

# Comptche Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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



### Kim Humrichouse, Principal

Principal, Comptche Elementary

### About Our School

We believe that every student can learn. We provide clear and challenging standards for student performance in alignment with current California Common Core Standards and adopted curricula. Personal responsibility for learning and participation in a vibrant educational setting are expectations for all Comptche students, the teachers, instructional assistants, and volunteers. Individual students are provided support to help them reach their full potential. The teachers, instructional assistants, students, and parent volunteers form a family-style educational environment. The particular mission of the Comptche Elementary School is to maintain ties to the community and families of young students. At the end of third grade, students matriculate to the Mendocino K-8 School in the town of Mendocino.

### Contact

Comptche Elementary  
31301 Comptche-Ukiah Rd.  
Comptche, CA 95427-0144

Phone: 707-937-0515  
E-mail: [khumrichouse@mcn.org](mailto:khumrichouse@mcn.org)

## About This School

### Contact Information (School Year 2016-17)

#### District Contact Information (School Year 2016-17)

**District Name** Mendocino Unified

**Phone Number** (707) 937-5868

**Superintendent** Jason Morse

**E-mail Address** [jmorse@mcn.org](mailto:jmorse@mcn.org)

**Web Site** <http://mendocinoused.org>

#### School Contact Information (School Year 2016-17)

**School Name** Comptche Elementary

**Street** 31301 Comptche-Ukiah Rd.

**City, State, Zip** Comptche, Ca, 95427-0144

**Phone Number** 707-937-0515

**Principal** Kim Humrichouse, Principal

**E-mail Address** [khumrichouse@mcn.org](mailto:khumrichouse@mcn.org)

**County-District-School (CDS) Code** 23655816025142

*Last updated: 2/7/2017*

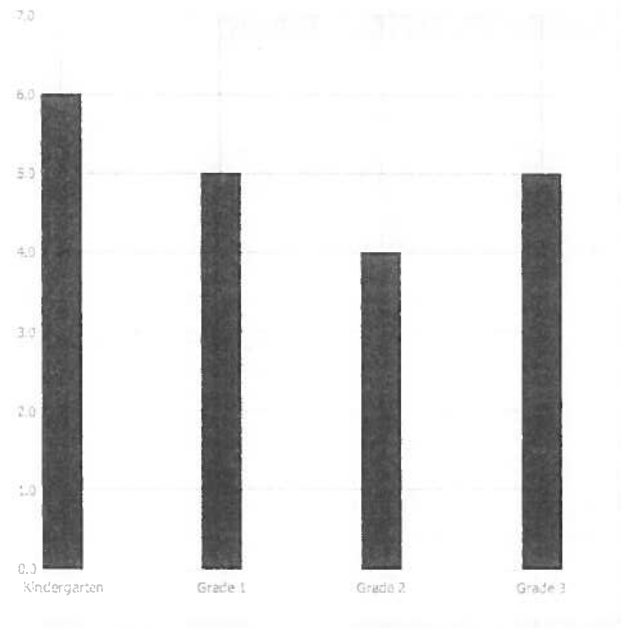
### School Description and Mission Statement (School Year 2016-17)

We believe that every student can learn. We provide clear and challenging standards for student performance in alignment with current California Common Core Standards and adopted curricula. Personal responsibility for learning and participation in a vibrant educational setting are expectations for all Comptche students, the teachers, instructional assistants, and volunteers. Individual students are provided support to help them reach their full potential. The teachers, instructional assistants, students, and parent volunteers form a family-style educational environment. The particular mission of the Comptche Elementary School is to maintain ties to the community and families of young students. At the end of third grade, students matriculate to the Mendocino K-8 School in the town of Mendocino.

*Last updated: 2/7/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	6
Grade 1	5
Grade 2	4
Grade 3	5
Total Enrollment	20



Last updated: 2/7/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	5.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	20.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	75.0 %
Two or More Races	0.0 %
Other	0.0 %

Last updated: 2/7/2017

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	45.0 %
English Learners	10.0 %
Students with Disabilities	5.0 %
Foster Youth	0.0 %

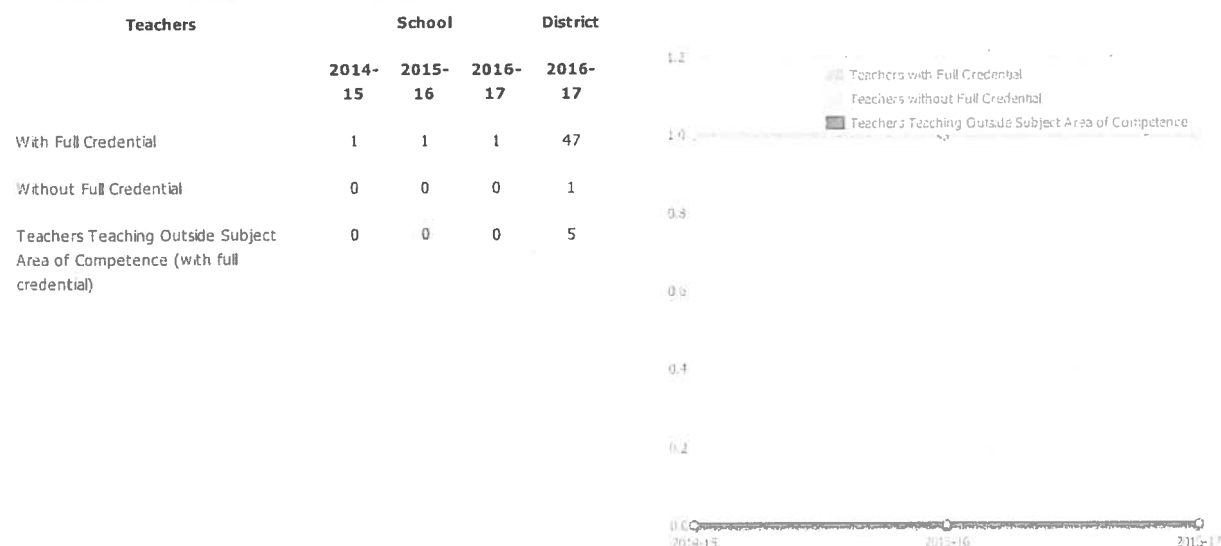
## A. Conditions of Learning

### State Priority: Basic

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

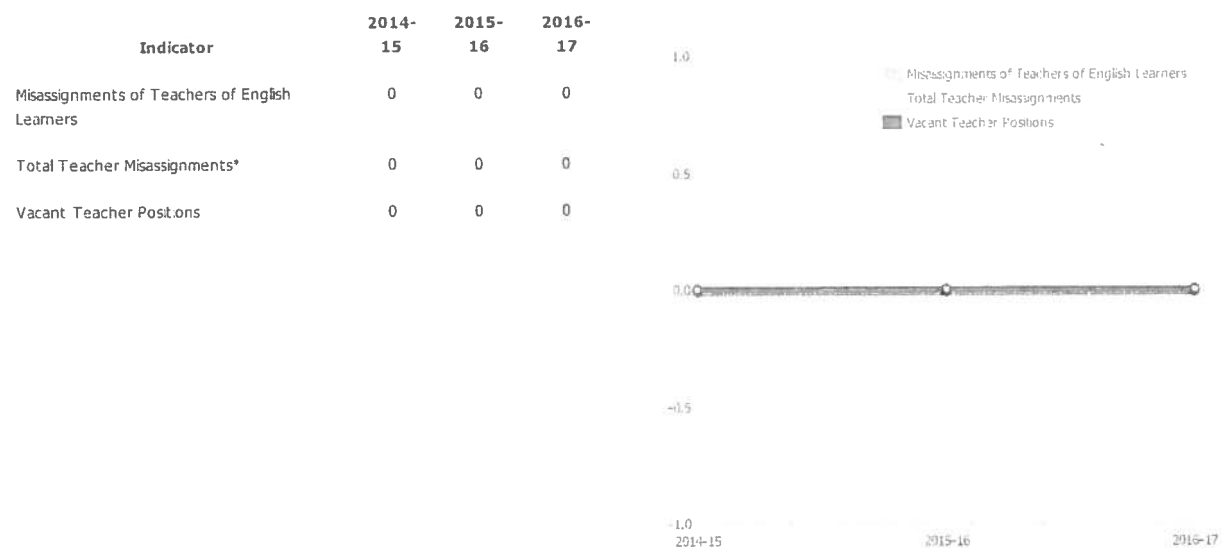
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials



Last updated: 2/7/2017

#### Teacher Misassignments and Vacant Teacher Positions



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.

Last updated: 2/7/2017

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	98.0%	2.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	97.0%	4.0%

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

Last updated: 2/7/2017

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Superkids	Yes	0.0 %
Mathematics	Bridges Mathematics	Yes	0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpm't (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/7/2017

## School Facility Conditions and Planned Improvements

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 FIT indicated a "good" status for the school.

Last updated: 2/7/2017

### School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	NA
Interior: Interior Surfaces	Good	NA
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	NA
Electrical: Electrical	Good	NA
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Urinal in Boy's Bathroom needs repair. Completed by 12/1/17.
Safety: Fire Safety, Hazardous Materials	Good	NA
Structural: Structural Damage, Roofs	Good	Some structural damage on outside. Planned repair by 12/1/17.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Needs additional chips on playground. Completed by 12/1/17.

### Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating Good

Last updated: 2/7/2017

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities), and
- 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.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	--	--	53.0%	52.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	--	--	43.0%	45.0%	34.0%	36.0%

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.

Last updated: 2/7/2017

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2016-17)

Comptche parents are provided with the district's Parent Involvement Policy annually. Parents are provided opportunities to participate. Parents also participate in the School Site Council for Mendocino K-8 students. Parents always participate in Individual Education Plan meetings, parent conferences, and school events. Parents volunteer regularly in alignment with our MUSD Board Policies and Title One Parent Involvement Policy. Parents volunteer in a variety of capacities from fieldtrips to musical productions, feasts, and celebrations. Parents have the opportunity to serve as members of the PTO and Mendocino Unified Schools Enrichment [MUSE] educational foundation.

### State Priority: Pupil Engagement

*Last updated: 2/7/2017*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

# State Priority: School Climate

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

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

## School Safety Plan (School Year 2016-17)

Comptche School is part of our K-8 Schools Safety Plan. This includes empathy education, violence prevention education, and routine drills and practice procedures for safety. Comptche School is part of the district's SEMS/NIMS emergency plan. Staff receives regular and ongoing training in Sexual Harassment; Behavioral Emergencies; Threat Assessment and Pandemic Awareness. Staff follows the MUSD protocol for safety behavioral issues.

*Last updated: 2/7/2017*

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

Last updated: 2/7/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	1	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	17.0	1	0	0	17.0	1	0	0	14.0	1		0

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

Last updated: 2/10/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)		N/A
Other	0.1	N/A

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

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

Last updated: 2/7/2017

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	--	--	-6.2%	39.2%
State	N/A	N/A	\$5677.0	\$60705.0
Percent Difference – School Site and State	--	--	100.1%	26.4%

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

Last updated: 2/9/2017

## Types of Services Funded (Fiscal Year 2015-16)

There are a variety of services funded including, but not limited to: teachers, secretarial, janitorial, building maintenance, ongoing utilities, instructional aides, instructional supplies, transportation, support services, and food services. In addition, other funds, such as grants and donations extra curricular activities and technology.

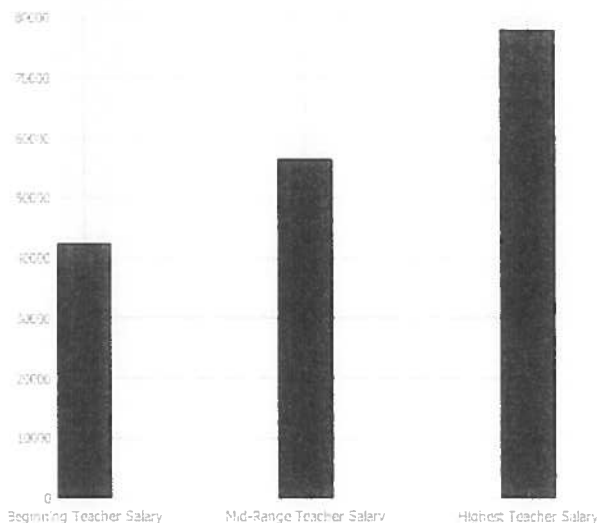
Last updated: 2/7/2017

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

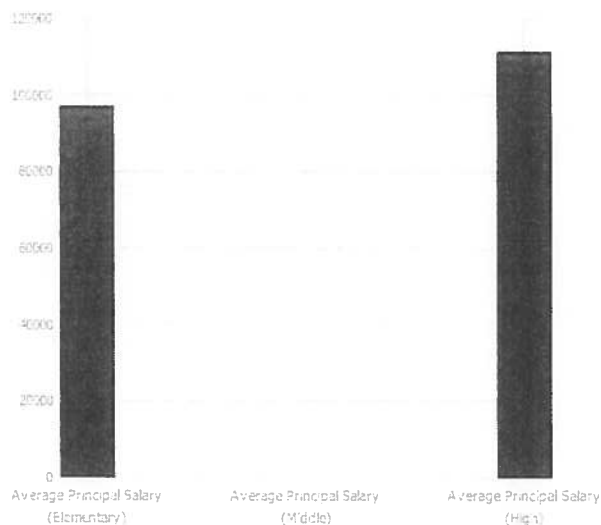
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,500	\$40,430
Mid-Range Teacher Salary	\$56,500	\$56,909
Highest Teacher Salary	\$78,000	\$77,358
Average Principal Salary (Elementary)	\$97,120	\$94,634
Average Principal Salary (Middle)	\$	\$97,839
Average Principal Salary (High)	\$111,525	\$100,453
Superintendent Salary	\$118,650	\$123,728
Percent of Budget for Teacher Salaries	33.0%	32.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 2/7/2017

## Professional Development

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Each fall Mendocino Unified School District teachers attend 3 days of professional development training. The focus of the training for the last couple of years has been Postive Behavior Intervention and Support (PBIS), and the transition to the state Common Core Standards. Teachers are also working to implement our new ELA and math curriculum. In addition, teachers attended trainings to help support the implementation of the new math program, Bridges in Mathematics. Individual teachers attend a variety of trainings pertinent to their area of instruction throughout the school year.

