOF, Transportation and Confirming Invoices. Contracts. Copier & Equipment Maintenance Agreements/Copy Counts.	14673	JESSICA BACA, Buyer bacaj@bcasd.com
Online ordering for Amazon. General purchase orders including Barnes & Noble, Russo's, and Project Lead The Way (PLTW)	14717	SAMANTHA HALL, Buyer halls@bcasd.com
Store Stock Supplies, Warehouse Purchase Orders and Inventory, In-Store Shopping, School and Office Supplies Bid, & Custodial Bid	14727	BERTHA ACOSTA, Buyer acostab@bcasd.com
Walk-throughs, invoice processing for Home Depot, Lakeshore, Stinson's, and Raymond's Trophy. Packing slip assistance.	14713	WENDY ESPINOZA, Purchasing Tech. espinozaw@bcasd.com
Walk-throughs, invoice processing for ODP, Smart and Final and Kern Trophy. Packing slip assistance.	14719	MELISSA HERNANDEZ, Purchasing Tech. hernandezmel@bcasd.com
Walk-throughs, invoice processing for Lowe's, Southwest, School Specialty, and Bakersfield Rubber Stamp. Packing slip assistance.	14716	Amber Estrada Purchasing Tech. jinzoa@bcasd.com
Duplicating Services including but not limited to poster, banners, envelopes, yearbooks, booklets, student planners, and store stock forms.	14330	ISSAC SANDOVAL, Duplicating Supervisor duplicatingservices@bcasd.com
Warehouse: Regular delivery of store stock orders, equipment, instructional materials, all district mail, and special deliveries	14728	RIGOBERTO LOPEZ - Senior Storekeeper lopezri@bcasd.com
Mail Room. Process orders through FedEx, UPS, certified, and bulk mail.	14620	IVETTE GONZALEZ - Mailroom Clerk gonzalezive@bcasd.com
Education Center Custodial Services.	14606	Kimberly Bustamante - Head Custodian bustamantek@bcasd.com

Entering Electronic Requisitions on Smarte

BCSD SMARTETOOLS SUPPORT

1. To create a Purchasing Requisition, click "NEW" when under Purchase Req screen in order to begin a new requisition. Once saved, this will give a new requisition number (**be sure to write it down**).
 - a. Items required on the requisition in order to save:
 - b. Vendor name and number
 - c. Correct budget/object code for items being purchased. (i.e. supplies:4300, equipment over \$500 :4400)
 - d. Description of items to purchase (One item per line)
 - e. Unit of measurement (i.e., each, box, package, lot)
 - f. Quantity of items being purchased
 - g. Cost of item
2. Uncheck boxes for nontaxable items (programming, labor, software licenses, field trip buses, etc.)
 - a. Include shipping amount in appropriate column. Obtain shipping amount from vendor.
3. Important notations for requisition entry:
 - a. Place product/part number **first** before description. Include color, sizes, finish, or other details as necessary.
 - b. Unit, quantity, and cost must all be placed on the first line of the product description before the requisition is able to be saved.
4. "Comments" box entry:
5. **Special instructions** & purchase justification must be placed in this box.
6. Please include who the purchase is for.
7. **Scan and attach** all back up electronically to your requisition on Smarte.
8. Once purchasing requisition has been completed electronically:
9. Print a hard copy of requisition
10. Obtain all designated signatures.
11. Attach all hardcopies of backup documentation (catalog price verifications)
12. Route requisition electronically in Smarte to the next step of approval.
13. Submit signed hard copy to the Purchasing Department
14. **Please review the next page with items that are NOT allowed for purchase.**

Additional requisition notations.

Requisitions submitted that DO NOT follow the above guidelines will be returned to schools/departments electronically and physically for changes and corrections.

In the case of a returned requisition, please check the "notes" within the requisition on Smarte to inquire why.

When re-submitting your new hard copy requisition to purchasing, please include the original requisition that was returned to site.

It is good to periodically check your requisition to verify that there was either a PO number assigned or an order date assigned within the "notes". This will indicate that Purchasing has received your requisition and the item(s) have been ordered.

Purchasing Restrictions

Link to: [Purchasing Restrictions](#)

The Department of Stores and Purchasing has set forth limitations and guidelines for products that are NOT allowed for purchase; please adhere to the following restricted items:

****Art supplies must meet California Education Code 32064 and bear a statement of conformity to ASTM D-4236****

ALL VENDORS

- | | |
|--|--|
|  <u>NO</u> Gift cards |  <u>NO</u> Staff incentives |
|  <u>NO</u> Sharp-pointed scissors for students |  <u>NO</u> Drones |
|  <u>NO</u> Bubbles |  <u>NO</u> Window Curtains |
|  <u>NO</u> Laser pointers (Allowed for teachers only with justification) |  <u>NO</u> Toy Guns |
|  <u>NO</u> Medication or medicated products (eye solution, pain relievers, antacids) |  <u>NO</u> Inflatable Air Mattress |
|  <u>NO</u> Fragranced products including lotions, perfumes |  <u>NO</u> Inflatable Pools |
|  <u>NO</u> Aerosols: Air fresheners, spray paint |  <u>NO</u> Videogames (exceptions – Elementary ‘Rated E’ and Jr. High-Middle ‘Rated E’ or ‘Rated T’) |
|  <u>NO</u> Sharpie (for adult use only) |  <u>NO</u> Candles |

ONLINE VENDORS

-  **NO** Furniture- (cloth material bean bags, rugs, tables, stools, chairs, etc.)

IN-STORE SHOPPING VENDORS

****Credit card shopping is to be used only as a last resort for items not found with our regular vendors****

-  **NO** Furniture- (including cloth material bean bags, rugs, tables, stools, chairs, curtains, etc.)
-  **NO** Food items- including food items being used for science or art projects such as pasta, candy
-  **NO** Water balloons

**If you should have any questions regarding this information please call the
Department of Stores Purchasing at ext. 14712.**

Online Ordering Procedures

[Online Authorization Form](#)

[Online Ordering Link](#)

Contacts: Jessica Baca – Office Depot & Lakeshore

Stephanie Carter – School Specialty

Samantha Hall – Amazon

Cara Rodriguez – Southwest School Supply & Stinson's

1. **Placing an Online Order:**

- o To begin online ordering for Office Depot and Stinson's you must create a Requisition for the company of your choosing. For the item description you will type "**Misc. supplies for online ordering**". You will then enter the amount of money you wish to encumber (\$5,000 max/per requisition) All orders must be at least \$50 and no more than \$5,000 including tax. All monies encumbered must be used within **10 orders** (i.e. – You encumber \$1000 – 1st order is \$50 – 2nd order is \$110 – you must now use the remaining amount of \$840 in 8 orders or less).
- o Once Purchasing receives the electronic and hard copy requisition, it will be processed into a Purchase Order and the monies will then be placed On-line for your use. You will be able to order on-line when you receive the blue copy of the Purchase Order.
- o For Amazon, School Specialty, **Southwest** and Lakeshore you will create a cart on-line then create an itemized Requisition. On the last line of the itemized description on the requisition you will type "Per On-Line Order # __ _". Your order will be processed in Purchasing.
- o Orders from the On-Line companies are "Ship Direct" meaning supplies are delivered directly to your school site.

2. Checking in Orders – It is extremely important that when you receive your order that you check it in, sign legibly, and date the packing slip. Send the packing slip to Purchasing within **24 hours**. Failure to send in the packing slip could result in the suspension of on-line ordering.

3. Reporting Discrepancies for Online Vendors – All discrepancies for online orders must be reported within **10 days** of receiving your order. Each online vendor is unique in processing returns. Please report discrepancies as indicated under the "Online Ordering" tab located on the [purchasing website](#).

4. For all other discrepancies, please email Stephanie Carter at carterst@bcsd.com.

5. Changing School Sites or Departments – Your online information is based on the site where you are currently located. If you have changed sites or departments, please complete a new online authorization and check the appropriate box indicating the site change. Failure to update this information will result in your order being delivered to your old site or department. It is not necessary to submit a second authorization form.

6. Passwords – For Southwest School Supply and Office Depot, please reset your password on-line (forgot password). Contact Stephanie Carter (14719) for School Specialty and Jessica Baca (14673) for Lakeshore. For Stinson's please contact Cara Rodriguez (14714).

Online Ordering Return Procedures

All returns and discrepancies must be reported within 10 days of receiving your order in the following manner:

Office Depot: Log on to Office Depot. To place a return online, click on the Order Number under Order Tracking. Click on the Submit Return button on the Order Detail page to open the Return Form. For further assistance in processing your return online, please contact the Business Services Division Technical Support Desk at 800-269-6888.

***Please Note:** Only one return per order may be processed online. If an additional return is required please contact Customer Service at 888-263-3423.

School Specialty: Send an email to customercare@schoolspecialty.com and include the PO Number, Order Number and what is wrong. For further assistance in processing your return online, please contact School Specialty at 888-388-3224.

Southwest School Supply: Log on to Southwest School Supply. Click on Return/Credit Request and follow the directions. For further assistance in processing your return online, please contact Southwest School Supply at 800-227-7159.

Stinson's: Send an email to the company at tsalcido@stinsons.com and CC: Cara Rodriguez (rodriguezcar@bcsd.com). In the email include the PO Number, the Order Number, the Item Number and a description of the problem. Also, include your contact information so the company can contact you and arrange a pick up or exchange of the product.

Please note: For all returns please include the following information on packing slips sent to Purchasing:

- **Order issues / discrepancies**
- **Solution to problem (from vendor)**
- **Contact information for the vendor (name).**

Commonly Used Vendors

[Commonly Used Vendors Link](#)

Use link above to access the websites

BAKERSFIELD CITY SCHOOL DISTRICT

COMMONLY USED VENDORS

Please note, that all requisitions must have quotes (backup information) attached to the hard copy, as well as, uploaded onto Smarte. After the purchase order has been sent to the vendor, please allow a turnaround of 30-days to receive the products.

Vendor No.	Vendor	Website	Notes
ART/CLASSROOM SUPPLIES			
291880	Carrot Top Industries	www.carrot-top.com	Classroom Flags
1424	S&S Worldwide	www.swww.com	
002710	Southwest School Supply	www.southwestschool.com	
104	*GW School Supply	www.gwschool.com	Layaway/Walk-Through Stamp
109	School Specialty	www.schoolspecialty.com	On-line Orders
SPORT SUPPLIES			
629	Nasco Modesto	www.enasco.com	
4878	Gopher Sports	www.gophersport.com	
1619	U.S. Games	www.usgames.com	
3704	BSN Sports	www.bsnsports.com	
SEASONAL ITEMS/BULK/UNDER \$3			
256330	Really Good Stuff	www.reallygoodstuff.com	
25320	Rhode Island Novelty	www.rinovelty.com	
5563	Oriental Trading Co.	www.orientaltrading.com	
FABRIC			
255560	*F&M Fabrics	2954 Niles Street	Walk-Through Stamp
262180	Andersons	www.andersons.com	
EDUCATIONAL – MATH/READING/SCIENCE			
2994	Barnes & Noble	www.barnesandnoble.com	
317562	Fat Brain Toys	www.fatbraintoys.com	
3879	Scholastic, Inc. Store	www.shop.scholastic.com	
248710	Russo's Books	www.russosbooks.com	
534	Lakeshore	www.lakeshorelearning.com	On-Line Orders
PRINTED ITEMS			
275550	Saba Agency	www.sabaagency.com	
275700	4Imprint, Inc.	www.4imprint.com	
228240	Positive Promotions	www.positivepromotions.com	
4116	Wall Street Imprintables	www.wsimp.com	
OFFICE SUPPLIES			
435	Stinson's	www.stinsons.com	On-Line Orders
2710	Southwest School	www.southwestschool.com	On-Line Orders
3546	ODP Business Solutions	www.officedepot.com	On-Line Orders
INK/TONER			
317589	Stinson's	www.stinsons.com	On-Line Orders

*Walk-through must have a requisition approved and stamped by the Purchasing Department prior to shopping.

