

CENTRAL UNION SCHOOL DISTRICT

February 13, 2017

AGENDA

The regular open public meeting of the Central Union School District Board of Trustees will be held on Monday, February 13, 2017 at District Presentation Center, 15783 18th Avenue, Lemoore, CA 93245. The Board meeting will begin with a preliminary open session at **6:00 p.m.** and adjourn into closed session. After the closed session the general open session will be called to order at **7:30 p.m.**

Any individual who requires a translator, disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing no later than 8:00 a.m. the day of the meeting.

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the Central Union School District office located at 15783 18th Avenue, Lemoore, California during normal business hours.

CUSD Mission Statement ~

Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. We challenge ourselves to be better than we think we can be, and advocate for the greater good of our community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

1. OPEN PUBLIC SESSION:

- a. Call to Order
- b. Roll Call
- c. Flag Salute

Trustees:

Jenny Cornett, Dale Davidson, Jeffrey Gilcrease and Ceil Howe III

District Officials:

Superintendent Tom Addington, Andrea Affrunti, Bill Bilbo, Scott

Chennault, Nancy Davis, Anne Gonzales, Christina Gonzales, Courtney Kirchman, Elizabethe Williams-Lozano, Adrian Maldonado, Penny Miller, Cindee Rael, and Heiko Sweeney.

CUSD Employee Associations' Representatives and others in attendance

2. PROCEDURE FOR VISITORS WHO WISH TO ADDRESS THE BOARD:

If any visitor wishes to address the Board, the request form, entitled “*Request to Address the Board*” should be filled out as soon as possible. **Complete the form in its entirety and give it to the Superintendent.** Persons may speak to any item on the agenda when it comes up for discussion or persons may speak during the time designated, “Courtesy to Visitors.” Persons speaking to the board should understand that the Board invites your comments. Most questions asked of the Board require research and/or investigation. Therefore, the Board may respond to your questions in writing. Your input is important. However, if the comments involve a District employee or a student, the President will, at that time, explain the rights of the Speaker and the rights of the employee and/or student. Each address to the Board should not exceed five minutes in length with no more than thirty minutes per item.

3. PRESENTATION(S):

- a. Spelling Bee Awards~Penny Miller
- b. Central Union School - “Making a Difference comes through Inspiration” - Nancy Davis

4. COURTESY TO VISITORS:

5. CORRESPONDENCE AND BOARD INFORMATION:

- a. NAFIS News/IMPACT Newsletter
- b. 2014-2015 Williams Uniform Complaints 2nd Quarter Report
- c. Akers/Neutra/Stratford Newsletter
- d. KCOE Certification of District Budget
- e. Kings County Investment Compliance Reports for quarter ending December 31, 2016

6. CONSENT AGENDA:

(at this time board members may request that an item or items be removed from the consent agenda and placed as ‘new business’)

- a. Approve minutes of the regular board meeting of January 9, 2017
- b. Approve new hires:
 - i. Angelica Torres Alvarez Specialty Instructional Aide
 - ii. Jared Benson Custodian/Gardener
 - iii. Kimberly Carrera Specialty Instructional Aide
 - iv. Diana Chaney School Clerk
 - v. Erica Serrano Specialty Instructional Aide
 - vi. Lisa Wallace Specialty Instructional Aide
- c. Approve separations:
 - i. 20-1/17
 - ii. 21-1/17
 - iii. 22-1/17
 - iv. 23-1/17
- d. Surplus Request of Gooseneck 18' Trailer (aa)

Approve items a) through d):

7. OLD BUSINESS:

- a. Approve Second Reading of Board Policy and Administrative Regulation 3311 Bids (ta)
- b. Approve Second Reading of Board Policy and Administrative Regulation 3311.1 Uniform Public Construction Cost Accounting Procedures (ta)
- c. Approve Second Reading of Administrative Regulation 3311.2 Lease-Leaseback Contracts (ta)
- d. Approve Second Reading of Administrative Regulation 3311.3 Design Build Procedures (ta)
- e. Approve Second Reading of Administrative Regulation 3311.4 Procurement of Technology Equipment (ta)

8. NEW BUSINESS

- a. Announce out any closed session decision. (ta)
- b. Approve January 2017 District warrants and payroll; January 2017 financial and cafeteria statements (aa)
- c. Accept Bid from Nations Roof for roofing project at Central School and the District Office (aa)
- d. Adopt District articles of interest for the successor agreement with the Central Union Classified Employee's Association (ta)
- e. Approve 2015-2016 Annual School Accountability Report Cards (ta)

- f. Approve First Reading of Board Policy 3470 Debt Issuance and Management (ta)
- g. Accept revisions to Board Policy and Administrative Regulation 0460 Local Control and Accountability plan (ta)
- h. Accept revisions to Board Policy 5030 Student Wellness (ta)
- i. Accept and approve revisions to the Central Union Wellness Plan (sc)

9. SUPERINTENDENT'S REPORT:

ENROLLMENT	BEG. OF YEAR 2015-2016	BEG. OF YEAR 2016-2017	Month 5 2015-2016	Month 5 2016-2017	InterDistricts	TOTAL
AKERS	672	677	638	664	LESD	43
CENTRAL	278	284	287	286	HANFORD	8
NEUTRA	494	518	496	514	OTHER	4
STRATFORD	281	277	274	293	Intra-District	46
TOTAL	1725	1756	1695	1757	TOTAL	101

10. ADMINISTRATORS' REPORTS:

- a. Elizabeth Williams-Lozano, Assistant Superintendent

11. BOARD MEMBER COMMENTS:

12. CLOSED SESSION:

The closed session of the Board of Trustees will be held to consider the following:

- a. Student Discipline and Other Confidential Student Matters - Consider expulsion of case #B-02-13-2017 (Gov. Code §35146)
- b. Student Discipline and Other Confidential Student Matters - Consider expulsion of case #A-02-13-2017 (Gov. Code §35146)
- c. Conference with Labor Negotiators (Gov. Code §54957.6)
Agency designated representatives: Randy Edwards, Elizabeth Lozano, Andrea Affrunti.
Employee organization: CUCEA
- d. Personnel {Gov. Code §54957}



National Association of
Federally Impacted Schools
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Spring Conference: Uncertain Future

January - February 2017

IMPACT

The NAFIS Spring Conference is around the corner - March 12-14 at the Hyatt Regency Capitol Hill in Washington, DC - and this year's theme is "Uncertain Future: Impact Aid in the Trump Administration."

"With an administration prioritizing vouchers, sequestration caps looming and FY 17 funding incomplete we are embarking on uncertain times," said NAFIS Executive Director Hilary Goldmann. "What is the outlook for Impact Aid? How will the actions of the Trump Administration and the new Congress impact your school district and your students? Attend the NAFIS conference to help get these questions answered."

One of the ways we're looking for answers is by identifying education trends and public perceptions with leading education researcher Tim Hodges who heads up education practice for Gallup, Inc. Hodges will share public education polling data completed by Gallup as well as information he's gleaned on workforce engagement and a new free polling service for school districts.

NAFIS SPRING CONFERENCE



 National Association
of Federally Impacted Schools

March 12-14, 2017
Hyatt Regency Capitol Hill
Washington, DC

The highlight of the closing general session will feature the leaders of the American Association of School Administrators (AASA), National School Boards Association (NSBA), and Association of School Business Officials (ASBO) - Dan Domenech, Tom Gentzel and John Musso who will share their thoughts about life for school districts under a Trump Administration.

For more information on the tentative program, please check out page 4 of this newsletter, but here are just a few more highlights:

- Breakout sessions on topics including the U.S. Department of Education's Impact Aid Regulations and Electronic Count Pilot, Tribal Consultations, Child Nutrition, Understood.org, a new website created by the National Center for Learning Disabilities.

Continued on page 4...

Ready to Charge!

When I wrote my last column in early November prior to the election, all bets were on Hillary Clinton winning the Presidential election and the possibility of Senate control flipping to Democrats. Instead, Donald Trump was victorious and both houses of Congress remain firmly in Republican hands, albeit with declines in majorities in both chambers.

Prior to the election, FY 2017 appropriations were rolling along, ready for completion during the lame duck, post-election session. Instead, we are operating under a Continuing Resolution through April 28; meaning that six months into the fiscal year there will be no final appropriations bill for FY 17!

Although the outcome of the election was unanticipated by most, the engine that drives the “beltway” - policy wonks, lobbyists, advocates, and agency and congressional staff - are adapting to the new reality and working to ensure the mechanics of the government continue to move forward during this time of transition. The Republican leadership is poised to leverage their control of both the executive and legislative branches of government, the first time they have had such control in more than a decade.

The Congressional calendar is full: cabinet secretary nomination hearings are underway; repeal of the Affordable Care Act (ACA) has commenced; and discussions of a tax overhaul and major infrastructure package are beginning. Soon there will be a Supreme Court nominee to vet. The Senate Health, Education, Labor and Pensions Committee will be particularly busy, as this committee is charged with the nomination hearings of the Secretaries of Education and Labor, and with developing language to repeal ACA as directed in the recently-passed reconciliation bill.

Betsy DeVos, the nominee for Secretary of Education, is more controversial than any prior nominee for this position. Public education advocates share a seri-

ous concern about her past involvement in leading efforts to shift public education dollars to school vouchers and private entities. We know school choice is a priority for both DeVos and President-Elect Trump. In fact, Trump's signature campaign issue on K-12 education was a \$20 billion school choice program. Although no details have yet to emerge on how the program would be operated or funded, Title I funds will likely be targeted.

Impact Aid may also be a target in upcoming education debates. The Heritage Foundation, a leading conservative think tank, recently published a report proposing Impact Aid and Department of Defense (DOD) Impact Aid be restructured as education savings accounts for military-connected families. Additionally, an adviser to the Trump transition team said at an event several weeks ago that there are “creative ways” to think about voucher funding, and suggested there are other agencies that support education. NAFIS is concerned Bureau of Indian Affairs and DOD Impact Aid funding could be ready targets for vouchers. We have already voiced our opposition with members of Congress.

NAFIS will continue to be aggressive in fighting for funding increases for Impact Aid. In a strange confluence of timing, Congress will be working on and we will be advocating for two fiscal years at the same time. The Continuing Resolution for FY 2017 expires on April 28; and subcommittees should begin working on their respective appropriations bills in April. Because of this scenario, the NAFIS Board of Directors

has approved a two-year funding request for FY 2017 and 2018:

- \$4 million increase for Federal Properties over two years. This request is based on the Senate FY 2017 bill that includes \$2 million for Federal properties; and
- \$70 million increase for Basic Support over two years to maintain LOT at the most recent final payout of 93.074%. Both the House and Senate proposed modest increases in their FY 2017 bills.

We believe this funding request is solid and reasonable and will continue to move the funding bar forward in support of students.

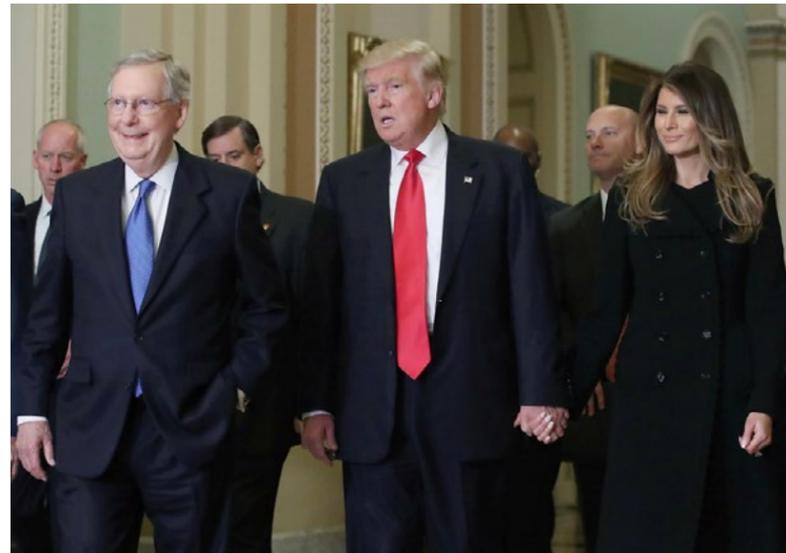
NAFIS is also on offense focusing on Impact Aid school construction. President-Elect Trump campaigned on a pledge to pass a sizable infrastructure package. In fact, he mentioned this proposal and schools in his election night speech. Republicans in Congress are downplaying this approach and are instead focused on a legislative package that would incentivize private investments instead of direct grants. However, NAFIS is at the forefront of advocating for the Impact Aid construction program to be included in any one-time infrastructure program. We have already met with a variety of organizations and Congressional offices to advance this opportunity.

All of the above is a long-winded way to say the NAFIS Family must be in Washington in large numbers with a loud, unified voice at the upcoming Spring Conference.

In addition to the policy issues we must discuss, there are new members of Congress and new staff to meet and educate.

As you prepare for your Congressional meetings, I encourage you to do your research on the members of Congress you are visiting. Returning members may have switched committees, hired new staff, or taken on other new responsibilities. Of course, with new members, make sure to review their committee assignments and ask them to join the Impact Aid Coalition!

I look forward to seeing you in March. We have a lot of work to do to advance and protect Impact Aid!



Payment Update

Section 7003, FY 2017 Initial Payments

– The Department is currently operating under a continuing resolution through April 28, 2017, or until the President signs a final appropriation bill for FY 2017. Due to the critical nature of current year funding to Impact Aid school districts, the Office of Management and Budget has recently made a substantial percentage of the FY 2016 appropriation available for the Department to distribute. As of January 17, the Department has made initial payments totaling over \$578 million to 1,005 LEAs at rates of 60% of LOT and \$700 per unit for children with disabilities. In February, the Department will begin to release interim payments at a higher rate, probably 75% of LOT, to eligible LEAs. No Section 8003(b)(2) payments will be released until after the full appropriation is available.

Section 7002 Payments – The Department started making FY 2017 foundation payments in early January, and has released over \$59 million in total to 186 LEAs. Final remaining funds payments for FY 2015 were released in December, closing that fiscal year.

FY 2017 Application – The deadline for FY 2017 Impact Aid applications is Tuesday, January 31, 2017 at 11:59 p.m. EST. Please start your applications early to make sure you meet this deadline. Late applicants are assessed a 10% payment penalty for that fiscal year. Just like last year, electronic applications will be submitted through the G5 website at www.G5.gov and you can upload signed pages as PDF files in G5.



DEPARTMENT WATCH

All parts of the application, including the signed pages, are due January 31, 2017.

“Ask an Analyst” Webinars – Impact Aid analysts are holding “office hours” via webinar on Tuesdays at 11 a.m. Eastern time and Thursdays at 2 p.m. Eastern time in January. These sessions are open forums where Department staff will address your technical questions about any aspect of the program that may be more pressing when the application is open. To register for a session, visit educate.webex.com, click on the Training Center menu, and then the Upcoming tab. After registering, you will receive a personalized link to the session. Bring your questions or just listen and learn.

Reminders

Keep ED Updated with your staff changes – Did your Impact Aid contact person change? You can notify the Department of a change on your FY 2018 application cover page, and add additional contact persons by sending an email to Impact.Aid@ed.gov.

Keep Up Your DUNS Registration in SAM

– To receive funds from any Federal program, your school district must have its DUNS number registered in the System for Award Management (SAM). Your SAM registration must be updated annually. Visit www.sam.gov for more information on keeping your record active.

Stay in the Loop with ED – The Department sends out information and tips for Impact Aid applicants on an e-mail listserv. You can subscribe to the list at <http://www.ed.gov/about/offices/list/oese/impactaid> by clicking on the link inside the box labeled “Subscribe Now.” You can also mail your questions to Impact.Aid@ed.gov or call the main Impact Aid Program number at (202) 260 3858.



Membership Corner



Lynn Watkins

The NAFIS Spring Conference is around the corner - March 12-14, 2017 at the Hyatt Regency Capitol Hill in Washington, DC. The host hotel link and our conference registration link are now active. Click here to register for hotel and conference. Registration is a two-step, online process so make sure you register for both your hotel room and your conference participation.

The Hyatt has instituted a one-night non-refundable deposit will be charged to each room reservation not cancelled on or before March 3, 2017. To ensure all who are planning to attend the conference have access to available rooms and rates, make sure you are reserving only the number of rooms you need. Cancellations can be made if necessary but must be submitted by March 3 to avoid a loss of deposit.

Also, a new membership service is coming your way: Treeno. Treeno will allow you to make corrections and updates to your school district's content on the NAFIS database. You will receive an email from me two to three times a year, requesting updates to your information. Once changes are made, you simply click “SUBMIT” and you're done. For example, if your superintendent retires, simply submit the name of the new superintendent and he or she will begin to receive all NAFIS information. Just another NAFIS benefit we are proud to offer you in 2017!

NAFIS Spring Conference, continued...

...from page 1.

- Our very popular Department of Education One-on-One Session where members of your school district can speak directly to an Impact Aid Office staff person about needs or issues directly affecting your district.
- An Impact Aid application workshop spearheaded by the U.S. Department of Education's Impact Aid Office.
- A full day of congressional staff visits on Capitol Hill on Tuesday, where you have

- your best opportunity to advocate for Impact Aid.
- Networking opportunities at the Welcome Reception on Sunday evening and the Closing Reception on Tuesday evening that we're calling the "Patriot Party," with even a few historical figures thrown in for good measure.
- Four FISEF Good Idea Grant Awardee Videos - these videos will highlight four of the five FISEF grantee school districts,

spotlighting the projects each did with their grant monies.

There's never been a more critical time for you to be in the nation's capital. With so much up in the air and Impact Aid on the line, we hope you'll make an effort to join our collective voices on behalf of one of the most important educational programs for your school district and your students.

Tentative NAFIS Spring Conference Program at a Glance

SUNDAY, MARCH 12, 2017

- 8:30AM – 3:30PM Registration Area Open
- 8:30AM – 5:30PM Internet Café
- 9:00AM – 10:30AM Conference Orientation & The Basics of Impact Aid
- 10:45AM – 11:30AM Policy and Advocacy 101
- 10:30AM – 12:00PM Subgroup Meeting - Federal Lands Impacted Schools Association (FLISA)
- 11:30AM – 12:00PM Subgroup Meeting - Mid-to-Low-LOT Schools (MTLLS)
- 12:00PM – 12:45PM Lunch on your own
- 12:00PM – 12:45PM State Chair Working Lunch (*Invitation Only*)
- 1:00PM – 4:00PM First General Session
 - * Invocation, Pledge of Allegiance, Welcome
 - * Association Business
 - * FISEF Video #1 - Fremont County School District #38 (WY)
 - * Break
 - * Legislative Update, Jocelyn Bissonnette, Director, Government Affairs, NAFIS
 - * Dr. Tim Hodges, Gallup, Inc.
- 4:15PM – 5:00PM School Board Members Session
- 4:15PM – 5:00PM New to NAFIS Welcome
- 5:00PM – 5:45PM State Meeting - WA
- 5:15PM – 6:15PM Meet and Greet Reception

MONDAY, MARCH 13, 2017

- 7:45AM – 2:00PM Registration Area Open
- 7:45AM – 5:00PM Internet Café
- 7:45AM – 9:45AM Sub-Group Meeting - Military Impacted Schools Association (MISA)–breakfast (*MISA members only*)
- 8:30AM – 9:45AM Sub-Group Meeting - National Indian Impacted Schools Association (NIISA)–continental breakfast
- 10:00AM – 11:00AM Sub-Group Meeting - Federal Lands Impacted Schools Association (FLISA)
- 11:15AM – 12:15PM Breakout Sessions, Part I
- 12:30PM – 1:45PM Breakout Sessions, Part II
- 2:00PM – 4:30PM Luncheon
 - FISEF Video #2 - Geary County USD 475 (KS)
 - NAFIS Award Presentations
 - Speaker TBD
 - FISEF Video #3 - Plumsted Township Board of Education (NJ)
- 2:30PM – 4:30PM Second General Session
 - Panel: Outlook for K-12 Education in the Trump Administration and New Congress
 - Dan Domenech (AASA), Tom Gentzel (NSBA), John Musso (ASBO)
 - Department of Education Update - Impact Aid Program Office, U.S. Department of Education
 - FISEF Video #4 - Columbia School District (WA)
 - Closing Remarks
 - Department of Education One-on-One Session
- 4:45PM – 5:30PM State Meetings (as requested by State Chair)
 - * AZ * CA * TX * MT

TUESDAY, MARCH 14, 2017

- 8:00AM – 10:00AM Application Workshop - Department of Education Staff
- 9:00AM – 4:00 PM Capitol Hill Day - Pre-Scheduled Visits
- 12:00PM – 1:30PM State Event - Texas Lunch (TAFIS) Tortilla Coast Restaurant
- 12:00PM – 1:30PM California Lunch (CAFIS) - Location TBD
- 4:00PM – 5:00PM Hill Day Debrief
- 7:00PM – 10:00PM Ending Reception - "Party of the Patriots"

115th Congress and Impact Aid Coalition Update

The House and Senate convened the 115th Congress the first week of January. The Republican-controlled Congress breakdown is: Senate 52-48 (seven new members); House 241-194 (53 new members). Top priorities for President-Elect Trump and the new Republican-controlled Congress are repealing the Affordable Care Act (ACA) and enacting sweeping tax cuts. The first step toward achieving these goals will be to include reconciliation instructions on the unfinished FY 2017 budget resolution and the upcoming FY 2018 budget resolution. [Remember, Congress failed to adopt an FY 2017 budget resolution last year and appropriations are operating under a continuing resolution that expires April 28.] Reconciliation is a policy tool that allows the House and Senate Budget Committees to include instructions on the budget resolution that set spending cut targets for mandatory programs. The purpose of this policy maneuver is to fast-track mandatory program changes. Neither the repeal of the ACA nor a package of tax cuts have a direct impact on Federal K-12 education spending, but it will set the tone and the calendar for the first half of the year.

Congress will be in session this calendar year for more days than the previous years to tackle its hefty agenda. [See Congress' Congressional calendar for the upcoming year on page 8.] In addition to an ACA repeal and tax cuts, Republicans will also consider cabinet secretary nominations, the Supreme Court vacancy, an infrastructure package – a big priority for President-Elect Trump, FY 2017 and FY 2018 appropriations (which includes the return of sequestration), and an expiring debt ceiling cap.

Congressional Leadership

Senate Republicans and Senate Democrats previously announced committee assignments. This week, the House announced its committee leadership, including for the Appropriations full committee and subcommittee. On the Appropriations front, there are no changes from the previous two years: Senators Blunt (R-MO) and Murray (D-WA) and Representatives Cole (R-OK) and DeLauro (D-CT) will continue to be the chair and ranking members of the Labor-Health and Human Services-Education appropriations subcommittee that has jurisdiction over Impact Aid funding. On the authorizing side, Senators Alexander (R-TN) and Murray (D-WA) will continue to lead the HELP Committee, while Representative Scott (D-VA) will be joined by a new Chair of the Education and the Workforce Committee, Virginia Foxx (R-NC), who replaces retiring Representative John Kline (R-MN).

DeVos Nomination

Betsy DeVos, a pro-voucher billionaire from Michigan, is President-Elect Trump's pick to be US Secretary of Education. Her confirmation hearing was postponed until today. According to a joint statement from Senate HELP committee's Chair and Ranking member said: "At the request of the Senate leadership to accommodate the Senate schedule, we have agreed to move the nomination hearing of Betsy DeVos to Tuesday, January 17th at 5:00 pm." There are conflicting reports on whether negotiations over the Senate schedule or delays related to her financial disclosures and clearances were the cause for the delay.

DeVos' nomination has drawn strong criticism from both traditional and reform-oriented education organizations, as well as disability, civil rights, and faith-based groups. The concern comes mainly from her work in Michigan and on the national stage opposing the traditional delivery of public education and her heavy political spending on a variety of causes. Neither she nor her children have attended or worked in a public school. A *New York Times* article published shortly after her nomination announcement last November states: "It is hard to find anyone more passionate about the idea of steering public dollars away from traditional public schools than Betsy DeVos, Donald J. Trump's pick as the cabinet secretary overseeing the nation's education system."

NAFIS staff have been engaged in a number of coalition meetings with key stakeholder organizations to provide input on how DeVos' stances and statements do not align with NAFIS' policy priorities. We have also submitted questions to HELP Committee members, so they can seek greater insight from DeVos on her understanding of Impact Aid and to educate her about the importance of the program.

Given the Republican majority in the Senate, DeVos is expected to be confirmed the week of January 22.

Impact Aid Coalition

We are heading into an unprecedented year, where our Impact Aid champions will be more important than ever. It is important to remember that the House and Senate Impact Aid Coalitions are a key part of NAFIS' advocacy strategy and building support for the Impact Aid program.

Mission: The mission of the House and Senate Impact Aid Coalitions is to strengthen the Impact Aid Program and educate Members of Congress on the Program's merits. The Coalitions serve as clearinghouses of information on Impact Aid and mobilize Members of Congress when issues affecting the Impact Aid Program are pending before Congress. The Coalitions work with the Department of Education and Congressional Leadership so the concerns of federally impacted school districts may be heard and considered as policy decisions are made.

Responsibilities:

- Act as the Impact Aid Program's voice in Congress. The relations between legislators and NAFIS members are crucial to strengthening and advancing the program.
- Maintain communications with NAFIS that represents and advocates for the over 1,300 school districts nationwide that receive Impact Aid funding. With the rapid turnover of Congressional staff, NAFIS regularly meets with Congressional staffers interested in learning more about the Impact Aid Program and keeps Coalition members updated and educated.

Continued on page 6...

Coalition Update, continued...

- Stay informed on the funding of education programs and have Impact Aid information available for constituents from federally impacted school districts, as well as Impact Aid news on which the Coalition is working (support letters, scheduling hearings etc.).

- Write letters of support for appropriations requests.

- Provide non-Coalition members and appropriators with information on the current pressures of Impact Aid funding. For example, more funds will be needed when there is an expected influx of federally connected students into schools.

History: In 1995, Representatives Chet Edwards (D-TX) and Jim Saxton (R-NJ) officially created the House Impact Aid Coalition. Its initial membership began with approximately 12 Members of Congress. The House Impact Aid Coalition has 98 members. In 1996, Senators Kay Bailey Hutchison (R-TX), Tim Johnson (D-SD), and Patty Murray (D-WA) created the Senate Impact Aid Coalition as a partner to the House entity. The Senate Impact Aid Coalition has 36 members.

How to Join: Senators and Representatives can join the Impact Aid Coalitions at any time. Their names can be added to the list simply by emailing one of the co-chairs or NAFIS (Jocelyn@nafisdc.org).

House Impact Aid Coalition

Co-Chairs
Davis, Susan (D-CA)
Noem, Kristi (R-SD)

Steering Committee
Pallone, Frank (D-NJ)
Scott, Bobby (D-VA)
Smith, Chris (R-NJ)
Young, Don (R-AK)

General Membership
Amodei, Mark (R-NV)
Bishop, Sanford (D-GA)
Blackburn, Marsha (R-TN)
Bost, Mike (R-IL)
Brownley, Julia (D-CA)
Buchson, Larry (R-IN)
Burgess, Michael (R-TX)
Calvert, Ken (R-CA)
Carson, André (D-IN)
Carter, John (R-TX)
Cicilline, David (D-RI)
Clyburn, James (D-SC)
Cole, Tom (R-OK)
Connolly, Gerald (D-VA)
Conyers, John (D-MI)
Cook, Paul (R-CA)
Courtney, Joseph (D-CT)
Cramer, Kevin (R-ND)
Crowley, Joseph (D-NY)

Cuellar, Henry (D-TX)
Davis, Danny (D-IL)
DeFazio, Peter (D-OR)
DelBene, Suzan (D-WA)
Doggett, Lloyd (D-TX)
Fortenberry, Jeff (R-NE)
Gabbard, Tulsi (D-HI)
Gosar, Paul (R-AZ)
Granger, Kay (R-TX)
Graves, Sam (R-MO)
Grijalva, Raúl (D-AZ)
Guthrie, Brett (R-KY)
Gutierrez, Luis (D-IL)
Hartzler, Vicky (R-MO)
Heck, Dennis (D-WA)
Hoyer, Steny (D-MD)
Huffman, Jared (D-CA)
Hunter, Duncan (R-CA)
Issa, Darrell (R-CA)
Jenkins, Lynn (R-KS)
Kilmer, Derek (D-WA)
Lamborn, Doug (R-CO)
Langevin, Jim (D-RI)
Larsen, Rick (D-WA)
Lee, Barbara (D-CA)
LoBiondo, Frank (R-NJ)
Lowenthal, Alan (D-CA)
Lowey, Nita (D-NY)
Lujan, Ben Ray (D-NM)
Lucas, Frank (R-OK)

MacArthur, Tom (R-NJ)
Maloney, Sean Patrick (D-NY)
McCarthy, Kevin (R-CA)
McMorris Rodgers, Cathy (R-WA)
Newhouse, Dan (R-WA)
Norton, Eleanor (D-DC)
Nunes, Devin (R-CA)
Payne Jr., Donald (D-NJ)
Pascrell, William (D-NJ)
Peters, Scott (D-CA)
Peterson, Collin (D-MN)
Polis, Jared (D-CO)
Reichert, Dave (R-WA)
Rogers, Michael (R-AL)
Rohrabacher, Dana (R-CA)
Royce, Ed (R-CA)
Rush, Bobby (D-IL)
Ryan, Tim (D-OH)
Sarbanes, John (D-MD)
Shimkus, John (R-IL)
Simpson, Mike (R-ID)
Sires, Albio (D-NJ)
Smith, Adam (D-WA)
Smith, Jason (R-MO)
Smith, Lamar (R-TX)
Stefanik, Elise (R-NY)
Thompson, Mike (D-CA)
Turner, Mike (R-OH)
Walden, Greg (R-OR)
Williams, Roger (R-TX)
Wittman, Robert (R-VA)

Senate Impact Aid Coalition

Co-Chairs
Crapo, Michael (R-ID)
Enzi, Michael (R-WY)
Hirono, Mazie (D-HI)
Murray, Patty (D-WA)

General Membership
Barrasso, John (R-WY)
Bennet, Michael (D-CO)
Brown, Sherrod (D-OH)
Cantwell, Maria (D-WA)
Cornyn, John (R-TX)

Daines, Steve (R-MT)
Durbin, Richard (D-IL)
Feinstein, Dianne (D-CA)
Franken, Al (D-MN)
Gillibrand, Kirsten (D-NY)
Heitkamp, Heidi (D-ND)
Hoeven, John (R-ND)
Inhofe, Jim (R-OK)
Kaine, Tim (D-VA)
Klobuchar, Amy (D-MN)
McCain, John (R-AZ)
McConnell, Mitch (R-KY)

Menendez, Robert (D-NJ)
Murkowski, Lisa (R-AK)
Reed, Jack (D-RI)
Risch, James (R-ID)
Rounds, Mike (R-SD)
Schatz, Brian (D-HI)
Schumer, Charles (D-NY)
Sessions, Jeff (R-AL)
Stabenow, Debbie (D-MI)
Tester, Jon (D-MT)
Thune, John (R-SD)
Udall, Tom (D-NM)
Whitehouse, Sheldon (D-RI)

Obama's Final Actions Before Leaving Office

On January 5, 2017 Secretary King released his Cabinet Exit Memo: "Giving Every Student a Fair Shot: Progress Under the Obama Administration's Education Agenda." It outlines – from the perspective of the Administration – the major areas of progress the Department has achieved under the Obama Administration, including greater access to preschool and more high school graduates, higher standards and better assessments, more personalized learning through technology, historic investments in higher education. The document also includes "A Roadmap to Sustain and Accelerate Progress," with a heavy focus on implementation of the Every Student Succeeds Act (ESSA).

In addition, this week Senior Advisor to the Secretary, Delegated Duties of Assistant Secretary for Elementary and Secondary Education Ann Whalen released the following information in a memo to chief state school officers related to ESSA implementation:

ESSA Consolidated State Plan Guidance

The Consolidated State Plan guidance is intended to support each State Educational Agency (SEA) in developing a consolidated State plan that meets all statutory and regulatory requirements with regard to improved student academic achievement and increased quality of instruction. Further, it will guide peer reviewers who will evaluate the degree to which each State plan meets those requirements and is likely to support a comprehensive and coherent set of improvements to support all students. The document includes both required components of the consolidated State plan, as well as considerations for both SEAs and peer reviewers to improve the quality of such plans.

ESSA State and Local Report Cards Guidance

In an effort to increase transparency and inform students, educators, parents, and others invested in the success of our students and schools, the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, maintains requirements for SEAs and Local Educational Agencies (LEAs) to prepare and disseminate report cards that provide information on SEA, LEA, and school performance and progress in an understandable and uniform format. The State and Local Report Cards

guidance is intended to assist SEAs and LEAs in implementing the report card requirements under Title I, Part A of the ESEA and implementing regulations in 34 C.F.R. §§ 200.30 through 200.37 beginning in the 2017-2018 school year.

ESSA High School Graduation Rate Guidance

Student graduation from high school with a regular high school diploma is an important indicator of school success and one of the most significant indicators of student college and career readiness. The High School Graduation Rate guidance provides States, LEAs, and schools with information about how to implement the graduation rate requirements in the ESEA, as amended by the ESSA and implementing regulations in 34 C.F.R. §§ 200.34. Under the ESEA, each State and LEA must calculate and report on its annual report card a four-year adjusted cohort graduation rate, disaggregated by subgroups. A uniform and accurate measure of the four-year high school graduation rate that is comparable across States and consistently reported over time is critical to understanding the successes and challenges for schools in ensuring all students graduate from high school.

Finally, the Department will host a weekly webinar series to assist States in preparing a consolidated State plan that meets the requirements in the ESSA. A State may choose to submit its consolidated State plan or individual program plans on April 3, 2017, or September 18, 2017. Each SEA submitting a consolidated State plan must use the required template.



NAFIS Calendar

March 11, 2017
FISEF Level 2 Workshop
Hyatt Regency Capitol Hill
Washington, DC

March 12-14, 2017
NAFIS Spring Conference
Hyatt Regency Capitol Hill
Washington, DC

April 26-27, 2017
Federal Relations Outreach
Meeting
NAFIS Headquarters
Washington, DC

September 23, 2017
FISEF Level 1 Workshop
Hyatt Regency Capitol Hill
Washington, DC

September 24-26, 2017
NAFIS Fall Conference
Hyatt Regency Capitol Hill
Washington, DC

March 17, 2018
FISEF Level 2 Workshop
Hyatt Regency Capitol Hill
Washington, DC

Check NAFIS Out on Social Media



Facebook: <http://www.facebook.com/nafisschools>

Twitter: @NAFISSchools

LinkedIn: <http://www.linkedin.com>, search NAFISSchools

Congressional Calendar

It will be a busy time in Washington, DC over the next year, with a new Administration and Congress. NAFIS staff will be involved whenever Impact Aid issues arise. Here is a brief look at what we know is coming over the next year. Should you have questions about this timeline, please inquire by emailing NAFIS Government Affairs Director Jocelyn Bissonnette at jocelyn@nafisd.org.

January:

- 3 – 115th Congress, Session I, convenes
- 17 – Betsy Devos confirmation hearing
- 20 – Inauguration
- 31 – Impact Aid FY 2018 application deadline

February:

- 6 – President's FY 2018 budget request to Congress
- 22-23 – NAFIS Congressional staff briefing

March:

- 12-14 – NAFIS Spring Conference
- House and Senate pass budget resolutions
- House & Senate offices submit funding requests to Appropriations Committees
- Agency heads testify on Administration's Budget Request
- 25-27 – National School Boards Association national conference

April:

- Appropriations Committees set funding levels for subcommittees
- 26-27 – NAFIS Federal Relations Outreach meeting
- 28 – FY 2017 continuing resolution expires

May to July:

- Appropriations Committees pass appropriations bills through sub-and full committees
- Debt limit expires

August:

- House and Senate adjourn for recess

September:

- 25-27 – NAFIS Fall Conference, Washington, DC
- 30 – Deadline for Congress to pass a funding bill to keep the government open

October:

- 1 – FY 2018 begins

November to December:

- Congress finalizes funding decisions if not completed by the end of the fiscal year
- Congress adjourns

U.S. Department of Education ESSA Webinar Dates Announced

ESSA Weekly Webinar Series: Wednesdays from 2:00-3:30pm EST

January 18, 2017: Consolidated State Plan: Consultation, Performance Management, and Assessment Requirements. Register here.

January 25, 2017: Consolidated State Plan: Supporting Excellent Educators and All Students Register here.

February 1, 2017: Consolidated State Plan: Accountability Systems: Long-term Goals and Indicators. Register here.

February 8, 2017: Consolidated State Plan: Accountability Systems: Annual Meaningful Differentiation and School Identification. Register here.

February 15, 2017: Consolidated State Plan: School Improvement and Support. Register here.

March 1, 2017: Consolidated State Plan: Program-specific requirements. Register here.

March 8, 2017: State plan submission. Register here.

NAFIS Unveils New One-Pager

We know there is no short sound bite when it comes to Impact Aid, and an elevator speech is possible when it is a long elevator ride. To support our efforts to discuss Impact Aid, NAFIS has published a new Impact Aid Overview one-pager we hope will be useful for NAFIS members when educating congressional staff, district staff and members of your community. Please share this, as well as the Impact Aid Application and Payment Cycle infographic, widely. We know many NAFIS members who have found them useful at a variety of meetings and venues.

IMPACT AID OVERVIEW

(TITLE VII - EVERY STUDENT SUCCEEDS ACT)

The Federal government is exempt from paying taxes on its property. Therefore, Federal property located within a community imposes a financial burden on local taxpayers. Congress created the Impact Aid Program to reimburse school districts for lost local tax revenue.

Examples of Federal Impaction:

- Military installations
- Indian Trust, Treaty, Alaska Native Claims Settlement Act lands
- Federal low-rent housing facilities
- Civil service activities (VA hospitals, Federal laboratories, national parks, etc.)

Federal Impaction:

- Causes a loss of local tax revenue due to the presence of **Federal property**.
- Results in additional costs due to the enrollment of **federally connected children**.

Impact Aid:

- Makes up for lost tax revenues.
- Levels the playing field for Federally impacted school districts.

Impact Aid funds are efficient, flexible, and locally controlled.



Impact Aid funds are appropriated annually by Congress. The US Department of Education disburses the funding directly to school districts.



School district leaders decide how Impact Aid funds are spent, including for instructional materials, staff, transportation, technology, facility needs, etc.

Impact Aid:



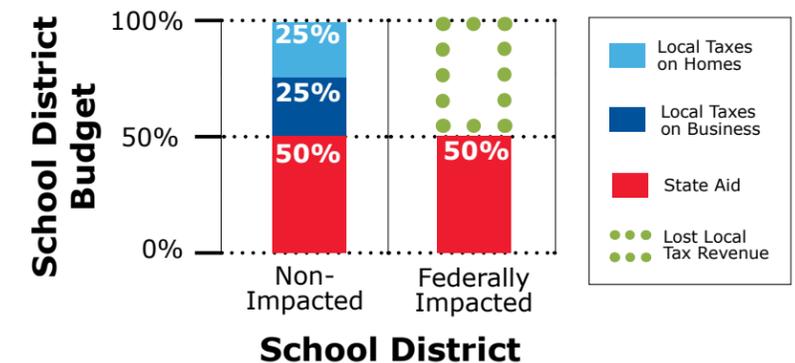
\$1.3 billion



1,300 school districts educating



10 million students



Program Section	Description	FY16
7002 Federal Property	School districts with a large percentage of Federal property (VA hospitals, Federal laboratories, national parks, etc.)	\$66,813,000
7003 Basic Support	School districts that educate federally connected students: Indian Lands, Military on/off base, Civilian on/off base, Low Rent Housing.	\$1,168,233,000
7003(d) Disabilities	Payments for Military and Indian Lands students with disabilities for IDEA eligible activities.	\$48,316,000
7007 Construction	Payments for construction allocated by formula and competitive grants.	\$17,406,000
7008 Facilities	Payments for updates to facilities owned by the US Department of Education.	\$4,835,000
Total:		\$1,305,603,000

National Association of Federally Impacted Schools

Contact Information:
Hilary Goldmann, hilary@nafisd.org
Jocelyn Bissonnette, jocelyn@nafisd.org

New Interns

NAFIS is very pleased to announce we have secured two new interns for our spring semester. They will be joining the staff in late January, and one of their highlights will be working with you during the NAFIS Spring Conference. You'll learn more about them below, but please say hello to them if you happen to call into the office ahead of the conference!

Lea Vivian

Lea Vivian is a Junior, majoring in sociology and accounting, and minoring in psychology at the University of New Hampshire (UNH). She wants to work with a non-profit organization focusing on disadvantaged communities and children in the education system.

"I want to raise awareness of important societal issues, make connections with individuals and organizations that will lay the groundwork for hands-on experience in my field," she said. "I hope to spend time in DC working with an organization that advocates for at-risk communities, so after graduation I can confidently start a career in the non-profit sector."

Vivian brings a wealth of experience with her to NAFIS. She's currently working for UNH Conferences and Catering where she organizes events around campus. She's also serving as a Sociology tutor, helping fellow students organize and research papers regarding sociological analysis. Vivian has also been a summer camp counselor for many years, organizing staff meetings and managing weekly cabins of eight-to-ten girls each. She's also interned at the Alzheimer's Association where she coordinated, promoted and advertised fundraisers in Ridgefield, CT.

Vivian is also busy with extracurricular activities. She serves as President of Mills Hall Council, a residential facility on campus, she is an Active Brother in Alpha Phi Omega, and she's a volunteer at Aspiring Hands, an after school program in Somersworth, NH.

Vivian has been on her university's Dean's List multiple times and recently won the UNH Foreign Language Award for Second Year French.

Please welcome Lea when you arrive in Washington, DC, for the NAFIS Spring Conference!



Sarah Gawrysiak

Sarah Gawrysiak hails from Lindenwood, NJ and is studying Political Science and Pre-Law with a minor in Writing at Stockton University where she is taking classes including Women and the Law, Business Law, Political Theory and Race, Ethnicity and Immigration.

"As a Political Science major with a Pre-Law concentration, I intend to apply to law school to pursue my career as a Civil Rights attorney," said Gawrysiak. "The hands-on experience in my internship will provide educational experience that reaches beyond the classroom. I wish to sharpen my critical thinking skills and heighten my level of self-confidence, facilitating my chance for success in law school and life."

Gawrysiak spent last summer working in the Office of Senator Jeff Van Drew, a state senator from New Jersey. While there, she helped create databases, contacted constituents, prioritized call logs to encourage office efficiency and analyzed current events. She's also been a server at a cafe in Cape May and as a sales person at a retail store in Haddonfield, spending time on advertising, selling merchandise and communicating with customers.

At school, Gawrysiak is a part of the Educational Opportunity Fund Program where she participated in coursework and faced a rigorous schedule during the summer before her freshman year. She is a member of the Stockton University Field Hockey team as a starter center-mid fielder. She's putting her writing skills to good use as a Writing Tutor, assisting students with papers and learning how to work with those who have language barriers and disabilities. In addition, Gawrysiak served as the Co-Editor of The Odyssey Online and sat on the Stockton University Residential Hearing Board.

Like Vivian, Gawrysiak has been on the Dean's List multiple times, was a member of the NFHCA National Academic Squad, and won First Team All-Conference Honorable Mention in 2015.

Say hello to Sarah if you chat with her by phone at the NAFIS office, or during the NAFIS Spring Conference in March!



FISEF LEVEL 2 SCHOOL BUSINESS OFFICIALS WORKSHOP

MARCH 11, 2017
HYATT REGENCY CAPITOL HILL
WASHINGTON, DC

Registration

Name: _____

School District: _____

Mailing Address: _____

Phone: _____

Fax: _____

Email: _____

SCHOOL DISTRICT DATA

1. Select all types of Federal Students Served:

Indian Lands Military Low Rent Housing Civilian

2. Avg. daily attendance last year:

3. Select one used to gather information for survey:

Source Check Student Survey Both

ATTENDEE DATA

1. Select all of your current responsibilities:

Student Survey Impact Aid Application Budgeting for Impact Aid Receipts

2. Select your years of IMPACT AID experience:

0 1-3 4-7 7-10 Over 10

Note: Bring along a pocket calculator.

PAYMENT INFORMATION

Price: Circle your payment option:

\$295.00 Cash Check P.O.

Checks Payable to:
Federally Impacted Schools Educational Foundation

Send registration/payment/P.O to:
Bryan Jernigan, FISEF, 444 North Capitol Street, NW, Suite 419, Washington, DC 20001 or via Fax to: (202) 624-5468

Hotel: Hyatt Regency Capitol Hill. **Reservations:** (202)737-1234

TENTATIVE AGENDA

9:00AM
Introductions

9:30AM Law and New Regs Review
+ Federal properties - Section 7002
+ Basic Support - Section 8003
- Rationale/Eligibility
- Student Weights: How were they derived?
- Local Contribution Rate calculations
- Special Interest provisions
- Where did they come from?
- Heavily Impacted Provision
- Eligibility and its evolution
+ Indian Policies and Procedures - Section 7004
- Origination and purpose
+ Application Process - Section 7005
- Identifying students
- Application Review, Tables 1-6
- How to get a higher payment - Class exercise

12:00PM Lunch

1:00PM Review higher payment math
+ Facilities - Sections 7007/7008
- Is my district eligible?
- How to apply
+ State Equalization - Section 7009
+ Federal Administration - Section 7010
- Department payments protocol
+ Administrative Hearings/Judicial Review - Section 7011
- How to appeal ruling
+ Forgiveness of a Payment - Section 1012
+ Definitions - Section 7013
+ Authorization for Appropriations - Where's the money?

2:00PM Reading Voucher
+ What does voucher say?
+ How is LOT payment calculated?

2:45PM Calculating Payment - Class exercise

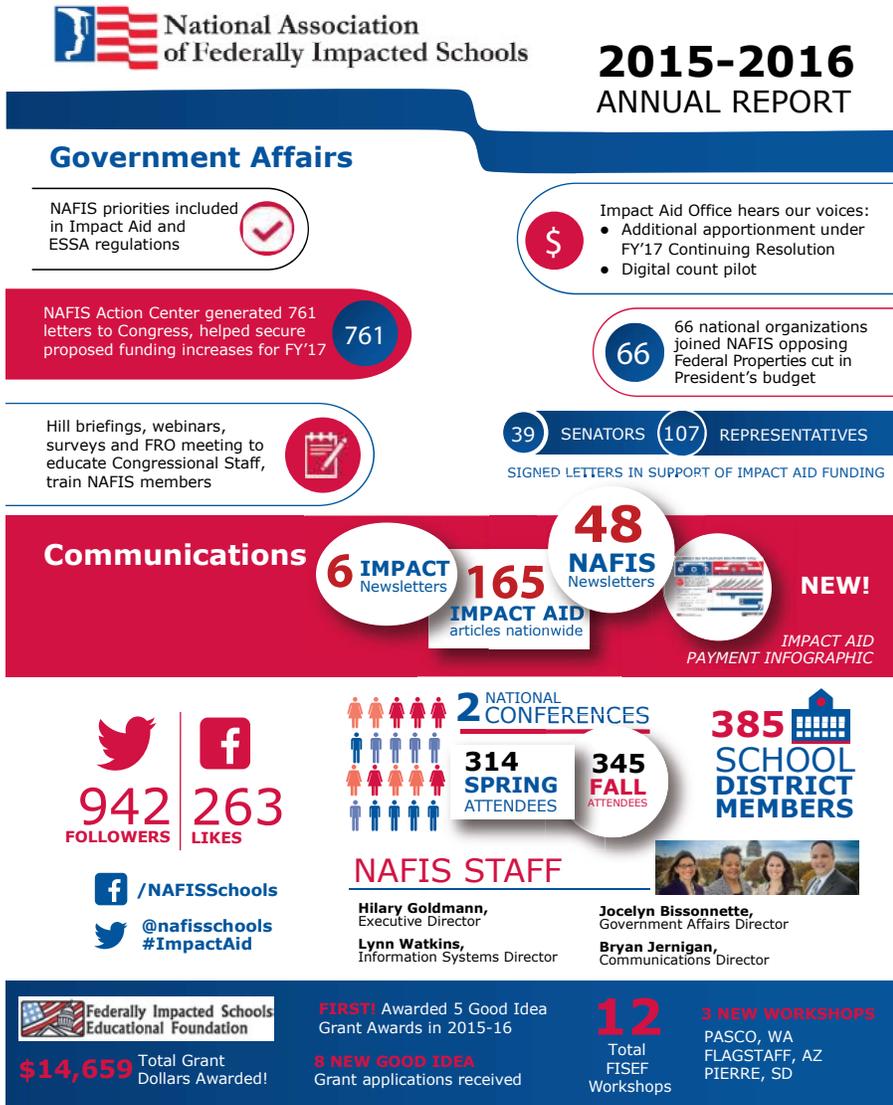
3:30PM Determine Your FY'18 Payment
+ Lifting data from application

4:30PM Review

Cancellations received in writing by 2/24/17 will be refunded in total; between 2/25/17-3/4/17 will be refunded 50%; no refund thereafter.

NAFIS Annual Report Released

The NAFIS 2015-16 Annual Report was released this month as a one-page infographic. The infographic, shown below, gives NAFIS members a quick overview of the last fiscal year and boasts many of our accomplishments. Should you like to see the larger version, please click this link.



BOARD OF DIRECTORS

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 SDOEBERT@LHS210.NET

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 GALLUPBRIAN@YAHOO.COM

IMMEDIATE PAST PRESIDENT
VACANT

BOARD HISTORIAN
RICK CARSON
 RJCARSON1@VERIZON.NET

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NAFIS/FISEF
 Board of Directors

Sandra Doebert - President
James Sarruda - Vice President
Chad Blotsky - Secretary
Ray Proctor - Treasurer

Brian Gallup - School Board Liaison
Richard Carson - Board Historian

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- Trista Hedderman
- Quincy Natay
- Voyd St. Pierre
- Kate Wren-Gavlak

Regional Directors

- Will Hardin
- Amy Kunz
- Jeff Limore
- Keith Misapagel
- Helen Payne
- Tom Schneider



Quarterly Report on Williams Uniform Complaints
[Education Code § 35186(d)]

District: **Central Union Elementary School District**

Person completing this form: **Traci Fullerton**

Title: **Admin Assistant**

Quarterly Report Submission Date: October 2016 1st Quarter
 (check one) January 2017 2nd Quarter
 April 2017 3rd Quarter
 July 2017 4th Quarter

Date for information to be reported publicly at governing board meeting: February 13, 2017

Please check the box that applies:

- 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	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
CAHSEE Intensive Instruction and Services	0	0	0
TOTALS	0	0	0

Tom Addington

Print Name of District Superintendent or Designee

 Signature of District Superintendent or Designee

February 13, 2017

Date



FEB. 2017
VOLUME 22, ISSUE 6
ADMIRAL AKERS

Akers Newsletter

"Communication Builds a Community"

Admiral Akers Elementary School
Corner of Franklin & Constellation
NAS Lemoore, CA 93245
559-998-5707

Mr. Sweeney - Principal
Mrs. Gonzales - Assistant Principal

Office Hours:
7:30-4:00

Students allowed on
yard/playground at
7:30 a.m.

Breakfast starts at
7:15 & ends at
7:50 a.m.

- FEB. 1 MID VALLEY JAZZ FESTIVAL
- FEB. 1 CUSD SPELLING BEE
- FEB. 2 A, B, C BASKETBALL @ CENTRAL 1:30 P.M.
- FEB. 4 SATURDAY SCHOOL
- FEB. 6 PROMOTION RETENTION MEETINGS
- FEB. 7 PROMOTION RETENTION MEETINGS
- FEB. 8 VOLUNTEER TRAINING @ NEUTRA 8:00 A.M.
- FEB. 8 VOLUNTEER TRAINING @ P.C. 3:00 P.M.
- FEB. 8 PARENT CLUB MEETING 8:15 A.M.
- FEB. 10 A, B, C BASKETBALL @ AKERS 1:30 P.M.
- FEB. 13 MARVEL MONDAY 1:05-2:15 P.M.
- FEB. 13 CUSD BOARD MEETING 7:30 P.M.
- FEB. 15 SPRING PICTURE DAY
- FEB. 15 DEPLOYMENT CLUB
- FEB. 16 AKERS SCHOOL DANCE 4TH-5TH 4:00-5:00 P.M.
- FEB. 16 AKERS SCHOOL DANCE 6TH-8TH 5:00-6:30 P.M.
- FEB. 17 A, B, C BASKETBALL @ MIQ 1:30 P.M.
- FEB. 20 PRESIDENT'S DAY - NO SCHOOL
- FEB. 22 AUTHOR ASSEMBLIES K-5 @ 1:25 P.M., 6TH-8TH 2:15 P.M.
- FEB. 22 AUTHOR DINNER 5:30 P.M.
- FEB. 23 UNITE AGAINST BULLYING- WEAR ORANGE
- FEB. 24 DENTAL PRESENTATIONS K-3
- FEB. 24 A, B, C BASKETBALL @ AKERS 1:30 P.M.
- FEB. 25 SATURDAY SCHOOL
- FEB. 27TH - MARCH 3 READ ACROSS AMERICA WEEK
- FEB. 27 DR. SEUSS - CRAZY SOCK DAY
- FEB. 28 DR. SEUSS - CRAZY HAT DAY
- FEB. 28 KINGS COUNTY SPELLING BEE

1st-8th Grade Dismissal Times



Mondays--1:00 EARLY Dismissal

Tue.- Fri. Regular Dismissal Times:

K - 2nd out at 2:15 p.m.

3rd - 5th out at 2:30 p.m.

6th - 8th out at 2:50 p.m.

Yearbook Presale

\$25 each

Feb. 8- April 3rd

Yearbooks are not guaranteed to be available for purchase after April.

Retention Conferences

Feb. 6th-7th

Letters will be sent home to parents who have a student at risk of being retained.

Celebrate Dr. Seuss!!



- Feb. 27 - Wear crazy SOCKS
- Feb. 28 - Wear crazy HAT
- March 1 - Wacky Wednesday
- March 2 - Wear favorite Dr. Seuss Character
- March 3- Pajama Day



**Candy Bar
Fundraiser
Money Due
March 1**

Thank you for your support!



WEAR ORANGE

**LAST THURSDAY OF EACH MONTH*

Feb. 23

PARENT VOLUNTEERS

The District requires that all School Volunteers attend an annual training. The following is a list of school activities that require volunteer training/clearance:

- Volunteering in the classroom
- Attending field trips
- Classroom parties (non holiday programs/performances)
- Eating breakfast and/or lunch in the school cafeteria

If you plan on volunteering at Akers, you MUST attend one of the scheduled training sessions.

Next Volunteer Training:

February 8th @ Neutra 8:00 a.m.
February 8th @ P.C. 3:00 p.m.

Akers School Dance

February 16th

4:00-5:00 p.m. 4th-5th Grade

5:00-6:30 p.m. 6th-8th Grade

Moving?

Please let Chris Santos in the office know if you are transferring out anytime soon, 998-5707 ext. 2371 or csantos@central.k12.ca.us

Student Store

Open after school on Fridays
Snacks range from \$.25 - \$1.00

MORNING ARRIVAL

Breakfast starts at 7:15 a.m.

Students are to arrive no earlier than 7:30 a.m. unless he/she is eating breakfast in the cafeteria or attending an early morning class.



CUSD
Spelling
Bee
Feb. 1st

Spring
Picture Day
February 15th



CARDIO CLUB

**If weather permits*

FRIDAYS: 7:15 - 7:45 A.M.

***Awards given at the end of the year**

MARVEL
MONDAYS

FEB. 13TH 1:05 - 2:15 P.M.

MAR. 20TH 1:05 - 2:15 P.M.

APRIL 24TH 1:05 - 2:15 P.M.

MAY 22ND 1:05 - 2:15 P.M.

FOR 4TH-5TH GRADERS

***PERMISSION SLIP REQUIRED**

-Akers Athletics-



For Athletic text updates text:

81010

Text this message-- [@akerssp](https://www.akerssp.com)

(For weekly game info, changes, etc.)