*Last updated: 2/7/2017*

## Mendocino Alternative

### California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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### Tobin Hahn, Principal

Principal, Mendocino Alternative

### About Our School

All Mendocino High Schools honor the district motto of "Explore, Learn, Create" by providing a variety of challenging educational and extracurricular programs that empower each student to strive for academic and personal excellence.

Located in a small town of great natural beauty and cultural awareness, the Mendocino High Schools are based on a foundation of strong personal relationships and a regard for the wholeness of each student. Through meaningful and engaging learning experiences, students are challenged to be critical and creative thinkers. Each student is supported in developing a sense of responsibility to self and to the local and global community. The Mendocino High Schools foster a personal approach that inspires students to find their passions and develop strengths that will prepare them for opportunities in the 21st Century.

### Contact

Mendocino Alternative  
45220 Covele St.  
Mendocino, CA 95460-1154

Phone: 767-937-0138  
E-mail: [thahn@mendocinoused.org](mailto:thahn@mendocinoused.org)

## About This School

### Contact Information (School Year 2016-17)

#### District Contact Information (School Year 2016-17)

**District Name** Mendocino Unified

**Phone Number** (707) 937-5868

**Superintendent** Jason Morse

**E-mail Address** [jmorse@mcn.org](mailto:jmorse@mcn.org)

**Web Site** <http://mendocinoused.org>

#### School Contact Information (School Year 2016-17)

**School Name** Mendocino Alternative

**Street** 45220 Covele St.

**City, State, Zip** Mendocino, Ca, 95460-1154

**Phone Number** 707-937-0138

**Principal** Tobin Hahn, Principal

**E-mail Address** [thahn@mendocinoused.org](mailto:thahn@mendocinoused.org)

**Web Site** <http://www.mendocinoused.org>

**County-District-School (CDS) Code** 23655812330306

*Last updated: 2/9/2017*

### School Description and Mission Statement (School Year 2016-17)

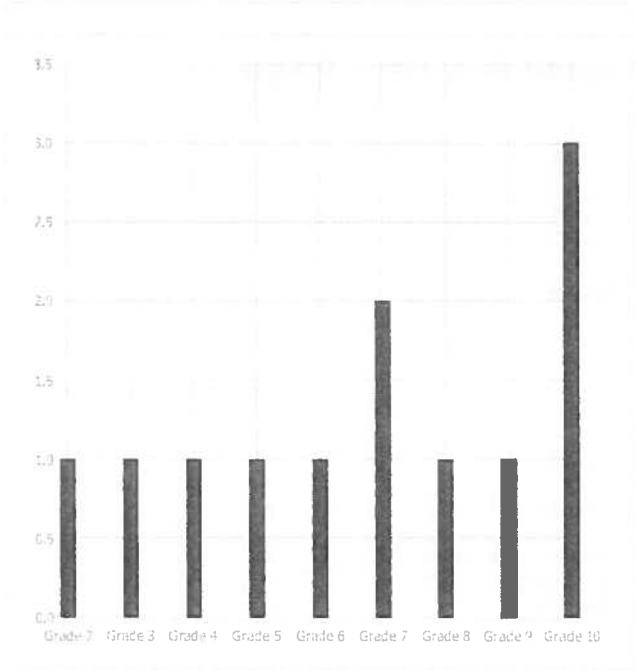
Mendocino Alternative School (MAS) provides a home school/independent study alternative educational choice for students who desire an alternative to traditional classroom instruction. It provides for students whose learning styles are not best met by classroom instruction and for students who require short term or part time independent study courses to meet particular educational needs. MAS also provides for students whose lives make regular school attendance difficult or impossible. The program draws students from outside the district as well as students who live within the district. Mendocino Alternative School provides a caring, challenging, compassionate and creative environment that encourages students to be continuous learners. Students flourish under individual guidance, with coursework tailored to meet graduation requirements, personal interests, talents, pace and ability. The program prepares students for success in community colleges, vocational or technical school, and/or full time employment.

*Last updated: 2/9/2017*



### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 2	1
Grade 3	1
Grade 4	1
Grade 5	1
Grade 6	1
Grade 7	2
Grade 8	1
Grade 9	1
Grade 10	3
Total Enrollment	12



Last updated: 2/9/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	0.0 %
Native Hawaiian or Pacific Islander	8.3 %
White	75.0 %
Two or More Races	16.7 %
Other	0.0 %

Last updated: 2/9/2017

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	33.3 %
English Learners	0.0 %
Students with Disabilities	0.0 %
Foster Youth	0.0 %

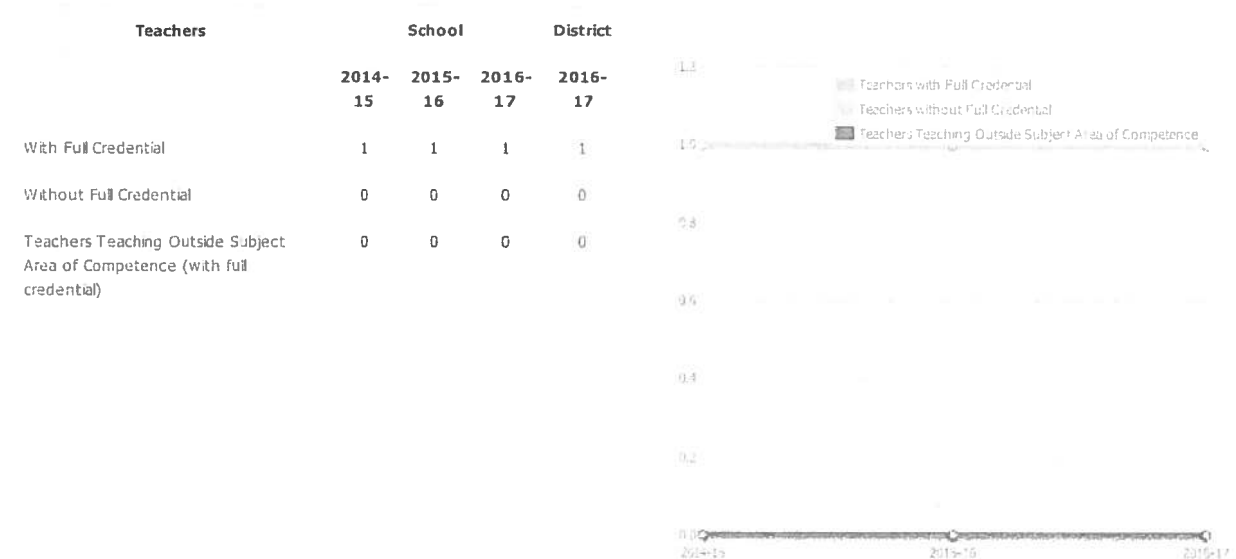
## A. Conditions of Learning

### State Priority: Basic

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

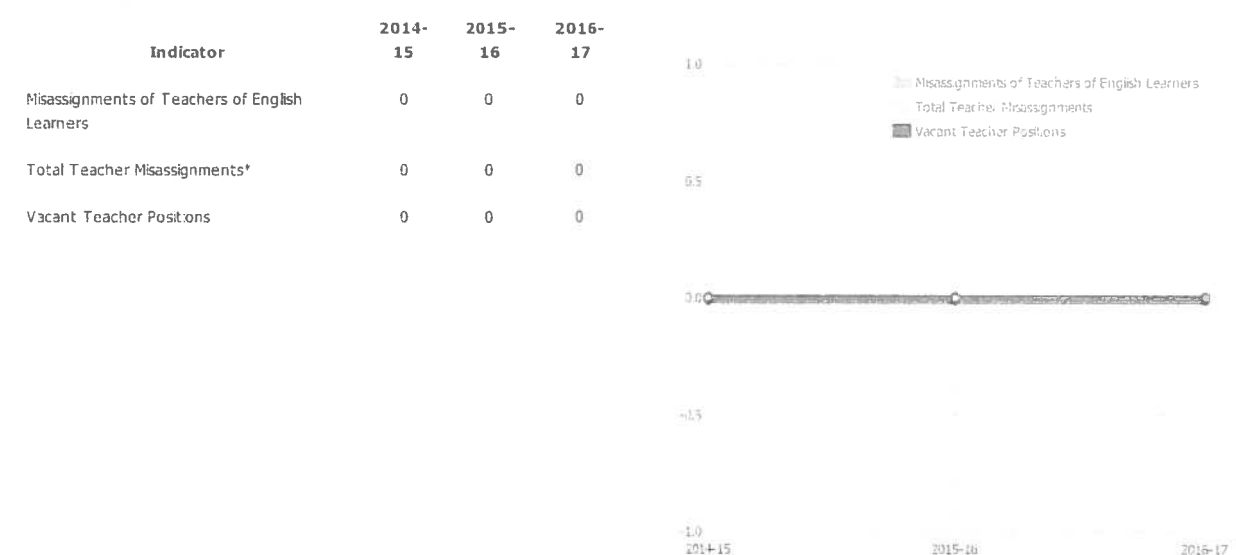
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials



Last updated: 2/9/2017

#### Teacher Misassignments and Vacant Teacher Positions



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.

Last updated: 2/9/2017

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	98.0%	2.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	97.0%	4.0%

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

*Last updated: 2/9/2017*

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Various depending upon grade of student. See SARC for Mendocino High School.		0.0 %
Mathematics			0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmnt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 2/9/2017*

## School Facility Conditions and Planned Improvements

Mendocino Alternative School is housed in Mendocino High School. See the Mendocino High School for a report on facilities.

*Last updated: 2/9/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	--	--	53.0%	52.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	--	--	43.0%	46.0%	34.0%	36.0%

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.

Last updated: 2/9/2017

## CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	—	—	—	69.0%	67.0%	69.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

*Last updated: 2/9/2017*

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

Parent involvement is an integral part of the Mendocino Alternative School program. Parents must attend the initial registration meeting and sign the independent study contract. Parents are also encouraged to accompany their child to the weekly instructional meetings with their teacher. Given that students who are enrolled in the MAS program are eligible and encouraged to participate in all extra-curricular activities available through the traditional comprehensive grade level schools in the district, parents are also encouraged to support these activities through involvement in the site council, booster clubs, fundraisers, field trip chaperones and instructional support.

### State Priority: Pupil Engagement

Last updated: 2/9/2017

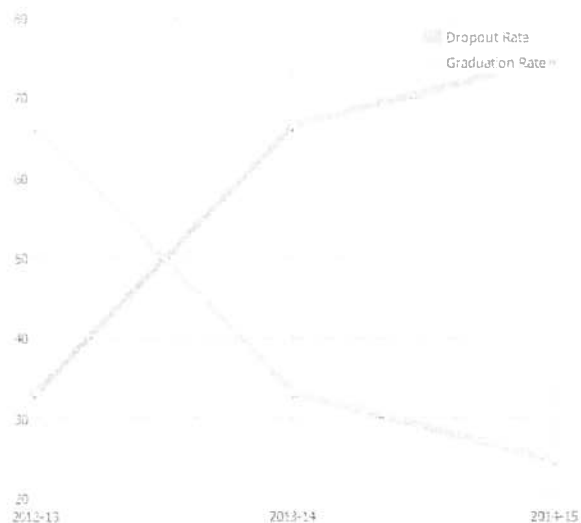
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	33.3%	66.7%	75.0%	5.3%	11.8%	12.2%	11.4%	11.5%	10.7%
Graduation Rate	66.70	33.30	25.00	93.00	86.30	83.70	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart





# State Priority: School Climate

Last updated: 2/9/2017

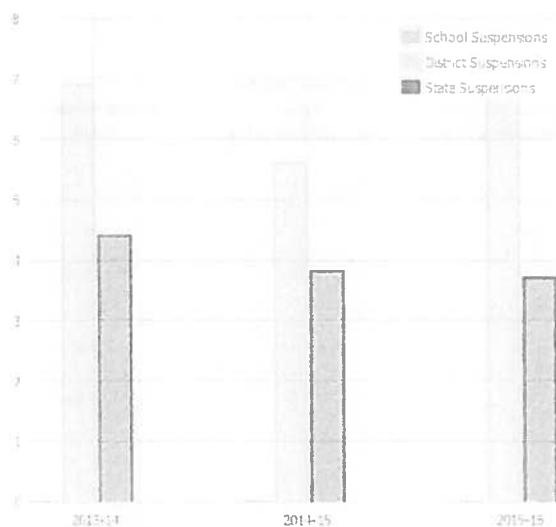
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

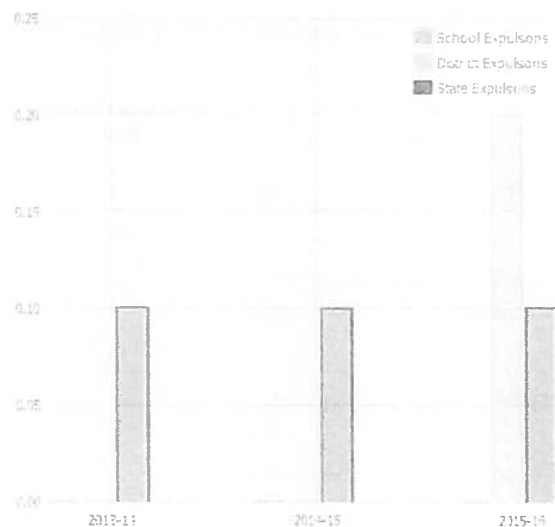
## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	6.9	5.6	7.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1

Suspensions



Expulsions



Last updated: 2/9/2017

## School Safety Plan (School Year 2016-17)

The school safety plan emphasizes the importance of physical, social, and emotional safety to the overall well-being and successful learning of all students. The school safety plan includes a comprehensive SEMS/NIMS compliant district emergency preparedness plan. Ongoing training is mandatory for all staff in the areas of child abuse reporting and sexual harassment policies and procedures. The issues regarding personal health, hygiene, nutrition, physical fitness, and healthy lifestyle choices are integrated into the required MAS PE/Health courses.