Vendor Information

Vendor Information Form

New vendors require a Vendor Information Form along with a [W9](#) in order to be considered.

These forms must accompany your requisition

	BAKERSFIELD CITY SCHOOL DISTRICT EDUCATION CENTER – 1300 BAKER ST. BAKERSFIELD, CA 93305 <i>Department of Stores and Purchasing</i> Vendor Information								
<i>In compliance with federal and state procurement regulations, vendors must disclose any actual, potential, or perceived conflicts of interest, including ties to BCSD staff, Board members, or their immediate families. By signing below, the vendor affirms no such conflicts exist, agrees to disclose any that arise, and will comply with all applicable conflict of interest laws.</i> To process any type of payment and issue a purchase order, your organization or company information must be added or verified in our system. Please complete this Vendor Information form and return it promptly via email to the requesting party. Should you have any questions regarding this information, please call Cara Rodriguez at 661-631-4714.									
<u>PLEASE COMPLETE THE FOLLOWING</u>									
Company/Organization Name: _____									
Other Names(s) Organization is "Doing Business As" (DBA): _____									
Company/Organization service or commodity: _____									
Company/Organization Primary Telephone Number: _____									
Company/Organization Fax Number: _____									
Does your company/organization accept Purchase Orders? _____									
Email address to send Purchase Orders to: _____									
<table border="1"><thead><tr><th>Physical Address</th><th>Remit Address (if different from Physical Address)</th></tr></thead><tbody><tr><td>Address: _____</td><td>Address: _____</td></tr><tr><td>City/State/Zip: _____</td><td>City/State/Zip: _____</td></tr><tr><td>Attention To: _____</td><td>Attention To: _____</td></tr></tbody></table>	Physical Address	Remit Address (if different from Physical Address)	Address: _____	Address: _____	City/State/Zip: _____	City/State/Zip: _____	Attention To: _____	Attention To: _____	
Physical Address	Remit Address (if different from Physical Address)								
Address: _____	Address: _____								
City/State/Zip: _____	City/State/Zip: _____								
Attention To: _____	Attention To: _____								
Accounts Receivable Primary Telephone Number: _____									
Accounts Receivable Primary Contact Name: _____									
Title: _____ Email: _____									
<u>W-9 FORM (dated within 1 year) MUST ACCOMPANY THIS VENDOR INFORMATION FORM</u>									
<i>For all Public Works Projects (According to Labor Code 1725.5 & 1771.1) - All contractors and subcontractors intending to bid or perform work on a public works project must register annually with the Department of Industrial Relations (DIR).</i>									
Contractor DIR Registration No.: _____									
Contractor License No.: _____ Expiration Date: _____									
Contractor License Type(s): _____									
By signing, I certify that the information provided is true and complete Signature: _____ (rev.4/2025)									

Procedures for Walk-Throughs

Procedures for Walk-Throughs

A Purchasing Walk-Through is a requisition that allows sites to shop specifically for perishable items from approved vendors. The requisition **MUST** be approved and stamped by the Purchasing Department prior to shopping.

1. An electronic requisition must be created with a new requisition number for each purchase. The requisition must be routed completely to the "Purchasing Department" electronically AND the hard copy must be signed with the principal or designee signature.
2. All walkthrough requisitions MUST contain a 'comment box' entry. Please abide by and include the following:

Comments for all FOOD requisitions must include the following:

- 👤 Date and Topic of the event
- 👤 Start and End time of the event
- 👤 Description of food items being purchased (i.e. sandwich tray, drinks, muffins, juice and coffee)
- 👤 Expected No. of attendees and type (i.e. 50/teachers, 25/parents, 30/students)
- 👤 Estimated cost of meal per person (tax, delivery & service fee included)
- 👤 LCFF Funds only (No Title I funds)

Comments for General Requisitions (Title I or LCFF)

- 👤 What is being purchased
- 👤 Who it is being purchased for
- 👤 Why/How – the purpose of the purchase
- 👤 As of October 12th – SPSA Action & SSC approval date (from 2022-23 SSC meeting)

3. Please adhere to the [BCSD Wellness Policy](#) and [Budget Guidelines for food purchases](#). Should you have questions regarding this information, consult the State and Federal Programs Department.
4. Indicate the "quote" or "estimate" number as a line item at the bottom of the requisition.
5. It is the responsibility of the school site and/or department to make sure the requisition has been **completely routed** electronically to purchasing from the special approval site (Title I, LCFF, Magnet, etc.) **PRIOR** to receiving approval. Shopping **IS NOT** to be done prior to stamped approval by purchasing and receipt of a purchase order number.
6. All signed "hard copy" requisitions must be sent to the Department of Stores and Purchasing for a stamp of approval (Account No. and Purchase Order number) at least 3 days prior to shopping trip.
7. **Original requisition and original receipts** must be scanned, uploaded into Smarte, and submitted to Purchasing within **48 hours**. Loss of receipt will result in suspension of future walk-through purchases.

Smart & Final Requisitions: These requisitions require an Account No. and a Purchase Order No. prior to store visit. Transactions will not be permissible without this information. The receipt must be scanned and uploaded to Smarte.

Albertsons/Vons: These requisitions require a stamp of approval and an assigned debit card, accordingly. The receipt must be scanned and uploaded to Smarte along with the **CARD AND ORIGINAL** receipt being returned to purchasing within 48 hours. **Cards MAY NOT be kept over the weekend.**

****IMPORTANT** – If the card is lost or stolen, notify the Purchasing Department IMMEDIATELY**
Should you fail to meet the submission deadline of 48 hours, penalties will be assessed.
Employees must have their BCSD photo ID to prevent a possible delay in transactions.

In-Store Shopping Schedule & Procedures

Schedule and Checkout times:

Wal-Mart East Hills (Fashion Place)	Dollar Tree Golden State Ave	Hobby Lobby California Ave	Target East Hills (Fashion Place)	
Every 1 st and 4 th Tuesday of the month at 11:00am Every 3 rd Tuesday of the month at 2:00pm	1 st Wednesday of the month at 11:00am	2 nd Wednesday of the month at 11:00am	3 rd Wednesday of the month at 11:00am	
The following vendors are scheduled as needed:	Home Depot (East Hills)	Lowes (Columbus Ave)	Joann's (Ming Ave)	Michael's (Ming Ave)

In-store shopping is considered a last resort solution and should only be used if items are not found with our regular vendors. Please check the warehouse stock catalog for items that have been competitively priced such as paper, pencils, break room utensils, sports supplies and emergency kit supplies.

Links: [Warehouse Store Stock Catalog](#) [Commonly Used Vendors](#) [Purchasing Restrictions](#)

Procedures:

Create a requisition in Smarte using the following guidelines:

- Vendor: Most credit card vendors do not have a vendor number in Smarte – to add the vendor click on “suggest vendor” type in the vendor information and save.
- Requisitions must specify the vendor name, and a **LIST** of what items will be purchased **“Misc. event supplies” will not be accepted.** Please review the list of purchasing restrictions found on the purchasing website.
- The maximum amount allowed per requisition/transaction is \$1,000. A shopper can only shop for one funding source at a time. Lottery funds (1100) are not allowed. The deadline to purchase using Extra Curricular Noontime Activity funds (0047) will be in February. Please review the Student Support Guidelines – incentives shall not exceed [\\$99 including tax](#) per awardee.
- The **comments** section must include who the items are for or being used by, what is the event, when, where, why do you need these items, and the school site action plan number, if applicable.

- Do not copy and paste requisitions. Each requisition must have specific details of the event or reason for the purchase request.

****Requisitions with missing information will be returned to the site****

- Requisitions must be sent electronically in Smarte. It is your responsibility to obtain all the required wet signatures on the hard copy requisition prior to sending it to the warehouse office. Send via intra-district mail the hard copy original requisition at least two (2) weeks PRIOR to sending a calendar request to shop. Original requisitions taken to the shopping location and without an appointment will not be accepted.
- Please plan ahead! Shop at least 3 weeks prior to your event. A limited number of shoppers will be allowed per day, per store.
- Send an Outlook meeting invite to Bertha Acosta at acostab@bcsd.com, Stephanie Carter at carterst@bcsd.com, and Ernest Garcia-Diaz at garciaer@bcsd.com. Please use the following calendar invite setup:

- **Subject:** Site Name/Budget Resource Code/Requisition No.
- **Location:** Store Information
- **Date/Time:** If the checkout time is at 11:00am – the calendar invitation will read 11:00am to 11:00am
- **Shopper:** Name of BCSD Employee



Send | v Calendar (carterst@bcsd.com) v

Pauly -- 0044- Req# 26000150

Bertha Acosta x Ernest Garcia Diaz x Stephanie Carter x

17-Jul-25 11:00 AM to 11:00 AM Make recurring

Find a Time >

Add a room or location

Shopper: John Doe

On the shopping day, be ready to check out at the scheduled time. **Be mindful of the Requisition amount and the estimated total price of your cart.** A calculator is recommended. Returns or exchanges are not allowed without prior authorization.

Please email or call to cancel a scheduled shopping trip by 8:30 a.m. the day of the scheduled shopping.

Should you have any questions regarding these procedures, please contact **Bertha Acosta** at ext. 14727 or **Stephanie Carter** at ext. 14719.

Purchasing by District Employees

Purchasing by District Employees

The practice of district employees purchasing supplies and materials on their own authority (and who request district reimbursement) is in violation of the district's Policies and Procedures, Section 700.2.

Any purchases made without following the Policies and Procedures will result in the employee buying the supplies and materials at their own expense.

The District has a centralized purchasing procedure administered by the Director of Stores and Purchasing. The Director is responsible not only for the actual purchasing of goods and services but also works with principals and department heads regarding purchasing needs. The Director investigates sources of supplies and follows proper procedures regarding quotations and bids. These functions are not to be performed by other employees unless set forth in the Policies and Procedures or approved by the Superintendent.

This includes all purchasing regardless of funding source (General Fund, Specially Funded, etc.). Your cooperation is necessary. The following are selected paragraphs from Policies and Procedures, Section 700.2:

"All purchases shall be initiated through the use of numbered, properly signed purchase orders. Any employee of the school district making a purchase without authorization shall be responsible for the payment of any claims made."

"All purchase orders and all purchases shall be processed through the Purchasing Department after being signed by the superintendent, or his/her designee."

"All incoming supplies and equipment shall be received and processed through the stores department and all deliveries of supplies and equipment shall be made to the schools and departments by the stores department or as directed by the stores department."

Your cooperation in adhering to the above guidelines is essential in helping the district operate an efficient purchasing program.

Please call David West at extension 14712 if you have questions regarding purchasing procedures.

SIGNATURES APPROVING FINANCIAL TRANSACTIONS

In order to comply with audit guidelines for internal controls, all signatures relating to approval of financial transactions must have the individual's **first and last name or first initial and last name spelled out legibly**. Initial of first and initial of last name will not be accepted. Examples of transactions included in this rule would include all requisitions, packing slips, invoice approval, revolving fund request form, and budget transfer requests. If you have any further questions, please feel free to call Sherry Gladin at extension 14696 or David West at extension 14712. Your cooperation in this compliance issue is appreciated.

Product Return Procedures

In order for Warehouse Services and Purchasing to provide the most efficient and expedient method of returning materials back to a company due to damages or vendor error, please follow the procedures below. Returns will not be processed for items ordered incorrectly by the site so please make sure you read the specifications of all items carefully:

1. Email Stephanie Carter at carterst@bcsd.com with the required information below.

Purchasing will contact the company and process the return based on the vendor's "return policy", as oftentimes they have a restocking fee and may require return authorization tags. Returns are not guaranteed. Returns will not be processed after 30 days of delivery.

