# COTTONWOOD UNION SCHOOL DISTRICT

**20512 West First Street**
**Cottonwood, CA 96022**

## AGENDA FOR **Tuesday, November 17, 2026 6:30 P.M.**

Regular Board Meeting, West Cottonwood Library

**Rules and Procedures**

The Cottonwood Union School District Board desires that its meetings be conducted in an open fashion and encourages public participation. Persons attending a meeting who wish to speak concerning an agenda item should notify the Board Chairperson of their desire to speak prior to the start of the meeting and should come forward during the time set aside for public comment and communication. It may be necessary, at times, for the Chairperson to limit discussions due to time considerations.

Arrangements to place an item on the agenda and make a presentation concerning said item must be established with the Superintendent, or any Board Member, at least ten calendar days in advance of the meeting. The request to address the Board shall be submitted in writing and the proposed stated in, or with, the request.

**1.0 Call Regular Meeting to Order**

**2.0 Pledge of Allegiance**

**3.0 Approval of Agenda**

**4.0 Recognition (Students, Staff, Curriculum) North Star Students**

**5.0 Public Forum/Hearing of Person Wishing to Address the Board**

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures: At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5, Government Code 54954.2) Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. (Government Code 54954.2) Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. Comments shall be limited to 3 minutes per person and 20 minutes for all comments, unless different time limits are set by the Chairman subject to the approval of the Board.

**6.0 Consent Agenda**

**6.1 Review of Consent Agenda**

**6.1.1 Approval of Board Meeting Minutes for:**
**Regular Board Meeting Held – October 20, 2026**
**(pgs. 4-9)**

**6.1.2 Approval to Hire: None at this time**

**6.1.3 Accept letter of Resignation from: Chris Gunderman, Maintenance-North**

**6.1.4 Consider Approval of the following contracts: none at this time**

**6.2 Approval of Consent Agenda**

**7.0 Discussion /Action Items**

**7.1 Consider Approval of the Commercial Warrant (pgs.10-15)**

**7.2 Consider Approval of the ESY Waiver (pgs. 16-18)**

**7.3 Consider Approval of Personnel Request Form(pgs. 19-20)**
**2 Lead Cooks**
**8 hours**
**11 month positions**

**7.4 Consider Approval of Lead Cook Job Description(pgs. 21-23)**

**7.5 Consider Approval of the New Admin Asst./ Data Manager New Job Description(pgs. 24-25)**

**7.6 Consider Approval of the Placement on the Confidential Salary Schedule for the New Admin Asst./ Data Manager (page 26)**

**7.7 Consider Approval of the Revised Confidential Management Salary Schedule (page 26)**

**7.8 Consider Approval of District Accounting Specialist Job Description (pgs. 27-28)**

**7.9 Consider Approval of School Secretary Job Description (pgs. 29-31)**

**7.10 Consider Approval of the Personnel Request for a Special Education Secretary (page 32)**
**5.75 hours**
**11 month position**

**7.11 Consider Approval of the Special Education Secretary Job Description (pgs. 33-34)**

**7.12 Consider Approval of the Special Education Secretary 26-27 School Calendar (page 35)**

**7.13 Consider Approval of the Revised Classified Salary Schedule (page 36)**

**7.14 Consider Approval to Surplus a 1720 Series Kubota Tractor Model #L1720**

**7.15 Consider Approval of the Revised 2024-2025 West SARC Report (pgs. 37-73)**

**7.16 Consider Approval of the Revised 2024-2025 North SARC Report (pgs. 74-107)**

**7.17 Consider Approval of the 2027-2028 School Calendar (page 108)**

**7.18 Consider Approval of the MOU for Independent Study Stipend for the Secretary at West and the Site Clerks at West and North (page 109)**
**$1250 per Fiscal Year**

**7.19 Consider Approval of Board Policies/Administrative Regulations (pgs. 110-165)**

**AR 6159 Individualized Education Program**
**BP 6159.1 Procedural Safeguards and Complaints for Special Education**
**AR 6159.1 Procedural Safeguards and Complaints for Special Education**
**6159.2 Nonpublic, Nonsectarian School and Agency Services for Special Education**
**AR 6159.2 Nonpublic, Nonsectarian School and Agency Services for Special Education**
**BP 6161.1 Selection and Evaluation of Instructional Materials**
**AR 6161.1 Selection and Evaluation of Instructional Materials**
**E(1) 6161.1 Selection and Evaluation of Instructional Materials**
**BP 6161.11 Supplementary Instructional Materials**
**BP 6163.1 Library Media Centers Option 1 or 2**
**BP 6164.4 Identification and Evaluation of Individuals for Special Education**
**AR 6164.4 Identification and Evaluation of Individuals for Special Education**
**BP 7214 General Obligation Bonds**
**AR 7214 General Obligation Bonds**
**BB 9220 Governing Board Elections Option 1 or 2 or 3**
**Option 1 or 2**
**Option 1 or 2**
**Option 1 or 2**

**Exhibit-E(1) 9220 Governing Board Elections**
**BB 9240 Board Training**

**8.0 Informational Items:**

**8.1 CTA Report**
**8.2 Superintendent's Report**
**8.3 Principal's Report**

**9.0 Information/Communication Items.**

**9.1 Enrollment Report (page 166)**
**9.2 Williams Report October 2026 (page 167)**

**10.0 Governing Board Discussion and Suggested Agenda Items**

**11.0 Future Meetings:**

**11.1** Regular Board Meeting, **December 15, 2023 6:30 p.m.** in the West Cottonwood School Library, 20512 First Street, Cottonwood, CA 96022.

**12.0 Closed Session: Adjournment to Closed Session during this meeting to consider and/or take action upon the following items:**

12.1 Pursuant to Government Code Section 54957
Public Employee / Discipline / Dismissal / Release

**Public Notice of Action Taken in Closed Session**

**13.0 Adjournment**

AMERICAN WITH DISABILITIES ACT
NOTICE
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DOCUMENT AVAILABILITY
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AGENDA

# Cottonwood Union School District

## Tuesday, October 20, 2026 6:30 P.M.

## Regular Board Meeting Minutes, West Cottonwood School Library

| | |
|---|---|
| Members Present: | Mr. Kamisky, Mr. Shriner, Mr. O'Brien, Mrs. Sulzer and Mr. Iles |
| Members Absent: | All Present |
| Others Present: | Superintendent: Doug Geren<br>Principal: Lupe Cordova and Chris Zettle<br>Vice Principal: Erik Johnson and Jakob Fuller<br>Sam Diggle, CBO, Raechelle Gilliss, Admin Assistant, Alyson Stoke, Data Manager, 4 Teachers and 50 Community Members |

1.0 **Call Regular Meeting to Order** at 6:30 pm by Mr. Iles

**2.0 Pledge of Allegiance led by** Mr. Iles

3.0 **Approval of Agenda**

ACTION: Mr. Kamisky made a motion, seconded by Mr. O'Brien to approve the agenda after tabling items 7.2, 7.12, and 7.13. Item 7.6 the salary schedule included in the packet is the wrong schedule. Everyone has a copy of the correct one.
VOTE: Unanimous in Favor

**4.0 Recognitions (Student, Staff, Curriculum) Curriculum Review**
13 students from North Cottonwood were recognized for being a Star Student of the month for September.

**5.0 Public Forum/Hearing of Persons Wishing to Address the Board**

**6.0 Consent Agenda**

**6.1 Review of Consent Agenda**

**6.1.1 Approval of Board Meeting Minutes for:**
**Regular Board Minutes Held: September 15, 2026**
**6.1.2 Approval to Hire: Kimberly Cummins, Café -West**
**6.1.3 Accept Letter of Resignation from:**
**6.1.4 Consider Approval of the following contracts:**
**Change orders summary for fence project at North Cottonwood from SnL**
**Service agreement between CWUSD and Raising Shasta dba Shasta County Abuse Prevention Coordination Council**
**Agreement between Flashlight Learning and CWUSD EL Curriculum Assessments**

**6.2 Approval of Consent Agenda**

AGENDA

**ACTION:** Mr O'Brien made a motion, seconded by Mr. Kamisky to approve the Consent Agenda
**VOTE:** Unanimous in Favor

## 7.0 Discussion/Action Items

### 7.1 Consider Approval of Commercial Warrants

**ACTION:** Mr. Shriner made a motion, seconded by Mr. Kamisky to approve Commercial Warrants
**VOTE:** Unanimous in favor

### 7.2 Consider Approval of MOU for Independent Studies Stipend for The Secretary at West and Site Clerk at West and North

**North Site Clerk - $625 per Fiscal Year**
**West Site Clerk - $1250 per Fiscal Year**
**West Secretary - $1250 per Fiscal Year**

**ACTION: tabled until next month**
**VOTE:** No vote needed

### 7.3 Consider Approval of Contract with BUSWEST to Purchase a New Bus

**ACTION:** Mr. O'Brien made a motion, seconded by Mr. Kamisky to approve contract for a new bus
**VOTE**: Unanimous in favor

### 7.4 Consider Approval of MOU between CWUSD and CTA

**Curriculum Teacher Stipend West - $2400 per fiscal Year**
**Curriculum Teacher Stipend North - $2400 per Fiscal Year**

**ACTION**: Mr. Shriner made a motion, seconded by Mr. O'Brien to approve the MOU between CTA and CWUSD for the Curriculum Stipend
**VOTE:** Unanimous in favor

### 7.5 Consider Approval of the CTA Contract Amendment

- **6% increase to midpoint of all other salary schedules.**
- **10% increase to all extra duty stipends (except for PLC)**
- **PLC stipends will increase from $1,800 to $2,400**
- **All increases are retro to July 2026**

**ACTION**: Mr. O'Brien made a motion, seconded by Mr. Shriner to approve the CTA Contract Amendment
**VOTE**: Unanimous in favor

### 7.6 Consider Approval of the Following Salary Schedules

AGENDA

**6% increase to midpoint for Confidential Management**

**ACTION:** Mr. O'Brien made a motion, seconded by Mr. Kamisky to approve
**VOTE:** Unanimous in favor

**7.7 Consider Approval of Classified Salary Schedule**
**10% increase to midpoint of Classified Salary Schedule**

**ACTION:** Mr. O'Brien made a motion, seconded by Mrs. Sulzer to approve the Classified Salary Schedules
**VOTE:** 4 in favor
1 abstain

**7.8 Consider Approval of the Realignment on the CBO Salary Schedule**

**ACTION:** Mr. Kamisky made a motion, seconded by Mr. Shriner to approve the realignment of the CBO Salary Schedule
**VOTE:** Unanimous in favor

**7.9 Consider Approval of the 2027 8th grade Grad Trip**

**ACTION:** Mrs. Sulzer made a motion, seconded by Mr. Shriner to Approve the 8th grade trip
**VOTE** 4 in favor
1 abstain

**7.10 Consider Approval of Resolution #2026-20 Amend Bylaws of Northern California Schools Insurance Group(NCSIG) Article XIV of the NCSIG Bylaws requires approval of two-thirds (2/3) of the NCSIG membership for amendments to become more effective**

**ACTION:** Mrs. Kamisky made a motion, seconded by Mr. O'Brien to Approve Resolution #2026-20 Amend Bylaws for NCSIG Group
**VOTE: Unanimous in favor**

**7.11 Consider Approval of Personnel Request SDC Instructional Aide**

**ACTION:** Mr. O'Brien made a motion, seconded by Mrs. Sulzer to Approve the request for a Special Education Aide
**VOTE:** Unanimous in favor

**7.12 Consider approval of Personnel Request for a Special Education Secretary**

**ACTION:** Tabled
**VOTE:** No vote

**7.13 Consider Approval Of Personnel Request Form and Salary Schedule**

AGENDA

**2 Lead Cooks**
**8-hour position**

**ACTION**: Tabled
**VOTE:** No vote

**7.14 Consider Approval of a Request for Unpaid Leave of Absence (page 90)**
**Teacher on maternity leave is requesting an additional week with no pay**

**ACTION:** Mr. Shriner made a motion, seconded by Mr. O'Brien to approve the unpaid leave of absence
**VOTE:** Unanimous in favor

**7.15 Consider Approval of Board Policies/Administrative Regulations**

**BP 1312.3 Uniform Complaint Procedures**
**AR 1312.3 Uniform Complaint Procedures Option 1 or 2**
**E(1) 1312.3 Uniform Complaint Procedures**
**E(2) 1312.3 Uniform Complaint Procedures**
**BP 3471 Parcel Taxes**
**BP 4119.1 Civil and Legal Rights**
**E(1) 4119.1 Civil and Legal Rights**
**BP4131 Staff Development**
**BP 4231 Staff Development**
**BP 4331 Staff Development**
**BP 4219.1 Civil And Legal Rights**
**E(1) 4219.1 Civil and Legal Rights**
**BP 4319.1 Civil and Legal Rights**
**E(4319.1 Civil and Legal Rights**
**BP 5020 Parent Rights and Responsibilities**
**AR 5020 Parents Rights and Responsibilities**
**BP 5022 Student and Family Privacy Rights Option 1 or 2**
**AR Student and Family Privacy Rights**
**BP 5125 Student Records**
**AR Student Records**
**BP 5131.8 Mobile Communication Devices Option 1 or 2**
**BP 5145.3 Nondiscrimination/Harassment**
**AR 5145.3 Nondiscrimination/Harassment**
**BP 6141 Curriculum Development and Evaluation**
**AR 6141 Curriculum Development and Evaluation**
**BP 6159 Individualized Education Program**

**ACTION:** Mr. Kamisky made a motion, seconded by Mr. Shriner to approve the Board Policies as recommended AR 1312.3 option 1, BP 5022 Option 1 and BP 5131.8 Option 1 on both
**VOTE:** Unanimous in favor

## 8.0 Informational Items:

AGENDA

**8.1 CTA Report** Negotiations are done and we are happy with the outcome

**8.2 Superintendent's Report-** The music program is going to perform at the November Board Meeting. We will be going over CAASPP scores and the dashboard is up. The facilities spending update. The North Fencing Project is completed and we have a bid planned for the North fridge/freezer. The design phase hss started for the West gym modernization. We are throwing around the idea of a fencing project at West also.

**8.3 Principal's Report:**

**North**- Just finished 2 Math Programs, Eureka and Envision. We will meet next week to discuss and compile data on both programs. We are looking at one called Paradigm too. We have 3 options moving forward. On October 14th Special Ed classes were able to attend a Sports Day, sponsored by Special Olympics. Site Wide Multitudes Screener as well as progress monitoring in Acadience was completed last week. We will have our Harvest Festival this Thursday @ 5:30. Enrollment 441

**West**- PBIS committee just returned from a conference. 180 students have not received a negative MINGA points and were rewarded with a Positive MINGA Party. 96 students currently have perfect attendance and 278 students are still qualified for the attendance party. First quarter report cards go home Friday. The 28th we have Student of the Month Assembly, 29th Honor Roll Assembly and the 30th First Quarter House Celebration. Fall Festival tickets are available from students and in the school office.

**9.0 Information/Communication Items:**

**9.1 Enrollment Report**

**9.2 FNBO Credit Card Account Credit Limit Increase**

**9.3 Prop 28 Arts and Music Annual Report**

**9.4 Pooled investment Report August 2026**

**Governing Board Discussion and Suggested Agenda Items:** None at this time

**10.0 Future Meetings:**

**10.1** Regular Board Meeting, **November 17, 2026** in the West Cottonwood School Library, 20512 First Street, Cottonwood, CA 96022.

**Meeting adjourned to close session at 7:24 pm**

**11.0 Closed Session: Adjournment to Closed Session during this meeting to consider and/or take action upon the following items:**

11.1 Pursuant to Government Code Section 54957
Public Employee / Discipline / Dismissal / Release

**Public Notice of Action Taken in Closed Session**

**12.0 Adjournment**

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Click on the Meeting Agendas, Minutes, or Board Meeting Packets

Matt Iles, President

Brandt Shriner, Clerk

Heather Sulzer, Member

Troy Kamisky, Member

James O'Brien, Member

## Checks Dated 10/16/2026 through 11/11/2026

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|---|---|---|---|---|---|---|
| 9011094660 | 10/22/2026 | AMAZON CAPITAL SERVICES INC | 01-4310 | FLAG FOOTBALL | 908.11 | |
| | | | 01-4510 | IT SUPPLIES | 17.14 | |
| | | | 01-5801 | OUTREACH SUPPLIES | 22.50 | |
| | | | 13-4710 | CAFE SUPPLIES | 31.96 | 979.71 |
| 9011094661 | 10/22/2026 | ANDERSON-COTTONWOOD DISP SRVCE | 01-5510 | GARBAGE SERVICE | | 4,453.26 |
| 9011094662 | 10/22/2026 | BRESLIN OCCUPATIONAL THERAPY | 01-5101 | OT/PT AUGUST/SEPT 26 | | 11,660.00 |
| 9011094663 | 10/22/2026 | CALIFORNIA SAFETY COMPANY INC | 01-5630 | ALARM TEST | | 152.50 |
| 9011094664 | 10/22/2026 | CINTAS | 01-4510 | FIRST AID | | 213.21 |
| 9011094665 | 10/22/2026 | CINTAS CORP 3 | 01-5510 | LAUNDRY SERVICE | 759.92 | |
| | | | | LAUNDRY SERVICES | 73.72 | |
| | | | 13-5801 | LAUNDRY SERVICE | 108.69 | 942.33 |
| 9011094666 | 10/22/2026 | CITY OF REDDING | 01-5805 | VOLCANO LEAGUE | | 829.00 |
| 9011094667 | 10/22/2026 | CORDOVA, LUPE S | 01-4510 | STAFF SUPPLY REIM | 75.41 | |
| | | | 01-5210 | CONF PARKING REIM | 30.00 | 105.41 |
| 9011094668 | 10/22/2026 | DLC ELECTRIC | 01-5630 | ELECTRIC REPAIR | | 530.00 |
| 9011094669 | 10/22/2026 | FRANZ FAMILY BAKERIES | 13-4710 | BREAD | | 760.79 |
| 9011094670 | 10/22/2026 | GODDARD, CODY L | 01-5210 | CONFERENCE REIM | 51.97 | |
| | | | | MILEAGE REIM | 224.51 | 276.48 |
| 9011094671 | 10/22/2026 | GOLD STAR FOODS, INC. | 13-4510 | CAFE STORAGE FEE | 150.00 | |
| | | | | CAFE SUPPLIES | 145.68 | |
| | | | 13-4710 | CAFE SUPPLIES | 7,646.50 | |
| | | | 13-4790 | CAFE SUPPLIES | 81.98 | 8,024.16 |
| 9011094672 | 10/22/2026 | HALL, CATHLEEN | 01-4310 | LIBRARY BOOK REIM | | 35.88 |
| 9011094673 | 10/22/2026 | HAPPY VALLEY FRESH | 13-4710 | PRODUCE | | 761.24 |
| 9011094674 | 10/22/2026 | JENNIFER O'KEEFE | 01-5805 | SPEECH SERVICES | | 4,900.00 |
| 9011094675 | 10/22/2026 | LEXIA LEARNING SYSTEMS | 01-4310 | LEXIA LEARNING | | 1,686.67 |
| 9011094676 | 10/22/2026 | LOZANO SMITH | 01-5810 | LEGAL FEES | | 7,654.35 |
| 9011094677 | 10/22/2026 | MATHCOUNTS | 01-4310 | MATH COUNTS | | 210.00 |
| 9011094678 | 10/22/2026 | MENDES SUPPLY | 01-4510 | MAINT SUPPLIES | | 3,056.89 |
| 9011094679 | 10/22/2026 | MORRIS, ARIEL D | 01-4310 | ART SUPPLIES | | 97.03 |
| 9011094680 | 10/22/2026 | MTN VALLEY SP ED JPA | 01-3901 | SPED SERVICES | 2,006.19 | |
| | | | 01-5101 | SPED SERVICES | 35,168.79 | |
| | | | 01-5805 | SPED SERVICES | 2,554.40- | 34,620.58 |
| 9011094681 | 10/22/2026 | MURRAY PLUMBING & FIRE | 01-5630 | WEST REDI ROOTER | | 687.50 |
| 9011094682 | 10/22/2026 | MUSICIANS FRIEND | 01-4310 | MUSIC SUPPLIES | | 3,566.99 |
| 9011094683 | 10/22/2026 | NORCAL TRACTOR | 01-6410 | MAINT EQUIPTMENT | | 34,278.86 |
| 9011094684 | 10/22/2026 | OFFICE DEPOT, INC | 01-4510 | CHAIR FLOOR MAT | 77.21 | |

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

**Checks Dated 10/16/2026 through 11/11/2026**

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|---|---|---|---|---|---|---|
| 9011094684 | 10/22/2026 | OFFICE DEPOT, INC | 01-4510 | CLOTHES CLOSET | 264.91 | |
| | | | | TRAN SUPPLIES | 134.85 | 476.97 |
| 9011094685 | 10/22/2026 | ORIENTAL TRADING CO | 01-4310 | PBIS SUPPLIES | | 307.26 |
| 9011094686 | 10/22/2026 | PAINT MARTS | 01-4510 | MAINT SUPPLIES | | 74.52 |
| 9011094687 | 10/22/2026 | PHAN, MARYANNA M | 01-5210 | CONF PARKING REIM | | 23.00 |
| 9011094688 | 10/22/2026 | PRODUCERS DAIRY | 13-4710 | DAIRY | | 4,090.72 |
| 9011094689 | 10/22/2026 | PROPACIFIC FRESH | 13-4710 | PRODUCE | | 3,038.30 |
| 9011094690 | 10/22/2026 | RICHARDSON, ANGELA N | 01-5210 | PBIS CONF REIM | | 59.78 |
| 9011094691 | 10/22/2026 | ROB'S HEATING & COOLING | 01-5630 | HVAC RE[AIR WEST | 105.00 | |
| | | | | HVAC REPAIR NORTH | 262.50 | |
| | | | | HVAC REPAIR WEST | 166.13 | |
| | | | | HVAC RFEPAIR WEST | 822.19 | 1,355.82 |
| 9011094692 | 10/22/2026 | SETPOINT REFRIGERATION, LLC | 13-5630 | CAFE FREEZER MAINT | | 485.51 |
| 9011094693 | 10/22/2026 | SHASTA-TRINITY SCHOOLS INS GRP DENTAL | 01-3701 | NOV 26 DENTAL | 371.40 | |
| | | | 01-3702 | NOV 26 DENTAL | 371.40 | |
| | | | 01-9550 | NOV 26 DENTAL | 9,602.40 | |
| | | | 01-9559 | NOV 26 DENTAL | 2,858.10 | 13,203.30 |
| 9011094694 | 10/22/2026 | SHASTA-TRINITY SCHOOLS INS GRP MEDICAL | 01-9550 | NOV 26 MED | 95,383.00 | |
| | | | 01-9559 | NOV 26 MED | 4,498.00 | 99,881.00 |
| 9011094695 | 10/22/2026 | SHASTA-TRINITY SCHOOLS INS GRP VISION | 01-3701 | NOV 26 VISION | 67.50 | |
| | | | 01-3702 | NOV 26 VISION | 67.50 | |
| | | | 01-9550 | NOV 26 VISION | 1,800.00 | |
| | | | 01-9559 | NOV 26 VISION | 630.00 | 2,565.00 |
| 9011094696 | 10/22/2026 | SNOW MOUNTAIN SPRING WATER | 01-4510 | DO WATER | 21.00 | |
| | | | | DO/ MAINT WATER | 12.00 | |
| | | | | DO/MAINT WATER | 48.00 | |
| | | | | NORTH WATER | 75.00 | 156.00 |
| 9011094697 | 10/22/2026 | ST. OF CALIFORNIA/DEPT OF JUST ICE | 01-5801 | FINGERPRINTS | | 354.00 |
| 9011094698 | 10/22/2026 | SWEETWATER | 01-4410 | ART/MUSIC | | 11,169.93 |
| 9011094699 | 10/22/2026 | SYSCO FOOD SVCS OF SACRAMENTO | 13-4510 | CAFE SUPPLIES | 101.47 | |
| | | | 13-4710 | CAFE SUPPLIES | 4,530.73 | |
| | | | 13-4790 | CAFE SUPPLIES | 142.75 | 4,774.95 |
| 9011094700 | 10/22/2026 | TEHAMA CO LOCK & SEC | 01-5630 | DOOR LOCK NORTH | 224.00 | |
| | | | | LOCK SERVICE & KEYS | 1,307.97 | |
| | | | 01-5801 | LOCK SERVICE & KEYS | 219.00 | 1,750.97 |
| 9011094701 | 10/22/2026 | TRI-COUNTIES BANK | 01-4310 | PRESCHOOL SUPPLIES | 144.07 | |
| | | | 01-4510 | PRESCHOOL SUPPLIES | 106.53 | 250.60 |

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|---|---|---|---|---|---|---|
| 9011094702 | 10/22/2026 | VALLEY PACIFIC PETROLEUM | 01-4601 | FUEL | | 3,279.57 |
| 9011094703 | 10/22/2026 | VALLEY WEST ACE HARDWARE | 01-4510 | NORTH MAINT SUPPLIES | 195.80 | |
| | | | | NORTH MAINT SUPPLOIES | 7.66 | |
| | | | | TRAN SUPPLIES | 7.94 | |
| | | | | WEST MAINT SUPPLIES | 196.88 | |
| | | | 01-5801 | NORTH MAINT SUPPLIES | 21.40 | 429.68 |
| 9011094704 | 10/22/2026 | WCP SOLUTIONS | 13-4790 | CAFE SUPPLIES | | 78.54 |
| 9011095684 | 10/29/2026 | AMAZON CAPITAL SERVICES INC | 01-4310 | 5TH GRADE CURRICULUM | 58.98 | |
| | | | | WALL MOUNT | 102.99 | |
| | | | 01-4410 | MAINT SUPPLIES | 406.19 | |
| | | | 01-4510 | OFIICE/MAINT SUPPLIES | 288.57 | |
| | | | 01-5801 | HARVEST FESTIVAL SUPPLIES | 399.51 | 1,256.24 |
| 9011095685 | 10/29/2026 | AT&T | 01-5910 | PHONE SERVICE | | 982.59 |
| 9011095686 | 10/29/2026 | CASCADE UNION ELEM SCHOOL DIST | 13-4790 | CAFE SUPPLIES REIM | 98.12 | |
| | | | 13-5101 | JULY-SEPT 26 NUTRITION SERVICES | 12,938.70 | |
| | | | | NUTRITION SERVICES JAN-JUNE 25-26 | 23,872.74 | 36,909.56 |
| 9011095687 | 10/29/2026 | CDW-G | 01-4310 | TECH SUPPLIES | 346.14 | |
| | | | 01-4410 | TECH SUPPLIES | 3,542.95 | 3,889.09 |
| 9011095688 | 10/29/2026 | CHEM MARK ENTERPRISES | 13-4510 | CAFE SUPPLIES | | 516.34 |
| 9011095689 | 10/29/2026 | CINTAS CORP 3 | 01-5510 | LAUDRY SERVICE | 227.41 | |
| | | | | LAUNDRY SERVICE | 470.46 | |
| | | | 13-5801 | LAUNDRY SERVICE | 44.64 | 742.51 |
| 9011095690 | 10/29/2026 | COTTONWOOD WATER DISTRICT | 01-5510 | ATHLETIC FIELD WATER | 2,118.73 | |
| | | | | NORTH WATER | 2,239.70 | |
| | | | | TRAN WATER | 55.00 | |
| | | | | WEST WATER | 1,386.82 | 5,800.25 |
| 9011095691 | 10/29/2026 | E3 DIAGNOSTICS, INC. | 01-4510 | AUDIO CALIBRATION | | 103.00 |
| 9011095692 | 10/29/2026 | FULLER, JAKOB S | 01-5210 | ACSA PER DIEM | | 140.00 |
| 9011095693 | 10/29/2026 | GEREN, DOUGLAS | 01-5210 | ACSA PER DIEM | | 140.00 |
| 9011095694 | 10/29/2026 | HAPPY VALLEY FRESH | 13-4710 | PRODUCE | | 715.58 |
| 9011095695 | 10/29/2026 | JOHNSON, ERIK M | 01-5210 | ACSA PER DIEM | | 140.00 |
| 9011095696 | 10/29/2026 | MENDES SUPPLY | 01-4510 | MAINT SUPPLIES | | 26.71 |
| 9011095697 | 10/29/2026 | MURRAY PLUMBING & FIRE | 01-5630 | REDI-ROOTER | | 312.50 |
| 9011095698 | 10/29/2026 | PACIFIC GAS AND ELECTRIC CO | 01-5510 | ELECTRICITY | | 18,956.29 |
| 9011095699 | 10/29/2026 | PRODUCERS DAIRY | 13-4710 | DAIRY | | 2,112.33 |
| 9011095700 | 10/29/2026 | PROPACIFIC FRESH | 13-4710 | PRODUCE | | 2,506.91 |
| 9011095701 | 10/29/2026 | REP SOLAR 2025 PORTFOLIO | 01-5510 | SOLAR PPA WEST | | 993.30 |