Last updated: 2/9/2017

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

Last updated: 2/9/2017

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	--	--	-8.6%	-10.2%
State	N/A	N/A	\$5577.0	\$60705.0
Percent Difference – School Site and State	--	--	95.0%	-15.8%

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

Last updated: 2/9/2017

## Types of Services Funded (Fiscal Year 2015-16)

Individual tutoring is available to help support academic achievement for all Mendocino alternative School students. In addition, they may supplement their core curriculum and meet individual interests and career technical education needs by taking elective courses available through Mendocino Community High School. Counseling support services are also available through the district and the local Youth Service organization.

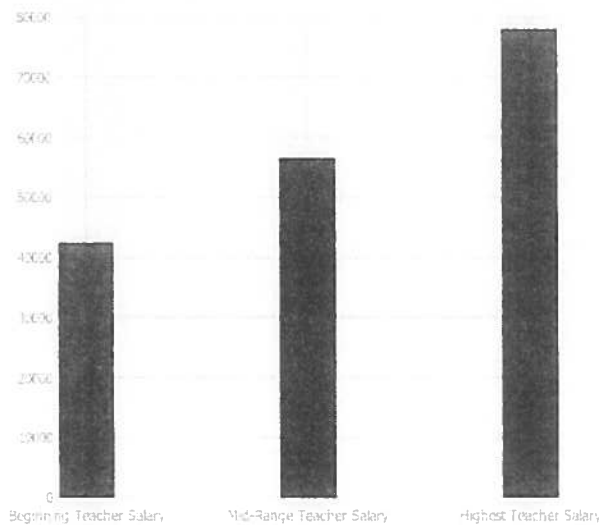
Last updated: 2/9/2017

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

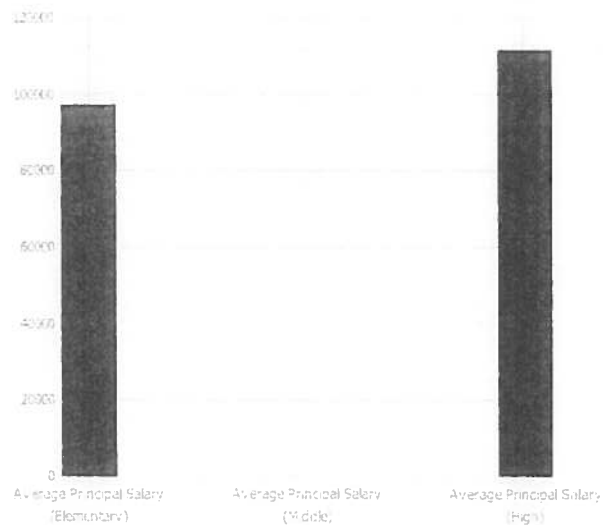
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,500	\$40,430
Mid-Range Teacher Salary	\$56,500	\$58,909
Highest Teacher Salary	\$78,000	\$77,358
Average Principal Salary (Elementary)	\$97,120	\$94,634
Average Principal Salary (Middle)	\$	\$97,839
Average Principal Salary (High)	\$111,525	\$100,453
Superintendent Salary	\$118,650	\$123,728
Percent of Budget for Teacher Salaries	33.0%	32.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 2/9/2017

## Professional Development

Each fall, Mendocino Unified School District teachers attend three days of professional development training. The focus of the training for the last couple of years has been on school climate and behavior support. Individual or specialized professional development is available throughout the school year.

*Last updated, 2/9/2017*

# Mendocino Sunrise High

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

### Tobin Hahn, Principal

Principal, Mendocino Sunrise High

### About Our School

All Mendocino High Schools honor the district motto of "Explore, Learn, Create" by providing a variety of challenging educational and extracurricular programs that empower each student to strive for academic and personal excellence.

Located in a small town of great natural beauty and cultural awareness, the Mendocino High Schools are based on a foundation of strong personal relationships and a regard for the wholeness of each student. Through meaningful and engaging learning experiences, students are challenged to be critical and creative thinkers. Each student is supported in developing a sense of responsibility to self and to the local and global community. The Mendocino High Schools foster a personal approach that inspires students to find their passions and develop strengths that will prepare them for opportunities in the 21st Century.

### Contact

Mendocino Sunrise High  
10700 Ford St.  
Mendocino, CA 95460-0226

Phone: 707-937-5871  
E-mail: [thahn@mendocinoused.org](mailto:thahn@mendocinoused.org)

## About This School

### Contact Information (School Year 2016-17)

#### District Contact Information (School Year 2016-17)

**District Name** Mendocino Unified

**Phone Number** (707) 937-5868

**Superintendent** Jason Morse

**E-mail Address** [jmorse@mcn.org](mailto:jmorse@mcn.org)

**Web Site** <http://mendocinoused.org>

#### School Contact Information (School Year 2016-17)

**School Name** Mendocino Sunrise High

**Street** 10700 Ford St.

**City, State, Zip** Mendocino, Ca, 95460-0226

**Phone Number** 707-937-5871

**Principal** Tobin Hahn, Principal

**E-mail Address** [thahn@mendocinoused.org](mailto:thahn@mendocinoused.org)

**Web Site** <http://www.mendocinoused.org>

**County-District-School (CDS) Code** 23655812330090

*Last updated: 1/30/2017*

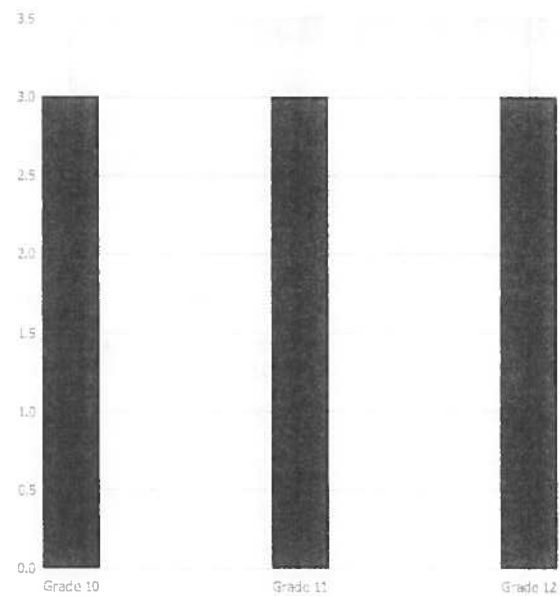
### School Description and Mission Statement (School Year 2016-17)

Mendocino Sunrise High School is a small public school with a maximum of 15 students, .8 teachers, and a .2 administrative assistant. Sunrise uses a continuation education model to provide an alternative to Mendocino High School or Mendocino Alternative School. Sunrise staff works to improve attitudes of students towards education and to provide basic skills and knowledge through individualized learning plans and through collaborative learning activities. The continuation program provides an opportunity to make up credits, salvage partial credit when a semester has not been going well, work and study part-time, prepare for the California High School Proficiency Exam or just get a fresh start. Students may also attend any regular high school classes at the end of the Sunrise school day. This relationship between the schools benefits students. They can use acquired credits to complete graduation requirements for any of Mendocino's three high schools. An evaluation meeting with staff, students and parents can result in a student returning to Mendocino High School or Mendocino Alternative School. Success at Sunrise relies on a student's self-awareness and perseverance as the burden of responsibility for achievement is placed upon the student.

*Last updated: 1/30/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	3
Grade 11	3
Grade 12	3
Total Enrollment	9



Last updated: 2/10/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	20.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	0.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	80.0 %
Two or More Races	0.0 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	30.0 %
English Learners	0.0 %
Students with Disabilities	10.0 %
Foster Youth	0.0 %

Last updated: 1/30/2017

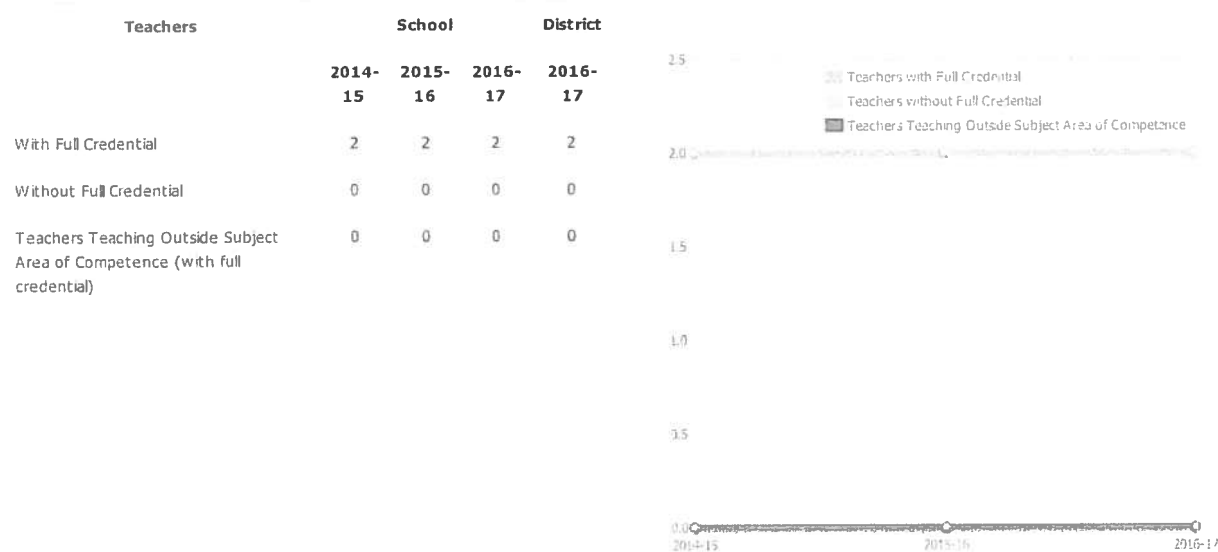
## A. Conditions of Learning

### State Priority: Basic

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

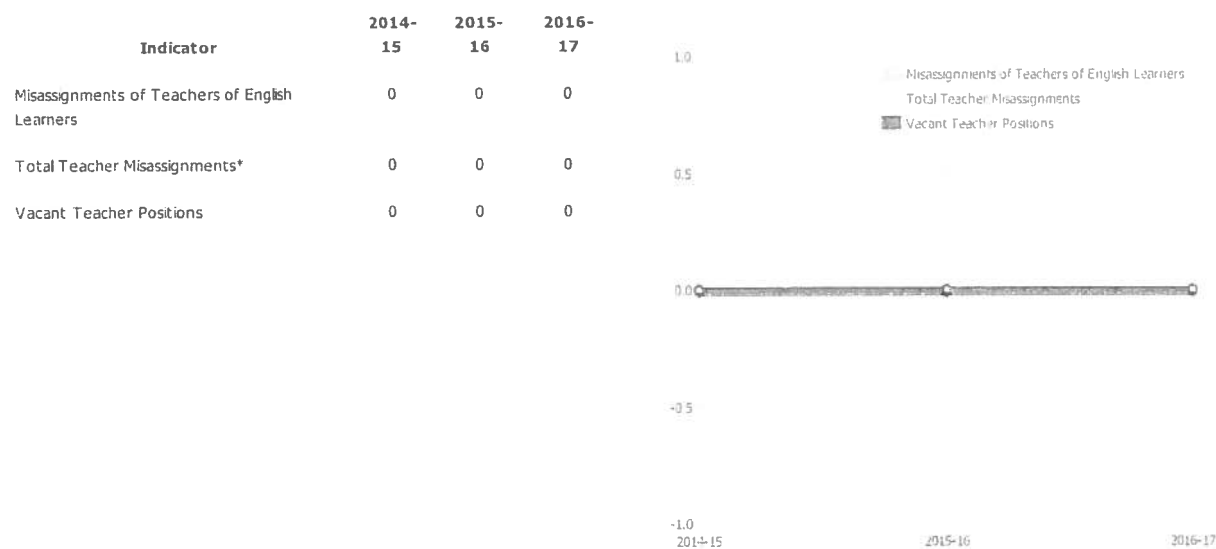
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials



Last updated: 2/6/2017

#### Teacher Misassignments and Vacant Teacher Positions



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.

Last updated: 2/6/2017



### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	98.0%	2.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	97.0%	4.0%

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

Last updated: 2/6/2017

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Vocabulary for Achievement/World of Vocabulary/Be a Better Reader	Yes	0.0 %
Mathematics	Key to Algebra I	Yes	0.0 %
Science	Earth Science/Life Science (Globe Fearon)	Yes	0.0 %
History-Social Science	World History Part I/II (Globe Fearon)/America's History and American Government (Steck Vaughn)	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/6/2017

**School Facility Conditions and Planned Improvements**

The Sunrise School is a single classroom housed in the Mendocino High School. See the FIT results on the Mendocino High School SARC.

*Last updated 2/6/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	--	--	53.0%	52.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	--	--	43.0%	45.0%	34.0%	36.0%

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.

Last updated: 2/6/2017

## ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Double dashes (--) appear 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.

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

Last updated: 1/30/2017

## CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	—	—	0.0%	67.0%	69.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Last updated 1/30/2017

Career Technical Education Programs (School Year 2015-16)

While the school does not offer CTE classes, students are encouraged to take classes such as E-Lab, Electronics, and Woodshop offered through the comprehensive high school.

Last updated: 1/30/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/30/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# State Priority: Other Pupil Outcomes

*Last updated: 1/30/2017*

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

#### Opportunities for Parental Involvement (School Year 2016-17)

Parents are requested to be present at the initial Sunrise High School registration meeting and are contacted regularly about issues that relate to student attendance and participation in the Sunrise school day. Sunrise staff believes that the school alone cannot provide the pupils with the necessary instruction, environment and examples needed to achieve the desired level of development. Thus cooperation between pupils, parents, school and community is needed to accomplish the goals that our students have chosen.