Please include the following information in your email:

1. Purchase Order Number
2. Vendor Name
3. Item number(s) and description of item(s)
4. Quantity of items that are damaged or delivered in error
5. Date Item(s) was received (must be reported within 10 calendar days of receipt of product)
6. Photos of damaged or wrong items

2. Further direction will be provided by Purchasing after your email. Please save your boxes and products for return.

*See page 154 of this handbook for directions to Online Ordering returns.

Warehouse Delivery Schedule

The District's 44 schools, Special Education, MOF, & Transportation School Health, State Pre-K, and Migrant are divided into (4) routes for delivery services as follows:

Cafeteria Food: Morning delivery: Monday, Tuesday, Thursday, and Friday

Mail: Daily morning delivery service to all schools, Special Education, MOF, Transportation, School Health, State Pre-K, and Migrant Ed. by Ivette Bautista.

Supplies/Equipment: Wednesday delivery service for all schools, Special Education, MOF, Transportation, School Health, State Pre-K and Migrant Ed.. Deliveries will be made mornings and/or afternoon as needed to empty the schools' bins.

<u>Route I</u>	<u>Route II</u>	<u>Route III</u>	<u>Route IV</u>
Cato	College	Downtown	Casa Loma
Chavez	Heights	Emerson	Curran
Chipman	Compton	Franklin	Evergreen
Eissler	Garza	Fremont	Frank West
Fletcher	Harding	Hills	Harris
Hort	Horace	Jefferson	Munsey
Nichols	Mann	Longfellow	Pauly
Pioneer	Mt. Vernon	W	Roosevelt
Stiern	Noble	McKinley	Sequoia
Thorner	Sierra	Owens	Wayside
Voorhies	Washington	Lincoln	MLK
	Williams	R. Johnson	
		School	
		Wm. Penn	

For additional support including the collection of discards, confidential materials for destruction, surplus furniture, and event support, submit a request online through the [Warehouse Service Request Form](#) through the [Warehouse website](#).

Any questions regarding delivery services should be directed to Ernest Garcia-Diaz at 661-631-4718.

Guidelines for Store Stock Ordering

Please check our [Store Stock Catalog](#) for a complete list of store stock items. All store stock requisitions must be sent both electronically in Smarte and a hard copy must be sent to the warehouse with all required signatures and COMPLETE comments included.

[Warehouse Requisition Manual](#)

1. Omit the first digit of the store stock item number if it is a zero (0); also omit all the hyphens.
 - a. Example: 03-02-01 should be entered 30201
2. Use the percent (%) sign to search for any word in the item description.
 - a. 16-16-70 Pencil #2 – Regular w/eraser (Ticonderoga) #13882
 - b. 16-16-71 Pencil #2 – Regular pre-sharpened w/eraser (Ticonderoga) #13806
 - c. 16-16-72 Pencil #2 – Larger **NO ERASER** (Ticonderoga) #13040A
 - d. 16-16-73 Pencil #2 – Larger w/eraser (Ticonderoga) #13304
3. If you receive an error in the quantity section after you have confirmed enough is on hand; save your requisition and then re-open it. This should update the requisition.
4. To add more lines/items onto a Requisition save it and reopen the Requisition.
5. Do not wait until you run out of the item, plan ahead. Orders are filled first come first served.
6. Store Stock items are typically delivered each Wednesday to all school sites.
7. Return the confirmed and signed packing slip within 24 hours of receiving the order.

All Categorical orders must meet the following “comments” criteria

1. In order to document that required School Site Council review occurs, any proposed use of these categorical funds that falls within the three conditions specified below must be documented in the Comments. “Comments” MUST BE SPECIFIC to justify purchase. **Generic or incomplete “Comments” will be returned to schools.**
 - **Language of comment must support improved outcomes for students.**
 - **Comment aligns to SPSA goals/actions.**
 - **comment lists the date of the SSC meeting when voting and discussion regarding**
 - **Title I expenditure (*Discussion is documented in SSC minutes*)**

Example: Duplicating paper for Standards Plus black line masters grades K-3 – see Single School Plan Language Arts and action item #2

2. State and Federal will send the Requisition electronically to the warehouse. The hard copy with original authorization signatures must be sent to the warehouse.
3. Orders are delivered to the school sites with one copy of a delivery checklist. After confirming the order received is correct and complete, send the signed packing slip to the warehouse within 24 hours.

Interactive Returns for Store Stock now online at: [Return to Store Stock Form](#)

Duplicating Product Pricing

[Duplicating Website \(link\)](#)

Pricing is per sheet/page as follows:

Black & White

One Sided – .035 cents

Two Sided – .040 cents

Color

One Sided – .12 cents

Two Sided – .18 cents

Binding can be coiled or wrap around – Includes Calendars and Yearbooks

District Business Cards: \$13.00 per box of 250 cards.

All business card orders must be sent to Purchasing for processing.

Banners

Banner Size	Color	Black & White
42" x 70"	\$92.15	\$20.13
42" x 54"	\$71.77	\$15.99
42" x 32"	\$43.75	\$10.29

Posters (printed on gloss photo paper)

Poster Size	Color	Black & White
42" x 70"	\$63.92	\$14.97
42" x 54"	\$49.99	\$11.76
42" x 32"	\$30.85	\$7.78
36" x 60"	\$47.80	\$11.32
36" x 47"	\$38.09	\$9.31
36" x 27.5"	\$23.53	\$6.28
24" x 40"	\$23.02	\$6.26
24" x 31"	\$18.52	\$5.30
24" x 18.5"	\$12.26	\$3.97

Duplication Procedures:

1. Please complete Duplicating Requisition #30-0-053
2. Attach a hardcopy of the original document(s) to the Duplicating Requisition
3. Name electronic file: the name of the file and include requisition number.
4. Email electronic copy to duplicatingservices@bcsd.com
5. If the file is too large, please open the duplicating share folder and drop the file in the "UPLOAD FOLDER"

Mailings

Envelopes may be printed to include the school or department name on the return address, the name of the mail recipients (requires mail merge data prepared by school or department), and the District's "Bulk Mail" permit. Custom envelopes are available in sets of 500. All bulk mail envelope orders must be sent to Purchasing for processing.

- \$20.14 per set without window
- \$21.11 per set with window

[Mail Procedures and Services](#)

[Envelopes and Bulk Mail Instructions](#)

Human Resources

Classified: Susana Morales - 14857

Certificated: Elaine Turner - 14859

Parent Requesting Teacher Qualifications: contact Human Resources at 631-4856

Requirements to Inform Parents of Teacher Qualifications Four Week Letter

Federal Guidelines monitored by CDE through FPM:

LEAs will ensure that all teachers working in a program supported with Title I, Part A funds meet applicable state certification and licensure requirements. At the beginning of each school year, an LEA that receives Title I funds shall notify the parents of each student attending any school receiving such funds that the parents may request, and the LEA will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: (20 U.S.C. sections 6312[c][6], 6312[e][1][A])

(a) Whether the student's teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. (20 U.S.C. Section 6312[e][1][A][i][I])

(b) Whether the student's teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived. (20 U.S.C. Section 6312[e][1][A][i][II])

(c) Whether the student's teacher is teaching in the field of discipline of the certification of the teacher. (20 U.S.C. Section 6312[e][1][A][i][III])

(d) Whether the child is provided services by paraprofessionals and, if so, their qualifications. (20 U.S.C. Section 6312[e][1][A][ii])

A school that receives Title I funds shall provide to each individual parent of a child who is a student in such school timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. (20 U.S.C. Section 6312[e][1][B][ii])

Parent notification process:

At the beginning of every school year BCSD posts on its website and provides a hard copy to each family The Guide for Parents and Students.

Parent Right to Request Teacher/Paraprofessional Qualification Information

Federal law requires that the District inform parents/guardians of their right to request information about the professional qualifications of their student's teacher(s) or of any paraprofessional assigned to work with their student. Parents/guardians are entitled to request the following information:

1. Whether the student's teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the student's teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
3. Whether the student's teacher is teaching in the field of discipline of the certification of the teacher.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Paraprofessionals working in programs supported by Title I funds must have completed at least 2 years of study at an institution of higher education; or obtained an Associate's (or higher) degree; or met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing and mathematics or reading readiness, writing readiness and mathematics readiness, as appropriate. To submit a request for information about the qualifications of their student's teacher(s) or paraprofessional(s), please contact Human Resources at 631-4856.

Four week letter:

Human Resources will send an email to school sites when a teacher has taught four or more consecutive weeks who has not met California state certification or licensure requirements.

Schools must create, print and mail notifications to parents when their child is assigned, or has been taught for four or more consecutive weeks by a teacher who has not met California state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. Notifications sent through Parent Square & mailed home to families not on parent square.

Each notification must be scanned and uploaded to a shared google drive file.

Guidelines for Dropping Unfilled Positions

When an unfilled position exists at your campus and the school does not intend to replace the position you must create and submit a personnel requisition in Smartetools to drop the desired position not being replaced. Include the position number to be dropped and rationale in the comments of the requisition. SSC minutes from the meeting approving the staffing change should be electronically attached to the requisition.

Send an Email to Human Resources Department with a cc to Fiscal Services.

Classified:	Tammy Evans	evanst@bcasd.com
Certificated:	Michelle Santoyo	santoyom@bcasd.com
Fiscal:	LCFF, Raquel Perez	perezr@bcasd.com

Guidelines for Requesting Mileage Reimbursement

GUIDELINES FOR REQUESTING MILEAGE REIMBURSEMENT

Step 1: Contact Raquel in Budgeting if you need to create a mileage account (5200-04).

Step 2: Create a personnel requisition in Smartetools for employee receiving mileage (see sample below)

Step 3: Human Resources will send required mileage paperwork to the employee; the employee will return completed paperwork to Human Resources.

Step 4: Employees receiving reimbursement for mileage will use the Mileage Claim Form found on the district website under Fiscal Services, travel claims.

Sample Mileage Claim

Print Form

MILEAGE CLAIM FOR USE OF PRIVATE CAR

For the month of: ▼

An odometer start and end of trip reading is required for reimbursement.

Total Mileage:	10
-----------------------	-----------

Budget Number	
---------------	--

Program Title	
---------------	--

Date _____ Signature _____

183

School Health & Wellness

SCHOOL HEALTH & WELLNESS

Ensuring that students have access to high-quality health care is essential to helping students be at school and ready to learn each day. To assist families with access to health care, the District operates School-based Wellness Centers. Each center provides access to medical care, immunizations, counseling, and support for social and family needs in a safe, convenient, and accessible location: the school. Wellness Centers are staffed by licensed professionals with the experience and expertise to deliver quality care that addresses the broad range of concerns that affect students' healthy development. Services are available with no out-of-pocket cost regardless of insurance type or lack of insurance to all BCSD students at the following locations:

4th Street Wellness Center 609 4th Street	Center Street Wellness Center 2951 Center Street	Citadel Wellness Center 1403 Mardi Gras Court	Jewett Ave Wellness Center 3806 Jewett Ave
631-3205 Fax 328-0591	631-3206 Fax 321-0011	631-3203 Fax 631-5946	631-3171 Fax 863-0115
Emerson	Cato	Casa Loma	College Heights
Franklin	Chavez	Curran	Compton
Fremont	Chipman	Evergreen	Downtown
Harris	Eissler	Frank West	Jefferson
Lincoln	Fletcher	King	Longfellow
McKinley	Harding	Munsey	Noble
Owens Primary	Horace Mann	Pauly	Stella Hills
Rafer Johnson	Hort	Sequoia	Washington
Roosevelt	Mt Vernon	Wayside	
William Penn	Nichols		
	Pioneer		
	Ramon Garza		
	Sierra		
	Stiern		
	Thorner		
	Voorhies		
	Williams		

Terri Lindsey, MA, BSN, RN, PHN - Coordinator
 School Health & Wellness
 Bakersfield City School District
 222 34th Street, Building C
 Bakersfield, CA 93301
 Office: (661) 631-5895, Fax: (661) 631-5898

TAB Submission Procedures

Communications Department

The Advisory Bulletin (TAB) is emailed to All Employees, on Thursday, and is also available on our website at www.bcsd.com under the "DEPARTMENTS - COMMUNICATIONS" page. Pages can be accessed and printed from either source.