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

## Checks Dated 10/16/2026 through 11/11/2026

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|---|---|---|---|---|---|---|
| 9011095702 | 10/29/2026 | SCP DISTRIBUTORS LLC | 01-4510 | POOL SUPPLIES | | 858.14 |
| 9011095703 | 10/29/2026 | SYSCO FOOD SVCS OF SACRAMENTO | 13-4510 | CAFE SUPPLIES | 24.01 | |
| | | | 13-4710 | CAFE SUPPLIES | 3,227.22 | 3,251.23 |
| 9011095704 | 10/29/2026 | THE BRASS REED | 01-4510 | MUSIC REPAIRS OPEN PO | | 590.00 |
| 9011095705 | 10/29/2026 | TIP TOP SERVICE COMPANY | 13-5630 | CAFE CLEANING | | 845.00 |
| 9011095706 | 10/29/2026 | VENTRIS | 01-4310 | UFLI MANUALS | | 1,291.29 |
| 9011095707 | 10/29/2026 | WESTERN WATERS | 01-5630 | BACKFLOW TESTING | | 705.00 |
| 9011095708 | 10/29/2026 | WILSON TRUCK REPAIR | 01-5630 | TRAN SERVICE | | 500.00 |
| 9011095709 | 10/29/2026 | ZETTEL, CHRISTOPHER L | 01-5210 | ACSA PER DIEM | | 140.00 |
| 9011095710 | 10/29/2026 | TSA CONSULTING | 01-9560 | 403b's OCT26 | | 9,634.36 |
| 9011095711 | 10/29/2026 | REDDING PERFORMING ARTS | 01-5805 | 5TH GRADE PROP 28 | 900.00 | |
| | | | | 7TH GRAD PROP 28 | 1,150.00 | 2,050.00 |
| 9011096850 | 11/10/2026 | AMAZON CAPITAL SERVICES INC | 01-4310 | CLASSROOM SUPPLIES | 199.30 | |
| | | | 01-4510 | BATHROOM SIGNS | 60.32 | |
| | | | | MAINT SUPPLIES | 67.45 | |
| | | | | SHELVE CREDIT | 159.01- | |
| | | | 01-5801 | PRIME ACCOUNT PAYMENT | 138.35 | |
| | | | 13-4510 | CAFE SUPPLIES | 265.70 | 572.11 |
| 9011096851 | 11/10/2026 | ANDERSON UNION HIGH SCHOOL DST | 01-5801 | SHARED NURSE SERVICES | | 6,476.71 |
| 9011096852 | 11/10/2026 | BENTON INSPECTION SERVICES | 21-6220 | INSPECTION SERVICES | | 836.25 |
| 9011096853 | 11/10/2026 | BLUE STAR GAS | 01-5510 | TANK RENTAL | | 2.14 |
| 9011096854 | 11/10/2026 | CALIFORNIA SAFETY COMPANY INC | 01-5630 | ALARM MONT | | 585.00 |
| 9011096855 | 11/10/2026 | CARDIO PARTNERS | 01-4510 | AED SMART PADS | | 227.93 |
| 9011096856 | 11/10/2026 | CASCADE THEATRE | 01-5801 | 5TH & 6TH NUTCRACKER | | 1,300.00 |
| 9011096857 | 11/10/2026 | CINTAS CORP 3 | 01-5510 | LAUNDRY SERVICE | 2,095.57 | |
| | | | 13-5801 | LAUNDRY SERVICE | 399.41 | 2,494.98 |
| 9011096858 | 11/10/2026 | DIV OF THE STATE ARCHITECT | 21-6220 | DSA FILING FEE GYM | | 35,400.00 |
| 9011096859 | 11/10/2026 | EMERGENCY VEHICLE OUTFITTING | 01-4310 | PORTABLE RADIOS | | 15,671.25 |
| 9011096860 | 11/10/2026 | FIRST NATIONAL BANK OMAHA MASTERCARD | 01-4310 | PBIS | 90.39 | |
| | | | 01-4510 | MEETING SUPPLY | 87.45 | |
| | | | 01-5210 | PBIS CONFERENCE | 1,616.53 | |
| | | | 01-5510 | WASTE DISPOSAL | 26.00 | |
| | | | 01-5630 | TRAN CLEAN TRUCK | 66.18 | 1,886.55 |
| 9011096861 | 11/10/2026 | FIRST NATIONAL BANK OMAHA VISA | 01-4310 | PBIS | 245.53 | |
| | | | | PBIS REWARD | 39.70 | |
| | | | 01-5210 | CBO TRAINING | 315.80 | 601.03 |
| 9011096862 | 11/10/2026 | FRANZ FAMILY BAKERIES | 13-4710 | BREAD | | 606.93 |

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

**Checks Dated 10/16/2026 through 11/11/2026**

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|---|---|---|---|---|---|---|
| 9011096863 | 11/10/2026 | GOLD STAR FOODS, INC. | 13-4710 | CAFE SUPPLIES | | 8,524.30 |
| 9011096864 | 11/10/2026 | GOPHER | 01-4410 | PLAYGROUND EQUIPMENT | | 1,701.64 |
| 9011096865 | 11/10/2026 | HAPPY VALLEY FRESH | 13-4710 | PRODUCE | | 1,883.36 |
| 9011096866 | 11/10/2026 | JEFFERSON PEST CONTROL | 01-5801 | PEST CONTROL | | 175.00 |
| 9011096867 | 11/10/2026 | JRD FOOD SERVICES | 13-4710 | CAFE SUPPLIES | | 5,235.50 |
| 9011096868 | 11/10/2026 | MENDES SUPPLY | 01-4410 | NEW ZAMBONI | 10,724.89 | |
| | | | | ZAMBONI BATTERIES | 970.04 | |
| | | | 01-4510 | MAINT SUPPLIES | 679.39 | 12,374.32 |
| 9011096869 | 11/10/2026 | MODUS DESIGN STUDIO, INC | 21-6220 | GYM MOD DESIGN | | 79,750.00 |
| 9011096870 | 11/10/2026 | MT LASSEN MOTOR TRANSIT INC | 01-5801 | NUTCRAKER TRAN | | 3,990.00 |
| 9011096871 | 11/10/2026 | NAPA AUTO PARTS | 01-5630 | TRAN SUPPLIES | | 44.01 |
| 9011096872 | 11/10/2026 | OFFICE DEPOT, INC | 01-4310 | DP SUPPLIES | 176.72 | |
| | | | 01-4510 | COPY PAPER | 2,305.90 | |
| | | | | OFFICE SUPPLIES | 104.82 | 2,587.44 |
| 9011096873 | 11/10/2026 | PAINT MARTS | 01-5801 | MAINT SUPPLIES | | 17.71 |
| 9011096874 | 11/10/2026 | PRODUCERS DAIRY | 13-4710 | DAIRY | | 3,336.28 |
| 9011096875 | 11/10/2026 | PROPACIFIC FRESH | 13-4710 | PRODUCE | | 3,992.88 |
| 9011096876 | 11/10/2026 | ROB'S HEATING & COOLING | 01-5630 | HEATER WEST | 1,043.09 | |
| | | | | HVAC NORTH | 788.63 | 1,831.72 |
| 9011096877 | 11/10/2026 | SACRAMETNO KINGS LIMITED PARTN ERSHIP | 01-4310 | ELOP CAMP | | 7,575.00 |
| 9011096878 | 11/10/2026 | SCHOOL NURSE SUPPLY | 01-4510 | HEALTH OFFICE SUPPLIES | 437.05 | |
| | | | | SPED SUPPLIES | 361.43 | 798.48 |
| 9011096879 | 11/10/2026 | SHOW SMART | 01-4310 | FFA SUBSCRIPTION | | 1,006.00 |
| 9011096880 | 11/10/2026 | SMITH, MARIAH A | 01-4310 | CLASSROOM REIM | | 26.79 |
| 9011096881 | 11/10/2026 | SnL GROUP | 21-6220 | NORTH FENCE CHANGE ORDER | 31,777.59 | |
| | | | | ORNAMENTAL IRON FENCING | 13,876.90 | 45,654.49 |
| 9011096882 | 11/10/2026 | SNOW MOUNTAIN SPRING WATER | 01-4510 | WATER | | 12.00 |
| 9011096883 | 11/10/2026 | SYSCO FOOD SVCS OF SACRAMENTO | 13-4710 | CAFE SUPPLIES | | 3,839.19 |
| 9011096884 | 11/10/2026 | UBEO WEST | 01-5610 | COPIER RENTAL | | 4,717.81 |
| 9011096885 | 11/10/2026 | VALLEY PACIFIC PETROLEUM | 01-4601 | FUEL | 4,375.08 | |
| | | | 01-5510 | FUEL | 430.76 | 4,805.84 |
| 9011096886 | 11/10/2026 | WILD TOAD, INC. | 01-4510 | LEACH ROCK | | 315.32 |
| 9011096887 | 11/10/2026 | ZETTEL, CHRISTOPHER L | 01-4510 | HOMELESS/FOSTER | | 71.00 |
| | | | | **Total Number of Checks** | **111** | **625,323.44** |

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

**Checks Dated 10/16/2026 through 11/11/2026**

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|---|---|---|---|---|---|---|

## Fund Summary

| Fund | Description | Check Count | Expensed Amount |
|---|---|---|---|
| 01 | General | 85 | 366,542.70 |
| 13 | CafeFoodSvc | 27 | 97,140.00 |
| 21 | Capital Building Bond Fund | 4 | 161,640.74 |
| | Total Number of Checks | 111 | 625,323.44 |
| | Less Unpaid Sales Tax Liability | | .00 |
| | **Net (Check Amount)** | | **625,323.44** |

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

AGENDA

Cottonwood Union School District
20512 1st Street, Cottonwood, CA 96022
(530) 347-3165

NORTH COTTONWOOD Union School District
Every Student ▲ Every Day

North Cottonwood School
19920 Gas Point Rd
Cottonwood, CA 96022
(530) 347-1698

West Cottonwood Junior High School
20512 West, 1st St
Cottonwood, CA 96022
(530) 347-3123

# Extended School Year Waiver
## General Waiver Request

| **Section 1: District Information** | |
|---|---|
| **County:** Shasta | **District:** Cottonwood Union School District |
| **Address:** 20512 1st Street<br>Cottonwood, CA 96022 | **Fax Number:** 530-347-0247 |

| **Section 2: Waiver Information** | |
|---|---|
| **Period of Request Start Date:** June 7, 2027 | **Period of Request End Date:** June 30, 2027 |
| **Renewal:** No | **Renewal Previous Waiver Number:** N/A |
| **Waiver Topic:** Special Education Program Extended School Year | **Educational Code Title:** Extended School Year |
| **Educational Code Section:** 3043 (d); 37220 (d) | **Educational Code Authority:** Title 5, California Code of Regulations |
| **Education Code or California Code of Regulations (CCR) section to be Waived:** [(d) An extended year program shall be provided for a minimum of 20 instructional days, including holidays]; [(b) When any of the holidays on which the schools would be closed falls on Sunday, the public schools shall close on the Monday following.] | |
| **Student Population:** 828 | **Location Description:** Rural |
| **Desired Outcome/Rationale:** Cottonwood Union School District requests a waiver to modify the 2027 Extended School Year (ESY) schedule to better support student access, family participation, and staff recruitment. The district proposes offering 18 instructional days, each consisting of 4 hours and 45 minutes of instruction, for a total of approximately 85 instructional hours and 30 instructional minutes. Additionally, the district plans to observe Juneteenth (Friday, June 18, 2027) as a district holiday in recognition of its historical and cultural significance.<br><br>This adjusted schedule maintains the integrity and intent of ESY services while promoting greater student attendance, program continuity, and staff retention. Approval of this waiver will allow the district to provide a meaningful and effective ESY program that meets student needs, aligns with community values, and continues to uphold state educational standards. | |

| **Section 3: Public Hearing** |
|---|

AGENDA

| Date of Public Hearing: | Local Board Approval Date: |
|---|---|
| How was the required public hearing advertised: | |

| Section 4: Committee/Council Review | |
|---|---|
| School Site Council North and West<br>SELPA Governance Council | Date the Committee/Council Reviewed the Waiver Request:<br>School Site Council North Cottonwood:<br>School Site Council West Cottonwood:<br>SELPA Governance Council: |
| Were there any objections: Select One | |
| If yes, Please summarize the objections: | |

| Section 5: Bargaining Unit | |
|---|---|
| Does the District Have a Bargaining Unit: Select One | Bargaining Unit(s) Consulted of Date(s): |
| Name of Bargaining Unit: | Representative Title: |
| Representative First Name: | Representative Last Name: |
| Representative Contact Number: | The Position of the Bargaining Unit: Select One |
| Opposing Comments: N/A | |

| Section 6: Attachments | |
|---|---|
| Appointment Related Audit Penalty: Select One | Categorical Program Monitoring: Select One |
| Upload Attachments: | |

| Section 7: Contact Information | |
|---|---|
| Contact Information: | Stevie Gallo<br>Special Education Coordinator<br>stevie.gallo@cwusd.net<br>(530) 347-1698<br><br>Doug Geren<br>Superintendent<br>doug.geren@cwusd.net<br>(530) 347-3165 |
| District or County Certification: | Stevie Gallo<br>Special Education Coordinator<br>stevie.gallo@cwusd.net<br>(530) 347-1698<br><br>Doug Geren<br>Superintendent |

AGENDA

| | |
|---|---|
| | doug.geren@cwusd.net<br>(530) 347-3165 |

AGENDA

*(Section A-1: To be completed by Site Supervisor)*

Job Title/Classification: Lead Cook New ☐ion ☐ Vacant Position ☐ Change ✓

Position Justification: (Program/Action Plan) Requesting a change in classification from Cook to Lead Cook to align the employee's current classification with the duties being performed

Desired Qualifications:
Skills/Abilities: _____
Amount of experience desired: _____
Certification/Licenses Needed: _____

Position is ☐Permanent ☐Temporary - from _____ to _____ ☐ Long Term Sub from _____ to _____

Daily Working Hours: from 8AM to 1:30 Hours per day: 8

Worksite: West Cottonwood Assignment START date: _____

Work Months Per Year ☒11 month ☐ 12 month

Employee Replaced: _____ Supervisor: Hannah Humphrey

Signature of Requesting Supervisor: H Humphrey Date: 10.14.24

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*(Section A-2: To be completed by CBO & Supt.)*

Chief Business Official's Approval for Budget: _____ Date: _____

Superintendent's Approval to Post/Advertise: _____ Date: _____

---

*(Section B: To be completed by Site Supervisor)*

Interview Committee Recommendation: _____ Date: _____

Reference Check: _____ (initial) Date: _____ New Hire: _____ Transfer: _____

Approval of Principal: _____ (initial) Date: _____

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*(Section C: To be completed by HR)*

Salary Schedule Placement: Column: _____ Step: _____ Amount: _____ Effective Date: _____

Date Position Offered: _____ Health Benefits: ☐ Yes ☐No Annual Cont. Days: _____

---

Position accepted: _____ Date: _____
(Placement is contingent on clearance of fingerprints and physical examination.)

DA10/5/15

AGENDA

*(Section A-1: To be completed by Si[illegible]pervisor)*

Job Title/Classification: Lead Cook New [illegible]tion ___ Vacant Position ___ Change ✓

Position Justification: (Program/Action Plan) Requesting a change in classification from Cook to Lead Cook to align the employee's current classification with the duties being performed.

Desired Qualifications:

Skills/Abilities: _____

Amount of experience desired: _____

Certification/Licenses Needed: _____

Position is ☑ Permanent ☐ Temporary - from ____ to ____ ☐ Long Term Sub from ____ to ____

Daily Working Hours: from 5:30 to 2:00 Hours per day: 8

Worksite: North Cottonwood Assignment START date: _____

Work Months Per Year ☑ 11 month ☐ 12 month

Employee Replaced: _____ Supervisor: Hannah Humphrey

Signature of Requesting Supervisor: H. Humphrey Date: 10.14.26

*(Section A-2: To be completed by CBO & Supt.)*

Chief Business Official's Approval for Budget: _____ Date: _____

Superintendent's Approval to Post/Advertise: _____ Date: _____

*(Section B: To be completed by Site Supervisor)*

Interview Committee Recommendation: _____ Date: _____

Reference Check: ____ (initial) Date: _____ New Hire: _____ Transfer: _____

Approval of Principal: ____ (initial) Date: _____

*(Section C: To be completed by HR)*

Salary Schedule Placement: Column: _____ Step: _____ Amount: _____ Effective Date: _____

Date Position Offered: _____ Health Benefits: ☐ Yes ☐ No Annual Cont. Days: _____

Position accepted: _____ Date: _____

(Placement is contingent on clearance of fingerprints and physical examination.)

DA10/5/15

AGENDA

# Cottonwood Union School District
# Position Description

**TITLE:** Lead Cook

**REPORTS TO:** Principal or Designee

**CLASSIFICATION:** Classified

**WORK YEAR:** School Year

**SALARY:** Classified Salary Schedule

## BASIC FUNCTION:

Under the supervision and general direction of the Director of Food Services; participates in the preparation, cooking, baking and cashiering duties in support of a food production center location; prepare and maintain a wide variety of assigned food service, menu planning and related accounting records and reports; train and provide work direction to assigned food service staff.

## REPRESENTATIVE DUTIES:

- Plans, coordinates and directs the food services program for the site and does related work as required.
- Participate in the setup, preparation, cooking, baking, service, including main dishes, meats, pasta, vegetables and others in a food production center location; prepare salads, sandwiches, fruit, soups, gravies, sauces and other foods.
- Determine appropriate quantity of food items for cooking and baking; adjust and extend recipes as needed; maintain food quality standards including appearance, and nutritional requirements.
- Order designated food items following department guidelines.
- Prepare and submit weekly grocery orders to the Food Service Director and communicate anticipated ordering needs, shortages and delivery concerns.
- Prepare and maintain assigned food service and related worksheets, keeps a variety of records and accounts of cafeteria activity.
- Train and provide work direction to assigned food service staff and student helpers.
- Develop efficient food service methods and procedures.
- Operate a computer terminal to process meal ticket applications; record amounts of food sold, tickets and monies collected as assigned.
- Conduct periodic inventory and check in groceries received and maintain related records; prepare records of foods cooked and foods left over; store unused food and supplies; utilize proper methods of handling foods to be stored; order food and supplies as directed.
- Operate a variety of standard kitchen utensils and equipment and a computer terminal as required.
- Assist other food service personnel with daily service activities as needed; clean food service equipment, utensils appliances and facilities; store food supplies; assure compliance with

AGENDA

kitchen sanitation and safety procedures and regulations; lift assist in the lifting of moderately heavy containers.

- Performs other related duties as assigned or required.

## EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school; some experience in Food Service preferred.

## LICENSES AND OTHER REQUIREMENTS:

Possess current Food Protection Manager certificate.

Possess a valid California driver's license.

Ability to pass a physical exam.

## KNOWLEDGE AND ABILITIES:

Knowledge of:

- Principles and methods of quantity food service preparation, serving and storage.
- Operation of a computer terminal.
- Basic menu planning techniques including food values, combinations and substitutions.
- Sanitation and safety practices related to handling, cooking, baking and serving food.
- Methods of preparing and serving food in large quantities.
- Methods of adjusting and extending recipes and proper substitutions.
- Proper methods of storing equipment, materials and supplies.
- Standard kitchen equipment, utensils and measurements.
- Health and safety regulations.
- Basic recordkeeping techniques.
- Basic math and cashiering skills.

Ability to:

- Prepare, cook, bake and serve a variety of foods in quantity at an assigned food service facility.
- Prepare and serve food in accordance with health and sanitation regulations.
- Operate and maintain standard machines and equipment.
- Prepare attractive, appetizing and nutritious meals for students and staff.
- Follow, adjust and extend recipes.
- Add, subtract, multiply and divide quickly and accurately.
- Understand and follow oral and written directions.
- Communicate effectively both orally and in writing.
- Maintain routine records.
- Meet schedules and timelines.
- Establish and maintain cooperative and effective working relationships with others.
- Plan and organize work.
- Observe health and safety regulations.

AGENDA

- Train and provide work direction to others.
- Make change accurately.
- Read and write at a level required for successful job performance.
- Work with and supervise student workers.

**WORKING CONDITIONS:**

ENVIRONMENT:

Food service environment; subject to heat from ovens, cold from walk-in refrigerators and freezers.

PHYSICAL ABILITIES:

Lifting, carrying, pushing or pulling moderately heavy objects (maximum of 35 pounds without assistance; and 50 pounds with assistance); standing and walking for extended periods of time; dexterity of hands and fingers to operate kitchen equipment; carrying, pushing or pulling food trays, carts, materials and supplies; reaching overhead, above the shoulders and horizontally; Seeing to assure proper quantities of food; bending at the waist.

HAZARDS:

Exposure to very hot foods, equipment and metal objects; exposure to sharp knives and slicers; exposure to cleaning agents and pesticides. Exposure to moving mechanical parts , hot grills and open flames from burners.

AGENDA

**COTTONWOOD UNION SCHOOL DISTRICT** Job Description

Title: **Admin Asst./Data Management**
Reports to: Superintendent

Classification:
Classified/Confidential Work
Year: 255 Days

## BASIC FUNCTION:

Under the direction of the Superintendent and Chief Business Official, provides administrative, secretarial, data management, and human resources support for District operations. Coordinates administrative actions and communications, assists with personnel matters and employee records, maintains District data systems, compiles reports, and provides support related to District policies, procedures, and regulatory requirements. Performs research, prepares reports, and assists with the implementation of administrative decisions. Performs related duties and responsibilities as required or assigned.

## EMPLOYMENT STANDARDS:

### Education and experience:

Two years of broad, varied, and increasingly responsible experience in administrative support, secretarial work, human resources, data management, or related office operations, preferably in public education.

### Knowledge of:

- Functions and clerical operations of an administrative office.
- Human resources practices, personnel procedures, and employee recordkeeping.
- Classified and certificated employment processes and applicable District policies.
- Employee onboarding, recruitment, leave procedures, and benefits coordination.
- Applicable Education Code, labor laws, and state and federal employment regulations.
- Office equipment and computer programs, including Microsoft Word, Excel, PowerPoint, and Adobe.
- Proper office methods, filing systems, business correspondence, and report preparation.
- Basic mathematics, budget procedures, accounting/bookkeeping skills, and data entry.
- Student information systems, databases, and state reporting requirements.

### Ability to:

- Deal tactfully and courteously with employees, parents, students, other agencies, and the public.
- Maintain strict confidentiality of employee, student, personnel, and District information.
- Interpret and apply District policies, procedures, Ed Code, and applicable employment regulations.
- Maintain accurate and complete personnel files, records, databases, and reports.
- Coordinate multiple assignments and meet established deadlines.
- Research, compile, and analyze information from various sources.
- Compose correspondence independently and accurately.
- Use word processing, spreadsheets, and database systems effectively.
- Understand and carry out complex oral and written instructions.
- Exercise sound judgment, initiative, and discretion.
- Work independently and efficiently under pressure with frequent interruptions.

### Examples of Duties:

- Assist the Superintendent and Chief Business Official with preparation of Board agendas, supporting documents, and correspondence.
- Assist with the preparation of the annual District audit and reports pertinent to school operations.

AGENDA

- Maintain administrative files, records, and confidential documents.
- Coordinate communications between District departments, employees, outside agencies, and the public.

- Manage employee fingerprinting, background clearances..
- Assist with preparation and distribution of employee handbooks, personnel notices, and other human resources communications.
- Provide information to employees regarding District personnel policies, procedures, and employment-related questions.
- Assist with maintaining compliance with applicable employment laws, Education Code, Board policies.
- Assist with preparation of personnel reports and documentation for the Superintendent and Chief Business Official.
- Maintain confidentiality of all employee, personnel, medical, and other sensitive information.
- Manage Employee relations, discipline, investigations and separation of employment.
- Compile, process, and maintain monthly District attendance reports and assist with attendance accounting.
- Coordinate District data systems and reporting requirements, including CBEDS, AERIES, CALPADS, SIRAS, CAASPP, and ELPAC.
- Serve as District coordinator for assigned student information and state reporting systems.
- Review data for accuracy, resolve discrepancies, and obtain missing information.
- Perform other duties as assigned by the Board of Trustees, Superintendent, or Chief Business Official.

## QUALIFICATIONS

- Demonstrates accuracy, thoroughness, and attention to detail.
- Excellent written and verbal communication skills.
- Ability to prioritize work activities and use time efficiently.
- Ability to work independently and exercise sound judgment.
- Ability to maintain strict confidentiality.
- Strong knowledge of Microsoft Office applications, particularly Word and Excel.
- Basic understanding of database management and student information systems.
- Ability to learn and apply human resources procedures, employment regulations, and District policies.