ATTENDANCE

PLEASE REPORT ALL ABSENCES TO CHRIS SANTOS, SCHOOL CLERK AT 998-5707 EXT. 2371 OR EMAIL HER.

ANNOUNCEMENT OF VACANCY BOARD OF TRUSTEES - AREA 3

The Central Union School District Board of Trustees invites interested and qualified persons who wish to be considered for a vacancy on the Board of Trustees to file a letter of application, resumé, a list of three references and two letters of reference with the Central Union School District, 15783 18th Avenue, Lemoore, California 93245 (*all of the above are required in order for a person to be eligible for consideration*).

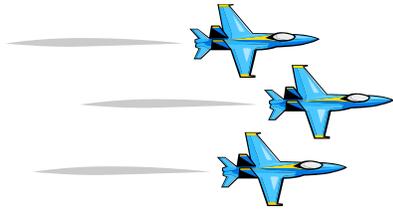
DEADLINE FOR SUBMISSION OF APPLICATION: 12:00 pm, February 10, 2017

QUALIFICATIONS:

- California Registered Voter
- Resident of within the boundary region for Trustee Area 3
- Fulfill all other applicable laws, regulations and Board Policies
- Appropriate length of uninterrupted assignment at Lemoore Naval Air Station

The letter of application should contain reasons why the candidate wishes to serve on the Board of Trustees, the qualifications to serve, the future date of projected transfer, and documentary evidence of voter registration in California. A resumé shall include complete personal profile and background information to assist the Board in the selection process.

Interested persons are asked to contact Traci Fullerton, Monday through Friday, at the Central Union School District Office at 925-2619, between 8:00 a.m.-4:00 p.m.



The Flyer

February 2017

Courtney Kirchman, Principal
Adrian Maldonado, Asst. Principal



NO School on Monday, February 20, 2017 President's Day!



R. J. Neutra School



Recycle Project

Perhaps you were fortunate enough to receive a few gift cards for the holidays? When you have used up the funds, what do you do with the cards? Please feel free to send them to us here at Neutra. We have been recycling them and using them for various projects on campus. They have really helped us save time and paper. We can also use similar items such as hotel key cards and discount cards. Your child may turn them in to their teacher or place them in the box in the office. Thanks for helping us help the environment!

COMING SOON!!!

R.J. NEUTRA AND AKERS SCHOOL COLOR RUN!

MARK YOUR CALENDARS FOR MARCH 31, 2017

**LOOK FOR MORE INFORMATION SENT HOME
WITH YOUR STUDENT.**

THE COLOR RUN

END OF THE YEAR IS APPROACHING!

2017 is here and moving swiftly and we are half way through the school year.

Parents are returning from and leaving for deployment just as swiftly. It is very important that you notify the school as soon as you can regarding upcoming absences or transfers. If your child will be missing school for pre/post deployment purposes the California ED. Code Section 12302 (e) allows: "Attendance at parent/guardian's service member pre-deployment, deployment, and returning from deployment activities not to exceed four (4) days per school year". Please put your request in writing stating you wish to have the absence(s) excused for deployment purposes. Independent Study is always available (with prior notice) for extended absences of 5+ consecutive days.

If you will be moving before the end of the school year, let us know so your child's teacher and Mrs. Fernandez can put together a transfer packet for you to take with you to help with the transition to the new school. Mrs. Fernandez can be reached at 559-998-6823 ext.2471 or email: cfernand@central.k12.ca.us.

Happy New Year to everyone and welcome back to the second part of the school year! Your child has been and will continue to be involved in many activities where volunteers are needed.

As a reminder, all volunteers are required to attend School Volunteer Training each year.

Below is a list of the remaining dates for training:

- Feb. 8, 2017 Neutra – 8:00 a.m. P.C. – 3:00 p.m.
- Mar. 8, 2017 Akers – 8:00 a.m. P.C. – 3:00 p.m.
- Apr. 19, 2017 Neutra – 8:00 a.m. P.C. – 3:00 p.m.

P.C. is Presentation Center
Central Union School District
15783 18th Avenue, Lemoore, CA



Dates to remember:

Feb. 4 – Saturday School

Feb. 6 - Early out day ALL students dismissed @ 1:00 p.m.

Feb. 8 – Volunteer Training at Neutra School 8:00 a.m. /
Presentation Center @ 3:00 p.m.

Feb. 13 – Early out day ALL students dismissed @ 1:00 p.m.

Feb. 20 – NO SCHOOL – Presidents Day Holiday!

Feb. 25 – Saturday School

Feb. 27 - Early out day ALL students dismissed @ 1:00 p.m.

April 10-April 17– No School Spring Break!
School Resumes Tuesday April 18, 2017

May 29- NO SCHOOL Memorial Day Holiday!

June 8 – Last Day of School!



Please join us for upcoming Book Fair!

February 13 through 17, 2017

R.J. Neutra Library

**Parents are welcome from
7:30 a.m. to 8:00 a.m. and
2:30 p.m. to 4:00 p.m.**

Visitors must check in the office.

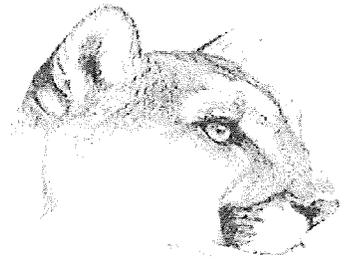


STUDENT USE OF THE TELEPHONE : To discourage forgetfulness and poor planning, student telephone calls are limited. Students will be allowed to use a school phone only when given written permission by a teacher or verbal permission by a member of the office staff. Parents are asked not to call the school and ask to speak to their children or have us deliver non-emergency messages to their children, in order to alleviate classroom interruptions. Thank you for your help!



Stratford School Newsletter February 2017

Bill Bilbo
Principal
Penny Miller
Assistant Principal
19348 Empire Street
Stratford CA 93266
Mailing: 15783 18th Ave.
Lemoore, CA 93245
Telephone: (559) 925-2605
Fax: (559) 947-3840



2016 marks the 110th Anniversary of business in Stratford that has supported the school over many years. In addition to supporting the school, some members of the family also attended Stratford School when they were growing up in the small community. The Orton family came to California from New York in the 1850s in search of a better life out west. They came to the fertile Central Valley for the many opportunities available only here because of the great climate and soil for growing crops. James Orton opened his first store in Lemoore, California during the late 1800s beginning a family tradition. In 1906 he opened a store in the town of Stratford. That first store in Stratford sold everything a person would need for farming from dried goods to simple farm plows. After World War II, James' son and grandson refocused the business to sell the new generation of mechanized equipment from International Harvester. After five generations, Orton's Equipment continues to be a family business. Jim, David, and Mike Orton all attended Stratford school and Christa Orton currently works at the school as a classroom aid. Many former Stratford Elementary students have worked at Orton's Equipment over the last 110 years they have been a part of this community.

A note from Mr. Bilbo

Here are some quick tips in regard to homework and homework challenges your child may occasionally face:

Getting Started: When your student gets home from school or after-school care, he/she might want to relax for a little while, or jump right in and work. This may depend on your student or your family's schedule but it is very important to have a routine in regards to completing homework.

Staying Motivated: Does your student ever feel restless when he/she is doing homework? Suggest that he/she get up and move to a new spot. For example, he/she might finish the vocabulary assignment at the kitchen table and then read his/her science chapter on the porch. A planned break (say, to have a snack or take a short walk) can also give him/her a second wind.

Solving Problems: Help your student make a list of strategies he or she can use when "stuck". For a math assignment, he/she might try tools like a number line or find sample problems in a textbook or his/her notes from class. When reading, a dictionary can be used to look up words that are unfamiliar. Rereading a story is a good strategy if the story's meaning is unclear. Your student can also call a friend or write down his/her question to ask his teacher the next day.

READ, READ, READ: It doesn't matter if your student wants to read the newspaper, Sports Illustrated or a library book. It is vital that your child read every day. The time that your child reads depends on the age of the child. A good rule of thumb is to read 30 minutes every day. It is even more important for your child to read out loud. This way you or older children can catch any errors in the child's reading.

HOW TO HANDLE YOUR EMOTIONS

All of us experience a wide range of emotions in our lives. Usually, that's a good thing. But sometimes we have difficulty controlling our emotions, even to the point of letting our emotions control our behavior. Usually, that's not such a good thing. Here are some helpful suggestions for handling your emotions.

Be honest with yourself.

Talk to somebody about your feelings.

Don't ignore your emotions, they are telling you something.

If you are having an unpleasant feeling, think of something you can do that will help, and then do it.

Find positive ways to express anger that are not hurtful to others.

Remember, whatever you are feeling, you're not alone.

Try not to get overwhelmed, things usually improve.

If you do get overwhelmed—ask for help.

HOW TO BE A CARING PERSON

Treat people with kindness and generosity.

Help people in need.

Be sensitive to people's feelings.

Never be mean or hurtful.

Think about how your actions will affect others.

Always remember - we become caring people by doing caring things!

School Dismissal Times

Monday Dismissal

K – 8th grade out at 1:00 p.m.

Tuesday-Friday Dismissal

K – 3rd out at 2:15 p.m.

4th – 8th out at 3:00 p.m.

Stratford School Office Schedule

7:30 a.m. - 4:00 p.m. 559-925-2605

Ms. Sifuentes, Secretary – Ext. 0

Mrs. Hamilton, Cafeteria clerk – Ext. 2

Mrs. Gonzalez, Attendance Clerk – Ext. 3

Ms. Avila, Office Clerk

Stratford Elementary Coming Events

February 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4 SATURDAY SCHOOL For those assigned 8:00-12:00
5	6 Early Out 1:00 pm	7	8 1:30 Games @ Akers	9	10	11
12	13 Early Out 1:00 pm	14 Valentine's Day  1:30 Games @ Kings Christian	15 1:30 Games Here Kettleman City 1:30 Games @ Kings Christian	16	17	18 SATURDAY SCHOOL For those assigned 8:00-12:00
19	20 NO SCHOOL Presidents' Day	21	22 1:30 Games @ Island	23	24	25
26	27 Early Out 1:00 pm	28				

Please visit our Stratford web site at:
www.central.k12.ca.us/strat/



Kings County Office of Education

Tim Bowers - County Superintendent of Schools



**Kings County
Board of Education**

Area 1
Mickey Thayer

Area 2
Mary Gonzales-Gomez

Area 3
Mike Robinson

Area 4
William Gundacker

Area 5
Rachel Caudillo

January 20, 2017

Mr. Ceil Howe III, Board President
Central Union School District
15783 18th Ave.
Lemoore, CA 93245

Dear Mr. Howe,

Reporting Requirements

Pursuant to the reports required by Section 42130, the governing board of each school district shall certify, in writing, within 45 days after the close of the period being reported, whether or not the school district is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. These certifications shall be based upon the board's assessment, on the basis of standards and criteria for fiscal stability adopted by the State Board of Education pursuant to Section 33127, of the district budget, as revised to reflect current information regarding the adopted state budget, district property tax revenues pursuant to Sections 95 to 100, inclusive, of the Revenue and Taxation Code, and ending balances for the preceding fiscal year as reported pursuant to Section 42100. The certifications shall be classified as positive, qualified, or negative, as prescribed by the Superintendent of Public Instruction for the purposes of determining subsequent actions by the Superintendent of Public Instruction, the Controller, or the county superintendent of schools.

Within 75 days after the close of each reporting period, each county superintendent of schools shall report to the Controller and the Superintendent of Public Instruction as to whether the governing board of each of the school districts under his or her jurisdiction has submitted the certification. That report shall indicate the type of certification filed by each district.

Analysis of District's Fiscal Position

The Kings County Office of Education has reviewed the First Interim Financial Report submitted by the Central Union School District for the period ending October 31, 2016. Our review included an analysis of the district's estimated average daily attendance (ADA), projected revenues, expenditures, fund balance and multiyear financial projections. *The following are our notes:*

- **Revenue/Expenditure Projections:** The district is projecting expenditures to exceed revenues by \$1,150,596 based on general fund unrestricted/restricted multi-year projection in 2016-17. The district is anticipating to continue to deficit spend in fiscal year 2017-18 and 2018-19 by \$684,059 and \$894,462 respectively. The district's total available reserves are projected to decrease from 23.01% in 2016-17 to 17.17% in 2018-19.
- Anticipated deficit spending should be for one-time, non-recurring expenditures to avoid depletion of the district's ongoing reserves.

- **ADA Estimations:** The district is projecting K-8 ADA at 1,716 for the current fiscal year. This is an increase over prior year of approximately 61 ADA. The district is projecting no change in ADA in the two subsequent fiscal years according to the multi-year projection. While the ADA projections appear reasonable based on the district's historic trends, our office recommends that the district continue to review and monitor the ADA budgeted and revise the budget accordingly, if the ADA does not materialize as planned.
- **Impact of Negotiations:** The district has indicated that negotiations have not been finalized with the certificated and classified bargaining units as of the 1st Interim reporting period. Subsequently, the district has finalized with both the certificated bargaining unit as of the date of this letter.
- **Multi-year Projections:** With respect to the two subsequent fiscal years 2017-18 and 2018-19, because the ultimate disposition of the State's budget cannot be predicted at this time and due to the current economic issues at both the state and national levels, it is important that the district's governing board and administration closely monitor and manage the district's financial resources, including monthly cash flow reviews, to assure maintenance of a positive financial condition. It remains essential for each school district to maintain the required state minimum unrestricted reserves throughout the current fiscal year and to budget at least the state minimum required reserves in each future year due to the uncertainty of ongoing funding levels at the state or federal levels.

Conclusion

Based on our analysis, the data provided supports the board's *positive certification* of the district's financial condition and ability to meet its financial obligations. The district's unrestricted reserve balances meet the minimum state criteria and standards of 3% for the current and two subsequent years.

This certification is not a guarantee of future positive certifications. Circumstances do change and this opinion does not guarantee financial stability for the next two years. Your financial position is the result of management decisions and other issues, such as attendance, state and federal revenue funding, bargaining unit pressures, and price inflators for supplies and services.

In January 2017, Governor Brown presented his proposed budget for the 2017-2018 fiscal year. The Governor's K-12 budget proposal has COLA projected at 1.48% to be applied to the target and with estimated gap funding of 23.67% for the Local Control Funding Formula (LCFF). Discretionary one-time Proposition 98 funding equal to about \$48 ADA is also included in the proposed budget.

Future Concerns

The Governor's Proposed Budget for 2017-2018 reflects the flattening out of state revenues, which impacts 2017-2018 Prop 98 funding. The Governor is still projecting to have full implementation of LCFF by 2020-2021 but has put a pause on the implementation in 2017-2018. The Governor's budget proposal simply funds the COLA with no additional gap funding in 2017-2018. This proposal will require changes to future projections. With the adoption of the Local Control Accountability Plan (LCAP) the district will need to budget accordingly to meet the needs of the LCAP.

Finally, please be advised of the following requirements resulting from the enactment of AB2756 (June 21, 2004):

- 1) AB2756 now requires the district to update and certify multiyear financial projections reflecting the impact of any salary negotiations on the current and two subsequent fiscal years prior to board approval. Please send a copy of the updated multiyear financial projections with the submission of the AB1200 Salary settlement disclosure documents to our office 5 days prior to board action.

- 2) AB2756 expanded the responsibilities of the county superintendent in reviewing school district budgets and in monitoring fiscal solvency. Education Code Section 42127.6 (a)(1) now states, "A school district shall provide the county superintendent of schools with a copy of a study, report, evaluation, or audit that was commissioned by the district, the county superintendent, the Superintendent of Public Instruction, and state control agencies and that contains evidence that the school district is showing fiscal distress under the standards and criteria adopted in Section 33127, or a report on the school district by the County Office Fiscal Crisis and Management Assistance Team or any regional team created pursuant to subdivision (i) of Section 42127.8." If the district commissions such a study, please submit a copy to our office to the attention of Sarah Smigiera.

If you have any questions concerning the review of the district's 2016-17 First Interim Financial Report, please contact the undersigned.

Sincerely,



Stephen G. Corl

Assistant Superintendent, Business Services

CC: Tim Bowers
Thomas Addington
Andrea Affrunti



COUNTY OF KINGS
DEPARTMENT OF FINANCE
REBECCA VALENZUELA, CPA CGMA ▪ DIRECTOR OF FINANCE
1400 W. LACEY BLVD ▪ HANFORD, CA 93230

ACCOUNTING DIVISION
(559) 852-2455 ▪ FAX: (559) 587-9935

TAX COLLECTOR ▪ TREASURER DIVISION
TAX: (559) 852-2479 ▪ TREASURER (559) 852-2477
FAX: (559) 582-1236

DATE: January 30, 2017

TO: Treasury Depositors
Board of Supervisors
County Treasury Oversight Committee

FROM: Rebecca Valenzuela, CPA, CGMA, Director of Finance *RV*

SUBJECT: Quarterly Portfolio Compliance Report

Enclosed is the Kings County Treasurer's - Quarterly Compliance Report for the period October 1 – December 31, 2016. The interest rate for the quarter for funds held by the Treasury was .8671%.

If you have any questions on the report or the portfolio, please feel free to call Tammy Phelps, Assistant Director of Finance - Treasury, at 852-2462.

Encl. 1

Kings County Treasurer's Statement of Interest Earnings

For the Period October 1, 2016 - December 31, 2016	
POOLED INVESTMENT ACCOUNT:	
Gross Interest Earnings (on Accrual Basis)	\$766,985
Less: Administrative Expenses	(110,473)
Banking Expenses	(13,294)
Net Interest Earnings Apportioned	\$643,218
Portfolio Return of Investment:	
Average Pooled Funds Invested	\$276,005,280
Gross Yield on Investments	1.1055%
Net Yield on Investments	0.9271%
Treasury Return on Investment:	
Average Pooled Funds In Treasury	\$295,098,629
Gross Yield Pooled Treas Funds	1.0340%
Net Yield on Pooled Treasury Funds	0.8671%
DIRECT INVESTMENT ACCOUNT:	
Average Direct Funds Invested	\$0
TOTAL AVERAGE FUNDS INVESTED:	\$276,005,280

YIELD TRENDS Gross Yield History*		
Quarter	Pool	LAIF
Dec-16	1.1055%	0.6778%
Sep-16	0.9785%	0.6046%
Jun-16	1.0600%	0.5473%
Mar-16	0.8967%	0.4643%
Dec-15	1.0016%	0.3672%
Sep-15	0.8794%	0.3195%
Jun-15	0.8477%	0.2836%
Mar-15	0.7391%	0.2601%
Dec-14	0.9132%	0.2542%
Sep-14	0.7690%	0.2418%
Jun-14	0.8205%	0.2212%
Mar-14	0.6774%	0.2304%
Dec-13	0.7829%	0.2557%
Sep-13	0.5764%	0.2567%
Jun-13	0.8620%	0.2436%
Mar-13	0.8347%	0.2824%
Dec-12	0.8720%	0.3219%
Sep-12	1.1782%	0.3552%

*The yield history represents gross portfolio yields; costs have not been deducted.

Kings County Treasurer's Liquidity Projections for the Period January 1, 2017 - December 31, 2017 (In Thousands)

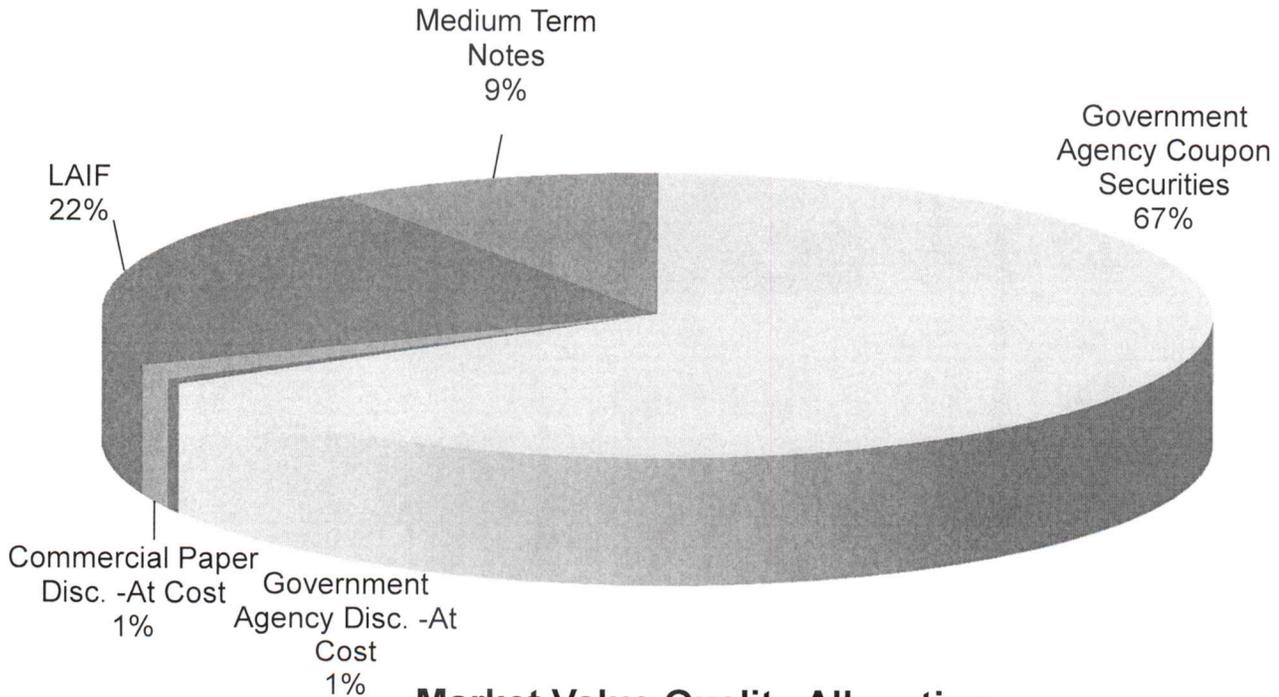
ACTUAL MONTH/ YEAR	A	B	C	D			E	F	G
	TREASURER'S RECEIPTS ACTUAL	TREASURER'S DISBURSEMENTS ACTUAL	TREASURER'S SURPLUS or (DEFICIT) (A-B)	MONTH YEAR	PORTFOLIO MATURITIES	LAIF	TOTAL (D+E)	ESTIMATE SURPLUS (F+C)	
Jul-16	40,377	67,082	(26,705)	Jul-17	0	58,710	58,710	32,005	
Aug-16	43,648	61,747	(18,099)	Aug-17	2,000	32,005	34,005	15,906	
Sep-16	63,247	54,506	8,741	Sep-17	4,000	15,906	19,906	28,647	
Oct-16	44,901	59,935	(15,034)	Oct-17	5,000	28,647	33,647	18,613	
Nov-16	59,246	50,605	8,641	Nov-17	0	18,613	18,613	27,254	
Dec-16	127,123	83,037	44,086	Dec-17	4,000	27,254	31,254	75,340	
Jan-16	49,754	71,855	(22,101)	Jan-17	7,000	65,000	72,000	49,899	
Feb-16	53,058	50,841	2,217	Feb-17	0	49,899	49,899	52,116	
Mar-16	65,358	53,617	11,741	Mar-17	0	52,116	52,116	63,857	
Apr-16	85,391	56,132	29,259	Apr-17	0	63,857	63,857	93,116	
May-16	50,157	68,611	(18,454)	May-17	2,000	65,000	67,000	48,546	
Jun-16	66,087	60,941	5,146	Jun-17	5,018	48,546	53,564	58,710	
TOTALS	748,347	738,909	9,438		29,018				

NOTE: Maximum LAIF balance was increased on January 1, 2016 from \$50,000,000 to \$65,000,000.

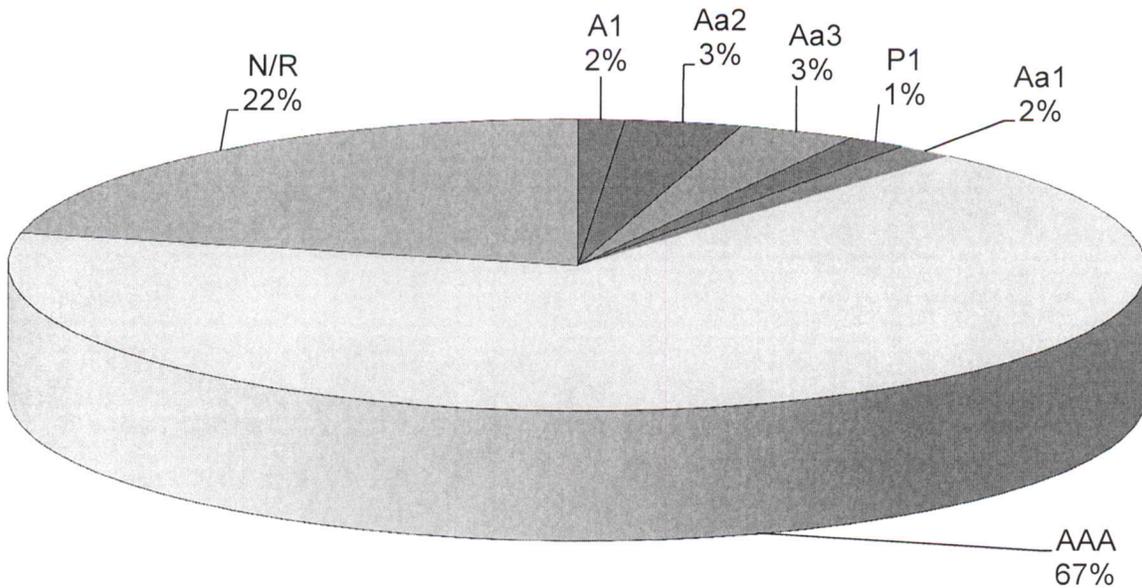
Sufficient liquidity exists to meet the mandated six months cash flow expenditure requirements. The historical receipts have been adjusted for expected non-re-occurring participant activity.

KINGS COUNTY POOLED INVESTMENTS
PORTFOLIO STATISTICS

Book Value by Investment Type
as of December 31, 2017



Market Value Quality Allocation
as of December 31, 2017





**Kings County Investment Pool
Portfolio Management
Portfolio Summary
December 31, 2016**

Kings County
1400 W. Lacey Blvd.
Kings County Govt. Center
Hanford, CA
(559)582-3211

Investments	Par Value	Market Value	Book Value	% of Portfolio	Days to Maturity	YTM 365 Equiv.	YTM 360 Equiv.
Government Agency Coupon Securities	200,000,000.00	198,961,560.00	200,094,263.55	66.46	831	1.254	1.236
Government Agency Disc. -At Cost	2,000,000.00	2,000,000.00	1,993,247.22	0.66	2	0.570	0.562
Commercial Paper Disc. -At Cost	5,000,000.00	4,968,850.00	4,955,166.67	1.65	180	1.242	1.225
LAIF - Local Agency Investment Pool	65,000,000.00	65,000,000.00	65,000,000.00	21.59	1	0.680	0.671
Medium Term Notes	29,018,000.00	28,968,812.46	29,015,397.58	9.64	392	1.342	1.324
Investments	301,018,000.00	299,899,222.46	301,058,075.02	100.00%	593	1.134	1.118
Cash and Accrued Interest							
Passbook/Checking (not included in yield calculations)	35,664,076.59	35,664,076.59	35,664,076.59		1	0.250	0.247
Accrued Interest at Purchase *		0.00	0.00				
Ending Accrued Interest		698,980.36	698,980.36				
Subtotal		36,363,056.95	36,363,056.95				
Total Cash and Investments Value	336,682,076.59	336,262,279.41	337,421,131.97		593	1.134	1.118

Total Earnings	December 31 Month Ending	Fiscal Year To Date	
Current Year	261,282.58	1,448,640.41	* 43,509.73 Accrued at Purchase is Included in Book Value.

Average Daily Balance	292,811,289.37	276,581,417.53
Effective Rate of Return	1.05%	1.04%

The Pooled Portfolio was in compliance during the quarter ending December 31, 2016, with California Government Code Sections 53601 et.seq. and 53635, and the Director of Finance's Statement of Investment Policy dated January 1, 2016. Market prices are provided by Union Bank of California and are as of the last business day of the month. Ratings listed in the Portfolio Reports are issued by Moody's Rating Agency. If you have any questions about the Pooled Investment Fund, please call Tammy Phelps, Assistant Director of Finance - Treasury, at (559) 852-2462.

Rebecca Valenzuela
 Rebecca Valenzuela, CPA, CGMA, Director of Finance
 1/30/2017

Reporting period 12/01/2016-12/31/2016

Run Date: 01/17/2017 - 15:36

Portfolio POOL
RC
PM (PRF_PM1) 7.3.0
Report Ver. 7.3.5

**Kings County Investment Pool
Portfolio Management
Portfolio Details - Investments
December 31, 2016**

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Government Agency Coupon Securities												
3130A1NN4	130048	Federal Home Loan Banks		04/23/2014	2,000,000.00	2,001,020.00	1,998,771.92	0.875	AAA	0.986	143	05/24/2017
3135G0MZ3	130049	Federal Nat'l Mortgage Assoc.		04/23/2014	2,000,000.00	2,001,380.00	1,995,590.37	0.875	AAA	1.085	239	08/28/2017
3135G0PP2	120011	Federal Nat'l Mortgage Assoc.		10/26/2012	2,000,000.00	2,001,760.00	2,000,000.00	1.000	AAA	0.986	262	09/20/2017
3137EADL0	150046	Federal Home Loan Mort. Co.		01/15/2016	2,000,000.00	2,001,940.00	2,001,876.22	1.000	AAA	0.893	271	09/29/2017
3133EFHY6	150041	Federal Farm Credit Bank		01/13/2016	2,000,000.00	1,995,700.00	1,993,874.29	0.650	AAA	0.946	285	10/13/2017
3130A3HF4	140009	Federal Home Loan Banks		12/10/2014	2,000,000.00	2,004,980.00	1,999,919.85	1.125	AAA	1.113	341	12/08/2017
3133EEFE5	140010	Federal Farm Credit Bank		12/18/2014	2,000,000.00	2,003,940.00	1,999,626.67	1.125	AAA	1.128	351	12/18/2017
3133EFVC8	150037	Federal Farm Credit Bank		01/19/2016	2,000,000.00	1,995,620.00	2,000,000.00	1.000	AAA	0.986	383	01/19/2018
3134G6SW4	140024	Federal Home Loan Mort. Co.		04/29/2015	2,000,000.00	2,002,000.00	1,999,727.27	1.000	AAA	0.996	393	01/29/2018
3137EADP1	150036	Federal Home Loan Mort. Co.		01/12/2016	2,000,000.00	1,997,400.00	1,995,164.39	0.875	AAA	1.024	430	03/07/2018
3133EFSG3	150024	Federal Farm Credit Bank		12/14/2015	2,000,000.00	2,000,220.00	2,000,000.00	1.100	AAA	1.085	437	03/14/2018
3134G65U3	140042	Federal Home Loan Mort. Co.		06/23/2015	2,000,000.00	1,996,120.00	2,000,000.00	1.100	AAA	1.085	446	03/23/2018
3133EEJ50	140035	Federal Farm Credit Bank		05/11/2015	2,000,000.00	1,997,640.00	2,000,000.00	1.030	AAA	1.016	495	05/11/2018
3135G0XA6	120060	Federal Nat'l Mortgage Assoc.		05/21/2013	2,000,000.00	1,986,140.00	2,000,000.00	1.030	AAA	1.016	505	05/21/2018
3133EFQD2	150013	Federal Farm Credit Bank		11/23/2015	2,000,000.00	1,997,400.00	2,000,000.00	1.080	AAA	1.065	507	05/23/2018
3135G0XK4	120061	Federal Nat'l Mortgage Assoc.		05/30/2013	2,000,000.00	1,995,840.00	2,000,000.00	1.050	AAA	1.036	509	05/25/2018
3133EEP95	140043	Federal Farm Credit Bank		06/03/2015	2,000,000.00	1,998,480.00	2,000,000.00	1.100	AAA	1.085	516	06/01/2018
3130A4Y71	140023	Federal Home Loan Banks		04/15/2015	2,000,000.00	1,995,200.00	2,000,000.00	1.000	AAA	0.986	530	06/15/2018
3134G67C1	140044	Federal Home Loan Mort. Co.		06/22/2015	2,000,000.00	1,993,780.00	2,000,000.00	1.200	AAA	1.184	537	06/22/2018
3133EE2F6	140047	Federal Farm Credit Bank		06/25/2015	2,000,000.00	2,001,200.00	1,999,770.00	1.220	AAA	1.211	540	06/25/2018
3130A63A3	150003	Federal Home Loan Banks		08/03/2015	2,000,000.00	1,997,620.00	2,000,000.00	1.150	AAA	1.134	579	08/03/2018
3133EE6G0	150005	Federal Farm Credit Bank		08/06/2015	2,000,000.00	1,999,580.00	2,000,000.00	1.150	AAA	1.134	582	08/06/2018
3130A6XE2	150033	Federal Home Loan Banks		01/12/2016	2,000,000.00	1,999,480.00	2,004,717.24	1.250	AAA	1.115	586	08/10/2018
3130A5E54	140037	Federal Home Loan Banks		05/13/2015	2,000,000.00	1,993,140.00	2,000,000.00	1.100	AAA	1.085	589	08/13/2018
313375K48	150031	Federal Home Loan Banks		01/07/2016	2,000,000.00	2,027,220.00	2,030,184.90	2.000	AAA	1.213	621	09/14/2018
3134G65E9	140045	Federal Home Loan Mort. Co.		06/24/2015	2,000,000.00	2,004,900.00	1,998,769.23	1.325	AAA	1.338	631	09/24/2018
3130A7M36	150060	Federal Home Loan Banks		04/18/2016	2,000,000.00	1,991,140.00	2,000,000.00	1.100	AAA	1.085	655	10/18/2018
3135G0E58	150007	Federal Nat'l Mortgage Assoc.		11/05/2015	2,000,000.00	1,997,540.00	1,997,546.32	1.125	AAA	1.171	656	10/19/2018
3133EE6F2	150006	Federal Farm Credit Bank		08/06/2015	2,000,000.00	1,999,280.00	2,000,000.00	1.250	AAA	1.233	674	11/06/2018
3130A7UV5	150065	Federal Home Loan Banks		05/09/2016	2,000,000.00	1,987,200.00	2,000,000.00	1.120	AAA	1.105	677	11/09/2018
3133EFPJ0	150011	Federal Farm Credit Bank		11/19/2015	2,000,000.00	2,002,560.00	2,000,773.33	1.290	AAA	1.253	687	11/19/2018
3133EFRH2	150015	Federal Farm Credit Bank		11/30/2015	2,000,000.00	1,998,560.00	2,000,000.00	1.340	AAA	1.322	698	11/30/2018
3133EFRQ2	150017	Federal Farm Credit Bank		12/03/2015	2,000,000.00	2,000,580.00	2,002,346.67	1.300	AAA	1.223	701	12/03/2018
3135G0G72	150008	Federal Nat'l Mortgage Assoc.		11/05/2015	2,000,000.00	1,995,880.00	1,994,916.89	1.125	AAA	1.238	712	12/14/2018
3133EFSW8	150025	Federal Farm Credit Bank		12/21/2015	2,000,000.00	2,000,020.00	2,000,000.00	1.375	AAA	1.356	719	12/21/2018
3130A6Y84	150028	Federal Home Loan Banks		01/25/2016	2,000,000.00	2,000,260.00	2,000,000.00	1.500	AAA	1.479	754	01/25/2019

Portfolio POOL
RC
PM (PRF_PM2) 7.3.0

**Kings County Investment Pool
Portfolio Management
Portfolio Details - Investments
December 31, 2016**

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Government Agency Coupon Securities												
3133EFVD6	150047	Federal Farm Credit Bank		02/01/2016	2,000,000.00	2,000,000.00	2,000,000.00	1.320	AAA	1.302	761	02/01/2019
3130A8XU2	160005	Federal Home Loan Banks		08/08/2016	2,000,000.00	1,980,620.00	2,000,000.00	1.020	AAA	1.006	768	02/08/2019
3130A8V26	160003	Federal Home Loan Banks		08/12/2016	2,000,000.00	1,988,480.00	2,000,000.00	1.050	AAA	1.036	772	02/12/2019
3134G9EB9	150067	Federal Home Loan Mort. Co.		05/13/2016	2,000,000.00	1,989,680.00	2,000,000.00	1.200	AAA	1.184	773	02/13/2019
3135G0ZA4	150034	Federal Nat'l Mortgage Assoc.		01/12/2016	2,000,000.00	2,024,360.00	2,029,054.61	1.875	AAA	1.263	779	02/19/2019
3130A8YM9	160006	Federal Home Loan Banks		08/30/2016	2,000,000.00	1,981,200.00	2,000,000.00	1.000	AAA	0.986	788	02/28/2019
3130A86L2	150074	Federal Home Loan Banks		06/01/2016	2,000,000.00	1,993,460.00	2,000,000.00	1.200	AAA	1.184	789	03/01/2019
3136G3AP0	150052	Federal Nat'l Mortgage Assoc.		03/15/2016	2,000,000.00	1,987,460.00	2,000,000.00	1.250	AAA	1.233	803	03/15/2019
3136G3BR5	150054	Federal Nat'l Mortgage Assoc.		03/22/2016	2,000,000.00	1,990,000.00	2,000,000.00	1.300	AAA	1.282	810	03/22/2019
3134G8VW0	150059	Federal Home Loan Mort. Co.		04/26/2016	2,000,000.00	1,987,080.00	2,000,000.00	1.200	AAA	1.184	845	04/26/2019
3134G92M8	160004	Federal Home Loan Mort. Co.		08/22/2016	2,000,000.00	1,977,660.00	2,000,000.00	1.125	AAA	1.110	871	05/22/2019
3136G2Y76	150051	Federal Nat'l Mortgage Assoc.		02/24/2016	2,000,000.00	1,985,600.00	2,000,000.00	1.300	AAA	1.282	873	05/24/2019
3133EGCA1	150072	Federal Farm Credit Bank		06/03/2016	2,000,000.00	1,979,360.00	1,999,000.00	1.060	AAA	1.066	883	06/03/2019
3136G3AQ8	150053	Federal Nat'l Mortgage Assoc.		03/07/2016	2,000,000.00	1,982,040.00	2,000,000.00	1.320	AAA	1.302	887	06/07/2019
3135G0K77	150071	Federal Nat'l Mortgage Assoc.		06/13/2016	2,000,000.00	1,996,040.00	2,000,000.00	1.250	AAA	1.233	893	06/13/2019
3134G9QW0	150075	Federal Home Loan Mort. Co.		06/14/2016	2,000,000.00	1,979,240.00	2,000,000.00	1.280	AAA	1.262	894	06/14/2019
3136G3PS8	150073	Federal Nat'l Mortgage Assoc.		06/14/2016	2,000,000.00	1,977,420.00	2,000,000.00	1.200	AAA	1.184	894	06/14/2019
3136G3RD9	150080	Federal Nat'l Mortgage Assoc.		06/21/2016	2,000,000.00	1,989,060.00	2,000,000.00	1.375	AAA	1.356	901	06/21/2019
3134G9SL2	150079	Federal Home Loan Mort. Co.		06/28/2016	2,000,000.00	1,980,920.00	2,000,000.00	1.300	AAA	1.282	908	06/28/2019
3137EAEB1	160024	Federal Home Loan Mort. Co.		11/15/2016	2,000,000.00	1,973,580.00	1,988,510.28	0.875	AAA	1.183	929	07/19/2019
3134G8Y86	150061	Federal Home Loan Mort. Co.		04/26/2016	2,000,000.00	1,975,740.00	2,000,000.00	1.250	AAA	1.233	936	07/26/2019
3137EADK2	150035	Federal Home Loan Mort. Co.		01/12/2016	2,000,000.00	1,991,760.00	1,992,400.31	1.250	AAA	1.361	942	08/01/2019
3136G3Q99	160002	Federal Nat'l Mortgage Assoc.		08/15/2016	2,000,000.00	1,977,180.00	2,000,000.00	1.250	AAA	1.233	956	08/15/2019
3134G9CX3	150064	Federal Home Loan Mort. Co.		05/16/2016	2,000,000.00	1,976,000.00	2,000,000.00	1.300	AAA	0.872	957	08/16/2019
3136G2XJ1	150050	Federal Nat'l Mortgage Assoc.		02/23/2016	2,000,000.00	1,979,780.00	2,000,000.00	1.270	AAA	1.253	964	08/23/2019
3135G0P49	160029	Federal Nat'l Mortgage Assoc.		11/17/2016	2,000,000.00	1,977,780.00	1,988,906.67	1.000	AAA	1.263	969	08/28/2019
3133EGTB1	160009	Federal Farm Credit Bank		09/06/2016	2,000,000.00	1,978,220.00	1,998,000.00	1.190	AAA	1.207	978	09/06/2019
3133EGTT2	160010	Federal Farm Credit Bank		09/12/2016	2,000,000.00	1,970,100.00	2,000,000.00	1.200	AAA	1.184	984	09/12/2019
313383VN8	160031	Federal Home Loan Banks		11/18/2016	2,000,000.00	2,018,700.00	2,044,842.22	2.000	AAA	1.300	985	09/13/2019
3136G3BB0	150055	Federal Nat'l Mortgage Assoc.		03/16/2016	2,000,000.00	1,981,520.00	2,000,000.00	1.375	AAA	1.356	988	09/16/2019
3135G0P31	160008	Federal Nat'l Mortgage Assoc.		09/20/2016	2,000,000.00	1,971,500.00	2,000,000.00	1.300	AAA	1.282	992	09/20/2019
3136G4AE3	160011	Federal Nat'l Mortgage Assoc.		09/27/2016	2,000,000.00	1,975,320.00	2,000,000.00	1.200	AAA	1.184	999	09/27/2019
3135GOR39	160023	Federal Nat'l Mortgage Assoc.		11/15/2016	2,000,000.00	1,972,360.00	1,984,411.11	1.000	AAA	1.272	1,026	10/24/2019
3130A7QP3	150062	Federal Home Loan Banks		04/25/2016	2,000,000.00	1,974,200.00	2,000,000.00	1.350	AAA	1.332	1,027	10/25/2019
3135G0J95	150063	Federal Nat'l Mortgage Assoc.		04/28/2016	2,000,000.00	1,979,780.00	2,000,000.00	1.350	AAA	1.332	1,030	10/28/2019
3136G4EM1	160013	Federal Nat'l Mortgage Assoc.		10/28/2016	2,000,000.00	1,983,640.00	2,000,000.00	1.250	AAA	1.233	1,030	10/28/2019

**Kings County Investment Pool
Portfolio Management
Portfolio Details - Investments
December 31, 2016**

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Government Agency Coupon Securities												
3136G4FY4	160015	Federal Nat'l Mortgage Assoc.		11/08/2016	2,000,000.00	1,980,560.00	2,000,000.00	1.250	AAA	1.233	1,041	11/08/2019
3130AA3R7	160027	Federal Home Loan Banks		11/17/2016	2,000,000.00	1,992,020.00	2,000,287.30	1.375	AAA	1.351	1,048	11/15/2019
3133EGJ30	160020	Federal Farm Credit Bank		11/18/2016	2,000,000.00	1,977,140.00	2,000,000.00	1.100	AAA	1.085	1,051	11/18/2019
3136G3Z40	160007	Federal Nat'l Mortgage Assoc.		08/22/2016	2,000,000.00	1,968,220.00	2,000,000.00	1.200	AAA	1.184	1,055	11/22/2019
3136G3MK8	150070	Federal Nat'l Mortgage Assoc.		05/25/2016	2,000,000.00	1,975,420.00	2,000,000.00	1.350	AAA	1.332	1,058	11/25/2019
3136G3RC1	150078	Federal Nat'l Mortgage Assoc.		05/27/2016	2,000,000.00	1,982,880.00	2,000,000.00	1.400	AAA	1.381	1,058	11/25/2019
3136G3LV5	150069	Federal Nat'l Mortgage Assoc.		05/26/2016	2,000,000.00	1,981,680.00	2,000,000.00	1.350	AAA	1.332	1,059	11/26/2019
3134GAWS9	160018	Federal Home Loan Mort. Co.		11/29/2016	2,000,000.00	1,970,800.00	2,000,000.00	1.200	AAA	1.184	1,062	11/29/2019
3130AA4M7	160026	Federal Home Loan Banks		12/02/2016	2,000,000.00	1,992,980.00	2,000,000.00	1.500	AAA	1.479	1,065	12/02/2019
3133EGT88	160040	Federal Farm Credit Bank		12/12/2016	2,000,000.00	1,996,500.00	2,000,000.00	1.450	AAA	1.430	1,075	12/12/2019
3136G3RL1	150077	Federal Nat'l Mortgage Assoc.		06/16/2016	2,000,000.00	1,980,560.00	2,000,000.00	1.500	AAA	1.479	1,079	12/16/2019
3136G3RP2	150082	Federal Nat'l Mortgage Assoc.		06/23/2016	2,000,000.00	1,992,980.00	2,000,000.00	1.500	AAA	1.479	1,086	12/23/2019
3136G4JK0	160035	Federal Nat'l Mortgage Assoc.		12/27/2016	2,000,000.00	1,990,220.00	2,000,000.00	1.550	AAA	1.529	1,090	12/27/2019
3130AADC9	160039	Federal Home Loan Banks		12/30/2016	2,000,000.00	1,996,780.00	2,000,000.00	1.500	AAA	1.479	1,093	12/30/2019
3134GAYY4	160025	Federal Home Loan Mort. Co.		12/30/2016	2,000,000.00	1,996,220.00	2,000,000.00	1.500	AAA	1.479	1,093	12/30/2019
3136G3J55	160001	Federal Nat'l Mortgage Assoc.		07/27/2016	2,000,000.00	1,962,580.00	1,998,500.00	1.270	AAA	1.274	1,121	01/27/2020
3130A9W49	160017	Federal Home Loan Banks		11/25/2016	2,000,000.00	1,970,480.00	2,000,000.00	1.250	AAA	1.233	1,149	02/24/2020
313378J77	160028	Federal Home Loan Banks		11/17/2016	2,000,000.00	2,018,900.00	2,038,686.67	1.875	AAA	1.361	1,167	03/13/2020
3136G4FG3	160014	Federal Nat'l Mortgage Assoc.		10/27/2016	2,000,000.00	1,966,740.00	2,000,000.00	1.375	AAA	1.356	1,212	04/27/2020
3137EADR7	160030	Federal Home Loan Mort. Co.		11/17/2016	2,000,000.00	1,984,500.00	2,000,882.22	1.375	AAA	1.361	1,216	05/01/2020
3133EGD69	160019	Federal Farm Credit Bank		11/07/2016	2,000,000.00	1,974,620.00	1,999,000.00	1.320	AAA	1.316	1,222	05/07/2020
3130A9VT5	160016	Federal Home Loan Banks		11/22/2016	2,000,000.00	1,957,660.00	2,000,000.00	1.250	AAA	1.233	1,237	05/22/2020
3136G4JB0	160033	Federal Nat'l Mortgage Assoc.		11/30/2016	2,000,000.00	1,991,280.00	2,000,000.00	1.625	AAA	1.603	1,241	05/26/2020
3134GAYM0	160022	Federal Home Loan Mort. Co.		11/28/2016	2,000,000.00	1,977,880.00	2,000,000.00	1.400	AAA	1.381	1,243	05/28/2020
3133EGP33	160032	Federal Farm Credit Bank		12/01/2016	2,000,000.00	1,991,640.00	2,000,000.00	1.650	AAA	1.627	1,247	06/01/2020
313383HU8	160034	Federal Home Loan Banks		11/30/2016	2,000,000.00	2,001,580.00	2,018,206.60	1.750	AAA	1.462	1,258	06/12/2020
3136G4JN4	160036	Federal Nat'l Mortgage Assoc.		12/29/2016	2,000,000.00	1,997,700.00	2,000,000.00	1.700	AAA	1.677	1,275	06/29/2020
3136G4KG7	160042	Federal Nat'l Mortgage Assoc.		12/30/2016	2,000,000.00	2,001,480.00	2,000,000.00	1.820	AAA	2.106	1,276	06/30/2020
		Subtotal and Average	192,034,939.89		200,000,000.00	198,961,560.00	200,094,263.55			1.236	831	
Government Agency Disc. -At Cost												
313589AC7	150076	Federal Nat'l Mortgage Assoc.		05/27/2016	2,000,000.00	2,000,000.00	1,993,247.22	0.550	AAA	0.562	2	01/03/2017
		Subtotal and Average	1,993,247.22		2,000,000.00	2,000,000.00	1,993,247.22			0.562	2	

**Kings County Investment Pool
Portfolio Management
Portfolio Details - Investments
December 31, 2016**

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	Moody's	YTM 360	Days to Maturity	Maturity Date
Commercial Paper Disc. -At Cost												
89233GTW6	160012	Toyota Motor Credit Corp.		10/04/2016	5,000,000.00	4,968,850.00	4,955,166.67	1.200	Aa3	1.225	180	06/30/2017
Subtotal and Average			4,955,166.67		5,000,000.00	4,968,850.00	4,955,166.67			1.225	180	
LAIF - Local Agency Investment Pool												
SYS990001	990001	Local Agency Investment Fund			65,000,000.00	65,000,000.00	65,000,000.00	0.680	N/R	0.671	1	
Subtotal and Average			64,290,322.58		65,000,000.00	65,000,000.00	65,000,000.00			0.671	1	
Medium Term Notes												
084670BD9	120019	Berkshire Hathaway		11/26/2012	5,000,000.00	5,002,600.00	5,021,722.07	1.900	Aa2	0.996	30	01/31/2017
064058AA8	120038	Bank of New York		01/23/2013	5,018,000.00	5,035,412.46	5,036,360.76	1.969	A1	1.198	170	06/20/2017
89233P6S0	120005	Toyota Motor Credit Corp.		10/05/2012	3,000,000.00	2,999,610.00	3,002,322.00	1.250	Aa3	1.154	277	10/05/2017
89233P7E0	150010	Toyota Motor Credit Corp.		11/13/2015	2,000,000.00	1,997,480.00	1,999,930.50	1.375	Aa3	1.358	374	01/10/2018
89236TCA1	150016	Toyota Motor Credit Corp.		12/01/2015	3,000,000.00	3,000,870.00	3,003,086.73	1.450	Aa3	1.361	376	01/12/2018
931142DF7	120056	Wal-Mart Stores		04/24/2013	2,000,000.00	1,995,340.00	2,001,075.77	1.125	Aa2	1.073	465	04/11/2018
084664BW0	130033	Berkshire Hathaway		03/25/2014	3,000,000.00	2,992,320.00	2,980,973.15	1.300	Aa2	1.716	499	05/15/2018
89236TCP8	150020	Toyota Motor Credit Corp.		12/04/2015	2,000,000.00	1,999,500.00	2,005,076.04	1.550	Aa3	1.401	558	07/13/2018
037833CB4	160037	Apple Inc		12/06/2016	2,000,000.00	1,970,120.00	1,977,435.56	1.100	Aa1	1.657	943	08/02/2019
037833AX8	160038	Apple Inc		12/06/2016	2,000,000.00	1,975,560.00	1,987,415.00	1.550	Aa1	1.894	1,132	02/07/2020
Subtotal and Average			28,387,158.92		29,018,000.00	28,968,812.46	29,015,397.58			1.324	392	
Total and Average			291,660,835.28		301,018,000.00	299,899,222.46	301,058,075.02			1.118	593	

CENTRAL UNION SCHOOL DISTRICT

January 9, 2017

MINUTES

The regular open public meeting of the Central Union School District Board of Trustees was held on Monday, January 9, 2017 at District Presentation Center, 15783 18th Avenue, Lemoore, CA 93245. The Board meeting began with a preliminary open session at **7:00 p.m.** and adjourned into closed session at **7:00 p.m.** After the closed session the general open session was called to order at **7:27 p.m.** The meeting adjourned at **8:21 p.m.**

Any individual who requires a translator, disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing no later than 8:00 a.m. the day of the meeting.

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the Central Union School District office located at 15783 18th Avenue, Lemoore, California during normal business hours.

CUSD Mission Statement ~

Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. We challenge ourselves to be better than we think we can be, and advocate for the greater good of our community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

1. OPEN PUBLIC SESSION:

- a.** Call to Order
- b.** Roll Call
- c.** Flag Salute

Trustees:

Jenny Cornett, Dale Davidson, Jeffrey Gilcrease, and Ceil Howe III were all present.

District Officials:

Superintendent Tom Addington, Andrea Affrunti, Bill Bilbo, Scott Chennault, Nancy Davis, Anne Gonzales, Christina Gonzales, Courtney Kirchman, Elizabeth Williams-Lozano, Adrian Maldonado, Penny Miller, Cindee Rael, and Heiko Sweeney were all present.

CUSD Employee Associations' Representatives and others in attendance

2. PROCEDURE FOR VISITORS WHO WISH TO ADDRESS THE BOARD:

If any visitor wishes to address the Board, the request form, entitled "*Request to Address the Board*" should be filled out as soon as possible. **Complete the form in its entirety and give it to the Superintendent.** Persons may speak to any item on the agenda when it comes up for discussion or persons may speak during the time designated, "Courtesy to Visitors." Persons speaking to the board should understand that the Board invites your comments. Most questions asked of the Board require research and/or investigation. Therefore, the Board may respond to your questions in writing. Your input is important. However, if the comments involve a District employee or a student, the President will, at that time, explain the rights of the Speaker and the rights of the employee and/or student. Each address to the Board should not exceed five minutes in length with no more than thirty minutes per item.

3. PRESENTATION(S):

- a. Gus Corona, Borchardt, Corona, & Faeth (Accountancy Corporation) - Annual Financial Report

4. COURTESY TO VISITORS:

5. CORRESPONDENCE AND BOARD INFORMATION:

- a. 2016-17 Annual Williams Report for Central Elementary and Stratford Elementary
- b. Borchardt, Corona, & Faeth audit summary correspondence

6. CONSENT AGENDA:

(at this time board members may request that an item or items be removed from the consent agenda and placed as 'new business')

- a. Approved minutes of the regular board meeting of December 12, 2016
- b. Approved new hires:
 - i. Kimberly Carrera Specialty Instructional Aide
 - ii. Melissa Carrillo Cafeteria Helper
 - iii. Gina Snowden Specialty Instructional Aide
 - iv. Amber Thobe Cafeteria Helper
 - v. Barbara Williams DRC Secretary
- c. Approved separations:
 - i. 17-12/16
 - ii. 18-12/16
 - iii. 19-12/16
- d. Approved Student Teaching Agreement w/Grand Canyon University
- e. Approved Agreement w/Kings County Office of Education re Fingerprinting
- f. Approved PACE Box Trailer #9 Surplus Request
- g. Approved Consulting Services Agreement w/Total Compensation Systems, Inc. re Health Benefits
- h. Approved Lease Agreement w/Pitney Bowes re postal machine
- i. Approved Technology Surplus Request

Approved items a) through i):

Motion: Jeffrey Gilcrease

Seconded: Dale Davidson

Jenny Cornett Vote: AYE

Dale Davidson Vote: AYE

Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

7. OLD BUSINESS:

- a. Approved BP and AR 3270 Sale and Disposal of Books, Equipment and Supplies

Motion: Dale Davidson

Seconded: Jenny Cornett

Jenny Cornett Vote: AYE

Dale Davidson Vote: AYE

Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

8. NEW BUSINESS

a. No announcements were made from closed session decision.

b. Approved December 2016 District warrants and payroll; December 2016 financial and cafeteria statements

Motion: Jeffrey Gilcrease

Seconded: Dale Davidson

Jenny Cornett Vote: AYE

Dale Davidson Vote: AYE

Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

c. Adopted Resolution A-01-09-2017 Investment Policy and Investment Authority

Motion: Jenny Cornett

Seconded: Jeffrey Gilcrease

Jenny Cornett Vote: AYE

Dale Davidson Vote: AYE

Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

d. Approved Revisions to AR 1340 Access to District Records

Motion: Dale Davidson

Seconded: Jenny Cornett

Jenny Cornett Vote: AYE

Dale Davidson Vote: AYE

Jeffrey Gilcrease Vote: AYE

Ceil Howe, III Vote: AYE

e. Approved First Reading of BP and AR 3311 Bids

f. Approved First Reading of BP and AR 3311.1 Uniform Public Construction Cost Accounting Procedures

g. Approved First Reading of AR 3311.2 Lease-Leaseback Contracts

h. Approved First Reading of AR 3311.3 Design Build Procedures

i. Approved First Reading of AR 3311.4 Procurement of Technology Equipment

**One motion was made for items e, f, g, h and i

Motion: Jeffrey Gilcrease

Seconded: Jenny Cornett

Jenny Cornett Vote: AYE Dale Davidson Vote: AYE
 Jeffrey Gilcrease Vote: AYE Ceil Howe, III Vote: AYE

- j. Accepted presentation for successor agreement of negotiation articles for interest from the Central Union Classified Employee’s Association (CUCEA)

Motion: Dale Davidson Seconded: Jeffrey Gilcrease

Jenny Cornett Vote: AYE Dale Davidson Vote: AYE
 Jeffrey Gilcrease Vote: AYE Ceil Howe, III Vote: AYE

- 9. **SUPERINTENDENT'S REPORT:** Mr. Addington shared that staff and students returned today from winter break, enrollment continues to hold at a higher rate than last year. In addition to the increased enrollment it is very important that the students are attending as that is how ADA is calculated. Mr. Addington also acknowledged a recent painting that was added to the wall, this painting was donated from Nancy Focht on behalf of the Focht Family. The painting is a nice gesture to show the history of the District and school sites and a welcome donation from the Focht Family.