- The original/approved signed TAB is due to Jose Vargas Jr. in Communications, no later than Tuesday at 10:00 a.m. the week of publication.
- All TAB pages, including attachments, need to be emailed to Jose Vargas Jr. at vargasjo@bcsd.com by Tuesday at 10:00 a.m. Pages received after that will be included in the following week's TAB.
- If your attachment is from an outside source, please have them send it to you electronically, and forward it with your TAB.
- TABs are always dated on the Thursday in which you want them published.
- TAB will now be published year round.

SECRETARIES/CLERKS: Please remember to print a copy of the TAB (just click on "Printable TAB" at the end of the Table of Contents) and post it in the "Keeping TABS on BCSD" display area.

If you have any questions, please contact Jose Vargas Jr. at 631-4618 or by e-mail as noted above.

Translation Services

Communications Department

[Communications Department](#)

The BCSD Communications Department is deeply committed to supporting the work of the District and is focused on communications through accurate translation services. In order to achieve this, we have updated our translation protocol in order to serve our families and the District best. Please review the information below. Thank you in advance for your understanding and support.

1. Departments should first identify and utilize employees within their department with bilingual certification. Employees with "***Bilingual***" in their job title have received BCSD bilingual certification and have met written and verbal requirements.

If a team member with bilingual certification within the department is unavailable:

1. All translation requests must be submitted through our [online translation request form](#).

Guidelines:

1. Documents of 1-10 pages must be submitted one week in advance of the due date.
2. Documents 11 pages or more must be submitted two weeks prior to the due date.
3. Requests need to have department head, principal, or designee approval before they are submitted.
4. Requests not related to BCSD will be automatically returned.
5. Copyrighted material will not be translated.
6. Requests will be translated according to priority and the order they are received.

Any request that does not follow the proper protocols above will not be approved, including requests made to individual translators. All translation assignments will be assigned by the Communications Supervisor and responded to in a timely manner.

Federal Program Monitoring Item

Provides Notices in Parents' Primary Language

7.1 The LEA must provide parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318 (e)(5).)

7.2 When 15 percent or more of students enrolled in a public school speak a primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language. (EC § 48985)

Mailroom Services – Including Bulk Mailing

Postage Budget: 01-0043-0-1110-1000-**5901**-0XX-00
(Budget) (school code)

To help minimize mailing expenses, the Mailroom Division can assist your school site or department with the following types of mailings:

First Class Mail –Metered Procedure:

Provides a safeguard for District assets and an efficient way to account for monies spent on postage.

- First-class mail may be sent to the mailroom by District trucks.
- To ensure your mail is properly metered, it must be delivered to the mailroom before **1:30 pm.**

- **Your site name must be on the return address.** Check with Duplicating to order envelopes. (Envelopes received with missing information will be returned to your site for completion.)
- **#10 Envelopes should not be sealed,** each flap needs to be down just like they come new in the box, then rubber banded together. (i.e. flaps should not overlap each other)
- Flat Envelopes need to be sealed. **The metal clips must be covered.**

Ordering Postage Stamps:

- Fill and submit a memo ([sample](#)) to the mailroom – original and 2 copies with the budget and number of rolls needed (2 rolls maximum per order). **Your memo must have your principal's signature to be valid.**
 - First-class stamps are [\\$78](#) for a roll of 100 stamps.

Certified Mail & Return Receipts:

Provides proof of mailing and delivery confirmation. You can request forms from the mailroom.

- Certified Mail [\\$5.30](#)
- Return Receipt [\\$4.40](#)

FedEx Overnight Procedure:

- Fill and submit the [FedEx Priority Overnight Request](#), along with contents for mailing to the mailroom by 1:30 pm. If received after 1:30 pm, mailing may not go out the same day.

****Please note, FedEx services do not mail to P.O. Boxes****

Kern County Superintendent of School Truck Mail Procedures:

- KCSOS will deliver to public schools in Bakersfield free of charge. Use intra-district envelopes and include your school name/department and district as well as the school name/department and district of the recipient.

Bulk Mail:

A cost effective service for mailing generic information to all recipients within the United States of America.

- A minimum of **200 identical pieces** of mail is required for bulk mailings (includes mailing postcards and newsletters).
- Mailing contents must contain generic information that applies to all recipients (**No student/parent/guardian names, SSIDs, or recipient-specific information**)
- All mailing addresses need to be addressed as “Or Current Resident” on the top of the mailing address or “Return Service Requested” which will cost an additional 55 cents for the letters to be returned to you. **Example:**

[Recipient Name] Or Current Resident [Street Address] [State, CA, Zip code]
--

- The mail room requires mail information and a budget number for bulk mail ordered through outside companies.
- For more information, please refer to the [Bulk Mail Procedures](#) document located on the Purchasing Web Page under Mailroom.

Should you have any questions regarding Mailing Services and/or Bulk Mailing Procedures, please call the Mailroom at **ext. 14620**.

Bulk Mail Procedures

\$0.181 per piece – Nonprofit USPS Marketing Mail “Bulk Mail”

\$0.686 per piece – First Class Metered Mail

Savings of \$0.455 per piece!

-
1. Prepare and submit a duplicating requisition for the number of envelopes required, as well as the mailing contents. **Please ensure duplicating requests are complete & signed by your principal/department head.**
 2. For the recipient address to be printed, prepare a spreadsheet with a column for each of these fields and save it in the Duplicating upload folder.
 - a. Greeting: Mr./Mrs./Mrs./Parent or Guardian of/etc.
 - b. Recipient Name (as it should appear on the envelope)
 - c. “Or Current resident” must appear below the recipient’s name
 - d. Street Address
 - e. City, State
 - f. Zip code **(list must be sorted by zip code)**
 3. Fill and submit the Bulk Mail Request Form (located on Purchasing Webpage) to the Mailroom.
 5. Duplicating will bring bulk mail to the mailroom.
 - a. Once mail and form are received, bulk mail will be processed and taken to the post office within **2 business days** from the date received.

Information Technology Department (IT) Support

Send email to ITsupport@bcsd.com to request one of the following services:

- Phone Services
- Technology Support
- Technology Repair

[Information Technology BCSD Webpage](#)

Information Technology Website Supports:

- Phone Listings
- District Office Personnel - Alphabetical
- District Departments
- School Sites
- Webmail Resources
- Aeries Resources
- Smarte Resources
- Destiny Resource Manager
- IT Technician Schedule
- Mitel Client Software

Department Home

Welcome to Information Technology

Department Goals

- **Data Stewardship**
We will honor our role as data stewards to enable reliable access and reasonable security of the data.
- **Responsive Service**
We will strive to provide a response or resolution to service requests in a timely manner.
- **Supporting Student Success**
We will remain mindful of our central obligation to support student learning & success.
- **Supporting the Vision**
We will be diligent in our work to provide and support access to technology according to the District's Vision.
- **Supporting the Mission**
We will continually look for opportunities to improve our service to further the District's Mission.
- **Tools & Training**
We will implement the tools and training strategies necessary to maintain an effective and knowledgeable staff.

[ONLINE WORK ORDERS](#)

[CHANGE PASSWORD](#)

[BCSD EMAIL](#)

[EMAIL RESOURCES](#)

[PHONE LISTINGS](#)

[AERIES RESOURCES](#)

[SMARTE RESOURCES](#)

[DESTINY RESOURCES](#)

[MITEL SOFTWARE](#)

Contact Information

Nikolas Crapo
Director
(661) 631-4847
ncrapo@bcsd.com

Chris Holloway
Assistant Director
(661) 631-4845
hollowayc@bcsd.com

Lisa Miller
Administrative Secretary
(661) 631-4848
millerli@bcsd.com

Support Requests
(661) 631-4848
itsupport@bcsd.com
[Support Request System](#)

Kern County Sheriff's Office Jurisdiction

BCSD SCHOOL'S WITHIN
KERN COUNTY SHERIFF'S OFFICE JURISDICTION
(KCSO / 861-3110)

Compton
Curran
Evergreen
Garza
Harding
Horace Mann
Hort
Mt. Vernon
Munsey
Pioneer
Sierra
Voorhies

Law enforcement services for the remaining District schools are provided by the Bakersfield Police Department 661-327-7111.

Allowable Costs by Program

Improving Basic Programs Title I, Part A

Title I, Part A Improving Basic Programs

Purpose

Title I, Part A federal funds help to meet the educational needs of students in California schools. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. Title I-funded schools are either Targeted Assistance Schools (TAS) or Schoolwide Program (SWP) schools.

Authorized Use of Funds

The California Department of Education (CDE) recommends that local educational agencies (LEAs), County Offices of Education, and direct funded charter schools should consider the following general criteria when approving activities or expenditures supported with Title I, Part A funds:

1. The activity/expenditure is aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
2. The activity/expenditure is an evidenced-based educational strategy (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
3. The activity/expenditure is reasonable, necessary, and allocable cost to the program (2 *CFR* 200.404 – 200.405);
4. Title I, Part A funds used supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);
5. Title I, Part A funds used are the current Federal fiscal year or the subsequent fiscal year (ESSA Section 1127[a]).

Title I Schoolwide Programs (SWP) should consider the following general criteria when approving activities or expenditures supported with Title I, Part A funds:

6. The activity/expenditure meets a need identified in the comprehensive needs assessment (ESSA Section 1114[b][6]);
7. The activity/expenditure is included in the Single Plan for Student Achievement (SPSA) (*Education Code [EC]* Section 64001[g][C][3]);
8. The SPSA has been approved by the local governing board (*EC* Section 64001[i]);
9. The School Site Council (SSC) annually evaluates and monitors the implementation of the SPSA and progress towards accomplishing the goals (*EC* Section 64001[g][2][B] and [i]); and
10. The activity/expenditure has been reviewed, approved, and recommended by the SSC to the local governing board (*EC* Section 64001[d]).

Title I Targeted Assistance Schools (TAS) should consider the following general criteria when approving activities or expenditures supported with Title I, Part A funds:

11. The activity/expenditure serves the needs of students that are identified as failing, or most at risk of failing to meet challenging State academic standards on the basis of multiple, educational related, objective criteria established by the LEA and supplemented by the school (ESSA Section 1115[c][1][B]);

12. The activity/expenditure is included on an ongoing basis, review of the progress of eligible children and revise the TAS program, if necessary, to provide additional assistance, to enable such children to meet the challenging State academic standards (ESSA Section 1115[b][G][iii]). If an expenditure/activity does not meet all of the above rationale, it is not likely to be an authorized use of Title I, Part A funds.

Examples of BCSD Title I Allowable Expenditures– Aligned to SPSA Needs, Goals and Actions

Direct Services to support students meet the state’s academic standards

- Cert. Extra Time for Tutoring –1910
- Literacy Supplemental Supplies
- *Books for classroom, guided reading, leveled books*
- Math manipulatives
- Science supplies

Professional Development

- Cert. Extra Time PD– 1940
- Cert. Extra Time for PLC/Leadership Team– 1110
- Conference/Travel
- PD Consultant – Object 5800

Family Engagement

Parent Engagement– Show how the school increases the capacity of parents to assist their children in their education

Supplemental Staffing to support Direct Service for Students/PD/FACE

Intervention Specialist, Tutor, Aide, percentage of Academic Coach or APL

Title I Purchase Requisitions:

All Title I purchases will have justification of purchase listed in the comments section on Smartetools system, as per our State and Federal Program Handbook.