## PHYSICAL CHARACTERISTICS:

With or without the use of aids: sufficient vision to read printed materials and computer screens; sufficient hearing to hear normal and telephone conversations; sufficient capability to speak in an understandable voice with sufficient volume to be heard in normal conversations; sufficient manual dexterity to use a telephone and operate office equipment; and sufficient strength to perform lifting requirements of the specific assignment.

COTTONWOOD UNION SCHOOL DISTRICT
CONFIDENTIAL MANAGE AGENDA
2026-27 SALARY SCHEDULE

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| DIST ADMIN ASST/DATA MAN | 33.65 | 34.58 | 35.49 | 36.39 | 37.28 | 38.20 | 39.14 |
| DIST ACCT SPECIALIST | 33.65 | 34.58 | 35.49 | 36.39 | 37.28 | 38.20 | 39.14 |
| PR/HR SPECIALIST | 34.36 | 35.57 | 36.82 | 38.13 | 39.49 | 40.92 | 42.39 |
| DIR M&O | 36.70 | 37.39 | 38.24 | 38.99 | 39.76 | 40.51 | 41.29 |

6% increase Step 4 Proposed
10/20/2026

INSURANCE CAP PER YR $12,400
BACHELOR'S STIPEND $750.00 PER YEAR
MASTER'S STIPEND $2,000.00 PER YEAR

LONGEVITY ADDED TO STEP SEVEN IN THE FOLLOWING YEARS

| | |
|---|---|
| 10 YRS | 1.00% |
| 14 YRS | 2.50% |
| 16 YRS | 5.00% |
| 18 YRS | 7.50% |
| 20 YRS | 10.00% |
| 22 YRS | 12.50% |
| 24 YRS | 15.00% |

AGENDA

COTTONWOOD UNION SCHOOL DISTRICT
Job Description

Title: **District Accounting Specialist**
Reports To: Chief Business Official

Classification: Classified/Confidential
Work Year: 255 days

**BASIC FUNCTION:**

Under the direction of the Chief Business Official, performs a variety of specialized accounting, financial, purchasing, and business office duties in support of the district's fiscal operations. Assists with the preparation, maintenance, reconciliation, and analysis of financial records, accounts payable, accounts receivable, purchasing, cafeteria accounting, and other business office functions.

Provides assistance with the preparation of financial reports, budget information, account reconciliations, audits, and other fiscal documentation. Ensures accuracy and completeness of financial transactions and records in accordance with established District procedures, applicable laws, regulations, and accounting practices.

This position requires a high degree of accuracy, initiative, organization, confidentiality, sound judgment, and the ability to work independently while meeting established deadlines.

**EMPLOYMENT STANDARDS:**
**Education and experience:**

Two years of broad, varied, and increasingly responsible experience in accounting, bookkeeping, accounts payable, accounts receivable, purchasing, or other financial office operations. Experience in public education or governmental accounting is preferred.

**Knowledge of:**

- General accounting principles and bookkeeping procedures.
- Accounts payable and accounts receivable processes.
- Financial recordkeeping, account reconciliation, and cash handling procedures.
- Purchasing procedures, purchase orders, invoices, and vendor records.
- Basic budget preparation and financial reporting procedures.
- Cafeteria accounting, meal program financial records, and deposit procedures.
- Internal controls and procedures for safeguarding District funds.
- Office methods, procedures, and recordkeeping systems.
- Computerized accounting systems and financial software.
- Microsoft Word, Excel, PowerPoint, and Adobe Acrobat Pro.
- Business English, spelling, grammar, punctuation, and business correspondence.
- Basic and intermediate mathematics.
- Applicable District policies, procedures, and state and federal requirements related to school district fiscal operations.

**Ability to:**

- Perform accounting and bookkeeping duties accurately and efficiently.
- Assist with the preparation and maintenance of District financial records.
- Reconcile accounts, statements, invoices, deposits, and financial transactions.
- Review financial documents for accuracy, completeness, and proper authorization.
- Process accounts payable and accounts receivable transactions.

AGENDA

- Assist with purchasing activities and maintain accurate purchasing records.
- Maintain accurate and organized financial files, records, and reports.
- Utilize computerized accounting systems, spreadsheets, and financial software.
- Research and resolve discrepancies in financial records and transactions.
- Maintain confidentiality of financial and personnel information.
- Communicate effectively and professionally with District employees, vendors, administrators, and outside agencies.
- Establish and maintain effective working relationships.
- Understand and follow District policies, procedures, and applicable regulations.
- Organize and prioritize multiple assignments while meeting deadlines.
- Work independently with minimal supervision and exercise sound judgment.
- Understand and carry out complex oral and written instructions.
- Work efficiently under pressure and with frequent interruptions.

**Examples of Duties:**

- Assist with the preparation, maintenance, and reconciliation of District financial records, accounts, and reports.
- Review and process financial transactions, verify account coding, and research discrepancies.
- Assist with budget monitoring, financial reporting, and preparation of annual audit documentation.
- Process accounts payable, including reviewing invoices, verifying purchase orders, reconciling vendor statements, and preparing payment documentation.
- Assist with purchasing activities, including processing requisitions and purchase orders, monitoring expenditures, and maintaining vendor and purchasing records.
- Process and record District receipts, payments, and other revenues.
- Prepare deposits, reconcile cash receipts and accounts receivable, monitor outstanding balances, and maintain supporting financial documentation.
- Provide accounting support to the cafeteria, including recording and reconciling cafeteria revenues, deposits, expenditures, meal payments, and vendor invoices.
- Assist with cafeteria financial reports, account reconciliations, and maintenance of records related to Child Nutrition Program funds.
- Maintain accurate financial records, inventory records, and supporting documentation.
- Compile reports, assist with District financial and administrative projects, and provide accounting-related assistance to District personnel.
- Perform other related duties as assigned by the Superintendent or Chief Business Official.

**PHYSICAL CHARACTERISTICS:**

With or without the use of aids: sufficient vision to read printed materials and computer screens; sufficient hearing to hear normal and telephone conversations; sufficient capability to speak in an understandable voice with sufficient volume to be heard in normal conversations; sufficient manual dexterity to use a telephone and operate office equipment; and sufficient strength to perform lifting requirements of the specific assignment.

AGENDA

COTTONWOOD UNION SCHOOL DISTRICT
Job Description

Title: **School Secretary**
Reports To: Site Principal

Classification: Classified
Work Year: 240 Days

**BASIC FUNCTION:**

Under general supervision, performs a variety of complex and responsible secretarial, clerical, and administrative support duties to assist the school principal and facilitate the daily operations of the school. Serves as a primary point of contact for students, parents, staff, and the public; maintains student and school records; coordinates office functions; and performs related duties as assigned.

**DISTINGUISHING CHARATERISTICS:**

The School Secretary is responsible for providing comprehensive office support in a fast-paced school environment. The position requires a thorough understanding of school operations, district policies, procedures, and student services. Incumbents must exercise sound judgment, initiative, discretion, and confidentiality when responding to inquiries, addressing concerns, and handling sensitive student and personnel information.

The position requires strong organizational and communication skills, the ability to manage multiple priorities, and the ability to respond effectively to frequent interruptions. Work is performed independently within established policies and procedures, requiring the incumbent to determine appropriate actions and resolve routine matters within the scope of assigned authority.

## ESSENTIAL DUTIES:
## (NOTE: Any one position may not include all of the duties listed, nor necessarily be limited to these examples.)

- Serves as receptionist for the school office, greeting visitors, answering telephone calls, responding to inquiries, and directing individuals to appropriate personnel.
- Provides information regarding school programs, policies, procedures, services, and available resources.
- Responds to questions and concerns from students, parents, staff, and the public, exercising appropriate judgment in determining when matters should be referred to the principal.
- Maintains the principal's calendar, schedules appointments and conferences, and coordinates meetings and other administrative activities.
- Prepares correspondence, reports, notices, daily bulletins, and other written communications for the principal and school staff.
- Coordinates communication between students, parents, teachers, and administration.
- Processes student registrations, withdrawals, and transfers and maintains accurate enrollment records.
- Maintains and updates student cumulative files and other confidential student records.
- Prepares and distributes daily staff absence reports.
- Maintains staff leave and absence documentation, teacher claim sheets, and substitute teacher records as assigned.
- Prepares student passes and communicates with teachers regarding students arriving late or leaving school early.
- Monitors and maintains student progress reports, quarterly GPA reports, honor roll lists, and student recognition records (Star Students).

AGENDA

- Prepares graduation programs, award certificates, student recognition lists, and other school-related materials.
- Coordinates the transfer of student records to other schools, including cumulative files, immunization documentation, and articulation records and Confidential files in accordance with applicable confidentiality requirements.
- Reviews and updates annual school forms, student and parent handbooks, and other informational materials.
- Prepares and processes purchase orders and assists with school purchasing activities.
- Assists with yearbook sales and other school-sponsored activities.
- Coordinate school picture days, celebrations, staff appreciation activities, and facility-use scheduling.
- Establishes and maintains organized filing systems and ensures the accuracy and confidentiality of school records.
- Provides administrative and clerical support to the principal and school staff as needed.

Summer work:

- Processes new student registrations and maintains the principal's summer conference schedule.
- Prepares and processes beginning-of-year purchase orders.
- Assists with teacher checkout procedures at the conclusion of the school year.
- Reviews, organizes, and updates student cumulative files.
- Prints class lists, student schedules, and report cards in preparation for the upcoming school year.
- Updates the course master and student information in the Aeries student information system.
- Assists with scheduling the student body in Aeries.
- Prepares teacher binders and organizational materials, including bus duty assignments, yard duty schedules, detention schedules, and bulletin board schedules.
- Assembles beginning-of-year student information packets and materials for distribution on the first day of school.

**EMPLOYMENT STANDARDS:**
**Education and experience:**

- High school diploma or equivalent.
- Previous experience working in a school office is highly desirable.
- Experience and/or training in general office administration, secretarial procedures, recordkeeping, and computer applications.

**Knowledge of:**

- Modern office practices, procedures, and equipment.
- School operations, administrative procedures, and student services.
- District policies, regulations, and procedures relating to students, parents, staff, programs, and facilities.
- Student enrollment, attendance, cumulative records, and recordkeeping requirements.
- Basic bookkeeping and purchasing procedures.
- Applicable local, state, and federal regulations affecting school operations.
- Principles of effective communication, customer service, and public relations.
- Proper English usage, spelling, grammar, punctuation, and business correspondence.
- Basic mathematical skills and computer applications, including student information systems.
- Confidentiality requirements relating to student, personnel, and district records.

AGENDA

**Ability to:**

- Communicate effectively and professionally with students, parents, staff, administrators, and the public.
- Establish and maintain effective working relationships.
- Organize, prioritize, and complete multiple assignments within established deadlines.
- Exercise sound judgment, initiative, and discretion when handling sensitive or confidential information.
- Interpret and apply district policies, procedures, and applicable regulations.
- Maintain accurate and complete records, files, and reports.
- Operate standard office equipment and computer applications, including Aeries.
- Prepare correspondence, reports, schedules, and other written materials accurately and efficiently.
- Perform mathematical calculations and basic bookkeeping functions.
- Manage frequent interruptions while maintaining accuracy and attention to detail.
- Work independently with minimal supervision.
- Research, compile, and organize information from a variety of sources.
- Maintain strict confidentiality of student, employee, and district information.

**PHYSICAL CHARACTERISTICS:**

With or without the use of aids: sufficient vision to read printed materials and computer screens; sufficient hearing to hear normal and telephone conversations; sufficient capability to speak in an understandable voice with sufficient volume to be heard in normal conversations; sufficient manual dexterity to use a telephone and operate office equipment; and sufficient strength to perform lifting requirements of the specific assignment.

# PERSONNEL REQUEST FORM

AGENDA

*(Section A-1: To be completed by Site Supervisor)*

Job Title/Classification: Special Education Secretary New Position X Vacant Position ___ Change ___

Position Justification: (Program/Action Plan) To assist with compliance, maintain student records, IEP coordination, providing director support

Desired Qualifications:

Skills/Abilities: Confidentiality, clerical work, time management, SIRAS (not required)

Amount of experience desired: Experience in a school office skills, experience w/ special ed.

Certification/Licenses Needed: N/A

Position is ☒ Permanent ☐ Temporary - from ___ to ___ ☐ Long Term Sub from ___ to ___

Daily Working Hours: from 8 to 2:15 Hours per day: 5.75

Worksite: Both (Primary: West) Assignment START date: NOV. 1, 2026 or ASAP

Work Months Per Year ☒ 11 month ☐ 12 month

Employee Replaced: Alyson Stove Supervisor: Steve Gallo

Signature of Requesting Supervisor: [signature] Date: 10/12/24

*(Section A-2: To be completed by CBO & Supt.)*

Chief Business Official's Approval for Budget: ___ Date: ___

Superintendent's Approval to Post/Advertise: ___ Date: ___

*(Section B: To be completed by Site Supervisor)*

Interview Committee Recommendation: ___ Date: ___

Reference Check: ___ (initial) Date: ___ New Hire: ___ Transfer: ___

Approval of Principal: ___ (initial) Date: ___

*(Section C: To be completed by HR)*

Salary Schedule Placement: Column: ___ Step: ___ Amount: ___ Effective Date: ___

Date Position Offered: ___ Health Benefits: ☐ Yes ☐ No Annual Cont. Days: ___

Position accepted: ___ Date: ___

(Placement is contingent on clearance of fingerprints and physical examination.)

DA10/5/15

AGENDA

COTTONWOOD UNION SCHOOL DISTRICT
Job Description

Title: **Special Education Secretary**
Reports To: Special Education Director

Classification: Classified
Work Year: 206 Days

BASIC FUNCTION: Under general supervision, provide a very wide variety of responsible secretarial and clerical duties in support of the Special Education Department, and related work as required.

DISTINGUISHING CHARATERISTICS: Incumbents must have a good understanding of the policies and operations of an elementary school, and be able to apply it effectively when interacting with students, parents, staff, and public. The intensity of the school environment is a factor that requires poise, stamina, and good organizational skills. Knowledge of Google docs, sheets and email. Works within the framework of established policies and procedures with the requirement to select the appropriate procedure according to the situation. May develop some internal procedures.

ESSENTIAL DUTIES:
(NOTE: Any one position may not include all of the duties listed, nor necessarily be limited to these examples.)

- Manage the scheduling and rescheduling of Individualized Education Program (IEP) meetings for both North and West Cottonwood campuses utilizing SIRAS, Google Calendar, and tracking spreadsheets.
- Coordinate and schedule all out-of-district IEP meetings.
- Distribute official Meeting Notices to parents/guardians, track receipt of signed acknowledgments, and document the preferred method of attendance (in-person, virtual, or telephonic).
- Communicate parent participation preferences and scheduling updates to Case Managers and the Special Education Director to ensure seamless meeting preparation.

- Maintain the highest level of confidentiality regarding all student, family, and staff information, strictly adhering to the Family Educational Rights and Privacy Act (FERPA), HIPAA, and district privacy policies.
- Input, update, and maintain accurate student data within the SIRAS system, including processing student transfer and intake requests.
- Monitor and track the completion of all required pre-meeting documentation to ensure regulatory compliance.
- Track and maintain strict adherence to state and federal special education timelines for IEP assessments and annual reviews.
- Facilitate the secure mailing and distribution of finalized IEP documents to parents and guardians upon approval from Case Managers or the Special Education Director.
- Organize, track, and maintain physical and digital special education student files, ensuring strict confidentiality in accordance with FERPA and HIPAA guidelines.
- Assist in preparing, auditing, and securely transferring confidential student records to external districts or agencies.

- Assist in the administration and tracking of the Children and Youth Behavioral Health Initiative (CYBHI), the Local Educational Agency Medi-Cal Billing Option Program (LEA BOP), and Random Moment Time Study (RMTS) requirements.
- Process and manage purchase orders for the Special Education Department, ensuring accurate documentation and budget tracking.
- Manage incoming correspondence, respond to inquiries, and route messages efficiently for the Special Education Department.
- Perform other related duties as required

AGENDA

**EMPLOYMENT STANDARDS:**
**Education and experience:**

- Experience in a school is highly desirable
- Experience and/or training in broad scope of office skills, enabling the incumbent to serve as a clerical staff person at the school

**Knowledge of:**

- Google
- SIRAS
- Comprehensive knowledge of the operation of a school and the applicable procedures
- Thorough familiarity with school district policies and regulations as they apply to school students, parents, staff, programs, and facilities
- Familiarity with requirements, regulations (local, state, federal) of specific programs located at the school site
- Familiarity with district informational resources
- Basic mathematical skills and concepts
- Principles of effective public relations and human interaction
- Proper English usage, spelling, grammar, punctuation, vocabulary, and composition
- Basic electronic data processing terminology and operation

**Ability to:**

- Deal tactfully and courteously with students, parents, fellow employees, and other agencies
- Establish and maintain a positive effective working relationship
- Learn and apply the appropriate school and district policies, regulations, Education Code and other state and federal requirements both current in the future
- Assume responsibility and use good judgment in recognizing the scope of authority delegated
- Analyze situations accurately and adopt effective courses of action
- Strictly adhere to privacy laws (such as FERPA) regarding student records and disability information
- Have strong interpersonal, organizational, and time-management skills to track rigid state and federal compliance deadlines
- Compile and maintain accurate and complete files, records, and reports
- Skillfully operate standard modern office equipment, such as typewriter, computer terminal and/or unit, copier, calculators
- Perform clerical work with accuracy, speed, and with a minimum of supervision
- Perform information research and compiles information from a variety of sources

**PHYSICAL CHARACTERISTICS**: With or without the use of aids: sufficient vision to read printed materials; sufficient hearing to hear normal and telephone conversations; sufficient capability to speak in an understandable voice with sufficient volume to be heard in normal conversations; sufficient manual dexterity to use telephone and operate office equipment and sufficient strength to perform lifting requirement of specific assignment.

AGENDA

# COTTONWOOD UNION SCHOOL DISTRICT
## Special Ed Secretary 206 Days
### 2026-2027 School Calendar

**July '26**

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

**August '26**

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

**September '26**

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

**October '26**

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**November '26**

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

**December '26**

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

**January '27**

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

**February '27**

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

**March '27**

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

**April '27**

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

**May '27**

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

**June '27**

| Su | M | Tu | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

NON-WORK DAYS

SCHOOL DAYS (180)

HOLIDAYS

ADDITIONAL WORK DAYS

Calendar Template © calendarlabs.com

COTTONWOOD UNION SCHOOL DISTRICT
CLASSIFIED SALARY SCHE AGENDA
2026/2027

Hourly Wage

| | STEPS | A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|---|
| 1 | SPECIAL EDUCATION SECRETARY | $23.76 | $24.65 | $25.52 | $ 26.34 | $ 27.23 | $ 28.04 | $ 28.93 |
| 2 | SITE SECRETARY/REGISTRAR | $26.59 | $27.42 | $28.23 | $ 29.04 | $ 29.84 | $ 30.68 | $ 31.49 |
| 3 | SITE/CLERICAL | $23.76 | $24.65 | $25.52 | $ 26.34 | $ 27.23 | $ 28.04 | $ 28.93 |
| 4 | INSTR AIDE/ LIBRARY AIDE | $19.70 | $19.98 | $20.26 | $ 20.53 | $ 20.81 | $ 21.10 | $ 21.41 |
| 5 | INSTR AIDE/ SN, PRESCH ASST. | $20.32 | $20.59 | $20.86 | $ 21.15 | $ 21.43 | $ 21.98 | $ 22.62 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | HEALTH CLERK, PRSCH TEACHER | $20.99 | $21.28 | $21.69 | $ 22.54 | $ 23.40 | $ 24.27 | $ 25.08 |
| 9 | BILINGUAL AIDE | $20.32 | $20.59 | $20.86 | $ 21.15 | $ 21.43 | $ 21.98 | $ 22.62 |
| 10 | LAB TECH/LIBR TECH | $23.79 | $24.68 | $25.55 | $ 26.68 | $ 27.23 | $ 28.07 | $ 28.96 |
| 11 | CUST/MAINT DAY | $21.82 | $22.46 | $23.09 | $ 23.77 | $ 24.42 | $ 25.04 | $ 25.69 |
| 12 | CUST/MAINT SWING | $22.38 | $23.03 | $23.72 | $ 24.39 | $ 25.04 | $ 25.71 | $ 26.35 |
| 13 | CUST MAINT/ LEAD | $23.69 | $24.34 | $25.01 | $ 25.64 | $ 26.28 | $ 26.94 | $ 27.60 |
| 14 | KITCHEN MANAGER | $28.91 | $29.67 | $30.40 | $ 31.13 | $ 31.89 | $ 32.62 | $ 33.36 |
| 15 | CAFE ASST | $19.39 | $19.67 | $19.96 | $ 20.24 | $ 20.50 | $ 20.78 | $ 21.19 |
| 16 | COOK | $22.71 | $23.36 | $24.00 | $ 24.56 | $ 25.32 | $ 25.95 | $ 26.60 |
| 17 | BUS DRIVER I | $22.62 | $23.60 | $24.58 | $ 25.53 | $ 26.48 | $ 27.45 | $ 28.42 |
| 18 | BUS DRIVER II | $24.29 | $25.20 | $26.12 | $ 27.07 | $ 28.00 | $ 28.90 | $ 29.84 |
| 19 | BUS DRIVER/MECH | $24.27 | $25.27 | $26.24 | $ 27.20 | $ 28.12 | $ 29.09 | $ 30.07 |
| 20 | TRANS LEAD | $32.14 | $32.98 | $33.84 | $ 34.73 | $ 35.61 | $ 36.52 | $ 37.46 |
| 21 | LICENSED HEALTH | $25.56 | $26.34 | $27.16 | $ 27.78 | $ 28.72 | $ 29.61 | $ 30.57 |
| 22 | MAINTENANCE/SKILLED | $26.32 | $27.23 | $28.15 | $ 29.16 | $ 30.15 | $ 31.23 | $ 32.24 |
| 23 | | | | | | | | |
| 24 | PRESCHOOL DIRECTOR | $29.34 | $30.10 | $30.87 | $ 31.63 | $ 32.42 | $ 33.17 | $ 33.93 |
| 25 | | | | | | | | |
| 26 | BEHAVIOR TECHNICIAN I | $23.88 | $24.51 | $25.15 | $ 25.81 | $ 26.49 | $ 27.18 | $ 27.90 |
| 27 | | | | | | | | |
| 28 | MAINTENANCE/CUSTODIAL MNGR | $34.26 | $35.17 | $36.07 | $ 36.98 | $ 37.89 | $ 38.79 | $ 39.70 |
| 29 | VAN DRIVER | $19.95 | $20.93 | $21.91 | $ 22.85 | $ 23.81 | $ 24.78 | $ 25.75 |
| 30 | LEAD COOK | $25.46 | $26.11 | $26.74 | $ 27.31 | $ 28.06 | $ 28.70 | $ 29.35 |
| | | | | | | | | |
| | **LONGEVITY** | | | | | | | |
| | 1.0 @ 10 | | | | | | | |
| | 2.5 @ 14 | | | | | | | |
| | 5.0 @ 16 | | | | | | | |
| | 7.5 @ 18 | | | | | | | |
| | 10. @ 20 | | | | | | | |
| | 12.5 @ 22 | | | | | | | |
| | 15.0 @ 24 | | | | | | | |

INSURANCE CAP PER YEAR $12,400.00
BACHELOR'S STIPEND $750.00 PER YEAR
MASTER'S STIPEND $2,000.00 PER YEAR

10% increase of Column D Board Approved 10/20/2026

AGENDA

# West Cottonwood Junior High School

## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 School Year)

## General Information about the School Accountability Report Card (SARC)

### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis.
Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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| **Admission Requirements for the University of California (UC)** | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
| **Admission Requirements for the California State University (CSU)** | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2025-26 School Contact Information

| | |
|---|---|
| **School Name** | West Cottonwood Junior High School |
| **Street** | 20512 West First Street |
| **City, State, Zip** | Cottonwood, CA. 96022 |
| **Phone Number** | (530) 347-3123 |
| **Principal** | Lupe S. Cordova |
| **Email Address** | lupe.cordova@cwusd.net |
| **School Website** | http://west.cwusd.com |
| **Grade Span** | 5-8 |
| **County-District-School (CDS) Code** | 45-69955-6050207 |

## 2025-26 District Contact Information

| | |
|---|---|
| **District Name** | Cottonwood Union School District |
| **Phone Number** | (530) 347-3165 |
| **Superintendent** | Mr. Douglas Geren |
| **Email Address** | doug.geren@cwusd.net |
| **District Website** | http://www.cwusd.com |

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## 2025-26 School Description and Mission Statement

As you read through our School Accountability Report Card for the year 2024-25, it will become evident that the Cottonwood community has a fine education program in place for their children. Our staff is dedicated to the improvement of student's academic growth by creating a friendly, safe, open learning environment for all of our district's children.

West Cottonwood continues to maintain a high quality academic program using highly qualified teachers and the California State Teaching Standards. We are fortunate to have a School Board, Superintendent, and an administrative and teaching staff that are all dedicated to promoting a positive image and to the improvement and success of all students.

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## 2025-26 School Description and Mission Statement

West Cottonwood has established a comprehensive elective program that allows our students to participate in a variety of activities such as Art, Cooking, Conversational Spanish, Video Editing, Sign Language, and Intro to Agriculture. In addition, West Cottonwood has our own FFA Chapter in which our 8th grade students may participate.

Cottonwood Union School District is located in Shasta County and encompasses 200 square miles along the Shasta-Tehama County Line. Cottonwood Union School District is comprised of two schools, North Cottonwood Elementary School (TK-4) and West Cottonwood Junior High School (5-8). The schools consistently earn the reputation for high academic standards, extremely safe, well-disciplined campuses, and a school environment that is conducive to learning and parent participation.

Students at West Cottonwood Junior High School are guided by specific rules and classroom expectations that promote safety, respect, responsibility, kindness, communication, empowerment, and community. The school's discipline philosophy is based on a community-building approach to education, a partnership between students, parents, and the school, and a balance between support and accountability structures. Parents and students are informed of discipline policies through the student handbook, and other forms of written communication such as newsletters, emails, notifications home, and school signage. The principal or counselor meets with all new students and parents before they attend class and communicates to them the high standards of student behavior and the dress code. All staff members enforce the school rules in a fair and equitable manner and unacceptable behavior is quickly communicated to parents. A principal/counselor referral system is in place to deal with serious and recurring student behavior issues in a timely manner and in-house and/or at-home suspension are used to handle aggressive student behavior.