### State Priority: Pupil Engagement

*Last updated: 1/30/2017*

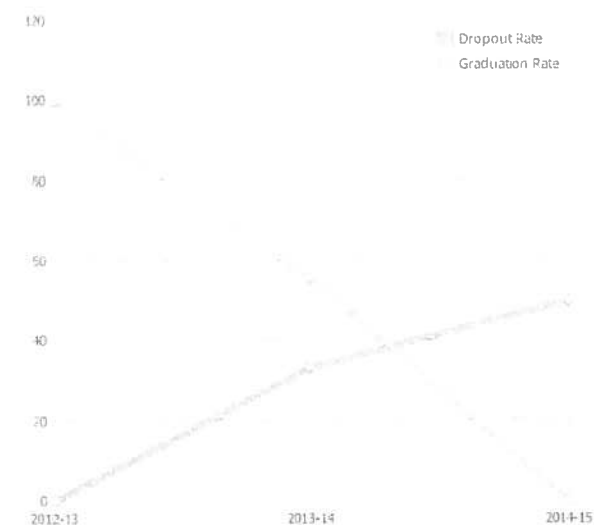
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	33.3%	50.0%	5.3%	11.8%	12.2%	11.4%	11.5%	10.7%
Graduation Rate	100.00	55.60	0.00	93.00	86.30	83.70	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



*Last updated: 2/10/2017*



## Completion of High School Graduation Requirements - Graduating Class of 2015

### (One-Year Rate)

Student Group	School	District	State
All Students	33	98	85
Black or African American	0	100	77
American Indian or Alaska Native	0	100	75
Asian	0	100	99
Filipino	0	0	97
Hispanic or Latino	0	0	84
Native Hawaiian or Pacific Islander	0	0	85
White	100	100	87
Two or More Races	0	75	91
Socioeconomically Disadvantaged	0	100	77
English Learners	0	100	51
Students with Disabilities	0	100	66
Foster Youth	--	--	--

# State Priority: School Climate

Last updated: 1/30/2017

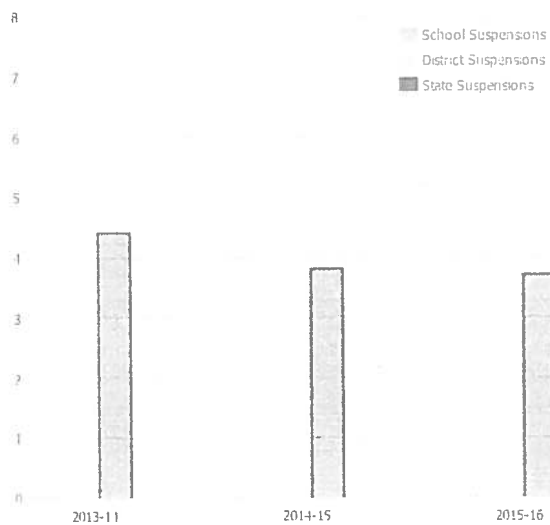
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

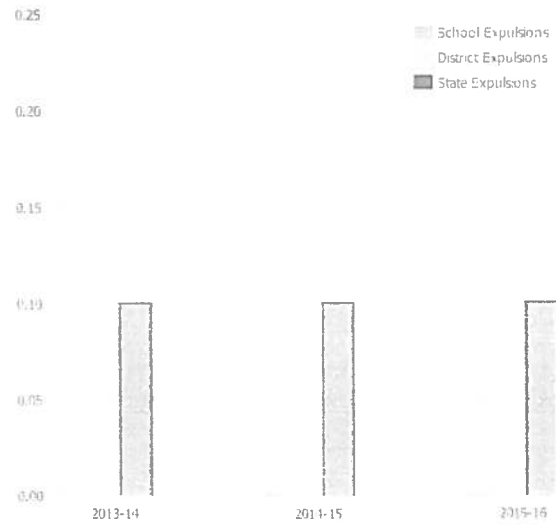
## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	6.9	5.6	7.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1

Suspensions



Expulsions



Last updated: 1/30/2017

## School Safety Plan (School Year 2016-17)

The school safety plan emphasizes the importance of physical, social, and emotional safety to the overall well-being and successful learning of all students. The school safety plan includes a comprehensive SEMS/NIMS compliant district emergency preparedness plan. Ongoing training is mandatory for all staff in the areas of child abuse reporting and sexual harassment policies and procedures. Teen issues regarding personal health, hygiene, nutrition, physical fitness, and healthy lifestyle choices are integrated into the required health and science courses. Class is also supplemented with guest speakers and career guidance counseling.

Last updated: 1/30/2017

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

*Last updated: 1/30/2017*

## Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	7.0	1	0	0	5.0	1	0	0	9.0	1	0	0
Mathematics	7.0	1	0	0	5.0	1	0	0	9.0	1	0	0
Science	7.0	1	0	0	5.0	1	0	0	9.0	1	0	0
Social Science	7.0	1	0	0	5.0	1	0	0	9.0	1	0	0

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

Last updated: 1/31/2017

## Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.1	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

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

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

Last updated: 1/31/2017

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$25384.0	\$3229.0	\$22155.0	\$73080.0
District	N/A	N/A	\$12112.0	\$56909.0
Percent Difference – School Site and District	—	—	82.9%	28.4%
State	N/A	N/A	\$5677.0	\$60705.0
Percent Difference – School Site and State	—	—	290.0%	20.4%

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

Last updated: 2/9/2017

## Types of Services Funded (Fiscal Year 2015-16)

Funding supports additional services of a mental health counselor, a High School Career Technician, and instructional aides as well as district funded afternoon elective offerings. Resource teachers regularly communicate with staff and spend time helping students during the school day. Students may take career technical education courses funded through the county CTE ROP program in theatre arts, woodworking or photography.

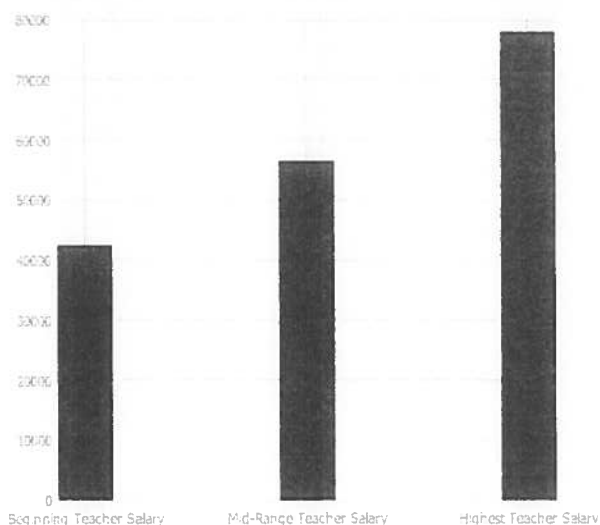
Last updated: 1/31/2017

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,500	\$40,430
Mid-Range Teacher Salary	\$56,500	\$58,909
Highest Teacher Salary	\$78,000	\$77,358
Average Principal Salary (Elementary)	\$97,120	\$94,634
Average Principal Salary (Middle)	\$	\$97,839
Average Principal Salary (High)	\$111,525	\$100,453
Superintendent Salary	\$118,650	\$123,728
Percent of Budget for Teacher Salaries	33.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart



Principal Salary Chart

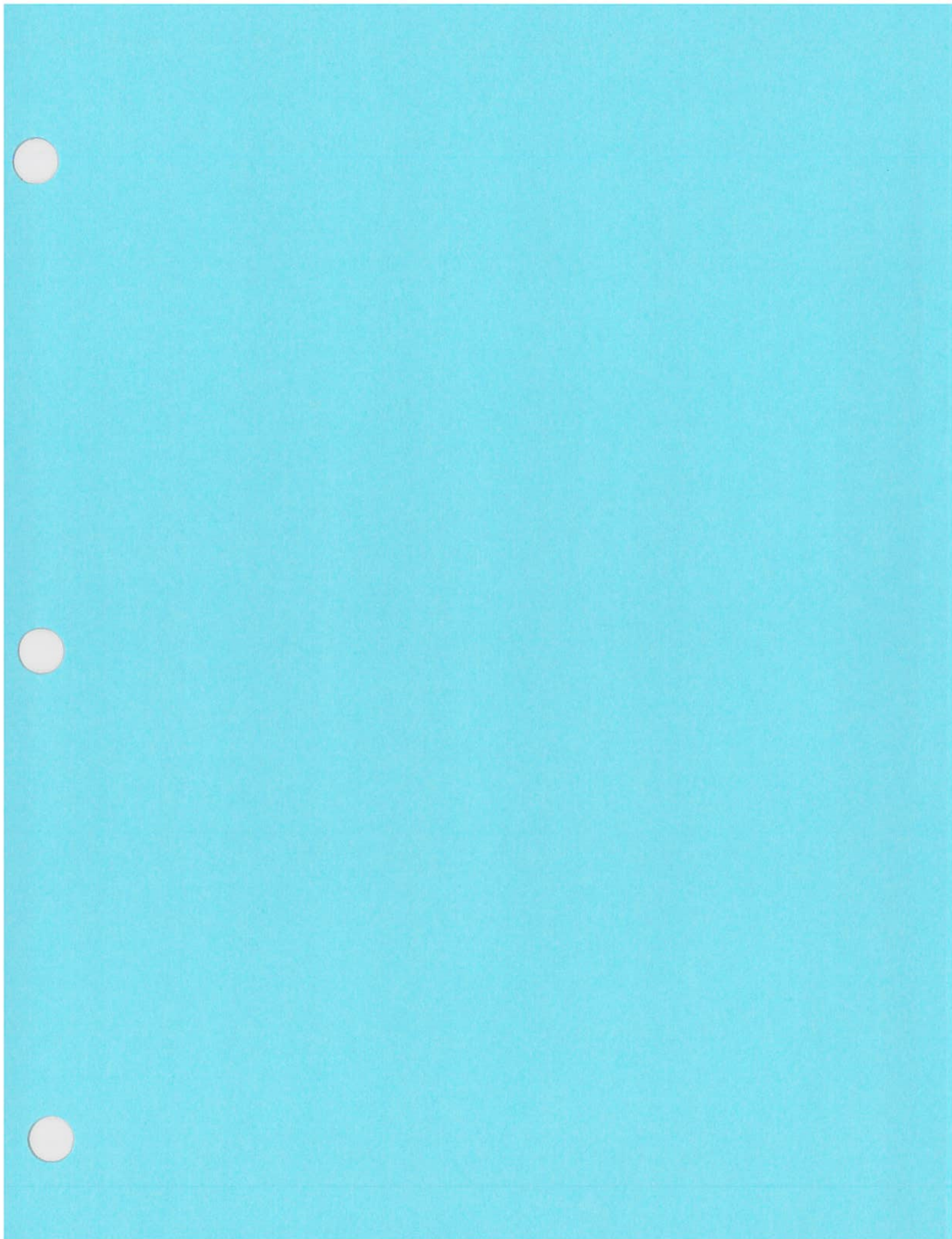


Last updated: 1/31/2017

## Professional Development

Each fall, Mendocino Unified School District teachers attend three days of professional development training. The focus of the training for the last couple of years has been on school climate and behavior support. Individual or specialized professional development is encouraged throughout the school year.

*Last updated: 1/31/2017*









MENDOCINO GRAMMAR SCHOOL  
STUDENT BODY ACCOUNT  
2016-2017 MONTHLY SUMMARY  
PERIOD: JANUARY 2017

	BALANCE	INCOME	EXPENSE	NEW BALANCE
K-1 GRADES	423.06		170.31	252.75
2-3 GRADES	719.14			719.14
4-5 GRADES	332.11			332.11
COMPTCHE SCHOOL	2333.58			2333.58
GENERAL STUDENT BODY	137.03	0.17		137.20
MULTI-PURPOSE STAGE	0.00			0.00
TOTAL	3944.92	0.17	170.31	3774.78

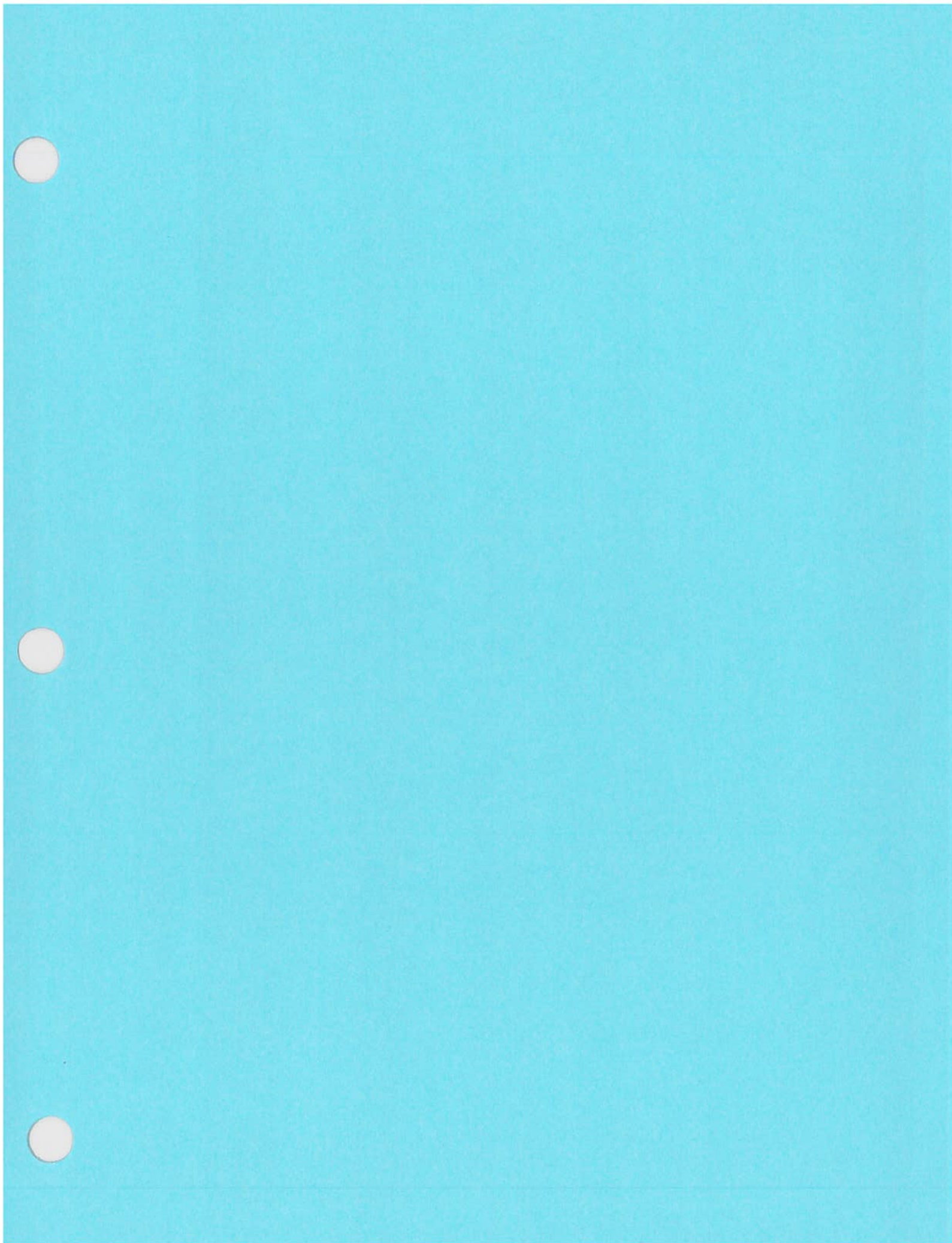
**MENDOCINO MIDDLE SCHOOL  
STUDENT BODY ACCOUNT  
2016-2017 MONTHLY SUMMARY  
PERIOD: JANUARY 2017**