- What is being purchased, who the expenditure is for, and the purpose of the expenditure, SPSA goal and Action
- Attach supporting documentation in Smartetools with requisition submission

Title I Purchase Monitoring:

Schools and Departments accessing Title I funds will be trained on the guidelines for appropriate expenditures. After requisition is generated, the school or program administrator will be the first reviewer of expenditure. Expenditure will then be forwarded via Smartetools to an Administrator in the State & Federal Programs Department who will review requisitions for allowable use of funds and SPSA or LCAP priorities and actions. If expenditure is allowable, requisition will be forwarded to fiscal for processing. When denying requisitions, SFP Administrator will provide follow up support through comments on the requisition as to why the requisition was denied, and provide additional training and support as needed.

Migrant Education

Title I, Part C

Purpose

Migrant education supports two kinds of programs designed to strengthen the school, community, and family experiences of children and their families. Some programs are developed locally by migrant education regional offices in collaboration with the school districts that enroll migratory students. Other programs are administered statewide and are designed to meet specific needs of students, such as those related to the identification and recruitment of migrant families, parent involvement, and student leadership. Both types of programs are described below.

According to ESSA the purpose of Migrant Education is:

1. To assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
2. To ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
5. To help migratory children benefit from State and local systemic reforms.

These programs are designed, implemented, and evaluated through the collaborative efforts of MEP, staff at the migrant education regional offices, and educators at the school and district levels. Every effort is made to base the content and methodology of the programs on the needs of migratory children and their families.

The services focus on five major themes: standards and assessment; teaching and learning; professional development; partnerships among schools, parents, families, and communities; and funding and governance.

Allowable Use of Funds

Per the CDE Migrant webpage [Migrant Education Program Funding](#)

The MEP Fiscal Guidance documents serve as guidance on the regulations, policies and procedures for the use of MEP funds.

- [Migrant Education Program Allowable Cost Guidebook, October 2020](#)(DOCX)

Allowable expenditures shall meet the following criteria:

1. Be Necessary and Reasonable for the performance of the MEP grant. Operating agency staff must consider these elements when determining the reasonableness of a cost. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, reasonable means that sound business practices were followed, and purchases were comparable to market prices.

A. When determining reasonableness of a cost, consideration must be given to:

- Whether the cost is a type generally recognized as ordinary and necessary for the proper and efficient performance of the MEP grant.
- The restraints or requirements imposed by factors, such as: sound business practices; arm's-length bargaining; federal, state and other laws and regulations; and terms and conditions of the MEP grant award.
- Market prices for comparable goods or services for the geographic area.
- Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the operating agency, its employees, its students, the public at large, and the federal government.
- Whether the operating agency significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the MEP award's cost (2 *CFR*, Section 200.404).[i]

B. While 2 *CFR*, Section 200.404 does not provide specific descriptions of what satisfies the "necessary" element beyond its inclusion in the reasonableness analysis above, necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective, as reflected in the approved Regional Application (RA), District Service Agreement (DSA), or contract. A key aspect in determining whether a cost is necessary is whether the operating agency can demonstrate that the cost addresses an existing need and can prove it. For example, the operating agency may deem transportation to and from an after-school program to be allowable since the school does not provide transportation to students.

When determining whether a cost is necessary, consideration may be given to:

- Whether the cost is needed for the proper and efficient performance of the MEP.
- Whether the cost is identified in the approved budget or application.
- Whether there is an educational benefit associated with the cost.
- Whether the cost aligns with identified needs based on results and findings from a needs assessment.
- Whether the cost addresses program goals and objectives and is based on program data.

2. Allocable to the federal award. A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program (2 *CFR*, Section 200.405).[ii] For example, if 50 percent of a teacher's salary is paid with MEP grant funds, then that teacher must spend at least 50 percent of his or her time on the MEP grant program.

3. The activities and services operating agencies fund must comport with the results of the comprehensive statewide needs assessment and the requirements of the comprehensive service delivery plan.

4. SEAs must first use MEP funds to meet the identified needs of migratory children that result from their migrant lifestyle, and to permit these children to participate effectively in school.

5. Supplement and not supplant non-federal expenses required to carry out the overall responsibility of state or local governments, including school districts and county offices of education (COE). A cost would be considered supplanting if any of the following conditions are met:
- A. MEP funds are used to provide services that are provided under other federal, state, or local laws.
 - B. Non-federal funds were used to cover the cost in the prior year.
 - C. MEP funds are used to provide services for participating children and non-federal funds are used for nonparticipating children.
6. Be consistent with policy, regulations, procedures, and not prohibited under federal, state, or local laws and regulations.
7. Be consistent with principles, regulations, and procedures that apply uniformly to federal awards and other activities of the subgrantee.
8. Conform to any limitations or exclusions set forth in these principles, federal laws, the conditions of the MEP award, or other governing limitations as to types or amounts of cost items.
9. Be accorded consistent treatment. A cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to a federal award as an indirect cost.
10. Be determined in accordance with generally accepted accounting principles.
11. Not be included as a cost or used to meet cost sharing or matching requirements of any other federal activity in either the current or a prior period.
12. Be adequately documented so as to illustrate compliance with all applicable funding rules and restrictions.
13. Be net of applicable credits. "Applicable credits" refers to receipts or reductions of expenditures that offset or reduce the cost to federal awards. Examples include, but are not limited to, purchase discounts or allowances, and adjustments of overpayments or erroneous charges.
14. Expenditures for food, travel, conferences, field trips, music, dance and theater activities must be described in the approved RA, DSA, Memorandum of Understanding (MOU), or its revision/amendment as to the need for the expenditure and how it relates to the supplemental academic program for the students. Based on the description provided, the CDE will approve expenditures deemed to have sufficient nexus to the academic program (Section 1.3).

Examples of allowable activities

- Instructional services (e.g., activities for preschool-age migratory children and instruction in elementary and secondary schools, such as tutoring before and after school);
- Support services (e.g., acting as an advocate of migratory children, providing access to health and social service providers; providing migrant families with necessary supplies), provided these services relate to an identified educational need;
- Professional development (e.g., training programs for school personnel to enhance their ability to understand and appropriately respond to the needs of migratory children);
- Parent Advisory Councils (PAC) and other parental involvement activities;
- Identification and recruitment;

- Coordination activities with other agencies, both within the state and with other States nationwide, including the transfer of student records;
- Comprehensive needs assessment activities; and
- Evaluation of the MEP.

Migrant Purchase Requisitions:

All purchases will have justification of purchase listed in the comments section on Smartetools system, as per our State and Federal Program Handbook.

- What is being purchased, who the expenditure is for, and the purpose of the expenditure
- Attach supporting documentation in Smartetools with requisition submission

Migrant Purchase Monitoring:

The Migrant department attends Migrant training on the guidelines for appropriate expenditures. After requisition is generated, the school or program administrator will be the first reviewer of expenditure. Expenditure will then be forwarded via Smartetools to an Administrator in the State & Federal Programs Department who will review requisitions through the lense of allowable use of funds and MEP priorities and actions. If expenditure is allowable, requisition will be forwarded to fiscal for processing. When denying requisitions, SFP Administrator will provide follow up support through comments on the requisition as to why the requisition was denied, and provide additional training and support as needed.

Supporting Effective Instruction

Title II, Part A

Purpose

Title II, Part A, Supporting Effective Instruction is a federal categorical program contained in the Consolidated Application. The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts: (1) improve teacher and principal quality through professional development and other activities, and (2) providing low-income and minority students greater access to effective teachers, principals, and other school leaders.

Purpose of the Title II Program In general, Title II funds can be used to provide supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. The purpose of Title II is to:

1. Increase student achievement consistent with state standards,
2. Improve the quality and effectiveness of teachers, principals, and other school leaders,
3. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools, and
4. Provide low-income and minority students' greater access to effective teachers, principals, and other school leaders.

Eligible Staff Types Title II, Part A funds can be used to support:

- Teachers
- Principals
- Other School Leaders
- Paraprofessionals/Para educators

Allowable Use of Funds

Per, California Department of Education's Supporting Effective Instruction 2019–2020 Program Instrument. June 2019:

An LEA that receives a subgrant under Title II, Part A, shall use the funds made available through the subgrant to develop, implement, and evaluate comprehensive programs and activities: (1) in accordance with the purpose of Title II; and (2) that address the learning needs of all students, including children with disabilities, English learners (ELs), and gifted and talented students. (20 U.S.C. Section 6613[a],[b])

The programs and activities for which an LEA uses Title II funds may include, among other programs and activities, the following (20 U.S.C. Section 6613[b]):

Developing or improving a rigorous, transparent, and fair evaluation and support system for teachers, principals, or other school leaders that is based in part on evidence of student achievement, which may include student growth; and shall include multiple measures of educator performance and provide clear, timely, and useful feedback to teachers, principals, or other school leaders. (20 U.S.C. Section 6613[b][3][A])

Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging state academic standards. (20 U.S.C. Section 6613[b][3][B])

Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders, including mid-career professionals from other occupations; former military personnel, and recent graduates of institutions of higher education with records of academic distinction who demonstrate

potential to become effective teachers, principals, or other school leaders. (20 U.S.C. Section 6613[b][3][C])

Reducing class size to a level that is evidence-based to improve student achievement through the recruiting and hiring of additional effective teachers. (20 U.S.C. Section 6613[b][3][D])

Providing high-quality, personalized PD that is evidence-based, to the extent the state (in consultation with LEAs in the state) determines that such evidence is reasonably available, for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders.
(20 U.S.C. Section 6613[b][3][E])

Developing programs and activities that increase the ability of teachers to effectively teach children with disabilities, including children with significant cognitive disabilities, and ELs, which may include the use of multi-tier systems of support and positive behavioral intervention and supports, so that such children with disabilities and ELs can meet the challenging state academic standards.
(20 U.S.C. Section 6613[b][3][F])

Providing programs and activities to increase the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing and the ability of principals or other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age eight, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school. (20 U.S.C. Section 6613[b][3][G])

Providing training, technical assistance, and capacity-building in LEAs to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond. (20 U.S.C. Section 6613[b][3][H])

Carrying out in-service training regarding techniques and supports needed to help educators understand when and how to refer students affected by trauma and mental illness, the use of referral mechanisms, forming partnerships between school-based mental health programs and public or private mental health organizations, and addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.
(20 U.S.C. Section 6613[b][3][I])

Providing training to support the identification of students who are gifted and talented. (20 U.S.C. Section 6613[b][3][J])

Supporting the instructional services provided by effective school library programs. (20 U.S.C. Section 6613[b][3][K])

Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.
(20 U.S.C. Section 6613[b][3][L])

Developing and providing PD and other comprehensive systems of support for teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science.
(20 U.S.C. Section 6613[b][3][M])

Developing feedback mechanisms to improve school working conditions, including through periodically and publicly reporting results of educator support and working conditions feedback.
(20 U.S.C. Section 6613[b][3][N])

Providing high-quality, PD for teachers, principals, or other school leaders on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning (if appropriate), which may include providing common planning time, to help prepare students for postsecondary education and the workforce.
(20 U.S.C. Section 6613[b][3][O])

Carrying out other activities that are evidence-based, to the extent the state (in consultation with LEAs in the state) determines that such evidence is reasonably available, and identified by the LEA that meet the purpose of this subchapter.
(20 U.S.C. Section 6613[b][3][P])

Accountability

LCAP Federal Addendum Provision

ESSA Section 2102(b)(2)(B) : Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders; opportunities for building the capacity of teachers; and opportunities to develop meaningful teacher leadership.

Criteria

To meet this requirement, LEAs must provide a description of the following:

The LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.