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 5 | 110 |
| Grade 6 | 101 |
| Grade 7 | 119 |
| Grade 8 | 89 |
| Total Enrollment | 419 |

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## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 48.9 |
| Male | 51.1 |
| American Indian or Alaska Native | 5.7 |
| Asian | 1 |
| Black or African American | 0.5 |
| Filipino | 0.2 |
| Hispanic or Latino | 20.5 |
| Two or More Races | 5.3 |
| White | 65.2 |
| English Learners | 2.9 |
| Foster Youth | 1.7 |
| Homeless | 1 |
| Socioeconomically Disadvantaged | 51.6 |
| Students with Disabilities | 17.7 |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 17.7 | 79.95 | 50.2 | 85.04 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 0 | 0 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1 | 4.51 | 2.2 | 3.8 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 0 | 0 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 3.4 | 15.55 | 6.6 | 11.16 | 15831.9 | 5.67 |
| Total Teaching Positions | 22.1 | 100 | 59.1 | 100 | 279044.8 | 100 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educat authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 15.1 | 64.83 | 46.8 | 80.86 | 231142.4 | 83.24 |
| Intern Credential Holders Properly | 0 | 0 | 0 | 0 | 5566.4 | 2 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| **Assigned** | | | | | | |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 0 | 0 | 0.2 | 0.5 | 14938.3 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0 | 0 | 1.3 | 2.33 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 8.1 | 35.17 | 9.4 | 16.29 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 23.2 | 100 | 57.9 | 100 | 277698 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also repre
two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assig
based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to stude

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## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 12 | 53.45 | 40 | 70.53 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 2 | 3.52 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.9 | 4.4 | 2.9 | 5.26 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.9 | 4.4 | 2.2 | 3.98 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 8.4 | 37.66 | 9.4 | 16.67 | 13705.8 | 4.91 |
| Total Teaching Positions | 22.4 | 100 | 56.8 | 100 | 278927.1 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also repre two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assig based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to stude

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Permits and Waivers | 0.00 | 0 | 0 |
| Misassignments | 1.00 | 0 | 0.9 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 0 | 0.9 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|

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| | | | |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0.9 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0 | 0.9 |

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## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 1.5 | 0 | 5.2 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| | |
|---|---|
| **Year and month in which the data were collected** | December 2025 |

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | McGraw Hill 2016<br>Study Sync 2016 | 0 |
| **Mathematics** | Houghton Mifflin Harcourt GoMath | 0 |

| | | |
|---|---|---|
| | h (5-6) CPM (7-8) | |
| **Science** | Stem scopes (5-8) Accelerated Learning | 0 |
| **History-Social Science** | California Impact U.S. History: Making a New Nation(5)<br>National Geographic (6)<br>Impact California World History and Geography, Medieval and Early Modern Times (7)<br>Impact California United States History and Geography, Growth and Conflict (8) | 0 |
| **Foreign Language** | | 0 |
| **Health** | | 0 |
| **Visual and Performing Arts** | | 0 |
| **Science Laboratory Equipment (grades 9-12)** | | 0 |

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Note: Cells with N/A values do not require data.

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| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## School Facility Conditions and Planned Improvements

West Cottonwood Junior High School was built in 1957 and is currently comprised of 25 classrooms, one library, one professional development room, one computer lab, one counseling room, one student services room, one staff lounge, one gym, one multipurpose room, one fitness room, one swimming pool, and an all-weather track. Restrooms are located in the main hallway, library, locker rooms, and multipurpose room, and are in good working order.

A team of three full-time custodians ensures classrooms, and campus grounds are kept clean and safe. Cottonwood Union School District administers a scheduled maintenance program to guarantee the classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are complete in a timely manner. A work order process is used to provide efficient service and that emergency repairs are given the highest priority.

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| | |
|---|---|
| Year and month of the most recent FIT report | July 14, 2025 |

| Overall Facility Rate | | | |
|---|---|---|---|
| Exemplary | Good | Fair | Poor |
| X | | | |

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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| English Language Arts/Literacy (grades 3-8 and 11) | 50 | 52 | 54 | 53 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 34 | 36 | 44 | 43 | 35 | 37 |

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## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

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the total number of students who met the standard (i.e., achieved Level 3- ) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 406 | 389 | 95.81 | 4.19 | 51.67 |
| Female | 202 | 194 | 96.04 | 3.96 | 58.25 |
| Male | 204 | 195 | 95.59 | 4.41 | 45.13 |
| American Indian or Alaska Native | 26 | 24 | 92.31 | 7.69 | 45.83 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 85 | 82 | 96.47 | 3.53 | 47.56 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 26 | 26 | 100.00 | 0.00 | 42.31 |
| White | 262 | 250 | 95.42 | 4.58 | 53.60 |
| English Learners | 13 | 11 | 84.62 | 15.38 | 36.36 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 159 | 150 | 94.34 | 5.66 | 38.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 71 | 63 | 88.73 | 11.27 | 9.52 |

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## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated AGENDA er they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 406 | 389 | 95.81 | 4.19 | 35.73 |
| Female | 202 | 194 | 96.04 | 3.96 | 38.14 |
| Male | 204 | 195 | 95.59 | 4.41 | 33.33 |
| American Indian or Alaska Native | 26 | 24 | 92.31 | 7.69 | 20.83 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 85 | 82 | 96.47 | 3.53 | 30.49 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 26 | 26 | 100.00 | 0.00 | 34.62 |
| White | 262 | 250 | 95.42 | 4.58 | 38.40 |
| English Learners | 13 | 11 | 84.62 | 15.38 | 27.27 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 159 | 150 | 94.34 | 5.66 | 28.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 71 | 63 | 88.73 | 11.27 | 4.76 |

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## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 27.51 | 30.81 | 27.51 | 30.81 | 30.73 | 32.52 |

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## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 194 | 185 | 95.36 | 4.64 | 30.81 |
| Female | 101 | 95 | 94.06 | 5.94 | 33.68 |
| Male | 93 | 90 | 96.77 | 3.23 | 27.78 |
| American Indian or Alaska Native | 15 | 14 | 93.33 | 6.67 | 28.57 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 39 | 36 | 92.31 | 7.69 | 27.78 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 11 | 11 | 100.00 | 0.00 | 45.45 |
| White | 126 | 121 | 96.03 | 3.97 | 29.75 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 75 | 69 | 92.00 | 8.00 | 21.74 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 36 | 31 | 86.11 | 13.89 | 6.45 |

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## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 98 | 100 | 100 | 100 | 100 |
| Grade 7 | 100 | 100 | 100 | 100 | 100 |
| Grade 9 | n/a | n/a | n/a | n/a | n/a |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2025-26 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs at West Cottonwood Junior High School. Parents ma volunteer in classrooms, to coach sports teams, for special events, for fund raisers, go on field trips as chaperones, attend Stude of the Month Assemblies, attend honor roll assemblies and volunteer for various school district committees such as School Site Council and Parent Club. Additionally parents can be involved with the Yelp foundation, a local organization that provides weeker and holiday food, winter coats, shoes, and other clothing to our students in need. Parents also have the opportunity to participate by attending Back to School Night, Open House, Parent Nights, LCAP Advisory Meetings, and School Board Meetings.

Additionally, the Cottonwood Foundation for Excellent Schools (CFES) is a non-profit organization that provides a network of community support for the Cottonwood School District and raises funds that will help enhance and support learning and offer more educational opportunities for students.

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## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 454 | 438 | 83 | 18.9 |
| Female | 222 | 215 | 44 | 20.5 |
| Male | 232 | 223 | 39 | 17.5 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | 29 | 28 | 5 | 17.9 |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 94 | 90 | 17 | 18.9 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 24 | 23 | 5 | 21.7 |
| White | 293 | 283 | 54 | 19.1 |
| English Learners | 14 | 14 | 4 | 28.6 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 248 | 237 | 62 | 26.2 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 87 | 83 | 20 | 24.1 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is or fewer.

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## C. Engagement

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

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## Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 7.71 | 4.2 | 6.39 | 3.39 | 2.07 | 3.52 | 3.6 | 3.28 | 2.94 |

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.08 | 0.07 | 0.06 |

## 2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 6.39 | 0.00 |
| Female | 2.70 | 0.00 |

| | | |
|---|---|---|
| Male | 9.91 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 6.90 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 2.13 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 12.50 | 0.00 |
| White | 7.17 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 8.06 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 13.79 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is or fewer.

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## 2025-26 School Safety Plan

The School Site Safety Plan is reviewed and revised annually and was approved by the board on February 11, 2025. The Safety Plan is revised by the Safety Committee, which includes the Superintendent, site administrators, certificated and classified staff, and parents, and is approved by our School Site Council. The school safety plan includes steps for ensuring students' and staff safety in the event of a disaster. Emergency drills are conducted on a regular basis throughout the school year and Fire Drills are conducted monthly.

The safety of students and staff is a primary concern of Cottonwood Union School District, and West Cottonwood Junior High provides a safe and clean environment for students. Highly visible, organized, and professional adult supervision is provided by teachers, paraprofessionals, and administrative staff to ensure the campuses are safe and well supervised so all students can achieve social, academic, physical, and moral excellence.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 18 | 16 | 4 | 0 |
| Mathematics | 17 | 18 | 3 | 0 |
| Science | 20 | 6 | 3 | 0 |
| Social Science | 20 | 6 | 3 | 0 |

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| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 17 | 15 | 4 | |
| Mathematics | 17 | 17 | 2 | |
| Science | 19 | 6 | 3 | |
| Social Science | 22 | 3 | 5 | |

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## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 23 | 4 | 13 | |
| Mathematics | 21 | 7 | 12 | |
| Science | 25 | 1 | 7 | |
| Social Science | 25 | 1 | 7 | |

| Title | Ratio |
|---|---|
| Pupils to Academic Cou | 395 |

| | |
|---|---|
| n<br>s<br>e<br>l<br>o<br>r | |

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

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## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $15,346 | $6,105 | $9,241 | $68,965 |
| District | N/A | N/A | $9,033 | $68,965 |
| Percent Difference - School Site and District | N/A | N/A | 2.3 | 0.0 |
| State | N/A | N/A | $11,146 | $85,291 |
| Percent Difference - School Site and State | N/A | N/A | -18.7 | -21.2 |

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Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

## Fiscal Year 2024-25 Types of Services Funded

West Cottonwood provides Advisory classes for all students grades 5-8 who struggle. 8th grade students are also offered a Credit Recover Program to help complete graduation requirements. West Cottonwood also offers electives for all grades (5th-8th). Electives include Intro to Farm and Garden (Intro to AG), Conversational Spanish, Exploring Movies, Indoor/Outdoor Games, String Art, Paint Pours, Video Editing, Sign Language, Photo Walks, Leadership, Cards, Puzzles, Games, Art, and Cooking. After school care is also provided through Project Share.

In addition to these services, we provide counseling, Special Education services, after school sports, English Learner liaison and parent support meetings, interventions and tutoring.

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| Category | Dis | State Aver |
|---|---|---|

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| | trict Amount | age for Distr icts in Same Category |
|---|---|---|
| Beginning Teacher Salary | | $55,248 |
| Mid-Range Teacher Salary | | $80,746 |
| Highest Teacher Salary | | $109,655 |
| Average Principal Salary (Elementary) | | $133,828 |
| Average Principal Salary (Middle) | | $142,253 |
| Average Principal Salary (High) | | |
| Superintendent Salary | | $155,954 |
| Percent of Budget for Teacher Salaries | 24.38% | 25.26% |
| Percent of Budget for Administrative Salaries | 6.86% | 6.12% |

## Professional Development

Staff members build teaching skills and concepts through participation in professional development, conferences, and workshops throughout the year. The district offers weekly collaboration days where teachers are offered a broad based variety

## Professional Development

of professional growth opportunities in curriculum, teaching strategies, and methodologies.

In addition, staff members are encouraged to attend workshops and conferences. All teachers have the opportunity to participate in district and school sponsored in-service training as well as outside training of their own choosing.

Cottonwood Union School District offers programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Alliance for Teacher Excellence (ATE), a State sponsored program, is designed for first and second-year credentialed teachers to provide skills assistance over a two-year period.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 36 | 36 | 36 |

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# North Cottonwood School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

## General Information about the School Accountability Report Card (SARC)

### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis.
Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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| | |
|---|---|
| **Admission Requirements for the University of California (UC)** | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
| **Admission Requirements for the California State University (CSU)** | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2025-26 School Contact Information

| | |
|---|---|
| **School Name** | North Cottonwood School |
| **Street** | 19920 Gas Point Road |
| **City, State, Zip** | Cottonwood, CA 96022 |
| **Phone Number** | 530-347-1698 |
| **Principal** | Rebekah Cole |
| **Email Address** | rebekah.cole@cwusd.net |
| **School Website** | https://northcottonwoodca.schoolinsites.com/ |
| **Grade Span** | P-4 |
| **County-District-School (CDS) Code** | 45699550111393 |

## 2025-26 District Contact Information

| | |
|---|---|
| **District Name** | Cottonwood Union Elementary School District |
| **Phone Number** | 530-347-3165 |
| **Superintendent** | Douglas Geren |
| **Email Address** | doug.geren@cwusd.net |
| **District Website** | http://www.cwusd.net |

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## 2025-26 School Description and Mission Statement

Welcome to North Cottonwood School, "Home of the Coyotes." We are pleased to have your family be a part of the Coyote team. North Cottonwood is a "School of Excellence." Our vision is " At North Cottonwood School, our mission is to create a collaborative and nurturing learning environment, strengthened by strong community relationships and driven by data-informed instruction, to ensure every student reaches their fullest potential." Our mission statement is "we are safe, trustworthy, accountable and respectful."

Academic success is a true partnership between the students, parents, and the school staff. Our main areas of emphasis at

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## 2025-26 School Description and Mission Statement

North Cottonwood School are reading fluency, reading comprehension, and a safe, orderly and prideful environment. Our whole staff is committed to providing a rigorous core curriculum that reflects the California Content Standards. In addition, our staff instructs and emphasizes that our students be STAR. With a visit to our campus or just a conversation with one of our students, it will not take long to realize that North Cottonwood School is truly a school focused developing literate students of high character!

Cottonwood Union School District is located in Shasta County and encompasses 200 square miles along the Shasta-Tehama County Line. Cottonwood Union School District is comprised of two schools, North Cottonwood Elementary School (preschool-4th grade) and West Cottonwood Junior High School (5th grade-8th grade). The schools have consistently earned the reputation for high academic standards, extremely safe, well-disciplined campuses, and a school environment that is conducive to learning and parent participation.

North Cottonwood has an outstanding staff consisting of 26 teachers,17 instructional aides, 11 special education aides, 3 supervision aides, 1 behavior aides, a librarian, 2 secretaries, a health clerk, 3 custodians,1 part time counselor, 1 district psychologist, 1 district special programs coordinator, 2 SLPs, 2 wellness coaches, a vice principal and principal. In addition, the school has a kitchen staff of three that serves both breakfast and lunch. The Cottonwood Union School District Preschool and a Shasta County Office of Education Preschool operate on our campus. Project Share provides afterschool care.

Students at North Cottonwood School are guided by specific rules and classroom expectations that promote respect, communication, empowerment and community. The school's discipline philosophy is based on a community-building approach to education, a partnership between students, parents and the school, and a balance between support and accountability structures. Positive Behavioral Supports and Interventions are provided for all students as well as explicit instruction to address social emotional learning. Coyotes are taught school values via the STAR acronym which represents: "Coyotes always act safely, are trustworthy, accountable, and respectful." Parents and students are informed of discipline policies through the student handbook, principal's newsletters and other notifications. All staff members enforce the school rules in a fair and equitable manner and unacceptable behavior is quickly communicated to parents. A referral system is in place to deal with serious and recurrent student management problems in a timely manner and in-house and/or at home suspension are used to handle aggressive student behavior.

## About this School

### 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 126 |
| Grade 1 | 78 |
| Grade 2 | 97 |
| Grade 3 | 90 |
| Grade 4 | 107 |
| Total Enrollment | 498 |

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## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 46.8 |
| Male | 53.2 |
| American Indian or Alaska Native | 5.8 |
| Asian | 0.8 |
| Black or African American | 0.6 |
| Filipino | 0.4 |
| Hispanic or Latino | 18.7 |
| Native Hawaiian or Pacific Islander | 0.8 |
| Two or More Races | 0.4 |
| White | 72.3 |
| English Learners | 2.8 |
| Foster Youth | 0.6 |
| Homeless | 1 |
| Socioeconomically Disadvantaged | 44.6 |
| Students with Disabilities | 13.9 |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 23.8 | 92.25 | 50.2 | 85.04 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 0 | 0 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1 | 3.88 | 2.2 | 3.8 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 0 | 0 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 1 | 3.88 | 6.6 | 11.16 | 15831.9 | 5.67 |
| Total Teaching Positions | 25.8 | 100 | 59.1 | 100 | 279044.8 | 100 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educat authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 22.5 | 95.74 | 46.8 | 80.86 | 231142.4 | 83.24 |
| Intern Credential Holders Properly | 0 | 0 | 0 | 0 | 5566.4 | 2 |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Assigned** | | | | | | |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 0 | 0 | 0.2 | 0.5 | 14938.3 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0 | 0 | 1.3 | 2.33 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 1 | 4.26 | 9.4 | 16.29 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 23.5 | 100 | 57.9 | 100 | 277698 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also repre two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assig based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to stude

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## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 19 | 80.85 | 40 | 70.53 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 2 | 8.51 | 2 | 3.52 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2 | 8.51 | 2.9 | 5.26 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0 | 0 | 2.2 | 3.98 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0.5 | 2.13 | 9.4 | 16.67 | 13705.8 | 4.91 |
| Total Teaching Positions | 23.5 | 100 | 56.8 | 100 | 278927.1 | 100 |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also repre two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assig based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to stude

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Permits and Waivers | 1.00 | 0 | 1 |
| Misassignments | 0.00 | 0 | 1 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 0 | 2 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|

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| | | | |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0 | 0 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0 | 0 |

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## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 | 0 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| | |
|---|---|
| **Year and month in which the data were collected** | December 2025 |

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | McGraw Hill - Wonders | 0 |
| **Mathematics** | Houghton Mifflin Harcourt Math Express | 0 |

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| | | |
|---|---|---|
| | s<br>i<br>o<br>n<br>s | |
| **Science** | STEMscopes | 0 |
| **History-Social Science** | Studies Weekly | 0 |
| **Foreign Language** | | 0 |
| **Health** | | 0 |
| **Visual and Performing Arts** | | 0 |
| **Science Laboratory Equipment (grades 9-12)** | | 0 |

## School Facility Conditions and Planned Improvements

North Cottonwood School opened its doors in January 2007. It is currently comprised of 31 classrooms, a library, a multi-purpose lab, a staff room, a multipurpose room with a stage, a school office, a playground with three large play structures, a preschool playground, and a large grassy area known as the "quad". A newly completed finished Kindergarten wing were established at the end of the last school year. At the time of publication 100% of all toilets on campus were in working condition.

A team of 2.5 custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. Cottonwood Union School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

## School Facility Conditions and Planned Improvements

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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| Year and month of the most recent FIT report | July 14, 2025 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | X | | | |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | This year, additional bark underlayment was added to the 1st-4th grade playground. |

## Overall Facility Rate

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| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| X | | | |

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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

**Statewide Assessments**
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| English Language Arts/Literacy (grades 3-8 and 11) | 45 | 40 | 54 | 53 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 40 | 36 | 44 | 43 | 35 | 37 |

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## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3 e CAA divided by the total number of students who participated in both assessments.

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To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 192 | 188 | 97.92 | 2.08 | 40.43 |
| Female | 83 | 81 | 97.59 | 2.41 | 45.68 |
| Male | 109 | 107 | 98.17 | 1.83 | 36.45 |
| American Indian or Alaska Native | 11 | 11 | 100.00 | 0.00 | 36.36 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 39 | 39 | 100.00 | 0.00 | 38.46 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 134 | 130 | 97.01 | 2.99 | 42.31 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 81 | 80 | 98.77 | 1.23 | 25.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 35 | 35 | 100.00 | 0.00 | 8.57 |

AGENDA

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 192 | 188 | 97.92 | 2.08 | 35.64 |
| Female | 83 | 81 | 97.59 | 2.41 | 38.27 |
| Male | 109 | 107 | 98.17 | 1.83 | 33.64 |
| American Indian or Alaska Native | 11 | 11 | 100.00 | 0.00 | 27.27 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 39 | 39 | 100.00 | 0.00 | 30.77 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 134 | 130 | 97.01 | 2.99 | 37.69 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 81 | 80 | 98.77 | 1.23 | 23.75 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 35 | 35 | 100.00 | 0.00 | 11.43 |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | | | 27.51 | 30.81 | 30.73 | 32.33 |

AGENDA

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | | | | | |
| Female | | | | | |
| Male | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | | | | | |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | | | | | |
| English Learners | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |
| Military | | | | | |
| Socioeconomically Disadvantaged | | | | | |
| Students Receiving Migrant Education Services | | | | | |
| Students with Disabilities | | | | | |

AGENDA

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

### 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | n/a | n/a | n/a | n/a | n/a |
| Grade 7 | n/a | n/a | n/a | n/a | n/a |
| Grade 9 | n/a | n/a | n/a | n/a | n/a |

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

### 2025-26 Opportunities for Parental Involvement

Parents and guardians are welcomed partners at North Cottonwood School. North Cottonwood has an active School Site council with parent representatives. Volunteers in classrooms are welcome and must comply with volunteer protocol requirements. Parent participation in parent-teacher conferences through in-person and and virtual means, as necessary, are encouraged. All visitors are required to register at the office before entering the campus and sign out upon leaving. A visitor's badge will be issued and must be visibly worn at all times while on campus. Because North Cottonwood School is a closed campus, student visitors will NOT be permitted on campus during regular school hours.

AGENDA

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 530 | 516 | 100 | 19.4 |
| Female | 250 | 242 | 37 | 15.3 |
| Male | 280 | 274 | 63 | 23.0 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | 30 | 30 | 6 | 20.0 |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 103 | 98 | 24 | 24.5 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 380 | 371 | 65 | 17.5 |
| English Learners | 16 | 14 | 6 | 42.9 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 256 | 245 | 61 | 24.9 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 89 | 85 | 27 | 31.8 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is or fewer.

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

AGENDA

## Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 1.65 | 1.45 | 3.02 | 3.39 | 2.07 | 3.52 | 3.6 | 3.28 | 2.94 |

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.08 | 0.07 | 0.06 |

## 2024-25 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 3.02 | 0.00 |
| Female | 0.80 | 0.00 |

| | | |
|---|---|---|
| Male | 5.00 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.97 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 3.68 | 0.00 |
| English Learners | 6.25 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 5.08 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 5.62 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is or fewer.

AGENDA

## 2025-26 School Safety Plan

The School Site Safety Plan was last updated in January 2026 and is revised and updated annually. The Safety Plan is revised b the Safety Committee, which consists of the Superintendent, site administration, teachers and clerical staff. The school's safety plan includes steps for ensuring student and staff safety during a disaster. Emergency drills are conducted on a regular basis throughout the school year.

North Cottonwood School provides a safe and clean environment for students, staff, and volunteers. The safety of students and sta is a primary concern of Cottonwood Union School District. The school is in compliance with all laws, rules, and regulations pertainir to hazardous materials and state earthquake standards.

Highly visible, organized, and professional adult supervision is provided by teachers, paraprofessionals, and administrative staff insure the campus is safe and well supervised so all students can achieve social, academic, physical, and moral excellence.

# D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 20 | 5 | 1 | 0 |
| 1 | 22 | 1 | 3 | 0 |
| 2 | 25 | 0 | 4 | 0 |
| 3 | 26 | 0 | 4 | 0 |
| 4 | 21 | 1 | 3 | 0 |
| 5 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 | 0 |

| | | | | |
|---|---|---|---|---|
| Other | 8 | 2 | 0 | 0 |

AGENDA

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 19 | 4 | 0 | 0 |
| 1 | 22 | 1 | 3 | 0 |
| 2 | 22 | 1 | 3 | 0 |
| 3 | 25 | 0 | 4 | 0 |
| 4 | 26 | 0 | 4 | 0 |
| 5 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 10 | 2 | 0 | 0 |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 20 | 2 | 2 | |
| 1 | 19 | 4 | | |
| 2 | 23 | | 4 | |
| 3 | 22 | | 4 | |
| 4 | 26 | | 4 | |

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| | | | | |
|---|---|---|---|---|
| Other | 9 | 2 | | |

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | |

AGENDA

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | 2 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $14,141 | $5,780 | $8,361 | $68,840 |
| District | N/A | N/A | $9,033 | $68,965 |
| Percent Difference - School Site and District | N/A | N/A | -7.7 | -0.2 |

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| | | | | |
|---|---|---|---|---|
| State | N/A | N/A | $11,146 | $85,291 |
| Percent Difference - School Site and State | N/A | N/A | -28.6 | -21.3 |

## Fiscal Year 2024-25 Types of Services Funded

North Cottonwood School provides a Multi-Tiered System of Support (MTSS) for students to ensure that all students needs including, academic, behavioral, social-emotional, attendance are addressed.

Tier 1: Compressive academic instruction in all content areas as well as academic interventions are provided via the classroom teacher. Student behavioral needs are addressed through school-wide implementation of social-emotional learning with weekly classroom lessons (Second Step), our Positive Behavioral Intervention and Supports Program (PBIS), and Capturing Kids Hearts Individualized behavioral interventions are provided with collaboration between the classroom teacher and school counselors.

Tier 2: Small group and individual academic and behavioral interventions are developed and implemented via the Student Success Team Process (SST). Additional supports at this level include attendance monitoring and support. Referral to Community Connect for outside student and family services are made for situations beyond the school site scope. Several collaborations with community partners have resulted in programs like the "Backpack Program," that provides a bag of food to go home on weekends for students experiencing economic difficulties.

## Fiscal Year 2024-25 Types of Services Funded

Tier 3: Special Education supports on site include: speech language services, occupational therapy, resource support and a speci day class (SDC). Comprehensive behavioral intervention plan development and monitoring is supported by on-site school psychologists. Students with needs beyond our site resources are referred to additional services/classroom settings via the Specia Education Mountain Valley Education JPA.

In addition to academic services, Project Share offers an on-site afterschool program and North students may participate in Runni Club and Robotics in the Fall. A county-administered half-day preschool program operates on North's campus as well as well as a Cottonwood Union School District's full-day preschool program.

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 40 | 40 | 40 |

| Category | District Amou | State Average for Districts in Same Category |
|---|---|---|
| 20 | | |

AGENDA

t

| | | |
|---|---|---|
| Beginning Teacher Salary | $50,862 | $55,248 |
| Mid-Range Teacher Salary | $73,223 | $80,746 |
| Highest Teacher Salary | $94,481 | $109,655 |
| Average Principal Salary (Elementary) | $104,622 | $133,828 |
| Average Principal Salary (Middle) | $118,892 | $142,253 |
| Average Principal Salary (High) | | |
| Superintendent Salary | $146,842 | $155,954 |
| Percent of Budget for Teacher Salaries | 24.38% | 25.26% |

| | | |
|---|---|---|
| Percent of Budget for Administrative Salaries | 8.6% | 6.12% |

## Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year.