ENROLLMENT	BEG. OF YEAR 2015-2016	BEG. OF YEAR 2016-2017	Month 4 2015-16	Month 4 2016-17	Transfer Students From	TOTAL
AKERS	672	677	637	672	LESD	43
CENTRAL	278	284	288	291	HANFORD	7
NEUTRA	494	518	496	513	OTHER	4
STRATFORD	281	277	274	295	Intra-District	47
TOTAL	1725	1756	1695	1771	TOTAL	101

10. **ADMINISTRATORS' REPORTS:**

- a. Elizabeth Williams-Lozano, Assistant Superintendent. Mrs. Lozano shared that the Curriculum Department has been busy revising the IABs schedule, meeting with the PLC Team Leaders, gathering information for LCAP to update the County on the progress towards our goals, finalizing the Wellness Plan and gathering and analyzing CalPads data. Mrs. Lozano then shared that

the Human Resources Department recently finished the hiring of all instructional aide positions, we are fully staffed in our cafeteria positions, working on filling one custodial and one clerical positions, preparing for the 2017-18 teacher recruitment season, gathering data for the 2015-16 civil rights report, analyzing clerical job descriptions and reviewing all classified salary schedules.

11. **BOARD MEMBER COMMENTS:** None

12. **CLOSED SESSION:**

The closed session of the Board of Trustees was held to consider the following:

a. Personnel (Gov. Code 54957)

Respectively submitted,

President

Clerk

Thomas Addington
Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

Board Members

Jenny Cornett
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

To: Tom Addington
From: Andrea Affrunti
Date: February 3, 2017

For Board Meeting

X	Action (Consent or New Business)
	Information

Item:

Consider approval of the surplus of one Blue Gooseneck 18' Trailer (#1).

Rationale/Purpose:

The Gooseneck trailer is over thirty years old and rarely used.

Fiscal Impact:

The Gooseneck trailer will be placed into auction. If unable to sell the trailer through the auction, the District will properly dispose of it. The value of the trailer is minimal.

Recommendation:

Approve the surplus of the Blue Gooseneck 18' Trailer (#9).

Thomas Addington
Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

Board Members

Jenny Cornett
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III
Heather Staples

To: CUESD Board
From: Tom Addington, Superintendent
Date: January 4, 2017

For Board Meeting

- Action
- Consent
- New Business
- Information

Item:

Consider approval/adoption of BP and AR 3311 – Bids

Rationale/Purpose:

This past year, the District moved toward the UPCCAP practice as allowed by law. With this transition, the policies and regulations associated with public bidding and contracts have been examined. The District has not had a written policy specific to public bidding and contract awards. This is a general policy on the process for creation and award of public bids. Pursuant to Public Contract Code 20111, public contracts for the lease or purchase of equipment, materials, supplies, or services or for "public projects," as defined, are required to be competitively bid when they involve expenditure of specified amounts.

Districts are further mandated to establish bidding procedures governing the purchase of equipment and supplies. This policy and administrative regulation reflect the competitive bidding procedures applicable to these purchases, as well as contracts for certain services, public works projects, and repairs and maintenance, when the contract exceeds the amount specified in law.

Fiscal Impact:

No impact specific to the policy guidance, fiscal impact only surfaces when the District pursues projects which require bid processes.

Recommendation:

Approve first reading of BP and AR 3311.

**CENTRAL UNION SCHOOL DISTRICT
Board Policy**

**Business and Noninstructional Operations
Bids**

The Governing Board is committed to promoting public accountability and ensuring prudent use of public funds. When leasing, purchasing, or contracting for equipment, materials, supplies, or services for the district, including when contracting for public projects involving district facilities, the Board shall explore lawful opportunities to obtain the greatest possible value for its expenditure of public funds. When required by law, or if the Board determines that it is in the best interest of the district, such contracts shall be made using competitive bidding.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3000 - Concepts and Roles)
(cf. 3230 - Federal Grant Funds)
(cf. 3300 - Expenditures and Purchases)
(cf. 3311.1 - Uniform Public Construction Cost Accounting Procedures)
(cf. 3311.2 - Lease-Leaseback Contracts)
(cf. 3311.3 - Design-Build Contracts)
(cf. 3311.4 - Procurement of Technological Equipment)

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 20116)

The Superintendent or designee shall establish comprehensive bidding procedures for the district in accordance with law. The procedures shall include a process for advertising bids, instructions and timelines for submitting and opening bids, and other relevant requirements.

For award of contracts which, by law or Board policy, require prequalification, the procedures shall identify a uniform system for rating bidders on the basis of a completed questionnaire and financial statements.

(cf. 9270 - Conflict of Interest)

When calling for bids, the Superintendent or designee shall ensure that the bid specifications clearly describe in appropriate detail the quality, delivery, and service required and include all information which the district knows, or has in its possession, that is relevant to the work to be performed or that may impact the

cost of performing the work.

Except as authorized by law, contracts shall be let to the lowest responsible bidder who shall give such security as the Board requires, or else all bids shall be rejected. (Public Contract Code 20111)

When the Board has determined that it is in the best interest of the district, the district may piggyback onto the contract of another public agency or corporation to lease or purchase any personal property to the extent authorized by law. (Public Contract Code 20118)

Legal Reference:

EDUCATION CODE

17070.10-17079.30 Leroy F. Greene School Facilities Act

17250.10-17250.55 Design-build contracts

17406 Lease-leaseback contracts

17595 Purchase of supplies through Department of General Services

17602 Purchase of surplus property from federal agencies

38083 Purchase of perishable foodstuffs and seasonable commodities

38110-38120 Apparatus and supplies

39802 Transportation services

BUSINESS AND PROFESSIONS CODE

7056 General engineering contractor

7057 General building contractor

CODE OF CIVIL PROCEDURE

446 Verification of pleadings

GOVERNMENT CODE

4217.10-4217.18 Energy conservation contracts

4330-4334 Preference for California-made materials

6252 Definition of public record

53060 Special services and advice

54201-54205 Purchase of supplies and equipment by local agencies

PUBLIC CONTRACT CODE

1102 Emergencies

1103 Definition, responsible bidder

2000-2002 Responsive bidders

3000-3010 Roofing projects

3400 Bids, specifications by brand or trade name not permitted

3410 United States produce and processed foods

4113 Prime contractor; subcontractor

6610 Bid visits

12200 Definitions, recycled goods, materials and supplies

20101-20103.7 Public construction projects, requirements for bidding

20103.8 Award of contracts

20110-20118.4 Local Agency Public Construction Act; school districts

20189 Bidder's security, earthquake relief

22000-22045 Alternative procedures for public projects (UPCCAA)

22152 Recycled product procurement

COURT DECISIONS

Los Angeles Unified School District v. Great American Insurance Co., (2010) 49 Cal.4th 739

Great West Contractors Inc. v. Irvine Unified School District, (2010) 187 Cal.App.4th 1425

Marshall v. Pasadena Unified School District, (2004) 119 Cal.App.4th 1241

Konica Business Machines v. Regents of the University of California, (1988) 206 Cal.App.3d 449

City of Inglewood-Los Angeles County Civic Center Authority v. Superior Court, (1972) 7 Cal.3d 861

ATTORNEY GENERAL OPINIONS

89 Ops.Cal.Atty.Gen. 1 (2006)

Management Resources:

WEB SITES

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

California Association of School Business Officials: <http://www.casbo.org>

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

California Department of General Services: <https://www.dgs.ca.gov>

Policy

Adopted: January 13, 1986

Revised: October 15, 2007

Revised: April 12, 2010

Revised: January 9, 2017

Central Union School District

Lemoore, California 93245

**CENTRAL UNION SCHOOL DISTRICT
Administrative Regulation**

**Business and Noninstructional Operations
Bids**

Advertised/Competitive Bids

The district shall advertise for any of the following: (Public Contract Code 20111)

1. A public project contract that involves an expenditure of \$15,000 or more, including a contract for construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, or repair work involving a district owned, leased, or operated facility

(cf. 3311.1 - Uniform Public Construction Cost Accounting Procedures)

(cf. 3311.2 - Lease-Leaseback Contracts)

(cf. 3311.3 - Design-Build Contracts)

2. A contract that exceeds the amount specified in law, as annually adjusted by the Superintendent of Public Instruction, for any of the following:

- a. The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the district

(cf. 3230 - Federal Grant Funds)

(cf. 3311.4 - Procurement of Technological Equipment)

- b. Services, not including construction services or special services and advice in accounting, financial, legal, or administrative matters
- c. Repairs that are not a public project, including maintenance

Maintenance means routine, recurring, and usual work for preserving, protecting, and keeping a district facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered, or repaired. Maintenance includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility, as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment. Maintenance does not include painting, repainting, or decorating other than touchup, or among other types of work,

janitorial or custodial services and protection provided by security forces. (Public Contract Code 20115)

Instructions and Procedures for Advertised Bids

The Superintendent or designee shall call for bids by placing a notice at least once a week for two weeks in a local newspaper of general circulation published in the district, or if no such newspaper exists, then in some newspaper of general circulation that is circulated in the county. The Superintendent or designee also may post the notice on the district's web site or through an electronic portal. The notice shall state the work to be done or materials or supplies to be furnished and the time and place and web site where bids will be opened. (Public Contract Code 20112)

(cf. 1113 - District and School Web Sites)

The notice shall contain the time, date, and location of any mandatory prebid conference, site visit, or meeting and details regarding when and where project documents, including the final plan and specifications, are available. Any such mandatory visit or meeting shall occur not less than five calendar days after the publication of the initial notice. (Public Contract Code 6610)

Bid instructions and specifications shall include the following requirements and information:

1. All bidders shall certify in writing the minimum, if not exact, percentage of post-consumer materials in products, materials, goods, or supplies offered or sold. (Public Contract Code 22152)

(cf. 3510 - Green School Operations)

2. All bids for construction work shall be presented under sealed cover. The district may accept a bid that has been submitted electronically or on paper. (Public Contract Code 20111, 20112)

The bid shall be accompanied by a form of bidder's security, including either cash, a cashier's check payable to the district, a certified check made payable to the district, or a bidder's bond executed by an admitted surety insurer and made payable to the district. The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded. (Public Contract Code 20111, 20112)

3. When a standardized proposal form is provided by the district, bids not presented on the standard form shall be disregarded. (Public Contract

Code 20111.5)

4. Bids shall not be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (Public Contract Code 20112)
5. When two or more identical lowest or highest bids are received, the Governing Board may determine by lot which bid shall be accepted. (Public Contract Code 20117)
6. If the district requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #6a below shall be used. (Public Contract Code 20103.8)
 - a. The lowest bid shall be the lowest total of the bid prices on the base contract without consideration of the prices on the additive or deductive items.
 - b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.
 - c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that, when taken in order from a specifically identified list of those items in the solicitation, and added to or subtracted from the base contract, are less than or equal to a funding amount publicly disclosed by the district before the first bid is opened.

The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders or proposed subcontractors or suppliers from being revealed to the district before the ranking of all bidders from lowest to highest has been determined. (Public Contract Code 20103.8)

7. In determining the lowest bid, the district shall consider only responsive bids that conform to bid specifications and are submitted by responsible bidders who have demonstrated trustworthiness, quality, fitness, capacity, and experience to satisfactorily perform the public works contract.

- a. When a bid is determined to be nonresponsive, the Superintendent or designee shall notify the bidder and give him/her an opportunity to respond to the determination.
 - b. When the lowest bidder is determined to be nonresponsive, the Superintendent or designee shall notify the bidder of his/her right to present evidence of his/her responsibility at a hearing before the Board.
8. After being opened, all submitted bids become public records pursuant to Government Code 6252 and shall be made available for public review pursuant to law, Board policy, and administrative regulation.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Prequalification Procedure

When required by law or the Board, the Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. For this purpose, the Superintendent or designee shall furnish prospective bidders a standardized prequalification questionnaire and financial record which, when completed, shall indicate a bidder's statement of financial ability and experience in performing public works. The bidder's information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Code of Civil Procedure 446; Public Contract Code 20111.5, 20111.6)

When any public project involves an expenditure of \$1,000,000 or more and is funded or reimbursed wholly or partly by the School Facilities Program funds or other future state school bond, the district shall prequalify prospective bidders either quarterly or annually. The prequalification shall be valid for one year and the following requirements shall apply: (Public Contract Code 20111.6)

1. Prospective bidders, including, but not limited to, prime, general engineering, and general building contractors and electrical, mechanical, and plumbing subcontractors, as defined in Public Contract Code 4113 or Business and Professions Code 7056 or 7057, as applicable, shall submit a standardized questionnaire and financial statement 10 or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

2. Prospective bidders shall be prequalified by the district five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

f the project includes electrical, mechanical, or plumbing components that will be performed by electrical, mechanical, or plumbing contractors, the Superintendent or designee shall make available to all bidders a list of prequalified general contractors and electrical, mechanical, and plumbing subcontractors five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

For all other contracts requiring competitive bidding, the district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. Prospective bidders for such contracts shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids and shall be prequalified by the district at least one day before the fixed bid-opening date. (Public Contract Code 20111.5)

Award of Contract

The district shall award each contract to the lowest responsible bidder, except in the following circumstances:

1. When the contract is for the procurement and/or maintenance of electronic data processing systems and supporting software, in which case the Board may contract with any one of the three lowest responsible bidders (Public Contract Code 20118.1)
2. When the contract is for any transportation service which involves an expenditure of more than \$10,000 and which will be made with any person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of a student who is to be transported, in which case the Board may contract with other than the lowest bidder (Education Code 39802)
3. When the contract is one for which the Board has established goals and requirements relating to participation of disabled veteran or small business enterprises in accordance with Public Contract Code 2000-2002, in which case the Board may contract with the lowest responsible bidder who submits a responsive bid and complies or makes a good faith effort to comply with the goals and requirements (Public Contract Code 2000-2002)

4. When procuring a lease-leaseback contract, in which case the Board shall award the contract based on objective criteria for determining the best combination of price and qualifications in accordance with Education Code 17400 and 17406

(cf. 3311.2 - Lease-Leaseback Contracts)

5. When procuring a design-build contract for a public works project in excess of \$1,000,000 in accordance with Education Code 17250.20, in which case the Board may award the contract to either the low bid or the best value to the district, taking into consideration, at a minimum, price, technical design and construction expertise, and life-cycle costs (Education Code 17250.20, 17250.25)

(cf. 3311.3 - Design-Build Contracts)

Protests by Bidders

A bidder may protest a bid award if he/she believes that the award is not in compliance with law, Board policy, or the bid specification. A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award and shall include all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide notice to the bidder of the date and time for Board consideration of the protest at least three business days before the Board meeting. The Board's decision shall be final.

Limitation on Use of Sole Sourcing

In any contract for the construction, alteration, or repair of school facilities, the Superintendent or designee shall ensure that the bid specification: (Public Contract Code 3002, 3400)

1. Does not directly or indirectly limit bidding to any one specific concern

2. Does not call for a designated material, product, thing, or service by a specific brand or trade name, unless the specification is followed by the words "or equal," so that bidders may furnish any equal material, product, thing, or service

In any such case, the bid specification shall provide a time period, before and/or after the award of the contract, for the contractor to submit data substantiating the request for substituting the designated material, product, thing, or service. If no such time period is specified, the contractor may submit the data within 35 days after the award of the contract.

When the bid is for a roof project, a material, product, thing, or service is considered "equal" to that designated if it is equal in quality, durability, design, and appearance; will perform the intended function equally well; and conforms substantially to the detailed requirements in the bid specification.

However, the Superintendent or designee may designate a specific material, product, thing, or service by brand or trade name (sole sourcing) if the Board has made a finding, described in the invitation for bids or request for proposals (RFP), that a particular material, product, thing, or service is designated for any of the following purposes: (Public Contract Code 3400)

1. To conduct a field test or experiment to determine its suitability for future use
2. To match others in use on a particular public improvement that has been completed or is in the course of completion
3. To obtain a necessary item that is only available from one source
4. To respond to the Board's declaration of an emergency, as long as the declaration has been approved by four-fifths of the Board when issuing the invitation for bid or RFP

(cf. 9323.2 - Actions by the Board)

Bids Not Required

Without advertising for bids and upon a determination that it is in the best interest of the district, the Board may authorize another public corporation or agency, by contract, lease, requisition, or purchase order, to lease data-processing equipment or to purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner that the other

public corporation or agency is authorized to make the leases or purchases from a vendor ("piggyback"). Alternatively, if the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal property, the district may authorize the lease or purchase of personal property directly from the vendor and make payments under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)

(cf. 3300 - Expenditures and Purchases)
(cf. 3512 - Equipment)

Without advertising for bids, the Board may enter into an energy service contract and any related facility ground lease, when it determines that the terms of the contract and lease are in the best interest of the district and meet the cost effectiveness requirements specified in Government Code 4217.12. The Board's determination shall be made at a regularly scheduled public hearing of which notice is given to the public at least two weeks in advance and shall be based on cost and savings comparison findings specified in Government Code 4217.12. (Government Code 4217.12)

(cf. 3511 - Energy and Water Management)
(cf. 9320 - Meetings and Notices)

Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount without taking estimates or advertising for bids. (Public Contract Code 20118.3)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)

Perishable foodstuffs and seasonal commodities needed in the operations of cafeterias may be purchased through bid or on the open market. (Education Code 38083)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

Bids shall not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114)

In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Board may, by unanimous vote and with

the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 1102, 20113)

(cf. 3517 - Facilities Inspection)

The district may purchase any surplus property from the federal government or any of its agencies in any quantity needed for the operation of its schools without taking estimates or advertising for bids. (Education Code 17602)

Policy
Adopted: XX-XX-XXXX

Central Union School District
Lemoore, California 93245

Thomas Addington
Superintendent

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Lemoore, CA 93245
Telephone (559) 924-3405
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Central Union School District
Lemoore, CA

Board Members

Jenny Cornett
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III
Heather Staples

To: CUESD Board
From: Tom Addington, Superintendent
Date: January 4, 2017

For Board Meeting

- Action
- Consent
- New Business
- Information

Item:

Consider approval/adoption of BP and AR 3311.1 – Uniform Public Construction Cost Accounting Procedures (UPCCAP)

Rationale/Purpose:

This past year, the District moved toward the UPCCAP practice as allowed by law. This had not been in place in the District prior to this past year. The District maintains no operative policy and procedures related to this practice.

The Uniform Public Construction Cost Accounting Act (UPCCAA) (Public Contract Code 22000-22045), allows public projects of \$45,000 or less to be performed by district employees and public projects of \$175,000 or less to be awarded through an informal bidding process. In addition, Pursuant to Public Contract Code 20111.5, the policy permits is permitted, but does not require, the District to establish prequalification procedures for any contract for which bids are legally required, and under the amount specified above.

Fiscal Impact:

No significant impact on overall district operations, however, expedites some of the procedures of bidding and contract completion, if under the specified bid threshold. Thus allowing the District to proceed more expeditiously when completing projects under that threshold amount.

Recommendation:

Approve first reading of policy and regulation 3311.1

**CENTRAL UNION SCHOOL DISTRICT
Board Policy**

**Business and Noninstructional Operations
Uniform Public Construction Cost Accounting Procedures**

In awarding contracts for public works projects involving district facilities, the Governing Board desires to obtain the best value to the district and ensure the qualifications of contractors to complete the project in a satisfactory manner. The Board has, by resolution, adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act pursuant to Public Contract Code 22030-22045, including the informal bidding procedures when allowed by law.

(cf. 3311 - Bids)

(cf. 7110 - Facilities Master Plan)

The Board delegates to the Superintendent or designee the responsibilities to award any contract eligible for informal bidding procedures and to develop plans, specifications, and working details for all public projects requiring formal bidding procedures.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 22033)

Projects awarded through the UPCCAA shall be subject to the cost accounting procedures established by the California Uniform Construction Cost Accounting Commission. (Public Contract Code 22030)

Emergency Actions

When formal bids are required by law but an emergency necessitates immediate repair or replacements, the Board may, upon a four-fifths vote of the Board, proceed to replace or repair a facility without adopting plans, specifications, strain sheets, or working details or giving notice for bids to let contracts. The work may be done by day labor under the direction of the Board and/or contractor. The emergency action shall subsequently be reviewed by the Board in accordance with Public Contract Code 22050 and shall be terminated at the earliest possible date that conditions warrant, so that the remainder of the emergency action may be completed by giving notice for bids to let contracts. (Public Contract Code 1102, 22035, 22050)

(cf. 9323.2 - Actions by the Board)

Legal Reference:

PUBLIC CONTRACT CODE

1102 Definition of emergency

20110-20118.4 Local Agency Public Construction Act; school districts

22000-22020 California Uniform Construction Cost Accounting Commission

22030-22045 Alternative procedures for public projects (UPCCAA), especially:

22032 Applicability of procedures based on amount of project

22034 Informal bidding procedure

22035 Emergency need for repairs or replacement

22037-22038 Formal bidding procedures for projects exceeding \$175,000

22050 Alternative emergency procedures

Management Resources:

CALIFORNIA UNIFORM CONSTRUCTION COST ACCOUNTING COMMISSION

PUBLICATIONS

Cost Accounting Policies and Procedures Manual

Frequently Asked Questions

WEB SITES

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

California Association of School Business Officials: <http://www.casbo.org>

California Uniform Construction Cost Accounting Commission:

http://www.sco.ca.gov/ard_cuccac.html

Policy

Adopted: XX-XX-XXXX

Central Union School District

Lemoore, California 93245

**CENTRAL UNION SCHOOL DISTRICT
Administrative Regulation**

**Business and Noninstructional Operations
Uniform Public Construction Cost Accounting Procedures**

Procedures for awarding contracts for public works projects shall be determined on the basis of the amount of the project, as follows:

1. Public projects of \$45,000 or less may be performed by district employees by force account, negotiated contract, or purchase order. (Public Contract Code 22032)
2. Contracts for public projects of \$175,000 or less may be awarded through the following informal procedures: (Public Contract Code 22032, 22034, 22038)
 - a. The Superintendent or designee shall maintain a list of qualified contractors, identified according to categories of work.
 - b. The Superintendent or designee shall prepare a notice inviting informal bids which describes the project in general terms, explains how to obtain more information about the project, and states the time and place for submission of bids. The notice shall be disseminated by mail, fax, or email to all contractors on the district's list for the category of work being bid, unless the product or service is proprietary, at least 10 calendar days before bids are due. In addition, the Superintendent or designee may mail, fax, or email a notice inviting informal bids to all construction trade journals identified pursuant to Public Contract Code 22036.
 - c. The district shall review the informal bids and award the contract, except that:
 - (1) If all bids received through the informal process are in excess of \$175,000, the contract may be awarded to the lowest responsible bidder, provided that the Governing Board adopts a resolution with a four-fifths vote to award the contract at \$187,500 or less and the Board determines the district's cost estimate is reasonable.

- (2) If no bids are received through the informal bid procedure, the project may be performed by district employees by force account or negotiated contract.
3. Public projects of more than \$175,000 shall, except as otherwise provided by law, be subject to formal bidding procedures, as follows: (Public Contract Code 22032, 22037, 22038)
 - a. Notice inviting formal bids shall state the time and place for receiving and opening sealed bids and distinctly describe the project. The notice shall be disseminated in both of the following ways:
 - (1) Through publication in a newspaper of general circulation in the district's jurisdiction or, if there is no such newspaper, then by posting the notice in at least three places designated by the district as places for posting its notices. Such notice shall be published at least 14 calendar days before the date that bids will be opened.
 - (2) By mail and electronically, if available, by either fax or email, to all construction trade journals identified pursuant to Public Contract Code 22036. Such notice shall be sent at least 15 calendar days before the date that bids will be opened.

In addition to the notice required above, the district may give such other notice as it deems proper.

- b. The district shall award the contract as follows:
 - (1) The contract shall be awarded to the lowest responsible bidder. If two or more bids are the same and the lowest, the district may accept the one it chooses.
 - (2) At its discretion, the district may reject all bids presented and declare that the project can be more economically performed by district employees, provided that the district notifies an apparent low bidder, in writing, of the district's intention to reject the bid. Such notice shall be mailed at least two business days prior to the hearing at which the district intends to reject the bid.
 - (3) If no bids are received through the formal bid procedure, the project may be performed by district employees by force

account or negotiated contract.

(cf. 3311 - Bids)

Policy
Adopted: *XX-XX-XXXX*

Central Union School District
Lemoore, California 93245

Thomas Addington
Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

Board Members

Jenny Cornett
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III
Heather Staples

To: CUESD Board
From: Tom Addington, Superintendent
Date: January 5, 2017

For Board Meeting

- Action
- Consent
- New Business
- Information

Item:

Approve first reading of regulations outlining practices with construction process lease-leaseback (AR 3311.2)

Rationale/Purpose:

This administrative regulation addresses construction financing contracts that are commonly described as "lease-leaseback" contracts. Education Code 17406, as amended by AB 2316 (Ch. 521, Statutes of 2016), no longer permits the selection of a lease-leaseback contractor without advertising, and instead requires districts to use a comprehensive "best value" selection process. Education Code 17406, as amended, mandates that any district choosing to award a lease-leaseback contract adopt and publish procedures and guidelines for evaluating the qualifications of proposers that ensure the fair and impartial selection of the "best value" for the district. In addition, for any project that will involve the use of preconstruction services, the request for sealed proposals must require proposers to include the fee to perform the preconstruction services as part of their sealed proposal to the district. Such procedures and guidelines must include, at a minimum, the provisions specified in Education Code 17406 as reflected in the following regulation.

Fiscal Impact:

The regulation itself does not have direct fiscal impact on district operations, but as with the other policies involving bids, the impact is contingent upon the project undertaken and potential cost of that project.

Recommendation:

Approve first reading of administrative regulation 3311.2.

**CENTRAL UNION SCHOOL DISTRICT
Administrative Regulation**

**Business and Noninstructional Operations
Lease-Leaseback Contracts**

The district may lease currently owned district property to any person, firm, or corporation for a minimum of \$1 per year, as long as the lease requires the person, firm, or corporation to construct a building or buildings on the property for the district's use during the lease and the property and building(s) will vest in the district at the expiration of the lease ("lease-leaseback"). (Education Code 17406)

(cf. 3280 - Sale or Lease of District-Owned Real Property)
(cf. 3312 - Contracts)

Any lease-leaseback contract shall be awarded through a competitive "best value" procurement process whereby a person, firm, or corporation is selected on the basis of objective criteria for evaluating the qualifications of proposers, with the resulting selection representing the best combination of price and qualifications. To make this determination, the district shall use the following procedures: (Education Code 17400, 17406)

1. Request for Sealed Proposals: The Superintendent or designee shall prepare a request for sealed proposals which shall include:
 - a. An estimate of the project's price
 - b. A clear, precise description of any preconstruction services that may be required and the facilities to be constructed
 - c. The key elements of the contract to be awarded
 - d. A description of the format that proposals shall follow and the elements they shall contain
 - e. The standards the district will use in evaluating proposals
 - f. The date on which proposals are due
 - g. The timetable the district will follow in reviewing and evaluating proposals

2. Notice: At least 10 days before the date for receipt of the proposals, the Superintendent or designee shall give notice of the request for sealed proposals using both of the following methods:
 - a. Providing notice at least once a week for two weeks in a local newspaper of general circulation pursuant to Public Contract Code 20112
 - b. Providing notice in a trade paper of general circulation published in the county where the project is located

The Superintendent or designee also may post the notice on the district's web site or through an electronic portal.

3. Prequalification: A proposer shall be prequalified in accordance with Public Contract Code 20111.6(b)-(m) in order to submit a proposal. Any electrical, mechanical, and plumbing subcontractors shall be subject to the same prequalification requirements.

(cf. 3311 - Bids)

4. Evaluation Criteria: The request for sealed proposals shall identify all criteria that the district will consider in evaluating the proposals and qualifications of the proposers, including relevant experience, safety record, price proposal, and other factors specified by the district. The price proposal shall include, at the district's discretion, either a lump-sum price for the contract to be awarded or the proposer's proposed fee to perform the services requested, including the proposer's proposed fee to perform preconstruction services or any other work related to the facilities to be constructed, as requested by the district.

The request for sealed proposals shall specify whether each criterion will be evaluated on a pass-fail basis or will be scored as part of the "best value" score, and whether proposers must achieve any minimum qualification score for award of the contract. For each scored criterion, the district shall identify the methodology and rating or weighting system that will be used by the district in evaluating the criterion, including the weight assigned to the criterion and any minimum acceptable score.

5. Evaluation of Proposals: All proposals received shall be reviewed to determine whether they meet the format requirements and the standards specified in the request for sealed proposals. The district shall evaluate the qualifications of the proposers based solely upon the criteria and evaluation methodology set forth in the request for sealed proposals,

and shall assign a best value score to each proposal. Once the evaluation is complete, all responsive proposals shall be ranked from the highest best value to the lowest best value to the district.

6. Award of Contract: The award of the contract shall be made by the Governing Board to the responsive proposer whose proposal is determined, in writing by the Board, to be the best value to the district.

If the selected proposer refuses or fails to execute the tendered contract, the Board may award the contract to the proposer with the second highest best value score, if deemed in the best interest of the district. If that proposer then refuses or fails to execute the tendered contract, the Board may award the contract to the proposer with the third highest best value score.

Upon issuance of a contract award, the district shall publicly announce its award, identifying the entity to which the award is made, along with a statement regarding the basis of the award. The statement regarding the contract award and the contract file shall provide sufficient information to satisfy an external audit.

7. Rejection of Proposals: At its discretion, the Board may reject all proposals and request new proposals.

Prior to entering into a lease-leaseback agreement, the Superintendent or designee shall have on file the contractor's enforceable commitment that the contractor and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. (Education Code 17407.5)

Any lease-leaseback agreement shall be reviewed by the district's legal counsel to ensure that all required terms, including a lease term that provides for the district's occupancy of the building or improved property during the lease and an appropriate financing component, are included in the agreement.

(cf. 9124 - Attorney)

Legal Reference:
EDUCATION CODE
17400 Definitions
17406 Lease-leaseback contract
17407.5 Use of a skilled and trained workforce

PUBLIC CONTRACT CODE

20111.6 Prequalification procedures

20112 Notices

COURT DECISIONS

McGee v. Balfour Beatty Construction, LLC, et al. (4/12/16, No. B262850)

Davis v. Fresno Unified School District, (2015) 237 Cal.App.4th 261

Management Resources:

WEB SITES

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

California Association of School Business Officials: <http://www.casbo.org>

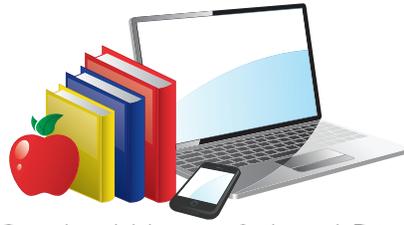
Policy

Adopted: XX-XX-XXXX

*Central Union School District
Lemoore, California 93245*

Thomas Addington
Superintendent

15783 18th Avenue
Lemoore, CA 93245
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Central Union School District
Lemoore, CA

Board Members

Jenny Cornett
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III
Heather Staples

To: CUESD Board
From: Tom Addington, Superintendent
Date: January 4, 2017

For Board Meeting

- Action
- Consent
- New Business
- Information

Item:

Approve first reading of regulations outlining practices with construction process of design-bid-build procedures (AR 3311.3)

Rationale/Purpose:

This regulation is a component of Board Policy 3311. This regulation provides guidance for the district in the event of construction projects to allow the District to enter into a design-build contract for a public works project in excess of \$1 million pursuant to Education Code 17250.10-17250.55. As defined by Education Code 17250.15, "design-build" means a project delivery process in which both the design and construction of a project are procured from a single entity. Education Code 17250.15 and 17250.25 provide that such contracts may be awarded to either the low bid or best value, as defined. Pursuant to Education Code 17250.50 and 17250.55, this authority applies to bid requests issued on or after July 1, 2016 and will be repealed January 1, 2025 unless legislation is enacted to delete or extend that date.

Fiscal Impact:

Overall, the fiscal impacts are unknown, and would be dependent upon each particular project. This regulation may produce some cost savings in construction, as the entire project would be completed by one agency.

Recommendation:

Approve first reading of AR 3311.3

**CENTRAL UNION SCHOOL DISTRICT
Administrative Regulation**

**Business and Noninstructional Operations
Design Build**

The Governing Board may approve a contract with a single entity for both design and construction of any school facility in excess of \$1,000,000, awarding the contract to either the low bid or the best value as determined by evaluation of objective criteria. (Education Code 17250.20)

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

(cf. 7110 - Facilities Master Plan)

(cf. 7140 - Architectural and Engineering Services)

Design-build documents shall not include provisions for long-term project operations, but may include operations during a training or transition period. (Education Code 17250.25)

The procurement process for design-build projects shall be as follows: (Education Code 17250.25, 17250.35)

1. The district shall prepare a set of documents setting forth the scope and estimated price of the project. The documents may include, but are not limited to:
 - a. The size, type, and desired design character of the project
 - b. Performance specifications that cover the quality of materials, equipment, and workmanship
 - c. Preliminary plans or building layouts
 - d. Any other information deemed necessary to describe adequately the district's needs

The performance specifications and any plans shall be prepared by a design professional who is duly licensed and registered in California.

2. The district shall prepare and issue a request for qualifications in order to prequalify, or develop a short list of, the design-build entities whose proposals shall be evaluated for final selection. The request for

qualifications shall include, but is not limited to, all of the following elements:

- a. Identification of the basic scope and needs of the project or contract, the expected cost range, the methodology that will be used by the district to evaluate proposals, the procedure for final selection of the design-build entity, and any other information deemed necessary by the district to inform interested parties of the contracting opportunity
- b. Significant factors that the district reasonably expects to consider in evaluating qualifications, including technical design and construction expertise, acceptable safety record, and all other non-price-related factors
- c. A standard template request for statements of qualifications prepared by the district, which shall contain all of the information required pursuant to Education Code 17250.25

The district also may identify specific types of subcontractors that must be included in the statement of qualifications and proposal.

A design-build entity shall not be prequalified or short-listed unless the entity provides an enforceable commitment to the district that the entity and its subcontractors at every tier will use a skilled and trained workforce, as defined in Education Code 17250.25, to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract.

3. The district shall prepare a request for proposals (RFP) that invites prequalified or short-listed entities to submit competitive sealed proposals in a manner prescribed by the district. The RFP shall include the information identified in items #2a and 2b above and the relative importance or weight assigned to each of the factors. If the district uses a best value selection method for a project, the district may reserve the right to request proposal revisions and hold discussions and negotiations with responsive proposers, in which case the district shall so specify in the request for proposals and shall publish separately or incorporate into the request for proposals applicable procedures to be observed by the district to ensure that any discussions or negotiations are conducted in good faith.

AR 3311.3 (3)

4. For those projects utilizing low bid as the final selection method, the bidding process shall result in lump-sum bids by the prequalified or short-listed design-build entities, and the contract shall be awarded to the lowest responsible bidder.
5. For those projects utilizing best value as a selection method, the following procedures shall be used:
 - a. Competitive proposals shall be evaluated using only the criteria and selection procedures specifically identified in the request for proposals. Criteria shall be weighted as deemed appropriate by the district and shall, at a minimum, include price, unless a stipulated sum is specified; technical design and construction experience; and life-cycle costs over 15 or more years.
 - b. Following any discussions or negotiations with responsive proposers and completion of the evaluation process, the responsive proposers shall be ranked on a determination of value provided, provided that no more than three proposers are required to be ranked.
 - c. The contract shall be awarded to the responsible entity whose proposal is determined by the district to have offered the best value to the public.
 - d. The district shall publicly announce the contract award, identifying the entity to which the award is made and the basis of the award. This statement and the contract file shall provide sufficient information to satisfy an external audit.

Legal Reference:
EDUCATION CODE
17250.10-17250.55 Design-build contracts

Management Resources:
WEB SITES
CSBA: <http://www.csba.org>
California Association of School Business Officials: <http://www.casbo.org>
California Department of Education, Facilities: <http://www.cde.ca.gov/l/fa>

Legal Reference:
EDUCATION CODE

17400 Definitions

17406 Lease-leaseback contract

17407.5 Use of a skilled and trained workforce

PUBLIC CONTRACT CODE

20111.6 Prequalification procedures

20112 Notices

COURT DECISIONS

McGee v. Balfour Beatty Construction, LLC, et al. (4/12/16, No. B262850)

Davis v. Fresno Unified School District, (2015) 237 Cal.App.4th 261

Management Resources:

WEB SITES

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

California Association of School Business Officials: <http://www.casbo.org>

Policy

Adopted: XX-XX-XXXX

Central Union School District

Lemoore, California 93245

Thomas Addington
Superintendent

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Central Union School District
Lemoore, CA

Board Members

Jenny Cornett
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III
Heather Staples

To: CUESD Board
From: Tom Addington, Superintendent
Date: January 5, 2017

For Board Meeting

- Action
- Consent
- New Business
- Information

Item:

First reading of Administrative Regulation 3311.4 – Procurement of Technology equipment

Rationale/Purpose:

This administrative regulation is a component of the broader 3311 Board Policy, but is specific to technology equipment purchases. This regulation allows a District to authorize an alternative to the competitive bidding procedures (BP/AR 3311 - Bids). Public Contract Code 20118.2 allows a District to issue a request for proposals for district procurement of electronic equipment and apparatus, with the contract being awarded to the proposal that is most beneficial to the district considering price and all other factors. As an example, if the District were to undertake a massive telecommunications project throughout the District (i.e., switching the VoIP phones), this would allow for some latitude in establishing the needs for the product in lieu of 'low bid' only award.

Fiscal Impact:

Impact is dependent upon the project, which would be commenced by the District. Should the District consider utilizing the competitive negotiation process, outlining the evaluations of the bids beyond single sole low bid, there would be an increase to the District in terms of cost, however, entering into this type of agreement would be known upfront by the District prior to the commencement of the particular project.

Recommendation:

Approve First reading of the administrative regulation.

**CENTRAL UNION SCHOOL DISTRICT
Administrative Regulation**

**Business and Noninstructional Operations
Procurement of Technological Equipment**

Rather than seek competitive bids, the district may use competitive negotiation when it makes a finding that a district procurement is for computers, software, telecommunications equipment, microwave equipment, or other related electronic equipment and apparatus. Competitive negotiation shall not be used to contract for any product that is available in substantial quantities to the general public. (Public Contract Code 20118.2)

(cf. 0440 - District Technology Plan)
(cf. 3230 - Federal Grant Funds)
(cf. 3311 - Bids)
(cf. 3312 - Contracts)

Whenever the competitive negotiation process is determined to be appropriate for such procurements, the district shall use the following procedures: (Public Contract Code 20118.2)

1. The Superintendent or designee shall prepare a request for proposals (RFP) that shall be submitted to an adequate number of qualified sources, as determined by the district, to permit reasonable competition consistent with the nature and requirement of the procurement.
2. Notice of the RFP shall be published at least twice in a newspaper of general circulation, at least 10 days before the date for receipt of the proposals.
3. The Superintendent or designee shall make every effort to generate the maximum feasible number of proposals from qualified sources, and shall make a finding to that effect before proceeding to negotiate if only a single response to the RFP is received.
4. The RFP shall identify all significant evaluation factors, including price, and their relative importance.
5. The Superintendent or designee shall provide reasonable procedures for the technical evaluation of the RFPs received, the identification of qualified sources, and the selection for the award of the contract.

6. The Governing Board shall award the contract to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the district, considering price and all other factors.
7. If the Board does not award the contract to the bidder whose proposal contains the lowest price, then the Board shall make a finding setting forth the basis for the award to another bidder.
8. The Board, at its discretion, may reject all proposals and request new RFPs.

Provisions in any contract concerning utilization of small business enterprises that are in accordance with the RFP shall not be subject to negotiation with the successful proposer. (Public Contract Code 20118.2)

Legal Reference:

PUBLIC CONTRACT CODE

20118.2 Contracting by school districts; technological equipment

Policy

Adopted: XX-XX-XXXX

*Central Union School District
Lemoore, California 93245*

Fiscal Position Report
 January 2017

Fund: 1300 Cafeteria Fund

		January Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$183,669.19	\$183,669.19		
REVENUES						
2) Federal Revenues	8100-8299	\$119,013.21	\$330,171.97	\$692,871.12	47.65	52.35
3) Other State Revenues	8300-8599	\$4,508.40	\$23,996.98	\$52,650.00	45.58	54.42
4) Other Local Revenues	8600-8799	\$19,996.27	\$143,779.78	\$280,636.00	51.23	48.77
5) Total, Revenues		\$143,517.88	\$497,948.73	\$1,026,157.12	48.53	51.47
EXPENDITURES						
2) Classified Salaries	2000-2999	\$39,497.18	\$245,633.83	\$456,282.00	53.83	46.17
3) Employee Benefits	3000-3999	\$15,011.57	\$103,691.70	\$212,209.00	48.86	51.14
4) Books and Supplies	4000-4999	\$26,228.29	\$199,915.84	\$375,720.00	53.21	46.79
5) Services, Oth Oper Exp	5000-5999	\$1,248.94	\$23,896.19	\$30,622.00	78.04	21.96
6) Capital Outlay	6000-6999	\$.00	\$33,020.73	\$33,021.00	100.00	0.00
9) Total Expenditures		\$81,985.98	\$606,158.29	\$1,107,854.00	54.71	45.29
NET INCREASE (DECREASE) IN FUND BALANCE		\$61,531.90	-\$108,209.56	-\$81,696.88		
ENDING FUND BALANCE			\$75,459.63	\$101,972.31		

Fiscal Position Report
 January 2017
 Restricted

Fund: 0100 General Fund

		January Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$470,741.43	\$470,741.43		
REVENUES						
2) Federal Revenues	8100-8299	\$31,228.14	\$186,177.69	\$781,644.41	23.82	76.18
3) Other State Revenues	8300-8599	\$23,975.19	\$86,889.34	\$1,201,732.00	7.23	92.77
4) Other Local Revenues	8600-8799	\$40,482.00	\$100,395.00	\$494,091.54	20.32	79.68
5) Total, Revenues		\$95,685.33	\$373,462.03	\$2,477,467.95	15.07	84.93
EXPENDITURES						
1) Certificated Salaries	1000-1999	\$77,875.46	\$506,902.33	\$990,897.00	51.16	48.84
2) Classified Salaries	2000-2999	\$37,650.71	\$241,491.09	\$438,008.00	55.13	44.87
3) Employee Benefits	3000-3999	\$38,564.45	\$263,565.61	\$1,329,884.67	19.82	80.18
4) Books and Supplies	4000-4999	\$16,449.00	\$117,748.03	\$355,840.40	33.09	66.91
5) Services, Oth Oper Exp	5000-5999	\$16,135.39	\$266,731.35	\$584,493.39	45.63	54.37
6) Capital Outlay	6000-6999	\$0.00	\$41,369.88	\$75,064.54	55.11	44.89
7) Other Outgo(excl. 7300`s)	7100-7499	\$0.00	\$2,624.42	\$47,276.00	5.55	94.45
8) Direct/Indirect Support	7300-7399	\$0.00	\$0.00	\$0.00	0.00	100.00
9) Total Expenditures		\$186,675.01	\$1,440,432.71	\$3,821,464.00	37.69	62.31
OTHER FINANCING SOURCES/USES						
1) Transfers						
B) Transfers Out	7610-7629	\$0.00	\$67,484.00	\$67,484.00	100.00	0.00
3) Contributions	8980-8999	\$0.00	\$738,570.66	\$1,291,901.00	57.17	42.83
4) Total, Other Financing Sources/Uses		\$0.00	\$671,086.66	\$1,224,417.00	59.30	40.70
NET INCREASE (DECREASE) IN FUND BALANCE		<u>-90,989.68</u>	<u>-395,884.02</u>	<u>-119,579.05</u>		
ENDING FUND BALANCE			<u><u>\$74,857.41</u></u>	<u><u>\$351,162.38</u></u>		

Fiscal Position Report

January 2017
 Unrestricted

Fund: 0100 General Fund

		January Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$9,845,969.03	\$9,845,969.03		
REVENUES						
1) LCFF Sources	8010-8099	\$1,034,207.00	\$7,371,737.59	\$14,175,185.00	52.00	48.00
2) Federal Revenues	8100-8299	\$0.00	\$4,524,635.20	\$6,410,380.00	70.58	29.42
3) Other State Revenues	8300-8599	\$211,842.74	\$440,213.02	\$657,470.01	66.96	33.04
4) Other Local Revenues	8600-8799	\$105,020.64	\$167,992.74	\$252,098.53	66.64	33.36
5) Total, Revenues		\$1,351,070.38	\$12,504,578.55	\$21,495,133.54	58.17	41.83
EXPENDITURES						
1) Certificated Salaries	1000-1999	\$798,751.94	\$4,956,264.13	\$9,103,506.00	54.44	45.56
2) Classified Salaries	2000-2999	\$230,178.38	\$1,547,439.13	\$2,767,857.00	55.91	44.09
3) Employee Benefits	3000-3999	\$391,158.67	\$2,739,436.96	\$4,863,427.50	56.33	43.67
4) Books and Supplies	4000-4999	\$58,116.42	\$684,030.33	\$1,581,521.31	43.25	56.75
5) Services, Oth Oper Exp	5000-5999	\$237,511.27	\$1,119,661.71	\$2,028,660.79	55.19	44.81
6) Capital Outlay	6000-6999	\$0.00	\$67,496.48	\$70,542.00	95.68	4.32
7) Other Outgo(excl. 7300`s)	7100-7499	\$3,342.00	\$20,424.00	\$40,196.00	50.81	49.19
8) Direct/Indirect Support	7300-7399	\$0.00	\$0.00	\$0.00	0.00	100.00
9) Total Expenditures		\$1,719,058.68	\$11,134,752.74	\$20,455,710.60	54.43	45.57
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$25,431.52	\$154,395.84	\$231,545.00	66.68	33.32
B) Transfers Out	7610-7629	\$0.00	\$705,371.43	\$1,111,188.00	63.48	36.52
3) Contributions	8980-8999	\$0.00	(\$738,570.66)	-\$1,291,901.00	57.17	42.83
4) Total, Other Financing Sources/Uses		\$25,431.52	(\$1,289,546.25)	-\$2,171,544.00	238.43	(138.43)
NET INCREASE (DECREASE) IN FUND BALANCE		-\$342,556.78	\$80,279.56	-\$1,132,121.06		
ENDING FUND BALANCE			\$9,926,248.59	\$8,713,847.97		

KINGS COUNTY SCHOOLS

SCHOOL DISTRICT PAYMENT ORDER OF THE GOVERNING BOARD

DISTRICT NAME: Central Union

DISTRICT NUMBER: 11

The governing board approves the payments from the County Treasurer made payable to the vendors as listed on the warrant register.