Complete responses will:

- Address principals, teachers, and other school leaders separately.
- Explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement.
- Describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities.
- Describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

FPM Review

School districts that receive funding for certain programs may be chosen for a review by the state. The purpose of the review is to ensure that they are spending the funding as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the school, district, or county office how to correct the findings.

The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process. Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the FPM reviews, which take place either in person or online.

Federal and state laws require the California Department of Education (CDE) to monitor implementation of categorical programs operated by local educational agencies (LEAs). LEAs are responsible for creating and maintaining programs which meet minimum fiscal and programmatic requirements.

Title II Purchase Monitoring:

Departments accessing Title II funds will be trained on the guidelines for appropriate expenditures. After requisition is generated, the program administrator will be the first reviewer of expenditure. Expenditure will then be forwarded via Smartetools to an Administrator in State & Federal Programs Department who will review requisitions through the lense of allowable use of funds and LCAP priorities and actions. If expenditure is allowable, requisition will be forwarded to fiscal for processing. When denying requisitions, SFP Administrator will provide follow up support through comments on the requisition as to why the requisition was denied, and provide additional training and support as needed.

Resources

Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent teaching and Leading. September 27, 2016. [Non-Regulatory Guidance for Title II, Part A](#)

Title II, Part A LCAP Addendum Criteria & Guidance [Title II, Part A LCAP Addendum Criteria & Guidance – Professional Learning \(CA Dept of Education\)](#) (June 3, 2020).

English Learner & Immigrant

Title III, Part A

Purpose

Title III is officially known as the Language Instruction for English Learner and Immigrant Students Act. The overarching purpose is to ensure that English learner (EL) students, including immigrant children and youth, attain English language proficiency (ELP) and meet the same challenging state academic standards that other students are expected to meet.

LEAs must use Title III funds to supplement state language instruction educational programs, designed to assist ELL students' achievement goals. The state educational agency (SEA), LEAs, and schools are accountable for increasing the ELP and core academic content knowledge of EL students.

Allowable Use of Funds

EL and immigrant student funds must be used to increase the ELP of EL and immigrant students by providing language instruction educational programs and access to challenging State academic standards. These programs must also provide effective professional development to teachers, principals, administrators, and other school or community-based organizational personnel. (Title III, Section 3115)

Title III specifies required professional development activities, and states specifically that these activities must be of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

Programs must be designed to:

- Improve the instruction and assessment of EL and immigrant students;
- Enhance the ability of teachers to understand and implement curricula, assessment practices and measures, and instructional strategies for EL and immigrant students;
- Effectively increase students' ELP.

The law also specifies that professional development shall not include activities, such as one-day or short-term workshops and conferences, unless they are a part of a comprehensive professional development plan that is based on an assessment of the needs of the teacher, the supervisor, and the students. (Title III, Section 3115 (c)(2).)

Title III Authorized Use Scenarios from CDE: [Title III Authorized Use Scenarios](#).

Supplement, Not Supplant with Title III

Federal funds available under this subgrant will be used "to supplement the level of federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for EL and immigrant children and youth, and in no case to supplant such federal, state, and local public funds.

Accountability

LCAP Federal Addendum Provision

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- meeting the challenging State academic standards.

FPM Review

School districts that receive funding for certain programs may be chosen for a review by the state. The purpose of the review is to ensure that they are spending the funding as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the school, district, or county office how to correct the findings.

The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process. Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the FPM reviews, which take place either in person or online.

Federal and state laws require the California Department of Education (CDE) to monitor implementation of categorical programs operated by local educational agencies (LEAs). LEAs are responsible for creating and maintaining programs which meet minimum fiscal and programmatic requirements.

Title III Purchase Monitoring:

Departments accessing Title III funds will be trained on the guidelines for appropriate expenditures. After requisition is generated, the program administrator will be the first reviewer of expenditure. Expenditure will then be forwarded via Smartetools to an Administrator in State & Federal Programs Department who will review requisitions through the lense of allowable use of funds and LCAP priorities and actions. If expenditure is allowable, requisition will be forwarded to fiscal for processing. When denying requisitions, SFP Administrator will provide follow up support through comments on the requisition as to why the requisition was denied, and provide additional training and support as needed

Resources

LCAP Federal Addendum. [LCAP Federal Addendum – Local Control and Accountability Plan \(LCAP\) \(CA Dept of Education\)](#) (June 3, 2020).

Student Support and Academic Enrichment (SSAE) Title IV

Purpose

The Elementary and Secondary Education Act (ESEA) reauthorized as the Every Student Succeeds Act (ESSA) includes the SSAE grants pursuant to Title IV, Part A Subpart 1 (ESSA Section 4101). The purpose of this subpart is to improve students' academic achievement by increasing the capacity of states, local educational agencies (LEAs), schools, and local communities to—

1. provide all students with access to a well-rounded education;
2. improve school conditions for student learning; and
3. improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Allowable Use of Funds

An LEA that receives a Title IV, Part A allocation shall:

- Use not less than 20 percent of funds to support one or more **well-rounded education activities**;
- Use not less than 20 percent of funds to support one or more **safe and healthy students activities**;
- Use a portion of funds to support one or more **effective use of technology** activities.

Additionally, Title IV, Part A funds shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for Title IV, Part A activities (ESSA Section 4110).

Well-Rounded Education Activities

Each LEA that receives a Title IV, Part A allocation pursuant to ESSA Section 4107 shall use a portion of such funds to develop and implement programs and activities that support access to a well-rounded education and that—

1. are coordinated with other schools and community based services and programs;
2. may be conducted in partnership with an institution of higher education, business, nonprofit organization, community based organization, or other public or private entity with a demonstrated record of success in implementing activities; and
3. may include programs and activities, such as—
 - A. college and career guidance and counseling programs, such as—
 - i. postsecondary education and career awareness and exploration activities; information in assisting students with postsecondary education and career planning; and
 - ii. financial literacy and Federal financial aid awareness activities;
 - B. programs and activities that use music and the arts as tools to support student success through the promotion of constructive student engagement, problem solving, and conflict resolution;

C. programming and activities to improve instruction and student engagement in science, technology, engineering, and mathematics, including computer science, (referred to in this section as “STEM subjects”) such as—

- i.increasing access for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students, to high-quality courses;
- ii.supporting the participation of low-income students in nonprofit competitions related to STEM subjects (such as robotics, science research, invention, mathematics, computer science, and technology competitions);
- iii.providing hands-on learning and exposure to science, technology, engineering, and mathematics and supporting the use of field-based or service learning to enhance the students’ understanding of the STEM subjects;
- iv.supporting the creation and enhancement of STEM-focused specialty schools;
- v.facilitating collaboration among school, afterschool program, and informal program personnel to improve the integration of programming and instruction in the identified subjects; and
- vi.integrating other academic subjects, including the arts, into STEM subject programs to increase participation in STEM subjects, improve attainment of skills related to STEM subjects, and promote well-rounded education;

D. efforts to raise student academic achievement through accelerated learning programs, such as—

- i.reimbursing low-income students to cover part or all of the costs of accelerated learning examination fees, if the low-income students are enrolled in accelerated learning courses and plan to take accelerated learning examinations; or
- ii.increasing the availability of, and enrollment in, accelerated learning courses, accelerated learning examinations, dual or concurrent enrollment programs, and early college high school courses;

E. activities to promote the development, implementation, and strengthening of programs to teach traditional government education;

F. foreign language instruction;

G. environmental education;

H. programs and activities that promote volunteerism and community involvement;

I. programs and activities that support educational programs that integrate multiple disciplines, such as programs that combine arts and mathematics; or

J. other activities and programs to support student access to, and success in, a variety of well-rounded education experiences.

Safe and Healthy Student Activities

Each LEA, or consortium of such agencies, that receives a Title IV, Part A allocation pursuant to ESSA Section 4108 shall use a portion of such funds to develop, implement, and evaluate comprehensive programs and activities that—

- 1. are coordinated with other schools and community based services and programs;
- 2. foster safe, healthy, supportive, and drug-free environments that support student academic achievement;

3. promote the involvement of parents in the activity or program;
4. may be conducted in partnership with an institution of higher education, business, nonprofit organization, community based organization, or other public or private entity with a demonstrated record of success in implementing activities described in this section; and
5. may include, among other programs and activities—
 - A. drug and violence prevention activities and programs that are evidence-based (to the extent the State, in consultation with LEAs in the state, determines that such evidence is reasonably available) including—
 - i. programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes; and
 - ii. professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, intervention mentoring, recovery support services and, where appropriate, rehabilitation referral, as related to drug and violence prevention;
 - B. in accordance with ESSA Section 4001 (General Provisions) and Section 4111 (Rule of Construction)—
 - i. school-based mental health services, including early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services, which may be provided by school-based mental health services providers; and
 - ii. school-based mental health services partnership programs that—
 - i. are conducted in partnership with a public or private mental health entity or health care entity; and
 - ii. provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are—
 - a. based on trauma-informed practices that are evidence-based (to the extent the State, in consultation with LEAs in the state, determines that such evidence is reasonably available);
 - b. coordinated (where appropriate) with early intervening services provided under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and
 - c. provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise;
 - C. programs or activities that—
 - i. integrate health and safety practices into school or athletic programs;
 - ii. support a healthy, active lifestyle, including nutritional education and regular, structured physical education activities and programs, that may address chronic disease management with instruction led by school nurses, nurse practitioners, or other appropriate specialists or professionals to help maintain the well-being of students;
 - iii. help prevent bullying and harassment;
 - iv. improve instructional practices for developing relationship-building skills, such as effective communication, and improve safety through the recognition and prevention of coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment;

- v. provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse;
 - vi. establish or improve school dropout and reentry programs; or
 - vii. establish learning environments and enhance students' effective learning skills that are essential for school readiness and academic success, such as by providing integrated systems of student and family supports;
- D. high-quality training for school personnel, including specialized instructional support personnel, related to—
- i. suicide prevention;
 - ii. effective and trauma-informed practices in classroom management;
 - iii. crisis management and conflict resolution techniques;
 - iv. human trafficking (defined as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102));
 - v. school-based violence prevention strategies;
 - vi. drug abuse prevention, including educating children facing substance abuse at home; and
 - vii. bullying and harassment prevention;
- E. in accordance with ESSA Section 4001 (General Provisions) and Section 4111 (Rule of Construction), child sexual abuse awareness and prevention programs or activities, such as programs or activities designed to provide—
- i. age-appropriate and developmentally-appropriate instruction for students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and
 - ii. information to parents and guardians of students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child;
- F. designing and implementing a locally-tailored plan to reduce exclusionary discipline practices in elementary and secondary schools that—
- i. is consistent with best practices;
 - ii. includes strategies that are evidence-based (to the extent the State, in consultation with LEAs in the state, determines that such evidence is reasonably available); and
 - iii. is aligned with the long-term goal of prison reduction through opportunities, mentoring, intervention, support, and other education services, referred to as a "youth PROMISE plan"; or
- G. implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), in order to improve academic outcomes and school conditions for student learning;
- H. designating a site resource coordinator at a school or LEA to provide a variety of services, such as—
- i. establishing partnerships within the community to provide resources and support for schools;
 - ii. ensuring that all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and

- iii. strengthening relationships between schools and communities; or
- l. pay for success initiatives aligned with the purposes of this section.