In addition, staff members are encouraged to attend workshops and conferences. All teachers have the opportunity to participate in district and school sponsored in-service training and in outside training of their own choosing.

Cottonwood Union School District offers two programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. New Teacher Center (NTC), a State-sponsored program, is designed for first and second-year credentialed teachers to provide skills assistance over a two-year period. The district also has 3 mentors from the county office who come and support new teachers.

This table displays the number of school days dedicated to staff development and continuous improvement.

AGENDA

# Cottonwood Union School Dis t
# School Calendar 2027-2

| July 2027 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| August 2027 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | ▲ | ▲ | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | ★ | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

*10/10*

| September 2027 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| | | | ★ | 2 | 3 | 4 |
| 5 | 6 | 7 | ★ | 9 | 10 | 11 |
| 12 | 13 | 14 | ★ | 16 | 17 | 18 |
| 19 | 20 | 21 | ★ | 23 | 24 | 25 |
| 26 | 27 | 28 | ★ | 30 | | |

*21/31*

| October 2027 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | ★ | 7 | 8 | 9 |
| 10 | 11 | 12 | ★ | 14 | 15 | 16 |
| 17 | 18 | 19 | ★ | 21 | ☺ | 23 |
| 24 | 25 | 26 | ★ | 28 | 29 | 30 |
| 31 | | | | | | |

*21/52*

| November 2027 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| | 1 | ★ | ★ | ★ | ★ | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | ★ | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

*15/67*

| December 2027 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| | | | ★ | 2 | 3 | 4 |
| 5 | 6 | 7 | ★ | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | ★ | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | ~~31~~ | |

*13/80* *Proposed 11/17/26*

School Starts Aug. 18
School Ends June 8

**STAFF WORK DAYS**

▲ All Staff: August 16,17
▲▲ Teachers: Jan 3

**HOLIDAYS/RECESSES**

| | |
|---|---|
| Labor Day | Sept. 6 |
| Veterans Day | Nov 11, 12 |
| Thanksgiving Break | Nov 22-26 |
| Winter Break | Dec 20 – Jan 3 |
| Martin Luther King Day | Jan. 17 |
| President's Week | Feb. 21-25 |
| Spring Break | April 10-April 14 |
| Memorial Day | May 29 |
| Juneteenth | June 19 |

★ **MINIMUM DAYS**

*School dismissed* *West 1:00*
*North 1:15*

Collaboration Days

| | |
|---|---|
| Aug 25 | Sept , 1,8,15, 22, 29 |
| Oct 6,13,20,27 | Nov 2-5,17 |
| Dec. 1,8,17 | Jan. 5,12,19,26 |
| Feb. 2,9,16 | Mar 1,8,15,22,29 |
| Apr. 5,19,26 | May 3,10,17,24,31 |
| June 8 | |

Parent Conferences- Nov 2 – Nov 5
Day After Winter Break- Jan. 4
West Open House- May 10
North Open House- May 17
Last Day of School- June 8
State Testing May 1 - May 12

☺ **West Quarter Ending**

| | | |
|---|---|---|
| 1st Quarter | (47) | Oct. 22 |
| 2nd Quarter | (37) | Jan 7 |
| 3rd Quarter | (44) | March 17 |
| 4th Quarter | (52) | June 8 |

**NORTH TRIMESTER ENDING DATES**

| | | |
|---|---|---|
| 1ST Trimester | (47) | Oct 22 |
| 2nd Trimester | (66) | Feb 18 |
| 3rd Trimester | (67) | June 8 |

E **Emergency Makeup Days**

April 17 (If Needed)
June 9 (If Needed)

| January 2028 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | ▲▲ | 4 | ★ | 6 | ☺ | 8 |
| 9 | 10 | 11 | ★ | 13 | 14 | 15 |
| 16 | 17 | 18 | ★ | 20 | 21 | 22 |
| 23 | 24 | 25 | ★ | **27** | 28 | 29 |
| 30 | 31 | | | | | |

*19/99*

| February 2028 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| | | 1 | ★ | 3 | 4 | 5 |
| 6 | 7 | 8 | ★ | 10 | 11 | 12 |
| 13 | 14 | 15 | ★ | 17 | ✎ | 19 |
| 20 | 21 | 22 | ★ | 24 | 25 | 26 |
| 27 | 28 | 29 | | | | |

*16/115*

| March 2028 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| | | | ★ | 2 | 3 | 4 |
| 5 | 6 | 7 | ★ | 9 | 10 | 11 |
| 12 | 13 | 14 | ★ | 16 | ☺ | 18 |
| 19 | 20 | 21 | ★ | 23 | 24 | 25 |
| 26 | 27 | 28 | ★ | 30 | 31 | |

*23/138*

| April 2028 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | ★ | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | E | 18 | ★ | 20 | 21 | 22 |
| 23 | 24 | 25 | ★ | 27 | 28 | 29 |
| 30 | | | | | | |

*14/152*

| May 2028 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| | 1 | 2 | ★ | 4 | 5 | 6 |
| 7 | 8 | 9 | ★ | 11 | 12 | 13 |
| 14 | 15 | 16 | ★ | 18 | 19 | 20 |
| 21 | 22 | 23 | ★ | 25 | 26 | 27 |
| 28 | 29 | 30 | ★ | | | |

*22/174*

| June 2028 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | ✎☺ | E | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

*6/180*

AGENDA

**MEMORANDUM OF UNDERSTANDING**

**BETWEEN UNREPRESENTED**

**CLASSIFIED**

**AND**

**COTTONWOOD UNION ELEMENTARY SCHOOL DISTRICT**

This Memorandum of Understanding ("MOU") is entered into by and between Cottonwood Union Elementary School District ("District") and Unrepresented Classified ("Employees").

Whereas, the District desires to provide compensation through an additional Extra-Duty Stipend assigned to the North Site Clerk, West Site Clerk, and West School Secretary positions for the 2026-2027 school year.

- Independent Study Stipend (North Site Clerk) - $1250 per Fiscal Year
- Independent Study Stipend (West Site Clerk) - $1250 per Fiscal Year
- Independent Study Stipend (West School Secretary) - $1250 per Fiscal Year

This Stipend will be payable in monthly installments on the regular payroll cycle October 2026-June 2027 school year.

_____ _____

Doug Geren, Superintendent Date

**Regulation 6159: Individualized Education Program**

**Status:** ADOPTED

**Original Adopted Date:** 11/01/2010 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within district jurisdiction. The IEP shall be a written statement that is developed, reviewed, and revised by the IEP team to meet the unique educational needs of a student with a disability. (Education Code 56344, 56345; 34 CFR 300.320, 300.323)

**Members of the IEP Team**

Unless excused by written agreement in accordance with Education Code 56341, the IEP team for any student with a disability shall include the following members: (Education Code 56341, 56341.5; 20 USC 1414; 34 CFR 300.321)

1. One or both of the student's parents/guardians and/or a representative selected by them

   To the extent permitted by federal law, a foster parent shall have the same rights relative to a foster child's IEP as a parent/guardian, subject to juvenile court orders regarding the foster child's educational rights holder(s). (Education Code 56055)

2. If the student is or may be participating in the general education program, at least one of the student's general education teachers designated by the Superintendent or designee to represent the student's general education teachers

   The general education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320. (Education Code 56341; 20 USC 1414; 34 CFR 300.324)

3. At least one of the student's special education teachers or, where appropriate, special education providers

4. A representative of the district who is:

   a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities

   b. Knowledgeable about the general education curriculum

   c. Knowledgeable about the availability of district resources

5. An individual who can interpret the instructional implications of assessment results

   This individual may already be a member of the team as described in Items #2-4 above or in Item #6 below.

6. At the discretion of the parent/guardian or the Superintendent or designee, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate

   The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Education Code 56341)

7. Whenever appropriate, the student

   In the development, review, or revision of the IEP, the student shall be allowed to provide confidential input to any representative of the IEP team. (Education Code 56341.5)

8. When the IEP team is determining eligibility for a student who is suspected of having a specific learning disability, at least one individual who is qualified to conduct individual diagnostic examinations of the student such as a school psychologist, speech language pathologist, or remedial reading teacher (34 CFR 300.308)

In accordance with 34 CFR 300.310, at least one team member other than the student's general education teacher shall observe the student's academic performance and behavior in the areas of difficulty in the student's learning environment, including in the general education classroom setting. If the child is younger than five years of age or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

In the following circumstances, the Superintendent or designee shall invite other specified individuals to an IEP team meeting:

1. When the student has been placed in a group home by the juvenile court, a representative of the group home shall be invited to attend the IEP team meeting (Education Code 56341.2)

2. Whenever the IEP team is meeting to consider the student's postsecondary goals and the transition services needed to assist the student in reaching the goals, the following individuals shall be invited to attend: (34 CFR 300.321)
   a. The student, regardless of the student's age

      If the student does not attend the IEP team meeting, the Superintendent or designee shall take other steps to ensure that the student's preferences and interests are considered.

   b. To the extent appropriate, and with the consent of the parent/guardian or adult student, a representative of any other agency that is likely to be responsible for providing or paying for the transition services

3. If the student was previously served under the Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), and upon request of the student's parent/guardian, the Superintendent or designee shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services (Education Code 56341; 20 USC 1414; 34 CFR 300.321)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. When the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the member may be excused from the meeting if the parent/guardian, in writing, and the district consent to the excusal after conferring with the member and the member submits to the parent/guardian and IEP team written input into the development of the IEP prior to the meeting. (Education Code 56043, 56341; 20 USC 1414; 34 CFR 300.321)

**Contents of the IEP**

The IEP shall include, but not be limited to, all of the following: (Education Code 56345, 56345.1; 20 USC 1414; 34 CFR 300.320)

1. A statement of the present levels of the student's academic achievement and functional performance, including:

   a. The manner in which the disability affects the student's involvement and progress in the general education curriculum, which is the same curriculum as for a student without disabilities

   b. For a preschool student, as appropriate, the manner in which the disability affects the student's participation in appropriate activities

   c. For a student with a disability who takes alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives

2. A statement of measurable annual goals, including academic and functional goals, designed to:

   a. Meet the student's needs that result from the disability in order to enable the student to be involved in and make progress in the general education curriculum

b. Meet each of the student's other educational needs that result from the disability

3. A description of the manner in which the student's progress toward meeting the annual goals described in Item #2, above, will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through quarterly or other periodic reports, concurrent with the issuance of report cards

4. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:

   a. Advance appropriately toward attaining the annual goals

   b. Be involved and make progress in the general education curriculum in accordance with Item #1, above, and to participate in extracurricular and other nonacademic activities

   c. Be educated and participate with other students with disabilities and students without disabilities in the activities described in the IEP

5. An explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular class and in extracurricular and other nonacademic activities described in the IEP

6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments

   If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or districtwide assessment, the student's IEP shall also include a statement of the reason that the student cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate for the student.

7. The projected date for the beginning of the services and modifications described in Item #4, above, and the anticipated frequency, location, and duration of those services and modifications

8. If determined appropriate by the IEP team, when the student starts high school or not later than the first IEP to be in effect when the student is 16 years of age, or younger, as appropriate, and updated annually thereafter, the following:

   a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills

   b. The transition services, including courses of study, needed to assist the student in reaching those goals

      If the IEP team determines the student would benefit from postponing the measurable postsecondary goals and transition services until the student is 16 years of age, the IEP team should document the reason(s) for the postponement.

9. A description of the means by which the IEP will be provided under emergency conditions, as described in Education Code 46392, in which instruction and/or services cannot be provided to the student either at the school or in person for more than 10 school days

   The description shall take into account public health orders and shall include special education and related services, supplementary aids and services, transition services, and extended school year services.

10. Beginning at least one year before the student reaches 18 years of age, a statement that the student has been informed of the rights, if any, that will transfer to the student upon reaching 18 years of age, pursuant to Education Code 56041.5

11. For a student in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation

12. For a student whose native language is not English, linguistically appropriate goals, objectives, programs, and services

13. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)

14. If the student is to be transferred from a special class or nonpublic, nonsectarian school into a general education program in a public school for any part of the school day, provision for transition into the general education program including descriptions of activities intended to:

    a. Integrate the student into the general education program, including the nature of each activity and the time spent on the activity each day or week

    b. Support the transition of the student from the special education program into the general education program

15. For a student with low incidence disabilities, specialized services, materials, and equipment consistent with the guidelines pursuant to Education Code 56136

To assist a student who is blind, has low vision, or is visually impaired to achieve the student's maximum potential, the IEP team may consider instruction in the expanded core curriculum, including compensatory skills such as Braille, concept development, or other skills needed to access the core curriculum; orientation and mobility; social interaction skills; career technical education; assistive technology, including optical devices; independent living skills; recreation and leisure; self-determination; and sensory efficiency. When appropriate, such services may be offered before or after school. (Education Code 56353)

**Development of the IEP**

Within 30 days of an initial determination that a student needs special education and related services, the Superintendent or designee shall ensure that a meeting to develop an initial IEP is conducted. (Education Code 56043; 34 CFR 300.323)

Any IEP required as a result of an assessment of a student shall be developed within 60 days from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension, or repeatedly fails or refuses to produce the child for the assessment. (Education Code 56043, 56302.1, 56344)

Days between the student's regular school sessions, terms, or school vacation of more than five school days shall not be counted. In the case of school vacations, the 60-day time limit shall recommence on the date that the student's school days reconvene. (Education Code 56043, 56344)

However, when a student has been referred for assessment with 30 or fewer days remaining until the end of the regular school year, the IEP shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56344)

In developing the IEP, the IEP team shall consider all of the following: (Education Code 56040.6, 56341.1, 56345; 20 USC 1414; 34 CFR 300.324)

1. The strengths of the student

2. The concerns of the parents/guardians for enhancing the education of their child

3. The results of the initial or most recent assessment of the student

4. The academic, developmental, and functional needs of the student

5. In the case of a student whose behavior impedes the student's learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior

6. In the case of a student with limited English proficiency, the language needs of the student as such needs

relate to the student's IEP

7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

   However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, needs, and appropriate reading and writing media, including an assessment of future needs for instruction in Braille or the use of Braille.

8. The communication needs of the student and, in the case of a student who is deaf, hard of hearing, or deaf-blind, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

   Additionally, the team shall consider placements, related services, and program options that provide the student with an equal opportunity for communication access in the least restrictive environment, as specified in Education Code 56040.6 and 56345.

9. Whether the student requires assistive technology devices and services, including artificial intelligence devices and services

If, in considering the special factors in Items #1-9 above, the IEP team determines that the student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the team shall include a statement to that effect in the student's IEP. (Education Code 56341.1)

**Provision of Special Education and Related Services**

*Special education* is specially designed instruction, at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities, including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education. This definition does not prohibit an IEP from including specialized deaf and hard-of-hearing related services as the only services provided to a student with disabilities. (Education Code 56031)

The district shall ensure that, as soon as possible following development of the IEP, special education and related services are made available to the student in accordance with the IEP. (Education Code 56344; 34 CFR 300.323)

The Superintendent or designee shall ensure that the student's IEP is accessible to each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. Additionally, the Superintendent or designee shall ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that shall be provided to the student in accordance with the IEP. (34 CFR 300.323)

If an orientation and mobility evaluation is determined to be needed for a student who is blind, has low vision, or is visually impaired, the evaluation shall be conducted by a person who is appropriately certified as an orientation and mobility specialist and shall occur in familiar and unfamiliar environments, in varying lighting conditions, and in the home, school, and community, as appropriate. The Superintendent or designee may require annual written parent/guardian consent to provide orientation and mobility services when such services are provided before or after school and when they are provided away from the school site. (Education Code 56354; 5 CCR 3051.3)

If a student's IEP requires the provision of assistive technology devices or services, including artificial intelligence services, the district shall provide such devices or services and shall, on a case-by-case basis, provide for the use of school-purchased devices or services in the student's home or other settings if the IEP team determines that the student needs access to those devices or services in order to receive FAPE. If a student who requires the use of an assistive technology device or services transfers to another local educational agency, the district shall provide the student with continued access to that device or services or a comparable device or service for two months from the date the student ceased to be enrolled in the district or until alternative arrangements can be made to provide access to the device, whichever occurs first. (Education Code 56040.3; 34 CFR 300.105)

AGENDA

Students with disabilities who require specialized physical health care services during the regular school day may be assisted by the persons authorized in Education Code 49423.5.

Special education and related services provided in the home or hospital are limited to students who have been identified as students with disabilities and for whom the IEP team recommends such instructions or services. Such services shall be provided in accordance with law, including 5 CCR 3051.4, and Administrative Regulation 6183 - Home and Hospital Instruction.

**Review and Revision of the IEP**

The Superintendent or designee shall ensure that the IEP team reviews the IEP periodically, but at least annually, in order to: (Education Code 56043, 56341.1, 56380; 20 USC 1414; 34 CFR 300.324)

1. Determine whether the annual goals for the student are being achieved
2. Revise the IEP, as appropriate, to address:
    a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
    b. The results of any reassessment conducted pursuant to Education Code 56381
    c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 300.305 and Education Code 56381
    d. The student's anticipated needs
    e. Any other relevant matter
3. Consider the special factors listed in Items #5-9 above, under "Development of the IEP," when reviewing the IEP of any student with a disability to whom one of those factors may apply

Additionally, the IEP team shall meet at any other time upon request by the student's parent/guardian or teacher to review or revise the IEP. (Education Code 56343)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A regular education or special education teacher may request a review of the classroom assignment of a student with a disability by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (Education Code 56345.1; 20 USC 1414; 34 CFR 300.324)

If a student with a disability residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the Superintendent or designee shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

AGENDA

To the extent possible, the Superintendent or designee shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414; 34 CFR 300.324)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Superintendent or designee may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Superintendent or designee shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (Education Code 56380.1; 20 USC 1414; 34 CFR 300.324)

**Audio Recording of IEP Team Meetings**

Parents/guardians and the Superintendent or designee shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Superintendent or designee gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audio recordings

2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights

3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

**Parent/Guardian Participation and Other Rights**

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that: (Education Code 56341.5; 34 CFR 300.322)

1. Indicate the purpose, time, and location of the meeting

2. Indicate who will be in attendance at the meeting

3. Inform them of:

    a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341

    b. The provision of Education Code 56341 relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004)

Additionally, when the IEP team convenes at the start of the student's high school experience, or not later than the first IEP meeting, to develop the IEP of a student with a disability who will be 16 years of age, the Superintendent or designee's notice to the student's parents/guardians shall include the following: (Education Code 56341.5)

1. An indication that one purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414, and 34 CFR 300.320

2. An indication that the student is invited to the IEP team meeting

**AGENDA**

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56301, 56500.1)

The parent/guardian shall have the right and opportunity to examine all of the student's school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting the student, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request, the Superintendent or designee shall provide complete copies of the records within five business days. (Education Code 56043, 56504)

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414; 34 CFR 300.322)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Superintendent or designee is unable to convince the parent/guardian to attend. In such a case, the Superintendent or designee shall maintain a record of the attempts to arrange a mutually agreed upon time and place for the meeting, including: (Education Code 56341.5; 34 CFR 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls

2. Copies of correspondence sent to the parent/guardian and any responses received

3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

The Superintendent or designee shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall give the parents/guardians of a student with a disability a copy of the IEP at no cost. (Education Code 56341.5; 34 CFR 300.322)

**Parent/Guardian Consent for Provision of Special Education and Services**

Before providing special education and related services to any student pursuant to 20 USC 1414, the Superintendent or designee shall seek to obtain informed consent of the student's parent/guardian. (Education Code 56346)

If the parent/guardian fails to respond or refuses to consent to the initiation of services, the district shall not use the due process hearing procedures pursuant to 20 USC 1415 to obtain agreement or a ruling that the services may be provided to the student. In such circumstances, the district shall not be required to convene an IEP team or develop an IEP for the student. (Education Code 56346)

If the parent/guardian consents in writing to the receipt of special education and related services for the student but does not consent to all the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. If the Superintendent or designee determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415. While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Superintendent or designee agree otherwise. (Education Code 56346)

If at any time subsequent to the initial provision of services, the student's parent/guardian, in writing, revokes consent for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The Superintendent or designee shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

AGENDA

Prior to the discontinuation of services, the Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services.

When the district ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

**Transfer Students**

To facilitate the transition of a student with a disability who is transferring into the district, the Superintendent or designee shall take reasonable steps to promptly obtain the student's records, including the IEP and the supporting documents related to the provision of special education services. The district shall accept unofficial records provided by the student's parent/guardian pending validation by the official records, consistent with the requirements of the Interstate Compact on Educational Opportunity for Military Children. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from another school district within the same Special Education Local Plan Area (SELPA) during the school year, the district shall continue to provide services comparable to those described in the student's existing IEP, unless the student's parent/guardian and the district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from a school district outside of the district's SELPA during the school year, the district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP in consultation with the student's parent/guardian, for a period not to exceed 30 days. By the end of that period, the district shall either adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district within the same academic year from outside the state, within the state, or from district to district within the same SELPA, within 30 days of receipt of official records or specified unofficial records, the Superintendent or designee shall either adopt and implement the IEP previously adopted for the student or develop, adopt, and implement a new IEP for the student that is consistent with federal and state law, as applicable. For students transferring into the district from outside the state, the district may conduct a full and individual initial assessment pursuant to 20 USC 1414 when such assessment is necessary to develop an IEP that is consistent with federal and state law. (Education Code 56325)

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**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|---|---|
| 5 CCR 3021-3029 | Identification, referral and assessment |
| 5 CCR 3040-3043 | Instructional planning and the individualized education program |
| 5 CCR 3051-3053 | Implementation of the individualized education program |
| 5 CCR 853-853.5 | State assessments; accommodations |
| Bus. and Prof. Code 3765 | Offenses and enforcement |
| Ed. Code 46392 | Emergencies |
| Ed. Code 48204.3 | Residency requirements |
| Ed. Code 48853.5 | Students in foster care |
| Ed. Code 49423.5 | Performance of physical health care services |
| Ed. Code 51225.3 | High school graduation requirements |
| Ed. Code 56031 | Special education; definition |

## Policy 6159.1: Procedural Safeguards And Complaints For Special Education

**Status:** ADOPTED

**Original Adopted Date:** 06/01/1998 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

The Governing Board recognizes its obligation to provide a free appropriate public education (FAPE) to students with disabilities and to uphold the rights of parents/guardians to be involved in educational decisions regarding their child. Students with disabilities and the parents/guardians of such students shall receive written notice of their rights under the federal Individuals with Disabilities Education Act.

Whenever there is a dispute between the district and the parent/guardian of a student with disabilities regarding the identification, assessment, or educational placement of the student or the provision of FAPE to the student, the Superintendent or designee shall encourage the early, informal resolution of the dispute at the school level to the extent possible. Additionally, the district or parent/guardian may request mediation and/or a due process hearing in accordance with law, Board policy, and administrative regulation.

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

A complaint alleging the district's noncompliance with federal or state laws or regulations related to the provision of a free appropriate public education to students with disabilities shall be filed in accordance with 5 CCR 3200-3205.

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| State | Description |
|---|---|
| 5 CCR 3000-3100 | Regulations governing special education |
| 5 CCR 3080-3089 | Procedural safeguards |
| 5 CCR 3200-3205 | Special education compliance complaints |
| Ed. Code 56000 | Special education; legislative findings and declarations |
| Ed. Code 56001 | Provision of the special education programs |
| Ed. Code 56020-56035 | Definitions |
| Ed. Code 56195.7 | Written agreements |
| Ed. Code 56195.8 | Adoption of policies |
| Ed. Code 56300-56385 | Identification and referral; assessment, instructional planning |
| Ed. Code 56360-56369 | Implementation of special education |
| Ed. Code 56440-56447.1 | Programs for individuals between three and five years of age |
| Ed. Code 56500-56509 | Procedural safeguards |
| Ed. Code 56600-56606 | Evaluation, audits and information |

| Federal | Description |
|---|---|
| 20 USC 1232g | Family Educational Rights and Privacy Act (FERPA) of 1974 |
| 20 USC 1400-1482 | Individuals with Disabilities Education Act |
| 29 USC 794 | Rehabilitation Act of 1973; Section 504 |
| 34 CFR 104.36 | Procedural safeguards |
| 34 CFR 300.1-300.818 | Assistance to states for the education of students with disabilities |
| 34 CFR 300.150-300.153 | State compliance complaints |
| 34 CFR 300.500-300.520 | Procedural safeguards and due process for parents/guardians and students |

**Regulation 6159.1: Procedural Safeguards And Complaints For Special Education**

**Status:** ADOPTED

**Original Adopted Date:** 03/01/2005 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

Prior Written Notice

The Superintendent or designee shall send to the parents/guardians of any student with disabilities a prior written notice: (Education Code 56346, 56500.4, 56500.5; 20 USC 1415; 34 CFR 300.102, 300.300, 300.503)

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

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

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

Procedural Safeguards Notice

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

1. Upon initial referral or parent/guardian request for assessment
2. Upon receipt of the first state compliance complaint in a school year, filed in accordance with "State Compliance Complaints," below
3. Upon receipt of the first due process hearing request in a school year
4. In accordance with the discipline procedures pursuant to 34 CFR 300.530(h), when removal of a student because of a violation of a code of conduct constitutes a change of placement
5. Upon request by a parent/guardian or student with disabilities

AGENDA

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

1. Independent educational evaluation
2. Prior written notice
3. Parental consent, including a parent/guardian's right to revoke consent, in writing, to the student's continued receipt of special education and related services
4. Access to educational records
5. Opportunity to present complaints and resolve complaints through the due process complaint and state compliance complaint procedures, including the time period in which to file a complaint, the opportunity for the district to resolve the complaint, and the difference between a due process complaint and the state compliance complaint procedures, including the jurisdiction of each procedure, issues that may be raised, filing and decisional timelines, and relevant procedures
6. The availability of mediation
7. The student's placement during the pendency of any due process complaint
8. Procedures for students who are subject to placement in an interim alternative educational setting
9. Requirements for unilateral placement by parents/guardians of students in private schools at public expense
10. Hearings on due process complaints, including requirements for disclosure of assessment results and recommendations
11. State-level appeals
12. Civil actions, including the time period in which to file those actions
13. Availability of attorneys' fees pursuant to 34 CFR 300.517

Additionally, this notice shall include the rights and procedures contained in Education Code 56500-56509, including: (Education Code 56321, 56321.5, 56321.6)

1. Information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing
2. The timelines for completing each process
3. Whether the process is optional
4. The type of representative who may be invited to participate
5. The right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341.1
6. Information regarding the state special schools for students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind

A copy of this notice shall be attached to the student's assessment plan. At each IEP meeting, the Superintendent or designee shall inform the parent/guardian of the federal and state procedural safeguards that were provided in the notice. (Education Code 56321, 56500.1)

**Format of Parent/Guardian Notices**

AGENDA

The parents/guardians of a student with a disability shall be provided written notice of their rights in language easily understood by the general public and in their native language or other mode of communication used by them, unless to do so is clearly not feasible. (Education Code 56341, 56506; 34 CFR 300.503, 300.504)

If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that the notice is translated orally or by other means in the parent/guardian's native language or other mode of communication and that the parent/guardian understands the contents of the notice. (34 CFR 300.503)

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

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

A student with disabilities may elect to receive the procedural safeguards notice by electronic mail communication.