DESCRIPTION	Beginning Balance	Income	Expenses	Ending Balance
6-8 Art Field Trips	\$ 40.00			\$ 40.00
6-8 Boys Free Throw	\$ -			\$ -
6th Grade Class	\$ 129.32			\$ 129.32
6-8 Trips	\$ 0.22			\$ 0.22
7-8 Boy's BB	\$ 701.18		\$16.74	\$ 684.44
7-8 Girl's BB	\$ 1,349.80		\$16.74	\$ 1,333.06
7th Grade Class	\$ 7,818.71			\$ 7,818.71
8th Grade Class	\$ -			\$ -
8th Grade Trip	\$ 3,482.19			\$ 3,482.19
Art Fund	\$ 3,209.52			\$ 3,209.52
Athletics	\$ 300.08			\$ 300.08
Grad Dance	\$ 2.28			\$ 2.28
Maker Faire	\$ 266.69			\$ 266.69
Outdoor Survival	\$ 85.50			\$ 85.50
PE Fund	\$ -			\$ -
School Supplies	\$ 170.69			\$ 170.69
Science	\$ 192.69			\$ 192.69
Student Council	\$ 483.98	\$1.12		\$ 485.10
Volleyball	\$ 3,374.73			\$ 3,374.73
Woodlands Trip	\$ 3,201.50			\$ 3,201.50
Yearbook	\$ 1,337.12			\$ 1,337.12
Yearend Activities	\$ 73.50			\$ 73.50
<b>TOTAL</b>	<b>\$ 26,219.70</b>	<b>\$1.12</b>	<b>\$33.48</b>	<b>\$ 26,187.34</b>

MENDOCINO HIGH SCHOOL  
STUDENT BODY ACCOUNT  
2016 - 2017 MONTHLY SUMMARY  
PERIOD: JANUARY 2017

DESCRIPTION	Begin Balance	Income	Expenses	Ending Balance
GENERAL FUNDS				
Athletic Travel/Requests	1204.13			1204.13
Athletics - Officials only	1035.35	1260.00		2295.35
Facilities (key dep)	308.05			308.05
Library	96.20			96.20
MCHS General	2875.40	200.00	91.45	2983.95
MCHS Outdoor Leadership	186.72			186.72
MCHS Yearbook	280.00			280.00
PSAT/SAT workbooks	502.00			502.00
Request (donations/interest)	208.44	1.49		209.93
Sober Graduation	0.00			0.00
SONAR	1208.89			1208.89
Store	160.33			160.33
Student Council	67.02	10.00		77.02
Youth Prevention	92.50			92.50
CLASSES				
Class of 16	500.00			500.00
Class of 17	2948.02			2948.02
Class of 18	1052.56	140.19		1192.75
Class of 19	12.08	130.00		142.08
Class of 20	300.00			300.00
FALL SPORTS				
Boys Soccer	12.37			12.37
Football	134.12			134.12
Girls Soccer	18.91			18.91
Volleyball	556.19			556.19
WINTER SPORTS				
Boys Basketball	655.08			655.08
Girls Basketball	491.65			491.65
SPRING SPORTS				
Baseball	0.00			0.00
Golf	0.00			0.00
Softball	367.73			367.73
Tennis	50.88			50.88
Track	0.00			0.00
CLUB				
Amnesty	352.87			352.87
Art Club	264.85			264.85
Chorus	146.21			146.21
CSF	812.99			812.99
Culinary	152.90			152.90
Electronics	0.69			0.69
Horticulture/Botany Club	326.25	248.00		574.25
Improv club	1118.56			1118.56
Interact Club-Activity	3604.30			3604.30
Interact Club-Administrative	2650.52			2650.52
Leadership	56.44			56.44
Multi-Cultural Club	305.00			305.00
Radio	600.60			600.60
Science Club	71.09			71.09
S.E.A. Club	30.00			30.00
Workability/Cardinal Express	146.41			146.41
Yearbook	1174.08	225.00		1399.08
Yoga Club	190.00	45.00		235.00
A/E WEEK				
AE WEEK Art Center	25.00			25.00
AE WEEK Ashland	2146.36	835.00	100.00	2881.36
AE WEEK Back to the Land	150.00	75.00		225.00
AE WEEK Biking	145.00			145.00
AE WEEK Bus Tours	1380.00	701.00		2081.00
AE WEEK Coastal Adventures	129.63			129.63
AE WEEK College Tours	1406.42			1406.42
AE WEEK Culinary	165.03			165.03
AE WEEK - déjà vu	100.00			100.00
AE WEEK Drivers Ed Class	-425.00	125.00		-300.00
AE WEEK Media Film	846.83			846.83
AE WEEK Rock Climbing	888.47			888.47
AE WEEK San Francisco Museum Tour	-783.00	700.00		-83.00
AE WEEK - SUP/Surf	-450.00			-450.00
AE WEEK Voc Ed Camp	0.18		0.18	0.00
AE WEEK Wind Surfing	157.82	1750.00		1907.82
AE WEEK Yosemite Institute	-1150.73	450.00		-700.73
AE WEEK Reserve	915.91	250.18		1166.09
TOTAL	32976.30	7145.86	191.63	39930.53









**Personnel**

**Personal Leaves**

For the purpose of any personal leave offered pursuant to state law, a registered domestic partner shall have the same rights, protections, and benefits as a spouse and protections provided to a spouse's child shall also apply to a child of a registered domestic partner. (Family Code 297.5)

Whenever possible, employees shall request personal leaves in advance and prepare suitable instructions, including lesson plans as applicable, for a substitute employee.

**Bereavement**

Employees are entitled to a leave of up to three days, or five days if out-of-state travel is required, upon the death of any member of the employee's immediate family. No deduction shall be made from the employee's salary, nor shall such leave be deducted from any other leave to which the employee is entitled. (Education Code 44985, 45194)

Members of the immediate family include: (Education Code 44985, 45194)

1. The mother, father, grandmother, grandfather, or grandchild of the employee or of the employee's spouse
2. The employee's spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister
3. Any relative living in the employee's immediate household

At the employee's request, bereavement leave may be extended under personal necessity leave provisions as provided in the section "Personal Necessity" below. (Education Code 44981, 45207)

**Personal Necessity**

Employees may use a maximum of seven days of their accrued personal illness/injury leave (sick leave) during each school year for reasons of personal necessity. (Education Code 44981, 45207)

Acceptable reasons for the use of personal necessity leave include:

1. Death of a member of the employee's immediate family when the number of days of absence exceeds the limits set by bereavement leave provisions (Education Code 44981, 45207)
2. An accident involving the employee's person or property or the person or property of a member of the employee's immediate family (Education Code 44981, 45207)
3. A serious illness of a member of the certificated employee's immediate family (Education Code 44981)

4. A classified employee's appearance in any court or before any administrative tribunal as a litigant, party, or witness under subpoena or other order (Education Code 45207)
5. Fire, flood, or other immediate danger to the home of the employee
6. Personal business of a serious nature which the employee cannot disregard

Leave for personal necessity may be allowed for other reasons at the discretion of the Superintendent or designee. However, personal necessity leave shall not be granted for purposes of personal convenience, for the extension of a holiday or vacation, or for matters which can be taken care of outside of working hours. The Superintendent or designee shall have final discretion as to whether or not a request reflects personal necessity.

Advance permission shall not be required of any employee in any case involving the death of a member of the employee's immediate family, an accident involving the employee's person or property or the person or property of a member of his/her immediate family, or the serious illness of a member of the employee's immediate family. (Education Code 44981, 45207)

However, the employee shall notify the Superintendent or designee of the need for the leave as soon as practicable.

After any absence due to personal necessity, the employee shall verify the absence by submitting a completed and signed district absence form to his/her immediate supervisor.

#### Legal Duties

An employee may take time off work in order to: (Labor Code 230)

1. Serve on an inquest jury or trial jury
2. Comply with a subpoena or other court order to appear as a witness

Notices, summons, and subpoenas for court appearances shall be submitted to the district office when requesting leave.

A classified employee called for jury duty shall be granted leave with pay up to the amount of the difference between his/her regular earnings and any amount received for jury fees. (Education Code 44037)

A certificated employee also shall be granted leave for jury duty with pay up to the amount of the difference between his/her regular earnings and any amount received for jury fees.

Employees shall be granted leave to appear in court as witnesses other than litigants or to respond to an official order from another governmental jurisdiction for reasons not brought about through the connivance or misconduct of the employee. Such employees shall receive pay up to the amount of the difference between the employee's regular earnings and any amount received for witness fees.

#### Leaves for Crime Victims

An employee may be absent from work in order to attend judicial proceedings related to a crime when



he/she is a victim, or an immediate family member, registered domestic partner, or child of a registered domestic partner of a victim, of any of the following crimes: (Labor Code 230.2)

1. A violent felony as defined in Penal Code 667.5(c)
2. A serious felony as defined in Penal Code 1192.7(c)
3. A felony provision of law proscribing theft or embezzlement

For these purposes, the employee may use vacation, personal leave, personal illness/injury leave, unpaid leave, or compensatory time off that is otherwise available to the employee. (Labor Code 230.2)

Prior to taking time off, an employee shall give his/her supervisor a copy of the notice of each scheduled proceeding that is provided by the responsible agency, unless advance notice is not feasible. When advance notice is not feasible or an unscheduled absence occurs, the employee shall, within a reasonable time after the absence, provide documentation evidencing the judicial proceeding from the court or government agency setting the hearing, the district attorney or prosecuting attorney's office, or the victim/witness office that is advocating on behalf of the victim. (Labor Code 230.2)

The district shall keep confidential any records pertaining to the employee's absence from work by reason of this leave. (Labor Code 230.2)

#### Leaves for Victims of Domestic Violence, Sexual Assault and Stalking

An employee who is a victim of domestic violence, sexual assault, or stalking as defined by law may use vacation, sick leave, personal leave, or compensatory time off that is otherwise available to him/her under the terms of his/her employment to attend to the following activities: (Labor Code 230, 230.1, 246.5)

1. Obtain or attempt to obtain any relief, including, but not limited to, a temporary restraining order, restraining order, or other injunctive relief to help ensure the health, safety, or welfare of the employee or his/her child
2. Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking
3. Obtain services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking
4. Obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking
5. Participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation

Prior to taking time off, an employee shall give reasonable notice to his/her supervisor, unless advance notice is not feasible. When an unscheduled absence occurs, the employee shall provide, within a reasonable period of time, certification of the absence in the form of any of the following: (Labor Code 230, 230.1)

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking

2. A court order protecting or separating the employee from the perpetrator of an act of domestic violence, sexual assault, or stalking, or other evidence from the court or prosecuting attorney that the employee has appeared in court
3. Documentation from a domestic violence or sexual assault counselor as defined in Evidence Code 1037.1 or 1035.2, licensed medical professional or health care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence, sexual assault, or stalking

The district shall maintain the confidentiality of such an employee to the extent authorized by law. (Labor Code 230, 230.1)

#### Personal Leave for a Child's School Activities

Any employee who is a parent/guardian or grandparent having custody of one or more children enrolled in grades K-12 or who attend a licensed day care facility may use up to 40 hours of personal leave, vacation, or compensatory time off each school year in order to participate in school or day care activities. Such leave shall not exceed eight hours in any month of the year. The employee shall give reasonable advance notice of the absence. (Labor Code 230.8)

In lieu of using vacation, personal leave, or compensatory time off, eligible employees may take unpaid leave for this purpose.

If both parents/guardians of a child are employed at the same work site, this leave shall be allowed for the first parent/guardian who applies. Simultaneous absence by the second parent/guardian may be granted by the Superintendent or designee. (Labor Code 230.8)

Upon request by the Superintendent or designee, the employee shall provide documentation from the school or licensed day care facility that he/she participated in school or licensed day care facility activities on a specific date and at a particular time. (Labor Code 230.8)

#### Service on Education Boards and Committees

Upon request, a certificated employee shall be granted up to 20 school days of paid leave per school year for service performed within the state on any education board, commission, committee, or group authorized by Education Code 44987.3 provided that all of the following conditions are met: (Education Code 44987.3)

1. The service is performed within the state.
2. The board, commission, organization, or group informs the district in writing of the service.
3. The board, commission, organization, or group agrees, prior to the service, to reimburse the district, upon the district's request, for compensation paid to the employee's substitute and for actual related administrative costs.

#### Employee Organization Activities

Upon request, any certificated or classified employee shall be granted a leave of absence without loss of compensation to serve as an elected officer of a district employee organization or any statewide or national employee organization with which the employee organization is affiliated. The leave shall include, but is not

limited to, absence for purposes of attending periodic, stated, special, or regular meetings of the body of the organization. (Education Code 44987, 45210)

Upon request of an employee organization in the district or its state or national affiliate, a reasonable number of unelected classified employees shall be granted a leave of absence without loss of compensation for the purpose of attending important organizational activities authorized by the organization. The employee organization shall provide reasonable notification to the Superintendent or designee when requesting a leave of absence for employees for this purpose. (Education Code 45210)

When leave is granted for any of the above purposes, the employee organization shall reimburse the district within 10 days after receiving the district's certification of payment of compensation to the employee. (Education Code 44987, 45210)

### Religious Leave

The Superintendent or designee may grant an employee up to three days of leave per year for religious purposes, provided that the leave is requested in advance and that it does not cause additional district expenditures, the neglect of assigned duties, or any other unreasonable hardship on the district.