Effective Use of Technology Activities

Each LEA, or consortium of such agencies, that receives a Title IV, Part A allocation pursuant to ESSA Section 4109 shall use a portion of such funds to improve the use of technology to improve the academic achievement, academic growth, and digital literacy of all students, including by meeting the needs of such agency or consortium that are identified in the needs assessment conducted (if applicable), which may include—

1. providing educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—
 - A. personalize learning to improve student academic achievement;
 - B. discover, adapt, and share relevant high-quality educational resources;
 - C. use technology effectively in the classroom, including by administering computer-based assessments and blended learning strategies; and
 - D. implement and support school and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning;
2. building technological capacity and infrastructure, which may include—
 - A. procuring content and ensuring content quality; and
 - B. purchasing devices, equipment, and software applications in order to address readiness shortfalls;
3. developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology;
4. carrying out blended learning projects, which shall include—
 - A. planning activities, which may include development of new instructional models (including blended learning technology software and platforms), the purchase of digital instructional resources, initial professional development activities, and one-time information technology purchases, except that such expenditures may not include expenditures related to significant construction or renovation of facilities; or
 - B. ongoing professional development for teachers, principals, other school leaders, or other personnel involved in the project that is designed to support the implementation and academic success of the project;
5. providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and
6. providing students in rural, remote, and underserved areas with the resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators.

An LEA, or consortium of such agencies, shall not use more than 15 percent of funds for purchasing technology infrastructure, which shall include technology infrastructure purchased for the activities pursuant to ESSA Section 4109[a][4][A].

Accountability

LCAP Federal Addendum Provision

To meet this requirement, LEAs, or consortium of such LEAs (LEAs) must provide a description of the following:

- how the LEA developed its application in consultation with individuals and entities described in Section 4106(c)(1);

- the needs assessment of the LEA as required by Section 4106(d) (Note: LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement);
- any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Title IV Purchase Monitoring:

Departments accessing Title IV funds will be trained on the guidelines for appropriate expenditures. After requisition is generated, the program administrator will be the first reviewer of expenditure. Expenditure will then be forwarded via Smartetools to an Administrator in State & Federal Programs Department who will review requisitions through the lense of allowable use of funds and LCAP priorities and actions. If expenditure is allowable, requisition will be forwarded to fiscal for processing. When denying requisitions, SFP Administrator will provide follow up support through comments on the requisition as to why the requisition was denied, and provide additional training and support as needed

Resources

LCAP Federal Addendum. [LCAP Federal Addendum – Local Control and Accountability Plan \(LCAP\) \(CA Dept of Education\)](#) (June 3, 2020).

Non-Regulatory Guidance issued by the U.S. Department of Education for the Student Support and Academic Enrichment Grants provided under subpart 1 of Title IV, Part A of the ESEA may be accessed on the USDE web site at [Non-Regulatory Guidance Student Support and Academic Enrichment Grants -- October 21, 2016 \(PDF\)](#)

Learning Loss Mitigation Funds

Allowable Use of Funds

LLMF includes CR Funds, GEER Funds, and General Funds. Generally, the funding under LLMF must be used for activities that directly support pupil academic achievement and mitigate learning loss related to COVID-19 school closures. Funds may be used to support individuals served by LEAs, including, but not limited to, those enrolled in a childcare program, California State Preschool Program, kindergarten, grades 1 through 12, and adult education programs.

Specifically, funds are to be used for:

- Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and support into the school year.
- Extending the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or school day or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs
- Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning.
- Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.
- Addressing health and safety concerns, including, but not limited to, purchasing public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses of a local educational agency, and for other related needs.

Equity Multiplier Funds

The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024^{External link opens in new window or tab.} Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these schoolsites. LEAs are also required to document the efforts to improve outcomes for students at these school sites beginning with the 2024–25 Local Control and Accountability Plan (LCAP).

Allowable Uses

EC Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students.

Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school and/or student performance.

Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS), and/or the California Community Schools Partnership Program (CCSPP). This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier school site would otherwise receive to implement LEA-wide actions identified in the LEAs Local Control and Accountability Plan or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

<https://www.cde.ca.gov/fg/aa/lc/equitymultiplier.asp>

Procurement Board Policy/AR

AR 700.18 & AR 900.3

AR 700.18 Federal Grant Funds

Administrative Regulation

Allowable Costs

Prior to obligating or spending any federal grant funds, the Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure of federal funds in accordance with Title 2, Code of Federal Regulations, Sections 200.400–200.475 and the terms and conditions of the federal grant award. He/she shall also determine whether the expense is a direct or indirect cost as defined in Title 2, Code of Federal Regulations, Sections 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the federal grant.

(cf. BP 500.16 – Conference/Workshop and District Business Reimbursement for Members of the Board of Education and Staff)

The Superintendent or designee shall review and approve all transactions involving federal grant funds and shall ensure the proper coding of expenditures consistent with the California School Accounting Manual.

(cf. BP 700.02 – Expenditures and Purchases)

(cf. BP 700.12 – Payment for Goods and Services)

Period of Performance

All obligations of federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than ninety (90) days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant (Title 2, Code of Federal Regulations, Sections 200.77, 200.308, 200.309, 200.343).

Procurement

On or before July 1, 2018, or such later date as may be approved in the Uniform Guidance, the Superintendent or designee shall comply with the standards specified in Title 2, Code of Federal Regulations, Sections 200.317–200.326 and Appendix II of Part 200 when procuring goods and services needed to carry out a federal grant as well as any more restrictive state laws and District policies concerning the procurement of goods and services.

As appropriate to encourage greater economy and efficiency, the Superintendent or designee shall avoid acquisition of unnecessary or duplicative items, give consideration to consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property (Title 2, Code of Federal Regulations, Section 200.318).

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and District regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold specified in Title 48, Code of Federal Regulations, Section 2.101 may be awarded without soliciting

competitive quotes, provided that the District considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases (Title 2, Code of Federal Regulations, Sections 200.67, 200.320).

2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit required by Public Contract Code Section 20111, the Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources (Title 2, Code of Federal Regulations, Section 200.320).
3. Contracts for goods or services over the bid limits required by Public Contract Code Section 20111 shall be awarded pursuant to California law and Administrative Regulation 900.03 – Bids, unless exempt from bidding under the law. (cf. BP 900.03 – Bids)
4. If a purchase is exempt from bidding and the District's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is most advantageous to the program, with price and other factors considered (Title 2, Code of Federal Regulations, Section 200.320). (cf. BP 700.11 – Contracts)
5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the District's request, and/or competition is determined inadequate after solicitation of a number of sources (Title 2, Code of Federal Regulations, Section 200.320).
6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit (Title 2, Code of Federal Regulations, Section 200.328).

For any purchase of \$25,000 or more, the Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government (Title 2, Code of Federal Regulations, Sections 180.220, 200.213).

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to be used in evaluating bids or proposals (Title 2, Code of Federal Regulations, Section 200.319).

The Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price (Title 2, Code of Federal Regulations, Section 200.318).

The Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 – Contract Provisions for

Non-Federal Entity Contracts Under Federal Awards (Title 2, Code of Federal Regulations, Section 200.326).

Capital Expenditures

The Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life (Title 2, Code of Federal Regulations, Sections 200.12, 200.13, 200.20, 200.33, 200.48, 200.58, 200.89, 200.313, 200.439).

Conflict of Interest

No Governing Board member, District employee, or District representative shall participate in the selection, award, or administration of a contract supported by federal funds if he/she has a real or apparent conflict of interest, such as when he/she or a member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of them has a financial interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value (Title 2, Code of Federal Regulations, Section 200.318).

Employees engaged in the selection, award, and administration of contracts shall also comply with BB 100.61 – Conflict of Interest Code for the Bakersfield City School District.

(cf. BB 100.61 – Conflict of Interest Code for the Bakersfield City School District)

Cash Management

The Superintendent or designee shall ensure the District's compliance with Title 2, Code of Federal Regulations, Section 200.305 pertaining to payments and cash management, including compliance with applicable methods and procedures that minimize the time elapsing between the transfer of funds to the District and the District's disbursement of funds (Title 2, Code of Federal Regulations, Section 200.305).

When authorized by law, the District may receive advance payments of federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the District for carrying out the purpose of the program or project. Except under specified conditions, the District shall maintain the advance payments in an interest-bearing account. The District shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in Title 2, Code of Federal Regulations, Section 200.305 for administrative expenses (Title 2, Code of Federal Regulations, Section 200.305).

When required by the awarding agency, the District shall instead submit a request for reimbursement of actual expenses incurred. The District may also request reimbursement as an alternative to receiving advance payments (Title 2, Code of Federal Regulations, Section 200.305).

The Superintendent or designee shall maintain source documentation supporting the expenditure of federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

Personnel

All District employees who are paid in full or in part with federal funds, including employees whose salary is paid with state or local funds but is used to meet a required match or in-kind contribution to a federal program, shall document the amount of time they spend on grant activities (Title 2, Code of Federal Regulations, Section 200.430).

Records

Except as otherwise provided in Title 2, Code of Federal Regulations, Section 200.333, or where state law or District policy requires a longer retention period, financial records, supporting documents, statistical records, and all other District records related to a federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report (Title 2, Code of Federal Regulations, Section 200.333).

(cf. BP 300.11 – District Records)

(cf. BP 300.12 – Access to District Records)

Audits

Whenever the District expends \$750,000 or more in federal grant funds during a fiscal year, it shall arrange for either a single audit or a program-specific audit in accordance with Title 2, Code of Federal Regulations, Section 200.507 or 200.514 (Title 2, Code of Federal Regulations, Section 200.501).

The Superintendent or designee shall ensure that the audit meets the requirements specified in Title 2, Code of Federal Regulations, Section 200.500–200.521.

Specified records pertaining to the audit of federal funds expended by the District shall be transmitted to the clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the audit period, whichever is sooner, unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide (Title 2, Code of Federal Regulations, Section 200.512).

In the event that the audit identifies any deficiency, the Superintendent or designee shall promptly act to either correct the identified deficiency, produce recommended improvements, or demonstrate that the audit finding is invalid or does not warrant action (Title 2, Code of Federal Regulations, Sections 200.26, 200.508, 200.511).

BCSD AR 900.3 BIDS

Administrative Regulation

Advertised/Competitive Bids

The District shall seek competitive bids through the procedure set forth in the District's resolution adopting the rules and regulations of the Uniform Public Construction Cost Accounting alternative to traditional competitive bidding involving an expenditure of \$4560,000 or more for a public project. Public project means construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, and repair work involving a District owned, leased, or operated facility (Public Contract Code 20111, 22002, 22030–22045, and District Resolution No. XII).

If no bids are received through the District's formal or informal procedure, the project may be performed by the employees of the District by force account or by negotiated contract without further bidding.

The District shall also seek competitive bids through advertisement for contracts exceeding the amount specified in law, and as annually adjusted by the Superintendent of Public Instruction, for any of the following (Government Code Section 53060; Public Contract Code Section 20111):

1. The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the District
2. Services, not including construction services or special services and advice in accounting, financial, legal, or administrative matters

3. Repairs, including maintenance that is not a public project

Maintenance means routine, recurring, and usual work for preserving, protecting, and keeping a District facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it

was designed, improved, constructed, altered, or repaired. Maintenance includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craftwork designed to preserve the facility, as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment.

This

definition does not include, among other types of work, janitorial or custodial services, and protection provided by security forces, nor does it include painting, repainting, or decorating other than touchup (Public Contract Code Section 20115).

Unless otherwise authorized by law, contracts shall be let to the lowest responsible bidder who shall give

such security as the Governing Board requires, or else all bids shall be rejected (Public Contract Code Section 20111).

When letting a contract for the procurement and/or maintenance of electronic data processing systems and supporting software, the Governing Board may contract with any one of the three lowest responsible bidders (Public Contract Code Section 20118.1).

The Governing Board shall secure bids pursuant to Public Contract Code Sections 20111 and 20112 for any

transportation service expenditure of more than \$10,000 when contemplating that such a contract may be made with a person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of students who are to be transported. The Governing Board may let this contract to other than the lowest bidder (Education Code Section 39802).