<u>Warrants</u>	<u>Credit Card</u>	<u>Date</u>	
<u>Warrant Number</u>	<u>Document Number</u>		
12537917 – 12537929	14018183 - 14018186	01-03-17	\$13,665.80
12538080 – 12538106	14018211 – 14018216	01-06-17	300,284.34
12538461 – 12538503	14018257 – 14018265	01-13-17	86,950.75
12538944 – 12538975	14018337 – 14018340	01-20-17	126,084.01
12539423 – 12539450	14018398 – 14018404	01-27-17	41,393.67
			<u>\$568,378.57</u>

By _____
President of Governing Board or Designee

RECAP OF WARRANTS

Dated _____

FUND 0100	\$488,406.58
FUND 1300	31,225.88
FUND 1400	12,995.80
FUND 4010	1,118.31
FUND 4050	34,632.00
	<u>\$568,378.57</u>

WARRANT PAYMENTS

Examined and Approved
Tim Bowers
Kings County Office of Education

By: _____

Date: _____

County Schools = White

School District = Yellow

**Warrant Register For Warrants
Dated 01/03/2017**

Warrant Number	Vendor Number	Vendor Name	Amount
12537917	2796	AT&T	\$787.43
12537918	4024	CAASPP INSTITUTE	\$75.00
12537919	2661	DASSEL'S PETROLEUM	\$471.32
12537920	1934	LASALLE, COBB, DOWD GRISWOLD	\$1,700.70
12537921	578	LEMOORE UNION HIGH SCHOOL	\$62.77
12537922	3987	MANAGEMENT & COMMUNICATION CON	\$1,295.00
12537923	2694	MICHAEL'S PLUMBING SUPPLIES	\$140.54
12537924	3259	PURCHASE POWER	\$5,017.00
12537925	3893	SHERWIN-WILLIAMS CO.	\$77.69
12537926	914	STONEYS SAND & GRAVEL LLC	\$52.59
12537927	3774	SUPPLYWORKS	\$711.60
12537928	4025	TULARE COUNTY MUSEUM	\$40.00
12537929	4026	UNITED REFRIGERATION INC.	\$2,373.34

Total Amount of All Warrants:

\$12,804.98

**Credit Card Register For
Payments Dated 01/03/2017**

Document Number	Vendor Number	Vendor Name	Amount
14018183	1880	CENTRAL SANITARY SUPPLY	\$676.28
14018184	3244	FASTENAL COMPANY	\$19.26
14018185	754	PRAXAIR	\$112.88
14018186	3329	VALLEY ELECTRICAL SUPPLIERS IN	\$52.40

Total Amount of All Credit Card Payments:

\$860.82

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Commercial Payment Register
For Payments Dated: 01/03/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI	Resource	Object	Amount			
12537917	2796	AT&T	PV - 18971	0100-0000-0-1110-8200-590010-525	Unrestricted Resources	Communications - Telephone	\$77.28			
			PV - 18972	0100-0000-0-0000-8200-590010-121	Unrestricted Resources	Communications - Telephone	\$200.34			
			PV - 18971	0100-0000-0-1110-8200-590010-323	Unrestricted Resources	Communications - Telephone	\$18.00			
			PV - 18971	0100-0000-0-1110-8200-590010-424	Unrestricted Resources	Communications - Telephone	\$45.29			
			PV - 18973	0100-0000-0-0000-7200-590010-121	Unrestricted Resources	Communications - Telephone	\$31.02			
			PV - 18971	0100-0000-0-1110-8200-590010-222	Unrestricted Resources	Communications - Telephone	\$80.98			
			PV - 18971	0100-0000-0-0000-8200-590010-121	Unrestricted Resources	Communications - Telephone	\$334.52			
Total For Fund Number: 0100							\$787.43			
Total Amount of Payment:							\$787.43			
12537918	4024	CAASPP INSTITUTE	PV - 18974	0100-0000-0-0000-2150-520000-121	Unrestricted Resources	Travel and Conferences	\$75.00			
			Total For Fund Number: 0100							\$75.00
			Total Amount of Payment:							\$75.00
12537919	2661	DASSEL'S PETROLEUM	PV - 18976	0100-0000-0-1110-8200-430010-120	Unrestricted Resources	Matl & Suppl. -Gasoline/Diesel Fuel	\$232.48			
			PV - 18976	0100-0000-0-0000-7200-430010-110	Unrestricted Resources	Matl & Suppl. -Gasoline/Diesel Fuel	\$62.21			
			PV - 18976	0100-8150-0-0000-8110-430010-120	Ongoing & Major Maint. Acct.	Matl & Suppl. -Gasoline/Diesel Fuel	\$176.63			
Total For Fund Number: 0100							\$471.32			
Total Amount of Payment:							\$471.32			
12537920	1934	GRISWOLD, LASALLE, COBB	PV - 18986	0100-0000-0-0000-7100-580010-121	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	\$1,700.70			
			Total For Fund Number: 0100							\$1,700.70
Total Amount of Payment:							\$1,700.70			
12537921	578	LEMOORE UNION HIGH SCH	PV - 18977	0100-0000-0-1110-8200-430010-120	Unrestricted Resources	Matl & Suppl. -Gasoline/Diesel Fuel	\$62.77			
			Total For Fund Number: 0100							\$62.77
			Total Amount of Payment:							\$62.77
12537922	3987	MANAGEMENT & COMMUNI	PO - 17222	0100-0000-0-1110-8200-580008-121	Unrestricted Resources	Other Contract Expenses	\$1,295.00			
			Total For Fund Number: 0100							\$1,295.00
			Total Amount of Payment:							\$1,295.00
12537923	2694	MICHAEL'S PLUMBING SUPP	PV - 18978	0100-8150-0-0000-8110-430014-222	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$129.57			
			PV - 18979	0100-8150-0-0000-8110-430014-222	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$10.97			
			Total For Fund Number: 0100							\$140.54
Total Amount of Payment:							\$140.54			
12537924	3259	PURCHASE POWER	PV - 18990	0100-0000-0-0000-7200-590030-121	Unrestricted Resources	Communications - Postage	\$5,017.00			
			Total For Fund Number: 0100							\$5,017.00

Commercial Payment Register
For Payments Dated: 01/03/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount	
							Total Amount of Payment:	\$5,017.00
12537925	3893	SHERWIN-WILLIAMS CO.	PV - 18981	0100-8150-0-0000-8110-430014-424	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$77.69	
							Total For Fund Number: 0100	\$77.69
							Total Amount of Payment:	\$77.69
12537926	914	STONEYS SAND & GRAVEL I	PV - 18982	0100-8150-0-0000-8110-430013-222	Ongoing & Major Maint. Acct.	Grounds Supplies	\$52.59	
							Total For Fund Number: 0100	\$52.59
							Total Amount of Payment:	\$52.59
12537927	3774	SUPPLYWORKS	PV - 18988	0100-0000-0-1110-8200-430012-424	Unrestricted Resources	Custodian Supplies	\$355.80	
			PV - 18988	0100-0000-0-1110-8200-430012-222	Unrestricted Resources	Custodian Supplies	\$355.80	
							Total For Fund Number: 0100	\$711.60
							Total Amount of Payment:	\$711.60
12537928	4025	TULARE COUNTY MUSEUM	PV - 18983	0100-1100-0-1110-1000-580008-424	State Lottery	Other Contract Expenses	\$40.00	
							Total For Fund Number: 0100	\$40.00
							Total Amount of Payment:	\$40.00
12537929	4026	UNITED REFRIGERATION INC	PV - 18985	1300-5310-0-0000-3700-430006-280	Child Nutrition - School Programs	Other Supplies	\$184.04	
			PV - 18984	1300-5310-0-0000-3700-430006-280	Child Nutrition - School Programs	Other Supplies	\$2,189.30	
							Total For Fund Number: 1300	\$2,373.34
							Total Amount of Payment:	\$2,373.34
14018183	1880	CENTRAL SANITARY SUPPL	PV - 18975	0100-0000-0-1110-8200-430012-323	Unrestricted Resources	Custodian Supplies	\$169.07	
			PV - 18975	0100-0000-0-1110-8200-430012-424	Unrestricted Resources	Custodian Supplies	\$169.07	
			PV - 18975	0100-0000-0-1110-8200-430012-525	Unrestricted Resources	Custodian Supplies	\$169.07	
			PV - 18975	0100-0000-0-1110-8200-430012-222	Unrestricted Resources	Custodian Supplies	\$169.07	
							Total For Fund Number: 0100	\$676.28
							Total Amount of Payment:	\$676.28
14018184	3244	FASTENAL COMPANY	PV - 18987	0100-8150-0-0000-8110-430014-424	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$19.26	
							Total For Fund Number: 0100	\$19.26
							Total Amount of Payment:	\$19.26
14018185	754	PRAXAIR	PV - 18980	0100-0000-0-1110-8200-430014-120	Unrestricted Resources	Maintenance Supplies	\$112.88	
							Total For Fund Number: 0100	\$112.88
							Total Amount of Payment:	\$112.88
14018186	3329	VALLEY ELECTRICAL SUPPL	PV - 18989	0100-8150-0-0000-8110-430014-121	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$52.40	
							Total For Fund Number: 0100	\$52.40
							Total Amount of Payment:	\$52.40

**Warrant Register For Warrants
Dated 01/06/2017**

Warrant Number	Vendor Number	Vendor Name	Amount
12538080	6	A-C ELECTRIC COMPANY	\$260.00
12538081	43	AMERIPRIDE UNIFORM SERVICES	\$3,182.34
12538082	106	KIMBERLY BETTERIDGE	\$25.38
12538083	111	BILLINGSLEY TIRE INC	\$91.31
12538084	3463	CALIFORNIA CONSULTING LLC	\$3,000.00
12538085	1751	CDW-G	\$337.22
12538086	2864	DIGITECH INTEGRATION INC.	\$232.21
12538087	3342	ENFINITY	\$3,819.79
12538088	3342	ENFINITY	\$2,666.33
12538089	3342	ENFINITY	\$3,223.65
12538090	401	GOLD STAR FOODS INC.	\$1,921.93
12538091	3824	ASHLEY IRVINE	\$135.00
12538092	2069	KINGS CO ENVIRONMENTAL HEALTH	\$1,685.00
12538093	2722	KINGS CO SHERIFF DEPARTMENT	\$8,070.00
12538094	1643	KINGS COUNTY AIR CONDITIONING	\$3,788.00
12538095	552	KINGS WASTE & RECYCLE AUTHRTY	\$15.20
12538096	3005	LAWRENCE TRACTOR CO INC.	\$366.68
12538097	1937	MATSON ALARM CO INC	\$418.00
12538098	3412	MONOPRICE INC	\$1,118.31
12538099	3117	P & R PAPER SUPPLY COMPANY INC	\$2,196.80
12538100	879	SISC III	\$234,479.05
12538101	766	STANDARD LIFE INSURANCE	\$1,539.45
12538102	914	STONEYS SAND & GRAVEL LLC	\$454.05
12538103	916	STRATFORD PUBLIC UTILITY DIST	\$2,239.55
12538104	3774	SUPPLYWORKS	\$2,113.72
12538105	926	SYSCO FOOD SERVICES OF MODESTO	\$8,897.02
12538106	958	TULARE COUNTY OFFICE OF ED	\$12,203.10

Total Amount of All Warrants:

\$298,479.09

Credit Card Register For Payments Dated 01/06/2017

Document Number	Vendor Number	Vendor Name	Amount
14018211	2721	ALHAMBRA & SIERRA SPRINGS	\$71.17
14018212	3244	FASTENAL COMPANY	\$8.99
14018213	572	LEMOORE AUTO SUPPLY	\$394.85
14018214	575	LEMOORE HARDWARE	\$751.72
14018215	3537	MID VALLEY DISPOSAL	\$330.00
14018216	3329	VALLEY ELECTRICAL SUPPLIERS IN	\$248.52

Total Amount of All Credit Card Payments:

\$1,805.25

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Commercial Payment Register

For Payments Dated: 01/06/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI	Resource	Object	Amount
12538080	6	A-C ELECTRIC COMPANY	PV - 18991	0100-8150-0-0000-8110-560009-323	Ongoing & Major Maint. Acct.	Outsider Services	\$260.00
Total For Fund Number: 0100							\$260.00
Total Amount of Payment:							\$260.00
12538081	43	AMERIPRIDE UNIFORM SERV	PV - 18996	0100-0000-0-1110-8200-550080-222	Unrestricted Resources	Laundry/Dry Cleaning	\$21.77
			PV - 18998	0100-0000-0-1110-8200-550060-424	Unrestricted Resources	Mop/Mat Service	\$91.81
			PV - 19012	0100-0000-0-1110-8200-550060-525	Unrestricted Resources	Mop/Mat Service	\$70.36
			PV - 19017	0100-0000-0-1110-8200-550060-424	Unrestricted Resources	Mop/Mat Service	\$13.22
			PV - 19020	0100-0000-0-1110-8200-550080-525	Unrestricted Resources	Laundry/Dry Cleaning	\$13.13
			PV - 19022	0100-0000-0-1110-8200-550060-323	Unrestricted Resources	Mop/Mat Service	\$50.05
			PV - 19023	0100-0000-0-1110-8200-550060-525	Unrestricted Resources	Mop/Mat Service	\$83.94
			PV - 19027	0100-0000-0-1110-8200-550060-424	Unrestricted Resources	Mop/Mat Service	\$13.22
			PV - 18994	0100-0000-0-1110-8200-430012-323	Unrestricted Resources	Custodian Supplies	\$333.47
			PV - 18997	0100-0000-0-1110-8200-550060-424	Unrestricted Resources	Mop/Mat Service	\$13.22
			PV - 19001	0100-0000-0-1110-8200-430012-323	Unrestricted Resources	Custodian Supplies	\$1,408.04
			PV - 19002	0100-0000-0-1110-8200-550080-120	Unrestricted Resources	Laundry/Dry Cleaning	\$37.82
			PV - 19003	0100-0000-0-1110-8200-550060-525	Unrestricted Resources	Mop/Mat Service	\$83.94
			PV - 19007	0100-0000-0-1110-8200-550060-424	Unrestricted Resources	Mop/Mat Service	\$13.22
			PV - 19014	0100-0000-0-1110-8200-550080-525	Unrestricted Resources	Laundry/Dry Cleaning	\$46.63
			PV - 19016	0100-0000-0-1110-8200-550080-222	Unrestricted Resources	Laundry/Dry Cleaning	\$49.77
			PV - 19017	0100-0000-0-1110-8200-550080-424	Unrestricted Resources	Laundry/Dry Cleaning	\$18.96
			PV - 19025	0100-0000-0-1110-8200-550080-525	Unrestricted Resources	Laundry/Dry Cleaning	\$3.19
			PV - 19027	0100-0000-0-1110-8200-550080-424	Unrestricted Resources	Laundry/Dry Cleaning	\$18.96
			PV - 19031	0100-0000-0-1110-8200-550060-323	Unrestricted Resources	Mop/Mat Service	\$50.05
			PV - 18995	0100-0000-0-1110-8200-550060-222	Unrestricted Resources	Mop/Mat Service	\$81.74
			PV - 18997	0100-0000-0-1110-8200-550080-424	Unrestricted Resources	Laundry/Dry Cleaning	\$18.96
			PV - 19000	0100-0000-0-1110-8200-550080-323	Unrestricted Resources	Laundry/Dry Cleaning	\$13.13
			PV - 19001	0100-0000-0-1110-8200-550060-323	Unrestricted Resources	Mop/Mat Service	\$50.05
			PV - 19007	0100-0000-0-1110-8200-550080-424	Unrestricted Resources	Laundry/Dry Cleaning	\$18.96
			PV - 19011	0100-0000-0-1110-8200-550060-323	Unrestricted Resources	Mop/Mat Service	\$50.05
			PV - 19026	0100-0000-0-1110-8200-550080-222	Unrestricted Resources	Laundry/Dry Cleaning	\$21.77
			PV - 19029	0100-0000-0-1110-8200-550080-323	Unrestricted Resources	Laundry/Dry Cleaning	\$13.13
			PV - 19030	0100-0000-0-1110-8200-550080-120	Unrestricted Resources	Laundry/Dry Cleaning	\$22.82
			PV - 19034	0100-0000-0-1110-8200-550080-525	Unrestricted Resources	Laundry/Dry Cleaning	\$3.19

Commercial Payment Register

For Payments Dated: 01/06/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount
12538081	43	AMERIPRIDE UNIFORM SER	CM - 17043	0100-0000-0-1110-8200-430012-323	Unrestricted Resources	Custodian Supplies	-\$333.47
			PV - 18994	0100-0000-0-1110-8200-550060-323	Unrestricted Resources	Mop/Mat Service	\$50.05
			PV - 19005	0100-0000-0-1110-8200-550080-525	Unrestricted Resources	Laundry/Dry Cleaning	\$9.36
			PV - 19006	0100-0000-0-1110-8200-550080-222	Unrestricted Resources	Laundry/Dry Cleaning	\$21.77
			PV - 19009	0100-0000-0-1110-8200-550080-323	Unrestricted Resources	Laundry/Dry Cleaning	\$13.13
			PV - 19010	0100-0000-0-1110-8200-550080-120	Unrestricted Resources	Laundry/Dry Cleaning	\$22.82
			PV - 19015	0100-0000-0-1110-8200-550060-222	Unrestricted Resources	Mop/Mat Service	\$81.74
			PV - 19018	0100-0000-0-1110-8200-550060-424	Unrestricted Resources	Mop/Mat Service	\$91.81
			PV - 19021	0100-0000-0-1110-8200-550080-120	Unrestricted Resources	Laundry/Dry Cleaning	\$28.32
			PV - 19032	0100-0000-0-1110-8200-550060-525	Unrestricted Resources	Mop/Mat Service	\$70.36
Total For Fund Number: 0100							\$2,784.46
12538081	43	AMERIPRIDE UNIFORM SER	PV - 18999	1300-5310-0-0000-3700-560000-000	Child Nutrition - School Programs	Rentals, Leases and Repairs	\$28.79
			PV - 19028	1300-5310-0-0000-3700-560000-000	Child Nutrition - School Programs	Rentals, Leases and Repairs	\$28.79
			PV - 19006	1300-5310-0-0000-3700-560000-000	Child Nutrition - School Programs	Rentals, Leases and Repairs	\$28.00
			PV - 19008	1300-5310-0-0000-3700-560000-000	Child Nutrition - School Programs	Rentals, Leases and Repairs	\$28.79
			PV - 19013	1300-5310-0-0000-3700-560000-000	Child Nutrition - School Programs	Rentals, Leases and Repairs	\$22.97
			PV - 19026	1300-5310-0-0000-3700-560000-000	Child Nutrition - School Programs	Rentals, Leases and Repairs	\$28.00
			PV - 18996	1300-5310-0-0000-3700-560000-000	Child Nutrition - School Programs	Rentals, Leases and Repairs	\$28.00
			PV - 19004	1300-5310-0-0000-3700-560000-000	Child Nutrition - School Programs	Rentals, Leases and Repairs	\$22.97
			PV - 19027	1300-5310-0-0000-3700-560000-000	Child Nutrition - School Programs	Rentals, Leases and Repairs	\$26.71
			PV - 19033	1300-5310-0-0000-3700-560000-000	Child Nutrition - School Programs	Rentals, Leases and Repairs	\$22.97
			PV - 18997	1300-5310-0-0000-3700-560000-000	Child Nutrition - School Programs	Rentals, Leases and Repairs	\$26.71
			PV - 19007	1300-5310-0-0000-3700-560000-000	Child Nutrition - School Programs	Rentals, Leases and Repairs	\$26.71
			PV - 19017	1300-5310-0-0000-3700-560000-000	Child Nutrition - School Programs	Rentals, Leases and Repairs	\$26.71
			PV - 19019	1300-5310-0-0000-3700-560000-000	Child Nutrition - School Programs	Rentals, Leases and Repairs	\$28.79
			PV - 19024	1300-5310-0-0000-3700-560000-000	Child Nutrition - School Programs	Rentals, Leases and Repairs	\$22.97
Total For Fund Number: 1300							\$397.88
Total Amount of Payment:							\$3,182.34
12538082	106	BETTERIDGE, KIMBERLY	PV - 18993	0100-0000-0-1140-2420-520003-121	Unrestricted Resources	Mileage-Other	\$25.38
Total For Fund Number: 0100							\$25.38
Total Amount of Payment:							\$25.38
12538083	111	BILLINGSLEY TIRE INC	PV - 19074	0100-8150-0-0000-8110-560008-120	Ongoing & Major Maint. Acct.	Outsider Vehicle Repair	\$91.31
Total For Fund Number: 0100							\$91.31
Total Amount of Payment:							\$91.31

Commercial Payment Register
For Payments Dated: 01/06/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI	Resource	Object	Amount
12538084	3463	CALIFORNIA CONSULTING L	PV - 19035	0100-0000-0-0000-7200-580008-121	Unrestricted Resources	Other Contract Expenses	\$3,000.00
							<u>\$3,000.00</u>
							Total For Fund Number: 0100
							Total Amount of Payment:
							<u><u>\$3,000.00</u></u>
12538085	1751	CDW-G	PO - 17314	0100-0046-0-1110-2420-430006-155	District Block Grant	Other Supplies	\$202.33
			PO - 17314	0100-0046-0-1110-2700-430006-354	District Block Grant	Other Supplies	\$33.72
			PO - 17314	0100-0046-0-1110-2700-430006-354	District Block Grant	Other Supplies	\$33.72
			PO - 17314	0100-0046-0-1110-2700-430006-454	District Block Grant	Other Supplies	\$67.45
							<u>\$337.22</u>
							Total For Fund Number: 0100
							Total Amount of Payment:
							<u><u>\$337.22</u></u>
12538086	2864	DIGITECH INTEGRATION INC	PV - 19036	0100-8150-0-0000-8110-560009-222	Ongoing & Major Maint. Acct.	Outsider Services	\$232.21
							<u>\$232.21</u>
							Total For Fund Number: 0100
							Total Amount of Payment:
							<u><u>\$232.21</u></u>
12538087	3342	ENFINITY	PV - 19037	0100-0000-0-1110-8200-550020-222	Unrestricted Resources	Electricity	\$3,819.79
							<u>\$3,819.79</u>
							Total For Fund Number: 0100
							Total Amount of Payment:
							<u><u>\$3,819.79</u></u>
12538088	3342	ENFINITY	PV - 19038	0100-0000-0-1110-8200-550020-323	Unrestricted Resources	Electricity	\$2,666.33
							<u>\$2,666.33</u>
							Total For Fund Number: 0100
							Total Amount of Payment:
							<u><u>\$2,666.33</u></u>
12538089	3342	ENFINITY	PV - 19040	0100-0000-0-1110-8200-550020-525	Unrestricted Resources	Electricity	\$3,223.65
							<u>\$3,223.65</u>
							Total For Fund Number: 0100
							Total Amount of Payment:
							<u><u>\$3,223.65</u></u>
12538090	401	GOLD STAR FOODS INC.	PV - 19042	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$1,599.20
			PV - 19043	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$322.73
							<u>\$1,921.93</u>
							Total For Fund Number: 1300
							Total Amount of Payment:
							<u><u>\$1,921.93</u></u>
12538091	3824	IRVINE, ASHLEY	PV - 19044	0100-0000-0-1140-1000-520003-119	Unrestricted Resources	Mileage-Other	\$135.00
							<u>\$135.00</u>
							Total For Fund Number: 0100
							Total Amount of Payment:
							<u><u>\$135.00</u></u>
12538092	2069	KINGS CO ENVIRONMENTAL	PV - 19045	0100-0000-0-1110-8200-560009-323	Unrestricted Resources	Outsider Services	\$1,685.00
							<u>\$1,685.00</u>
							Total For Fund Number: 0100
							Total Amount of Payment:
							<u><u>\$1,685.00</u></u>
12538093	2722	KINGS CO SHERIFF DEPARTM	PO - 17053	0100-0000-0-1110-3130-580090-034	Unrestricted Resources	Prof. Serv. & Oper - Safety	\$8,070.00
							<u>\$8,070.00</u>
							Total For Fund Number: 0100
							Total Amount of Payment:
							<u><u>\$8,070.00</u></u>
12538094	1643	KINGS COUNTY AIR CONDIT	PO - 17340	0100-8150-0-0000-8110-560009-525	Ongoing & Major Maint. Acct.	Outsider Services	\$3,788.00
							<u>\$3,788.00</u>

Commercial Payment Register
For Payments Dated: 01/06/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount
Total For Fund Number: 0100							\$3,788.00
Total Amount of Payment:							\$3,788.00
12538095	552	KINGS WASTE & RECYCLE A	PV - 19102	0100-8150-0-0000-8110-560008-222	Ongoing & Major Maint. Acct.	Outsider Vehicle Repair	\$15.20
Total For Fund Number: 0100							\$15.20
Total Amount of Payment:							\$15.20
12538096	3005	LAWRENCE TRACTOR CO IN	PV - 19046	0100-8150-0-0000-8110-430006-120	Ongoing & Major Maint. Acct.	Other Supplies	\$366.68
Total For Fund Number: 0100							\$366.68
Total Amount of Payment:							\$366.68
12538097	1937	MATSON ALARM CO INC	PV - 19055	0100-0000-0-1110-8200-580000-525	Unrestricted Resources	Other Services and Operating Expenditures	\$142.50
			PV - 19055	0100-0000-0-1110-8200-580000-323	Unrestricted Resources	Other Services and Operating Expenditures	\$197.50
			PV - 19055	0100-0000-0-1110-8200-580000-121	Unrestricted Resources	Other Services and Operating Expenditures	\$78.00
Total For Fund Number: 0100							\$418.00
Total Amount of Payment:							\$418.00
12538098	3412	MONOPRICE INC	PO - 17345	4010-0000-0-0000-8100-430009-121	Unrestricted Resources	Computer Supplies	\$1,118.31
Total For Fund Number: 4010							\$1,118.31
Total Amount of Payment:							\$1,118.31
12538099	3117	P & R PAPER SUPPLY COMPA	PV - 19057	1300-5310-0-0000-3700-430006-000	Child Nutrition - School Programs	Other Supplies	\$859.46
			PV - 19060	1300-5310-0-0000-3700-430006-000	Child Nutrition - School Programs	Other Supplies	\$452.55
			PV - 19058	1300-5310-0-0000-3700-430006-000	Child Nutrition - School Programs	Other Supplies	\$711.85
			PV - 19059	1300-5310-0-0000-3700-430006-000	Child Nutrition - School Programs	Other Supplies	\$172.94
Total For Fund Number: 1300							\$2,196.80
Total Amount of Payment:							\$2,196.80
12538100	879	SISC III	PV - 19080	0100-0000-0-0000-7490-370200-122	Unrestricted Resources	Retiree Benefits, classified	\$1,420.70
			PV - 19081	0100-0000-0-0000-7200-370200-122	Unrestricted Resources	Retiree Benefits, classified	\$1,389.70
			PV - 19082	0100-0000-0-0000-7100-370100-122	Unrestricted Resources	Retiree Benefits, certificated	\$3,863.10
			PV - 19076	0100-0000-0-0000-0000-951400-000	Unrestricted Resources	Health and Welfare	\$15,610.80
			PV - 19079	0100-0000-0-1110-1000-370100-122	Unrestricted Resources	Retiree Benefits, certificated	\$21,029.50
			PV - 19075	0100-0000-0-0000-0000-951400-000	Unrestricted Resources	Health and Welfare	\$9,442.00
			PV - 19077	0100-0000-0-0000-7100-340100-121	Unrestricted Resources	Health & Welfare Benefits, certificated	\$8,356.00
			PV - 19078	0100-0000-0-0000-0000-951400-000	Unrestricted Resources	Health and Welfare	\$169,612.99
Total For Fund Number: 0100							\$230,724.79
12538100	879	SISC III	PV - 19083	1300-0000-0-0000-0000-951400-000	Unrestricted Resources	Health and Welfare	\$3,754.26

Commercial Payment Register
For Payments Dated: 01/06/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount
Total For Fund Number: 1300							\$3,754.26
Total Amount of Payment:							\$234,479.05
12538101	766	STANDARD LIFE INSURANCE	PV - 19084	0100-0000-0-0000-0000-951400-000	Unrestricted Resources	Health and Welfare	\$1,446.15
			PV - 19084	0100-0000-0-0000-7100-340100-121	Unrestricted Resources	Health & Welfare Benefits, certified	\$46.65
Total For Fund Number: 0100							\$1,492.80
12538101	766	STANDARD LIFE INSURANCE	PV - 19084	1300-0000-0-0000-0000-951400-000	Unrestricted Resources	Health and Welfare	\$46.65
Total For Fund Number: 1300							\$46.65
Total Amount of Payment:							\$1,539.45
12538102	914	STONEYS SAND & GRAVEL	PV - 19061	0100-8150-0-0000-8110-430013-222	Ongoing & Major Maint. Acct.	Grounds Supplies	\$454.05
Total For Fund Number: 0100							\$454.05
Total Amount of Payment:							\$454.05
12538103	916	STRATFORD PUBLIC UTILITY	PV - 19104	0100-0000-0-1110-8200-550030-525	Unrestricted Resources	Water/Sewer	\$1,266.45
			PV - 19105	0100-0000-0-1110-8200-550030-525	Unrestricted Resources	Water/Sewer	\$850.80
			PV - 19103	0100-0000-0-1110-8200-550030-525	Unrestricted Resources	Water/Sewer	\$122.30
Total For Fund Number: 0100							\$2,239.55
Total Amount of Payment:							\$2,239.55
12538104	3774	SUPPLYWORKS	PV - 19062	0100-0000-0-1110-8200-430012-222	Unrestricted Resources	Custodian Supplies	\$404.31
			PV - 19062	0100-0000-0-1110-8200-430012-323	Unrestricted Resources	Custodian Supplies	\$404.31
			PV - 19062	0100-0000-0-1110-8200-430012-424	Unrestricted Resources	Custodian Supplies	\$404.31
			PV - 19062	0100-0000-0-1110-8200-430012-525	Unrestricted Resources	Custodian Supplies	\$404.31
			PV - 19062	0100-0000-0-1110-8200-430012-121	Unrestricted Resources	Custodian Supplies	\$496.48
Total For Fund Number: 0100							\$2,113.72
Total Amount of Payment:							\$2,113.72
12538105	926	SYSCO FOOD SERVICES OF M	PV - 19073	0100-0000-0-1110-2700-520001-222	Unrestricted Resources	Lunch/Dinner Meetings	\$59.59
Total For Fund Number: 0100							\$59.59
12538105	926	SYSCO FOOD SERVICES OF M	CM - 17050	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$24.44
			CM - 17053	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$24.44
			CM - 17056	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$25.76
			PV - 19064	1300-5310-0-0000-3700-470010-000	Child Nutrition - School Programs	Other Food Service Supplies	\$79.76
			PV - 19068	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$622.82
			CM - 17046	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$25.76
			CM - 17047	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$36.66
			CM - 17049	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$24.44
			CM - 17052	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$24.44

Commercial Payment Register
For Payments Dated: 01/06/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount
			CM - 17059	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$32.88
			CM - 17061	1300-5310-0-0000-3700-430006-000	Child Nutrition - School Programs	Other Supplies	-\$43.48
			CM - 17062	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$51.52
			PV - 19065	1300-5310-0-0000-3700-430006-000	Child Nutrition - School Programs	Other Supplies	\$65.08
			PV - 19065	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$1,088.51
			PV - 19065	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$723.31
			PV - 19066	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$831.59
			PV - 19068	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$840.69
			CM - 17045	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$24.44
			CM - 17048	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$38.64
			CM - 17055	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$21.92
			CM - 17058	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$25.76
			PV - 19063	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$788.91
			PV - 19063	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$841.67
			PV - 19063	1300-5310-0-0000-3700-470004-000	Child Nutrition - School Programs	A LA Carte	\$179.39
			PV - 19063	1300-5310-0-0000-3700-470010-000	Child Nutrition - School Programs	Other Food Service Supplies	\$34.99
			PV - 19064	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$787.18
			PV - 19064	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$437.66
			PV - 19068	1300-5310-0-0000-3700-470010-000	Child Nutrition - School Programs	Other Food Service Supplies	\$303.23
			PV - 19069	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$671.42
			PV - 19069	1300-5310-0-0000-3700-470010-000	Child Nutrition - School Programs	Other Food Service Supplies	\$79.68
			CM - 17044	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$24.44
			CM - 17051	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$24.44
			CM - 17054	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$25.76
			CM - 17057	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$25.76
			CM - 17060	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$38.64
			PV - 19066	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$341.54
			PV - 19067	1300-5310-0-0000-3700-470000-090	Child Nutrition - School Programs	Food	\$101.85
			PV - 19069	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$581.77
						Total For Fund Number: 1300	\$8,837.43
						Total Amount of Payment:	\$8,897.02
12538106	958	TULARE COUNTY OFFICE OF	PV - 19070	0100-0000-0-1110-1000-580008-121	Unrestricted Resources	Other Contract Expenses	\$10,920.00
			PV - 19071	0100-0000-0-1110-2420-580008-525	Unrestricted Resources	Other Contract Expenses	\$1,283.10

Commercial Payment Register For Payments Dated: 01/06/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount
						Total For Fund Number: 0100	\$12,203.10
						Total Amount of Payment:	\$12,203.10
14018211	2721	ALHAMBRA & SIERRA SPRJN	PV - 18992	0100-0000-0-0000-7100-430006-121	Unrestricted Resources	Other Supplies	\$71.17
						Total For Fund Number: 0100	\$71.17
						Total Amount of Payment:	\$71.17
14018212	3244	FASTENAL COMPANY	PV - 19041	0100-8150-0-0000-8110-430014-222	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$8.99
						Total For Fund Number: 0100	\$8.99
						Total Amount of Payment:	\$8.99
14018213	572	LEMOORE AUTO SUPPLY	PV - 19049	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$7.93
			PV - 19050	0100-8150-0-0000-8110-430013-120	Ongoing & Major Maint. Acct.	Grounds Supplies	\$3.63
			PV - 19052	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$8.59
			PV - 19048	0100-8150-0-0000-8110-430013-120	Ongoing & Major Maint. Acct.	Grounds Supplies	\$18.34
			PV - 19047	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$35.85
			PV - 19051	0100-8150-0-0000-8110-430013-120	Ongoing & Major Maint. Acct.	Grounds Supplies	\$15.67
			PV - 19053	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$31.57
			PV - 19054	0100-8150-0-0000-8110-430011-120	Ongoing & Major Maint. Acct.	Vehicle Repair Supplies	\$138.19
			PV - 19047	0100-8150-0-0000-8110-430011-120	Ongoing & Major Maint. Acct.	Vehicle Repair Supplies	\$135.08
						Total For Fund Number: 0100	\$394.85
						Total Amount of Payment:	\$394.85
14018214	575	LEMOORE HARDWARE	PV - 19085	0100-8150-0-0000-8110-430014-525	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$15.04
			PV - 19089	0100-8150-0-0000-8110-430014-525	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$133.18
			PV - 19091	0100-8150-0-0000-8110-430014-323	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$34.38
			PV - 19086	0100-8150-0-0000-8110-430013-120	Ongoing & Major Maint. Acct.	Grounds Supplies	\$2.68
			PV - 19088	0100-8150-0-0000-8110-430014-121	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$22.23
			PV - 19092	0100-8150-0-0000-8110-430014-121	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$105.30
			PV - 19095	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$10.20
			PV - 19101	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$35.98
			PV - 19087	0100-8150-0-0000-8110-430014-323	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$9.66
			PV - 19090	0100-8150-0-0000-8110-430014-323	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$54.03
			PV - 19094	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$32.72
			PV - 19096	0100-8150-0-0000-8110-430014-121	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$16.10
			PV - 19097	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$18.44
			PV - 19100	0100-8150-0-0000-8110-430014-222	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$158.50
			PV - 19093	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$14.28

Commercial Payment Register
For Payments Dated: 01/06/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount
14018214	575	LEMOORE HARDWARE	FV - 19098	0100-8150-0-0000-8110-430014-525	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$25.55
			PV - 19099	0100-8150-0-0000-8110-430014-222	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$63.45
Total For Fund Number: 0100							\$751.72
Total Amount of Payment:							\$751.72
14018215	3537	MID VALLEY DISPOSAL	PV - 19056	0100-0000-0-1110-8200-550050-525	Unrestricted Resources	Garbage	\$330.00
						Total For Fund Number: 0100	
Total Amount of Payment:							\$330.00
14018216	3329	VALLEY ELECTRICAL SUPPL	PV - 19072	0100-8150-0-0000-8110-430014-222	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$248.52
						Total For Fund Number: 0100	
Total Amount of Payment:							\$248.52

School District Payment Order

District Name: Central Union Elementary School District

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	27	\$298,479.09
Credit Card Payments	6	\$1,805.25
Grand Total for Payments Dated:	01/06/2017	\$300,284.34

Authorized Officer/Employee _____
Andrea Alfanti

Or

Board Members * _____

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval	
By _____	Date _____

This order must be returned to KCOE prior to distribution of payments.

Warrant Register For Warrants Dated 01/13/2017

Warrant Number	Vendor Number	Vendor Name	Amount
12538461	3782	ANDREA AFFRUNTI	\$100.69
12538462	51	APPLE COMPUTER INC	\$28,541.75
12538463	63	AT&T	\$38.18
12538464	1111	YVONNE ATTEBERY	\$65.85
12538465	2329	SUSAN BROWN-WARCHOL	\$65.85
12538466	3362	CALIFORNIA WATER SERVICES	\$565.00
12538467	1208	CBS DOORS INC.	\$39.64
12538468	218	ANN CHRISTENSEN	\$65.85
12538469	3952	CORE BUSINESS INTERIORS	\$1,138.66
12538470	1899	DFAS CLEVELAND DISBURSING OFFI	\$33,305.49
12538471	2801	ERIN FERREIRA	\$50.00
12538472	2524	FRESNO PRODUCE INC.	\$2,254.54
12538473	3941	FURTADO WELDING AND INDUSTRIAL	\$10.23
12538474	1322	SUZANNE GARMAN	\$113.34
12538475	1505	MARGARET GODINHO	\$307.69
12538476	473	HOME DEPOT	\$202.66
12538477	3486	CODY HUBBARD	\$92.88
12538478	542	KINGS CO OFFICE OF EDUCATION	\$145.00
12538479	3005	LAWRENCE TRACTOR CO INC.	\$297.43
12538480	3730	LEANA LEMONS	\$21.60
12538481	578	LEMOORE UNION HIGH SCHOOL	\$186.63
12538482	3991	LIFETIME PRODUCTS INC	\$274.04
12538483	565	CHRISTINA LUIS	\$48.06
12538484	2685	CYNTHIA MARTIN	\$65.85
12538485	620	MARILYN MATHIS	\$65.85
12538486	644	PENNY MILLER	\$109.71
12538487	712	OFFICE DEPOT INC	\$4,367.04
12538488	884	SUSAN PETRIE	\$113.34
12538489	1863	GLORIA PETTIGREW	\$113.34
12538490	761	PRODUCERS DAIRY	\$5,830.61
12538491	778	CINDEE RAE	\$81.00
12538492	3867	RAY A. MORGAN COMPANY INC.	\$66.39
12538493	881	CHERYL SMALL	\$43.90
12538494	902	SRA/MCGRAW-HILL	\$323.15
12538495	1165	MARILYN STEELE	\$113.34
12538496	915	STRATFORD AUTO SUPPLY	\$106.94
12538497	3774	SUPPLYWORKS	\$388.77
12538498	926	SYSCO FOOD SERVICES OF MODESTO	\$2,540.90
12538499	943	DAVID THOMAS	\$113.34
12538500	4026	UNITED REFRIGERATION INC.	\$107.71
12538501	977	USA WASTE	\$1,795.79
12538502	994	CHERYL WAHL	\$113.34
12538503	1030	KAREN GIACOMAZZI WILLS	\$65.85

Total Amount of All Warrants:

\$84,457.22

agf

Credit Card Register For Payments Dated 01/13/2017

Document Number	Vendor Number	Vendor Name	Amount
14018257	2721	ALHAMBRA & SIERRA SPRINGS	\$78.74
14018258	3244	FASTENAL COMPANY	\$159.17
14018259	471	HOLT LUMBER INC.	\$143.84
14018260	511	JENSEN & PILEGARD	\$53.80
14018261	3537	MID VALLEY DISPOSAL	\$330.00
14018262	1105	MORGAN & SLATES	\$121.15
14018263	673	NAEIR	\$243.69
14018264	101	S&S WORLDWIDE	\$201.23
14018265	3450	VINCENT COMMUNICATIONS INC	\$1,161.91

Total Amount of All Credit Card Payments:

\$2,493.53



Commercial Payment Register For Payments Dated: 01/13/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI	Resource	Object	Amount
12538461	3782	AFFRUNTI, ANDREA	PV - 19177	0100-0000-0-0000-7200-520002-121	Unrestricted Resources	Mileage-Administration	\$75.60
			PV - 19178	0100-0000-0-0000-7200-430006-121	Unrestricted Resources	Other Supplies	\$25.09
Total For Fund Number: 0100							<u>\$100.69</u>
Total Amount of Payment:							<u>\$100.69</u>
12538462	51	APPLE COMPUTER INC	PO - 17310	0100-0046-0-1110-2700-440000-454	District Block Grant	Equipment-Non Depreciated	\$5,708.35
			PO - 17310	0100-0046-0-1110-2420-440000-155	District Block Grant	Equipment-Non Depreciated	\$17,125.05
			PO - 17310	0100-0046-0-1110-2700-440000-354	District Block Grant	Equipment-Non Depreciated	\$5,708.35
Total For Fund Number: 0100							<u>\$28,541.75</u>
Total Amount of Payment:							<u>\$28,541.75</u>
12538463	63	AT&T	PV - 19107	0100-0000-0-1110-8200-590010-424	Unrestricted Resources	Communications - Telephone	\$38.18
Total For Fund Number: 0100							<u>\$38.18</u>
Total Amount of Payment:							<u>\$38.18</u>
12538464	1111	ATTEBERY, YVONNE	PV - 19108	0100-0000-0-1110-1000-370100-122	Unrestricted Resources	Retiree Benefits, certificated	\$65.85
Total For Fund Number: 0100							<u>\$65.85</u>
Total Amount of Payment:							<u>\$65.85</u>
12538465	2329	BROWN-WARCHOL, SUSAN	PV - 19109	0100-0000-0-1110-1000-370100-122	Unrestricted Resources	Retiree Benefits, certificated	\$65.85
Total For Fund Number: 0100							<u>\$65.85</u>
Total Amount of Payment:							<u>\$65.85</u>
12538466	3362	CALIFORNIA WATER SERVIC	PV - 19110	0100-0000-0-1110-8200-560009-323	Unrestricted Resources	Outsider Services	\$565.00
Total For Fund Number: 0100							<u>\$565.00</u>
Total Amount of Payment:							<u>\$565.00</u>
12538467	1208	CBS DOORS INC.	PV - 19111	0100-8150-0-0000-8110-430014-222	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$39.64
Total For Fund Number: 0100							<u>\$39.64</u>
Total Amount of Payment:							<u>\$39.64</u>
12538468	218	CHRISTENSEN, ANN	PV - 19112	0100-0000-0-1110-1000-370100-122	Unrestricted Resources	Retiree Benefits, certificated	\$65.85
Total For Fund Number: 0100							<u>\$65.85</u>
Total Amount of Payment:							<u>\$65.85</u>
12538469	3952	CORE BUSINESS INTERIORS	PO - 17304	0100-1100-0-1110-1000-430002-323	State Lottery	Instructional Equipment Supplies	\$1,138.66
Total For Fund Number: 0100							<u>\$1,138.66</u>
Total Amount of Payment:							<u>\$1,138.66</u>
12538470	1899	DISBURSING OFFICER, DFAS	PV - 19113	0100-0000-0-1110-8200-550030-222	Unrestricted Resources	Water/Sewer	\$13,121.46
			PV - 19114	0100-0000-0-1110-8200-550030-424	Unrestricted Resources	Water/Sewer	\$13,731.45
			PV - 19114	0100-0000-0-1110-8200-550020-424	Unrestricted Resources	Electricity	\$5,355.96
			PV - 19114	0100-0000-0-1110-8200-550050-424	Unrestricted Resources	Garbage	\$548.31
			PV - 19113	0100-0000-0-1110-8200-550050-222	Unrestricted Resources	Garbage	\$548.31

Commercial Payment Register For Payments Dated: 01/13/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI	Resource	Object	Amount
						Total For Fund Number: 0100	\$33,305.49
						Total Amount of Payment:	\$33,305.49
12538471	2801	FERREIRA, ERIN	PV - 19197	0100-1100-0-1110-1000-420000-323	State Lottery	Books Other Than Textbooks	\$50.00
						Total For Fund Number: 0100	\$50.00
						Total Amount of Payment:	\$50.00
12538472	2524	FRESNO PRODUCE INC.	PV - 19187	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$201.25
			PV - 19190	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$118.75
			PV - 19193	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$83.75
			PV - 19183	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$138.50
			PV - 19185	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$42.35
			PV - 19185	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$50.25
			PV - 19186	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$111.37
			PV - 19188	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$22.50
			PV - 19191	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$182.10
			PV - 19192	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$83.75
			PV - 19193	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$15.00
			PV - 19194	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$57.35
			PV - 19194	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$39.00
			PV - 19195	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$190.75
			PV - 19196	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$33.50
			CM - 17072	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	-\$48.05
			PV - 19182	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$87.33
			PV - 19189	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$22.50
			PV - 19191	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$100.00
			PV - 19192	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$80.32
			CM - 17073	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	-\$7.46
			PV - 19182	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$99.50
			PV - 19183	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$142.63
			PV - 19184	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$80.10
			PV - 19184	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$67.00
			PV - 19186	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$58.50
			PV - 19190	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$202.00
						Total For Fund Number: 1300	\$2,254.54

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Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount
Total Amount of Payment:							\$2,254.54
12538473	3941	FURTADO WELDING AND INJ	PV - 19116	0100-8150-0-0000-8110-560009-120	Ongoing & Major Maint. Acct.	Outsider Services	\$10.23
Total For Fund Number: 0100							\$10.23
Total Amount of Payment:							\$10.23
12538474	1322	GARMAN, SUZANNE	PV - 19115	0100-0000-0-1110-1000-370100-122	Unrestricted Resources	Retiree Benefits, certificated	\$113.34
Total For Fund Number: 0100							\$113.34
Total Amount of Payment:							\$113.34
12538475	1505	GODINHO, MARGARET	PV - 19176	0100-6264-0-1110-1000-520000-240	Educator Effectiveness	Travel and Conferences	\$307.69
Total For Fund Number: 0100							\$307.69
Total Amount of Payment:							\$307.69
12538476	473	HOME DEPOT	PV - 19122	0100-8150-0-0000-8110-430014-424	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$9.61
			PV - 19121	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$83.90
			PV - 19121	0100-8150-0-0000-8110-430014-121	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$12.56
			PV - 19122	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$96.59
Total For Fund Number: 0100							\$202.66
Total Amount of Payment:							\$202.66
12538477	3486	HUBBARD, CODY	PV - 19123	0100-0000-0-1140-1000-520003-109	Unrestricted Resources	Mileage-Other	\$49.68
			PV - 19124	0100-0000-0-1140-1000-520003-109	Unrestricted Resources	Mileage-Other	\$43.20
Total For Fund Number: 0100							\$92.88
Total Amount of Payment:							\$92.88
12538478	542	KINGS CO OFFICE OF EDUCA	PV - 19180	0100-0000-0-0000-7490-580060-121	Unrestricted Resources	Prof. Serv. & Oper. Exp. -Fingerprinting	\$98.00
			PV - 19180	0100-0000-0-1110-2700-580060-424	Unrestricted Resources	Prof. Serv. & Oper. Exp. -Fingerprinting	\$47.00
Total For Fund Number: 0100							\$145.00
Total Amount of Payment:							\$145.00
12538479	3005	LAWRENCE TRACTOR CO IN	PV - 19166	0100-8150-0-0000-8110-560009-120	Ongoing & Major Maint. Acct.	Outsider Services	\$37.00
			CM - 17070	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	-\$41.40
			PV - 19160	0100-8150-0-0000-8110-430014-323	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$140.46
			PV - 19161	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$481.56
			PV - 19163	0100-8150-0-0000-8110-430013-120	Ongoing & Major Maint. Acct.	Grounds Supplies	\$567.56
			PV - 19167	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$366.68
			CM - 17068	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	-\$1,964.56
			CM - 17069	0100-8150-0-0000-8110-430013-120	Ongoing & Major Maint. Acct.	Grounds Supplies	-\$481.56
			PV - 19159	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$756.72

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Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI	Resource	Object	Amount
12538479	3005	LAWRENCE TRACTOR CO IN	PV - 19162	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$34.48
			PV - 19164	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$8.09
			PV - 19165	0100-8150-0-0000-8110-430013-120	Ongoing & Major Maint. Acct.	Grounds Supplies	\$392.40
			Total For Fund Number: 0100		\$297.43		
				Total Amount of Payment:		\$297.43	
12538480	3730	LEMONS, LEANA	PV - 19128	0100-0000-0-0000-2110-520003-121	Unrestricted Resources	Mileage-Other	\$21.60
			Total For Fund Number: 0100		\$21.60		
			Total Amount of Payment:		\$21.60		
12538481	578	LEMOORE UNION HIGH SCH	PV - 19129	0100-0000-0-1110-8200-430010-120	Unrestricted Resources	Matl & Suppl. -Gasoline/Diesel Fuel	\$186.63
			Total For Fund Number: 0100		\$186.63		
			Total Amount of Payment:		\$186.63		
12538482	3991	LIFETIME PRODUCTS INC	PO - 17234	0100-1100-0-1110-1000-430006-424	State Lottery	Other Supplies	\$274.04
			Total For Fund Number: 0100		\$274.04		
			Total Amount of Payment:		\$274.04		
12538483	565	LUIS, CHRISTINA	PV - 19130	0100-0000-0-1140-1000-520003-119	Unrestricted Resources	Mileage-Other	\$48.06
			Total For Fund Number: 0100		\$48.06		
			Total Amount of Payment:		\$48.06		
12538484	2685	MARTIN, CYNTHIA	PV - 19131	0100-0000-0-1110-1000-370100-122	Unrestricted Resources	Retiree Benefits, certificated	\$65.85
			Total For Fund Number: 0100		\$65.85		
			Total Amount of Payment:		\$65.85		
12538485	620	MATHIS, MARILYN	PV - 19132	0100-0000-0-1110-1000-370100-122	Unrestricted Resources	Retiree Benefits, certificated	\$65.85
			Total For Fund Number: 0100		\$65.85		
			Total Amount of Payment:		\$65.85		
12538486	644	MILLER, PENNY	PV - 19181	0100-0026-0-8100-5000-430006-520	Local Project	Other Supplies	\$109.71
			Total For Fund Number: 0100		\$109.71		
			Total Amount of Payment:		\$109.71		
12538487	712	OFFICE DEPOT INC	PO - 17329	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$13.06
			PO - 17329	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$44.38
			PO - 17339	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$11.09
			PO - 17339	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$161.45
			PV - 19169	0100-0000-0-1110-1000-430001-836	Unrestricted Resources	Instructional Materials/Classroom	\$130.88
			CM - 17071	0100-0000-0-1110-2700-430006-424	Unrestricted Resources	Other Supplies	-\$12.89
			PV - 19168	0100-0000-0-1110-2700-430006-424	Unrestricted Resources	Other Supplies	\$46.42
PV - 19170	0100-0000-0-0000-2110-430006-121	Unrestricted Resources	Other Supplies	\$166.68			

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Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI	Resource	Object	Amount
12538487	712	OFFICE DEPOT INC	PV - 19174	0100-0000-0-0000-2110-430006-121	Unrestricted Resources	Other Supplies	\$8.70
			PO - 17329	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$75.88
			PO - 17339	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$75.88
			PO - 17339	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$118.25
			PO - 17347	0100-1100-0-1110-2700-430006-222	State Lottery	Other Supplies	\$524.31
			PO - 17349	0100-0000-0-1110-2420-430006-222	Unrestricted Resources	Other Supplies	\$556.30
			PV - 19172	0100-0000-0-1110-1000-430001-832	Unrestricted Resources	Instructional Materials/Classroom	\$60.69
			PV - 19173	0100-0000-0-0000-7200-430006-121	Unrestricted Resources	Other Supplies	\$54.88
			PO - 17329	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$40.07
			PO - 17338	0100-0000-0-1110-8200-430012-222	Unrestricted Resources	Custodian Supplies	\$540.73
			PO - 17338	0100-1100-0-1110-1000-430006-222	State Lottery	Other Supplies	\$1,693.93
			PV - 19171	0100-0000-0-0000-2110-430006-121	Unrestricted Resources	Other Supplies	\$8.58
			Total For Fund Number: 0100				
12538487	712	OFFICE DEPOT INC	PO - 17297	1300-5310-0-0000-3700-430006-380	Child Nutrition - School Programs	Other Supplies	\$4.63
			PO - 17297	1300-5310-0-0000-3700-430006-580	Child Nutrition - School Programs	Other Supplies	\$13.57
			PO - 17297	1300-5310-0-0000-3700-430006-280	Child Nutrition - School Programs	Other Supplies	\$17.82
			PO - 17297	1300-5310-0-0000-3700-430006-480	Child Nutrition - School Programs	Other Supplies	\$11.75
			Total For Fund Number: 1300				
Total Amount of Payment:							\$4,367.04
12538488	884	PETRIE, SUSAN	PV - 19137	0100-0000-0-1110-1000-370100-122	Unrestricted Resources	Retiree Benefits, certificated	\$113.34
Total For Fund Number: 0100							\$113.34
Total Amount of Payment:							\$113.34
12538489	1863	PETTIGREW, GLORIA	PV - 19138	0100-0000-0-1110-1000-370100-122	Unrestricted Resources	Retiree Benefits, certificated	\$113.34
Total For Fund Number: 0100							\$113.34
Total Amount of Payment:							\$113.34
12538490	761	PRODUCERS DAIRY	PV - 19199	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$1,314.19
			PV - 19202	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$610.39
			PV - 19202	1300-5310-0-0000-3700-470010-000	Child Nutrition - School Programs	Other Food Service Supplies	\$188.59
			PV - 19199	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$480.00
			PV - 19199	1300-5310-0-0000-3700-470010-000	Child Nutrition - School Programs	Other Food Service Supplies	\$69.82
			PV - 19200	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$673.38
			PV - 19200	1300-5310-0-0000-3700-470010-000	Child Nutrition - School Programs	Other Food Service Supplies	\$79.15
			PV - 19200	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$384.83
			PV - 19201	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$1,059.19

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Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount
			PV - 19202	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$607.98
			PV - 19201	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$363.09
						Total For Fund Number: 1300	\$5,830.61
						Total Amount of Payment:	\$5,830.61
12538491	778	RAEL, CINDEE	PV - 19139	0100-0000-0-1110-2150-520003-121	Unrestricted Resources	Mileage-Other	\$81.00
						Total For Fund Number: 0100	\$81.00
						Total Amount of Payment:	\$81.00
12538492	3867	RAY A. MORGAN COMPANY	PV - 19140	0100-0026-0-8100-5900-560005-520	Local Project	Maintenance Agreement-Copies	\$66.39
						Total For Fund Number: 0100	\$66.39
						Total Amount of Payment:	\$66.39
12538493	881	SMALL, CHERYL	PV - 19141	0100-0000-0-1110-1000-370100-122	Unrestricted Resources	Retiree Benefits, certificated	\$43.90
						Total For Fund Number: 0100	\$43.90
						Total Amount of Payment:	\$43.90
12538494	902	SRA/MCGRAW-HILL	PO - 17331	0100-0311-0-1110-1000-410000-000	Tier III, Instructional Materials Fund	Textbooks	\$323.15
						Total For Fund Number: 0100	\$323.15
						Total Amount of Payment:	\$323.15
12538495	1165	STEELE, MARILYN	PV - 19142	0100-0000-0-1110-1000-370100-122	Unrestricted Resources	Retiree Benefits, certificated	\$113.34
						Total For Fund Number: 0100	\$113.34
						Total Amount of Payment:	\$113.34
12538496	915	STRATFORD AUTO SUPPLY	PV - 19144	0100-8150-0-0000-8110-430014-525	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$29.39
			PV - 19143	0100-8150-0-0000-8110-430013-120	Ongoing & Major Maint. Acct.	Grounds Supplies	\$17.82
			PV - 19145	0100-8150-0-0000-8110-430014-525	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$59.73
						Total For Fund Number: 0100	\$106.94
						Total Amount of Payment:	\$106.94
12538497	3774	SUPPLYWORKS	PV - 19147	0100-0000-0-1110-8200-430012-121	Unrestricted Resources	Custodian Supplies	\$35.00
			PV - 19147	0100-0000-0-1110-8200-430012-525	Unrestricted Resources	Custodian Supplies	\$35.01
			PV - 19146	0100-0000-0-1110-8200-430012-525	Unrestricted Resources	Custodian Supplies	\$106.87
			PV - 19147	0100-0000-0-1110-8200-430012-323	Unrestricted Resources	Custodian Supplies	\$35.01
			PV - 19147	0100-0000-0-1110-8200-430012-424	Unrestricted Resources	Custodian Supplies	\$35.01
			PV - 19146	0100-0000-0-1110-8200-430012-323	Unrestricted Resources	Custodian Supplies	\$106.87
			PV - 19147	0100-0000-0-1110-8200-430012-222	Unrestricted Resources	Custodian Supplies	\$35.00
						Total For Fund Number: 0100	\$388.77
						Total Amount of Payment:	\$388.77
12538498	926	SYSCO FOOD SERVICES OF N	PV - 19175	0100-0000-0-1110-2420-430006-222	Unrestricted Resources	Other Supplies	\$478.18

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Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount
Total For Fund Number: 0100							\$478.18
12538498	926	SYSO FOOD SERVICES OF M	CM - 17065	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$25.76
			PV - 19148	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$600.68
			PV - 19149	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$299.36
			PV - 19149	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$332.43
			CM - 17063	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$24.44
			CM - 17066	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$25.76
			PV - 19148	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$605.78
			PV - 19150	1300-5310-0-0000-3700-430006-000	Child Nutrition - School Programs	Other Supplies	\$37.20
			CM - 17064	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$25.76
			CM - 17067	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	-\$32.88
			PV - 19148	1300-5310-0-0000-3700-470010-000	Child Nutrition - School Programs	Other Food Service Supplies	\$321.87
Total For Fund Number: 1300							\$2,062.72
Total Amount of Payment:							\$2,540.90
12538499	943	THOMAS, DAVID	PV - 19151	0100-0000-0-1110-1000-370100-122	Unrestricted Resources	Retiree Benefits, certificated	\$113.34
Total For Fund Number: 0100							\$113.34
Total Amount of Payment:							\$113.34
12538500	4026	UNITED REFRIGERATION INC	PV - 19152	1300-5310-0-0000-3700-430006-000	Child Nutrition - School Programs	Other Supplies	\$107.71
Total For Fund Number: 1300							\$107.71
Total Amount of Payment:							\$107.71
12538501	977	USA WASTE	PV - 19153	0100-0000-0-1110-8200-550050-323	Unrestricted Resources	Garbage	\$1,526.42
			PV - 19153	0100-0000-0-1110-8200-550050-120	Unrestricted Resources	Garbage	\$269.37
Total For Fund Number: 0100							\$1,795.79
Total Amount of Payment:							\$1,795.79
12538502	994	WAHL, CHERYL	PV - 19157	0100-0000-0-1110-1000-370100-122	Unrestricted Resources	Retiree Benefits, certificated	\$113.34
Total For Fund Number: 0100							\$113.34
Total Amount of Payment:							\$113.34
12538503	1030	WILLS, KAREN GIACOMAZZI	PV - 19158	0100-0000-0-1110-1000-370100-122	Unrestricted Resources	Retiree Benefits, certificated	\$65.85
Total For Fund Number: 0100							\$65.85
Total Amount of Payment:							\$65.85
14018257	2721	ALHAMBRA & SIERRA SPRIN	PV - 19106	0100-0000-0-1110-1000-430006-222	Unrestricted Resources	Other Supplies	\$78.74
Total For Fund Number: 0100							\$78.74
Total Amount of Payment:							\$78.74
14018258	3244	FASTENAL COMPANY	PV - 19179	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$159.17

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Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount
Total For Fund Number: 0100							\$159.17
Total Amount of Payment:							\$159.17
14018259	471	HOLT LUMBER INC.	PV - 19119	0100-8150-0-0000-8110-430014-121	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$43.19
			PV - 19120	0100-8150-0-0000-8110-430014-222	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$62.95
			PV - 19117	0100-8150-0-0000-8110-430014-222	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$18.08
			PV - 19118	0100-8150-0-0000-8110-430014-424	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$19.62
Total For Fund Number: 0100							\$143.84
Total Amount of Payment:							\$143.84
14018260	511	JENSEN & PILEGARD	PV - 19127	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$14.53
			PV - 19125	0100-8150-0-0000-8110-430013-120	Ongoing & Major Maint. Acct.	Grounds Supplies	\$23.76
			PV - 19126	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$15.51
Total For Fund Number: 0100							\$53.80
Total Amount of Payment:							\$53.80
14018261	3537	MID VALLEY DISPOSAL	PV - 19198	0100-0000-0-1110-8200-550050-525	Unrestricted Resources	Garbage	\$330.00
Total For Fund Number: 0100							\$330.00
Total Amount of Payment:							\$330.00
14018262	1105	MORGAN & SLATES	PV - 19133	0100-8150-0-0000-8110-430013-120	Ongoing & Major Maint. Acct.	Grounds Supplies	\$121.15
Total For Fund Number: 0100							\$121.15
Total Amount of Payment:							\$121.15
14018263	673	NAEIR	PV - 19134	0100-0000-0-1110-1000-430006-323	Unrestricted Resources	Other Supplies	\$31.50
			PV - 19136	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$108.44
			PV - 19135	0100-0000-0-1110-1000-430006-323	Unrestricted Resources	Other Supplies	\$17.50
			PV - 19135	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$86.25
Total For Fund Number: 0100							\$243.69
Total Amount of Payment:							\$243.69
14018264	101	S&S WORLDWIDE	PO - 17336	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$201.23
Total For Fund Number: 0100							\$201.23
Total Amount of Payment:							\$201.23
14018265	3450	VINCENT COMMUNICATIONS	PV - 19154	0100-0097-0-0000-7600-430006-000	Safety Credits	Other Supplies	\$231.66
			PV - 19155	0100-0097-0-0000-7600-440000-000	Safety Credits	Equipment-Non Depreciated	\$610.25
			PV - 19156	0100-0097-0-0000-7600-560009-000	Safety Credits	Outsider Services	\$320.00
Total For Fund Number: 0100							\$1,161.91
Total Amount of Payment:							\$1,161.91