No employee shall be discriminated against for using this leave or any additional days of unpaid leave granted for religious observances at the discretion of the Superintendent or designee.

### Spouse on Leave from Military Deployment

An employee who works an average of 20 hours or more per week and whose spouse is a member of the United States Armed Forces, National Guard, or reserves may take up to 10 days of unpaid leave during a period that his/her spouse is on leave from deployment during a military conflict, as defined in Military and Veterans Code 395.10. (Military and Veterans Code 395.10)

Within two business days of receiving official notice that his/her spouse will be on leave from deployment, the employee shall provide the Superintendent or designee with notice of his/her intention to take the leave. The employee shall submit written documentation certifying that his/her spouse will be on leave from deployment during the time that the leave is requested. (Military and Veterans Code 395.10)

### Leave for Emergency Duty

An employee may take time off to perform emergency duty as a volunteer firefighter, a reserve peace officer, or emergency rescue personnel. (Labor Code 230.3)

Any employee who performs duty as a volunteer firefighter, reserve peace officer, or emergency rescue personnel shall be permitted to take temporary leaves of absence, not to exceed an aggregate total of 14 days per calendar year, for the purpose of engaging in fire, law enforcement, or emergency rescue training. (Labor Code 230.4)

Under the following infrequent scenarios, (rare situations that involve life threatening circumstances), teachers who are volunteer firefighters may leave class under the sole condition that students are not left unsupervised at any time. In addition, the teacher-firefighter will coordinate coverage before leaving school (buddie teacher). There may be rare cases in which incidents occur prior to the start of a school day which should be treated under the same light as an emergency illness and coverage will need to be provided without the firefighter's coordination.

## Civil Air Patrol Leave

An employee may take up to 10 days of unpaid leave per calendar year, beyond any leave otherwise available to him/her, to respond to an emergency operational mission of the California Civil Air Patrol, provided that the employee has been employed by the district for at least a 90-day period immediately preceding the leave. Such leaves shall not exceed three days for a single mission, unless an extension is granted by the governmental entity authorizing the mission and is approved by the Superintendent or designee. (Labor Code 1501, 1503)

The employee shall give the district as much advance notice as possible of the intended dates of the leave. The Superintendent or designee may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave and may deny the leave if the employee fails to provide the required certification. (Labor Code 1503)

### Legal Reference:

#### EDUCATION CODE

44036-44037 Leaves of absence for judicial and official appearances  
44963 Power to grant leaves of absence (certificated)  
44981 Leave of absence for personal necessity (certificated)  
44985 Leave of absence due to death in immediate family (certificated)  
44987 Service as officer of employee organization (certificated)  
44987.3 Leave of absence to serve on certain boards, commissions, etc.  
45190 Leaves of absence and vacations (classified)  
45194 Bereavement leave of absence (classified)  
45198 Effect of provisions authorizing leaves of absence  
45207 Personal necessity (classified)  
45210 Service as officer of employee organization (classified)  
45240-45320 Merit system, classified employees

#### EVIDENCE CODE

1035.2 Sex assault counselor; definition  
1037.1 Domestic violence counselor; definition

#### FAMILY CODE

297-297.5 Registered domestic partner rights, protections, and benefits

#### GOVERNMENT CODE

3543.1 Release time for representatives of employee organizations  
12945.1-12945.2 California Family Rights Act

#### LABOR CODE

230-230.2 Leave for victims of domestic violence, sexual assault, or specified felonies  
230.3 Leave for emergency personnel  
230.4 Leave for volunteer firefighters  
230.8 Leave to visit child's school  
233 Illness of child, parent, spouse, domestic partner or domestic partner's child  
234 Absence control policy  
246.5 Paid sick days, purposes for use  
1500-1507 Civil Air Patrol leave

#### MILITARY AND VETERANS CODE

395.10 Leave when spouse on leave from military deployment

#### PENAL CODE

667.5 Violent felony, defined

1192.7 Serious felony, defined

CALIFORNIA CONSTITUTION

Article 1, Section 8 Religious discrimination

UNITED STATES CODE, TITLE 29

2601-2654 Family and Medical Leave Act

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VII, Civil Rights Act of 1964

COURT DECISIONS

Rankin v. Commission on Professional Competence, (1988) 24 Cal.3d 167

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Berkeley Council of Classified Employees v. Berkeley Unified School District, (2008) PERB Decision No. 1954

Management Resources:

WEB SITES

California Federation of Teachers: <http://www.cft.org>

California School Employees Association: <http://www.csea.com>

California Teachers Association: <http://www.cta.org>

Public Employment Relations Board: <http://www.perb.ca.gov>

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### **Food Service /Child Nutrition Program**

The Governing Board recognizes that adequate, nourishing food is essential to student health, development, and ability to learn. The Superintendent or designee shall develop strategies to increase students' access to the district's food service programs and to maximize their participation in available programs.

Foods and beverages available through the district's food service program shall:

1. Be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease
2. Meet or exceed nutrition standards specified in law and administrative regulation
3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits
4. Be served in age-appropriate portions
5. Be available to students who meet federal eligibility criteria at no cost or at reduced prices, and to other students at reasonable prices

The district's food service program shall give priority to serving unprocessed foods and fresh fruits and vegetables.

District schools are encouraged to establish school gardens and/or farm-to-school projects to increase the availability of safe, fresh, seasonal fruits and vegetables for school meals and to support the district's nutrition education program.

To encourage student participation in school meal programs, schools may offer multiple choices of food items within a meal service, provided all food items meet nutrition standards and all students are given an opportunity to select any food item.

The Superintendent or designee may invite students and parents/guardians to participate in the selection of foods of good nutritional quality for school menus.

The Board desires to provide students with adequate time and space to eat meals. To the extent possible, school, recess, and transportation schedules shall be designed to encourage participation in school meal programs.

The Superintendent or designee shall periodically review the adequacy of school facilities for cafeteria eating and food preparation.

In accordance with law, the Superintendent or designee shall develop and maintain a food safety program in order to reduce the risk of foodborne hazards at each step of the food preparation process, from receiving to service.

The Superintendent or designee shall annually report to the Board on student participation in the district's nutrition programs and the extent to which the district's food services program meets state and federal nutrition standards for foods and beverages. In addition, the Superintendent or designee shall provide all necessary and available documentation required for the Administrative Review conducted by the California Department of Education (CDE) to ensure the food service program's compliance with federal requirements related to nutrition standards, meal patterns, provision of drinking water, school meal environment, food safety, and other areas as required by the CDE.

**Legal Reference:**

**EDUCATION CODE**

35182.5 Contracts, non-nutritious beverages  
38080-38103 Cafeteria, establishment and use  
45103.5 Contracts for management consulting services; restrictions  
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  
49570 National School Lunch Act  
51795-51797 School gardens

**HEALTH AND SAFETY CODE**

113700-114437 California Retail Food Code  
**CODE OF REGULATIONS, TITLE 5**  
15510 Mandatory meals for needy students  
15530-15535 Nutrition education  
15550-15565 School lunch and breakfast programs  
15575-15578 Requirements for foods and beverages outside federal meal programs

**UNITED STATES CODE, TITLE 42**

1751-1769j National School Lunch Program, including:  
1758b Local wellness policy  
1761 Summer Food Service Program and Seamless Summer Feeding Option  
1769a Fresh Fruit and Vegetable Program  
1771-1793 Child nutrition, especially:  
1772 Special Milk Program  
1773 National School Breakfast Program  
**CODE OF FEDERAL REGULATIONS, TITLE 7**  
210.1-210.31 National School Lunch Program  
215.1-215.18 Special Milk Program  
220.2-220.22 National School Breakfast Program  
245.1-245.13 Eligibility for free and reduced-price meals and free milk

**Management Resources:**

**CSBA PUBLICATIONS**

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009



Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. October 2007  
Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007  
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006  
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS  
School Meals Initiative Summary  
Healthy Children Ready to Learn, January 2005  
CALIFORNIA PROJECT LEAN PUBLICATIONS  
Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006  
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS  
School Breakfast Toolkit  
Fresh Fruit and Vegetable Program: Handbook for Schools, December 2010  
Food Buying Guide for Child Nutrition Programs, December 2007  
Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS Instruction 113-1, November 2005  
Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles, June 2005  
Dietary Guidelines for Americans, 2005  
WEB SITES  
CSBA: <http://www.csba.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 Farm Bureau Federation: <http://www.cfbf.com>  
California Food Policy Advocates: <http://www.cfpa.net>  
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>  
Centers for Disease Control and Prevention: <http://www.cdc.gov>  
National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>  
U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/fns>

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**Food Service /Child Nutrition Program**

**Nutrition Standards for School Meals**

Meals, food items, and beverages provided through the district's food services program shall:  
(Education Code 49531, 49553; 42 USC 1758, 1773)

1. Comply with National School Lunch and/or Breakfast Program standards for meal patterns, nutrient levels, and calorie requirements for the ages/grade levels served, as specified in 7 CFR 210.10 or 220.8 as applicable
2. Not be deep fried, par fried, or flash fried, as defined in Education Code 49430 and 49430.7

**Drinking Water**

The district shall provide access to free, fresh drinking water during meal times in food service areas at all district schools, including, but not limited to, areas where reimbursable meals under the National School Lunch or Breakfast Program are served or consumed. (Education Code 38086; 42 USC 1758)

**Special Milk Program**

Any school that does not participate in the National School Lunch or Breakfast Program may participate in the Special Milk Program to provide all enrolled students with reasonably priced milk. (7 CFR 215.1)

**Food Safety**

The Superintendent or designee shall ensure that the district's food service program meets the applicable sanitation and safety requirements of the California Retail Food Code as set forth in Health and Safety Code 113700-114437.

For all district schools participating in the National School Lunch and/or School Breakfast Program, the Superintendent or designee shall implement a written food safety program for the storage, preparation, and service of school meals which complies with the national Hazard Analysis and Critical Control Point (HACCP) system. The district's HACCP plan shall include, but is not limited to, a determination of critical control points and critical limits at each stage of food production, monitoring procedures, corrective actions, and recordkeeping procedures. (42 USC 1758; 7 CFR 210.13, 220.7)

The Superintendent or designee shall provide ongoing staff development on food safety to food service managers and employees. Each new employee, including a substitute, or volunteer shall complete initial food safety training prior to handling food. The Superintendent or designee shall document the date, trainer, and subject of each training.

The Superintendent or designee shall assign staff to maintain records and logs documenting food

safety activities, including, but not limited to, records of food deliveries, time and temperature monitoring during food production, equipment temperature (freezer, cooler, thermometer calibration), corrective actions, verification or review of safety efforts, and staff training.

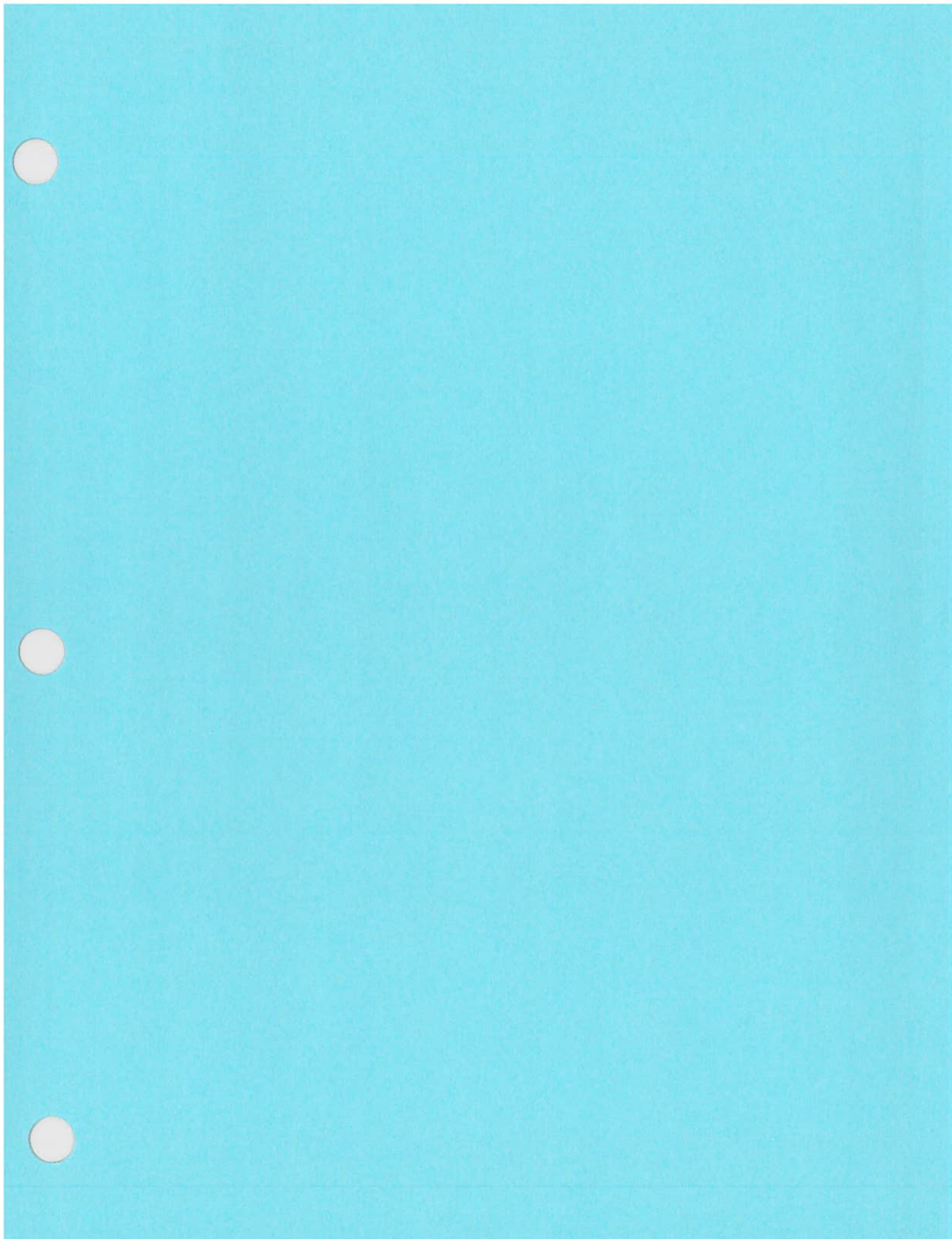
#### Inspection of Food Facilities

All food preparation and service areas shall be inspected in accordance with Health and Safety Code 113725-113725.1 and applicable county regulations.