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading the legal requirements of Public Contract Code Section 20111-20118.4 for contracting after competitive bidding (Public Contract Code Section 20116).

Instructions and Procedures for Advertised Bids

Except as provided for in District Resolution No. XII, the Superintendent or designee shall call for bids by placing a notice at least once a week for two weeks in a local newspaper of general circulation published in the District, or if no such newspaper exists, then in some newspaper of general circulation circulated in the county. The Superintendent or designee also may post the notice on the District's web site or through an electronic portal. The notice shall state the work to be done or materials or supplies to be furnished and the time and place and web site where bids will be opened. The District may accept a bid that has been submitted electronically or on paper (Public Contract Code Section 20112).

The notice shall contain the time, date, and location of any mandatory prebid conference, site visit, or meeting. The notice shall also detail when and where project documents, including final plan and specifications are available. Any such mandatory visit or meeting shall not occur within a minimum of five calendar days of the publication of the initial notice (Public Contract Code Section 6610).

Bid instructions and specifications shall include the following requirements and information:

1. All bidders shall certify the minimum, if not exact, percentage of post-consumer materials in products, materials, goods, or supplies offered or sold (Public Contract Code Section 22152).

2. All bids for construction work shall be presented under sealed cover. The District may accept a bid that has been submitted electronically or on paper.

The bid shall be accompanied by a form of bidder's security, including either cash, a cashier's check payable to the district, a certified check made payable to the District, or a bidder's bond executed by an admitted surety insurer and made payable to the District. The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded

(Public Contract Code Sections 20111 & 20112), and shall be accompanied by one of the following forms of bidder's security (Public Contract Code 20107, 20111):

3. When a standardized proposal form is provided by the District, bids not presented on the standard form shall be disregarded (Public Contract Code Section 20111.5).
4. Bids shall not be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time (Public Contract Code Section 20112).
5. When two or more identical lowest or highest bids are received, the Governing Board may determine by lot which bid shall be accepted (Public Contract Code Section 20117).
6. If the District requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #a below shall be used (Public Contract Code Section 20103.8).
 - a. The lowest bid shall be the lowest total of the bid prices on the base contract without consideration of the prices on the additive or deductive items.
 - b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.
 - c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that, when taken in order from a specifically identified list of those items in the solicitation, and added to or subtracted from the base contract, are less than or equal to a funding amount publicly disclosed by the District before the first bid is opened.The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders or proposed subcontractors or suppliers from being revealed to the District before the ranking of all bidders from lowest to highest has been determined (Public Contract Code Section 20103.8).
7. In determining the lowest bid, the District shall consider only responsive bids that conform to bid specifications and are submitted by responsible bidders who have demonstrated trustworthiness, quality, fitness, capacity, and experience to satisfactorily perform the public works contract.
 - a. When a bid is determined to be unresponsive, the Superintendent or designee shall notify the bidder and give him/her an opportunity to respond to the determination.
 - b. When the lowest bidder is determined to be non responsible, the Superintendent or designee shall notify the bidder of his/her right to present evidence of his/her responsibility at a hearing before the Board.Any subsequent change or alteration of a contract shall be governed by the provisions of Public Contract Code 20118.4.
8. After being opened, all submitted bids become public records pursuant to Government Code Section 6252 and shall be made available for review pursuant to law, Board policy, and administrative regulation. (cf. BP 300.12- Access to District Records)

Alternative Bid Procedures for Technological Supplies and Equipment

Rather than seek competitive bids, the Governing Board may use competitive negotiation when it makes a finding that a District procurement is for computers, software, telecommunications equipment, microwave equipment, or other related electronic equipment and apparatus. Competitive negotiation shall not be used to contract for construction or for the procurement of any product that is available in substantial quantities to the general public (Public Contract Code Section 20118.2).

The competitive negotiation process shall include, but not be limited to, the following requirements (Public Contract Code Section 20118.2):

1. The Superintendent or designee shall prepare a request for proposals (RFP) that shall be submitted to an adequate number of qualified sources, as determined by the District, to permit reasonable competition consistent with the nature and requirement of the procurement.
2. Notice of the RFP shall be published at least twice in a newspaper of general circulation, at least 10 days before the date for receipt of the proposals.

3. The Superintendent or designee shall make every effort to generate the maximum feasible number of proposals from qualified sources and shall make a finding to that effect before proceeding to negotiate if only a single response to the RFP is received.
4. The RFP shall identify all significant evaluation factors, including price, and their relative importance.
5. The Superintendent or designee shall provide reasonable procedures for the technical evaluation of the RFPs received, the identification of qualified sources, and the selection for the award of the contract.
6. The Governing Board shall award the contract to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the District with price and all other factors considered.
7. If the Governing Board does not award the contract to the bidder whose proposal contains the lowest price, then the Governing Board shall make a finding setting forth the basis for the award.
8. The Governing Board, at its discretion, may reject all proposals and request new RFPs.
9. Provisions in any contract concerning utilization of small business enterprises that are in accordance with the RFP shall not be subject to negotiation with the successful proposer.

Bids Not Required

Without advertising for bids and upon a determination that it is in the best interest of the District, the Governing Board may authorize by contract, lease, requisition, or purchase order, another public corporation or agency to lease data-processing equipment or to purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the District in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor ("piggyback") (Public Contract Code Section 20118). (cf. BP 700.02 – Expenditures)

Alternatively, if there is an existing contract between a public corporation or agency and a vendor for the lease or purchase of personal property, the District may authorize the lease or purchase of personal property directly from the vendor by contract, lease, requisition, or purchase order and make payment to the vendor under the same terms that are available to the public corporation or agency under the contract (Public Contract Code Section 20118).

Without advertising for bids, the Board may enter into an energy service contract and any related facility ground lease, when it determines that the terms of the contract and lease are in the best interest of the district and meet the cost effectiveness requirements specified in Government Code Section 4217.12. The Board's determination shall be made at a regularly scheduled public hearing of which notice is given to the public at least two weeks in advance and shall be based on cost and savings comparison findings specified in Government Code 4217.12. (Government Code Section 4217.12).

Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount without taking estimates or advertising for bids (Public Contract Code Section 20118.3).

(cf. BP 400.03 – Selection and Evaluation of Instructional Materials)

(cf. BP 400.50 – Supplementary Instructional Materials)

(cf. BP 400.30 – Library Media Centers)

Perishable commodities, such as foodstuffs, needed in the operations of cafeterias may be purchased through bid or on the open market (Education Code Section 38083).

(cf. BP 1000.1 – Food Service/Child Nutrition Program)

Bids shall also not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis (Public Contract Code Section 20114).

In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools,

contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose (Public Contract Code Sections 1102 & 20113).

The District may purchase any surplus property from the federal government or any of its agencies in any quantity needed for the operation of its schools without taking estimates or advertising for bids (Education Code Section 17602).

Limitation on Use of Sole Sourcing

In any contract for the construction, alteration, or repair of school facilities, the Superintendent or designee shall not draft the bid specification in a manner that, either directly or indirectly, limits bidding to any one specific concern or calls for a designated material, product, thing, or service by a specific brand or trade name, unless the specification designating the specific material, product, thing, or particular brand name is followed by the words "or equal" so that bidders may furnish any equal material, product, thing, or service (Public Contract Code Sections 3002 & 3400).

In such cases, the bid specification shall provide a time period, before and/or after the award of the contract, for the contractor to submit data substantiating the request for substituting the designated material, product, thing, or service. If no such time period is specified, the contractor may submit the data

within thirty-five (35) days after the award of the contract (Public Contract Code Section 3400).

When the bid is for a roof project, a material, product, thing, or service is considered "equal" to the one designated if: it is equal in quality, durability, design, and appearance; will perform the intended function

equally well; and conforms substantially to the detailed requirements in the bid specification (Public Contract Code Section 3002).

However, the Superintendent or designee may designate a specific concern, material, product, thing, or

service by brand or trade name (sole sourcing), if the Governing Board has made a finding described in the invitation for bids or RFP that a particular material, product, thing, or service is designated for any of the following purposes (Public Contract Code Section 3400):

1. To conduct a field test or experiment to determine its suitability for future use.
2. To match others in use on a particular public improvement that has been completed or is in the course of completion.
3. To obtain a necessary item that is only available from one source.
4. To respond to the Governing Board's declaration of an emergency, as long as the declaration has been approved by four-fifths of the Governing Board when issuing the invitation for bid or RFP.

Prequalification Procedure

When required by law or the Board, the Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. For any contract for which bids are legally required, the Governing Board may require that each prospective bidder complete and submit a standardized questionnaire and financial statement. For this purpose, the Superintendent or designee shall supply a form that requires a complete statement of the bidder's financial ability and experience in performing public works. The information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection (Code of Civil Procedure Section 446; Public Contract Code Sections 20111.5 & 20111.6).

When any public project involves an expenditure of \$1,000,000 or more and is funded or reimbursed wholly or partly by the School Facilities Program funds or other future state school bond, the district shall prequalify prospective bidders either quarterly or annually. The prequalification shall be valid for one year and the following requirements shall apply: (Public Contract Code Section 20111.6)

1. Prospective bidders, including, but not limited to, prime, general engineering, and general building contractors and electrical, mechanical, and plumbing subcontractors, as defined in Public Contract Code Section 4113 or Business and Professions Code Section 7056 or 7057, as applicable, shall submit a standardized questionnaire and financial statement ten (10) or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.
2. Prospective bidders shall be prequalified by the district five (5) or more business days, as determined by the district, before the date fixed for the public opening of sealed bids. submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids (Public Contract Code 20111.5).

If the project includes electrical, mechanical, or plumbing components that will be performed by electrical, mechanical, or plumbing contractors, the Superintendent or designee shall make available to all bidders a list of prequalified general contractors and electrical, mechanical, and plumbing subcontractors five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

For all other contracts requiring competitive bidding, tThe District may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. Prospective bidders for such contracts shall submit the questionnaire and financial statement at least five (5) days before the date fixed for public opening of sealed bids and shall be prequalified by the dDistrict at least one (a) day before the fixed bid opening date (Public Contract Code Section 20111.5).

Award of Contract

The District shall award each contract to the lowest responsible bidder, except in the following circumstances:

1. When the contract is for the procurement and/or maintenance of electronic data processing systems and supporting software, in which case the Board may contract with any one of the three lowest responsible bidders (Public Contract Code Section 20118.1).
2. When the contract is for any transportation service which involves an expenditure of more than \$10,000 and which will be made with any person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of a student who is to be transported, in which case the Board may contract with other than the lowest bidder (Education Code Section 39802).
3. When the contract is one for which the Board has established goals and requirements relating to participation of disabled veteran or small business enterprises in accordance with Public Contract Code 2000-2002, in which case the Board may contract with the lowest responsible bidder who submits a responsive bid and complies or makes a good faith effort to comply with the goals and requirements (Public Contract Code Section 2000-2002).
4. When procuring a lease-leaseback contract, in which case the Board shall award the contract based on objective criteria for determining the best combination of price and qualifications in accordance with Education Code Sections 17400 and 17406.
5. When procuring a design-build contract for a public works project in excess of \$1,000,000 in accordance with Education Code Section 17250.20, in which case the Board may award the contract to either the low bid or the best value to the district, taking into consideration, at a minimum, price, technical design and construction expertise, and life-cycle costs (Education Code Sections 17250.20 & 17250.25).

Protests by Bidders

A bidder may protest a bid award if he/she/ they believes that the award is inconsistent with Governing Board policy, the bid's specifications, or is not in compliance with law. A protest must be filed in writing with the Superintendent or designee within five three (3) working days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her/their right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within thirty (30) working days. The Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

The bidder may appeal the Superintendent or designee's decision to the Governing Board. The Superintendent or designee shall provide reasonable notice to the bidder of the time for Governing Board consideration of the protest. The Governing Board's decision shall be final.