Warrant Register For Warrants Dated 01/20/2017

Warrant Number	Vendor Number	Vendor Name	Amount
12538944	51	APPLE COMPUTER INC	\$3,395.86
12538945	4019	CALSTRS 403B COMPLY	\$118.00
12538946	1792	REBECCA CAMARENA	\$247.79
12538947	2661	DASSEL'S PETROLEUM	\$354.27
12538948	2440	MARCIELA DEATHRIAGE	\$93.62
12538949	287	DIAMOND CUT GLASS INC.	\$170.51
12538950	2864	DIGITECH INTEGRATION INC.	\$12,995.80
12538951	2800	CARRIE DOZIER	\$14.82
12538952	3490	STEVEN W. FREAD-THOMAS	\$522.72
12538953	383	LEIANN GALVEZ	\$86.57
12538954	1761	KELLY GOSSCHALK	\$49.80
12538955	2158	SILVIA HAMILTON	\$39.00
12538956	2863	HARRIS	\$277.50
12538957	483	ELIZABETH HUMASON	\$142.06
12538958	542	KINGS CO OFFICE OF EDUCATION	\$51,485.31
12538959	598	LOZANO SMITH	\$6,142.75
12538960	632	MEDICAL BILLING TECHNOLOGIES I	\$57.39
12538961	1550	KARLA OROSCO	\$64.50
12538962	725	PACIFIC GAS & ELECTRIC CO	\$2,043.15
12538963	735	PENWORTHY	\$3,070.81
12538964	871	IVONE ROSA	\$77.81
12538965	3974	S.I.M. ARCHITECTS	\$28,344.00
12538966	3893	SHERWIN-WILLIAMS CO.	\$42.28
12538967	886	SO. CALIF.GAS CO	\$5,826.88
12538968	1332	STAPLES	\$413.86
12538969	3161	GREY C TOMPKINS	\$525.00
12538970	2601	TOTAL COMPENSATION SYSTEMS	\$2,150.00
12538971	958	TULARE COUNTY OFFICE OF ED	\$50.00
12538972	4026	UNITED REFRIGERATION INC.	\$602.02
12538973	965	US BANK	\$4,734.65
12538974	1593	VERIZON WIRELESS	\$697.02
12538975	1099	JAMES VILLANUEVA	\$118.06

Total Amount of All Warrants:

\$124,953.81

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Credit Card Register For Payments Dated 01/20/2017

Document Number	Vendor Number	Vendor Name	Amount
14018337	430	HANFORD GLASS INC	\$253.70
14018338	518	JORGENSEN COMPANY	\$355.48
14018339	754	PRAXAIR	\$75.07
14018340	3329	VALLEY ELECTRICAL SUPPLIERS IN	\$445.95

Total Amount of All Credit Card Payments:

\$1,130.20



Commercial Payment Register For Payments Dated: 01/20/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI	Resource	Object	Amount		
12538944	51	APPLE COMPUTER INC	PO - 17346	0100-8150-0-0000-8110-440000-120	Ongoing & Major Maint. Acct.	Equipment-Non Depreciated	\$840.43		
			PO - 17350	0100-0046-0-1110-2700-440000-454	District Block Grant	Equipment-Non Depreciated	\$2,524.33		
			PO - 17357	0100-0000-0-1110-2420-430042-424	Unrestricted Resources	Other Media Supplies	\$31.10		
			Total For Fund Number: 0100						\$3,395.86
Total Amount of Payment:						\$3,395.86			
12538945	4019	CALSTRS 403B COMPLY	PV - 19203	0100-0000-0-0000-7200-580008-121	Unrestricted Resources	Other Contract Expenses	\$118.00		
			Total For Fund Number: 0100						\$118.00
			Total Amount of Payment:						\$118.00
12538946	1792	CAMARENA, REBECCA	PV - 19204	0100-6264-0-1110-1000-520000-240	Educator Effectiveness	Travel and Conferences	\$247.79		
			Total For Fund Number: 0100						\$247.79
			Total Amount of Payment:						\$247.79
12538947	2661	DASSEL'S PETROLEUM	PV - 19205	0100-0000-0-0000-7200-430010-110	Unrestricted Resources	Matl & Suppl. -Gasoline/Diesel Fuel	\$63.53		
			PV - 19205	0100-8150-0-0000-8110-430010-120	Ongoing & Major Maint. Acct.	Matl & Suppl. -Gasoline/Diesel Fuel	\$258.77		
			PV - 19205	0100-0000-0-1110-8200-430010-120	Unrestricted Resources	Matl & Suppl. -Gasoline/Diesel Fuel	\$31.97		
			Total For Fund Number: 0100						\$354.27
Total Amount of Payment:						\$354.27			
12538948	2440	DEATHRIAGE, MARCIELA	PV - 19206	0100-1100-0-1110-1000-430006-222	State Lottery	Other Supplies	\$93.62		
			Total For Fund Number: 0100						\$93.62
			Total Amount of Payment:						\$93.62
12538949	287	DIAMOND CUT GLASS INC.	PV - 19251	0100-8150-0-0000-8110-560009-323	Ongoing & Major Maint. Acct.	Outsider Services	\$170.51		
			Total For Fund Number: 0100						\$170.51
			Total Amount of Payment:						\$170.51
12538950	2864	DIGITECH INTEGRATION INC	PO - 17322	1400-0000-0-0000-8500-620000-121	Unrestricted Resources	Buildings and Improvement of Buildings	\$12,995.80		
			Total For Fund Number: 1400						\$12,995.80
			Total Amount of Payment:						\$12,995.80
12538951	2800	DOZIER, CARRIE	PV - 19256	0100-0000-0-1110-3140-430006-121	Unrestricted Resources	Other Supplies	\$14.82		
			Total For Fund Number: 0100						\$14.82
			Total Amount of Payment:						\$14.82
12538952	3490	FREAD-THOMAS, STEVEN W	PV - 19252	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$522.72		
			Total For Fund Number: 0100						\$522.72
			Total Amount of Payment:						\$522.72
12538953	383	GALVEZ, LEIANN	PV - 19207	0100-1100-0-1110-1000-430006-222	State Lottery	Other Supplies	\$86.57		
			Total For Fund Number: 0100						\$86.57

Commercial Payment Register
For Payments Dated: 01/20/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount	
							Total Amount of Payment:	<u>\$86.57</u>
12538954	1761	GOSSCHALK, KELLY	PV - 19257	0100-0000-0-1110-1000-430001-816	Unrestricted Resources	Instructional Materials/Classroom	\$49.80	
							Total For Fund Number: 0100	\$49.80
							Total Amount of Payment:	<u>\$49.80</u>
12538955	2158	HAMILTON, SILVIA	PV - 19208	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$23.87	
			PV - 19209	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$15.13	
							Total For Fund Number: 0100	\$39.00
							Total Amount of Payment:	<u>\$39.00</u>
12538956	2863	HARRIS	PV - 19210	1300-5310-0-0000-3700-580008-084	Child Nutrition - School Programs	Other Contract Expenses	\$277.50	
							Total For Fund Number: 1300	\$277.50
							Total Amount of Payment:	<u>\$277.50</u>
12538957	483	HUMASON, ELIZABETH	PV - 19211	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$142.06	
							Total For Fund Number: 0100	\$142.06
							Total Amount of Payment:	<u>\$142.06</u>
12538958	542	KINGS CO OFFICE OF EDUCA	PV - 19214	0100-0000-0-0000-7700-580003-121	Unrestricted Resources	Data Processing Service	\$17,333.43	
			PV - 19215	0100-0000-0-0000-7490-580004-121	Unrestricted Resources	Contract w/County Schools	\$2,280.88	
			PV - 19219	0100-6264-0-1110-1000-520000-240	Educator Effectiveness	Travel and Conferences	\$225.00	
			PV - 19219	0100-6264-0-1110-1000-520000-440	Educator Effectiveness	Travel and Conferences	\$1,350.00	
			PV - 19216	0100-0000-0-0000-7700-580003-121	Unrestricted Resources	Data Processing Service	\$20,000.00	
			PV - 19217	0100-0000-0-0000-8200-590010-121	Unrestricted Resources	Communications - Telephone	\$4,208.00	
			PV - 19219	0100-3010-0-1110-1000-520000-525	IASA-Title I Basic Grants Low Income	Travel and Conferences	\$675.00	
			PV - 19219	0100-3010-0-1110-2140-520000-129	IASA-Title I Basic Grants Low Income	Travel and Conferences	\$1,125.00	
			PV - 19218	0100-0000-0-0000-8200-590010-121	Unrestricted Resources	Communications - Telephone	\$4,288.00	
							Total For Fund Number: 0100	\$51,485.31
							Total Amount of Payment:	<u>\$51,485.31</u>
12538959	598	LOZANO SMITH	CM - 17074	0100-0000-0-0000-7200-580010-121	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	-\$145.25	
							Total For Fund Number: 0100	-\$145.25
12538959	598	LOZANO SMITH	PV - 19220	4050-0010-0-0000-8500-620000-647	PL 874	Buildings and Improvement of Buildings	\$1,257.60	
			PV - 19220	4050-5810-0-0000-8500-620000-647	Other Federal	Buildings and Improvement of Buildings	\$5,030.40	
							Total For Fund Number: 4050	\$6,288.00
							Total Amount of Payment:	<u>\$6,142.75</u>
12538960	632	MEDICAL BILLING TECHNOI	PV - 19221	0100-0000-0-0000-7200-580008-121	Unrestricted Resources	Other Contract Expenses	\$57.39	

Commercial Payment Register
For Payments Dated: 01/20/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount
Total For Fund Number: 0100							\$57.39
Total Amount of Payment:							\$57.39
12538961	1550	OROSCO, KARLA	PV - 19222	0100-1100-0-1110-1000-520000-222	State Lottery	Travel and Conferences	\$64.50
Total For Fund Number: 0100							\$64.50
Total Amount of Payment:							\$64.50
12538962	725	PACIFIC GAS & ELECTRIC CC	PV - 19223	0100-0000-0-1110-8200-550020-222	Unrestricted Resources	Electricity	\$584.14
			PV - 19227	0100-0000-0-1110-8200-550020-323	Unrestricted Resources	Electricity	\$21.87
			PV - 19230	0100-0000-0-1110-8200-550020-525	Unrestricted Resources	Electricity	\$20.06
			PV - 19228	0100-0000-0-1110-8200-550020-120	Unrestricted Resources	Electricity	\$740.51
			PV - 19229	0100-0000-0-1110-8200-550020-120	Unrestricted Resources	Electricity	\$536.36
			PV - 19233	0100-0000-0-1110-8200-550020-525	Unrestricted Resources	Electricity	\$20.47
			PV - 19224	0100-0000-0-1110-8200-550020-323	Unrestricted Resources	Electricity	\$69.64
			CM - 17075	0100-0000-0-1110-8200-550020-525	Unrestricted Resources	Electricity	-\$154.17
			PV - 19225	0100-0000-0-1110-8200-550020-323	Unrestricted Resources	Electricity	\$21.87
			PV - 19226	0100-0000-0-1110-8200-550020-323	Unrestricted Resources	Electricity	\$21.76
			PV - 19231	0100-0000-0-1110-8200-550020-525	Unrestricted Resources	Electricity	\$136.43
			PV - 19232	0100-0000-0-1110-8200-550020-525	Unrestricted Resources	Electricity	\$24.21
Total For Fund Number: 0100							\$2,043.15
Total Amount of Payment:							\$2,043.15
12538963	735	PENWORTHY	PO - 17325	0100-0000-0-1110-2420-420000-424	Unrestricted Resources	Books Other Than Textbooks	\$3,070.81
Total For Fund Number: 0100							\$3,070.81
Total Amount of Payment:							\$3,070.81
12538964	871	ROSA, IVONE	PV - 19235	0100-0000-0-1110-1000-430001-821	Unrestricted Resources	Instructional Materials/Classroom	\$77.81
Total For Fund Number: 0100							\$77.81
Total Amount of Payment:							\$77.81
12538965	3974	S.I.M. ARCHITECTS	PV - 19254	4050-5810-0-0000-8500-620010-647	Other Federal	Architect Fees	\$22,675.20
			PV - 19254	4050-0010-0-0000-8500-620010-647	PL 874	Architect Fees	\$5,668.80
Total For Fund Number: 4050							\$28,344.00
Total Amount of Payment:							\$28,344.00
12538966	3893	SHERWIN-WILLIAMS CO.	PV - 19236	0100-8150-0-0000-8110-430014-222	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$42.28
Total For Fund Number: 0100							\$42.28
Total Amount of Payment:							\$42.28
12538967	886	SO. CALIF.GAS CO	PV - 19238	0100-0000-0-1110-8200-550010-424	Unrestricted Resources	Gas	\$1,466.39
			PV - 19239	0100-0000-0-1110-8200-550010-323	Unrestricted Resources	Gas	\$530.45

Commercial Payment Register
For Payments Dated: 01/20/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI	Resource	Object	Amount						
12538967	886	SO. CALIF.GAS CO	PV - 19242	0100-0000-0-1110-8200-550010-525	Unrestricted Resources	Gas	\$1,217.42						
			PV - 19237	0100-0000-0-1110-8200-550010-222	Unrestricted Resources	Gas	\$1,545.39						
			PV - 19240	0100-0000-0-1110-8200-550010-323	Unrestricted Resources	Gas	\$181.89						
			PV - 19243	0100-0000-0-1110-8200-550010-323	Unrestricted Resources	Gas	\$116.40						
			PV - 19241	0100-0000-0-1110-8200-550010-323	Unrestricted Resources	Gas	\$768.94						
Total For Fund Number: 0100							\$5,826.88						
Total Amount of Payment:							<u>\$5,826.88</u>						
12538968	1332	STAPLES	PO - 17343	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$413.86						
						Total For Fund Number: 0100							\$413.86
						Total Amount of Payment:							<u>\$413.86</u>
12538969	3161	TOMPKINS, GREY C	PV - 19244	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$525.00						
						Total For Fund Number: 0100							\$525.00
						Total Amount of Payment:							<u>\$525.00</u>
12538970	2601	TOTAL COMPENSATION SYS	PV - 19245	0100-0000-0-0000-7200-580000-121	Unrestricted Resources	Other Services and Operating Expenditures	\$2,150.00						
						Total For Fund Number: 0100							\$2,150.00
						Total Amount of Payment:							<u>\$2,150.00</u>
12538971	958	TULARE COUNTY OFFICE OF	PO - 17291	0100-6264-0-1110-1000-520000-240	Educator Effectiveness	Travel and Conferences	\$50.00						
						Total For Fund Number: 0100							\$50.00
						Total Amount of Payment:							<u>\$50.00</u>
12538972	4026	UNITED REFRIGERATION INC	PV - 19253	0100-8150-0-0000-8110-430014-222	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$602.02						
						Total For Fund Number: 0100							\$602.02
						Total Amount of Payment:							<u>\$602.02</u>
12538973	965	US BANK	PV - 19246	0100-0000-0-0000-7200-560005-121	Unrestricted Resources	Maintenance Agreement-Copies	\$1,070.93						
			PV - 19246	0100-0000-0-1110-1000-560005-323	Unrestricted Resources	Maintenance Agreement-Copies	\$494.36						
			PV - 19246	0100-0000-0-0000-2420-560005-121	Unrestricted Resources	Maintenance Agreement-Copies	\$27.31						
			PV - 19246	0100-0000-0-1110-1000-560005-222	Unrestricted Resources	Maintenance Agreement-Copies	\$546.20						
			PV - 19246	0100-0000-0-1110-2700-560005-222	Unrestricted Resources	Maintenance Agreement-Copies	\$352.48						
			PV - 19246	0100-0000-0-1110-2700-560005-323	Unrestricted Resources	Maintenance Agreement-Copies	\$273.10						
			PV - 19246	0100-0000-0-1110-2700-560005-424	Unrestricted Resources	Maintenance Agreement-Copies	\$243.82						
			PV - 19246	0100-0026-0-8100-5900-560005-520	Local Project	Maintenance Agreement-Copies	\$196.31						
			PV - 19246	0100-0000-0-0000-2110-560005-121	Unrestricted Resources	Maintenance Agreement-Copies	\$245.79						
			PV - 19246	0100-0000-0-1110-1000-560005-424	Unrestricted Resources	Maintenance Agreement-Copies	\$546.20						
			PV - 19246	0100-0000-0-1110-1000-560005-525	Unrestricted Resources	Maintenance Agreement-Copies	\$494.36						
			PV - 19246	0100-0000-0-1110-2700-560005-525	Unrestricted Resources	Maintenance Agreement-Copies	\$243.79						

Commercial Payment Register
For Payments Dated: 01/20/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI	Resource	Object	Amount
Total For Fund Number: 0100							\$4,734.65
Total Amount of Payment:							\$4,734.65
12538974	1593	VERIZON WIRELESS	PV - 19247	0100-0000-0-0000-3110-590010-121	Unrestricted Resources	Communications - Telephone	\$0.22
			PV - 19247	0100-0000-0-0000-7200-590010-121	Unrestricted Resources	Communications - Telephone	\$193.16
			PV - 19248	0100-0000-0-0000-7200-590010-121	Unrestricted Resources	Communications - Telephone	\$194.32
			PV - 19247	0100-0000-0-0000-2110-590010-121	Unrestricted Resources	Communications - Telephone	\$0.44
			PV - 19247	0100-8150-0-0000-8110-590010-222	Ongoing & Major Maint. Acct.	Communications - Telephone	\$57.79
			PV - 19248	0100-0000-0-1110-2700-590010-222	Unrestricted Resources	Communications - Telephone	\$0.22
			PV - 19248	0100-8150-0-0000-8110-590010-222	Ongoing & Major Maint. Acct.	Communications - Telephone	\$27.27
			PV - 19248	0100-8150-0-0000-8110-590010-424	Ongoing & Major Maint. Acct.	Communications - Telephone	\$3.18
			PV - 19247	0100-0000-0-0000-3140-590010-121	Unrestricted Resources	Communications - Telephone	\$0.36
			PV - 19247	0100-0000-0-1110-2700-590010-424	Unrestricted Resources	Communications - Telephone	\$0.75
			PV - 19247	0100-8150-0-0000-8110-590010-120	Ongoing & Major Maint. Acct.	Communications - Telephone	\$95.44
			PV - 19247	0100-8150-0-0000-8110-590010-525	Ongoing & Major Maint. Acct.	Communications - Telephone	\$3.76
			PV - 19248	0100-0000-0-0000-2110-590010-121	Unrestricted Resources	Communications - Telephone	\$0.44
			PV - 19248	0100-0000-0-0000-3110-590010-121	Unrestricted Resources	Communications - Telephone	\$0.22
			PV - 19248	0100-0000-0-1110-3140-590010-121	Unrestricted Resources	Communications - Telephone	\$0.55
			PV - 19247	0100-0000-0-1110-2700-590010-222	Unrestricted Resources	Communications - Telephone	\$0.22
			PV - 19248	0100-8150-0-0000-8110-590010-120	Ongoing & Major Maint. Acct.	Communications - Telephone	\$112.11
			PV - 19248	0100-8150-0-0000-8110-590010-525	Ongoing & Major Maint. Acct.	Communications - Telephone	\$6.57
Total For Fund Number: 0100							\$697.02
Total Amount of Payment:							\$697.02
12538975	1099	VILLANUEVA, JAMES	PV - 19249	0100-1100-0-1110-1000-430001-222	State Lottery	Instructional Materials/Classroom	\$38.55
			PV - 19250	0100-1100-0-1110-1000-430001-222	State Lottery	Instructional Materials/Classroom	\$79.51
Total For Fund Number: 0100							\$118.06
Total Amount of Payment:							\$118.06
14018337	430	HANFORD GLASS INC	PV - 19258	0100-8150-0-0000-8110-430014-424	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$253.70
Total For Fund Number: 0100							\$253.70
Total Amount of Payment:							\$253.70
14018338	518	JORGENSEN COMPANY	PV - 19213	0100-0000-0-1110-8200-430014-525	Unrestricted Resources	Maintenance Supplies	\$17.16
			PV - 19213	0100-0000-0-1110-8200-560009-525	Unrestricted Resources	Outsider Services	\$159.00
			PV - 19212	0100-0000-0-1110-8200-430014-323	Unrestricted Resources	Maintenance Supplies	\$34.32
			PV - 19212	0100-0000-0-1110-8200-560009-323	Unrestricted Resources	Outsider Services	\$145.00

Commercial Payment Register
For Payments Dated: 01/20/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI	Resource	Object	Amount
Total For Fund Number: 0100							\$355.48
Total Amount of Payment:							<u><u>\$355.48</u></u>
14018339	754	PRAXAIR	PV - 19234	0100-0000-0-1110-8200-430014-120	Unrestricted Resources	Maintenance Supplies	\$75.07
Total For Fund Number: 0100							\$75.07
Total Amount of Payment:							<u><u>\$75.07</u></u>
14018340	3329	VALLEY ELECTRICAL SUPPL	PV - 19255	0100-8150-0-0000-8110-430014-323	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$148.65
			PV - 19255	0100-8150-0-0000-8110-430014-525	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$297.30
Total For Fund Number: 0100							\$445.95
Total Amount of Payment:							<u><u>\$445.95</u></u>

**Warrant Register For Warrants
Dated 01/27/2017**

Warrant Number	Vendor Number	Vendor Name	Amount
12539423	19	TOM ADDINGTON	\$374.50
12539424	2796	AT&T	\$767.69
12539425	72	TOM AVERY	\$32.69
12539426	2772	BENITO AVILA	\$600.00
12539427	115	BLINDS ETC.	\$913.75
12539428	1824	FRESNO CALIFORNIA STATE UNIV	\$375.00
12539429	2800	CARRIE DOZIER	\$39.55
12539430	337	EMPLOYMENT DEVELOPMENT DEPT	\$1,836.54
12539431	1670	FIRST CLASS PEST CONTROL	\$272.00
12539432	3848	FLOWERS BAKING COMPANY OF MODE	\$595.44
12539433	4023	LEGO EDUCATION NORTH AMERICA	\$6,975.62
12539434	3730	LEANA LEMONS	\$106.38
12539435	616	ALICIA MARTELLA	\$57.46
12539436	3262	JILL MCALISTER	\$215.80
12539437	632	MEDICAL BILLING TECHNOLOGIES I	\$58.26
12539438	3832	OMEGA INDUSTRIAL SUPPLY INC	\$861.44
12539439	725	PACIFIC GAS & ELECTRIC CO	\$4,890.73
12539440	3974	S.I.M. ARCHITECTS	\$138.55
12539441	4012	JENNIFER SHIMMON	\$60.76
12539442	4030	GINA SNOWDER	\$14.00
12539443	3774	SUPPLYWORKS	\$3,080.35
12539444	4031	ANGELICA TORRES	\$14.00
12539445	2001	LUPE TORRES	\$59.00
12539446	3984	UNION BANK (ADDINGTON)	\$3,309.84
12539447	3985	UNION BANK (AFFRONTI)	\$1,580.21
12539448	3986	UNION BANK (FULLERTON)	\$4,372.21
12539449	4026	UNITED REFRIGERATION INC.	\$1,898.72
12539450	4032	CHRISTIAN VALADEZ	\$14.00

Total Amount of All Warrants:**\$33,514.49**

**Credit Card Register For
Payments Dated 01/27/2017**

Document Number	Vendor Number	Vendor Name	Amount
14018398	3162	CALCHAMBER	\$343.50
14018399	1880	CENTRAL SANITARY SUPPLY	\$3,309.51
14018400	405	GOPHER SPORTS	\$1,578.57
14018401	2745	IMAGE 2000	\$200.56
14018402	2186	SCHOOL OUTFITTERS	\$1,647.32
14018403	3329	VALLEY ELECTRICAL SUPPLIERS IN	\$455.81
14018404	1040	WOODWIND & BRASSWIND	\$343.91

Total Amount of All Credit Card Payments:

\$7,879.18



Commercial Payment Register
For Payments Dated: 01/27/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount
12539423	19	ADDINGTON, TOM	PV - 19317	0100-0000-0-0000-7100-520002-121	Unrestricted Resources	Mileage-Administration	\$374.50
Total For Fund Number: 0100							\$374.50
Total Amount of Payment:							\$374.50
12539424	2796	AT&T	PV - 19259	0100-0000-0-0000-8200-590010-121	Unrestricted Resources	Communications - Telephone	\$334.01
			PV - 19259	0100-0000-0-1110-8200-590010-323	Unrestricted Resources	Communications - Telephone	\$17.87
			PV - 19259	0100-0000-0-1110-8200-590010-424	Unrestricted Resources	Communications - Telephone	\$45.23
			PV - 19259	0100-0000-0-1110-8200-590010-525	Unrestricted Resources	Communications - Telephone	\$76.82
			PV - 19260	0100-0000-0-0000-8200-590010-121	Unrestricted Resources	Communications - Telephone	\$181.84
			PV - 19261	0100-0000-0-0000-7200-590010-121	Unrestricted Resources	Communications - Telephone	\$31.06
			PV - 19259	0100-0000-0-1110-8200-590010-222	Unrestricted Resources	Communications - Telephone	\$80.86
Total For Fund Number: 0100							\$767.69
Total Amount of Payment:							\$767.69
12539425	72	AVERY, TOM	PV - 19313	0100-1100-0-1110-1000-430001-222	State Lottery	Instructional Materials/Classroom	\$32.69
Total For Fund Number: 0100							\$32.69
Total Amount of Payment:							\$32.69
12539426	2772	AVILA, BENITO	PV - 19315	0100-1100-0-1110-1000-430006-525	State Lottery	Other Supplies	\$600.00
Total For Fund Number: 0100							\$600.00
Total Amount of Payment:							\$600.00
12539427	115	BLINDS ETC.	PV - 19262	0100-0000-0-1110-8200-430014-222	Unrestricted Resources	Maintenance Supplies	\$913.75
Total For Fund Number: 0100							\$913.75
Total Amount of Payment:							\$913.75
12539428	1824	CALIFORNIA STATE UNIV, FF	PO - 17356	0100-0000-0-0000-7490-520000-121	Unrestricted Resources	Travel and Confernces	\$375.00
Total For Fund Number: 0100							\$375.00
Total Amount of Payment:							\$375.00
12539429	2800	DOZIER, CARRIE	PV - 19266	0100-0000-0-1110-3140-430006-222	Unrestricted Resources	Other Supplies	\$39.55
Total For Fund Number: 0100							\$39.55
Total Amount of Payment:							\$39.55
12539430	337	EMPLOYMENT DEVELOPME	PV - 19267	0100-0000-0-0000-0000-951500-000	Unrestricted Resources	State Unemployment Insurance	\$1,776.08
Total For Fund Number: 0100							\$1,776.08
12539430	337	EMPLOYMENT DEVELOPME	PV - 19267	1300-0000-0-0000-0000-951500-000	Unrestricted Resources	State Unemployment Insurance	\$60.46
Total For Fund Number: 1300							\$60.46
Total Amount of Payment:							\$1,836.54
12539431	1670	FIRST CLASS PEST CONTROL	PV - 19269	0100-0000-0-1110-8200-550070-525	Unrestricted Resources	Pest Control	\$44.00
			PV - 19273	0100-0026-0-8100-5900-580008-520	Local Project	Other Contract Expenses	\$44.00

Commercial Payment Register
For Payments Dated: 01/27/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount
12539431	1670	FIRST CLASS PEST CONTROL	PV - 19268	0100-0000-0-1110-8200-550070-323	Unrestricted Resources	Pest Control	\$43.00
			PV - 19270	0100-0000-0-1110-8200-550070-424	Unrestricted Resources	Pest Control	\$44.00
			PV - 19271	0100-0000-0-1110-8200-550070-222	Unrestricted Resources	Pest Control	\$45.00
			PV - 19272	0100-0000-0-0000-8200-550070-121	Unrestricted Resources	Pest Control	\$52.00
Total For Fund Number: 0100							\$272.00
Total Amount of Payment:							\$272.00
12539432	3848	FLOWERS BAKING COMPAN	PV - 19275	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$56.60
			PV - 19276	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$43.68
			PV - 19276	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$10.40
			PV - 19277	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$33.00
			PV - 19280	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$31.20
			PV - 19282	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$60.44
			PV - 19279	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$74.40
			PV - 19281	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$46.20
			PV - 19274	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$109.00
			PV - 19278	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$19.80
			PV - 19279	1300-5310-0-0000-3700-470002-000	Child Nutrition - School Programs	Food - Breakfast Program	\$80.24
			PV - 19280	1300-5310-0-0000-3700-470001-000	Child Nutrition - School Programs	Food - Lunch Program	\$30.48
Total For Fund Number: 1300							\$595.44
Total Amount of Payment:							\$595.44
12539433	4023	LEGO EDUCATION NORTH A	PO - 17351	0100-3010-0-1110-1000-430001-525	IASA-Title I Basic Grants Low Income	Instructional Materials/Classroom	\$6,975.62
Total For Fund Number: 0100							\$6,975.62
Total Amount of Payment:							\$6,975.62
12539434	3730	LEMONS, LEANA	PV - 19284	0100-0000-0-0000-2110-520003-121	Unrestricted Resources	Mileage-Other	\$106.38
Total For Fund Number: 0100							\$106.38
Total Amount of Payment:							\$106.38
12539435	616	MARTELLA, ALICIA	PV - 19314	0100-0000-0-1110-1000-430001-424	Unrestricted Resources	Instructional Materials/Classroom	\$57.46
Total For Fund Number: 0100							\$57.46
Total Amount of Payment:							\$57.46
12539436	3262	MCALISTER, JILL	PV - 19285	0100-1100-0-1110-1000-430001-525	State Lottery	Instructional Materials/Classroom	\$215.80
Total For Fund Number: 0100							\$215.80
Total Amount of Payment:							\$215.80
12539437	632	MEDICAL BILLING TECHNOL	PV - 19286	0100-0000-0-0000-7200-580008-121	Unrestricted Resources	Other Contract Expenses	\$58.26
Total For Fund Number: 0100							\$58.26

Commercial Payment Register For Payments Dated: 01/27/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI	Resource	Object	Amount
						Total Amount of Payment:	<u>\$58.26</u>
12539438	3832	OMEGA INDUSTRIAL SUPPLY	PV - 19287	0100-8150-0-0000-8110-430014-222	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$147.73
			PV - 19287	0100-8150-0-0000-8110-430014-323	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$147.73
			PV - 19287	0100-8150-0-0000-8110-430014-525	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$147.72
			PV - 19288	0100-8150-0-0000-8110-430014-525	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$67.64
			PV - 19287	0100-8150-0-0000-8110-430014-424	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$147.72
			PV - 19288	0100-8150-0-0000-8110-430014-222	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$67.63
			PV - 19288	0100-8150-0-0000-8110-430014-323	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$67.63
			PV - 19288	0100-8150-0-0000-8110-430014-424	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$67.64
						Total For Fund Number: 0100	<u>\$861.44</u>
						Total Amount of Payment:	<u>\$861.44</u>
12539439	725	PACIFIC GAS & ELECTRIC CO	PV - 19291	0100-0000-0-1110-8200-550020-323	Unrestricted Resources	Electricity	\$26.43
			PV - 19293	0100-0000-0-1110-8200-550020-323	Unrestricted Resources	Electricity	\$1,822.39
			PV - 19289	0100-0000-0-1110-8200-550020-222	Unrestricted Resources	Electricity	\$1,705.31
			PV - 19292	0100-0000-0-1110-8200-550020-323	Unrestricted Resources	Electricity	\$22.28
			PV - 19295	0100-0000-0-1110-8200-550020-120	Unrestricted Resources	Electricity	\$277.15
			PV - 19296	0100-0000-0-1110-8200-550020-525	Unrestricted Resources	Electricity	\$19.42
			PV - 19298	0100-0000-0-1110-8200-550020-525	Unrestricted Resources	Electricity	\$45.31
			PV - 19290	0100-0000-0-1110-8200-550020-323	Unrestricted Resources	Electricity	\$89.99
			PV - 19294	0100-0000-0-1110-8200-550020-120	Unrestricted Resources	Electricity	\$846.97
			PV - 19297	0100-0000-0-1110-8200-550020-525	Unrestricted Resources	Electricity	\$35.48
						Total For Fund Number: 0100	<u>\$4,890.73</u>
						Total Amount of Payment:	<u>\$4,890.73</u>
12539440	3974	S.I.M. ARCHITECTS	PV - 19300	0100-0000-0-0000-7200-580023-121	Unrestricted Resources	Prof. Serv. & Oper. Exp. - Architect	\$138.55
						Total For Fund Number: 0100	<u>\$138.55</u>
						Total Amount of Payment:	<u>\$138.55</u>
12539441	4012	SHIMMON, JENNIFER	PV - 19299	0100-1100-0-1110-1000-430001-323	State Lottery	Instructional Materials/Classroom	\$60.76
						Total For Fund Number: 0100	<u>\$60.76</u>
						Total Amount of Payment:	<u>\$60.76</u>
12539442	4030	SNOWDER, GINA	PV - 19301	0100-0000-0-0000-7490-580060-121	Unrestricted Resources	Prof. Serv. & Oper. Exp. -Fingerprinting	\$14.00
						Total For Fund Number: 0100	<u>\$14.00</u>
						Total Amount of Payment:	<u>\$14.00</u>
12539443	3774	SUPPLYWORKS	PV - 19302	0100-0000-0-1110-8200-430012-525	Unrestricted Resources	Custodian Supplies	\$2,038.23

Commercial Payment Register
For Payments Dated: 01/27/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI	Resource	Object	Amount
12539443	3774	SUPPLYWORKS	PV - 19304	0100-0000-0-1110-8200-430012-525	Unrestricted Resources	Custodian Supplies	\$824.91
			PV - 19303	0100-8150-0-0000-8110-430014-121	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$217.21
					Total For Fund Number: 0100		\$3,080.35
				Total Amount of Payment:		\$3,080.35	
12539444	4031	TORRES, ANGELICA	PV - 19306	0100-0000-0-0000-7490-580060-121	Unrestricted Resources	Prof. Serv. & Oper. Exp. -Fingerprinting	\$14.00
					Total For Fund Number: 0100		\$14.00
					Total Amount of Payment:		\$14.00
12539445	2001	TORRES, LUPE	PV - 19305	0100-3010-0-1110-1000-520000-525	IASA-Title I Basic Grants Low Income	Travel and Conferences	\$59.00
					Total For Fund Number: 0100		\$59.00
					Total Amount of Payment:		\$59.00
12539446	3984	UNION BANK (ADDINGTON)	PV - 19307	0100-0000-0-0000-7100-520000-121	Unrestricted Resources	Travel and Conferences	\$1,061.43
			PV - 19307	0100-1100-0-1110-1000-430001-323	State Lottery	Instructional Materials/Classroom	\$80.62
			PV - 19307	0100-1100-0-1110-2700-520000-121	State Lottery	Travel and Conferences	\$707.62
			CM - 17076	0100-0000-0-0000-7100-430006-121	Unrestricted Resources	Other Supplies	-\$139.74
			CM - 17078	0100-8150-0-0000-8110-440000-120	Ongoing & Major Maint. Acct.	Equipment-Non Depreciated	-\$119.95
			PV - 19307	0100-6264-0-1110-1000-520000-031	Educator Effectiveness	Travel and Conferences	\$1,057.38
			PV - 19307	0100-8150-0-0000-8110-440000-120	Ongoing & Major Maint. Acct.	Equipment-Non Depreciated	\$119.95
			CM - 17077	0100-8150-0-0000-8110-440000-120	Ongoing & Major Maint. Acct.	Equipment-Non Depreciated	-\$119.95
			PV - 19307	0100-0000-0-0000-7100-430006-121	Unrestricted Resources	Other Supplies	\$149.72
			PV - 19307	0100-0000-0-1110-1000-520000-031	Unrestricted Resources	Travel and Conferences	\$512.76
		Total For Fund Number: 0100		\$3,309.84			
				Total Amount of Payment:		\$3,309.84	
12539447	3985	UNION BANK (AFFRONTI)	PV - 19308	0100-0000-0-0000-7200-520000-121	Unrestricted Resources	Travel and Conferences	\$64.00
			PV - 19308	0100-0000-0-0000-7200-580000-121	Unrestricted Resources	Other Services and Operating Expenditures	\$0.99
			PV - 19308	0100-0000-0-1110-1000-520000-031	Unrestricted Resources	Travel and Conferences	\$1,328.25
			PV - 19308	0100-0000-0-0000-7200-430006-121	Unrestricted Resources	Other Supplies	\$119.67
			PV - 19308	0100-1100-0-1110-2700-520000-121	State Lottery	Travel and Conferences	\$29.96
			PV - 19308	0100-0000-0-0000-8200-430006-121	Unrestricted Resources	Other Supplies	\$37.34
					Total For Fund Number: 0100		\$1,580.21
				Total Amount of Payment:		\$1,580.21	
12539448	3986	UNION BANK (FULLERTON)	PV - 19309	0100-0000-0-0000-7100-520000-121	Unrestricted Resources	Travel and Conferences	\$755.00
			PV - 19309	0100-0000-0-0000-7200-520000-121	Unrestricted Resources	Travel and Conferences	\$530.00

Commercial Payment Register
For Payments Dated: 01/27/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount
12539448	3986	UNION BANK (FULLERTON)	PV - 19309	0100-1100-0-1110-2700-520000-121	State Lottery	Travel and Conferences	\$1,000.00
			PV - 19309	0100-0000-0-0000-2150-520000-121	Unrestricted Resources	Travel and Conferences	\$125.00
			PV - 19309	0100-0000-0-0000-7100-430006-121	Unrestricted Resources	Other Supplies	\$1,216.01
			PV - 19309	0100-0000-0-1110-8200-430014-120	Unrestricted Resources	Maintenance Supplies	\$41.93
			PV - 19309	0100-8150-0-0000-8110-430014-222	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$243.43
Total For Fund Number: 0100							\$3,911.37
12539448	3986	UNION BANK (FULLERTON)	PV - 19309	1300-5310-0-0000-3700-560009-000	Child Nutrition - School Programs	Outsider Services	\$460.84
			Total For Fund Number: 1300				
Total Amount of Payment:							\$4,372.21
12539449	4026	UNITED REFRIGERATION INC	PV - 19310	0100-8150-0-0000-8110-440000-323	Ongoing & Major Maint. Acct.	Equipment-Non Depreciated	\$2,101.87
			CM - 17079	0100-8150-0-0000-8110-430014-222	Ongoing & Major Maint. Acct.	Maintenance Supplies	-\$203.15
			Total For Fund Number: 0100				
Total Amount of Payment:							\$1,898.72
12539450	4032	VALADEZ, CHRISTIAN	PV - 19316	0100-1100-0-1110-1000-580060-525	State Lottery	Prof. Serv. & Oper. Exp. -Fingerprinting	\$14.00
			Total For Fund Number: 0100				
Total Amount of Payment:							\$14.00
14018398	3162	CALCHAMBER	PV - 19263	0100-0000-0-0000-7490-430006-121	Unrestricted Resources	Other Supplies	\$343.50
			Total For Fund Number: 0100				
Total Amount of Payment:							\$343.50
14018399	1880	CENTRAL SANITARY SUPPLY	PV - 19264	0100-0000-0-1110-8200-430012-222	Unrestricted Resources	Custodian Supplies	\$21.11
			PV - 19264	0100-0000-0-1110-8200-430012-323	Unrestricted Resources	Custodian Supplies	\$423.55
			PV - 19265	0100-0000-0-1110-8200-430012-323	Unrestricted Resources	Custodian Supplies	\$116.26
			PV - 19265	0100-0000-0-1110-8200-430012-525	Unrestricted Resources	Custodian Supplies	\$465.04
			PV - 19264	0100-0000-0-1110-8200-430012-121	Unrestricted Resources	Custodian Supplies	\$360.84
			PV - 19264	0100-0000-0-1110-8200-430012-525	Unrestricted Resources	Custodian Supplies	\$1,880.50
			PV - 19312	0100-0000-0-1110-8200-430012-424	Unrestricted Resources	Custodian Supplies	\$21.11
			PV - 19312	0100-0000-0-1110-8200-430012-525	Unrestricted Resources	Custodian Supplies	\$21.10
Total For Fund Number: 0100							\$3,309.51
Total Amount of Payment:							\$3,309.51
14018400	405	GOPHER SPORTS	PO - 17358	0100-1100-0-1110-1000-430001-222	State Lottery	Instructional Materials/Classroom	\$1,578.57
			Total For Fund Number: 0100				
Total Amount of Payment:							\$1,578.57
14018401	2745	IMAGE 2000	PV - 19283	0100-0000-0-1110-2420-430003-525	Unrestricted Resources	Printing Supplies	\$200.56
			Total For Fund Number: 0100				

Commercial Payment Register
For Payments Dated: 01/27/2017

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY - GO - FN - OB - SI	Resource	Object	Amount
						Total Amount of Payment:	<u>\$200.56</u>
14018402	2186	SCHOOL OUTFITTERS	PO - 17359	0100-0000-0-1110-2700-430006-222	Unrestricted Resources	Other Supplies	\$1,647.32
						Total For Fund Number: 0100	\$1,647.32
						Total Amount of Payment:	<u>\$1,647.32</u>
14018403	3329	VALLEY ELECTRICAL SUPPL	PV - 19311	0100-8150-0-0000-8110-430014-120	Ongoing & Major Maint. Acct.	Maintenance Supplies	\$455.81
						Total For Fund Number: 0100	\$455.81
						Total Amount of Payment:	<u>\$455.81</u>
14018404	1040	WOODWIND & BRASSWIND	PO - 17335	0100-0000-0-1110-1000-430001-222	Unrestricted Resources	Instructional Materials/Classroom	\$343.91
						Total For Fund Number: 0100	\$343.91
						Total Amount of Payment:	<u>\$343.91</u>

School District Payment Order

District Name: Central Union Elementary School District

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	28	\$33,514.49
Credit Card Payments	7	\$7,879.18
Grand Total for Payments Dated:	01/27/2017	\$41,393.67

Authorized Officer/Employee _____ *Andrea Huss*

Or

Board Members * _____

* If this option is chosen, must have a majority of board members authorization (EC 42632)

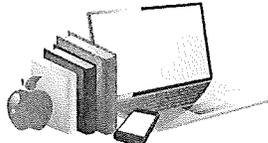
Date _____

KCOE Examination and Approval	
By _____	Date _____

This order must be returned to KCOE prior to distribution of payments.

Thomas Addington
Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153



Central Union School District
Lemoore, CA

Board Members

Jenny Cornett
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

To: Tom Addington
From: Andrea Affrunti
Date: February 6, 2017

For Board Meeting

X	Action (Consent or New Business)
	Information

Item:

Consider approval to award Nations Roof West LLC the bid for the Central Union Elementary School/Presentation Center/District Office roofing project.

Rationale/Purpose:

Utilizing the informal bid process as allowed by the California Uniform Public Construction Cost Accounting Act, the District received four bids for the above mentioned project as follows:

- Nations Roof West, LLC - \$98,600
- Graham Prewett, Inc. - \$103,000
- Peters Roofing, Inc. - \$104,000
- Fresno Roofing Company, Inc. - \$144,455

Fiscal Impact:

Total cost of the project is \$170,682, which includes the materials purchased through the California Multiple Award Schedules (CMAS). CMAS allows the District to purchase the materials, thus saving any markup costs the contractors may apply if supplied through them.

Recommendation:

Award the Central Union Elementary School/Presentation Center/District Office bid to Nations Roof West, LLC.

FORM OF PROPOSAL

Gentlemen:

The undersigned, doing business under the firm name of: Nations Roof West LLC

having carefully examined the Instructions to Bidders, the General Conditions of the Contract, the plans and Specifications, and all other Documents, titled:

Central Union School District
15783 18th Avenue
Lemoore, Ca. 93245

proposes to perform the contract, including all of its components parts, and to furnish all materials and labor called for by them for the entire work, including all taxes for the following amount:

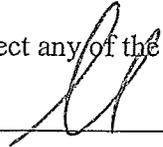
BASE BID: Central Union Elementary School/Presentation Center/District Office

Ninety-eight thousand six hundred dollars and no/100----- Dollars
(\$ 98,600.00)

WOOD BOARD REPLACEMENT (\$ 7.75 PER SQ. FOOT.

WOOD BOARD REPLACEMENT (\$ 19.50 PER LINEAR FOOT

The Building Owner reserves the right to select or reject any of the above bid proposals.

PRINT Sean Rauch, President/CEO SIGNED  DATE 02-03-17

NONCOLLUSION DECLARATION

BID NUMBER 01 ROOFING PROJECT for CENTRAL UNION ELEMENTARY
SCHOOL/DISTRICT OFFICE:
State of California)

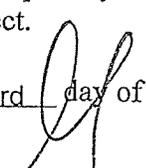
Fresno
County of ~~Kings~~)

I, Sean Rauch, being duly sworn, dealer that I am President

of Nations Roof West LLC the party making the foregoing bid that the bid is not made in the interest of, or on the behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the bid is genuine and not collusive or sham; that the bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid, and has not directly or indirectly colluded, conspired, connived, or agreed with any other bidder or anyone else to put in a sham bid, or that anyone shall refrain from bidding; that the bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bidprice, or of that of any other bidder, or to secure any advantage against the public body awarding the contract of anyone interested in the proposed contract; that all statements contained in the bid are true; and further, that the bidder has not, directly or indirectly submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any corporation, partnership, company association, organization, bid depository, or to any member or agent thereof to effectuate a collusive or sham bid.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Dated this 3rd day of February, 2017 at Fresno California

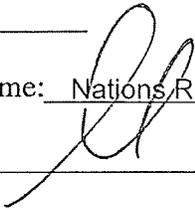

Signature Sean Rauch, President/CEO

This form must be completed and submitted with your bid package.

DESIGNATION OF SUBCONTRACTORS
Bid Number 01 Re-Roofing Central Union School District

Trade or Portion	Subcontractor Name	Business License	Phone #
<u>NONE</u>	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Contractor Name: Nations Roof West LLC Date: 02-03-17

Signed:  Phone: (559) 252-1255

Printed Name: Sean Rauch

Title: President/CEO

Street Address: 5463 E Hedges Ave

City, State, Zip Code: Fresno, CA 93727

Fax Number: (559)252-1256

Each bidder must submit with his/her proposal, on this sheet, a list of sub-contractors to be employed on this job to perform work or labor in excess of one-half of one percent of the total bid. No bid will be considered unless it complies with this requirement. No change in sub-contractors will be permitted unless written approval is first obtained from the Owner.

AIA[®] Document A310[™] – 2010

Bid Bond

CONTRACTOR:

(Name, legal status and address)

Nations Roof West, LLC

5463 E. Hedge Avenue
Fresno, CA 93727

OWNER:

(Name, legal status and address)

Central Union School District
15783 18th Ave
Lemoore, CA 93245

BOND AMOUNT: * TEN PERCENT OF AMOUNT BID *****

SURETY:

(Name, legal status and principal place of business)

The Hanover Insurance Company
440 Lincoln Street
Worcester, MA 01653

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

Any singular reference to Contractor, Surety, Owner or other party shall be considered plural where applicable.

PROJECT:

(Name, location or address, and Project number, if any)

Bid 01 for Re-Roofing (Classrooms/Restrooms/Kindergarten Room/Corridor/District Office)

The Contractor and Surety are bound to the Owner in the amount set forth above, for the payment of which the Contractor and Surety bind themselves, their heirs, executors, administrators, successors and assigns, jointly and severally, as provided herein. The conditions of this Bond are such that if the Owner accepts the bid of the Contractor within the time specified in the bid documents, or within such time period as may be agreed to by the Owner and Contractor, and the Contractor either (1) enters into a contract with the Owner in accordance with the terms of such bid, and gives such bond or bonds as may be specified in the bidding or Contract Documents, with a surety admitted in the jurisdiction of the Project and otherwise acceptable to the Owner, for the faithful performance of such Contract and for the prompt payment of labor and material furnished in the prosecution thereof; or (2) pays to the Owner the difference, not to exceed the amount of this Bond, between the amount specified in said bid and such larger amount for which the Owner may in good faith contract with another party to perform the work covered by said bid, then this obligation shall be null and void, otherwise to remain in full force and effect. The Surety hereby waives any notice of an agreement between the Owner and Contractor to extend the time in which the Owner may accept the bid. Waiver of notice by the Surety shall not apply to any extension exceeding sixty (60) days in the aggregate beyond the time for acceptance of bids specified in the bid documents, and the Owner and Contractor shall obtain the Surety's consent for an extension beyond sixty (60) days.

If this Bond is issued in connection with a subcontractor's bid to a Contractor, the term Contractor in this Bond shall be deemed to be Subcontractor and the term Owner shall be deemed to be Contractor.

When this Bond has been furnished to comply with a statutory or other legal requirement in the location of the Project, any provision in this Bond conflicting with said statutory or legal requirement shall be deemed deleted herefrom and provisions conforming to such statutory or other legal requirement shall be deemed incorporated herein. When so furnished, the intent is that this Bond shall be construed as a statutory bond and not as a common law bond.

Signed and sealed this **3rd** day of **February** 2017

(Witness)

Nations Roof West, LLC
(Principal) _____ *(Seal)*

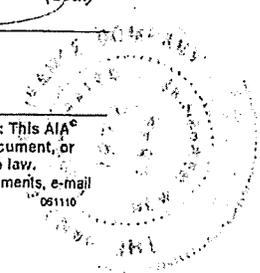
(Witness)

(Title) Sean Rauch, President
The Hanover Insurance Company
(Surety) _____ *(Seal)*

(Title) Thomas O. Chambers, Attorney-In-Fact

Init.

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THE HANOVER INSURANCE COMPANY
MASSACHUSETTS BAY INSURANCE COMPANY
CITIZENS INSURANCE COMPANY OF AMERICA

POWERS OF ATTORNEY
CERTIFIED COPY

KNOW ALL MEN BY THESE PRESENTS: That THE HANOVER INSURANCE COMPANY and MASSACHUSETTS BAY INSURANCE COMPANY, both being corporations organized and existing under the laws of the State of New Hampshire, and CITIZENS INSURANCE COMPANY OF AMERICA, a corporation organized and existing under the laws of the State of Michigan, do hereby constitute and appoint

Thomas O. Chambers, Kimberly S. Rasch and/or Todd Schaap

of Racine, WI and each is a true and lawful Attorney(s)-in-fact to sign, execute, seal, acknowledge and deliver for, and on its behalf, and as its act and deed any place within the United States, or, if the following line be filled in, only within the area therein designated any and all bonds, recognizances, undertakings, contracts of indemnity or other writings obligatory in the nature thereof, as follows:

Any such obligations in the United States, not to exceed Forty Million and No/100 (\$40,000,000) in any single instance

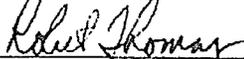
and said companies hereby ratify and confirm all and whatsoever said Attorney(s)-in-fact may lawfully do in the premises by virtue of these presents. These appointments are made under and by authority of the following Resolution passed by the Board of Directors of said Companies which resolutions are still in effect:

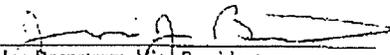
"RESOLVED, That the President or any Vice President, in conjunction with any Vice President, be and they are hereby authorized and empowered to appoint Attorneys-in-fact of the Company, in its name and as its acts, to execute and acknowledge for and on its behalf as Surety any and all bonds, recognizances, contracts of indemnity, waivers of citation and all other writings obligatory in the nature thereof, with power to attach thereto the seal of the Company. Any such writings so executed by such Attorneys-in-fact shall be as binding upon the Company as if they had been duly executed and acknowledged by the regularly elected officers of the Company in their own proper persons." (Adopted October 7, 1981 - The Hanover Insurance Company; Adopted April 14, 1982 - Massachusetts Bay Insurance Company; Adopted September 7, 2001 - Citizens Insurance Company of America)

IN WITNESS WHEREOF, THE HANOVER INSURANCE COMPANY, MASSACHUSETTS BAY INSURANCE COMPANY and CITIZENS INSURANCE COMPANY OF AMERICA have caused these presents to be sealed with their respective corporate seals, duly attested by two Vice Presidents, this 1st day of March 2012.



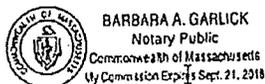
THE HANOVER INSURANCE COMPANY
MASSACHUSETTS BAY INSURANCE COMPANY
CITIZENS INSURANCE COMPANY OF AMERICA


Robert Thomas, Vice President


Joe Brenstrom, Vice President

THE COMMONWEALTH OF MASSACHUSETTS)
COUNTY OF WORCESTER) ss.

On this 1st day of March 2012 before me came the above named Vice Presidents of The Hanover Insurance Company, Massachusetts Bay Insurance Company and Citizens Insurance Company of America, to me personally known to be the individuals and officers described herein, and acknowledged that the seals affixed to the preceding instrument are the corporate seals of The Hanover Insurance Company, Massachusetts Bay Insurance Company and Citizens Insurance Company of America, respectively, and that the said corporate seals and their signatures as officers were duly affixed and subscribed to said instrument by the authority and direction of said Corporations.




Barbara A. Garlick, Notary Public
My Commission Expires September 21, 2018

I, the undersigned Vice President of The Hanover Insurance Company, Massachusetts Bay Insurance Company and Citizens Insurance Company of America, hereby certify that the above and foregoing is a full, true and correct copy of the Original Power of Attorney issued by said Companies, and do hereby further certify that the said Powers of Attorney are still in force and effect.

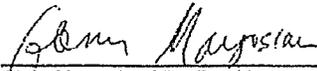
This Certificate may be signed by facsimile under and by authority of the following resolution of the Board of Directors of The Hanover Insurance Company, Massachusetts Bay Insurance Company and Citizens Insurance Company of America.

"RESOLVED, That any and all Powers of Attorney and Certified Copies of such Powers of Attorney and certification in respect thereto, granted and executed by the President or any Vice President in conjunction with any Vice President of the Company, shall be binding on the Company to the same extent as if all signatures therein were manually affixed, even though one or more of any such signatures thereon may be facsimile." (Adopted October 7, 1981 - The Hanover Insurance Company; Adopted April 14, 1982 - Massachusetts Bay Insurance Company; Adopted September 7, 2001 - Citizens Insurance Company of America)

GIVEN under my hand and the seals of said Companies, at Worcester, Massachusetts, this 3rd day of February 2012.



THE HANOVER INSURANCE COMPANY
MASSACHUSETTS BAY INSURANCE COMPANY
CITIZENS INSURANCE COMPANY OF AMERICA

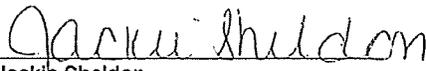

Glenn Margosian, Vice President

STATE OF WISCONSIN)

COUNTY OF Racine)

ON THIS 3rd day of February, 2017,

before me, a notary public, within and for said County and State, personally appeared Thomas O. Chambers to me personally known, who being duly sworn, upon oath did say that he is the Attorney-in-Fact of and for the The Hanover Insurance Company, a corporation of New Hampshire, created, organized and existing under and by virtue of the laws of the State of New Hampshire; that the corporate seal affixed to the foregoing within instrument is the seal of the said Company; that the seal was affixed and the said instrument was executed by authority of its Board of Directors; and the said Thomas O. Chambers did acknowledge that he/she executed the said instrument as the free act and deed of said Company.


Jackie Sheldon
Notary Public, Racine County, Wisconsin
My Commission Expires 4/13/2019





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January 30, 2017

Central Union School District
15783 18th Avenue
Lemoore, Ca. 93245

Joseph L. Camara

4851 12th Avenue

Hanford, CA 93230

Fax: 559-583-8262

Bus: 800-762-8225 ext: 580

E-mail: jcamara@garlandind.com

Mobile: 559-259-3399

RE: Addenda #1 (Roofing Projects Bid 01)

Install new 24 Gauge galvanized surface mount counterflashing on West Wall of Restrooms at Central Union Elementary School.

Clean and coat all duct work and roof hatch on Cafeteria Mechanical area with White Knight Plus WC.
Re-Caulk all seams on duct work with Tuff Stuff prior to coating.