Each school participating in the National School Lunch and/or Breakfast Program shall, during each school year, obtain a minimum of two food safety inspections conducted by the county environmental health agency. (42 USC 1758; 7 CFR 210.13, 220.7)

The Superintendent or designee shall retain records from the most recent food safety inspection. All schools shall post a notice indicating that the most recent inspection report is available to any interested person upon request. (Health and Safety Code 113725.1; 42 USC 1758; 7 CFR 210.13, 210.15, 220.7)

(3/11 7/12) 3/16







**Resolution 2017-01**  
**Mendocino Unified School District**  
**Mendocino, California**  
**Mendocino County, California**

**Authorizing Resolution/Ordinance**

**WHEREAS**, the Mendocino Unified School District is pursuing Safe Drinking Water State Revolving Funds to fund water system improvements

**THEREFORE BE IT RESOLVED** by the Board of Education of the Mendocino Unified School District (the "Entity"), as follows:

The District Superintendent (the "Authorized Representative") or designee is hereby authorized and directed to sign and file, for and on behalf of the Entity, a Financial Assistance Application for a financing agreement from the State Water Resources Control Board for the planning and/or design of the Water System Improvement Project (the "Project").

The Authorized Representative, or his designee, is designated to provide the assurances, certifications, and commitments required for the financial assistance application, including executing a financial assistance agreement from the State Water Resources Control Board and any amendments or changes thereto.

The Authorized Representative, or his designee, is designated to represent the Entity in carrying out the Entity's responsibilities under the financing agreement, including certifying disbursement requests on behalf of the Entity and compliance with applicable state and federal laws.

This resolution was adopted at a duly-called meeting by the Board of Trustees of the Mendocino Unified School District on **February 16, 2017** by the following vote:

President	Michael Schaeffer	_____
Clerk	Jessica Grinberg	_____
Member	Charles Acker	_____
Member	Mark Morton	_____
Member	Kathy Wylie	_____

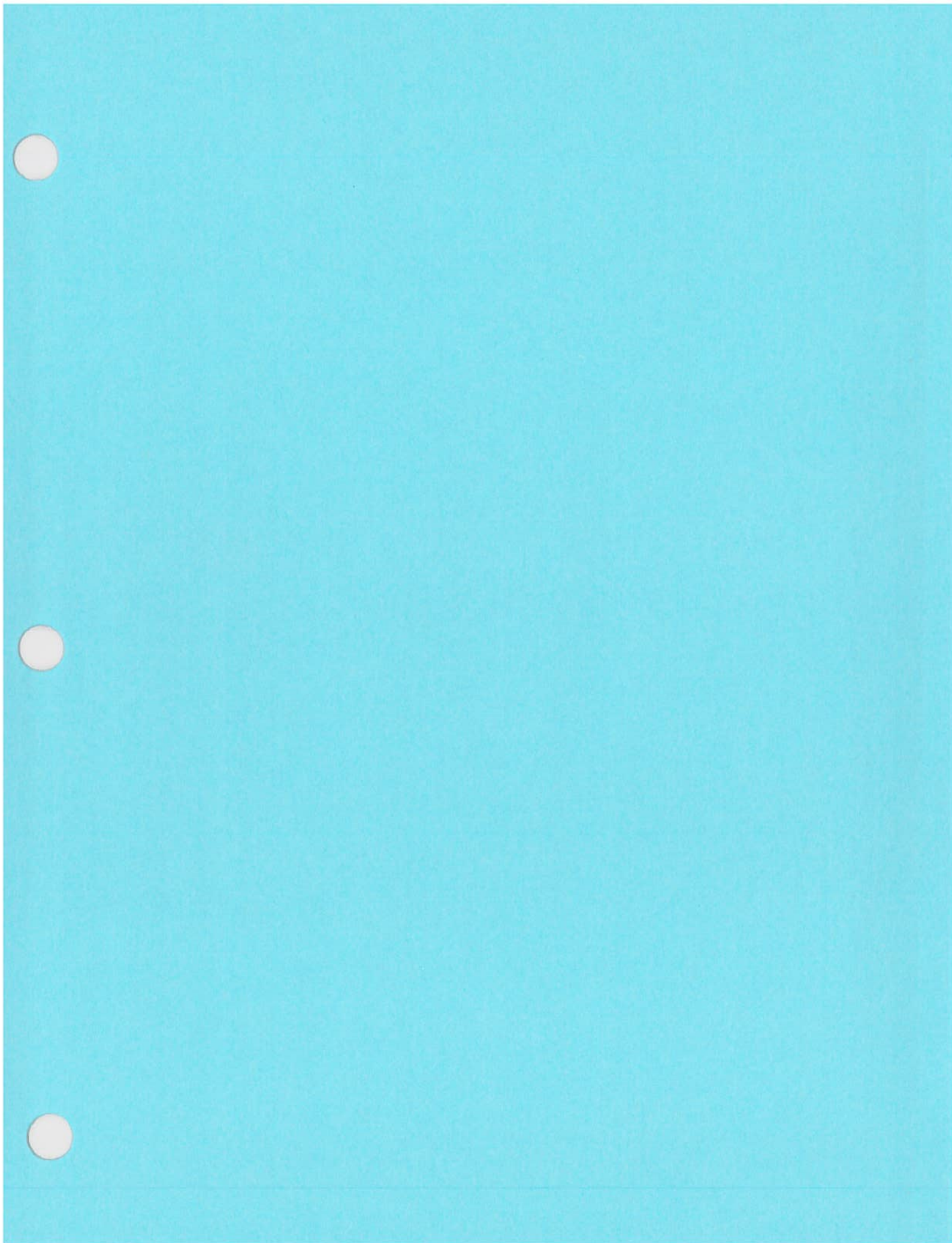
\_\_\_\_\_  
Michael Schaeffer, President  
Board of Trustees

I, Jessica Grinberg, Clerk of the Board of Trustees of the Mendocino Unified School District, do hereby certify that the foregoing resolution was regularly introduced, passed, and adopted by the Board of Trustees at its meeting held on **February 16, 2017**.

\_\_\_\_\_  
Jessica Grinberg, Clerk  
Board of Trustees  
Mendocino Unified School District  
Mendocino County, California











## District Fundraising

The Mendocino Unified School District relies on financial contributions from families, community members and businesses to support many of its programs throughout the year. We gratefully acknowledge that assistance. We feel, however, that our current approach to fundraising is haphazard and unstructured. We want to improve our methods and hopefully raise even more without creating 'donor fatigue' or unhealthy stress for all involved.

A first step is to establish how much we ask for as a District. We also need to find out how fairly and well we use the resources we are given. To that end we propose that we look at all the ways outside funding is raised, see if we can improve our system, and create next steps in finding a comprehensive solution.

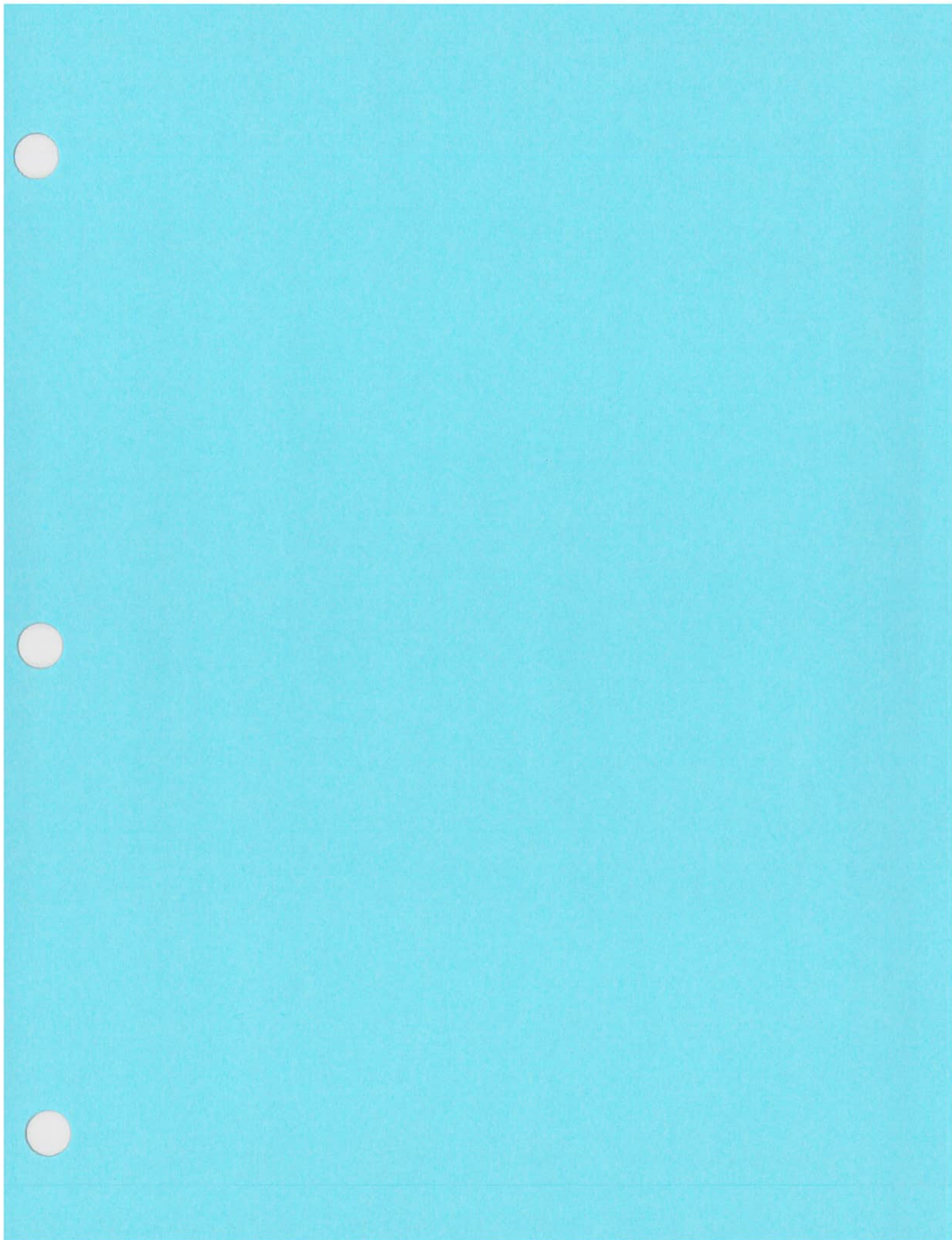
Some of the programs we ask donations of time and money for are obvious: sports (especially transportation and uniform costs), field trips (most organized as class trips), chorus competitions and trips, Alternative Education week, plus new programs and new equipment. We propose that, as a start, each teacher this spring create two lists - first, existing programs that rely on non-district funds and second, programs they would like to implement if funding was available. The principals would collate and evaluate these lists, creating a master list.

Further discussion, prior to June, will take place to figure out the next steps, including how to involve our current fundraising groups – MUSE, Club Cardinal and Chorus Boosters. They will be part of the process.

Michael Schaeffer and Jessica Grinberg













## School District Governance Team Board Self-Evaluation Survey

### Overview

One of the primary ways a governance team can strengthen or maintain its effectiveness is to periodically assess its own performance. A governance team self-assessment provides the opportunity to step back and reflect on how well it is meeting its responsibilities. This governance team self-assessment will provide the board and superintendent with valuable perception data, revealing the range of perceptions among board members regarding the performance of the board and the governance team.

Individuals will rank the performance of the board and governance team on important characteristics. CSBA determined these characteristics through collaborative efforts with board members from around the state—who defined the CSBA *Professional Governance Standards* for boards; and through our experiences providing board development to school boards across California for more than 30 years.

### Content

The evaluation is divided into two parts. Part one consists of questions regarding the conditions of effective governance. Part two contains questions that address the board's five major responsibilities. For each statement, Individuals should select the descriptor that most accurately describes the extent to which the board demonstrates the quality or characteristic.





# Board Self-Evaluation Result

SAMPLE



## 1. Conditions of Effective Governance

Number of members responded

Almost Always   Often   Less Often   Rarely   Not Sure

### Board unity

1. The board is focused on achievement for all students.		3	2	0	0	0
2. The board is committed to a common vision.		3	2	0	0	0
3. The board stays focused on district priorities.		4	1	0	0	0
4. The board works well together.		1	1	3	0	0
5. The board commits the time to become informed.		2	3	0	0	0
6. Individual board members do not undermine board decisions.		1	1	2	1	0

### Roles and responsibilities

7. Board members agree on the role and responsibilities of the board and the superintendent.		3	1	1	0	0
8. Board members follow board agreements regarding speaking for the board.		4	1	0	0	0
9. Board members keep confidential matters confidential.		5	0	0	0	0
10. The board gives direction to the superintendent only at board meetings.		1	2	1	0	1
11. Individual board members do not attempt to direct the superintendent.		0	0	0	2	3

### Board culture

12. The board treats the superintendent with respect.		3	1	0	0	1
13. The board manages internal conflicts in a productive manner.		4	1	0	0	0

A strength for most members

A strength for simple majority

Area of growth for simple majority

Area of growth for most members

Other topic discussed:

1. Conditions of Effective Governance

Board operations

Board meetings

Board development

2. Board Responsibilities

Setting directions

Structure

Support

Accountability

Community leadership

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## WELCOME TO BOARD SELF EVALUATION!

Welcome to CSBA's new electronic board self-evaluation tool.

If you want to arrange for your board to complete the self-evaluation, click on the "Request Board Self-Evaluation" button to the right.

If you're district has already made arrangements to use the board self-evaluation tool , you received an e-mail from CSBA with a link that brought you here. If that's the case, simply click on the "I'm ready to fill out the evaluation" button to the right.