**Filing Due Process Complaints**

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

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

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

1. The student's name
2. The student's address or, in the case of a student identified as homeless pursuant to 42 USC 11434, available contact information for that student
3. The name of the school the student attends
4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem
5. A proposed resolution to the problem to the extent known and available to the complaining party at the time

Parties filing a due process complaint shall file their request with the California Office of Administrative Hearings, Special Education Division.

The request shall be filed within two years from the date the party initiating the request knew or had reason to know of the facts underlying the basis for the request. This timeline shall not apply if the district misrepresented that it had solved the problem or withheld required information from the parent/guardian. (Education Code 56505; 20 USC 1415; 34 CFR 300.507, 300.511)

AGENDA

**District's Response to Due Process Complaints**

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

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

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

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

**Informal Process/Pre-Hearing Mediation Conference**

Prior to or upon initiating a due process hearing, the Superintendent or designee and a parent/guardian may, if the party initiating the hearing so chooses, agree to meet informally to resolve any issue(s) relating to the identification, assessment, education and placement, or provision of FAPE for a student with disabilities. The Superintendent or designee shall have the authority to resolve the issue(s). (Education Code 56502)

Additionally, either party may file a request with the state Office of Administrative Hearings for a mediation conference. (Education Code 56500.3)

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

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

**State Compliance Complaints**

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file with the California Department of Education (CDE) a written and signed statement alleging that, within the previous year, any of the following occurred: (5 CCR 3200, 3201)

1. The district violated Part B of the Individuals with Disabilities Education Act (20 USC 1411-1419) and its implementing regulations (34 CFR 300.1-300.818)
2. The district violated Part 30 of the Education Code (Education Code 56000-56865) and 5 CCR 3200-3205
3. The district violated the terms of a settlement agreement related to the provision of FAPE, excluding any allegation related to an attorney fees provision in a settlement agreement
4. The district failed or refused to implement a due process hearing order to which the district is subject
5. Physical safety concerns interfered with the provision of FAPE

The complaint shall include: (5 CCR 3202; 34 CFR 300.153)

1. A statement that the district has violated or failed to comply with any provision set forth in 5 CCR 3201

**Policy 6159.2: Nonpublic, Nonsectarian School And Agency Services For Special Education**

**Status:** ADOPTED

**Original Adopted Date:** 06/01/1995 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

The Governing Board recognizes its responsibility to provide a free appropriate public education to students with disabilities in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet student needs consistent with the comprehensive local plan of the Special Education Local Plan Area.

Prior to entering into a contract to place any student in an NPS/A, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities and complies with staff training requirements in accordance with Education Code 56366 and 56366.1.

Additionally, the Superintendent or designee, such as the district's liaison for foster youth, shall verify that for any student served by an NPS/A who is a foster youth, the NPS/A agrees to serve as the school of origin of the foster youth and allow the foster youth to continue the foster youth's education in the NPS/A in accordance with Education Code 56366.1.

The Superintendent or designee shall monitor, on an ongoing basis, the certification of any NPS/A with which the district has a contract to ensure that the certification has not expired.

Within 14 days of becoming aware of any change to the certification status of an NPS/A, including, but not limited to, receiving notification of a determination to suspend or revoke the certification of the NPS/A pursuant to Education Code 56366.4, the district shall notify, through email or regular mail, the parents/guardians of any district student who attends the NPS/A of the change in certification status, which includes a copy of procedural safeguards. The district shall maintain a record of such notice and make the notice available for inspection upon request by the California Department of Education. (Education Code 56366.45)

No district student with disabilities shall be referred to, or placed in, an NPS/A unless the student's individualized education program (IEP) team has determined that the placement is appropriate for the student. (Education Code 56342.1)

The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with disabilities who are enrolled in programs or receiving services provided by the NPS/A pursuant to the contract. (Education Code 56365)

In accordance with law, any student with disabilities placed in an NPS/A shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.

During the period when any student with disabilities is placed in an NPS/A, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in the IEP.

The Superintendent or designee shall ensure that any contract with an NPS/A contains a requirement for the NPS/A to comply with district policy, procedures, and practices related to student rights, health, and safety, including the use of seclusion and restraint. All NPS/A staff that serve district students shall be made aware of, and trained in such policies, procedures, and practices.

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

The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the

requirements of Education Code 56365, 56366, and 56366.6. (Education Code 56366.2)

**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|---|---|
| 5 CCR 3001 | Definitions |
| 5 CCR 3051-3051.24 | Special education; standards for related services and staff qualifications |
| 5 CCR 3060-3070 | Nonpublic, nonsectarian school and agency services |
| Ed. Code 51225.3 | High school graduation requirements |
| Ed. Code 51225.31-51225.32 | Graduation exemption for students with disabilities |
| Ed. Code 56034-56035 | Nonpublic, nonsectarian school and agency; definitions |
| Ed. Code 56042 | Placement not to be recommended by attorney or advocate with conflict of interest |
| Ed. Code 56101 | Waivers |
| Ed. Code 56163 | Certification |
| Ed. Code 56168 | Responsibility for education of student in hospital or health facility school |
| Ed. Code 56195.8 | Adoption of policies |
| Ed. Code 56342.1 | Individualized education program; placement |
| Ed. Code 56360-56369 | Implementation of special education |
| Ed. Code 56711 | Computation of state aid |
| Ed. Code 56740-56743 | Apportionments and reports |
| Ed. Code 56760 | Annual budget plan; service proportions |
| Ed. Code 56775.5 | Reimbursement of assessment and identification costs |
| Ed. Code 56836.20-56836.21 | Special education funding; SELPA contracts with nonpublic nonsectarian schools |
| Ed. Code 97 | Emotional disability; definition |
| Fam. Code 7911-7912 | Interstate compact on placement of children |
| Gov. Code 7570-7587 | Interagency responsibilities for providing services to children with disabilities |
| Gov. Code 7572.55 | Seriously emotionally disturbed child; out-of-state placement |
| W&I Code 362.2 | Out-of-home placement for IEP |
| W&I Code 727.1 | Out-of-state placement of wards of court |

| Federal | Description |
|---|---|
| 20 USC 1400-1487 | Individuals with Disabilities Education Act |
| 34 CFR 300.129-300.148 | Children with disabilities in private schools |
| 34 CFR 300.8 | Emotional disturbance definition |

| Management Resources | Description |
|---|---|
| Court Decision | Agostini v. Felton (1997) 117 S.Ct. 1997 |
| U.S. Department of Education Publication | Secretary's letter on Restraint and Seclusion, January 2025 |
| Website | California Department of Education, Guidance for LEA onsite visit to NPS |
| Website | CSBA District and County Office of Education Legal Services |

**Regulation 6159.2: Nonpublic, Nonsectarian School And Agency Services For Special Education**

**Status:** ADOPTED

**Original Adopted Date:** 06/01/1995 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

Master Contract

Every master contract between the district and a nonpublic, nonsectarian school or agency (NPS/A) shall specify the general administrative and financial agreements for providing special education and designated instruction and services. The master contract shall be for a term not to exceed one year and shall be renegotiated prior to June 30. Provisions of the contract shall include, but not be limited to: (Education Code 56366; 5 CCR 3062)

1. Student-teacher ratios

2. Transportation specified in a student's individualized education program (IEP)

   The contract shall not include special education transportation provided through the use of services or equipment owned, leased, or contracted by the district for students enrolled in the NPS/A unless provided directly or subcontracted by that NPS/A.

3. Procedures for recordkeeping and documentation

4. The maintenance of school records by the district to ensure that appropriate high school graduation credit is received by any participating student

5. An individual services agreement for each student, which will be negotiated for the length of time for which NPS/A special education and designated instruction and services are specified in the student's IEP

6. A description of the process to be utilized by the district to oversee and evaluate placements in the NPS/A, including a method for evaluating whether each student is making appropriate educational progress

7. Procedures and responsibilities for attendance and unexcused absences

8. General provisions related to modifications and amendments to the contract, waivers, disputes, contractor's status, conflicts of interest, termination, inspection and audits, compliance with applicable state and federal laws and regulations, and indemnification and insurance requirements

9. Payment schedules, including, but not limited to, payment amounts, payment demand, right to withhold, and audit exceptions

The contract may allow for partial or full-time attendance at the NPS/A. (Education Code 56366)

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

The master contract or individual services agreement may be terminated for cause if either party gives 20 days' notice. However, the availability of a public education program initiated during the period of the contract shall not give cause for termination unless the parent/guardian agrees to transfer the student to the program. (Education Code 56366)

**Placement and Services**

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

AGENDA

At least once each year, the district shall: (Education Code 56366)

1. Evaluate the educational progress of each student placed in an NPS/A, including a review of state assessment results

2. During the annual meeting held to review the student's IEP pursuant to Education Code 56343, consider whether the student's needs continue to be best met at the NPS/A and whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting

Prior to the annual review of a student's IEP, the Superintendent or designee shall notify any high school district to which the student may transfer of the student's enrollment in an NPS/A. (5 CCR 3069)

When a special education student meets the district requirements for completion of the prescribed course of study as designated in the student's IEP, the district shall award the student a diploma of graduation. (5 CCR 3070)

However, a student with disabilities who entered the ninth grade in the 2022-23 school year or later shall be exempted from all coursework and other requirements adopted by the Governing Board that are in addition to the statewide course requirements for high school graduation, if the student's IEP meets the criteria specified in law and Board Policy 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities. (Education Code 51225.31)

Additionally, the Superintendent or designee may, until July 1, 2031, exempt a student with disabilities who was enrolled in grade 10 or higher in the 2022-23 school year from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements for high school graduation if the student meets the eligibility criteria specified in Education Code 51225.32.

**Out-of-State Placements**

Before contracting with an NPS/A outside California, the Superintendent or designee shall document the district's efforts to use public schools and/or to find an appropriate program offered by an NPS/A within California. (Education Code 56365)

Within 15 days of any decision for an out-of-state placement, the student's IEP team shall submit to the Superintendent of Public Instruction (SPI) a report with information about the services provided by the out-of-state program, the costs of the special education and related services provided, and the district's efforts to locate an appropriate public school or NPS/A within California. (Education Code 56365)

If the district decides to place a student with an NPS/A out-of-state, the district shall indicate the anticipated date of the student's return to a placement within California and shall document efforts during the previous year to return the student to California. (Education Code 56365)

For an NPS/A located outside of California, the district may request the SPI to make available information and documentation relating to the NPS/A's certification status, if available. The district shall disclose the information received, if available, to parent(s)/guardian(s) at the time the IEP considers placement of the student in an out-of-state NPS/A. (Education Code 56366.1)

**On-Site Visits**

The Superintendent or designee shall conduct an on-site visit to an NPS/A before the placement of a student at the NPS/A if the district does not have any other students currently enrolled at the NPS/A. (Education Code 56366.1)

At least once per year, the Superintendent or designee shall conduct an on-site monitoring visit to each NPS/A at which the district has a student attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to: (Education Code 56366.1)

1. A review of services provided to the student through the individual services agreement

AGENDA

2. A review of progress the student is making toward the goals set forth in the student's IEP
3. A review of progress the student is making toward the goals set forth in the student's behavioral intervention plan, if applicable
4. An observation of the student during instruction
5. A walkthrough of the facility
6. For a student placed in an NPS/A located outside of California, an in-person interview with the student to evaluate the student's health and safety.

The district shall report the findings resulting from the monitoring visit to the California Department of Education, using the "Local Educational Agency Onsite Visit for Nonpublic School" form, within 60 calendar days of the on-site visit. (Education Code 56366.1)

Additionally, the district shall conduct quarterly check-ins with any student attending an out-of-state NPS/A through an unmonitored telephone call in a manner consistent with the student's IEP. (Education Code 56366.1)

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| 5 CCR 3001 | Definitions |
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| 5 CCR 3060-3070 | Nonpublic, nonsectarian school and agency services |
| Ed. Code 51225.3 | High school graduation requirements |
| Ed. Code 51225.31-51225.32 | Graduation exemption for students with disabilities |
| Ed. Code 56034-56035 | Nonpublic, nonsectarian school and agency; definitions |
| Ed. Code 56042 | Placement not to be recommended by attorney or advocate with conflict of interest |
| Ed. Code 56101 | Waivers |
| Ed. Code 56163 | Certification |
| Ed. Code 56168 | Responsibility for education of student in hospital or health facility school |
| Ed. Code 56195.8 | Adoption of policies |
| Ed. Code 56342.1 | Individualized education program; placement |
| Ed. Code 56360-56369 | Implementation of special education |
| Ed. Code 56711 | Computation of state aid |
| Ed. Code 56740-56743 | Apportionments and reports |
| Ed. Code 56760 | Annual budget plan; service proportions |
| Ed. Code 56775.5 | Reimbursement of assessment and identification costs |
| Ed. Code 56836.20-56836.21 | Special education funding; SELPA contracts with nonpublic nonsectarian schools |
| Ed. Code 97 | Emotional disability; definition |
| Fam. Code 7911-7912 | Interstate compact on placement of children |
| Gov. Code 7570-7587 | Interagency responsibilities for providing services to children with disabilities |

## Policy 6161.1: Selection And Evaluation Of Instructional Materials

Status: ADOPTED

**Original Adopted Date:** 11/01/2011 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, stimulate thought and the exploration of ideas and intellectual exchanges, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

The Board shall select instructional materials for use in grades kindergarten-8 that have been approved by the State Board of Education (SBE) or that, during the district's review process, have been determined to be aligned with the state academic content standards adopted by SBE. For mathematics and English language arts, only instructional materials that are aligned to Common Core State Standards shall be selected. (Education Code 60200, 60210)

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and the accompanying administrative regulation. (Education Code 60400)

Any instructional materials adopted by the Board shall be factually accurate and reflect the adopted curriculum and standards reflected in Education Code 60200, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. (Education Code 51501)

The Board shall not adopt or approve any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

Additionally, the Board shall not adopt any textbook or other instructional material if it contains any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or any other characteristic listed in Education Code 220, or that violates Education Code 243, 244, 51500, or 60044. (Education Code 51501)

In selecting or adopting instructional materials, the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

The Superintendent or designee shall ensure that parents/guardians have, within a reasonable amount of time, access to instructional materials in accordance with Board Policy and Administrative Regulation 5020 - Parent Rights and Responsibilities. (Education Code 49091.10, 49091.14, 51101, 51500)

### Sufficiency of Instructional Materials and Public Hearing

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials, including textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board shall encourage participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks and/or other instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program
5. World language
6. Health

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks or other instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home. (Education Code 60119)

If the Board determines that there are insufficient textbooks or other instructional materials, the Board shall, by resolution, provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall submit a copy of the resolution to the County Superintendent of Schools no later than three business days after the hearing. The Board shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

Additionally, if the County Superintendent, in accordance with Education Code 1240, makes the district aware of a school that does not have sufficient textbooks or instructional materials, the district shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year.

**Prohibition Against Refusal to Approve or Prohibit the Use of Specified Instructional Materials**

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

**Investigations, Complaints, and Opt-Outs**

AGENDA

If the Board knows or has reason to know that materials were used in a classroom or an action occurred that violated Education Code 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. (Education Code 244)

Complaints concerning instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials, Board Policy 1312.3 - Uniform Complaint Procedures, or Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures, as applicable.

Any request by a parent/guardian to opt a student out of specified instructional content shall be handled in accordance with Board Policy 5020 - Parent Rights and Responsibilities and Board Policy and Administrative Regulation 6141.2 - Recognition of Religious Beliefs and Customs.

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**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|---|---|
| 5 CCR 9505-9530 | Instructional materials |
| Ed. Code 1240 | County superintendent of schools; duties |
| Ed. Code 18111 | Exclusion of books by Governing Board that are sectarian, partisan, or denominational character |
| Ed. Code 220 | Prohibition of discrimination |
| Ed. Code 242 | Access to information about educational laws and policies regarding right to accurate and inclusive curriculum |
| Ed. Code 243 | Prohibition of discrimination; instructional materials |
| Ed. Code 244 | Prohibition of discrimination; instructional materials |
| Ed. Code 33050-33053 | General waiver authority |
| Ed. Code 33126 | School accountability report card |
| Ed. Code 33803.2-33803.5 | Discrimination prevention coordinators |
| Ed. Code 35272 | Education and athletic materials |
| Ed. Code 44805 | Teacher enforcement of course of studies; use of textbooks, rules and regulations |
| Ed. Code 48907 | Exercise of free expression; time, place, and manner rules and regulations |
| Ed. Code 48950 | Speech and other communication |
| Ed. Code 49091.10 | Parental right to inspect instructional materials and observe school activities |
| Ed. Code 49091.14 | Parent/guardian review of curriculum |
| Ed. Code 49415 | Maximum textbook weight standards |
| Ed. Code 51101 | Parents Rights Act of 2002 |
| Ed. Code 51204.5 | Social sciences instruction; contributions of specified groups |
| Ed. Code 51500 | Prohibited instruction or activity; discriminatory bias |
| Ed. Code 51501 | Nondiscriminatory subject matter |
| Ed. Code 51511 | Religious matters properly included in courses of study |
| Ed. Code 51933 | Sexual health education and HIV prevention materials |
| Ed. Code 52060-52077 | Local control and accountability plan |
| Ed. Code 60000-60005 | Instructional materials; legislative intent |
| Ed. Code 60010 | Instructional materials; definition |

**Regulation 6161.1: Selection And Evaluation Of Instructional Materials**

**Status:** ADOPTED

**Original Adopted Date:** 11/01/2010 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

## Review Process

The district's review process for evaluating instructional materials shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members in accordance with Education Code 60002. Additionally, the review process may involve administrators, other staff who have subject-matter expertise, and students as appropriate. The Superintendent or designee shall seek input from stakeholders with diverse backgrounds and perspectives.

If the district is considering the use of instructional materials for grades kindergarten-8 that have not been adopted by the State Board of Education (SBE), the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

The Superintendent or designee may establish an advisory committee to conduct the review of instructional materials.

The Superintendent or designee shall present to the Governing Board recommendations for instructional materials and documentation that supports the recommendations.

All recommended instructional materials shall be available for public inspection at the district office.

When possible, the district may pilot instructional materials in a representative sample of classrooms for a specified period of time during a school year, in order to determine the extent to which the materials support the district's curricular goals and academic standards, and accurately reflect and value society's diversity. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

### Criteria for Selection and Adoption of Instructional Materials

In recommending instructional materials for adoption by the Board, the Superintendent or designee shall ensure that the materials:

1. Are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE

   For grades K-8, only instructional materials on the list of materials adopted by SBE and/or other instructional materials that have not been adopted by SBE but are aligned with the state academic content standards or the Common Core State Standards may be recommended for selection. (Education Code 60200, 60210)

   For grades 9-12, instructional materials in history-social science, mathematics, English/language arts, and science shall be reviewed using a standards map in order to determine the extent to which the materials are aligned to state academic content standards.

2. Do not discriminate against or reflect adversely upon persons because of any characteristic as defined by Education Code 51501 and Board Policy 0410 - Nondiscrimination in District Programs and Activities, nor contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 220, 243, 244, 51500, 51501, 60044)

3. Instructional materials shall be factually accurate and reflect the adopted curriculum and standards as described in Education Code 60200, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship (Education Code 51501)

4. To the satisfaction of the Board, are accurate, objective, current, and suited to the differing needs and comprehension of district students at their respective grade levels (Education Code 60045)

5. With the exception of literature and tradebooks, use proper grammar and spelling (Education Code 60045)

6. Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60048, 60200)

    a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by SBE

    b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration

7. Meet the requirements of Education Code 60040-60043 for specific subject content, including, but not limited to:

    a. Accurately portraying society's cultural and racial diversity, including:

        i. The contributions of all genders in all types of roles, including professional, vocational, and executive roles

        ii. The role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic groups to the total development of California and the United States

        iii. The role and contributions of the entrepreneur and labor in the total development of California and the United States

    b. Accurately portraying humanity's place in ecological systems and the necessity for the protection of the environment

    c. Accurately portraying the effects on the human system of the use of tobacco, alcohol, and narcotics, and restricted dangerous drugs as defined in Health and Safety Code 11032, and other dangerous substances

    d. Encouraging thrift, fire prevention, and the humane treatment of animals and people

    e. Requiring, when appropriate to the comprehension of students, that textbooks for social science, history, or civics classes contain the Declaration of Independence and the United States Constitution

8. Support the district's adopted courses of study and curricular goals, including the district's local control and accountability plan

9. Contribute to a comprehensive, balanced curriculum

10. Demonstrate reliable quality of scholarship as evidenced by:

    a. Accurate, up-to-date, and well-documented information

    b. Objective presentation of diverse viewpoints

    c. Clear, concise writing and appropriate vocabulary

    d. Thorough treatment of subject matter

11. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels

12. Stimulate discussion of contemporary issues, exploration of ideas, and intellectual exchanges, and improve

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students' thinking and decision-making skills

13. As appropriate, have corresponding versions available in languages other than English
14. Include high-quality teacher's guides
15. When available, include options for lighter weight materials, including materials in digital format, in order to help minimize any injury to students by the combined weight of instructional materials

In addition to meeting the above criteria as applicable, technology-based materials shall:

1. Be both available and comparable to other, equivalent instructional materials (Education Code 60052)
2. Be accessible to all students, including economically disadvantaged students, students with disabilities, and English learners
3. Protect the privacy of student data
4. Promote active student engagement in the learning process
5. Nurture opportunities for ongoing collaboration
6. Build on prior knowledge to reinforce essential skills, such as executive functioning, critical thinking and reasoning, creativity, communication, cross-cultural understanding, and decision-making
7. Provide means of authentically connecting students' learning to the world beyond their physical learning environment
8. Foster student agency to set personal learning goals and plans and continuously monitor and evaluate their own progress

**Conflict of Interest**

To ensure integrity in the evaluation and selection of instructional materials, individuals who are participating in the evaluation of instructional materials and are not otherwise designated in the district's conflict of interest code shall sign a disclosure statement indicating that they:

1. Will not accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

   Sample copies of instructional materials are excepted from this prohibition (Education Code 60075)
2. Are not employed by nor receive compensation from the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it
3. Do not have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

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**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|---|---|
| 5 CCR 9505-9530 | Instructional materials |
| Ed. Code 1240 | County superintendent of schools; duties |

**Exhibit 6161.1-E(1): Selection And Evaluation Of Instructional Materials**

**Status:** ADOPTED

**Original Adopted Date:** 11/01/2012 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

## RESOLUTION ON SUFFICIENCY OF INSTRUCTIONAL MATERIALS

Whereas, the Governing Board of the *(name of school district)*, in accordance with the requirements of Education Code 60119, held a public hearing on *(date)*, at *(time)*, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which sufficient textbooks or other instructional materials were provided to all students, including English learners, in the *(name of school district)*, and;

Whereas, the definition of sufficient textbooks or instructional materials means that each student, including each English learner, has standards-aligned textbooks and/or instructional materials to use in class and to take home, which may include materials in a digital format as long as each student, at a minimum, has and can access the same materials in the class and at home as other students in the same class or course in the district, but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

Whereas, textbooks or instructional materials in core curriculum subjects should be aligned with state academic content standards and/or the Common Core State Standards adopted by the State Board of Education.

**Finding of Sufficient Textbooks or Instructional Materials**

Therefore, be it resolved, for the *(year)* school year, the *(name of school district)*, sufficient standards-aligned textbooks or other instructional materials that are consistent with the cycles and content of the curriculum frameworks were provided to each student, including each English learner, at the following schools in the following subjects:

- Mathematics: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)

  _____
  _____

- Science: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)

  _____
  _____

- History-social science: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)

  _____
  _____

- English language arts, including the English language development component of an adopted program: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)

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- World language: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)

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- Health: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)

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**Finding of Insufficient Textbooks or Instructional Materials in One or More Subjects**

Be it further resolved, for the *(year)* school year, the *(name of school district)*, insufficient standards-aligned textbooks or other instructional materials were provided to students at the following schools in the following subjects:

- Mathematics: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

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- Science: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

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- History-social science: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

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- English language arts, including the English language development component of an adopted program: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

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- World language: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

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- Health: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

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Be it further resolved, that the following actions will be taken to ensure that all students have sufficient standards-aligned textbooks or other instructional materials in all subjects that are consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which this determination is made. (List actions to be taken to resolve insufficiency.)

**Finding of Available Science Laboratory Equipment for Grades 9-12**

Be it further resolved, laboratory science equipment was available or was not available for science laboratory courses offered in grades 9-12, inclusive, as indicated below:

- Available: (List all science laboratory courses offered in grades 9-12 for which science laboratory equipment was available.)
- Not Available: (List all science laboratory courses offered in grades 9-12 for which science laboratory equipment was not available.)

Be it further resolved, that the Superintendent or designee, on behalf of the Board, shall submit a copy of this resolution to the County Superintendent of Schools within three business days of the hearing.

PASSED AND ADOPTED THIS _____ day of _____, _____ at a meeting, by the following vote:

AYES:_____ NOES:_____ ABSENT:_____

Attest:

_____, Secretary

_____, President

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**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|---|---|
| 5 CCR 9505-9530 | Instructional materials |
| Ed. Code 1240 | County superintendent of schools; duties |
| Ed. Code 18111 | Exclusion of books by Governing Board that are sectarian, partisan, or denominational character |
| Ed. Code 220 | Prohibition of discrimination |
| Ed. Code 242 | Access to information about educational laws and policies regarding right to accurate and inclusive curriculum |

## Policy 6161.11: Supplementary Instructional Materials

**Status:** ADOPTED

**Original Adopted Date:** 12/01/1990 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

The Governing Board encourages the use of supplementary instructional materials to enrich the curriculum and enhance student learning. Such materials shall be aligned with district goals, curriculum objectives, and academic standards and shall supplement and not supplant the use of Board-adopted basic instructional materials that serve as the primary learning resources.

Supplementary instructional materials include, but are not limited to, instructional materials that are designed to serve one or more of the following purposes: (Education Code 60010)

1. To provide more complete coverage of one or more subjects included in a given course
2. To meet the various learning ability levels of students in a given age group or grade level
3. To meet the diverse educational needs of students with a language disability in a given age group or grade level
4. To meet the diverse educational needs of students reflective of a condition of cultural pluralism
5. To use current, relevant technology that further engages interactive learning in the classroom and beyond

Supplementary instructional materials may be selected by the Superintendent or designee, school administrators, or teachers, as applicable, and obtained through donations to the district and/or available funding sources designated for these purposes.