SIGNED _____

INCLUDE in BID PACKAGE Sean Rauch, President/CEO

DATE 02-03-17



Thomas Addington

Superintendent
 15783 18th Avenue
 Lemoore, CA 93245

Telephone (559) 924-3405
 Fax (559) 924-6983



Central Union School District
 Lemoore, CA

Board Members

Jenny Cornett
 Dale Davidson
 Jeffrey Gilcrease
 Ceil Howe III

Central Union Elementary School District
 District's Proposal Regarding Classified Negotiations
 February 10, 2017

Article	Topic	Proposals
I	Agreement	<ul style="list-style-type: none"> o The District seeks a three (3) Year closed agreement through 2019 school year
II	Definitions	<ul style="list-style-type: none"> o Update with current language/legal definitions related to 'immediate family'
VII	Benefits	<ul style="list-style-type: none"> o The District will propose an increase to present health benefits contribution
XX	Sick Leave	<ul style="list-style-type: none"> o Clarify the 100 day differential
XXIII	Parental Unpaid Leave	<ul style="list-style-type: none"> o Clarify and adjust language with recent CFRA changes
XXIX	Salary Schedules	<ul style="list-style-type: none"> o The District will propose an increase to the present salary schedule with salary schedule adjustments to classified positions o Review and discuss implications of statutory minimum wage increase

Central Union School District

15783 18th Avenue
Lemoore, CA 93245

(559) 924-3405
www.central.k12.ca.us



2015-16 Annual District Report Card

Published January 2017



Central Union School District
Lemoore, CA

2016-17 Board of Trustees

Jenny Cornett
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

District Administration

Tom Addington
Superintendent

Andrea Affrunti
Assistant Superintendent
Business, Facilities and
Financial Services

Elizabeth Williams-Lozano
Assistant Superintendent of
Educational Services and
Human Resources



Akers School



R. J. Neutra



Central School



Stratford



Central Union School District
Lemoore, CA

Superintendent's Message

The Central Union School District is very proud of its history. The Central Union School District is situated in the heart of the San Joaquin Valley, in rural Kings County, one of the nation's richest agricultural areas and the home of the Santa Rosa Rancheria and the Lemoore Naval Air Station.

The success of our schools is directly attributable to the commitment, dedication and teamwork of the faculty, staff, parents, students, administration and the Board of Education working together. The faculty and staff are committed to having the students achieve the state-mandated standards. Many of Central's educators teach and lead quietly, without fanfare, unnoticed. Their highest reward coming from the realization that somewhere there is a young person whose life has been touched and changed.

Central Union's success is the result of a well-orchestrated plan of policy, planning implementation and practice executed by administrators, teachers, support staff and the governing board. Together this team provides the best possible education for the Central student. Central Union School District is small in size but illustrious in educational programs, commitment and success.

Our students routinely surpass expectations because of the efforts of our teachers and staff and those who support them. It is often said that 'the children are our future', while this is a wonderful motivating quote, in Central we believe that 'We are the future for our children'. It is through this concept that the power of education is realized. With the recognition that our role in a child's development is paramount, and by embracing the highest commitment of every teacher, secretary, custodian, instructional aide, administrator, and support staff member, we can positively impact the future of your child. By taking this belief and combining it with the partnership of parents, guardians, family members, and the community, we can build that bright future for our students to make sure that every student is able to excel to their highest potential.

Tom Addington, Superintendent

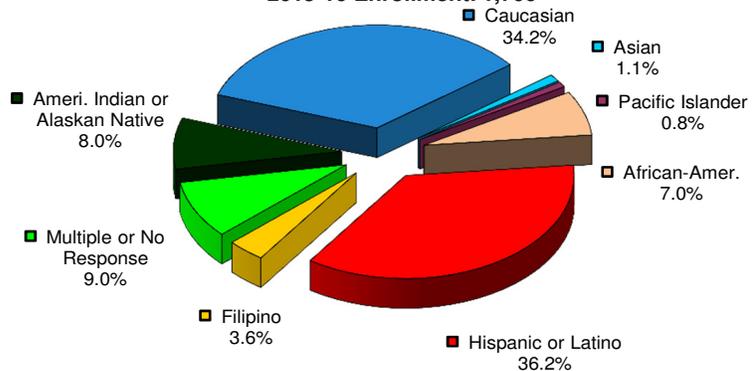
District Description & Profile

Central Union School District is located in Lemoore, California, in the heart of the San Joaquin Valley about 45 minutes south of Fresno, halfway between San Francisco and Los Angeles. The communities of Central, Stratford, and the City of Lemoore are rich with history, tradition, and warm, caring people. The District resides in a rich agricultural area which has two Federal Facilities within its boundaries: the Santa Rosa Rancheria Indian Reservation and the Lemoore Naval Air Station. The economic structure of the area is based upon farming, primarily cotton, grains, some dairy, and the U.S. Military. The District is comprised of four schools; all have been California Distinguished Schools and two of the schools were honored as National Blue Ribbon Schools. All of the schools operate on a traditional calendar. The District is sensitive to the specific needs of the students it serves in kindergarten through eighth grade.

Contents

- Superintendent's Message
- District Description & Profile
- Introduction
- Federal Intervention Program
- District Benchmark Assessments
- California Assessment of Student Performance and Progress (CAASPP)
- Curriculum Development
- Instructional Materials
- Class Size
- School Safety
- School Resource Officer
- Professional Staff
- Specialized Instruction
- Stratford Family Resource Center (FRC)
- District Expenditures
- Grants
- Board of Trustees' Message

Percentage of Students by Ethnicity
2015-16 Enrollment: 1,706



Introduction

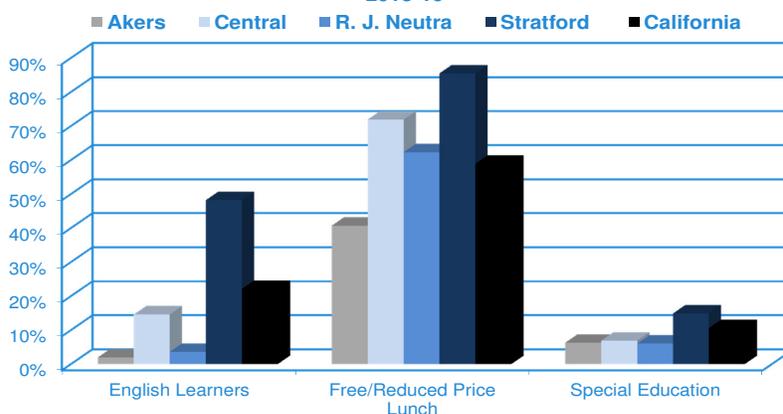
This report provides District and state level reporting of student proficiency and progress towards meeting established proficiency standards as required by the Federal Intervention Program. Detailed information about Central Union School District's schools is included in individual School Accountability School Report Cards. You may obtain a copy of the School Accountability Report Card from each school or the District office. Each school's report fulfills Title I and Proposition 98 annual reporting requirements.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

**% of Student Enrollment by Program
2015-16**



Title I Program Participation and PI Status

	Akers	Central	R. J. Neutra	Stratford
Title I Targeted Assistance School	No	No	No	No
Title I Schoolwide School	No	No	No	Yes
Program Improvement (PI) School	No	No	No	Yes

District Assessments

Central Union School District administers its own set of comprehensive assessments to all K-5 students to determine individual levels of academic proficiency in reading, writing and math. Teachers for students in grades 3-5 develop formative assessments for both language arts and math evaluation once each trimester. Students in grades 6-8 participate in writing assessments and teacher created assessments. Each assessment is aligned to District and state content standards and are given at the end of each trimester.

Assessment results are shared with teachers and District administration to evaluate the effectiveness of the curriculum and identify students who may need additional academic intervention. Individual student results are shared at parent conferences and mailed to each student's home. Teachers share assessment results with students in grades 3-8 to increase the student's awareness of his/her academic progress and to establish common individual goals.

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

	English Language Arts/Literacy					Mathematics				
	15-16					15-16				
	Number of Students Enrolled	Number of Students Tested	Percent of Enrolled Students Tested	Mean Scale Score	Percent Met or Exceeded	Number of Students Enrolled	Number of Students Tested	Percent of Enrolled Students Tested	Mean Scale Score	Percent Met or Exceeded
All Students					All Students					
All Students Tested	1070	1031	96.4%	N/A	53%	1071	1033	96.5%	N/A	39%
Male	524	501	95.6%	N/A	50%	525	503	95.8%	N/A	41%
Female	546	530	97.1%	N/A	56%	546	530	97.1%	N/A	38%
African American	77	77	100.0%	N/A	47%	77	77	100.0%	N/A	19%
American Indian or Alaskan Native	97	95	97.9%	N/A	23%	97	95	97.9%	N/A	10%
Asian	15	14	93.3%	N/A	72%	15	15	100.0%	N/A	47%
Filipino	51	51	100.0%	N/A	74%	51	51	100.0%	N/A	68%
Hispanic or Latino	394	378	95.9%	N/A	54%	395	380	96.2%	N/A	32%
Hawaiian or Pacific Islander	11	11	100.0%	N/A	45%	11	11	100.0%	N/A	55%
White (not Hispanic)	361	342	94.7%	N/A	64%	361	341	94.5%	N/A	53%
Two or More Races	41	40	97.6%	N/A	66%	41	40	97.6%	N/A	48%
Socioeconomically Disadvantaged	627	602	96.0%	N/A	45%	627	603	96.2%	N/A	34%
English Learners	92	86	93.5%	N/A	15%	92	87	94.6%	N/A	13%
Students with Disabilities	109	106	97.2%	N/A	13%	109	106	97.2%	N/A	7%
Migrant Education	16	15	93.8%	N/A	33%	16	15	93.8%	N/A	13%
Foster Youth										

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) & Mathematics for All Students 2015-16 Percentage of Students Meeting or Exceeding the State Standards						
	Akers	Central	R.J. Neutra	Stratford	CUSD	California
ELA	59%	40%	69%	29%	44%	49%
Math	43%	24%	60%	22%	33%	37%

California Assessment of Student Performance and Progress Test Results in Science for All Students 2015-16 Percentage of Students Meeting or Exceeding the State Standards						
	Akers	Central	R.J. Neutra	Stratford	CUSD	California
Science	60%	22%	85%	26%	52%	54%

Curriculum Development

Central Union School District and its four school sites combine efforts to provide training and curriculum development based on the California Standards and are aligned with the content of the curriculum frameworks for grades kindergarten through eight. Teachers within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Over a five-year period, Central Union School District has been making strides to align instructional programs with the California Standards. District administration has developed a comprehensive plan to develop leadership teams, train teachers, update instructional resources, and implement standards-based changes to:

- Math Frameworks and Adoptions
- Language Arts Frameworks and Adoptions
- Writing Frameworks
- Student Assessment
- English Learner Strategies & Techniques

The writing and implementation of Central Union School District's curriculum is an ongoing process designed to meet the changing needs in the areas of instructional improvement, implementation of state standards, and adoption of instructional materials. Teachers and administrators at each school site serve on curriculum committees. The committees review the state standards and frameworks, establish benchmarks and expectations in specific subject areas, develop benchmark tests, determine staff development needs, analyze test results, prompt grade level collaboration, select textbooks and supplementary teaching materials, and review 21st century learning.

Throughout the 2015-16 year, each teacher was provided seven days of professional development. Districtwide professional development covered the following topics:

- Catch Up Training on ELA and Math Standards for New Hires
- Designated ELD
- Integrated ELD
- Aligning Curriculum with ELD Standards
- 21st Century Learning and Beyond (Sights, Sounds, and Actions in a 21st Century Classroom)
- Strategies for Creating a 21st Century Classroom
- Mental Health Trainings
- ELA Coaching
- Math Coaching
- 21st Century Learning and Technology Coaching

Site-based conferences are held to discuss the quality of instruction and to provide suggestions for teachers to improve classroom practices based upon evaluation of student performance data. Certificated staff attend workshops, conferences, and training programs offered by neighboring districts, county offices of education, and professional consultants. External training activities enable access to research-based strategies relative to individual areas of expertise and responsibility. Participation in third-party training during the 2015-16 school year reinforced Districtwide concentration in developing effective instructional strategies, common core standards development, technology integration, and student assessment. Supplemental professional development was offered throughout the year and included the following topics:

- Supporting the Standards in the Classroom
- 21st Century Learning
- Social Emotional and Behavioral Supports
- Reading Mastery II & III
- Behavioral Supports in the Classroom
- ELA Adoption Presentations
- Alignment of Assessments and Data Use

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aid/CPR, and Reading Mastery. Classified staff acquire job-related training through in-house sponsored workshops provided by department supervisors or product vendors. Newly credentialed and/or beginning teachers receive formative assessment, individualized support and advanced content from the California Teacher Induction Program which is the preferred pathway to a California Professional (Clear) Teaching Credential. The Teacher Induction Program is co-administered by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). The Teacher Induction Task Force and State Leadership Team provide support and technical assistance to local Teacher Induction Program leaders. The Teacher Induction program provides standards-based, individualized advice and assistance that combines the application of theory learned in the preliminary teacher preparation program with mentor-based support and formative assessment feedback.

Instructional Materials

As the state aligns textbooks, frameworks, and instructional materials to meet the California Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On September 12, 2016, the Central Union School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners, in the District. The Board of Trustees adopted Resolution #R-09-12-2016 which certifies, as required by Education Code section 60119, that (1) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the math, science, history-social science, English/language arts, health* (*as a component of the science curriculum), and visual and performing arts.

Note: Central Union School District is not subject to certifying instructional materials acquisition for foreign language courses, health courses, and lab science equipment typically offered in grades 9-12. The California Department of Education requires the most recent information to be provided regarding textbooks and instructional materials: data collected and disclosed in this report regarding instructional materials were acquired in September 2016.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2016	Yes	MacMillan/McGraw-Hill; <i>Wonders</i>	0%	K-5
2016	Yes	Houghton Mifflin Harcourt; <i>California Collections</i>	0%	6-8
Math				
2014	Yes	McGraw-Hill; <i>My Math</i>	0%	TK-5
Science				
2007	Yes	MacMillan/McGraw-Hill; <i>California Science</i>	0%	K-5
2007	Yes	Pearson-Prentice Hall; <i>Focus on Earth, Life, & Physical Science</i>	0%	6-8
Social Science				
2005	Yes	Pearson Scott Foresman; <i>History-Social Science for CA</i>	0%	K-5
2005	Yes	Teachers' Curriculum Institute; <i>History Alive!</i>	0%	6-8

Technology & Library Resources

The District has four school site library/media centers with over 8,497 books available for students to check out, 30 magazine subscriptions, and over 4,338 videos and audiotapes combined. Each school's library clerk is responsible for the following:

- Reading stories to primary students
- Helping with reference work
- Keeping track and maintaining all books and audio-visual equipment
- Assisting with technology curriculum implementation

Central Union School District's website hosts a home page for each school and provides a variety of resources and information for parents, staff, students, and community members. The teachers of the District carefully developed the District's technology curriculum which meets eleven measurable grade level outcomes. Computer skills and concepts provided throughout the curriculum prepare students for technological growth and opportunities. Technology resources during the 2015-16 school year included:

- 320 Macintosh computers, including laptops
- 16 File servers
- 8 Scanners
- 65 TV's
- 38 VCR's
- 11 DVD players
- 68 VCR/DVD combos
- 36 Digital cameras
- 1199 iPads
- 810 iPods
- 6 Computer labs with 20-30 iMac computers
- 4 Mobile laptop labs (30 machines in each lab)

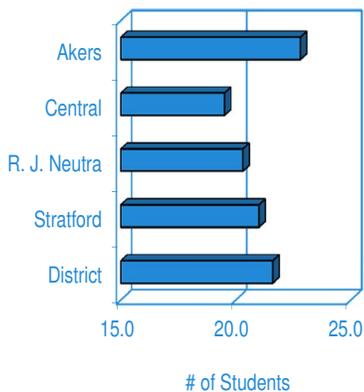
	Computer Resources			
	Akers	Central	R.J. Neutra	Stratford
Computers*	103	71	80	66
Students Per Computer	6.5	4.9	6.5	4.3
Classrooms Connected to Internet	43	26	30	23

*Number of computers less than 48 months old.

Class Size

Central Union School District maintained an overall (grades K-8) average class size of 19.2 students for the 2015-16 school year; the pupil-to-teacher ratio was 19:1. In grades 4-8, class size and teacher instructional preparation periods are more favorable than those found in the typical California elementary school. Central Union School District accepts students from neighboring districts provided space is available and class sizes do not exceed the District's maximum allowable class size.

Average Class Size Comparison



School Safety

Central Union School District provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. "Think Safety" is the District Safety Committee's primary goal. Comprised of one administrator and one custodian from each school site, the committee supervises school inspections and focuses on issues to prevent and reduce accidents.

School Site Safety Plan

A Comprehensive School Site Safety Plan was developed for each of Central Union School District's schools in collaboration with local agencies and District administration to fulfill Senate Bill 187 requirements. Components of each plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. School staff review their School Site Safety plans in the spring of each year. Before the new school term begins, each plan is updated. Throughout the year, needed changes and details of the safety plan are discussed during staff meetings. An updated copy of the each school's site safety plan is available to the public at the Central Union School District office and respective school sites.

School Resource Officer

In conjunction with the Kings County Sheriff's Office, the District operated a School Resource Officer under a Federal grant under the Community Oriented Policing Services (COPS Office). With the COPS grant, the Central Union School District employs a full time School Resource Officer (SRO) to provide services to develop and expand crime prevention efforts for students and to educate our youth in about safety.

Campus Maintenance

Custodial staff and the District's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Custodians assigned to the school sites work closely with the school principal for routine maintenance, daily custodial duties, and special events. Principals and day custodians communicate daily regarding school facilities and maintenance issues; throughout the school year, principals meet with their custodial team to share and review custodial responsibilities and schedules.

Every morning before school begins, each school's day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Any graffiti or signs of vandalism are removed prior to students arriving at school. Restrooms are checked routinely for cleanliness and cleaned as needed. Day custodians ensure the school cafeteria is cleaned thoroughly after breakfast and lunch are served. The evening custodians are responsible for cleaning administrative offices, classrooms and restrooms.

School site administration works closely with the District's maintenance department for larger projects that may require third party contractors, routine facilities maintenance projects, special projects, and school inspections. The adjacent School Site Inspection table identifies the most recent facilities inspections following state-designated criteria. No emergency repairs were needed at any of the schools at the end of each inspection.

The District's maintenance department employs a work order process that enables school staff to communicate maintenance needs. Emergency situations are regularly resolved in one hour or less by school or District custodial staff, based upon the nature of the situation. Teachers and staff communicate safety issues and general maintenance needs directly with their assigned custodial team following procedures developed by the site administrator. Requests are typically fulfilled within one to two working days. The day custodians are qualified and equipped to handle most minor repairs that the schools require.

Deferred Maintenance

Central Union School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2015-16 school year, Central Union School District allocated \$112,204 of deferred maintenance funds for the following projects:

- Akers School - \$5,186 for flooring replacement.
- Central School - \$17,204 for flooring replacement.
- R. J. Neutra School - \$35,119 for flooring replacement and asphalt sealing.
- Stratford School - \$54,695 for flooring replacement, fencing, and window replacement.

School Site Inspections		
	Inspection Date	Condition of Facilities
Akers	10/28/2016	Exemplary
Central	9/17/2016	Exemplary
R.J. Neutra	10/26/2016	Exemplary
Stratford	9/19/2016	Exemplary

Professional Staff

Teacher Assignment

Central Union School District recruits and employs the most qualified credentialed teachers. For the 2015-16 school year, the District had 95 fully credentialed teachers. In many instances, teachers supplement their regular credential with a special education credential or a credential to teach English Language Learners.

Teacher Credentials & Assignments 2015-16					
	Akers	Central	R.J. Neutra	Stratford	CUSD
Total Teachers	37	20	27	16	100
Teachers with Full Credential	36	20	26	16	98
Teachers Teaching Outside Subject Area	0	0	0	0	0
Teacher Misassignments - Total	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0
Teacher Vacancies	0	1	0	0	1

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Percentage of Core Academic Classes Taught by NCLB-Compliant Teachers 2015-16	
	%
Akers	100
Central	100
R.J. Neutra	100
Stratford	100
High-Poverty Schools in District	100
Low-Poverty Schools in District	100

Specialized Instruction

Central Union School District believes in early identification and intervention of underperforming students prior to testing for learning disabilities - ensuring every student receives the instruction and skills necessary to proficiently progress from one grade to the next. All students are mainstreamed in a general education classroom and receive instruction based upon their learning level, individual education plan, or Student Success Team guidelines. Teachers, special education teachers, resource specialists, and bilingual aides work together in coordinating instruction to meet the needs of each student within the general education environment. Instructional programs are aligned with state and District standards, and teachers use a variety of instructional techniques and supplemental instructional materials and programs to deliver classroom lessons.

To address the needs of all students, Central Union School District offers many individualized programs for Title I, English learners, migrant, special needs, and at-risk students. Each site offers one or more of the following types of support:

- Resource specialists (in-class)
- Special day classes
- Individualized instruction
- Differentiated instruction
- Teacher-initiated tutoring
- Advancement Via Individual Determination
- ExCEL (Excellence: A Commitment to Every Learner)
- ASES (After School Education and Safety)
- Before-school, lunchtime, and after-school intervention sessions
- SAS (Strategies for Academic Success)
(A program which assists in preparing students for four-year college eligibility)

Central Union School District's Special Education program is staffed by special education teachers, special education instructional aides, resource specialist teachers, and intervention specialists. Students are mainstreamed into the general education classroom and receive in-class support and instruction based upon their Individual Education Plan.

English Learners (EL) are identified through the California English Language Development Test and home language survey. English Language Development (ELD) instruction focuses on vocabulary development, language fluency, and language acquisition.

Students qualifying for the migrant education program are supported in the classroom by a migrant aide. The migrant aide coordinates instruction efforts with the student's teacher and works with students on reading and English language acquisition.

Using various tools such as District assessment results, state assessment results, teacher input, parental input, homework status, and end-of-chapter test scores, teachers and school site administrators evaluate testing results and classwork to identify students who are struggling or at risk of falling

behind. For those students who need extra help in any subject area, Student Success Teams pull together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance.

Stratford Family Resource Center (FRC)

The Stratford Family Resource Center (FRC) provides valuable services to the entire community of Stratford and include: CARES Program Parent workshops, Healthy Smiles Dental Services, KCAO Food Distribution, Healthy Family Applications, Clothes Closet, and Adult Education classes.

The FRC is housed at Stratford School and has a clerk for the primary point of contact working within this department. The Stratford Assistant Principal oversees the administrative responsibilities of the FRC.

Current FRC Services:

- Kings View Counseling Services
- CARES Program Parent Workshop
Every other month
- Healthy Smiles Dental Services - annually
- Thanksgiving and Holiday Food Baskets distributed by the Salvation Army
- KCAO Food Distribution
2:30 p.m. - 4:30 p.m.
Third Thursday of each month

Daily Services:

- Employment Application/Benefits Assistance
- Healthy Families Applications
- Copier and Fax Services (free)
- Computer resources/access
- Mental health counseling referrals
- Doctor Appointment Scheduling Assistance for Spanish-speaking individuals

Parent Activity Calendars listing available services and activity dates are available at the FRC as well as distributed to students at the beginning of each month.

Central Union School District Stratford Family



District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2014-15 school year, Central Union School District spent an average of \$12,250 to educate each student (Current Expense of Education per ADA, based on 2014-15 audited financial statements and calculated in accordance with Ed Code 41372). Detailed information regarding expenditures can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/.

In addition to general fund state funding, Central Union School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- American Indian Early Childhood Education
- California Clean Energy Jobs Act
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III

Grants

To expand services to students and schools, the District works with a grant writing company to pursue grant opportunities which may enhance program operations or support facility and operation expansion.

During the 2015-16 School Year, the District was successful in acquiring the following grants:

CalRecycle - Tire Derived Products - \$149,795

CDE - Equipment Assistance Grant - \$33,021

SJVAPCD - Public Benefit Grant - \$41,290

These grant awards have added to prior grant programs which have included a School Resource Officer, rubber play bark to replace wood chip bark in all Kindergarten play areas in the District, a Physical Education Grant under the Department of Defense Education Authority, and was awarded a science and agricultural grant for Stratford School.

In total, over the past two years, the District has received over \$1.2 million toward implementation of services. The District continues to pursue grant opportunities which align with District goals to support student achievement; health, wellness, and safety; energy efficiency and conservation, and 21st century learning.

Salary Comparison 2014-15		
	CUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$47,395	\$44,507
Mid-Range Teacher Salary	\$74,251	\$68,910
Highest Teacher Salary	\$91,980	\$88,330
Avg. Principal Salary - Elem.	\$111,872	\$111,481
Superintendent Salary	\$144,200	\$169,821
Percentage of General Fund Expenditures For:		
Teacher Salaries	38.0%	39.0%
Administrative Salaries	6.0%	6.0%

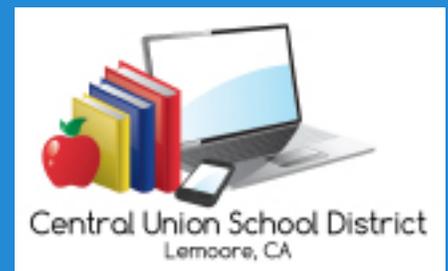
Current Expense of Education per Pupil 2014-15			
Dollars Spent per Student			
General Fund Expenditures	CUSD	State Average for Districts in Same Category	State Average for all Districts
\$12,957,122	\$12,250	N/A	\$5,677

Board of Trustees' Message

The Central Union School District takes seriously its responsibility to develop students to the maximum of their potential, to be sensitive to the unique needs of each individual student and to develop students with moral responsibility and academic readiness that will prepare them for happy and productive living in our democratic society.

The Central Union School District and its schools take pride in offering many instructional programs which are tailored to its students, regardless of race, culture, prior level of achievement or special needs.

Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. As a District, we challenge ourselves to be better than we think we can be, and advocate for the greater good of our community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.





Central Union School District
Lemoore, CA

Central Union School District
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The statistical information disclosed in this report is obtained from the California Department of Education and the Central Union School District. At the time of publication, this report meets all SARC-related state and federal requirements, using the most current data available. The data to complete the instructional materials section was acquired in September 2016 and the school facilities sections was acquired in October 2016.

2015-16 Annual School Accountability Report Card

Published January 2017

Akers School

Grades Kindergarten through Eight
Heiko Sweeney, Principal
Anne Gonzales, Assistant Principal
Constellation Avenue
NAS Lemoore, CA 93245
PHONE: (559) 998-5707 • FAX: (559) 998-7517

Principal's Message

The purpose of the School Accountability Report Card is to provide parents with information about Akers School's instructional programs, academic achievement, materials and facilities, and staff. Parents and community play a very important role in our school. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Akers School has a history of successful academic achievement and we will continue to strive to be the best. We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. We are dedicated to ensuring that our school provides a welcoming, challenging environment where students are actively involved in learning academics, as well as, positive values.

Our teachers, students, parents, staff, and community members are all an integral part of our school's success and by continuing to work together our students will be challenged to reach their maximum potential.

Mission Statement

The faculty and staff at Akers School believe that education is a cooperative effort among home, school, and community. Our major goal is to prepare students to become responsible citizens and productive members of society. We believe all children are capable of learning. Akers children will be provided with an environment that is safe, caring, friendly, and educationally inspiring. Our school climate will encourage openness, trust, self-esteem, self-motivation, respect for self and respect for others. It will help children achieve social, academic, and physical excellence and allow students to succeed within their limits.

School Profile

Admiral Akers School is nestled within the Lemoore Naval Air Station and was built in 1963 to service the children of military families. The school acknowledges the importance of a student's academic success and appreciates the importance of a student's social and mental well-being. Teachers, administrators, and staff are all dedicated to providing a warm and challenging learning experience for the children.

The diversified population enables the school to embrace many different cultures and strive to create an environment that embraces all. Consistent with Central Union School District's philosophies, "while some would define having a highly diverse population as an obstacle, Akers School thrives on this multiplicity and encourages each student's unique abilities."

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	10.5%	Kindergarten	76
American Indian or Alaskan Native	1.5%	Grade 1	60
Asian	1.7%	Grade 2	51
Filipino	5.4%	Grade 3	68
Hawaiian or Pacific Islander	1.1%	Grade 4	54
Hispanic or Latino	24.3%	Grade 5	46
White (not Hispanic)	49.1%	Grade 6	103
Two or More Races	5.3%	Grade 7	99
Socioeconomically Disadvantaged	40.7%	Grade 8	89
English Learners	2.0%		
Students with Disabilities	6.3%		
Migrant Education	0.0%	Total	
Foster Youth	0.3%	Enrollment	646

A traditional calendar schedule is followed at Akers School. During the 2015-16 school year, 646 students were enrolled, including 6.3% qualifying for special education services, 2% qualifying for English learner support, and 40.7% enrolled in the free or reduced-price meal program.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning - State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement - State Priority 3: Covered in Parent Involvement.

Pupil Achievement - State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate - State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes - State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

At Akers School, parents are encouraged to become active members of the school's learning community and assist in its goal to develop independent lifelong learners. Parents are invited to volunteer in the library and classrooms or help coach sports programs. Leadership opportunities are available through the School Site Council, English Learner Advisory Council, District Advisory Council, District English Learner Advisory Council, and Parent Club.

The School Site Council for Akers School is a governing body comprised of elected parents and school staff members. Council members are responsible for providing input into the development of the school plan. The School Advisory Council may and has elected to relinquish its duties to the School Site Council.

The principal and school staff welcome parents to help with field trips and attend Open House, College Day, Back to School Night, annual Title I meeting, the Spring Carnival, the Spring Arts Festival, Restaurant Night Fundraisers, student performances and programs, and Eighth Grade Graduation. Parents who want to get involved in the school's learning community may contact the school office at (559) 998-5707. All volunteers must attend a mandatory District-sponsored Parent Volunteer training and obtain background clearance.

School Communications

Parents are kept informed about school activities, events and announcements on a regular basis and in various formats. Important information can be found on the school's website, school marquee, NAS Lemoore Airborne marquee, in teacher newsletters, in the Akers monthly newsletter, and the Lincoln Housing newsletter. School Messenger, an Internet-based telephone messaging system, and Remind Me, a text messaging system, are used to quickly forward important messages (in English and Spanish) from school staff to each student's home. When necessary, flyers are sent home with students for important announcements and reminders. Parents and teachers of Akers School strongly support e-mail as an effective and timely communications tool, where students in grades 6-8 have their own email address.

Student Achievement

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress Test Results in Science									
All Students									
Percentage of Students Meeting or Exceeding the State Standards									
	Akers			CUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8 & 10)	76	74	60	61	62	52	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)				
2015-16				
	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	133	128	96.2%	60.2%
Male	69	67	97.1%	64.2%
Female	64	61	95.3%	55.7%
African American	15	14	93.3%	50.0%
Hispanic or Latino	25	23	92.0%	39.1%
White (not Hispanic)	70	68	97.1%	66.2%
Socioeconomically Disadvantaged	51	50	98.0%	52.0%
Students with Disabilities	14	14	100.0%	42.9%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

California Assessment of Student Performance and Progress						
Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Akers		CUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	56	59	44	44	44	49
Mathematics	38	43	33	33	33	37

Note: Percentages are not calculated 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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 3					Grade 3			
All Students Tested	72	68	94.4%	58.8%	72	68	94.4%	51.5%
Male	30	28	93.3%	50.0%	30	28	93.3%	50.0%
Female	42	40	95.2%	65.0%	42	40	95.2%	52.5%
Hispanic or Latino	19	19	100.0%	57.9%	19	19	100.0%	36.8%
White (not Hispanic)	35	31	88.6%	67.7%	35	31	88.6%	71.0%
Socioeconomically Disadvantaged	26	26	100.0%	50.0%	26	26	100.0%	42.3%
Grade 4					Grade 4			
All Students Tested	49	47	95.9%	63.8%	49	47	95.9%	46.8%
Male	28	26	92.9%	69.2%	28	26	92.9%	50.0%
Female	21	21	100.0%	57.1%	21	21	100.0%	42.9%
White (not Hispanic)	25	24	96.0%	66.7%	25	24	96.0%	45.8%
Socioeconomically Disadvantaged	19	17	89.5%	41.2%	19	17	89.5%	35.3%
Grade 5					Grade 5			
All Students Tested	45	43	95.6%	55.8%	45	43	95.6%	32.6%
Male	23	22	95.7%	54.6%	23	22	95.7%	27.3%
Female	22	21	95.5%	57.1%	22	21	95.5%	38.1%
White (not Hispanic)	24	23	95.8%	65.2%	24	23	95.8%	43.5%
Socioeconomically Disadvantaged	18	18	100.0%	50.0%	18	18	100.0%	27.8%
Grade 6					Grade 6			
All Students Tested	102	100	98.0%	57.0%	102	100	98.0%	37.0%
Male	47	46	97.9%	47.8%	47	46	97.9%	37.0%
Female	55	54	98.2%	64.8%	55	54	98.2%	37.0%
Hispanic or Latino	30	29	96.7%	62.1%	30	29	96.7%	48.3%
White (not Hispanic)	51	50	98.0%	64.0%	51	50	98.0%	38.0%
Socioeconomically Disadvantaged	48	47	97.9%	48.9%	48	47	97.9%	31.9%
Grade 7					Grade 7			
All Students Tested	105	103	98.1%	62.1%	105	103	98.1%	37.9%
Male	57	55	96.5%	54.6%	57	55	96.5%	34.6%
Female	48	48	100.0%	70.8%	48	48	100.0%	41.7%
African American	12	12	100.0%	33.3%	12	12	100.0%	16.7%
Hispanic or Latino	27	27	100.0%	66.7%	27	27	100.0%	33.3%
White (not Hispanic)	45	43	95.6%	62.8%	45	43	95.6%	32.6%
Socioeconomically Disadvantaged	43	41	95.3%	61.0%	43	41	95.3%	31.7%
Students with Disabilities	14	14	100.0%	21.4%	14	14	100.0%	7.1%
Grade 8					Grade 8			
All Students Tested	87	84	96.6%	58.3%	88	85	96.6%	54.1%
Male	45	43	95.6%	53.5%	46	44	95.7%	61.4%
Female	42	41	97.6%	63.4%	42	41	97.6%	46.3%
Hispanic or Latino	15	14	93.3%	28.6%	16	15	93.8%	53.3%
White (not Hispanic)	46	44	95.7%	63.6%	46	44	95.7%	61.4%
Socioeconomically Disadvantaged	33	33	100.0%	57.6%	33	33	100.0%	54.6%

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. An asterisk () appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.*

District Assessments

Central Union School District administers its own set of comprehensive assessments to all K-5 students to determine individual levels of academic proficiency in reading, writing and math. Teachers for students in grades 3-5 develop formative assessments for both language arts and math evaluation once each trimester. Students in grades 6-8 participate in writing assessments and teacher created assessments. Each assessment is aligned to District and state content standards and are given at the end of each trimester.

Assessment results are shared with teachers and District administration to evaluate the effectiveness of the curriculum and identify students who may need additional academic intervention. Individual student results are shared at parent conferences and mailed to each student's home. Teachers share assessment results with students in grades 3-8 to increase the student's awareness of his/her academic progress and to establish common individual goals.

Physical Fitness

In the spring of each year, Akers School is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	92.9%	76.2%	64.3%
Seventh	83.3%	62.7%	29.4%

Note: Percentages are not calculated 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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Akers School did not participate in the Title I program and is therefore not subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17		
	Akers	CUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2013-14
Year in PI	N/A	Year 1
# Schools Currently In PI		1
% Schools Currently In PI		25.0%

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

School Facilities & Safety

Akers School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. "Think Safety" is the District Safety Committee's primary goal. Comprised of one administrator and one custodian from each school site, the committee supervises school inspections and focuses on issues to prevent and reduce accidents.

2015-16 Campus Improvements:

- Installation of security cameras
- Addition of a gymnasium (grant funded)
- Installation of new bleachers (grant funded)
- Installation of a new electronic marquee (grant funded)
- Installation of a new ice machine
- Installation of new flooring in two classrooms
- Addition of iPads to Kinder classrooms
- Addition of new equipment for fitness room
- Addition of new laptops for K-3 teachers
- Replacement of 15 classroom projectors
- Addition of storage shelving
- Addition of water bottle filling system & drinking fountains
- Improvements to field

2016-17 Planned Campus Improvements:

- Installation of new fencing in the Kindergartener zone area
- Installation of a gate to access the back area
- Addition of a second freezer to the cafeteria
- Addition of an electric cart to be utilized by all staff
- Addition of three skateboard racks
- Installation of a new volleyball court with new poles
- Conversion of shed to student store

Campus Description	
Year Built	1963
Acreage	21 ac
Bldg. Square Footage	51,559 sq. ft.
	Quantity
# of Permanent Classrooms	26
# of Portable Classrooms	14
# of Restrooms (student use)	6 sets
Computer Lab	1
Akers Incentive Store	1
Art Room	1
Cafeteria	1
Health Office	1
Library	1
Music Room	1
Parent Club Room	1
Teacher Lounge/Work Room	1
Teacher Work Room	1

School Inspections

Akers School works closely with the District's maintenance department for larger projects that may require third party contractors, routine facilities maintenance projects, special projects, and school inspections. The most recent facilities inspection at Akers School took place on October 28, 2016. During the 2015-16 school year, 100% of restrooms were fully operational and available for student use at all times.

The District's maintenance department employs a work order process that enables Akers School to communicate maintenance needs. Teachers and staff communicate safety issues and unscheduled maintenance needs to the principal who evaluates the request and forwards appropriate direction to the custodial team. Requests are typically fulfilled within a timely manner, based upon the nature of the project. The day custodian is qualified and equipped to handle most minor repairs that the school requires. Emergency situations are regularly resolved in one hour or less by school or District custodial staff, based upon the nature of the situation.

Campus Supervision

When students arrive on campus in the morning, instructional aides supervise students in the cafeteria while breakfast is served at 7:15 a.m. and then on the playground at 7:30 a.m. Second chance breakfast will be available for those students who missed the 7:15 a.m. breakfast. Instructional aides supervise playground activities during recess. Lunchtime activities are supervised by instructional aides in the cafeteria and on the playground. At the end of the day, teachers supervise the student pickup area to ensure a safe and orderly departure. Students in kindergarten are met at the classroom by their parent or guardian to be escorted off campus. Akers School provides two-way radios to administrators, office staff, custodians, cafeteria personnel, the physical education coach, teachers during physical education instruction, and instructional aides to maintain open, constant communication.

Item Inspected	School Facility Good Repair Status				
	Repair Status			Repair Needed and Action Taken or Planned	
Inspection Date:	Good	Fair	Poor		
October 28, 2016					
Systems: gas leaks, Mech/HVAC, sewer	✓			No deficiencies were found during the inspection.	
Interior Surfaces	✓				
Cleanliness: overall cleanliness, pest vermin infestation	✓				
Electrical	✓				
Restrooms/Fountains	✓				
Safety: fire safety, hazardous materials	✓				
Structural: structural damage, roofs	✓				
External: playground school grounds, windows, doors, gates, fences	✓				
Overall Summary of School Facility Good Repair Status					
	Exemplary	Good	Fair		Poor
Overall Summary		✓			

Percentage Description Rating:

Exemplary: This school meets most or all standards of good repair. Deficiencies, if any, are not significant and/or impact a very small area of the school.

The student handbook outlines school policies and procedures concerning emergency situations, school bus safety, playground behavior, first aid, illness, health issues, and special services. Earthquake preparedness and drop drills are conducted once each trimester; fire drills are held once a month. All visitors are required to visit the school office upon arrival and departure.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Akers School in collaboration with local agencies and District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and department from school, sexual harassment policy, dress code policy, and bully prevention policy. The most current school site safety plan was reviewed and updated in March 2016 and shared with school staff in August 2016 at a staff meeting. Components of the School Site Safety Plan were discussed at monthly staff meetings throughout the school year.

Campus Maintenance

Site custodial staff and the District's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept very clean, safe and functioning for students, staff, visitors and community organizations that frequently use the campus facilities. One full-time day custodian and a team of evening custodians are assigned to Akers School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The evening team of custodians is responsible for daily cleaning of both Akers School and Neutra School. The principal and day custodian communicate daily regarding school facilities and maintenance issues. Every Friday, the principal conducts a staff meeting with the day custodian, the lead cook, and site support staff to discuss the school schedule, upcoming events, and current facilities needs or concerns.

The custodian inspects facilities every day for safety hazards or other conditions that need attention prior to students and staff entering school grounds. During the school day, all staff members survey grounds as a part of their daily routines to keep facilities safe and secure. The custodian performs routine room-by-room inspections to identify conditions that require correction. Any graffiti or signs of vandalism are removed prior to students arriving to school. Throughout the school day, restrooms are checked for cleanliness and cleaned as needed. The day custodian ensures the cafeteria is cleaned thoroughly after breakfast and lunch are served and is responsible for routine maintenance, grounds keeping, and minor maintenance projects. The evening custodians are responsible for comprehensive cleaning of classrooms and restrooms.

Deferred Maintenance

Central Union School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2015-16 school year, Akers School allocated \$5,186 of deferred maintenance funds for the following projects:

- Flooring replacement

Classroom Environment

Discipline & Climate for Learning

The Central Union School District Student Conduct Code, which is sent home with each student at the beginning of the school year, outlines expected student behavior and the consequences for inappropriate behavior. Akers School's code of conduct and school rules are in alignment with District policies and outlined in the student handbook. During the first week of school, behavior expectations and discipline policies are verbally shared with students at schoolwide assemblies. Teachers review individual classroom rules and expectations with students during the first few days of school. Throughout the year, school rules and policies are communicated as necessary on the school's website, in the school's monthly newsletter, and in personal e-mails to parents/guardians of students. The Student Conduct Code and student handbook are available on the District's website.

Peer mediators, Ambassadors for New Students, Safe School personnel, the sheriff, and school psychologist work in close collaboration with teaching staff and parents as an early intervention strategy in minimizing poor behavior patterns. A Districtwide Safe School campaign encourages students to notify school or District personnel of any instances of bullying, harassment, discrimination, vandalism, drug abuse, and other destructive behaviors. Students and parents may submit anonymous letters/notifications through the District's home page at www.central.k12.ca.us.

Character Counts is the foundation of Akers School's discipline model. The Character Counts curriculum emphasizes six attributes of good citizenship. Students learn about the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship through class discussions integrated into the standard academic curriculum.

Akers School's progressive discipline program provides students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Disciplinary action may take the form of mandatory parent conferences, discipline packets, and/or Saturday School.

Students who are found to exemplify the good behaviors stressed in Character Counts are recognized at Good Behavior Assemblies and Trimester Awards Assemblies. Individual recognition includes Character Counts Awards, Honor Roll (grades 4-8), Eagle Bucks Awards, Perfect Attendance Awards, Fitness Award, (Partner Squadron and Student of the Month Awards based on character counts behaviors. Students may earn "Eagle Bucks" for maintaining perfect attendance, good citizenship, and academic performance. Eagle Bucks may be redeemed at the Akers Incentive Store where students may purchase items such as refurbished computers (30 computers were available in 2015-16), 20 laptops, 200 iPods, clothing, etc.

	Suspensions and Expulsions								
	Akers			CUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	28	14	32	120	58	73	279,383	243,603	230,389
Expulsions (#)	0	0	0	8	4	1	6,611	5,692	6,227

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities. Extracurricular activities, clubs, and enrichment programs include:

- Accelerated Reader Program
- Band
- California Junior Scholastic Federation
- Chess Team
- College Awareness Night (College professors, professional athletes & guest speakers), 7th graders go to UC Berkley for field trip
- Cross-age Peer Tutoring
- Exhibitions
- GATE (Gr. 4-8)
- Jazz Bands (Gr. 6-8) - 5 Time State Champions
- Outdoor Education - three days at Yosemite (Gr. 6)
- Peach Blossom Festival (Gr. 1-3)
- Peer Academic Coaches (Gr. 6-8)
- Peer Mediation (student-to-student)
- Poster Contests

- Reading Team
- SAS (Strategies for Academic Success)
- School Dances (Gr. 4-8)
- Science and Technology Fair (Gr. 4-8)
- Spelling Bee
- Spring Fine Arts Festival
- Student Council
- Young Master's Art Contest (Gr. K-8)

The school's athletic programs promote individual and team-oriented achievement through school-sponsored teams and intramural sports programs where teams compete against other schools in their league/area.

- Basketball (Gr. 4-8)
- Boys' Volleyball (Gr. 6-8)
- Cross Country (Gr. 3-8)
- Flag Football (Gr. 4-8)
- Girls' Volleyball (Gr. 4-8)
- Golf (Gr. 6-8)
- Track (Gr. 3-8)

Homework

Homework is a fundamental part of the learning process that helps students develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, Monday through Thursday. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and be responsible for reviewing homework assignments with their child.

Class Size

The Class Size Distribution and Teaching Load tables below illustrate the distribution of class sizes by grade level and subject area, the average class size for each, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms				
2013-14				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	24.0		3	
1	20.0	2	1	
2	25.0		3	
3	20.0	1	2	
4	31.0		2	
5	27.0		2	
2014-15				
K	22.0		3	
1	21.0		3	
2	23.0		3	
3	22.0		3	
4	29.0		12	
5	18.0	6	12	
2015-16				
K	19.0		4	
1	20.0		3	
2	17.0		3	
3	22.0			3
4	26.0			2
5	23.0			2

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

School Attendance

Regular attendance is a necessary part of the learning process, critical to academic success and a priority at Akers School. "We truly believe that missing school is missing out." Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities, including the District's School Attendance Review Board (SARB). During the 2015-16 school year, the actual attendance rate for all grade levels at Akers School was 97%.

Teaching Load Distribution Departmentalized Instruction				
2013-14				
Subject	Average Class Size	Number of Classes*		
		1-20	21-32	33+
English	20.0	12	8	
Math	18.0	6	5	
Science	22.0	4	5	
History	23.0	4	4	
2014-15				
English	22.0	11		
Math	21.0	5	5	
Science	22.0	6		
History	24.0	1	7	
2015-16				
English	24.0		3	
Math	23.0		3	
Science	25.0		3	
History	25.0		3	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Curriculum & Instruction

Instructional Materials

The state aligns textbooks, frameworks, and instructional materials to meet the California Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On September 12, 2016, the Central Union School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners, in the District. The Board of Trustees adopted Resolution #R-09-12-2016 which certifies, as required by Education Code section 60119, that (1) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the math, science, history-social science, English/language arts, health* (*as a component of the science curriculum), and visual and performing arts.

Note: Central Union School District is not subject to certifying instructional materials acquisition for foreign language courses, health courses, and lab science equipment typically offered in grades 9-12.

Staff Development

Central Union School District and its four school sites combine efforts to provide training and curriculum development based on the California Standards and are aligned with the content of the curriculum frameworks for grades kindergarten through eight. Teachers

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2016	Yes	MacMillan/McGraw-Hill; <i>Wonders</i>	0%	K-5
2016	Yes	Houghton Mifflin Harcourt; <i>California Collections</i>	0%	6-8
Math				
2014	Yes	MacMillan/McGraw Hill; <i>My Math</i>	0%	TK-8
Science				
2007	Yes	MacMillan/McGraw-Hill; <i>California Science</i>	0%	K-5
2007	Yes	Pearson-Prentice Hall; <i>Focus on Earth, Life, & Physical Science</i>	0%	6-8
Social Science				
2006	Yes	Pearson Scott Foresman; <i>History-Social Science for CA</i>	0%	K-5
2006	Yes	Teachers' Curriculum Institute; <i>History Alive!</i>	0%	6-8

within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Over a five-year period, Central Union School District has been making strides to align instructional programs with California Standards. District administration has developed a comprehensive plan to develop leadership teams, train teachers, update instructional resources, and implement standards-based changes to:

- Math Frameworks and Adoptions
- Language Arts Frameworks and Adoptions
- Writing Frameworks
- Student Assessment
- English Learner Strategies & Techniques

The writing and implementation of Central Union School District's curriculum is an ongoing process designed to meet the changing needs in the areas of instructional improvement, implementation of state standards, and adoption of instructional materials. Teachers and administrators at each school site serve on curriculum committees. The committees review the state standards and frameworks, establish benchmarks and expectations in specific subject areas, develop benchmark tests, determine staff development needs, analyze test results, prompt grade level collaboration, select textbooks and supplementary teaching materials, and review 21st century learning.

Throughout the 2015-16 year, each teacher was provided seven days of professional development. Districtwide professional development covered the following topics:

- Catch Up Training on ELA and Math Standards for New Hires
- Designated ELD
- Integrated ELD
- Aligning Curriculum with ELD Standards
- 21st Century Learning and Beyond (Sights, Sounds, and Actions in a 21st Century Classroom)
- Strategies for Creating a 21st Century Classroom
- Mental Health Trainings
- ELA Coaching
- Math Coaching
- 21st Century Learning and Technology Coaching

Site-based conferences are held to discuss the quality of instruction and to provide suggestions for teachers to improve classroom practices based upon evaluation of student performance data. Certificated staff attend workshops, conferences, and training programs offered by neighboring districts, county offices of education, and professional consultants. External training activities enable access to research-based strategies relative to individual areas of expertise and responsibility. Participation in third-party training during the 2015-16 school year reinforced Districtwide concentration in developing effective instructional strategies, common core standards development, technology integration, and student assessment. Supplemental professional development was offered throughout the year and included the following topics:

- Supporting the Standards in the Classroom
- 21st Century Learning
- Social Emotional and Behavioral Supports
- Reading Mastery II & III
- Behavioral Supports in the Classroom
- ELA Adoption Presentations
- Alignment of Assessments and Data Use

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aid/CPR, and Reading Mastery. Classified staff acquire job-related training through in-house sponsored workshops provided by department supervisors or product vendors. Newly credentialed and/or beginning teachers receive formative assessment, individualized support and advanced content from the California Teacher Induction Program which is the preferred pathway to a California Professional (Clear) Teaching Credential. The Teacher Induction Program is co-administered by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). The Teacher Induction Task Force and State Leadership Team provide support and technical assistance to local Teacher Induction Program leaders. The Teacher Induction program provides standards-based, individualized advice and assistance that combines the application of theory learned in the preliminary teacher preparation program with mentor-based support and formative assessment feedback.

Site-Based Staff Training

Site-based professional development activities are identified by the school leadership team based upon analysis of student performance data and parent survey results. Akers School's certificated staff attend workshops and training events provided by the District, other school districts, county offices of education, and professional organizations. Subsequently, during weekly grade level collaboration time and common prep periods, teachers share knowledge and strategies acquired from district-sponsored workshops and external resources. During the 2015-16 school year, teaching staff emphasized training and collaboration:

- Amplify Training (Science Curriculum)
- Classroom Discipline Training
- ELA & Math Coaching (thru Tulare COE)
- ExCEL (Explicit Direct Instruction)
- Next Generation Science Standards (NGSS)
- Technology Training (hired a coach to work with teachers for 25 days onsite)

Professional Staff

Teacher Assignment

Akers School recruits and employs highly qualified credentialed teachers. For the 2015-16 school year, the school had 36 fully credentialed teachers. In many instances, teachers supplement their regular credential with a special education credential or a credential to teach English language learners. All teachers assigned outside their teaching credential area have completed appropriate coursework or training in the subject(s) that they are assigned to teach. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	Teacher Credentials and Assignments					
	Akers			CUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	36	37	37	97	100	96
Teachers with Full Credential	36	36	34	97	98	92
Teachers without Full Credential	0	1	3	0	2	4
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	1	1

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.*

The following table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

Core Academic Classes Taught by Highly Qualified Teachers		
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
2015-16		
Akers	100%	0%
District Totals		
All Schools	100%	0%
High-Poverty Schools	100%	0%
Low-Poverty Schools	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Counseling & Support Services Staff

It is the goal of Akers School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making or handling peer pressure. Diagnostic and prescriptive teachings, the resource specialist program, counseling by a teacher or other staff member, and involvement of outside agencies when necessary are available and utilized for Akers School students who need this type of assistance. Parents are involved in all of these processes and are kept fully informed of their child's progress.

District Expenditures

Expenditures Per Student

For the 2014-15 school year, Central Union School District spent an average of \$12,250 to educate each student (Current Expense of Education per ADA, based on 2014-15 audited financial statements and calculated in accordance with Ed Code 41372). The table below 1) compares the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education Per Pupil 2014-15					
Dollars Spent Per Student					
Expenditures Per Pupil	Akers	CUSD	State Average for Districts of Same Size and Type		
			% Difference - School and District	% Difference - School and State	% Difference - School and State
Total Restricted and Unrestricted	7,996	N/A	N/A	N/A	N/A
Restricted (Supplemental)	805	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,192	7,736	93.0%	5,677	126.7%
Average Teacher Salary	78,465	77,932	100.7%	71,610	109.6%

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

In addition to general fund state funding, Central Union School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- American Indian Early Childhood Education
- California Clean Energy Jobs Act
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III

Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Family Forces Therapist	1	0.4
Library Clerk	1	1.0
Adaptive PE Specialist	As Needed	
Nurse (LVN)	1	0.2
Nurse (RN)	1	0.8
Intern Counselor	2	0.4
Psychologist	1	0.6
School Resource Officer	As Needed	
Speech & Language Pathologist	1	0.8
Occupational Therapist	As Needed	
KCOE Speech	1	0.4

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Salary Comparison 2014-15		
	CUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$47,395	\$44,507
Mid-Range Teacher Salary	\$74,251	\$68,910
Highest Teacher Salary	\$91,980	\$88,330
Average Principal Salaries:		
Elementary School	\$111,872	\$111,481
Superintendent Salary	\$144,200	\$169,821
Percentage of Budget For:		
Teacher Salaries	38%	39%
Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Akers School and comparisons of the school to the District, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access Akers School's SARC and access the Internet at the Stratford Family Resource Center and at any of the county's public libraries. The closest library to Akers School is Lemoore Branch Library located at 457 "C" Street, Lemoore.

Lemoore Branch Library
(559) 924-2188

Hours: Mon.-Wed.: 10:00 a.m. - 8:00 p.m.
Th.: 10:00 a.m. - 6:00 p.m.
Fr.-Sa.: 12 noon - 5:00 p.m.

Number of Computers Available: 9
Printers Available: Yes

Stratford Family Resource Center
Phone: (559) 925-2660

Hours: Mon.-Fr. 7:30 a.m. - 3:30 p.m.
Number of Computers Available: 3



Central Union School District
Lemoore, CA

Central Union School District
15783 18th Avenue
Lemoore, CA 93245
(559) 924-3405

www.central.k12.ca.us

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The statistical information disclosed in this report is obtained from the California Department of Education and the Central Union School District. At the time of publication, this report meets all SARC-related state and federal requirements, using the most current data available. The data to complete the instructional materials section was acquired in September 2016 and the school facilities section was acquired in October 2016.

2015-16 Annual School Accountability Report Card

Published January 2017

Central School

Grades Kindergarten through Eight
Nancy Davis, Principal
Christina Gonzales, Assistant Principal
15783 18th Avenue, Lemoore, CA 93245
PHONE: (559) 924-7797 • FAX: (559) 924-0919

Principal's Message

The Central School staff is working in partnership with our students' parents and the community members to provide the best education possible for our Central students. We believe in our school motto, "Student, Parent, School: Together We Achieve More."

The Central School staff is dedicated to providing each student an educational experience that is built upon exemplary programs, student services, and activities that foster lifelong learning and prepare our students to be productive citizens in our democratic society. We are dedicated to teaching the whole child.

We understand that parents and the community expect us to provide a safe learning environment, as well as a quality education. The Central staff believes that concerned and involved parents are the most important factor in creating academic success for our students. We will keep parents informed as to their child's school progress throughout the year.

At Central we believe that students achieve their full potential when there is a partnership between the home and school. If you would like further information on how to get involved in your child's classroom or volunteer at Central, please call the school office at (559) 924-7797.

Our goal is to make each student's educational experience at Central Union Elementary School positive, challenging, and rewarding.

Mission Statement

Our mission at Central Union Elementary School is to provide a safe school environment, build positive character, celebrate diversity, and support academic excellence.

Central School staff is committed to building and strengthening family and community partnerships for the purpose of student success and enabling students to function as productive and successful citizens in a changing society.

School Profile

Central School, located in Lemoore, takes pride in its diverse student population comprised of grades kindergarten through eight. Students are encouraged to meet the challenges of the present in order to succeed in the future. The cooperative efforts that are exemplified by the staff, students, parents, and community help to ensure the best possible learning environment for the students at Central School. Students are encouraged to reach their highest potential and present themselves in a positive manner.