The use of any supplemental instructional material shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

The use of any supplemental instructional material shall not be adopted by the Board or district if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

As appropriate, supplementary instructional materials shall meet the criteria developed for the selection and evaluation of basic instructional materials as described in AR 6161.1 - Selection and Evaluation of Instructional Materials.

Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students.

The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

### Appropriateness of Materials

Whenever a district employee proposes to use a supplementary resource which is not included in the approved learning resources of the district, the employee shall preview the material to determine whether, in the employee's professional judgment, it is appropriate for the grade level taught and is consistent with district criteria for the selection of supplementary instructional materials.

The employee shall confer with the Superintendent or designee as necessary to determine the compliance of the material with district criteria. The primary considerations should be the educational value, factual accuracy, appropriateness, including whether the material contains pervasive vulgarity or profanity, and relevance of the materials, as well as the ages and maturity of the students.

The Superintendent or designee may provide training to administrators and teachers in the selection and evaluation of supplementary instructional materials, including the criteria to be utilized and applicable legal considerations.

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**Investigations, Complaints, and Opt-Outs**

If the Board knows or has reason to know that materials were used in a classroom or an action occurred that violated Education Code 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices. (Education Code 244)

Complaints concerning supplemental instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

Any requests by a parent/guardian to opt a student out of specified instructional content shall be handled in accordance with Board Policy 5020 - Parent Rights and Responsibilities and Board Policy/Administrative Regulation 6141.2 - Recognition of Religious Beliefs and Customs.

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**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|---|---|
| 5 CCR 4600-4670 | Uniform complaint procedures |
| Ed. Code 18111 | Exclusion of books by Governing Board that are sectarian, partisan, or denominational character |
| Ed. Code 220 | Prohibition of discrimination |
| Ed. Code 233.5 | Teaching of principles |
| Ed. Code 242 | Access to information about educational laws and policies regarding right to accurate and inclusive curriculum |
| Ed. Code 243 | Prohibition of discrimination; instructional materials |
| Ed. Code 244 | Prohibition of discrimination; instructional materials |
| Ed. Code 48907 | Exercise of free expression; time, place, and manner rules and regulations |
| Ed. Code 48950 | Speech and other communication |
| Ed. Code 51204.5 | Social sciences instruction; contributions of specified groups |
| Ed. Code 51501 | Nondiscriminatory subject matter |
| Ed. Code 51510 | Prohibited study or supplemental materials |
| Ed. Code 51511 | Religious matters properly included in courses of study |
| Ed. Code 51933 | Sexual health education and HIV prevention materials |
| Ed. Code 60000-60005 | Instructional materials; legislative intent |
| Ed. Code 60010 | Instructional materials; definition |
| Ed. Code 60040-60052 | Requirements for instructional materials |
| Ed. Code 60060-60063.5 | Requirements for publishers and manufacturers |
| Ed. Code 60151 | Approval of instructional materials that subject students to unlawful discrimination; corrective actions and financial penalty |
| Ed. Code 60200-60213 | Elementary school materials |
| Ed. Code 60226 | Requirements for publishers and manufacturers |
| Ed. Code 60400-60411 | Instructional materials; high schools |
| Ed. Code 60605 | State-adopted content and performance standards in core curricular areas |
| Ed. Code 60605.8 | Common Core standards |

**Policy 6163.1: Library Media Centers**

**Status:** ADOPTED

**Original Adopted Date:** 03/01/2011 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

The Governing Board recognizes that school libraries support the educational program by providing access to a variety of informational and supplemental resources that can inspire a love of reading, stimulate thought, the exploration of ideas and intellectual exchanges, and contribute to the academic achievement of all students. The Board desires that school libraries be stocked with up-to-date books, reference materials, and electronic resources that promote literacy, support academic standards, contain a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, and prepare students to become lifelong learners.

The Superintendent or designee may, in consultation with teacher librarians, classroom teachers, administrators, parents/guardians, and students as appropriate, develop and regularly update a plan for school libraries that describes the district's goals for school libraries and the distribution of funds to school sites to support libraries. As appropriate, the plan may also address staffing, facilities, selection and evaluation of materials, the development and maintenance of classroom libraries, prevention of loss or damage of library materials, prioritization of needs, and other related matters. The Superintendent or designee shall ensure that the library plan is aligned with the district's local control and accountability plan and other district and school plans.

**Student Success Cards**

The district may coordinate with the local public library to ensure that, by grade 3, each student is provided with the opportunity to obtain a student success card issued by a local public library that provides access to library services. (Education Code 19341, 19342)

The district may disclose student directory information to the State Librarian and a local public library for purposes of administering the student success cards. (Education Code 19344, 49061; 34 CFR 99.3)

**Staffing**

To staff school libraries, the district may employ one or more teacher librarians who possess appropriate credentials issued by the Commission on Teacher Credentialing. (Education Code 18120, 44868; 5 CCR 80024.6, 80053)

The Superintendent or designee may assign teacher librarians to perform the following duties in accordance with the authorizations of their credential: (5 CCR 80053, 80053.1)

1. Instruct students in accessing, evaluating, using, and integrating information and resources in the library program and/or provide departmentalized instruction in information literacy, digital literacy, and digital citizenship
2. Plan and coordinate school library programs with the district's instructional programs through collaboration with teachers
3. Select materials for school and district libraries
4. Develop and deliver staff development programs for school library services
5. Coordinate or supervise library programs at the school or district level
6. Plan and conduct a course of instruction for students who assist in the operation of school libraries
7. Supervise classified personnel assigned school library duties
8. Develop procedures for and management of the school and district libraries

Additionally, the Board may appoint classified paraprofessionals to serve as library aides or library technicians.

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Volunteers may assist with school library services in accordance with law, Board policy, and administrative regulation.

**Hours of Operation**

School libraries shall be open for use by students and teachers during the school day. (Education Code 18103)

With the approval of the Board, a school library may be open at other hours outside the school day, including evenings and Saturdays. Any library open to serve students during evening and Saturday hours shall be under the supervision of a certificated employee who consents to the assignment. (Education Code 18103)

**Selection, Evaluation, and Use of School Library Materials**

Library materials shall include print and electronic resources that align with the curriculum and are accessible to students with varying cognitive and/or language needs.

Library materials shall be selected and evaluated through a process that invites recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.

The Board may exclude from libraries all books, publications, or papers of a sectarian, partisan, or denominational character. (Education Code 18111)

The use of any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Library materials shall be use in accordance with Board Policy 0410 - Nondiscrimination in District Programs and Activities.

Library materials shall be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain outdated subject matter or are no longer appropriate shall be removed.

All gifts and donations of school library materials shall be subject to the same criteria as materials selected for purchase by the district.

Complaints regarding the appropriateness of library materials shall be addressed in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

**Fees**

Students shall be allowed to borrow school library materials at no charge for use in the library and classrooms as well as out of school. (5 CCR 16042)

OPTION 1: (No late fees)

Students shall be encouraged to return library materials in a timely manner, but no charge shall be assessed for the late return of materials.

OPTION 1 ENDS HERE

OPTION 2: (Late fees charged)

To encourage students to return materials in a timely manner, a nominal fee shall be charged for the late return of materials.

AGENDA

OPTION 2 ENDS HERE

**Library Instruction**

Teacher librarians and/or classroom teachers shall provide library instruction to support the development of students' information literacy skills. Such instruction shall be aligned with the state academic standards for library instruction, consistent with Board policy and administrative regulation, and shall prepare students to:

1. Access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources
2. Evaluate and analyze information to determine appropriateness in addressing the scope of inquiry
3. Organize, synthesize, create, and communicate information
4. Integrate information literacy skills into all areas of learning and pursue information independently to become life-long learners

Additionally, teacher librarians may provide support to teachers, administrators, and other staff by identifying instructional materials that will aid in the development of curriculum and instructional activities and by providing information about effective and ethical uses of school library services and equipment.

**Program Evaluation**

The Superintendent or designee shall annually assess and report to the Board regarding the condition and use of school libraries. The assessment shall evaluate, at a minimum:

1. Access of students and staff to school libraries during school hours and, as appropriate, access outside the school day
2. The process and frequency by which students are allowed to check out library materials
3. Staffing levels, qualifications, and number of hours worked
4. The quality of the collection at each library, including, but not limited to, the total number of books in the collection, number of books per student, types of materials (fiction, non-fiction, newspapers, magazines, encyclopedias, materials in other languages, and reference materials), alignment with curriculum, provision of a broad spectrum of knowledge and viewpoints, amount expended during the year for the purchase of new resources, and the number of resources discarded and added during the year
5. Any special programs offered at the school to encourage reading and/or library use
6. The adequacy of the facility space and equipment designated for the school library
7. The source(s) and adequacy of funding for school libraries
8. Knowledge by principals, teachers, and library personnel of the process to follow when a library material(s) is challenged

The district shall, on or before August 31 each year, report to the California Department of Education on the condition of its school libraries for the preceding year ending June 30. (Education Code 18122)

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**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|---|---|
| 5 CCR 16040-16043 | School libraries |

## Policy 6164.4: Identification And Evaluation Of Individuals For Special Education

**Status:** ADOPTED

**Original Adopted Date:** 03/01/2007 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to 21 years of age who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Superintendent or designee shall establish a comprehensive child find system that includes procedures for the identification, screening, referral, assessment, and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the special education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include systematic methods for utilizing referrals from parents/guardians, teachers, agencies, appropriate professionals, and other members of the public, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians and students, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to an assessment of the student. Additionally, the Superintendent or designee shall notify parents/guardians and students of procedures for initiating a referral for assessment to identify individuals for special education services. (Education Code 56301)

**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|---|---|
| 5 CCR 3021-3029 | Identification, referral and assessment |
| 5 CCR 3030-3031 | Eligibility criteria |
| Ed. Code 44265.5 | Professional preparation for teachers of impaired students |
| Ed. Code 56000-56885 | Special education programs |
| Ed. Code 56043 | Special education; timelines |
| Ed. Code 56195.8 | Adoption of policies |
| Ed. Code 56300-56305 | Identification of individuals with disabilities |
| Ed. Code 56320-56330 | Assessment |
| Ed. Code 56333-56338 | Eligibility for specific learning disabilities |
| Ed. Code 56340-56347 | Individualized education program teams |
| Ed. Code 56362 | Distribution of IEP assessments |
| Ed. Code 56381 | Reassessment of students |
| Ed. Code 56425-56432 | Early education for individuals with disabilities |
| Ed. Code 56441.11 | Eligibility criteria; children 3-5 years of age |
| Ed. Code 56445 | Transition to grade school; reassessment |
| Ed. Code 56500-56509 | Procedural safeguards |
| Ed. Code 97 | Emotional disability; definition |
| Gov. Code 95000-95029.5 | California Early Intervention Services Act |

**Regulation 6164.4: Identification And Evaluation Of Individuals For Special Education**

**Status:** ADOPTED

**Original Adopted Date:** 03/01/2007 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

The Superintendent or designee shall ensure that the district's child find process includes the collection of student data at reasonable intervals, to identify, locate and evaluate students with known or suspected disabilities and determine whether special education and related services are needed.

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

However, the district shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

A parent/guardian or the district may initiate a request for an initial evaluation to determine if the student is a student with a disability. (34 CFR 300.301)

When a verbal referral is made, staff shall offer assistance to the individual to make the request in writing and shall assist the individual if the individual requests such assistance. (5 CCR 3021)

All referrals from school staff for an initial evaluation shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and, when appropriate, the results of intervention. This documentation shall not delay the timelines for completing the assessment plan or assessment. (5 CCR 3021)

**Initial Evaluation for Special Education Services**

Before the initial provision of special education and related services to a student with a disability, the district shall conduct an individual initial evaluation of the student's educational needs related to all areas of suspected disability. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 calendar days, not counting days between the student's regular school sessions or terms or calendar days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made with 10 or fewer days remaining before the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the type(s) of evaluation(s) to be conducted
4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

A copy of the notice of a parent/guardian's rights and procedural safeguards shall be attached to the evaluation plan. (Education Code 56321)

The proposed written evaluation plan shall include a description of recent assessments conducted, including available independent assessments and assessment information requested by the parent/guardian to be considered, as well as information indicating the student's primary language and the student's primary language proficiency as determined by Education Code 52164.1. (5 CCR 3022)

**AGENDA**

Before conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. Additionally, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, 300.502, 300.504)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or the parent/guardian's representative shall be scheduled pursuant to Education Code 56341

   At this meeting, the team shall determine whether the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.

2. When making a determination of eligibility for special education, the district shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368, lack of appropriate instruction in mathematics, or limited English proficiency, if the student does not otherwise meet the eligibility criteria under 34 CFR 300.8

3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian

4. If the parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502

   The parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

   If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate

   If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.

   If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by the district, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

6. If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the student's parent/guardian, the student in that proposed placement

   Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

**Parent/Guardian Consent for Evaluations**

AGENDA

Consent means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.9)

1. Has been fully informed, in the parent/guardian's native language or other mode of communication, of all information relevant to the activity for which consent is sought

2. Understands and agrees, in writing, to the carrying out of the activity for which parent/guardian consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom

3. Understands that the granting of consent is voluntary on the parent/guardian's part and may be revoked at any time

4. Understands that if the parent/guardian revokes consent, that revocation is not retroactive, such that it does not negate an action that has occurred after the consent was given and before the consent was revoked

   The district is not required to amend the education records of a student to remove any reference to the student's receipt of special education and services if the student's parent/guardian submits a written revocation of consent after the initial provision of special education and related services to the student.

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)

The district shall make reasonable efforts to obtain the consent of the parent/guardian for an initial evaluation or reevaluation of a student. (Education Code 56321; 34 CFR 300.300, 300.322)

The district shall maintain a record of its attempts to obtain consent, such as: (Education Code 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls

2. Copies of correspondence sent to the parent/guardian and any responses received

3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

For a student who is a ward of the state and not residing with the student's parent/guardian, the district shall make reasonable efforts to obtain the consent from the parent/guardian of the student for an initial evaluation to determine whether the student is a student with a disability. The district may conduct an initial evaluation without obtaining consent of the parent/guardian if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student

2. The rights of the parent/guardian of the student have been terminated in accordance with state law

3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or reevaluation, or before administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

AGENDA

**Conduct of the Evaluation**

Within 60 calendar days of receiving parent/guardian consent for the initial assessment of a student, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays, a determination of whether the student is eligible for special education and the educational needs of the student shall be made, an IEP team meeting shall occur, and an IEP shall be developed, unless the parent/guardian agrees in writing to an extension, pursuant to Education Code 56344. If the 60-day time is interrupted by a student school vacation, the 60-day time shall recommence on the date that student school days reconvene. A meeting to develop an initial IEP for the student shall be conducted within 30 days of a determination that the student needs special education and related services. (Education Code 56043, 56344)

However, when a referral has been made for a student 30 days or less prior to the end of the regular school year, an IEP required as a result of an assessment of the student shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56043, 56344; 34 CFR 300.301, 300.323)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district. (Education Code 56322)

Additionally, evaluations and reevaluations shall be administered by qualified personnel who are competent in the oral or sign language skills and written skills of the student's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the student. If it is clearly not feasible to do so, an interpreter shall be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected. The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition. (5 CCR 3023)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (Education Code 56321; 20 USC 1414; 34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of the student's IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (Education Code 56320; 34 CFR 300.304)

Additionally, the district shall ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are: (Education Code 56320; 34 CFR 300.304)

1. Selected and administered so as not to be discriminatory on the basis of race, culture, or sex

2. Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer

3. Used for the purposes for which the assessments or measures are valid and reliable

4. Administered by trained and knowledgeable personnel, ensuring that any individually administered tests of intellectual or emotional functioning are administered by a credentialed school psychologist

5. Administered in accordance with any instructions provided by the producer of the assessments

6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient

7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other

factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills, unless those skills are the factors that the test purports to measure

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. For students with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Education Code 56136. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, regardless of whether commonly linked to the disability category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
2. The present levels of academic achievement and related developmental needs of the student
3. Whether the student needs, or continues to need, special education and related services
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (Education Code 56320; 34 CFR 300.304)

**Evaluation Report**

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services
2. The basis for making the determination
3. The relevant behavior noted during the observation of the student in an appropriate setting
4. The relationship of that behavior to the student's academic and social functioning
5. The educationally relevant health, developmental, and medical findings, if any
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

**Eligibility Determination**

Upon completion of the administration of assessments and other evaluation measures, a group of qualified

professionals and the parent/guardian shall determine whether the student is a student with a disability as defined in 5 CCR 3030 and 34 CFR 300.8 and, if so, the student's educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

If the student is eligible under the criteria for "emotional disturbance," as defined in 5 CCR 3030 and 34 CFR 300.8, the student may be identified as having an "emotional disability" pursuant to Education Code 97.

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance, shall not be diagnosed as a disabling condition. (5 CCR 3023)

**Independent Educational Evaluation**

An *independent educational evaluation* is defined as an evaluation conducted by a qualified examiner who is not employed by the district. (34 CFR 300.502)

*Public expense* means that the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502)

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria, including the location of the evaluation and the qualifications of the examiner, that the district uses for a district-initiated evaluation. (34 CFR 300.502)

The parent/guardian is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329; 34 CFR 300.502)

If a parent/guardian has requested an IEE, the district may ask for the reason that the parent/guardian objects to the district's evaluation. However, the parent/guardian is not required to provide an explanation and the district may not unreasonably delay either providing the IEE at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation. (34 CFR 300.502)

Upon receiving the request for an IEE, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate

2. Ensure that an IEE is provided at public expense, unless the district demonstrates at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense. (Education Code 56329; 34 CFR 300.502)

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by the district if it meets district criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (Education Code 56329; 34 CFR 300.502)

**Coordinating Transitions**

The district designates the individual listed below as the main point of contact for coordinating and completing, with other agencies and persons, the transition of a child and family from infant/toddler programs to preschool (Part C to Part B of the federal Individuals with Disabilities Education Act), including establishing practices to educate and

support families during the transition: (Government Code 95013.1)

_____
(title or position)
_____
(address)
_____
(telephone number)
_____
(email)

**Reevaluation**

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Before entering kindergarten or first grade children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs. (Education Code 56445)

The district's point of contact for coordinating and completing the transition of a child and family from infant/toddler programs to preschool, may coordinate the reevaluation and monitoring as described above for kindergarten or first grade.

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**Policy Reference Disclaimer:** These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|---|---|
| 5 CCR 3021-3029 | Identification, referral and assessment |
| 5 CCR 3030-3031 | Eligibility criteria |
| Ed. Code 44265.5 | Professional preparation for teachers of impaired students |
| Ed. Code 56000-56885 | Special education programs |
| Ed. Code 56043 | Special education; timelines |
| Ed. Code 56195.8 | Adoption of policies |
| Ed. Code 56300-56305 | Identification of individuals with disabilities |
| Ed. Code 56320-56330 | Assessment |
| Ed. Code 56333-56338 | Eligibility for specific learning disabilities |
| Ed. Code 56340-56347 | Individualized education program teams |
| Ed. Code 56362 | Distribution of IEP assessments |
| Ed. Code 56381 | Reassessment of students |
| Ed. Code 56425-56432 | Early education for individuals with disabilities |
| Ed. Code 56441.11 | Eligibility criteria; children 3-5 years of age |
| Ed. Code 56445 | Transition to grade school; reassessment |

**Policy 7214: General Obligation Bonds**

**Status:** ADOPTED

**Original Adopted Date:** 11/01/2012 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

The Governing Board recognizes that school facilities are an essential component of the educational program and that the Board has a responsibility to ensure that the district's facilities needs are met in the most cost-effective manner possible. The Board may direct the Superintendent to explore the possibility of a bond measure, which may include, but is not limited to, conducting community focus groups, surveys, and Board presentations. When the Board determines that it is in the best interest of district students, it may order an election on the question of whether bonds shall be issued to pay for school facilities.

The Board's decision to order a bond election, as well as its determination regarding the appropriate amount, timing, and structure of the bond issuance, shall be consistent with law and the district's debt management policy.

Before ordering a bond election, the Board shall obtain reasonable and informed projections of assessed valuations that take into consideration projections of assessed property valuations made by the county assessor. (Education Code 15100)

When any project to be funded by bonds will require state matching funds for any phase of the project, the ballot materials for the bond measure shall include a statement as specified in Education Code 15122.5, advising voters that, because the project is subject to approval of state matching funds, passage of the bond measure is not a guarantee that the project will be completed. (Education Code 15122.5)

**Bonds Requiring 55 Percent Approval by Local Voters**

The Board, by a two-thirds vote and subject to Education Code 15100, may adopt a resolution to incur bonded indebtedness and order an election. Pursuant to the California Constitution, Article 13A, Section 1(b)(3) and Article 16, Section 18(b), a bond election authorized pursuant to Education Code 15266 requires the approval of at least a 55 percent majority of the voters voting in the election. (Education Code 15266)

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

Bonded indebtedness incurred by the district pursuant to Education Code 15266 shall be used only for the following purposes: (California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))

1. The construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities

2. The acquisition or lease of real property for school facilities

3. The refunding of any outstanding debt issuance used for the purposes specified in Items #1-2 above

The proposition approved by the voters shall include the following accountability requirements:

1. Certification that proceeds from the sale of the bonds will be used only for the purposes specified in Items #1-2 above, and not for any other purposes including teacher and administrative salaries and other school operating expenses (California Constitution Article 13A, Section 1(b)(3))

2. A list of specific school facilities projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list (California Constitution Article 13A, Section 1(b)(3))

3. A requirement that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed (California Constitution Article 13A, Section 1(b)(3))

4. A requirement that the Board conduct an annual, independent financial audit of the proceeds from the sale of

the bonds until all of those proceeds have been expended for the school facilities projects (California Constitution Article 13A, Section 1(b)(3))

5. A requirement that the Board shall appoint an independent citizens' oversight committee to inform the public concerning the expenditure of bond revenues as specified in Education Code 15278 and the accompanying administrative regulation (Education Code 15278)

This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

The Superintendent or designee shall ensure that the annual, independent performance and financial audits required pursuant to Items #3-4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards and submitted to the citizens' oversight committee at the same time they are submitted to the Superintendent or designee and no later than March 31 of each year. (Education Code 15286)

The Board shall provide the citizens' oversight committee with responses to all findings, recommendations, and concerns addressed in the performance and financial audits within three months of receiving the audits. (Education Code 15280)

The Board may disband the citizens' oversight committee when the committee has completed its review of the final performance and financial audits.

**Bonds Requiring Two-thirds Approval by Local Voters**

The Board may decide to pursue the authorization and issuance of bonds by approval of a two-thirds majority of the voters pursuant to Education Code 15100 and California Constitution, Article 13A, Section 1(b)(2). If a majority of the Board agrees to such an election, or upon a petition of the majority of the qualified electors residing in the district, the Board shall adopt a resolution ordering an election on the question of whether to incur bonded indebtedness if approved by two-thirds majority of voters. (Education Code 15100)

The bond election may be ordered to occur on any Tuesday, except a Tuesday that is a state holiday or the day before or after a state holiday, is within 45 days before or after a statewide election unless conducted at the same time as the statewide election, or is an established election date pursuant to Elections Code 1000 or 1500. (Education Code 15101)

Subject to limits specified in Article 13A, Section 1 of the California Constitution, bonds shall be sold to raise money for any of the following purposes: (Education Code 15100)

1. Purchasing school lots
2. Building or purchasing school buildings
3. Making alterations or additions to school building(s) other than as may be necessary for current maintenance, operation, or repairs
4. Repairing, restoring, or rebuilding any school building damaged, injured, or destroyed by fire or other public calamity
5. Supplying school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature
6. Permanently improving school grounds
7. Refunding any outstanding valid indebtedness of the district, evidenced by bonds or state school building aid loans
8. Carrying out sewer or drain projects or purposes authorized in Education Code 17577
9. Purchasing school buses with a useful life of at least 20 years

10. Demolishing or razing any school building with the intent to replace it with another school building, whether in the same location or in any other location

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

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

**Certificate of Results**

If the certificate of election results received by the Board from the applicable county elections officials shows that the appropriate majority of the voters is in favor of issuing the bonds, the Board shall declare that the bond measure has passed and record that fact in its minutes. The Board shall then certify to the County Board of Supervisors all proceedings it had in connection with the election results. (Education Code 15124, 15274; Elections Code 15372, 15400)

**Resolutions Regarding Sale of Bonds**

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass one or more resolutions directing the issuance and sale of bonds as necessary. In accordance with law, each resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable. (Education Code 15140; Government Code 53508.6)

In passing each resolution, the Board shall consider each available funding instrument, including, but not limited to, the costs associated with each and their relative suitability for the project to be financed.

Prior to the sale of bonds, the Board shall place an agenda item at a public meeting and adopt as part of the bond issuance resolution, or in a separate resolution, disclosures of the available funding instruments, the costs and sustainability of each, and all of the following information: (Education Code 15146)

1. Express approval of the method of sale, such as competitive or negotiated sales

2. Statement of the reasons for the method of sale selected

3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected

4. Estimates of the costs associated with the bond issuance, including, but not limited to, bond counsel and financial advisor fees, printing costs, rating agency fees, underwriting fees, and other miscellaneous costs and expenses of issuing the bonds

When the sale involves bonds that allow for the compounding of interest, such as a capital appreciation bond (CAB), the resolution to be adopted by the Board shall include Items #1-4 above as well as the financing term and time of maturity, repayment ratio, and the estimated change in the assessed value of taxable property within the district over the term of the bonds. The resolution shall be publicly noticed on at least two consecutive meeting agendas, first as an information item and second as an action item. The agendas shall identify that bonds that allow for the compounding of interest are proposed. (Education Code 15146)

Prior to adopting a resolution for the sale of bonds that allow for the compounding of interest, the Board shall be presented with the following: (Education Code 15146)

1. An analysis containing the total overall cost of the bonds that allow for the compounding of interest

2. A comparison to the overall cost of current interest bonds

3. The reason bonds that allow for the compounding of interest are being recommended

4. A copy of the disclosure made by the underwriter in compliance with Rule G-17 adopted by the federal

**Municipal Securities Rulemaking Board**

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). (Government Code 8855)

After the sale, the Board shall be presented with the actual issuance cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the CDAIC. (Education Code 15146; Government Code 53509.5)

**Bond Anticipation Notes**

Whenever the Board determines that it is in the best interest of the district, it may, by resolution, issue a bond anticipation note, on a negotiated or competitive-bid basis, to raise funds that shall be used only for a purpose authorized by a bond that has been approved by the voters of the district in accordance with law. (Education Code 15150)

Payment of principal and interest on any bond anticipation note shall be made at note maturity, not to exceed five years, from the proceeds derived from the sale of the bond in anticipation of which that note was originally issued or from any other source lawfully available for that purpose, including state grants. Interest payments may also be made from such sources. However, interest payments may be made periodically and prior to note maturity from an increased property tax if the following conditions are met: (Education Code 15150)

1. A resolution of the Board authorizes the property tax for that purpose

2. The principal amount of the bond anticipation note does not exceed the remaining principal amount of the authorized but unissued bonds

A bond anticipation note may be issued only if the tax rate levied to pay interest on the note would not cause the district to exceed the tax rate limitation set forth in Education Code 15268 or 15270, as applicable.