During the 2015-16 school year, 288 students were enrolled, including 6.9% in special education, 71.9% enrolled in the Free and Reduced-Price Meal program, and 14.6% qualifying for English Language support.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	2.1%	Kindergarten	33
American Indian or Alaskan Native	36.2%	Grade 1	27
Asian	0.3%	Grade 2	38
Filipino	0.0%	Grade 3	30
Hawaiian or Pacific Islander	0.0%	Grade 4	25
Hispanic or Latino	47.4%	Grade 5	34
White (not Hispanic)	10.8%	Grade 6	35
Two or More Races	3.1%	Grade 7	27
Socioeconomically Disadvantaged	71.9%	Grade 8	39
English Learners	14.6%		
Students with Disabilities	6.9%		
Migrant Education	0.0%	Total	
Foster Youth	0.3%	Enrollment	288

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning - State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement - State Priority 3: Covered in Parent Involvement.

Pupil Achievement - State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate - State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes - State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

The parents of Central School students support their children, the school, and the community by helping their children at home with their school work, providing a caring environment, and by attending conferences, programs, and athletic/academic events. The many parent volunteers at school serve as classroom helpers, assist with fundraisers, and organize school activities. Parents may serve on decision-making committees such as the School Site Council (SSC), District Advisory Council (DAC), English Learner Advisory Council (ELAC), District English Learner Advisory Council (DELAC), Migrant Committee, and Indian Education Committee (IEC). The Parent-Teacher Club provides funds and support for assemblies, uniforms, playground equipment, walk and talk-a-thon, and many other extra benefits for the school and its students.

Central School established a School Advisory Council in accordance with Economic Impact Aid funding requirements. This governing body is comprised of elected parents and school staff members. Council members are responsible for providing input into the development of the school plan. The School Advisory Council may and has elected to relinquish its duties to the School Site Council.

Central School staff encourage parents to get involved in their child's educational experience. All volunteers must attend a mandatory District-sponsored training workshop and obtain a background clearance. Those parents who wish to volunteer their time and talents or would like more information may contact Scott Chennault at (559) 924-3405.

School Communications

School-to-home communication regarding school activities, special events, and student progress is achieved through multiple resources and is provided in both English and Spanish. A weekly calendar of school activities is sent home with students. School Messenger, an Internet-based telephone messaging system, is used to quickly forward important messages (in English and Spanish) from school staff to each student's home. Flyers are occasionally distributed regarding special events or announcements.

Progress reports for at-risk students in grades K-3 are hand carried home by students, and progress reports for grades 4-8 are mailed to students' homes mid-trimester. At the end of each trimester, report cards for grades 4-8 are mailed to students' homes, and report cards for grades K-3 are sent home with students. Periodically when necessary, teachers may prepare informal progress reports on student performance for parent review.

Student Achievement

District Assessments

Central Union School District administers its own set of comprehensive assessments to all K-5 students to determine individual levels of academic proficiency in reading, writing and math. Teachers for students in grades 3-5 develop formative assessments for both language arts and math evaluation once each trimester. Students in grades 6-8 participate in writing assessments and teacher created assessments. Each assessment is aligned to District and state content standards and are given at the end of each trimester.

Assessment results are shared with teachers and District administration to evaluate the effectiveness of the curriculum and identify students who may need additional academic intervention. Individual student results are shared at parent conferences and mailed to each student's home. Teachers share assessment results with students in grades 3-8 to increase the student's awareness of his/her academic progress and to establish common individual goals.

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress Test Results in Science All Students

Percentage of Students Meeting or Exceeding the State Standards

	Central School			CUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8 & 10)	24	25	22	61	62	52	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)

2015-16

	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	65	63	96.9%	22.2%
Male	26	24	92.3%	25.0%
Female	39	39	100.0%	20.5%
American Indian or Alaskan Native	33	32	97.0%	18.8%
Hispanic or Latino	23	23	100.0%	26.1%
Socioeconomically Disadvantaged	50	48	96.0%	18.8%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Percentage of Students Meeting or Exceeding the State Standards

	Central School		CUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	16	40	44	44	44	49
Mathematics	12	24	33	33	33	37

Note: Percentages are not calculated 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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Central School did not participate in the Title I program and is therefore not subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program

2016-17

	Central School	CUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2013-14
Year in PI	N/A	Year 1
# Schools Currently In PI		1
% Schools Currently In PI		25.0%

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 3								
All Students Tested	35	34	97.1%	64.7%	35	34	97.1%	61.8%
Male	21	20	95.2%	75.0%	21	20	95.2%	65.0%
Female	14	14	100.0%	50.0%	14	14	100.0%	57.1%
Hispanic or Latino	20	19	95.0%	73.7%	20	19	95.0%	73.7%
Socioeconomically Disadvantaged	25	24	96.0%	58.3%	25	24	96.0%	66.7%
Grade 4								
All Students Tested	24	22	91.7%	36.4%	24	22	91.7%	50.0%
Female	14	14	100.0%	35.7%	14	14	100.0%	42.9%
American Indian or Alaskan Native	11	10	90.9%	50.0%	11	10	90.9%	60.0%
Hispanic or Latino	11	10	90.9%	20.0%	11	10	90.9%	40.0%
Socioeconomically Disadvantaged	17	15	88.2%	13.3%	17	15	88.2%	46.7%
Grade 5								
All Students Tested	37	35	94.6%	31.4%	37	35	94.6%	20.0%
Male	17	15	88.2%	33.3%	17	15	88.2%	26.7%
Female	20	20	100.0%	30.0%	20	20	100.0%	15.0%
American Indian or Alaskan Native	19	18	94.7%	11.1%	19	18	94.7%	11.1%
Hispanic or Latino	13	13	100.0%	53.9%	13	13	100.0%	23.1%
Socioeconomically Disadvantaged	28	26	92.9%	30.8%	28	26	92.9%	11.5%
Grade 6								
All Students Tested	39	37	94.9%	27.0%	39	37	94.9%	2.7%
Male	17	16	94.1%	31.3%	17	16	94.1%	0.0%
Female	22	21	95.5%	23.8%	22	21	95.5%	4.8%
American Indian or Alaskan Native	16	16	100.0%	18.8%	16	16	100.0%	0.0%
Hispanic or Latino	14	12	85.7%	25.0%	14	12	85.7%	0.0%
Socioeconomically Disadvantaged	30	28	93.3%	32.1%	30	28	93.3%	3.6%
Grade 7								
All Students Tested	37	36	97.3%	30.6%	37	36	97.3%	8.3%
Male	20	19	95.0%	21.1%	20	19	95.0%	10.5%
Female	17	17	100.0%	41.2%	17	17	100.0%	5.9%
American Indian or Alaskan Native	11	11	100.0%	9.1%	11	11	100.0%	0.0%
Hispanic or Latino	21	20	95.2%	30.0%	21	20	95.2%	10.0%
Socioeconomically Disadvantaged	32	31	96.9%	29.0%	32	31	96.9%	6.5%
Grade 8								
All Students Tested	28	27	96.4%	51.9%	28	27	96.4%	7.4%
Female	19	18	94.7%	44.4%	19	18	94.7%	5.6%
American Indian or Alaskan Native	14	14	100.0%	35.7%	14	14	100.0%	0.0%
Socioeconomically Disadvantaged	22	21	95.5%	47.6%	22	21	95.5%	9.5%

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. An asterisk () appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.*

Physical Fitness

In the spring of each year, Central School is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pfi/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	71.3%	34.2%	17.1%
Seventh	47.0%	29.4%	14.7%

Note: Percentages are not calculated 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.

School Facilities & Safety

Central School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. "Think Safety" is the District Safety Committee's primary goal. Comprised of one administrator and one custodian from each school site, the committee supervises school inspections and focuses on issues to prevent and reduce accidents.

2015-16 Campus Improvements:

- Replacement of flooring
- Addition of covers to dugouts
- Installation of a filtered water station with water bottle filler
- Replacement of HVAC units
- Installation of fencing

2016-17 Planned Campus Improvements:

- Window tinting of cafe doors & the staff lounge door
- Installation of a wrought iron fence in the front of the school
- Addition of lighting in the west parking lot
- Installation of padding to the playground area
- Replacement of wood bark with rubber bark
- Replacement of restroom partition in the primary girls room
- Installation of a new pump
- Addition of "Peaceful Playground" painting
- Installation of a shade structure to softball field
- Installation of a drain by the custodians room
- Replacement of carpet in some classrooms
- Addition of a freezer to the cafeteria
- Installation of peep holes in all classrooms
- Addition of freezer fencing

Campus Description	
Year Built	1942
Acreage	9.92 ac
Bldg. Square Footage	31,540 sq. ft.
	Quantity
# of Permanent Classrooms	9
# of Portable Classrooms	15
# of Restrooms (student use)	3 sets 3 unisex
Computer Lab	1
Cafeteria/Multipurpose Room	1
Health Office	1
Library	1
Teacher Lounge/Work Room	1
Teacher Work Room	1

Campus Supervision

When students arrive on campus in the morning, yard duty supervisors oversee students on the playground, in the cafeteria while breakfast is served, and at both student and bus drop-off areas. Students who were unable to receive breakfast in the morning before school, are given the opportunity to receive breakfast at mid-morning (grades K-5 are scheduled at 9:40 a.m. and grades 6-8 are scheduled at 10:11 a.m.). Supervision of students receiving "Second Chance Breakfast" are supervised by one instructional aide in the multipurpose room.

Hall and playground monitors supervise playground activities during recess. Lunchtime activities are supervised by instructional aides in the cafeteria and on the playground. Yard supervisors monitor restrooms during all breaks. At the end of the day, all teachers escort students to the bus loading area and an instructional aide is assigned to that area until the busses depart to monitor departure activities. Two instructional aides for grades K-5 and one instructional aide from grades 6-8 escort students to the student pickup area and remain in the student pickup area up to monitor departure activities. All instructional aides and yard duty supervisors are provided a handbook which outlines Central School's general supervision, safety, first aid, and progressive discipline procedures.

Central School provides a two-way radio to the lead individuals supervising students on the playground to quickly facilitate both routine and urgent communications. School grounds are surrounded by perimeter fencing with a single, gated entrance. All visitors are required to check in at the school office upon arrival and departure.

The student handbook outlines school policies and procedures concerning emergency situations, school bus safety, playground behavior, first aid, illness, health issues, and special services. Earthquake preparedness and drop drills are conducted once each trimester; fire drills are held once a month.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Central School in collaboration with local agencies and District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and department from school, sexual harassment policy, dress code policy, and bully prevention policy. The most current school site safety plan was reviewed, updated, and shared with school staff in September 2016 at a staff meeting. An updated

copy of the school site safety plan is available to the public at the Central Union School District office and the school site.

School Inspections

Central School works closely with the District's maintenance department for larger projects that may require third party contractors, routine facilities maintenance projects, special projects, and school inspections. The most recent facilities inspection at Central School took place on September 17, 2016. During the 2015-16 school year, 100% of student restrooms were fully operational and available for student use at all times.

Campus Maintenance

Site custodial staff and the District's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. One full-time day custodian and a team of evening custodians are assigned to Central School and work closely with the principal for routine maintenance, daily custodial duties, and special events. Custodians are required to follow a maintenance schedule and checklist approved by the principal and lead day custodian, who meet weekly to discuss school facilities/maintenance issues and conduct a walk-through inspection to identify housekeeping needs or projects that need to be addressed. Once per trimester, the lead custodian holds a staff meeting with the rest of the custodians to discuss campus maintenance issues.

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Any graffiti or signs of vandalism are removed prior to students arriving to school. Throughout the day during school hours, restrooms are checked for cleanliness and cleaned as needed after morning and lunch recesses. The day custodian's primary responsibilities include cleaning the cafeteria thoroughly after breakfast and lunch are served, cleaning restrooms during school hours, and addressing classroom needs. The evening custodians are responsible for comprehensive cleaning of classrooms and restrooms.

The District's maintenance department employs a work order process that enables Central School to communicate maintenance needs. Teachers and staff of Central School communicate safety issues and general maintenance needs directly with the site custodial team through written requests (work orders). Requests are typically fulfilled within one to two working days. The day custodian is qualified

and equipped to handle most minor repairs that the school requires. Emergency situations are regularly resolved in one hour or less by school or District custodial staff, based upon the nature of the situation.

Deferred Maintenance

Central Union School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2015-16 school year, Central School allocated \$17,204 of deferred maintenance funds for the following projects:

- Flooring replacement

Classroom Environment

Discipline & Climate for Learning

The Central Union School District *Student Conduct Code* outlines expected student behavior and consequences for inappropriate behavior. Central School staff have adopted the behavioral component of the Response to Intervention model to guide practices and strategies in managing student behavior.

At the beginning of the school year, each student receives their own student handbook which includes the *Student Conduct Code*. Teachers review the student handbook in the classroom during the first week of school. The Student Conduct Code and student handbook are also available on the District's website. In the middle of the school year, student passport days are held to review school rules and behavior expectations. Deputy Ellis visits the campus daily and visits each classroom monthly to discuss Character Counts traits and the importance of being a good citizen and making good choices.

Throughout the year, school rules and policies are communicated as necessary at parent conferences, in morning announcements, and in the weekly calendar. Appropriate classroom and playground behavior is encouraged daily through praise and motivational incentives, assertive discipline, and conflict resolution strategies to further develop personal growth. Through the Character Counts program, students learn about the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Teachers explain and discuss each of the traits monthly.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:	Good	Fair	Poor	Repair Needed and Action Taken or Planned
September 17, 2016				
Systems: gas leaks, Mech/HVAC, sewer	✓			
Interior Surfaces	✓			
Cleanliness: overall cleanliness, pest vermin infestation	✓			
Electrical	✓			No deficiencies were found during the inspection.
Restrooms/Fountains	✓			
Safety: fire safety, hazardous materials	✓			
Structural: structural damage, roofs	✓			
External: playground, school grounds, windows, doors, gates, fences	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Percentage Description Rating:

Exemplary: This school meets most or all standards of good repair. Deficiencies, if any, are not significant and/or impact a very small area of the school.

The principal and support services staff work in close collaboration with teaching staff and parents as an early intervention strategy in minimizing poor behavior patterns. Students who are experiencing difficulties in the classroom are temporarily placed in another teacher's class to regain his/her composure and reflect upon unacceptable behavior. Before a student is referred to an administrator for behavior intervention, the teacher places a phone call to the student's parent(s) to discuss unacceptable behaviors and corrective action.

Students may complete an "incident report" at any time to report unacceptable behavior of another student to the principal for adult intervention. The District's Safe School Campaign encourages students to notify school or District personnel of any instances of bullying, harassment, discrimination, vandalism, drug abuse, and other destructive behaviors. Students and parents may submit anonymous letters/notifications through links on the District's home page at www.central.k12.ca.us.

During the 2016-17 school year, the District Counselor will be visiting Central School twice weekly to assist in developing and implementing the anti-bullying program throughout all grades at the school site.

Central School is in its fifth year of implementing the Positive Behavior Interventions and Support program. The program creates a common language among students and staff to create a model of what appropriate behavior looks like. As a component of the program, students participate in one week of playground training. Students are introduced to the rules and expected behavior for each playground activity. Throughout the year as needed, students may participate in "training days" as a reminder of what is and is not acceptable behavior on the playground.

Recess activities are structured and students play games with students within their own grade level. Based upon behavior choices, students participate in either Free Choice Recess or Structured Recess. Students having difficulties making good choices may be assigned to the Wolf Training Room (grades K-3); activities are aimed at helping students explore their behavior choices through engaging instruction, hands-on activities, and discussions. Wolf Den is a reward recess activity for fourth and fifth grade students. Students who feel good about themselves and given the opportunity to receive recognition for their achievements are more likely to perform well academically and socially. At monthly award programs, one student is selected from each class to receive special recognition for demonstrating one of the six character traits of the Character Counts program. K-5 recipients receive lunch with the principal in the cafeteria, and 6-8 students enjoy pizza with the principal, teachers, and parents and a friend. Math Wizard awards are presented to qualifying students in grades 1-8. Students who increase their GPA (grade point average) by .5 in a trimester are formally recognized for their achievements (grades 6-8).

Throughout the year, students who achieve academic goals are recognized at monthly presentations. Each grade level determines the method to recognize and distribute awards. Monthly honors include Student of the Month, Honor Roll, Principal's List, Attendance Awards, Character Counts, and weekly Accelerated Reader awards. At the end of the year, Gold Academic Awards, Silver Academic Awards, Attendance Awards, and Physical Fitness Awards are presented to qualifying students.

	Suspensions and Expulsions								
	Central School			CUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	70	34	24	120	58	73	279,383	243,603	230,389
Expulsions (#)	8	4	0	8	4	1	6,611	5,692	6,227

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's enrichment and extracurricular activities that promote positive attitudes and encourage achievement. Extracurricular and enrichment programs include:

- ASES Extended Day Program (Gr. K-3)
- Honor Bell Choir (Gr. 6-8)
- Honor Trip (Gr. 6-8)
- Spelling Bee (Gr. 1-8)
- Student Leadership (Gr. 6-8)

The school's athletic programs promote individual and team-oriented achievement through school-sponsored teams and intramural sports programs. Intramural sports are a component of the physical education curriculum.

- Baseball (Gr. 6-8)
- Basketball (Gr. 6-8)
- Flag Football (Gr. 6-8)
- Softball (Gr. 6-8)
- Track (Gr. 6-8)
- Volleyball (Gr. 6-8)

Homework

Homework is a fundamental part of the learning process which helps students develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students.

Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and be responsible for reviewing homework assignments with their child.

School Attendance

Regular attendance is a necessary part of the learning process, critical to academic success and a priority at Central School. "We truly believe that missing school is missing out." Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities, including the District's School Attendance Review Board (SARB). During the 2015-16 school year, the actual attendance rate for all grade levels for Central School was 97%.

As part of the SARB process and to ensure academic success for students attending Central School and living in the Rancharia's community, representatives from the Santa Rosa Rancharia visit the campus daily. Representatives collaborate with students' teachers to obtain weekly attendance records and grades, and then meet individually with each student's parents to discuss student progress, academic grades, and attendance. A solid, sound education is highly valued and supported by the Rancharia's community.

Central School reinforces positive attendance through a variety of incentive programs which reward students individually and as a group.

- A schoolwide attendance rate of 98% earns students a "play day" (trimester)
- Classrooms with 100% attendance for ten consecutive days are rewarded with a popsicle for every student
- Classrooms with the highest attendance for the month enjoy a pizza party
- Students with perfect attendance for the trimester are invited to participate in a special organized activity

Class Size Distribution Self-Contained Classrooms				
2013-14				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	24.0		2	
1	16.0	2		
2	13.0	2		
3	22.0		2	
4	19.0	1		
5	22.0		1	
2014-15				
K	25.0		1	
1	20.0	2		
2	18.0	2		
3	25.0		1	
4	21.0		6	
5	27.0	1	12	2
2015-16				
K	21.0		1	
1	21.0	2		
2	19.0	2		
3	16.0	2		
4	23.0	1		
5	17.0	2		
6	25.0		1	
8	22.0		1	
Combo 6-7	25.0	1		
Combo 7-8	25.0		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Class Size

The following Class Size Distribution and Teaching Load tables illustrate the distribution of class sizes by grade level and subject area, the average class size for each, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Curriculum & Instruction

Instructional Materials

The state aligns textbooks, frameworks, and instructional materials to meet the California Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On September 12, 2016, the Central Union School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners, in the District. The Board of Trustees adopted Resolution #R-09-12-2016 which certifies, as required by Education Code section 60119, that (1) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the math, science, history-social science, English/language arts, health* (*as a component of the science curriculum), and visual and performing arts.

Staff Development

Central Union School District and its four school sites combine efforts to provide training and curriculum development based on the California Standards and are aligned with the content of the curriculum frameworks for grades kindergarten through eight. Teachers within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Over a five-year period, Central Union School District has been making strides to align instructional programs with California Standards. District administration has developed a comprehensive plan to develop leadership teams, train teachers, update instructional resources, and implement standards-based changes to:

- Math Frameworks and Adoptions
- Language Arts Frameworks and Adoptions
- Writing Frameworks
- Student Assessment
- English Learner Strategies & Techniques

The writing and implementation of Central Union School District's curriculum is an ongoing process designed to meet the changing needs in the areas of instructional improvement, implementation of state standards, and adoption of instructional materials. Teachers and administrators at each school site serve on curriculum committees. The committees review the state standards and frameworks, establish expectations in specific subject areas, determine staff development needs, analyze test results, prompt grade level collaboration, select textbooks and supplementary teaching materials, and review 21st century learning.

Throughout the 2015-16 year, each teacher was provided seven days of professional development. Districtwide professional development covered the following topics:

- Catch Up Training on ELA and Math Standards for New Hires
- Designated ELD
- Integrated ELD
- Aligning Curriculum with ELD Standards
- 21st Century Learning and Beyond (Sights, Sounds, and Actions in a 21st Century Classroom)
- Strategies for Creating a 21st Century Classroom
- Mental Health Trainings
- ELA Coaching
- Math Coaching
- 21st Century Learning and Technology Coaching

Site-based conferences are held to discuss the quality of instruction and to provide suggestions for teachers to improve classroom practices based upon evaluation of student performance data. Certificated staff attend workshops, conferences, and training programs offered by neighboring districts, county offices of education, and professional consultants. External training activities enable access to research-based strategies relative to individual areas of expertise and responsibility. Participation in third-party training during the 2015-16 school year reinforced Districtwide concentration in developing effective instructional strategies, common core standards development, technology integration, and student assessment. Supplemental professional development was offered throughout the year and included the following topics:

- Supporting the Standards in the Classroom
- 21st Century Learning
- Social Emotional and Behavioral Supports
- Reading Mastery II & III
- Behavioral Supports in the Classroom
- ELA Adoption Presentations
- Alignment of Assessments and Data Use

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aid/CPR, and Reading Mastery. Classified staff acquire job-related training through in-house sponsored workshops provided by department supervisors or product vendors. Newly credentialed and/or beginning teachers receive formative assessment, individualized support and advanced content from the California Teacher Induction Program which is the preferred pathway to a California Professional (Clear) Teaching Credential. The Teacher Induction Program is co-administered by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). The Teacher Induction Task Force and State Leadership Team provide support and technical assistance to local Teacher Induction Program leaders. The Teacher Induction program provides standards-based, individualized advice and assistance that combines the application of theory learned in the preliminary teacher preparation program with mentor-based support and formative assessment feedback.

Site-Based Staff Training

During the 2015-16 school year, Central School's individual training efforts focused on:

- Cafe ELA
- California Standards-English Language Arts
- Daily 5
- Depth of Knowledge
- Instructional Strategies
- Math Process
- Peer Observations
- Positive Behavior Interventions and Support
- Rigor & Relevance (Focused on Deeper Knowledge of Understanding)
- Student Engagement Strategies
- Strategic Intervention Planning

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2016	Yes	MacMillan/McGraw-Hill; <i>Wonders</i>	0%	K-5
2016	Yes	Houghton Mifflin Harcourt; <i>California Collections</i>	0%	6-8
Math				
2014	Yes	MacMillan/McGraw Hill; <i>My Math</i>	0%	TK-8
Science				
2007	Yes	MacMillan/McGraw-Hill; <i>California Science</i>	0%	K-5
2007	Yes	Pearson-Prentice Hall; <i>Focus on Earth, Life, & Physical Science</i>	0%	6-8
Social Science				
2006	Yes	Pearson Scott Foresman; <i>History-Social Science for CA</i>	0%	K-5
2006	Yes	Teachers' Curriculum Institute; <i>History Alive!</i>	0%	6-8

Professional Staff

Teacher Assignment

Central School recruits and employs highly qualified credentialed teachers. For the 2015-16 school year, the school had 20 fully credentialed teachers. In many instances, teachers supplement their regular credential with a special education credential or a credential to teach English Language Learners. All teachers assigned outside their teaching credential area have completed appropriate coursework or training in the subject(s) that they are assigned to teach. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	Teacher Credentials and Assignments					
	Central School			CUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	19	20	17	97	100	96
Teachers with Full Credential	19	20	16	97	98	92
Teachers without Full Credential	0	0	1	0	2	4
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	1	1	0	1	1

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.*

The adjacent table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

	Core Academic Classes Taught by Highly Qualified Teachers	
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
Central School	100%	0%
District Totals		
All Schools	100%	0%
High-Poverty Schools	100%	0%
Low-Poverty Schools	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Counseling & Support Services Staff

It is the goal of Central School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making or handling peer pressure. Diagnostic and prescriptive teachings, the resource specialist program, counseling by a teacher, and involvement of outside agencies when necessary are available and utilized for Central School students who need this type of assistance. Parents are involved in all of these processes and are kept fully informed of their child's progress.

Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Counselor	1	0.5
Library Clerk	1	1.0
Nurse (LVN)	1	0.8
Nurse (RN)	1	0.2
Psychologist	1	0.4
School Resource Officer	1	0.5
Speech & Language Therapist	1	0.2

**One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.*

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2014-15 school year, Central Union School District spent an average of \$12,250 to educate each student (Current Expense of Education per ADA, based on 2014-15 audited financial statements and calculated in accordance with Ed Code 41372). The table below 1) compares the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2014-15		
	CUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$47,395	\$44,507
Mid-Range Teacher Salary	\$74,251	\$68,910
Highest Teacher Salary	\$91,980	\$88,330
Average Principal Salaries:		
Elementary School	\$111,872	\$111,481
Superintendent Salary	\$144,200	\$169,821
Percentage of Budget For:		
Teacher Salaries	38%	39%
Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE *Certificated Salaries & Benefits Web page* at <http://www.cde.ca.gov/ds/fd/cs/>.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Central School and comparisons of the school to the District, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access Central School's SARC and access the Internet at the Stratford Family Resource Center, the Central School Library, and any of the county's public libraries. The closest library to Central School is Lemoore Branch Library located at 457 "C" Street, Lemoore.

Lemoore Branch Library
(559) 924-2188
Hours: Mon.-Wed.: 10:00 a.m. - 8:00 p.m.
Th.: 10:00 a.m. - 6:00 p.m.
Fr.-Sa.: 12 noon - 5:00 p.m.

Number of Computers Available: 9
Printers Available: Yes

Stratford Family Resource Center
Phone: (559) 925-2660
Hours: Mon.-Fr. 7:30 a.m. - 3:30 p.m.
Number of Computers Available: 3

Central School Library
Open during school hours
Number of Computers Available: 2
Printers Available: Yes

Current Expense of Education Per Pupil 2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	Central School	CUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,394	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,208	N/A	N/A	N/A	N/A
Unrestricted (Basic)	8,186	7,736	105.8%	5,677	144.2%
Average Teacher Salary	70,802	77,932	90.9%	71,610	98.9%

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

In addition to general fund state funding, Central Union School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- American Indian Early Childhood Education
- California Clean Energy Jobs Act
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III



Central Union School District
Lemoore, CA

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The statistical information disclosed in this report is obtained from the California Department of Education and the Central Union School District. At the time of publication, this report meets all SARC-related state and federal requirements, using the most current data available. The data to complete the instructional materials section was acquired in September 2016 and the school facilities section was acquired in October 2016.

2015-16 Annual School Accountability Report Card

Published January 2017

R.J. Neutra School

Transitional Kindergarten through Fifth Grade
Courtney Kirchman, Principal
Robert Maldonado, Assistant Principal
Community Center Drive, Bldg. 967
NAS Lemoore, CA 93245
Ph: (559) 998-6823 • FAX: (559) 998-7521

Principal's Message

I would like to welcome you to R.J. Neutra's Annual School Accountability Report Card. The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials and facilities, and the staff.

It is the belief of R.J. Neutra School that students can and will excel in an environment that is tailored to their evolving needs and conducive to all facets of the learning process. It is due to this belief that we have been able to successfully develop a comprehensive educational system that celebrates and promotes ethnic and cultural diversity, individuality, and emotional, intellectual, and social eminence.

At R.J. Neutra School, we have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff.

We renew our commitment yearly in hopes that together, we will continue to improve our effectiveness in edifying students of today, preparing them to become productive citizens of tomorrow. It is in light of this fact, that we welcome any suggestions, ideas, or comments you may have. Parents can contact us at 998-6823 or through our home page address www.central.k12.ca.us/neutra.

Mission Statement

The R.J. Neutra staff, in partnership with parents, will work toward effectively preparing our children to live in the world as it will exist in the future. We believe that much of the work our children will do in the twenty-first century is not yet determined. We strive, therefore, to prepare children to be lifelong learners, to think critically, to be problem solvers, and to learn from past experiences.

The staff and parents envision R.J. Neutra School as a place of growth for the total child: intellectual, emotional, social, ethical, and physical. Our school is where individual needs are recognized so that every student may experience success within an atmosphere of warmth, mutual respect, and caring. We monitor, adjust, and thus increase student achievement.

School Profile

R.J. Neutra School is surrounded by endless acres of field crops and military operations on the Lemoore Naval Air Station. Many are amazed that the school was designed in 1929 and built in 1960 because of its modern look and appeal. R.J. Neutra School strives to provide a warm and safe learning environment. For all students enrolled, the school's top priority is to foster intellectual, emotional, social, ethical, and physical health.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	9.9%	Kindergarten	130
American Indian or Alaskan Native	0.9%	Grade 1	71
Asian	0.9%	Grade 2	76
Filipino	5.4%	Grade 3	76
Hawaiian or Pacific Islander	1.6%	Grade 4	74
Hispanic or Latino	22.8%	Grade 5	69
White (not Hispanic)	48.8%	Grade 6	0
Two or More Races	9.7%	Grade 7	0
Socioeconomically Disadvantaged	62.3%	Grade 8	0
English Learners	3.6%		
Students with Disabilities	6.0%		
Migrant Education	0.0%	Total	
Foster Youth	0.0%	Enrollment	496

A traditional school calendar is followed at R.J. Neutra School. During the 2015-16 school year, 496 students were enrolled, including 6% in special education, 62.3% enrolled in the Free or Reduced-Price Meal program, and 3.6% qualifying for English Learner support.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning - State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement - State Priority 3: Covered in Parent Involvement.

Pupil Achievement - State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate - State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes - State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

The community, parents, and school staff all play vital roles in every child's education and success. Educational research suggests that the single most important element to assure a child's success in school is a parent who stays involved in a child's education.

Parents are provided tools for helping children at home and are encouraged to become active members of the school's learning community. All parents are encouraged to participate in the School Site Council, District Advisory Council, English Learner Advisory Council, and District English Learner Advisory Council, all Family Night activities, and fundraiser events including the annual Cookie Dough Sale. The principal and school staff welcome parents to volunteer in the classroom and participate in field trips, Open House, and Back to School Night.

The School Site Council for R.J. Neutra School is a governing body comprised of elected parents and school staff members. Council members are responsible for providing input into the development of the school plan. The School Advisory Council may and has elected to relinquish its duties to the School Site Council.

Parents may contact the school's office at (559) 998-6823 to obtain more information about becoming an active member of the school community. All volunteers must attend a mandatory District-sponsored Parent Volunteer training and obtain background clearance.

School Communications

Communication from school to the home regarding school events, activities and student progress is facilitated by school administrators and classroom teachers. The monthly newsletter is sent home and includes current school news, a calendar of events, and other announcements as necessary. School Messenger, an Internet-based telephone messaging system, is used to quickly forward important messages from school staff to each student's home.

The school's digital sign is updated weekly with important news. Teachers send home weekly classroom updates. After-school activity schedules are distributed regularly.

Several family activities are scheduled each school year. These activities provide families with an opportunity to enjoy the company of the R.J. Neutra School community.

Student Achievement

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress Test Results in Science									
All Students									
Percentage of Students Meeting or Exceeding the State Standards									
	R. J. Neutra			CUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8 & 10)	84	82	85	61	62	52	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)				
2015-16				
	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	77	75	97.4%	85.3%
Male	40	40	100.0%	77.7%
Female	37	35	94.6%	94.3%
Hispanic or Latino	14	13	92.9%	92.3%
White (not Hispanic)	31	30	96.8%	96.7%
Socioeconomically Disadvantaged	42	42	97.7%	78.6%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 3					Grade 3			
All Students Tested	81	77	95.1%	70.1%	81	77	95.1%	66.2%
Male	31	31	100.0%	61.3%	31	31	100.0%	77.4%
Female	50	46	92.0%	76.1%	50	46	92.0%	58.7%
Hispanic or Latino	21	20	95.2%	55.0%	21	20	95.2%	60.0%
White (not Hispanic)	33	31	93.9%	7.4%	33	30	90.9%	73.3%
Socioeconomically Disadvantaged	48	46	95.8%	69.6%	48	46	95.8%	69.6%
Grade 4					Grade 4			
All Students Tested	77	71	92.2%	64.8%	77	71	92.2%	69.0%
Male	43	40	93.0%	70.0%	43	0	0.0%	75.0%
Female	34	31	91.2%	58.1%	34	31	91.2%	61.3%
Hispanic or Latino	20	19	95.0%	63.2%	20	19	95.0%	73.7%
White (not Hispanic)	34	30	88.2%	56.7%	34	30	88.2%	73.3%
Socioeconomically Disadvantaged	44	39	88.6%	64.1%	44	39	88.6%	64.1%
Grade 5					Grade 5			
All Students Tested	77	75	97.4%	70.7%	77	75	97.4%	44.0%
Male	40	40	100.0%	57.5%	40	40	100.0%	35.0%
Female	37	35	94.6%	85.7%	37	35	94.6%	54.3%
Hispanic or Latino	14	13	92.9%	76.9%	14	13	92.9%	38.5%
White (not Hispanic)	31	30	96.8%	80.0%	31	30	96.8%	56.7%
Socioeconomically Disadvantaged	43	42	97.7%	59.5%	43	42	97.7%	35.7%

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. An asterisk () appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.*

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	R. J. Neutra		CUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	63	69	44	44	44	49
Mathematics	55	60	33	33	33	37

Note: Percentages are not calculated 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.

District Assessments

Central Union School District administers its own set of comprehensive assessments to all K-5 students to determine individual levels of academic proficiency in reading, writing and math. Teachers for students in grades 3-5 develop formative assessments for both language arts and math evaluation once each trimester. Students in grades 6-8 participate in writing assessments and teacher created assessments. Each assessment is aligned to District and state content standards and are given at the end of each trimester.

Assessment results are shared with teachers and District administration to evaluate the effectiveness of the curriculum and identify students who may need additional academic intervention. Individual student results are shared at parent conferences and mailed to each student's home. Teachers share assessment results with students in grades 3-8 to increase the student's awareness of his/her academic progress and to establish common individual goals.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, R. J. Neutra School did not participate in the Title I program and is therefore not subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17		
	R. J.	
	Neutra	CUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2013-14
Year in PI	N/A	Year 1
# Schools Currently In PI		1
% Schools Currently In PI		25.0%

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

Physical Fitness

In the spring of each year R.J. Neutra School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	94.9%	72.8%	45.5%

Note: Percentages are not calculated 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.

School Facilities & Safety

R.J. Neutra School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. School facilities are all up-to-date and provide adequate space for students and staff. "Think Safety" is the District Safety Committee's primary goal. Comprised of one administrator and one custodian from each school site, the committee supervises school inspections and focuses on issues to prevent and reduce accidents.

2015-16 Campus Improvements:

- Addition of and repairs to concrete/asphalt
- Replacement of flooring
- Installation of a filtered water station with bottle filler
- Installation of fencing
- Installation of rubber bark in playground area
- Addition of school emblems to mezzanine flooring
- Addition of a bicycle and scooter access gate

Campus Description	
Year Built	1960
Acreage	15 ac.
Bldg. Square Footage	47,456 sq. ft.
	Quantity
# of Permanent Classrooms	22
# of Portable Classrooms	12
# of Restrooms (student use)	6 sets
Art Room/Music Room	1
Auditorium	1
Computer Lab	1
Multipurpose Room	1
Speech/Language Room	1
Staff Lounge	1
Teacher Work Room	1
Student Fitness Zone	1

School Inspections

R.J. Neutra School works closely with the District's maintenance department for larger projects that may require third party contractors, routine facilities maintenance projects, special projects, and school inspections. The most recent facilities inspection at R.J. Neutra School took place on October 26, 2016. During the 2015-16 school year, 100% of restrooms were fully operational and available for student use at all times.

Campus Supervision

As students arrive on campus in the morning, instructional aides supervise students on the playground and in the cafeteria while breakfast is served. Instructional aides supervise playground activities during recess. Lunchtime activities are supervised by instructional aides in the cafeteria and on the playground. At the end of the day, teachers supervise students to ensure a safe and orderly departure. R.J. Neutra School provides two-way radios to those who are supervising students to maintain open, continuous communication.

The student handbook outlines school policies and procedures concerning emergency situations, school bus safety, playground behavior, first aid, illness, health issues, and special services. Earthquake preparedness and other drills are conducted once each trimester; fire drills are held once a month. All visitors are required to check in at the school office upon arrival and departure.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for R.J. Neutra School in collaboration with local agencies and District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and department from school, sexual harassment policy, and dress code policy. The most current school site safety plan was reviewed and updated in April 2016. The updated plan was shared with school staff in August 2016. Components of the School Site Safety Plan were discussed at monthly staff meetings throughout the year. An updated copy of the school site safety plan is available to the public at the Central Union School District office and the school site.

Campus Maintenance

The custodial staff and District's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. One day custodian and a team of evening custodians are assigned to R.J. Neutra School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and day custodian communicate daily to discuss school facilities, maintenance, and safety issues. Once a month custodial support staff meet with district representatives to discuss custodial responsibilities and safety concerns.

Once each month, the day custodian performs a thorough inspection of campus facilities to identify areas that need to be repaired or replaced. Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Throughout the day, the day custodian surveys the campus to ensure facilities remain safe and clean. During school hours, restrooms are checked frequently for cleanliness and cleaned as needed. The day custodian is responsible for ensuring the cafeteria is cleaned thoroughly after breakfast and lunch have been served, setting up furniture and equipment for school events and assemblies, and routine maintenance projects. The evening custodians are responsible for cleaning the school office, classrooms, and restrooms.

Item Inspected	School Facility Good Repair Status				
	Repair Status			Repair Needed and Action Taken or Planned	
Inspection Date:	Good	Fair	Poor		
October 26, 2016					
Systems: gas leaks, Mech/HVAC, sewer	✓			No deficiencies were found during the inspection.	
Interior Surfaces	✓				
Cleanliness: overall cleanliness, pest vermin infestation	✓				
Electrical	✓				
Restrooms/Fountains	✓				
Safety: fire safety, hazardous materials	✓				
Structural: structural damage, roofs	✓				
External: playground, school grounds, windows, doors, gates, fences	✓				
Overall Summary of School Facility Good Repair Status					
Overall Summary	Exemplary	Good	Fair		Poor
		✓			

Percentage Description Rating:

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

The principal communicates with custodial staff daily and meet every Friday to review general maintenance issues. Teachers and staff of R.J. Neutra School submit via e-mail safety issues and general maintenance issues as needed to the principal and day custodian. Requests are typically fulfilled within one to two working days. The day custodian is qualified and equipped to handle most minor repairs that the school requires. Emergency situations are regularly resolved in one hour or less by school or District custodial staff, based upon the nature of the situation.

Deferred Maintenance

Central Union School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/ exterior painting and flooring systems. During the 2015-16 school year, R.J. Neutra School allocated \$35,119 of deferred maintenance funds for the following projects:

- Flooring replacement
- Asphalt sealing

Classroom Environment

Discipline & Climate for Learning

The Central Union School District *Student Conduct Code* combined with the school handbook outline expected student behavior and the consequences for inappropriate behavior. The Student Conduct Code and school handbook are sent home with each student at the beginning of the school year and available on the District's website.

As part of the education and student conduct program, R.J. Neutra School follows the six pillars of character of the Character Counts! program: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. These character traits are reinforced throughout the year from the classrooms to the playground and outstanding students are recognized at award assemblies. Students receive bucket fillers for caught being good and recognized at assemblies.

During the first week of school, teachers review the student handbook, discipline policies, and behavior expectations in the classroom. Throughout the year, school rules and policies are communicated at New Family Orientation and Family Refresher meetings, parent conferences, Back to School Night, and as necessary through notes sent home to parents. Students may display good character by completing community service projects, maintaining good attendance, achieving academic growth, and practicing proper behavior. Each major infraction to the conduct code is reported to the parents by the school's principal or assistant principal.

Suspensions and Expulsions									
	R. J. Neutra			CUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	16	9	12	120	58	73	279,383	243,603	230,389
Expulsions (#)	0	0	1	8	4	1	6,611	5,692	6,227

Homework

Homework is assigned on a regular basis for all grade levels and major subject areas, Monday through Thursday. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and be responsible for reviewing homework assignments with their child.

School Attendance

Regular attendance is a necessary part of the learning process, critical to academic success and a priority at R.J. Neutra School. "We truly believe that missing school is missing out." Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities. During the 2015-16 school year, the actual attendance rate for all grade levels for R.J. Neutra School was 97%. A School Attendance Review Board (SARB) was established in 2014 in conjunction with the Kings County Office of Education.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities which include:

- Community Service Projects
- Dance Troupe
- Dr. Seuss Birthday Celebration
- Holiday Performances
- Monthly Mileage Club Runs
- Peach Blossom Festival (Gr. 1-5)
- Read Across America Day
- Red Ribbon Week Activities
- Spirit Assemblies
- Spring Program (highlighting Fine Arts)
- Student Council

Class Size

The Class Size Distribution table below illustrates the distribution of class sizes by grade level and subject area, the average class size for each, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms				
2013-14				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	20.0	1	5	
1	19.0	1	5	
2	20.0	1	4	
3	18.0	1	3	
4	22.0		3	
5	19.0		2	
2014-15				
K	22.0		6	
1	20.0	4		
2	22.0		4	
3	21.0	2	2	
4	20.0	20	10	
5	21.0	2	29	
2015-16				
K	21.0	2	4	
1	17.0	4		
2	19.0	4		
3	19.0	4		
4	25.0		3	
5	23.0		3	

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Curriculum & Instruction

Instructional Materials

The state aligns textbooks, frameworks, and instructional materials to meet the California Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On September 12, 2016, the Central Union School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners, in the District. The Board of Trustees adopted Resolution #R-09-12-2016 which certifies, as required by Education Code section 60119, that (1) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the math, science, history-social science, English/language arts, health* (*as a component of the science curriculum), and visual and performing arts.

Staff Development

Central Union School District and its four school sites combine efforts to provide training and curriculum development based on the California Standards and are aligned with the content of the curriculum frameworks for grades kindergarten through eight. Teachers within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Over a five-year period, Central Union School District has been making strides to align instructional programs with California Standards. District administration has developed a comprehensive plan to develop leadership teams, train teachers, update instructional resources, and implement standards-based changes to:

- Math Frameworks and Adoptions
- Language Arts Frameworks and Adoptions
- Writing Frameworks
- Student Assessment
- English Learner Strategies & Techniques

The writing and implementation of Central Union School District's curriculum is an ongoing process designed to meet the changing needs in the areas of instructional improvement, implementation of state standards, and adoption of instructional materials. Teachers and administrators at each school site serve on curriculum

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2016	Yes	MacMillan/McGraw-Hill; <i>Wonders</i>	0%	K-5
Math				
2014	Yes	McGraw-Hill; <i>My Math</i>	0%	K-5
Science				
2006	Yes	MacMillan/McGraw-Hill; <i>California Science</i>	0%	K-5
Social Science				
2005	Yes	Pearson Scott Foresman; <i>History-Social Science for CA</i>	0%	K-5

committees. The committees review the state standards and frameworks, establish benchmarks and expectations in specific subject areas, develop benchmark tests, determine staff development needs, analyze test results, prompt grade level collaboration, select textbooks and supplementary teaching materials, and review 21st century learning.

Throughout the 2015-16 year, each teacher was provided seven days of professional development. Districtwide professional development covered the following topics:

- Catch Up Training on ELA and Math Standards for New Hires
- Designated ELD
- Integrated ELD
- Aligning Curriculum with ELD Standards
- 21st Century Learning and Beyond (Sights, Sounds, and Actions in a 21st Century Classroom)
- Strategies for Creating a 21st Century Classroom
- Mental Health Trainings
- ELA Coaching
- Math Coaching
- 21st Century Learning and Technology Coaching

Site-based conferences are held to discuss the quality of instruction and to provide suggestions for teachers to improve classroom practices based upon evaluation of student performance data. Certificated staff attend workshops, conferences, and training programs offered by neighboring districts, county offices of education, and professional consultants. External training activities enable access to research-based strategies relative to individual areas of expertise and responsibility. Participation in third-party training during the 2015-16 school year reinforced Districtwide concentration in developing effective instructional strategies, common core standards development, technology integration, and student assessment. Supplemental professional development was offered throughout the year and included the following topics:

- Supporting the Standards in the Classroom
- 21st Century Learning
- Social Emotional and Behavioral Supports
- Reading Mastery II & III
- Behavioral Supports in the Classroom
- ELA Adoption Presentations
- Alignment of Assessments and Data Use

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aid/CPR, and Reading Mastery. Classified staff acquire job-related training through in-house sponsored workshops provided by department supervisors or product vendors. Newly credentialed and/or beginning teachers receive formative assessment, individualized support and advanced content from the California Teacher Induction Program which is the preferred pathway to a California Professional (Clear) Teaching Credential. The Teacher Induction Program is co-administered by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). The Teacher Induction Task Force and State Leadership Team provide support and technical assistance to local Teacher Induction Program leaders. The Teacher Induction program provides standards-based, individualized advice and assistance that combines the application of theory learned in the preliminary teacher preparation program with mentor-based support and formative assessment feedback.

Site-based Staff Training

During the 2015-16 school year, R. J. Neutra School's individual training efforts took place on Monday early release days and focused on:

- Planning and Implementation of the California Standards for Reading and Mathematics
- Social Emotional Needs Due to Military Students
- Data Driven Instruction Formative & Summative Assessments

Professional Staff

Teacher Assignment

R.J. Neutra School recruits and employs highly qualified credentialed teachers. For the 2015-16 school year, the school had 26 fully credentialed teachers. In many instances, teachers supplement their regular credential with a special education credential or a credential to teach English language learners. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	Teacher Credentials and Assignments					
	R. J. Neutra			CUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	28	27	27	97	100	96
Teachers with Full Credential	28	26	27	97	98	92
Teachers without Full Credential	0	1	0	0	2	4
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	1	1

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.*

The adjacent table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

	Core Academic Classes Taught by Highly Qualified Teachers	
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
R. J. Neutra	100%	0%
District Totals		
All Schools	100%	0%
High-Poverty Schools	100%	0%
Low-Poverty Schools	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Counseling & Support Services Staff

It is the goal of R.J. Neutra School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Diagnostic and prescriptive teachings, the resource specialist program, counseling by a teacher or other staff member, and involvement of outside agencies when necessary are available and utilized for R.J. Neutra School students who need this type of assistance. Parents are involved in all of these processes and are kept fully informed of their child's progress.

	Counselors and Support Personnel (Nonteaching Professional Staff) 2015-16	
	No. of Staff	FTE*
Academic Counselor	0	0
Library Clerk	1	1.0
Psychologist	1	0.4
Nurse (LVN)	1	0.2
Nurse (RN)	1	0.8
Occupational Therapist	As Needed	
Probation Officer	1	0.2
Family Forces Therapist	1	0.2
Adaptive PE Specialist	As Needed	
Speech & Language Aide	1	0.2
KCOE Speech & Language Specialist	As Needed	

**One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.*

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2014-15 school year, Central Union School District spent an average of \$12,250 to educate each student (Current Expense of Education per ADA, based on 2014-15 audited financial statements and calculated in accordance with Ed Code 41372). The table below 1) compares the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2014-15		
	CUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$47,395	\$44,507
Mid-Range Teacher Salary	\$74,251	\$68,910
Highest Teacher Salary	\$91,980	\$88,330
Average Principal Salaries:		
Elementary School	\$111,872	\$111,481
Superintendent Salary	\$144,200	\$169,821
Percentage of Budget For:		
Teacher Salaries	38%	39%
Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE *Certificated Salaries & Benefits Web page* at <http://www.cde.ca.gov/ds/fd/cs/>.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about R.J. Neutra School and comparisons of the school to the District, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access R.J. Neutra School's SARC and access the Internet at the Stratford Family Resource Center and at any of the county's public libraries. The closest library to R.J. Neutra School is Lemoore Branch Library located at 457 "C" Street, Lemoore.

Lemoore Branch Library
(559) 924-2188
Hours: Mon.-Wed.: 10:00 a.m. - 8:00 p.m.
Th.: 10:00 a.m. - 6:00 p.m.
Fr.-Sa.: 12 noon - 5:00 p.m.
Number of Computers Available: 9
Printers Available: Yes

Stratford Family Resource Center
Phone: (559) 925-2660
Hours: Mon.-Fr. 7:30 a.m. - 3:30 p.m.
Number of Computers Available: 3

Current Expense of Education Per Pupil 2014-15					
Expenditures Per Pupil	Dollars Spent Per Student				
	R. J. Neutra	CUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,140	N/A	N/A	N/A	N/A
Restricted (Supplemental)	620	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,519	7,736	97.2%	5,677	132.5%
Average Teacher Salary	78,604	77,932	100.9%	71,610	109.8%

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

In addition to general fund state funding, Central Union School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- American Indian Early Childhood Education
- California Clean Energy Jobs Act
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III



Central Union School District
Lemoore, CA

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The statistical information disclosed in this report is obtained from the California Department of Education and the Central Union School District. At the time of publication, this report meets all SARC-related state and federal requirements, using the most current data available. The data to complete the instructional materials section was acquired in September 2016 and the school facilities section was acquired in October 2016.

2015-16 Annual School Accountability Report Card

Published January 2017

Stratford School

Grades Transitional Kindergarten through Eight
Bill Bilbo, Principal
Penny Miller, Assistant Principal
20227 First Street, Stratford, CA 93266
Ph: (559) 925-2605 • FAX: (559) 947-3840

Principal's Message

If the concept that "child by child we build a nation" is, indeed, a truism, then it follows that educated child by educated child we build a nation strong in responsible citizens of good character who set goals and achieve objectives to their personal benefit as well as the community's.

Stratford School's goal is to prepare all students to function as informed, productive citizens; to achieve success in the work environment and to realize personal fulfillment. In order for Stratford to fulfill this goal, students must attain high levels of academic achievement. For students to attain high levels of achievement, Stratford School, its students, their parents, and the community each have responsibilities which must be fulfilled.

By working together, we can ensure that students maximize and enjoy the learning opportunities at Stratford and develop the skills necessary to make them successful learners. As always, the Stratford staff appreciates your support. Should parents need to contact Stratford's personnel, they may telephone the school office at (559) 925-2605.

Mission Statement

Stratford School's mission is to provide a positive school environment for the benefit of all students and to ensure that each student feels personally connected to the school, attains high levels of academic achievement, and develops high standards of personal behavior, based upon the six pillars of character (i.e., caring, trustworthiness, citizenship, fairness, respect, and responsibility) that are part of the District's character education program.

School Profile

Established in 1921, Stratford School has twice been recognized as a California Distinguished School. As one of four elementary schools in the Central Union School District, Stratford School is located in the town of Stratford, six miles south of Lemoore. Many of Stratford's

students' parents, grandparents, and even great-grandparents attended Stratford before them.

During the 2015-16 school year, 276 students were enrolled, including 14.9% in special education, 85.5% qualifying for the free or reduced-price meal program, and 48.2% qualifying for English learner support.

Student Enrollment by Subgroup/Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African American	0.4%	Kindergarten	42
American Indian or Alaskan Native	7.1%	Grade 1	36
Asian	1.1%	Grade 2	21
Filipino	1.1%	Grade 3	25
Hawaiian or Pacific Islander	0.0%	Grade 4	38
Hispanic or Latino	82.9%	Grade 5	29
White (not Hispanic)	7.4%	Grade 6	25
Two or More Races	0.0%	Grade 7	30
Socioeconomically Disadvantaged	85.5%	Grade 8	30
English Learners	48.2%		
Students with Disabilities	14.9%		
Migrant Education	0.0%	Total	
Foster Youth	1.1%	Enrollment	276

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning - State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart;

and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement - State Priority 3: Covered in Parent Involvement.

Pupil Achievement - State Priority 4: Covered in Standardized State Assessments, including the CAASPP charts.

School Climate - State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes - State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

At Stratford School, parents are encouraged to become active members of the school's learning community and assist in its goal to develop independent, self-reliant, lifelong learners. Parents are invited to volunteer in classrooms and for school committees. All volunteers must attend a mandatory District-sponsored Parent Volunteer training and obtain background clearance.

Parents are encouraged to participate in the School Site Council, District Advisory Council, English Learner Advisory Committee, Migrant Group, and Parent Teacher Club. The principal and school staff welcome parents to participate in field trips, Open House, Back to School Night, and annual Title I meeting. Parent volunteers are welcome to assist school staff in the library and classrooms.

Stratford School established a School Advisory Council in accordance with Economic Impact Aid funding requirements. This governing body is comprised of elected parents and school staff members. Council members are responsible for providing input into the development of the school plan. The School Advisory Council has elected to relinquish its duties to the School Site Council.

A variety of workshops are offered throughout the school year in the Family Resource Center; all parents are welcome to attend. Parents may contact their student's teacher or Principal Bilbo at (559) 925-2605 to obtain more information.

Community Involvement

Partnerships are important to Stratford School, who is indeed fortunate to have partnerships with the Kings County Sheriff's Department and the Stratford Volunteer Fire Department. Deputy Ellis is on duty in the Stratford area and drops by the school on a regular basis to visit with children and show support for the school.

Stratford School has a five session, Positive Behavior Support partnership to work with parents to teach reading.

School Communications

All school-to-home communication is provided in both English and Spanish. Parents are kept informed of school activities, events and announcements on a regular basis. School Messenger, an Internet-based telephone messaging system, is used to quickly forward important messages from school staff to each student's home. Important information can be found on the school's website and marquee, in the principal's newsletters, and on the bulletin board located inside the school office. When necessary, flyers are sent home with students, and very important announcements are mailed to students' homes.

Student Achievement

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and Mathematics in grades 3 through 8 and 11, and Science in grades five, eight and ten utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CAASPP tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress Test Results in Science									
All Students									
Percentage of Students Meeting or Exceeding the State Standards									
	Stratford			CUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8 & 10)	34	50	26	61	62	52	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown 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.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & 10)				
2015-16				
	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	58	58	100.0%	25.9%
Male	20	20	100.0%	25.0%
Female	38	38	100.0%	26.3%
Hispanic or Latino	43	43	100.0%	25.6%
Socioeconomically Disadvantaged	50	50	100.0%	26.0%
Students with Disabilities	11	11	100.0%	27.3%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

California Assessment of Student Performance and Progress						
Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Stratford		CUSD		CA	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy	21	29	44	44	44	49
Mathematics	20	22	33	33	33	37

Note: Percentages are not calculated 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.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11)
2015-16**

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Grade 3					Grade 3			
All Students Tested	25	25	100.0%	16.0%	25	25	100.0%	28.0%
Male	13	13	100.0%	15.4%	13	13	100.0%	30.8%
Female	12	12	100.0%	16.7%	12	12	100.0%	25.0%
Hispanic or Latino	23	23	100.0%	13.0%	23	23	100.0%	21.7%
Socioeconomically Disadvantaged	18	18	100.0%	16.7%	18	18	100.0%	27.8%
English Learners	12	12	100.0%	16.7%	12	12	100.0%	16.7%
Grade 4					Grade 4			
All Students Tested	37	37	100.0%	29.7%	37	37	100.0%	21.6%
Male	22	22	100.0%	31.8%	22	22	100.0%	13.6%
Female	15	15	100.0%	26.7%	15	15	100.0%	33.3%
Hispanic or Latino	32	32	100.0%	31.3%	32	32	100.0%	25.0%
Socioeconomically Disadvantaged	34	34	100.0%	32.4%	34	34	100.0%	23.5%
English Learners	21	21	100.0%	23.8%	21	21	100.0%	23.8%
Grade 5					Grade 5			
All Students Tested	28	28	100.0%	35.7%	28	28	100.0%	28.6%
Female	18	18	100.0%	38.9%	18	18	100.0%	33.3%
Hispanic or Latino	20	20	100.0%	30.0%	20	20	100.0%	20.0%
Socioeconomically Disadvantaged	24	24	100.0%	37.5%	24	24	100.0%	25.0%
Grade 6					Grade 6			
All Students Tested	23	21	91.3%	47.6%	23	22	95.7%	22.7%
Male	14	12	85.7%	33.3%	14	13	92.9%	15.4%
Hispanic or Latino	19	17	89.5%	41.2%	19	18	94.7%	16.7%
Socioeconomically Disadvantaged	20	18	90.0%	44.4%	20	19	95.0%	15.6%
Grade 7					Grade 7			
All Students Tested	30	30	100.0%	16.7%	30	30	100.0%	13.3%
Male	15	15	100.0%	13.3%	15	15	100.0%	20.0%
Female	15	15	100.0%	20.0%	15	15	100.0%	6.7%
Hispanic or Latino	24	24	100.0%	20.8%	24	24	100.0%	8.3%
Socioeconomically Disadvantaged	27	27	100.0%	18.5%	27	27	100.0%	14.8%
English Learners	14	14	100.0%	7.1%	14	14	100.0%	7.1%
Grade 8					Grade 8			
All Students Tested	30	30	100.0%	30.0%	30	30	100.0%	20.0%
Female	20	20	100.0%	30.0%	20	20	100.0%	15.0%
Hispanic or Latino	23	23	100.0%	34.8%	23	23	100.0%	26.1%
Socioeconomically Disadvantaged	26	26	100.0%	34.6%	26	26	100.0%	23.1%

Note: ELA & Mathematics test results include the Smarter Balanced 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 on the CAAs divided by the total number of students who participated in both assessments. An asterisk () appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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.*

District Assessments

Central Union School District administers its own set of comprehensive assessments to all K-5 students to determine individual levels of academic proficiency in reading, writing and math. Teachers for students in grades 3-5 develop formative assessments for both language arts and math evaluation once each trimester. Students in grades 6-8 participate in writing assessments and teacher created assessments. Each assessment is aligned to District and state content standards and are given at the end of each trimester.

Assessment results are shared with teachers and District administration to evaluate the effectiveness of the curriculum and identify students who may need additional academic intervention. Individual student results are shared at parent conferences and mailed to each student's home. Teachers share assessment results with students in grades 3-8 to increase the student's awareness of his/her academic progress and to establish common individual goals.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Stratford School qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program 2016-17		
	Stratford	CUSD
PI Status	In PI	In PI
First Year of PI Implementation	2012-13	2013-14
Year in PI	Year 1	Year 1
# Schools Currently In PI		1
% Schools Currently In PI		25.0%

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

Physical Fitness

In the spring of each year, Stratford School is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	78.5%	46.4%	25.0%
Seventh	63.3%	40.0%	16.7%

Note: Percentages are not calculated 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.

School Facilities & Safety

Stratford School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. "Think Safety" is the District Safety Committee's primary goal. Comprised of one administrator and one custodian from each school site, the committee supervises school inspections and focuses on issues to prevent and reduce accidents.

2015-16 Campus Improvements:

- Replacement of HVAC systems
- Replacement of flooring and windows
- Upgrades and repairs to gym
- Installation of fencing

2016-17 Planned Campus Improvements:

- Installation of new perimeter fencing for safety purposes
- Installation of a school garden
- Installation of a shade structure
- Installation of a drain in hallway to decrease flooding
- Installation of new concrete in some areas on campus

Campus Description	
Year Built	1957
Acreage	5 ac.
Bldg. Square Footage	30,504 sq. ft
	Quantity
# of Permanent Classrooms	11
# of Portable Classrooms	9
# of Restrooms (student use)	3 sets
Computer Lab	1
Family Resource Center	1
Library	1
Teacher Lounge/Work Room	1
Health Office	1
Satellite Classroom	1

School Inspections

Stratford School works closely with the District's maintenance department for larger projects that may require third party contractors, routine facilities maintenance projects, special projects, and school inspections. The most recent facilities inspection at Stratford School took place on September 19, 2016. During the 2015-16 school year, 100% of restrooms were fully operational and available for student use at all times.

Campus Supervision

After students arrive on campus through one main gate in the morning, instructional aides supervise students on the playground and in the cafeteria where breakfast is served. A second chance breakfast is available at recess. Instructional aides supervise playground activities during recess. Lunchtime activities are supervised by instructional aides in the cafeteria and on the playground. At the end of the day, teachers supervise the bus loading area to ensure students depart safely. Students in grades K-3 are received at one of the designated main gates by their parent or guardian and escorted off campus. Stratford School provides two-way radios to those who are supervising students to quickly facilitate routine and urgent communications.

The student handbook outlines school policies and procedures concerning emergency situations, school bus safety, playground behavior, first aid, illness, health issues, and special services. Earthquake preparedness and drop drills are conducted once each trimester; fire drills are held once a month. All visitors are required to visit the school office upon arrival and departure of school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Stratford School in collaboration with local agencies and District administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures,

procedures for safe arrival and department from school, sexual harassment policy, dress code policy, and bully prevention policy. The most current school site safety plan was reviewed and updated in March 2016, and shared with school staff in September 2016. Components of the School Site Safety Plan were discussed at monthly staff meetings throughout the school year. An updated copy of the school site safety plan is available to the public at the Central Union School District office and the school site.

Campus Maintenance

The custodial staff and District's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. One full-time day custodian and a team of evening custodians are assigned to Stratford School and work closely with the principal for routine maintenance, daily custodial duties, and special events. The principal and day custodian communicate daily regarding school facilities and maintenance issues; once a week the principal holds a plant meeting which includes all custodial staff, office staff, cafeteria staff, and the Family Resource representative to share and review custodial concerns, responsibilities, and activities schedules.

Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Any graffiti or signs of vandalism are removed prior to students arriving to school. Twice a day during school hours, restrooms are checked for cleanliness and supplies. As required by law, an inspection and cleaning log is maintained in each bathroom. The day custodian ensures the cafeteria is cleaned thoroughly after breakfast and lunch are served. The evening custodians are responsible for cleaning classrooms and restrooms.

School Facility Good Repair Status				
Item Inspected	Repair Status			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: September 19, 2016				
Systems: gas leaks, Mech/HVAC, sewer	✓			
Interior Surfaces	✓			
Cleanliness: overall cleanliness, pest vermin infestation	✓			
Electrical	✓			No deficiencies were found during the inspection.
Restrooms/Fountains	✓			
Safety: fire safety, hazardous materials	✓			
Structural: structural damage, roofs	✓			
External: playground, school grounds, windows, doors, gates, fences	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Percentage Description Rating:

Exemplary: This school meets most or all standards of good repair. Deficiencies, if any, are not significant and/or impact a very small area of the school.

The District's maintenance department employs a work order process that enables Stratford School to communicate maintenance needs. Teachers and staff of Stratford School communicate safety issues and general maintenance needs directly with the site custodial team by placing requests on the custodian's clipboard or submitting requests by e-mail. Requests are typically fulfilled within one to two working days. The day custodian is qualified and equipped to handle most minor repairs that the school requires. Emergency situations are regularly resolved in one hour or less by school or District custodial staff, based upon the nature of the situation. The principal meets with custodial staff once per week to discuss general maintenance issues.

Deferred Maintenance

Central Union School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2015-16 school year, Stratford School allocated \$54,695 of deferred maintenance funds for the following projects:

- Flooring replacement
- Fencing
- Window replacement

Classroom Environment

Discipline & Climate for Learning

Stratford School strives to ensure that all its students enjoy maximum learning opportunities within a safe and orderly environment by providing an academically stimulating, yet disciplined, learning climate for all students. Discipline fosters respect - respect for self, for others, for authority, and for rules that support a positive learning environment. The Central Union School District *Student Conduct Code*, which is available on the District's website and sent home with each student at the beginning of the school year, outlines expected student behavior and the consequences for inappropriate behavior.

The principal and the assistant principal visit each classroom at the beginning of the school year to review the student handbook and discuss behavior expectations. Schoolwide behavior management policies and discussions emphasize the three R's: Respect for self, Respect for others, Respect for property. Throughout the year, school rules and policies are communicated as necessary in daily morning announcements, through notes sent home to parents, and at parent conferences.

Stratford's teachers, assistant principal, and principal practice a counseling approach to student discipline which reinforces students' accountability for their actions and teaches viable alternatives for handling difficult social and personal interactions. Through the Character Counts program, students learn about the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Stratford

encourages positive student behavior through informal counseling by staff members; formal counseling, when needed, by the principal, assistant principal, and/or psychologist; referral to the Student Study Team; detention; and/or suspension.

Students whose behavior is seriously and/or repeatedly inappropriate may be placed in an alternate educational setting or expelled from the District. The principal is the primary counseling resource for students. Those who need a little extra help with their behavior are given the opportunity to meet with the principal to discuss and examine their behavior, their choices, and positive alternative choices. On occasion, small group counseling sessions are conducted by the principal with students who need focused assistance with communication and conflict resolution.

Suspensions and Expulsions									
	Stratford			CUSD			CA		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions (#)	6	4	5	120	58	73	279,383	243,603	230,389
Expulsions (#)	0	0	0	8	4	1	6,611	5,692	6,227

Students who feel good about themselves and given the opportunity to receive recognition for their achievements are more likely to perform well academically and socially. At the end of each trimester, students are recognized for attaining both academic and behavioral goals. At the end of each month, students who achieve a perfect attendance record are rewarded with a special school certificate, school site dog tag, and school lunch. For those students who successfully complete the trimester without receiving any discipline tickets or conduct referrals for attendance and behavior, may participate in special student reward days. Ongoing, daily recognition of positive student behavior and achievements is encouraged and practiced by all Stratford School staff. Other honors and awards include:

- Annual Perfect Attendance Awards
- Student of the Month Awards
- Sports Awards
- Character Counts Awards

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and enrichment programs include:

- Peach Blossom Festival (Grades 1-6)
- Young Master's Art Contest (Grades K-8)
- Winter Festival and Spring Festival
- ASES (After School Education & Safety)

The school's athletic programs promote individual and team-oriented achievement through school-sponsored teams. Practices for competitive sports programs take place before school, during lunch, and after school.

- Volleyball - Boys and Girls, Grades 6-8
- Track - Boys and Girls Grades 4-8
- Basketball - Boys and Girls Grades 4-8
- Flag Football - Grades 6-8

Homework

Homework is a fundamental part of the learning process that helps students develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Third through eighth grade students will have assignment books in their binders that list homework to be completed on a nightly basis, Monday through Thursday. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities, be responsible for reviewing homework assignments with their child, and check with the student's teacher immediately should there be no evidence of homework.

School Attendance

Regular attendance is a necessary part of the learning process, critical to academic success and a priority at Stratford School. "We truly believe that missing school is missing out." Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities, including the District's School Attendance Review Board (SARB). During the 2015-16 school year, the actual attendance rate for all grade levels for Stratford School was 96%.

Class Size

The Class Size Distribution and Teaching Load table in this report illustrates the distribution of class sizes by grade level and subject area, the average class size for each, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classrooms				
2013-14				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	26.0	1		
1	24.0	1		
2	21.0	2		
3	21.0	2		
4	25.0	1		
5	29.0	2		
2014-15				
K	22.0	1	1	
1	22.0		1	
2	24.0		1	
3	19.0	2		
4	20.0	6	3	
5	17.0	9	4	
2015-16				
K	21.0	1	1	
1	18.0	2		
2	22.0		1	
3	24.0		1	
4	18.0	2		
5	25.0		1	
6	22.0		1	
7	28.0		1	
8	29.0		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Curriculum & Instruction

Instructional Materials

The state aligns textbooks, frameworks, and instructional materials to meet the California Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On September 12, 2016, the Central Union School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners, in the District. The Board of Trustees adopted Resolution #R-09-12-2016 which certifies, as required by Education Code section 60119, that (1) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the math, science, history-social science, English/language arts, health* (*as a component of the science curriculum), and visual and performing arts.

Staff Development

Central Union School District and its four school sites combine efforts to provide training and curriculum development based on the California Standards and are aligned with the content of the curriculum frameworks for grades kindergarten through eight. Teachers within the District align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Over a five-year period, Central Union School District has been making strides to align instructional programs with California Standards. District administration has developed a comprehensive plan to develop leadership teams, train teachers, update instructional resources, and implement standards-based changes to:

- Math Frameworks and Adoptions
- Language Arts Frameworks and Adoptions
- Writing Frameworks
- Student Assessment
- English Learner Strategies & Techniques

The writing and implementation of Central Union School District's curriculum is an ongoing process designed to meet the changing needs in the areas of instructional improvement, implementation of state standards, and adoption of instructional materials. Teachers and administrators at each school site serve on curriculum committees. The committees review the state standards and frameworks, establish benchmarks and expectations in specific subject areas, develop benchmark tests, determine staff development needs, analyze test results, prompt grade level collaboration, select textbooks and supplementary teaching materials, and review 21st century learning.

Throughout the 2015-16 year, each teacher was provided seven days of professional development. Districtwide professional development covered the following topics:

- Catch Up Training on ELA and Math Standards for New Hires
- Designated ELD
- Integrated ELD
- Aligning Curriculum with ELD Standards
- 21st Century Learning and Beyond (Sights, Sounds, and Actions in a 21st Century Classroom)
- Strategies for Creating a 21st Century Classroom
- Mental Health Trainings
- ELA Coaching
- Math Coaching
- 21st Century Learning and Technology Coaching

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2016	Yes	MacMillan/McGraw-Hill; <i>Wonders</i>	0%	K-5
2016	Yes	Houghton Mifflin Harcourt; <i>California Collections</i>	0%	6-8
Math				
2014	Yes	MacMillan/McGraw Hill; <i>My Math</i>	0%	TK-8
Science				
2007	Yes	MacMillan/McGraw-Hill; <i>California Science</i>	0%	K-5
2007	Yes	Pearson-Prentice Hall; <i>Focus on Earth, Life, & Physical Science</i>	0%	6-8
Social Science				
2006	Yes	Pearson Scott Foresman; <i>History-Social Science for CA</i>	0%	K-5
2006	Yes	Teachers' Curriculum Institute; <i>History Alive!</i>	0%	6-8

Site-based conferences are held to discuss the quality of instruction and to provide suggestions for teachers to improve classroom practices based upon evaluation of student performance data. Certificated staff attend workshops, conferences, and training programs offered by neighboring districts, county offices of education, and professional consultants. External training activities enable access to research-based strategies relative to individual areas of expertise and responsibility. Participation in third-party training during the 2015-16 school year reinforced Districtwide concentration in developing effective instructional strategies, common core standards development, technology integration, and student assessment. Supplemental professional development was offered throughout the year and included the following topics:

- Supporting the Standards in the Classroom
- 21st Century Learning
- Social Emotional and Behavioral Supports
- Reading Mastery II & III
- Behavioral Supports in the Classroom
- ELA Adoption Presentations
- Alignment of Assessments and Data Use

Instructional aides receive training in instructional strategies to assist students with reading skills improvement, First Aid/CPR, and Reading Mastery. Classified staff acquire job-related training through in-house sponsored workshops provided by department supervisors or product vendors. Newly credentialed and/or beginning teachers receive formative assessment, individualized support and advanced content from the California Teacher Induction Program which is the preferred pathway to a California Professional (Clear) Teaching Credential. The Teacher Induction Program is co-administered by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). The Teacher Induction Task Force and State Leadership Team provide support and technical assistance to local Teacher Induction Program leaders. The Teacher Induction program provides standards-based, individualized advice and assistance that combines the application of theory learned in the preliminary teacher preparation program with mentor-based support and formative assessment feedback.

Site-Based Staff Training

During the 2015-16 school year, Stratford School's individual training efforts focused on:

- Common Core Standards - English Language Arts & Mathematics
- English Language Development
- Best Practices to Serve English Language Learners
- Language Arts - Observation, Modeling
- Next Generation Science Standards (NGSS)
- Technology Training

Professional Staff

Teacher Assignment

Stratford School recruits and employs highly qualified credentialed teachers. For the 2015-16 school year, the school had 16 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	Teacher Credentials and Assignments					
	Stratford			CUSD		
	14-15	15-16	16-17	14-15	15-16	16-17
Total Teachers	14	16	15	97	100	96
Teachers with Full Credential	14	16	15	97	98	92
Teachers without Full Credential	0	0	0	0	2	4
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	1	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.

The adjacent table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the same program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at www.cde.ca.gov/nclb/sr/tq/.

Counseling & Support Services Staff

It is the goal of Stratford School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making or handling peer pressure.

Diagnostic and prescriptive teachings, the resource specialist program, counseling by a teacher or other staff member, and involvement of outside agencies when necessary are available and utilized for Stratford School students who need this type of assistance. Parents are involved in all of these processes and are kept fully informed of their child's progress.

	Core Academic Classes Taught by Highly Qualified Teachers	
	% of Classes in Core Academic Subjects Taught by HQT	% of Classes in Core Academic Subjects Not Taught by HQT
	2015-16	
Stratford	100%	0%
District Totals		
All Schools	100%	0%
High-Poverty Schools	100%	0%
Low-Poverty Schools	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

	Counselors and Support Personnel (Nonteaching Professional Staff)	
	No. of Staff	FTE*
	2015-16	
Academic Counselor	0	0.0
Adaptive PE Specialist	As Needed	
Library Clerk	1	1.0
Occupational Therapist	As Needed	
Counselor	1	0.5
PE Teacher	1	0.5
Psychologist	1	0.5
School Resource Officer	1	0.5
Speech & Language Specialist	1	0.4
Nurse (LVN)	1	0.4
Nurse (RN)	1	0.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Expenditures Per Student

For the 2014-15 school year, Central Union School District spent an average of \$12,250 to educate each student (Current Expense of Education per ADA, based on 2014-15 audited financial statements and calculated in accordance with Ed Code 41372). The table below 1) compares the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2014-15		
	CUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$47,395	\$44,507
Mid-Range Teacher Salary	\$74,251	\$68,910
Highest Teacher Salary	\$91,980	\$88,330
Average Principal Salaries:		
Elementary School	\$111,872	\$111,481
Superintendent Salary	\$144,200	\$169,821
Percentage of Budget For:		
Teacher Salaries	38%	39%
Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE *Certificated Salaries & Benefits Web page* at <http://www.cde.ca.gov/ds/fd/cs/>.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Stratford School and comparisons of the school to the District, the county, and the state. DataQuest provides reports for school accountability including but not limited to CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access Stratford School's SARC and access the Internet at the Stratford Family Resource Center and at any of the county's public libraries. The closest library to Central School is the Stratford Branch Library located at 20300 Main Street, Stratford.

Stratford Branch Library • (559) 947-3003
 Hours: Sun. & Mon.: Closed
 Tues.-Thurs.: 1:00 p.m. - 6:00 p.m.
 Fri. & Sat.: Closed
 Number of Computers Available: 5
 Printers Available: Yes
 Stratford Family Resource Center
 Phone: (559) 925-2660
 Hours: Mon.-Fr. 7:30 a.m. - 3:30 p.m.
 Number of Computers Available: 3

Current Expense of Education Per Pupil 2014-15

Expenditures Per Pupil	Dollars Spent Per Student				
	Stratford	CUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	11,055	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,026	N/A	N/A	N/A	N/A
Unrestricted (Basic)	9,030	7,736	116.7%	5,677	159.1%
Average Teacher Salary	76,479	77,932	98.1%	71,610	106.8%

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

In addition to general fund state funding, Central Union School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- American Indian Early Childhood Education
- California Clean Energy Jobs Act
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III

Thomas Addington
Superintendent

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Central Union School District
Lemoore, CA

Board Members

Jenny Cornett
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

To: CUESD Board
From: Tom Addington, Superintendent
Date: February 9, 2017

For Board Meeting

- Action
- Consent
- New Business
- Information

Item:

First reading of Board Policy 3470 Debt Issuance and Management

Rationale/Purpose:

This is a new policy, previously not needed, as this reflects the New California Law (SB 1029, 2016) which mandates that boards adopt a debt management policy prior to issuing any debt, including, but not limited to, general obligation bonds, tax and revenue anticipation notes, and certificates of participation.

The Policy addresses the components mandated by law, including (1) the purposes for which the debt proceeds may be used; (2) the types of debt that may be issued; (3) the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable; (4) policy goals related to the district's planning goals and objectives; and (5) internal control procedures to ensure that the proceeds of the proposed debt issuance will be directed to the intended use.

Fiscal Impact:

No Fiscal impacts related to the adoption and approval of this policy. Fiscal impact only if and when the District has to pursue a path of borrowing or debt management for purpose of capital projects.

Recommendation:

Approve First reading of policy.

**CENTRAL UNION SCHOOL DISTRICT
Board Policy**

**Business and Noninstructional Operations
Debt Issuance and Management**

The Governing Board is committed to long-term capital and financial planning and recognizes that the issuance of debt is a key source for funding the improvement and maintenance of school facilities and managing cash flow. Any debt issued by the district shall be consistent with law and this policy.

(cf. 3000 - Concepts and Roles)
(cf. 3460 - Financial Reports and Accountability)
(cf. 7110 - Facilities Master Plan)
(cf. 7210 - Facilities Financing)

The district shall not enter into indebtedness or liability that in any year exceeds the income and revenue provided for such year, unless two-thirds of the voters approve the obligation or one of the exceptions specified in law applies. (California Constitution, Article 16, Section 18)

When the Board determines that it is in the best interest of the district, the Board may issue debt or order an election to issue debt. The Superintendent or designee shall make recommendations to the Board regarding appropriate financing methods for capital projects or other projects that are authorized purposes for debt issuance. When approved by the Board and/or the voters as applicable, the Superintendent or designee shall administer and coordinate the district's debt issuance program and activities, including the timing of issuance, sizing of issuance, method of sale, structuring of the issue, and marketing strategies.

The Superintendent or designee shall retain a financial advisor, municipal advisor, investment advisor, and other financial services professionals as needed to assist with the structuring of the debt issuance and to provide general advice on the district's debt management program, financing options, investments, and compliance with legal requirements. Contracts for services provided by such advisors may be for a single transaction or for multiple transactions, consistent with the contracting requirements in Education Code 17596. In the event that the district issues debt through a negotiated sale, underwriters may be selected for multiple transactions if multiple issuances are planned for the same project. In addition, the district shall select a legal team on an as-needed basis to assist with debt issuances or special projects.

(cf. 3312 - Contracts)
(cf. 3600 - Consultants)
(cf. 9270 - Conflict of Interest)

Goals

The district's debt issuance activities and procedures shall be aligned with the district's vision and goals for providing adequate facilities and programs that support student learning and well-being. When issuing debt, the district shall ensure that it:

1. Maintains accountability for the fiscal health of the district, including prudent management and transparency of the district's financing programs
2. Attains the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements
3. Takes all practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues
4. Maintains effective communication with rating agencies and, as appropriate, credit enhancers such as bond insurers or other providers of credit or liquidity instruments in order to enhance the creditworthiness, liquidity, or marketability of the debt
5. Monitors the district's statutory debt limit in relation to assessed valuation within the district and the tax burden needed to meet long-term debt service requirements
6. When determining the timing of debt issuance, considers market conditions, cash flows associated with repayment, and the district's ability to expend the obtained funds in a timely, efficient, and economical manner consistent with federal tax laws
7. Determines the amortization (maturity) schedule which will fit best within the overall debt structure of the district at the time the new debt is issued
8. Considers the useful lives of assets funded by the debt issue, as well as repair and replacement costs of those assets to be incurred in the future

9. Preserves the availability of the district's general fund for operating purposes and other purposes that cannot be funded by the issuance of voter-approved debt
10. Meets the ongoing obligations and accountability requirements associated with the issuance and management of debt under state and federal tax and securities laws

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 7000 - Concepts and Roles)

Authorized Purposes for the Issuance of Debt

The district may issue debt for any of the following purposes:

1. To pay for the cost of capital improvements, including acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending, enlarging, and/or equipping district facilities
2. To refund existing debt
3. To provide for cash flow needs

(cf. 3100 - Budget)

(cf. 3110 - Transfer of Funds)

Pursuant to Government Code 53854, general operating costs, including, but not limited to, items normally funded in the district's annual operating budget, shall not be financed from debt payable later than 15 months from the date of issuance. The district may deem it desirable to finance cash flow requirements under certain conditions so that available resources better match expenditures within a given fiscal year. To satisfy both state constitutional and statutory constraints, such cash flow borrowing shall be payable from taxes, income, revenue, cash receipts, and other moneys attributable to the fiscal year in which the debt is issued.

Authorized Types of Debt

The Superintendent or designee shall recommend to the Board potential financing method(s) that result in the highest benefit to the district, with the cost of staff and consultants considered. Potential financing sources may include:

1. Short-Term Debt
 - a. Short-term debt, such as tax and revenue anticipation notes (TRANs), when necessary to allow the district to meet its cash flow requirements (Government Code 53850-53858)
 - b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150)
 - c. Grant anticipation notes (GANs) to provide interim financing pending the receipt of grants and/or loans from the state or federal government that have been appropriated and committed to the district (Government Code 53859-53859.08)

2. Long-Term Debt

- a. General obligation bonds for projects approved by voters (California Constitution, Article 13A, Section 1; Education Code 15100-15262, 15264-15276; Government Code 53506-53509.5)

(cf. 7214 - General Obligation Bonds)

- b. Special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3)

(cf. 7212 - Mello Roos Districts)

3. Lease financing, including certificates of participation (COPs)
 - a. Lease financing to fund the highest priority capital equipment purchases when pay-as-you-go financing is not feasible (Education Code 17450-17453.1)
 - b. Lease financing to fund facilities projects when there is insufficient time to obtain voter approval or in instances where obtaining voter approval is either not feasible or unavailable (Education Code 17400-17429)
4. Special financing programs or structures offered by the federal or state government, such as Qualified Zone Academy Bonds or other tax credit obligations or obligations that provide subsidized interest payments, when the use of such programs or structures is determined

to result in sufficiently lower financing costs compared to traditional tax-exempt bonds and/or COPs

5. Temporary borrowing from other sources such as the County Treasurer

COPs, TRANs, revenue bonds, or any other non-voter approved debt instrument shall not be issued by the district in any fiscal year in which the district has a qualified or negative certification, unless the County Superintendent of Schools determines, pursuant to criteria established by the Superintendent of Public Instruction, that the district's repayment of that indebtedness is probable. (Education Code 42133)

Relationship of Debt to District Facilities Program and Budget

Decisions regarding the issuance of debt for the purpose of financing capital improvement shall be aligned with current needs for acquisition, development, and/or improvement of district property and facilities as identified in the district's facilities master plan or other applicable needs assessment, the projected costs of those needs, schedules for the projects, and the expected resources.

The cost of debt issued for major capital repairs or replacements shall be evaluated against the potential cost of delaying such repairs and/or replacing such facilities.

When considering a debt issuance, the Board and the Superintendent or designee shall evaluate both the short-term and long-term implications of the debt issuance and additional operating costs associated with the new projects involved. Such evaluation may include, but is not limited to, the projected ratio of annual debt service to the tax burden on the district's taxpayers and the ratio of annual debt service secured by the general fund to general fund expenditures.

The district may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit, and lines of credit with commercial banks, municipal bond insurance companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing.

Structure of Debt Issues

The district shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

The district shall design the financing schedule and repayment of debt so as to

take best advantage of market conditions, ensure cost effectiveness, provide flexibility, and, as practical, recapture or maximize its debt capacity for future use. Principal amortization will be structured to meet debt repayment, tax rate, and flexibility goals.

For new money debt issuances for capital improvements, the district shall size the debt issuance with the aim of funding capital projects as deemed appropriate by the Board, as long as the issuance is consistent with the overall financing plan, does not exceed the amount authorized by voters, and, unless a waiver is sought and received from the state, will not cause the district to exceed the limitation on debt issuances specified in the California Constitution or Education Code 15106.

To the extent practicable, the district shall also consider credit issues, market factors, and tax law when sizing the district's bond issuance. The sizing of refunding bonds shall be determined by the amount of money that will be required to cover the principal of, any accrued interest on, and any redemption premium for the debt to be paid on the call date and to cover appropriate financing costs.

Any general obligation bond issued by the district shall mature within 40 years of the issuance date or as otherwise required by law. (California Constitution, Article 16, Section 18; Government Code 53508.6)

The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed but, with respect to a lease purchase of equipment, no longer than a period of 10 years. (Education Code 17452)

Method of Sale

For the sale of any district-issued debt, the Superintendent or designee shall recommend the method of sale with the potential to achieve the lowest financing cost and/or to generate other benefits to the district. Potential methods of sale include:

1. A competitive bidding process through which the award is based on, among other factors, the lowest offered true interest cost
2. Negotiated sale, subject to approval by the district to ensure that interest costs are in accordance with comparable market interest rates
3. Private placement sale, when the financing can or must be structured for a single or limited number of purchasers or where the terms of the private placement are more beneficial to the district than either a

negotiated or competitive sale

Investment of Proceed

The district shall actively manage the proceeds of debt issued for public purposes in a manner that is consistent with state law governing the investment of public funds and with the permitted securities covenants of related financing documents executed by the district. Where applicable, the district's official investment policy and legal documents for a particular debt issuance shall govern specific methods of investment of bond-related proceeds. Preservation of principal shall be the primary goal of any investment strategy, followed by the availability of funds and then by return on investment.

(cf. 3430 - Investing)

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)

The management of public funds shall enable the district to respond to changes in markets or changes in payment or construction schedules so as to ensure liquidity and minimize risk.

Refunding/Restructuring

The district may consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility. When doing so, the district shall consider the maximization of the district's expected net savings over the life of the debt issuance and, when using a general obligation bond to refund an existing bond, shall ensure that the final maturity of the refunding bond is no longer than the final maturity of the existing bond.

Internal Controls

The Superintendent or designee shall establish internal control procedures to ensure that the proceeds of any debt issuance are directed to the intended use. Such procedures shall assist the district in maintaining the effectiveness and efficiency of operations, properly expending funds, reliably reporting debt incurred by the district and the use of the proceeds, complying with all laws and regulations, preventing fraud, and avoiding conflict of interest.

(cf. 3314 - Payments for Goods and Services)

(cf. 3400 - Management of District Assets/Accounts)

The district shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred as defined in the text of the voter-approved bond measure. (Government Code 53410)

When feasible, the district shall issue debt with a defined revenue source in order to preserve the use of the general fund for general operating purposes.

The district shall annually conduct a due diligence review to ensure its compliance with all ongoing obligations applicable to issuers of debt. Such a review may be conducted by general legal counsel or bond counsel. Any district personnel involved in conducting such reviews shall receive periodic training regarding their responsibilities.

In addition, the Superintendent or designee shall ensure that the district completes, as applicable, all performance and financial audits that may be required for any debt issued by the district, including disclosure requirements applicable to a particular transaction.

Records/Reports

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). Such report shall include a self-certification that the district has adopted a policy concerning the use of debt that complies with law and that the contemplated debt issuance is consistent with that policy. (Government Code 8855)

On or before January 31 of each year, the Superintendent or designee shall submit a report to the CDIAC regarding the debt authorized, the debt outstanding, and the use of proceeds of the issued debt for the period from July 1 to June 30. (Government Code 8855)

The Superintendent or designee shall provide initial and any annual or ongoing disclosures required by 17 CFR 240.10b-5 and 240.15c2-12 to the Municipal Securities Rulemaking Board, investors, and other persons or entities entitled to disclosure, and shall ensure that the district's disclosure filings are updated as needed.

The Superintendent or designee shall maintain transaction records of decisions made in connection with each debt issuance, including the selection of members of the financing team, the structuring of the financing, selection of credit enhancement products and providers, and selection of investment products. Each transaction file shall include the official transcript for the financing, interest rates and cost of issuance on the day when the debt was sold ("final number

runs"), and a post-pricing summary of the debt issue. In addition, documentation evidencing the expenditure of proceeds, the use of debt-financed property by public and private entities, all sources of payment or security for the debt, and investment of proceeds shall be kept for as long as the debt is outstanding, plus the period ending three years after the financial payment date of the debt or the final payment date of any obligations or series of bonds issued to refund directly or indirectly all of any portion of the debt, whichever is later.

The Superintendent or designee shall annually report to the Board regarding debts issued by the district, including information on actual and projected tax rates, an analysis of bonding capacity, ratings on the district's bonds, market update and refunding opportunities, new development for California bond financings, and the district's compliance with post-issuance requirements.

Legal Reference:

EDUCATION CODE

5300-5441 Conduct of elections

15100-15262 Bonds for school districts and community college districts

15264-15276 Strict accountability in local school construction bonds

15278-15288 Citizen's oversight committees

15300-15425 School Facilities Improvement Districts

17150 Public disclosure of non-voter-approved debt

17400-17429 Leasing of district property

17450-17453.1 Leasing of equipment

17456 Sale or lease of district property

17596 Duration of contracts

42130-42134 Financial reports and certifications

ELECTIONS CODE

1000 Established election dates

GOVERNMENT CODE

8855 California Debt and Investment Advisory Commission

53311-53368.3 Mello-Roos Community Facilities Act

53410-53411 Bond reporting

53506-53509.5 General obligation bonds

53550-53569 Refunding bonds of local agencies

53580-53595.55 Bonds

53850-53858 Tax and revenue anticipation notes

53859-53859.08 Grant anticipation notes

CALIFORNIA CONSTITUTION

Article 13A, Section 1 Tax limitation

Article 16, Section 18 Debt limit

UNITED STATES CODE, TITLE 15

78o-4 Registration of municipal securities dealers
UNITED STATES CODE, TITLE 26
54E Qualified Zone Academy Bonds
CODE OF FEDERAL REGULATIONS, TITLE 17
240.10b-5 Prohibition against fraud or deceit
240.15c2-12 Municipal securities disclosure
CODE OF FEDERAL REGULATIONS, TITLE 26
1.103 Interest on state and local bonds
1.141 Private activity bonds
1.148 Arbitrage and rebate
1.149 Hedge bonds
1.6001-1 Records

Management Resources:

CALIFORNIA DEBT AND INVESTMENT ADVISORY COMMISSION
PUBLICATIONS

California Debt Issuance Primer

GOVERNMENT FINANCE OFFICERS ASSOCIATION PUBLICATIONS

An Elected Official's Guide to Debt Issuance, 2nd Ed., 2016

Understanding Your Continuing Disclosure Responsibilities, Best Practice,
September 2015

Investment of Bond Proceeds, Best Practice, September 2014

Selecting and Managing Municipal Advisors, Best Practice, February 2014

Debt Management Policy, Best Practice, October 2012

Analyzing and Issuing Refunding Bonds, Best Practice, February 2011

INTERNAL REVENUE SERVICE PUBLICATIONS

Tax Exempt Bond FAQs Regarding Record Retention Requirements

Tax-Exempt Governmental Bonds, Publication 4079, rev. 2016

U.S. GOVERNMENT ACCOUNTABILITY OFFICE PUBLICATIONS

Internal Control System Checklist

WEB SITES

California Debt and Investment Advisory Commission:

<http://www.treasurer.ca.gov/cdiac>

Government Finance Officers Association: <http://www.gfoa.org>

Internal Revenue Service: <http://www.irs.gov>

Municipal Security Rulemaking Board, Electronic Municipal Market Access
(EMMA): <http://www.emma.msrb.org>

U.S. Government Accountability Office: <http://www.gao.gov>

U.S. Securities and Exchange Commission: <http://www.sec.gov>

Policy

Approved: XX, XX, XXXX

*Central Union School District
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Superintendent

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Central Union School District
Lemoore, CA

Board Members

Jenny Cornett
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III
Heather Staples

To: CUESD Board
From: Tom Addington, Superintendent
Date: February 8, 2017

For Board Meeting

- Action
- Consent
- New Business
- Information

Item:

Update of Board Policy and Administrative Regulation 0460 – Local Control and Accountability Plan

Rationale/Purpose:

Both the Board Policy and the Administrative Regulation are updated to reflect changes by mandated by new sections of the law and education code, which present a template for the local control and accountability plan (LCAP), define and give examples of the means by which districts may consult with students when developing the LCAP, address the composition of the parent advisory committee and English learner parent advisory committee, and require the County Superintendent of Schools to review district descriptions, if any, of districtwide or schoolwide services provided with local control funding formula (LCFF) supplemental or concentration funds.

The changes also add language and a new section which addresses requirement for districts receiving LCFF supplemental or concentration funds to increase or improve services for "unduplicated students" and reflects Title 5 Regulations which specify the method for determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students.

Fiscal Impact:

None.

Recommendation:

Approve recommended policy updates.

**CENTRAL UNION SCHOOL DISTRICT
Board Policy**

**Philosophy, Goals, Objectives and Comprehensive Plans
Local Control And Accountability Plan**

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions and to facilitate continuous improvement of district practices.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

The Board shall adopt a districtwide local control and accountability plan (LCAP), following the template provided in 5 CCR 15497.5, that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and subsequent two fiscal years. (Education Code 52060; 5 CCR 15497.5)

(cf. 3100 - Budget)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" and other underperforming students.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth and are counted only once for purposes of the local control funding formula. (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

The Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0400 - Comprehensive Plans)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the numbers of students in various student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees)
(cf. 4140/4240/4340 - Bargaining Units)
(cf. 6020 - Parent Involvement)

Public Review and Input

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of

parents/guardians and shall include at least one parent/guardian of an unduplicated student as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing.

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the Board shall file the LCAP with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

Technical Assistance/Intervention

When it is in the best interest of the district, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in the identification of district strengths and weaknesses in regard to state priorities and review of effective, evidence-based programs that apply to the district's goals
2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups
3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention pursuant to Education Code 52072, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the district's LCAP
2. Revision of the district's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Legal Reference:

EDUCATION CODE

305-306 English language education

17002 State School Building Lease-Purchase Law, including definition of good repair

41020 Audits

42127 Public hearing on budget adoption

42238.01-42238.07 Local control funding formula

44258.9 County superintendent review of teacher assignment

48985 Parental notices in languages other than English

51210 Course of study for grades 1-6

51220 Course of study for grades 7-12

52052 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

52302 Regional occupational centers and programs

52372.5 Linked learning pilot program

54692 Partnership academies

60119 Sufficiency of textbooks and instructional materials; hearing and resolution

60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission

60811.3 Assessment of language development

64001 Single plan for student achievement

99300-99301 Early Assessment Program

CODE OF REGULATIONS, TITLE 5

15494-15497.5 Local control and accountability plan and spending requirements

UNITED STATES CODE, TITLE 20
6312 Local educational agency plan
6826 Title III funds, local plans

Management Resources:

CSBA PUBLICATIONS

Impact of Local Control Funding Formula on Board Policies, November 2013

Local Control Funding Formula 2013, Governance Brief, August 2013

State Priorities for Funding: The Need for Local Control and Accountability Plans,
Fact Sheet, August 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

WEB SITES

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

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

Regulation

Approved: December 9, 2013

Revised: XX-XX-XXXX

*Central Union School District
Lemoore, California 93245*

**CENTRAL UNION SCHOOL DISTRICT
Administrative Regulation**

**Philosophy, Goals, Objectives and Comprehensive Plans
Local Control And Accountability Plan**

Content of the Plan

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. The LCAP shall identify goals for each of the following state priorities:
 - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

- b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6174 - Education for English Language Learners)

- c. Parent/guardian involvement, including efforts the district makes to seek parent/guardian input in district and school site decision

making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy

- (cf. 3553 - Free and Reduced Price Meals)
- (cf. 6020 - Parent Involvement)
- (cf. 6159 - Individualized Education Program)
- (cf. 6173.1 - Education for Foster Youth)

d. Student achievement, as measured by all of the following as applicable:

- (1) Statewide assessments of student achievement
- (2) Academic Performance Index
- (3) 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 that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692
- (4) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
- (5) The English learner reclassification rate
- (6) The percentage of students who have passed an advanced placement examination with a score of 3 or higher
- (7) The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

- (cf. 0500 - Accountability)
- (cf. 6141.5 - Advanced Placement)
- (cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6178 - Career Technical Education)

- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 6146.1 - High School Graduation Requirements)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)

- f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)

- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

- 2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

- 3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct

any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code 52060)

(cf. 0510 - School Accountability Report Card)

Annual Updates

On or before July 1 of each year, the LCAP shall be updated using the template developed by the SBE and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Content of the Plan" above
2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment
3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above
4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient

Availability of the Plan

The Superintendent or designee shall post the LCAP and any updates or revisions to the LCAP on the district's web site. (Education Code 52065)

(cf. 1113 - District and School Web Sites)

Regulation
Approved: XX-XX-XXXX

Central Union School District
Lemoore, California 93245

Thomas Addington
Superintendent

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Central Union School District
Lemoore, CA

Board Members

Jenny Cornett
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

To: CUESD Board
From: Tom Addington, Superintendent
Date: February 9, 2017

For Board Meeting

- Action
- Consent
- New Business
- Information

Item:

Update of Board Policy 5030 – Student Wellness

Rationale/Purpose:

Board Policy 5030 is updated consistent with new federal regulations (81 Fed. Reg. 50151), which address the content of the wellness policy and plan, assurance of stakeholder participation in the development and updates of the policy, and periodic assessment and disclosure of compliance. The Board Policy also reflects the new requirements (SB 1169, 2016) which no longer mandate the posting of district policy on nutrition and physical activity within cafeterias or other eating areas, but does require annually informing the public of the content and implementation of the policy. Policy designates the Coordinator of Curriculum as the administrator responsible for implementation of the Wellness Plan.

Fiscal Impact:

Ancillary cost of food which is consistent with federal guidelines and nutrition standards, which can be offset through participation in the National School Lunch program. May increase cost associated with implementation of consistent physical education opportunities.

Recommendation:

Approve recommended policy updates.

CENTRAL UNION SCHOOL DISTRICT Board Policy

Student Wellness Students

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

- (cf. 1020 - Youth Services)
- (cf. 3513.3 - Tobacco-Free Schools)
- (cf. 3514 - Environmental Safety)
- (cf. 5131.6 - Alcohol and Other Drugs)
- (cf. 5131.61 - Drug Testing)
- (cf. 5131.62 - Tobacco)
- (cf. 5131.63 - Steroids)
- (cf. 5141 - Health Care and Emergencies)
- (cf. 5141.22 - Infectious Diseases)
- (cf. 5141.3 - Health Examinations)
- (cf. 5141.31 - Immunizations)
- (cf. 5141.32 - Health Screening for School Entry)
- (cf. 5141.6 - School Health Services)
- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)
- (cf. 6164.2 - Guidance/Counseling Services)

School Wellness Council

The Superintendent or designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b; 7 CFR 210.30)

To fulfill this requirement, the Superintendent or designee may appoint a school wellness council or other district committee and a wellness council coordinator. The council may include representatives such as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

(cf. 1220 - Citizen Advisory Committees)
(cf. 9140 - Board Representatives)

The Superintendent or designee may make available to the public and school community a list of the names, position titles, and contact information of the wellness council members.

The wellness council shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

Goals for Nutrition, Physical Activity, and Other Wellness Activities

The Board shall adopt specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. In developing such goals, the Board shall review and consider evidence-based strategies and techniques. (42 USC 1758b; 7 CFR 210.30)

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)

The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

(cf. 6011 - Academic Standards)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs.

(cf. 5148.2 - Before/After School Programs)
(cf. 6177 - Summer Learning Programs)

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school

athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

(cf. 5142.2 - Safe Routes to School Program)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

(cf. 1330.1 - Joint Use Agreements)

Professional development may be regularly offered to the nutrition program director, managers, and staff, as well as health education teachers, physical education teachers, coaches, activity supervisors, and other staff as appropriate to enhance their knowledge and skills related to student health and wellness.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

Nutrition Guidelines for All Foods Available at School

For all foods and beverages available on each campus during the school day, the district shall adopt nutrition guidelines which are consistent with 42 USC 1758,

1766, 1773, and 1779 and federal regulations and which support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

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

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

The Superintendent or designee shall provide access to free, potable water in the food service area during meal times in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and by serving water in an appealing manner.

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's reimbursable food services program, should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutrition standards.

(cf. 3312 - Contracts)

(cf. 3554 - Other Food Sales)

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes.

He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of foods and beverages that do not meet nutrition

standards for the sale of foods and beverages on campus during the school day. (7 CFR 210.30)

(cf. 1325 - Advertising and Promotion)

Program Implementation and Evaluation

The Superintendent designates the individual(s) identified below as the individual(s) responsible for ensuring that each school site complies with the district's wellness policy. (42 USC 1758b; 7 CFR 210.30)

Scott Chennault, Coordinator of Curriculum and Instruction
559-924-3405
schennau@central.k12.ca.us

(cf. 0500 - Accountability)

(cf. 3555 - Nutrition Program Compliance)

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every three years. (42 USC 1758b; 7 CFR 210.30)

The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the wellness council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student wellness. Such indicators may include, but are not limited to:

1. Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements
2. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records
3. Student participation rates in all school meal and/or snack programs,

including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program

4. Extent to which foods and beverages sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutrition standards
5. Extent to which other foods and beverages that are available on campus during the school day, such as foods and beverages for classroom parties, school celebrations, and rewards/incentives, comply with nutrition standards
6. Results of the state's physical fitness test at applicable grade levels
7. Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity
8. A description of district efforts to provide additional opportunities for physical activity outside of the physical education program
9. A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

In addition, the Superintendent or designee shall prepare and maintain the proper documentation and records needed for the administrative review of the district's wellness policy conducted by the California Department of Education (CDE) every three years.

The assessment results of both the district and state evaluations shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

Notifications

The Superintendent or designee shall inform the public about the content and implementation of the district's wellness policy and shall make the policy, and any

updates to the policy, available the public on an annual basis. He/she shall also inform the public of the district's progress towards meeting the goals of the wellness policy, including the availability of the triennial district assessment. (Education Code 49432; 42 USC 1758b; 7 CFR 210.30)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall distribute this information through the most effective methods of communication, including district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and wellness and academic performance.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 6020 - Parent Involvement)

Each school may post a summary of nutrition and physical activity laws and regulations prepared by the CDE.

Records

The Superintendent or designee shall retain records that document compliance with 7 CFR 210.30, including, but not limited to, the written student wellness policy, documentation of the triennial assessment of the wellness policy for each school site, and documentation demonstrating compliance with the community involvement requirements, including requirements to make the policy and assessment results available to the public. (7 CFR 210.30)

Legal Reference:

EDUCATION CODE

33350-33354 CDE responsibilities re: physical education

38086 Free fresh drinking water

49430-49434 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act

49540-49546 Child care food program

49547-49548.3 Comprehensive nutrition services

49550-49562 Meals for needy students

49565-49565.8 California Fresh Start pilot program

49570 National School Lunch Act
51210 Course of study, grades 1-6
51210.1-51210.2 Physical education, grades 1-6
51210.4 Nutrition education
51220 Course of study, grades 7-12
51222 Physical education
51223 Physical education, elementary schools
51795-51798 School instructional gardens
51880-51921 Comprehensive health education
CODE OF REGULATIONS, TITLE 5
15500-15501 Food sales by student organizations
15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs
UNITED STATES CODE, TITLE 42
1751-1769j National School Lunch Program, especially:
1758b Local wellness policy
1771-1793 Child Nutrition Act, especially:
1773 School Breakfast Program
1779 Rules and regulations, Child Nutrition Act
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.33 National School Lunch Program, especially:
210.30 Wellness policy
220.1-220.22 National School Breakfast Program
COURT DECISIONS
Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

Management Resources:

CSBA PUBLICATIONS

Integrating Physical Activity into the School Day, Governance Brief, April 2016
Increasing Access to Drinking Water in Schools, Policy Brief, April 2013
Monitoring for Success: A Guide for Assessing and Strengthening Student
Wellness Policies, rev. 2012
Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief,
rev. April 2012
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide,
rev. 2012
Physical Activity and Physical Education in California Schools, Research Brief,
April 2010
Building Healthy Communities: A School Leader's Guide to Collaboration and
Community Engagement, 2009
Safe Routes to School: Program and Policy Strategies for School Districts, Policy
Brief, 2009
Physical Education and California Schools, Policy Brief, rev. October 2007
School-Based Marketing of Foods and Beverages: Policy Implications for School
Boards, Policy Brief, March 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2009

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

CALIFORNIA PROJECT LEAN PUBLICATIONS

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

CENTER FOR COLLABORATIVE SOLUTIONS

Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, January 2015

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide, rev. 2012

FEDERAL REGISTER

Rules and Regulations, July 29, 2016, Vol. 81, Number 146, pages 50151-50170

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

PUBLICATIONS

Fit, Healthy and Ready to Learn, rev. 2012

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, 2016

WEB SITES

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

Action for Healthy Kids: <http://www.actionforhealthykids.org>

Alliance for a Healthier Generation: <http://www.healthiergeneration.org>

California Department of Education, Nutrition Services Division:

<http://www.cde.ca.gov/ls/nu>

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

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Center for Collaborative Solutions: <http://www.ccscenter.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Dairy Council of California: <http://www.dairycouncilofca.org>

National Alliance for Nutrition and Activity:

<http://www.cspinet.org/nutritionpolicy/nana.html>

National Association of State Boards of Education: <http://www.nasbe.org>

School Nutrition Association: <http://www.schoolnutrition.org>

Society for Nutrition Education: <http://www.sne.org>

U.S. Department of Agriculture, Food Nutrition Service, wellness policy:

<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>

U.S. Department of Agriculture, Healthy Meals Resource System:

<http://healthymeals.fns.usda.gov>

Policy
Adopted: May 8, 2006
Revised: June 9, 2008
Revised: December 12, 2011
Revised: May 14, 2014
Revised: XX-XX-XXXX

Central Union School District
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Central Union School District
Lemoore, CA

Board Members

Jenny Cornett
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

To: Tom Addington, Superintendent
From: Scott Chennault, Curriculum Coordinator
Date: February 7, 2017

For Board Meeting

- Action
- Consent
- New Business
- Information

Item:

Approve revisions to District Wellness policy.

Rationale/Purpose:

Due to the fact that Central Union School District participates in the National School Lunch Program and other federal Child Nutrition programs, we are required by law to establish a "Wellness Plan" for all 4 of our schools.

Local wellness policies are an important tool for parents and the Central Union School District in promoting student wellness, preventing and reducing childhood obesity, and providing assurance that school meal nutrition guidelines meet the minimum federal school meal standards.

Fiscal Impact:

None

Recommendation:

To approve the Plan; ensuring that all students of Central Union School District are given the opportunity to prevent/reduce childhood obesity, and to assure that school meals meet or exceed federal school meal standards.

Central Union School District
Wellness Plan
2016-2017

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Central Union School District

Wellness Plan

2016-2017

Preamble

Central Union School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.^{1,2,3,4,5,6,7}

Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{11,12,13,14}

This plan outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this plan establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the plan and its established goals and objectives.

This plan applies to all students, staff, and schools in the District.

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least once per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness plan (heretofore referred as "wellness plan").

The DWC membership will represent all school levels (elementary and secondary schools) and may include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of

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the school nutrition program (ex., Food Service Coordinator); physical education teachers; health education teachers; school health professionals [i.e., school nurses, and school health aides, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, school psychologists, or social workers, school administrators (ex., superintendent, principal, vice principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); Santa Rosa Rancheria staff, (ex., Education department, Tribal members,). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness plan, and will ensure each school's compliance with the plan.

The title(s) of this/these individual(s) are:

Title	Location	Role
Coordinator of Curriculum and Instruction	District Office	Superintendent designee
Food Service Coordinator	District Office	Committee Member
Site Administration	Akers Elementary	Committee Member
Site Administration	Central Elementary	Committee Member
Site Administration	Neutra Elementary	Committee Member
Site Administration	Stratford Elementary	Committee Member

Each school will designate a school wellness plan coordinator, who will ensure compliance with the plan. Refer to Appendix A for a list of school level wellness plan coordinators.

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II. Wellness Plan Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

This wellness plan and the progress reports can be found at:

http://www.central.k12.ca.us/departments/nutrition_services/wellness

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness plan at Educational Services, (Coordinator of Curriculum and Instruction's Office.) Documentation maintained in this location will include but will not be limited to:

- The written wellness plan;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit DWC membership from the required stakeholder groups; (ex. Flyers, Public notices, phone messages) and (2) These groups' participation in the development, implementation, and periodic review and update of the wellness plan;
- Documentation of annual plan progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment* of the plan for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including: (1) Methods by which the wellness plan, annual progress reports, and triennial assessments are made available to the public; and (2) Efforts to actively notify families about the availability of wellness plan.

Annual Progress Reports

The District will compile and publish an annual report to share basic information about the wellness plan and report on the progress of the schools within the district in meeting wellness goals. This annual report will be published around the same time each year in March, and will include information from each school within the District. This report will include, but is not limited to:

- The website address for the wellness plan and/or how the public can receive/access a copy of the wellness plan;
- A description of each school's progress in meeting the wellness plan goals;
- A summary of each school's events or activities related to wellness plan implementation;
- The name, position title, and contact information of the designated District plan leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the DWC.

The annual report will be available in English and Spanish.

The District and all four school sites, will actively notify households/families of the availability of the annual report.

The DWC, will establish and monitor goals and objectives for the District's schools, specific and appropriate for each instructional unit (elementary and secondary), for each of the content-specific components listed in Sections III-V of this plan. ***Triennial Progress Assessments***

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At least once every three years, the District will evaluate compliance with the wellness plan to assess the implementation of the plan and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness plan;
- A description of the progress made in attaining the goals of the District's wellness plan.

The position/person responsible for managing the triennial assessment and contact information is Scott Chennault, Coordinator of Curriculum and Instruction for Student Services.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness plan.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Plan

The DWC will update or modify the wellness plan based on the results of the annual progress reports and triennial assessments, and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness plan will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness plan. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation, and periodic review and update of the wellness plan through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness plan, as well as how to get involved and support the plan. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating other important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness plan annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

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III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Afterschool Program (ASP), and Summer Food Service Program (SFSP) The District also operates additional nutrition-related programs and activities including Second Chance Breakfast, and self-serve garden bars, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. The District offers reimbursable school meals that meet [USDA nutrition standards](#).
- Promote healthy food and beverage choices:
 - Daily Garden Bar selections include mixed green salad of fresh spinach and romaine, two raw vegetables selections, fresh fruit selection and a canned food selection
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
 - Milk available in a variety of flavor and fat content in all coolers
 - All meal options are displayed daily
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
 - Student artwork is displayed in the service and/or dining areas
 - Daily announcements are used to promote and market menu options
- Menus will be posted on the District website or individual school websites, and will include nutrient information.
- By the start of the 2017 – 2018 school year, ALL foods and beverages available to students at District schools will support health curriculum and promote optimal health. Nutritional standards adopted by the District for all foods and beverages provided to students, including foods and beverages provided through the District's food services program, will meet or exceed the Smart Snacks in School nutritional standards.
- School meals are administered by a team of child nutrition professionals.
- The District child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 15 minutes to eat lunch.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

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Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#).

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* (“school campus” and “school day” are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* [and *ideally, the extended school day**] will meet or exceed the USDA Smart Snacks nutrition standards [or, *if the state plan is stronger, “will meet or exceed state nutrition standards”*]. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards [or, *if the state plan is stronger, “will meet or exceed state nutrition standards”*], including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards; and
3. Rewards and incentives. The District will encourage teachers and other relevant school staff to use other means of rewarding student, rather than rewarding with food products. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

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Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

The District aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

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IV. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components: physical education, recess, classroom-based physical activity, walk and bicycle to school, and out-of-school time activities and the district is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason. The district will encourage teachers and other school staff to use alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

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Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all or most days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. If the air quality is deemed unhealthy for that day, student physical activities will be limited.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Active Academics

Teachers will be encouraged to incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: Mileage Club, School Fun Run, Walk of Pride,

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *three or more* of the activities below; including but not limited to:

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Crosswalks exist on streets leading to schools
- Documentation of number of children walking and or biking to and from school

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Glossary:

Extended School Day - time during before and afterschool activities that includes clubs, intramural sports, band and choir practice, drama rehearsals, etc.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities such as the school building or on the school campus, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields, and stadiums (e.g. on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day –for the purpose of the Wellness Plan, the definition of a school days means: midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

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