**Deposit of Bond Proceeds**

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

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| State | Description |
|---|---|
| CA Constitution Article 13A, Section 1 | Tax limitation |
| CA Constitution Article 16, Section 18 | Debt limit |
| Ed. Code 15100-15254 | Bonds for school districts and community college districts |
| Ed. Code 15264-15288 | Strict Accountability in Local School Construction Bonds Act of 2000 |
| Ed. Code 17577 | Sewers and drains |
| Ed. Code 47614 | Charter school facilities |
| Ed. Code 5322 | Resolution calling election |
| Ed. Code 7054 | Use of district property; campaign purposes |

**Regulation 7214: General Obligation Bonds**

**Status:** ADOPTED

**Original Adopted Date:** 03/01/2012 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

## Election Notice

Whenever the Governing Board orders an election on the question of whether general obligation bonds shall be issued to pay for school facilities, the Superintendent or designee shall ensure that the election notice and ballot requirements comply with Education Code 15120-15126 and 15272, as applicable, and the section "Ballot Materials" below.

At least 88 days prior to the date of the election, the Superintendent or designee shall deliver to the officer conducting the election the resolution calling the election, including the date and purpose of the election; the authority for ordering the election and the specification of the election order; the signature of the officer or the clerk of the Board authorized to make such designations; and all other applicable ballot materials. (Education Code 5322)

## Ballot Materials

The ballot question to appear on the ballot shall not exceed 75 words and shall appear in the form specified in Elections Code 13119. (Education Code 5322)

The Superintendent or designee shall ensure that the ballot materials comply with applicable laws including a brief statement of the measure setting forth the amount of the bonds to be voted upon, the maximum rate of interest, and the purposes for which the proceeds of the sale of the bonds are to be used. (Education Code 15122)

In addition to the 75 word ballot question, a separate statement shall be included with the sample ballot, which includes the best estimate from official sources of all of the following: (Elections Code 9401)

1. The average annual tax rate that would be required to be levied to fund the bond issue over the entire duration of the bond debt service, based on assessed valuations available at the time of the election or a projection based on experience within the same jurisdiction or other demonstrable factors

   Additionally, the estimate shall identify the final fiscal year in which the tax is anticipated to be collected.

2. The highest tax rate that would be required to be levied to fund the bond issue, and an estimate of the year in which that rate will apply, based on assessed valuations available at the time of the election or a projection based on experience within the same jurisdiction or other demonstrable factors

3. The total debt service, including the principal and interest, that would be required to be repaid if all the bonds are issued and sold

   The estimate may include information about the assumptions used to determine the estimate.

For bond measures requiring 55 percent majority of the voters, the Superintendent or designee shall ensure that the text of the ballot measure includes a statement that the Board will appoint a citizens' oversight committee and that annual independent audits will be conducted to assure that funds are spent only on school and classroom improvements and for no other purposes. (Education Code 15272)

For bond funded projects that require state matching funds, the Superintendent or designee shall ensure the sample ballot contains a statement advising the voters that the project is subject to the approval of state matching funds and, therefore, passage of the bond measure is not a guarantee that the project will be completed. (Education Code 15122.5)

Arguments in support or in opposition of the bond measure shall be submitted in accordance with Elections Code 9160-9170.

## Citizens' Oversight Committee

**AGENDA**

If a bond is approved pursuant to the 55 percent majority threshold in accordance with Proposition 39 to the California Constitution, Article 13A, Section 1(b)(3) and Article 16, Section 18(b), then the district's citizens' oversight committee shall consist of at least seven members, including, but not limited to: (Education Code 15282)

1. One member active in a business organization representing the business community located within the district
2. One member active in a senior citizens' organization
3. One member active in a bona fide taxpayers' organization
4. One member who is a parent/guardian of a district student
5. One member who is a parent/guardian of a district student and is active in a parent-teacher organization, such as the Parent Teacher Association or school site council

Members of the citizens' oversight committee shall be subject to the conflict of interest prohibitions regarding incompatibility of office pursuant to Government Code 1125-1129 and financial interest in contracts pursuant to Government Code 1090-1099. (Education Code 15282)

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

Members of the citizens' oversight committee may serve for no more than three consecutive terms of two years each. They shall serve without compensation. (Education Code 15282)

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

1. Ensuring that bond revenues are expended only for the purposes described in California Constitution, Article 13A, Section 1(b)(3), including the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities
2. Ensuring that, as prohibited by California Constitution, Article 13A, Section 1(b)(3)(A), no funds are used for any teacher and administrative salaries or other school operating expenses

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

1. Receiving and reviewing copies of the annual, independent performance and financial audits required by California Constitution, Article 13A, Section 1(b)(3)(C) and (D)
2. Inspecting school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of California Constitution, Article 13(A), Section 1(b)(3)
3. Receiving and reviewing copies of any deferred maintenance proposals or plans developed by the district
4. Reviewing efforts by the district to maximize bond revenues by implementing cost-saving measures, including, but not limited to, the following:
    a. Mechanisms designed to reduce the costs of professional fees
    b. Mechanisms designed to reduce the costs of site preparation
    c. Recommendations regarding the joint use of core facilities
    d. Mechanisms designed to reduce costs by incorporating efficiencies in school site design
    e. Recommendations regarding the use of cost-effective and efficient reusable facility plans

The district shall, without expending bond funds, provide the citizens' oversight committee with any necessary technical assistance and shall provide administrative assistance in furtherance of the committee's purpose and sufficient resources to publicize the committee's conclusions. Additionally, the district shall provide the citizens' oversight committee with responses to any and all findings, recommendations, and concerns addressed in the annual independent financial and performance audits within three months of receiving the audits. (Education Code 15280)

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

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

The citizens' oversight committee may create bylaws for its operations consistent with this regulation, subject to the approval of the Board or Superintendent.

**Reports**

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

1. The total amount of the bond issue, bonded indebtedness, or other indebtedness involved
2. The percentage of registered electors who voted at the election
3. The results of the election, with the percentage of votes cast for and against the proposition

By each January 31 following a bond issuance, the district shall submit an annual report to the California Debt Investment and Advisory Commission in accordance with Government Code 8855 and as specified in Board Policy 3470 - Debt Issuance and Management.

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| State | Description |
|---|---|
| CA Constitution Article 13A, Section 1 | Tax limitation |
| CA Constitution Article 16, Section 18 | Debt limit |
| Ed. Code 15100-15254 | Bonds for school districts and community college districts |
| Ed. Code 15264-15288 | Strict Accountability in Local School Construction Bonds Act of 2000 |
| Ed. Code 17577 | Sewers and drains |
| Ed. Code 47614 | Charter school facilities |
| Ed. Code 5322 | Resolution calling election |
| Ed. Code 7054 | Use of district property; campaign purposes |
| Elec. Code 13119 | Forms of Ballots; ballot order |
| Elec. Code 15307 | Timeline to count ballots and release ballot count |
| Elec. Code 15372 | Elections official certificate |
| Elec. Code 15400 | Announcement of election results |
| Elec. Code 324 | General election |
| Elec. Code 328 | Local election |
| Elec. Code 341 | Primary election |

# Bylaw 9220: Governing Board Elections

**Status:** ADOPTED

**Original Adopted Date:** 06/01/2006 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

## Board Member Qualifications

Any person is eligible to be a member of the Governing Board, without further qualifications, if the person is: 18 years of age or older; a citizen of California; a resident of the school district or, if required, the trustee area; a registered voter; and not legally disqualified from holding civil office. (Education Code 35107)

A person is not eligible to be a member of the Board if they have been convicted of an offense(s) as specified in law, except when the person has been granted a pardon in accordance with law.

A district employee duly elected to the Board shall resign from district employment, or shall otherwise cease being a district employee, before being sworn in. If a district employee duly elected to the Board is sworn in and remains a district employee, then the district's employment of the employee shall automatically terminate upon being sworn into office. (Education Code 35107)

Additionally, a person duly appointed or elected to the Board who holds an incompatible office at the time the Board member is sworn in to office as a Board member may not continue to serve in the incompatible office, and shall be deemed to have forfeited the incompatible office in accordance with Government Code 1099.

The Board encourages all candidates to become knowledgeable about the role of board members. Upon request by a Board candidate, the Superintendent or designee shall provide the candidate with:

1. Information regarding the responsibilities and expectations of a Board member, including information regarding available workshops, seminars, and/or training

2. The county election official's contact information and general information about school programs, district operations, and Board responsibilities

A candidate's residence address, telephone number, and email address recorded with the applicable county election official shall be kept confidential in accordance with state law. (Elections Code 2166.9)

## Recalling a Board Member

To commence a recall of a Board member, proponents shall serve, file, and publish or post a notice of intention to circulate the recall petition as specified by law and any applicable elections official directives. Additionally, the recall petition shall be in the format provided by the Secretary of State and include, among other things, an estimate of the cost of conducting the special election, as determined by the elections official, in consultation with the district. (Elections Code 11000-11386)

Within 14 days after the regular meeting at which the Board receives a certificate of sufficiency of signatures on a recall petition from an elections official, the Board shall order an election to be held to determine whether the Board member named in the petition shall be recalled. The election shall be held not less than 88, nor more than 125, days after the date that the Board orders the election. However, the election may be conducted within 180 days after the issuance of the Board's order to consolidate the election with a regularly scheduled election. (Elections Code 11240-11242)

A recall election of a Board member shall be conducted in accordance with Elections Code 11381-11386.

If a recall of a Board member is successful, that Board member's seat becomes vacant and shall be filled in accordance with Education Code 5090-5095 and Board Bylaw 9223 - Filling Vacancies.

However, a recalled Board member may not be appointed to the seat that was vacated by the recall. (Elections Code 11382)

**Consolidation of Elections**

The Board may consolidate Board elections with the local municipal or statewide primary or general election in accordance with Elections Code 1302. Additionally, if a regularly scheduled Board election held other than on a statewide election date results in a decrease in local voter turnout of 25 percent or more compared to the average local turnout for the previous four statewide general elections, the Board shall take action to consolidate Board elections with statewide elections in accordance with Elections Code 14051-14052.

In order to consolidate elections, the Board shall adopt a resolution and submit it to the County Board of Supervisors for approval not later than 240 days prior to the date of the currently scheduled district election. (Elections Code 10404.5)

Whenever a regularly scheduled Board election is changed due to consolidation of elections, the terms of office of incumbent Board members shall be extended to align with the next applicable election. (Elections Code 10404.5)

**Elections Process and Procedures**

For each election, upon receipt of the certified statement of the results of the election from the applicable county elections officials, the Board shall declare which individuals have been elected to the Board in accordance with law. (Elections Code 15372, 15400)

The declaration shall be transmitted to the county elections official with primary jurisdiction for the district, who shall then issue and deliver a certificate of election to each person elected. (Elections Code 15400-15401)

A Board member whose term has expired shall continue to discharge the duties of the office until a successor has qualified by taking the oath of office. (Government Code 1302, 1360)

OPTION 1: (Election by trustee area)

Each Board member shall reside in the trustee area they represent and shall be elected by voters residing within that trustee area. Trustee areas shall be balanced by population as required by state and federal law.

Following each decennial federal census the Board shall adjust the boundaries of the district's trustee areas in accordance with Elections Code 21100-21180. (Education Code 5019.5)

OPTION 1 ENDS HERE

OPTION 2: (Election using "at-large" voting method)

Board members may reside anywhere within the district's boundaries and shall be elected by all voters in the district.

OPTION 2 ENDS HERE

OPTION 3: (Election using hybrid method)

Each Board member shall reside within the trustee area that the Board member represents but shall be elected by all voters in the district. Trustee areas shall be balanced by population as required by state and federal law.

Following each decennial federal census the Board shall adjust the boundaries of the district's trustee areas in accordance with Elections Code 21100-21180. (Education Code 5019.5)

OPTIONS 3 ENDS HERE

The Board may review the district's Board election method to determine whether any modification is necessary.

If the district seeks to change its election method, the Board shall follow procedural requirements and hold public hearings in accordance with Elections Code 10010 and 21100-21150 before adopting a resolution at an open meeting specifying the change and obtaining approval from the county committee on school district organization with primary jurisdiction for the district in accordance with Education Code 5019.

The election method or trustee-area boundaries in effect at the beginning of a Board member's term shall be used when any vacancy that occurs during that term is to be filled, even if, during the term, the district has adopted "by-trustee area" election method or trustee area boundaries have been adjusted.

**Campaign Finance**

All candidates, including current Board members running as incumbents, shall abide by local, county, state, and federal requirements regarding campaign contributions, funding, and expenditures.

A Board candidate shall not expend or accept any public money for the purpose of seeking elective office. However, the district may establish a dedicated fund for those seeking election to the Board, provided that the funds are available to all candidates who are qualified pursuant to Education Code 35107 without regard to incumbency or political preference. (Government Code 85300)

In order to help protect the public's trust in the electoral process as well as the public's confidence in the Board and district, the Board encourages all candidates to sign and adhere to the principles in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

**Statement of Qualifications**

On the 125th day prior to the day fixed for the general district election, the Board secretary or designee shall deliver a notice, bearing the secretary's signature and district seal, to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the district to be filled at the applicable election and which offices, if any, are for the balance of an unexpired term

2. Whether the district or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

OPTION 1: (200 Words Limit)

Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

OPTION 1 ENDS HERE

OPTION 2: (400 Words Limit)

Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 400 words. (Elections Code 13307)

OPTION 2 ENDS HERE

When the elections official allows for the electronic distribution of candidate statements, a candidate for the Board may, in addition to or instead of submitting a candidate statement for inclusion in the mailed voter's pamphlet, prepare and submit a candidate statement for electronic distribution. (Elections Code 13307)

OPTION 1: (Candidate Statement Paid by District)

The district shall pay the cost of printing, handling, translating, mailing, and/or electronically distributing candidate statements filed pursuant to Elections Code 13307.

OPTION 1 ENDS HERE

OPTION 2: (Candidate Statement Paid by Candidate)

The district shall assume no part of the cost of printing, handling, translating, mailing, or electronically distributing candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the voter's pamphlet, the district may require candidates to pay their estimated pro rata share of these costs to the district in advance pursuant to Elections Code 13307.

OPTION 2 ENDS HERE

**Tie Votes in Board Member Elections**

OPTION 1: (Tie Decided by Lot)

Whenever the County Superintendent of Schools with primary jurisdiction for the district certifies to the Board that there is a tie vote such that it is impossible to determine which of two or more candidates has been elected to the Board, the Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time and place shall determine the winner by lot. (Education Code 5016)

OPTION 1 ENDS HERE

OPTION 2: (Tie Decided by Runoff Election)

Whenever the County Superintendent of Schools with primary jurisdiction for the district certifies to the Board that there is a tie vote such that it is impossible to determine which of two or more candidates has been elected to the Board, the Board shall schedule a runoff election in accordance with law. (Education Code 5016)

OPTION 2 ENDS HERE

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| State | Description |
|---|---|
| CA Constitution Article 2, Section 2 | Voters; qualifications |
| CA Constitution Article 7, Section 7 | Conflicting offices |
| CA Constitution Article 7, Section 8 | Disqualification from office |
| Ed. Code 1006 | Prohibition against school district employees serving on county board of education |
| Ed. Code 35107 | School district employees |
| Ed. Code 35177 | Campaign expenditures or contributions |
| Ed. Code 35239 | Compensation of governing board member of districts with less than 70 ADA |
| Ed. Code 5000-5033 | Election of school district board members |

## Exhibit 9220-E(1): Governing Board Elections

Status: ADOPTED

**Original Adopted Date:** 06/01/2024 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

This exhibit is a non-exhaustive list of offenses the conviction of which disqualifies a person from holding public office, including as a Governing Board member of a school district, in the State of California.

1. California Constitution, Article VII, Section 8: Giving or offering a bribe to procure personal election or appointment

2. California Constitution, Article VII, Section 8: Committing bribery, perjury, forgery, malfeasance in office, or other high crimes

3. Penal Code 67: Giving or offering a bribe to any executive officer in the state to influence any decision made by that officer in their official capacity

4. Penal Code 68: While an executive or ministerial officer, employee, or appointee of the state, a county, a city, or another political subdivision of the state, asking for, receiving, or agreeing to receive any bribe to influence any decision made by that person in their official capacity

5. Penal Code 74: As a public officer, for gratuity or reward, appointing another person to public office, or permitting another person to exercise or discharge the duties of their office

6. Penal Code 88: While a member of the Legislature or of a legislative body of a city, county, city and county, school district, or other special district, committing any of various crimes against the Legislative power, including bribery and logrolling

7. Penal Code 98: While an officer, committing any of various bribery and corruption crimes against the public justice as specified in Penal Code 92-100, including bribing or threatening judges or jurors

8. Penal Code 165: Giving or offering a bribe to a member of a city council or a board of supervisors to influence any decision made by that member in their official capacity

9. Penal Code 424: While an officer of the state or of any county, city, town, or district of the state, or while otherwise charged with the receipt, safekeeping, transfer, or disbursement of public moneys, appropriating such moneys for personal use, or refusing to pay any public moneys as required by law

10. Penal Code 2772: Interfering with the work of prisoners employed at a road camp, or giving or attempting to give such prisoners any controlled substances, intoxicating liquors, firearms, weapons, or explosives of any kind

11. Penal Code 2790: Interrupting the work of prisoners employed at a public park or camp, or giving or attempting to give such prisoners any controlled substances, intoxicating liquors, firearms, weapons, or explosives of any kind

12. Government Code 1021: Committing designated crimes as specified in the California Constitution or state law

13. Government Code 1097: While a public official, being financially interested in a contract made in their official capacity, or by any body or board of which the public official is a member, or aiding or abetting a public official in committing such a violation

14. Government Code 9055: While a member of the Legislature or of a legislative body of a city, county, city and county, school district, or other special district, committing any of various crimes against the Legislative power, including bribery and logrolling

15. Government Code 9412: While a member of the Legislature, refusing to appear before the Senate, Assembly, or any committee of the Legislature after being summoned to testify, or while appearing before the Senate, Assembly, or any committee, refusing to be sworn or to answer any material and proper question, or refusing to produce, upon reasonable notice, any material and proper books, papers, or documents in their possession and under their control

16. Elections Code 20: Committing a felony involving accepting or giving, or offering to give, any bribe, the

embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes

17. Elections Code 18501: While a public official, aiding the illegal casting of a vote at an election or otherwise facilitating the perpetration of election fraud

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| CA Constitution Article 7, Section 8 | Disqualification from office |
| Ed. Code 1006 | Prohibition against school district employees serving on county board of education |
| Ed. Code 35107 | School district employees |
| Ed. Code 35177 | Campaign expenditures or contributions |
| Ed. Code 35239 | Compensation of governing board member of districts with less than 70 ADA |
| Ed. Code 5000-5033 | Election of school district board members |
| Ed. Code 5090-5095 | Vacancies |
| Ed. Code 5091 | Vacancies; petition for special election |
| Ed. Code 5220-5231 | Elections |
| Ed. Code 5300-5304 | General provisions; conduct of elections |
| Ed. Code 5320-5329 | Order and call of elections |
| Ed. Code 5340-5345 | Consolidation of elections |
| Ed. Code 5360-5363 | Election notice |
| Ed. Code 5380 | Compensation; election officer |
| Ed. Code 5390 | Qualifications of voters |
| Ed. Code 5420-5426 | Cost of elections |
| Ed. Code 5440-5442 | Miscellaneous provisions |
| Ed. Code 7054 | Use of district property; campaign purposes |
| Elec. Code 10010 | District boundaries |
| Elec. Code 10400-10418 | Consolidation of elections |
| Elec. Code 10509 | Notice of election by secretary |
| Elec. Code 10600-10604 | School district elections |
| Elec. Code 11000 | Recall of officers |
| Elec. Code 11000-11386 | Recall elections |
| Elec. Code 11382 | Vacancy due to recall |
| Elec. Code 1302 | Local elections; school district election |
| Elec. Code 13307 | Candidate's statement |
| Elec. Code 13308 | Candidate's statement contents |
| Elec. Code 13309 | Candidate's statement; indigence |
| Elec. Code 14025-14032 | California Voting Rights Act |

# Bylaw 9240: Board Training

**Status:** ADOPTED

**Original Adopted Date:** 12/01/1987 | **Last Revised Date:** 08/01/2026 | **Last Reviewed Date:** 08/01/2026

The Governing Board believes that its ability to effectively and responsibly govern the district is essential to promoting student achievement, building positive community relations, and protecting the public interest in district schools. Board members shall participate in trainings on school district finance, ethics, and mandated reporting as required by this Bylaw. Additionally, Board members are encouraged to participate in ongoing opportunities for professional development to help them understand their responsibilities, stay abreast of new developments in education, and improve their governance skills.

Each Board member shall complete a training in district finance in accordance with Education Code 35220-35223. For Board members in office as of April 1, 2027, the deadline to complete the training is April 1, 2028, unless their term of office ends before April 1, 2028. For Board members elected or appointed to office after April 1, 2027, including a Board member newly elected or appointed to a nonconsecutive term, the deadline to complete the training is one year from the first day of serving as a Board member. Completion of CSBA's Masters in Governance (MIG) Program shall be deemed to satisfy the district finance training requirement.

Additionally, each Board member shall complete ethics training in accordance with Government Code 53234-53235.2 within six months from the first day of serving as a Board member and at least once every two years thereafter. (Government Code 53235)

In addition, each Board member shall receive annual mandated reporter training in accordance with Board Policy/Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting. (Education Code 44691; Penal Code 11165.7)

Each Board member shall inform the Board president and Superintendent or designee of the completion of any training required by this Bylaw, and the Superintendent or designee shall ensure that records of participation and completion are retained for each Board member. (Education Code 35222; Government Code 44691, 53235.2)

Upon each Board member's election or appointment, the district shall provide the Board member with a copy of the Brown Act. (Government Code 54952.7)

The Board president and/or the Superintendent or designee shall provide an orientation to newly elected or appointed Board members consistent with Board Bylaw 9230 - Orientation.

The Board president shall work with the Superintendent or designee to include funds in the district's proposed annual budget for professional development, and associated reasonable travel expenses, for the Board as a whole and for each individual Board member.

Consistent with the availability of funds in the district's adopted annual budget, the Board president or designee shall annually develop, and bring to the Board for consideration at a Board meeting, a Board professional development calendar designed to assist the Board as a whole in understanding the principles of effective governance, including, but not limited to, information on the district's budget, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

Consistent with the availability of funds in the district's adopted annual budget, individual Board members may identify and participate in additional professional development opportunities, and shall timely inform the Board president and the Superintendent upon doing so. Additionally, the Superintendent or designee shall establish timelines and procedures for how an individual Board member shall request that the district pay for such professional development opportunities, whether in advance or by reimbursement.

Board members are encouraged to consider participating in the professional development opportunities offered by CSBA such as the Institute for New and First-Term Board Members, MIG Program, Annual Education Conference

and Trade Show, Legal Symposium for Experienced Board Members, Board Presidents Workshop, Brown Act Workshop, Policy Update Webinars, and Ethics Trainings.

Individual Board members are encouraged to share the knowledge or skills acquired from individual professional development opportunities with the full Board, thereby benefiting the Board as a whole and the district.

Consistent with Board Bylaw 9320 - Meetings and Notices, Board members may attend a professional development opportunity as part of a conference or similar public gathering, such as the Annual Education Conference and Trade Show hosted by CSBA, so long as a majority of the Board members do not discuss among themselves, other than as part of the scheduled program, business of a specific nature that is within the district's jurisdiction.

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| State | Description |
|---|---|
| Ed. Code 35220-35223 | School district finance training |
| Ed. Code 35222 | Record retention |
| Ed. Code 44691 | Mandated reporting |
| Gov. Code 53234-53235.2 | Ethics training |
| Gov. Code 54950-54963 | The Ralph M. Brown Act |
| Gov. Code 54952.2 | Meeting; defined |
| Gov. Code 54952.7 | Copy of the Brown Act |
| Pen. Code 11164-11174.3 | Child Abuse and Neglect Reporting Act |

| Management Resources | Description |
|---|---|
| CSBA Publication | Our Commitment to Board Professional Learning and Training |
| CSBA Publication | Board Bylaw 9240: Why board training and professional development matter, Research and Policy Fact Sheet, February 2026 |
| CSBA Publication | Call to Order: A Blueprint for Great Board Meetings, 2018 |
| CSBA Publication | Professional Governance Standards for School Boards, November 2021 |
| Website | CSBA District and County Office of Education Legal Services |
| Website | CSBA |
| Website | California Department of Education |
| Website | Fiscal Crisis and Management Assistance Team |

| Cross References | Description |
|---|---|
| 0000 | Vision |
| 0100 | Philosophy |
| 0200 | Goals For The School District |
| 1112 | Media Relations |
| 2110 | Superintendent Responsibilities And Duties |
| 2111 | Superintendent Governance Standards |
| 2140 | Evaluation Of The Superintendent |
| 3100 | Budget |
| 3100 | Budget |
| 5141.4 | Child Abuse Prevention And Reporting |

AGENDA

# Cottonwood Union School District

11/12/2026
10:36:34 AM

2026-2027

## Active Students Report



| SC | School | PS | TK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 101 | North Cottonwood | | 55 | 72 | 59 | 84 | 85 | 92 | | | | | 447 |
| 102 | West Cottonwood Junior High | | | | | | | | 85 | 106 | 103 | 91 | 385 |
| 250 | Cottonwood Creek Charter School | | 16 | 36 | 39 | 35 | 28 | 31 | 33 | 27 | 26 | 32 | 303 |
| | District Total: | | 71 | 108 | 98 | 119 | 113 | 123 | 118 | 133 | 129 | 123 | 1135 |

AGENDA

# Academic School Year 2026- 2027

## Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Cottonwood Union School District

Form Completed By: Raechelle Gilliss Title: Admin Assistant

Quarterly Report Submission Date: *(Please check one)*

- [x] October 2026
- [ ] January 2027
- [ ] April 2027
- [ ] July 2027

Date for information to be reported publicly at governing board meeting: Novenber 17, 2026

Please check the box that applies:

- [x] No complaints were filed with any school in the district during the quarter indicated above.
- [ ] Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

| General Subject Area | Total # of Complaints | # Resolved | # Unresolved |
|---|---|---|---|
| **Textbooks and Instructional Materials** | | | |
| **Teacher Vacancy or Misassignments** | | | |
| **Facilities Conditions** | | | |
| **TOTALS** | 0 | 0 | 0 |

Doug Geren

Print Name of District Superintendent

Signature of District Superintendent

11/17/2026

Date

Submit by the 15th of the month to: Barbara Erlei at berlei@shastacoe.org