As soon as all the members of the board have completed the evaluation, the results will be returned to the district in a few days.

We hope the results will assist board members in having productive conversations in order to enhance the effectiveness of their governance leadership.

[Request Board Self Evaluation](#)[I'm ready to fill out the evaluation](#)[Board Self Evaluation](#)[Request Evaluation](#)[My Evaluation](#)[CSBA Home](#)[DFS](#)[Upcoming Meetings](#)[© 2011 California School Boards Association](#)[Privacy Policy](#) | [Legal Notice](#)[Tel. \(800\) 266-3382](#)



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## REQUEST BOARD SELF EVALUATION

Please fill out all required fields denoted with an asterisk (\*):

\* Select District

\* First name

\* Last name

\* Email

\* Phone

Position

Message

Please use this simple form to request a board self-evaluation. CSBA staff will schedule a time for your district's board to use the service, and send a confirmation letter to the e-mail address you provide. If you have a preferred range of dates, please include that in the comments. We recommend giving board members seven calendar days to complete the self-evaluation. The report can be ready within 48 hours after last board member completes the evaluation.

If we can you assist you in this process, please call us. We're here to help.

Renata Hoffman

California School Boards Association

(916) 669-3293

e-mail: [rhoffman@csba.org](mailto:rhoffman@csba.org)

[Send Request](#)

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# Mendocino Unified School District Board of Education

## SELF Evaluation 2007/08

### *Performance Appraisal of the Board of Education as a Whole*

Disagree → Agree

#### A. Board Relationship with the Superintendent

- |   |                   |
|---|-------------------|
| 1. The board keeps the superintendent informed on issues, needs and complaints in a manner allowing him/her the opportunity to solve related problems in a professional manner            | 1   2   3   4   5 |
| 2. The board clearly interprets its position on controversial matters pertaining to the school district thereby enabling the superintendent to properly carry out the wishes of the board | 1   2   3   4   5 |
| 3. The board supports the superintendent's administrative regulations and decisions to the public and school staff members and relays any disagreement in private or closed session       | 1   2   3   4   5 |
| 4. The board disregards personalities and considers the recommendations of the superintendent in an unbiased and objective manner   | 1   2   3   4   5 |

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### B. Board Relationship with the Community

- |   |                   |
|---|-------------------|
| 1. The board enacts policies supporting the efforts of the administration in keeping all the people of this community informed about their schools  | 1   2   3   4   5 |
| 2. The board acts openly and encourages the expression of diversity of opinion from the entire school community before major decisions are rendered | 1   2   3   4   5 |
| 3. The board is able to take stands on difficult issues and bring timely closure to matters even in the presence of strong community vocalization   | 1   2   3   4   5 |

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### C. Board Relationship Between Members During the Meetings

- |   |                   |
|---|-------------------|
| 1. Individual members of the board treat other members of the board and professional staff with respect during board meetings   | 1   2   3   4   5 |
| 2. Differences of opinion influencing board member votes are based on the issues at hand and not on a personality basis and each member feels free to share his/her opinion                                   | 1   2   3   4   5 |
| 3. Each member of the board conducts him/herself in such a manner as to emphasize that individual board members have authority only when convened in a legally conducted board meeting with at least a quorum | 1   2   3   4   5 |

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 4. | Individual members of the board assume responsibility for their own preparation on agenda items before the meeting so that discussions during the board meetings can be focused, efficiently managed, and result in appropriate action | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D. Board Relationship to the Instructional Program

- |    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| 1. | The board makes every effort to keep informed about the instructional program by putting periodic reports on the agenda and school visitations        | 1 | 2 | 3 | 4 | 5 |
| 2. | The board makes every effort to gain information from the community pertaining to instructional program needs   | 1 | 2 | 3 | 4 | 5 |
| 3. | The board maintains policies necessary to enable the educational staff to develop the educational program required to meet the needs of the community | 1 | 2 | 3 | 4 | 5 |

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E. Board Relationship to the Financial Management of the Schools

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 1. | The board establishes the policies and provides the necessary resources to properly manage the finances of the school districts  | 1 | 2 | 3 | 4 | 5 |
| 2. | The board requires the proper accountability for the expenditures of funds in the school district  | 1 | 2 | 3 | 4 | 5 |
| 3. | The board provides justified funding to maintain a high quality educational program in the district  | 1 | 2 | 3 | 4 | 5 |
| 4. | The board keeps the community informed about the financial needs of the school district  | 1 | 2 | 3 | 4 | 5 |
| 5. | The board has adopted a budget development timeline and review process that encourages input from the entire school community and specifically fosters the active participation of site and program staff responsible for implementation | 1 | 2 | 3 | 4 | 5 |

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

F. Board Preparation for Meetings

- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 1. | Provides an adequate environment for Board meetings  | 1 | 2 | 3 | 4 | 5 |
| 2. | Has a set procedure to allow items to be placed on the agenda                                | 1 | 2 | 3 | 4 | 5 |
| 3. | Acts upon routine agenda items through a consent procedure                                   | 1 | 2 | 3 | 4 | 5 |
| 4. | Allows public expression on individual agenda items before the board deliberates and decides | 1 | 2 | 3 | 4 | 5 |
| 5. | Makes provision early on the agenda for public oral communications                           | 1 | 2 | 3 | 4 | 5 |



- which do not pertain to specific agenda items
- |    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| 6. | Sets study sessions upon occasion to deal in depth with important issues  | 1 | 2 | 3 | 4 | 5 |
| 7. | Is informed and prepared on agenda items prior to the meeting   | 1 | 2 | 3 | 4 | 5 |
| 8. | The board president and superintendent confer before each meeting to review upcoming business, to clarify agenda items, and to anticipate any possible problems | 1 | 2 | 3 | 4 | 5 |

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- G. The Board's Operation of Meetings
- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 1.  | Begin board meetings on time  | 1 | 2 | 3 | 4 | 5 |
| 2.  | Review items and make any changes in priority as an early item on the agenda  | 1 | 2 | 3 | 4 | 5 |
| 3.  | Obtains closure on each agenda item before moving to the next item  | 1 | 2 | 3 | 4 | 5 |
| 4.  | Allows the board president to run the meetings and not act as just a figurehead   | 1 | 2 | 3 | 4 | 5 |
| 5.  | Allows the president to control audience participation so that such participation does not interfere with board deliberations   | 1 | 2 | 3 | 4 | 5 |
| 6.  | During meetings, processes questions of personnel through the superintendent  | 1 | 2 | 3 | 4 | 5 |
| 7.  | Is aware that board meetings are "meetings held in public; not public meetings"   | 1 | 2 | 3 | 4 | 5 |
| 8.  | Follows established written policies for conducting meetings which include provision for the public to be heard, but prevents a single individual or group from dominating or controlling discussions | 1 | 2 | 3 | 4 | 5 |
| 9.  | Except in emergencies, presents items of a complex nature at one meeting prior to taking action at a subsequent meeting   | 1 | 2 | 3 | 4 | 5 |
| 10. | Holds closed sessions only when needed, and adheres strictly to the items set forth in the law for these sessions   | 1 | 2 | 3 | 4 | 5 |
| 11. | The board president keeps discussions to the subject at hand, he/she brings members to order when they interrupt the speaker who has the floor, or talk while the speaker is talking                  | 1 | 2 | 3 | 4 | 5 |

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- H. The Board's Decision-Making During Meetings
- |    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| 1. | Discusses issues that come up in the meetings until they are thoroughly explored and understood by governing board members  | 1 | 2 | 3 | 4 | 5 |
| 2. | Recognizes superintendent recommendations as well-prepared and professional   | 1 | 2 | 3 | 4 | 5 |
| 3. | Discusses and considers the pros and cons of alternate solutions to a problem before making a decision                      | 1 | 2 | 3 | 4 | 5 |
| 4. | Addresses conflicts over issues when they come up, does not avoid them, and stays with the conflicts and works through them | 1 | 2 | 3 | 4 | 5 |
| 5. | Thoroughly discusses and deliberates solutions and decisions so that  | 1 | 2 | 3 | 4 | 5 |

- all members have full attention paid to their point of view
- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 6. Makes timely decisions even when controversy is inevitable  | 1 | 2 | 3 | 4 | 5 |
| 7. Attempts to arrive at decisions which express a consensus before formalized votes are taken                 | 1 | 2 | 3 | 4 | 5 |
| 8. Individually supports the decisions made by the governing board regardless of personal feelings or opinions | 1 | 2 | 3 | 4 | 5 |

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I. Board Member Participation During Meetings

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Strives to work closely together as a board for the benefit of the students   | 1 | 2 | 3 | 4 | 5 |
| 2. Avoids negative "political" practices such as alliances, trade-offs   | 1 | 2 | 3 | 4 | 5 |
| 3. Recognizes and accommodates genuine disagreement among board members based on principle without adverse criticism or acrimony       | 1 | 2 | 3 | 4 | 5 |
| 4. Provides an atmosphere where board members feel free to state their opinions or ask questions without fear of criticism or ridicule | 1 | 2 | 3 | 4 | 5 |
| 5. Keeps its comments or questions focused on the agenda item under discussion   | 1 | 2 | 3 | 4 | 5 |
| 6. Uses board meeting time for genuine discussion and problem solving  | 1 | 2 | 3 | 4 | 5 |
| 7. Takes care to be positive and constructive when reviewing work of the district personnel  | 1 | 2 | 3 | 4 | 5 |
| 8. President makes certain all board members have equal opportunity to present their veiws   | 1 | 2 | 3 | 4 | 5 |

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Performance Appraisal of the Board of Education as Individuals

		Proficient	Needs Improvement
A.	Role Recognition		
1.	I recognize the Board's role to govern the school district as a policy maker, not to run day-to-day operations	_____	_____
2.	I recognize the superintendent as chief executive of the district	_____	_____
3.	I recognize that the board has authority to act only at an official board meeting	_____	_____
B.	Relationship with Others		
1.	I trust the superintendent as chief advisor of the board	_____	_____
2.	I work through established channels when seeking information	_____	_____
3.	I respect the right of other board members, as well as the Superintendent and staff, to express their views even when contrary to mine	_____	_____
4.	I work to achieve harmonious relations with other board members	_____	_____
5.	I avoid petty criticism of staff or citizens	_____	_____
6.	I rely on fact rather than preconceived notions and have a willingness to hear and consider all sides of a controversial question	_____	_____
7.	I have an ability to think independently	_____	_____
C.	Performance at Board Meetings		
1.	I vote on the basis of what seems best for all students of the district	_____	_____
2.	I do my homework on scheduled agenda items prior to meetings	_____	_____
3.	I voice my opinion frankly, avoiding secrecy or hidden agendas	_____	_____
4.	I accept the principle of majority rule, especially when I am in the minority	_____	_____
5.	I avoid using board meetings for personal advancement	_____	_____
6.	I accept criticism, whether directed at the board or me personally	_____	_____
D.	Self Improvement		
1.	I seek to learn about the district, the schools, and education in general	_____	_____
2.	I build open relationships with news media	_____	_____
3.	I build strong, harmonious relationships with the public	_____	_____
4.	I attend local community and school events	_____	_____
5.	I attend board-related meetings and state or national workshops or meetings	_____	_____

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## My Personal Goals

**Goal 1:**

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**Goal 2:**

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**Goal 3:**

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## Governance Team Self-Evaluation

District: \_\_\_\_\_

Name: \_\_\_\_\_

As you rate the statements regarding characteristics or qualities connected with your position as a school board or leadership team member, it is important to think of the school board and superintendent as a leadership team. For each statement, you are requested to give two ratings:

1. How is it now? (*Performance*)
2. What is the importance of this statement in contributing to the "team's" overall effectiveness? (*Significance*)

**Performance:** For each statement, please indicate a number from 1 to 5 rating your assessment of the level of effectiveness with which the board carries out that activity. The ratings are:

- 1 - Very low
- 2 - Low
- 3 - Satisfactory
- 4 - High
- 5 - Very high

**Significance:** For each statement, please indicate a number from 1 to 5 rating your assessment of the relative importance of the statement/activity in contributing to the board's overall effectiveness. The ratings are:

- 1 - Not significant
- 2 - Low
- 3 - Moderate
- 4 - High
- 5 - Very high

**IMPORTANT:** ALL questions must be answered for the computer to generate the correct results. Do not leave blank answers. Remember, there are no right or wrong answers.

**Example:**

	<u>Performance</u>	<u>Significance</u>
How rewarding is it to be a school board member?	<u>3</u>	<u>5</u>



## Governance Team Self-Evaluation

Ratings  
Low -- High  
1 2 3 4 5

1.0 TEAM BUILDING	<u>Performance</u>	<u>Significance</u>
1.1 Do individual members of the board really get to know each other as people?	—	—
1.2 At board meetings, how well do the board members really listen to each other?	—	—
1.3 Do members of the school board encourage each other to work together as a team?	—	—
1.4 Are team members committed to overall district goals opposed to their personal goals?	—	—
1.5 Has the board established goals for itself?	—	—
1.6 Are members of the board frank and open with each other?	—	—
1.7 Are differences and disagreements between members of the school board worked through rather than being neglected and allowed to continue?	—	—
1.8 Is the communication among persons on the board honest and free from distrust and cover-up?	—	—
1.9 Are board members able to disagree on issues and still maintain respect and trust?	—	—
1.10 Is the school board concerned about achieving results rather than giving a good appearance?	—	—
1.11 Is the superintendent influenced by ideas and suggestions of the board?	—	—
1.12 Is the board sensitive to the cultural diversity of the district?	—	—

## 2.0 DECISION MAKING

### Performance

### Significance

- |      |   |   |   |
|------|---|---|---|
| 2.1  | Does the board request detailed information which requires prolonged preparation by the superintendent or staff?  | — | — |
| 2.2  | Does the board utilize the superintendent and staff to analyze and/or make recommendations to the board to aid in its decision-making process?  | — | — |
| 2.3  | Does the board avoid voting cliques and not allow personal conflict to affect its actions, but reaches decisions solely on the merits of the issue?   | — | — |
| 2.4  | Do members support majority decisions of the board even when individual views may differ from the majority decisions?   | — | — |
| 2.5  | Does the board treat confidential information as such and especially keep information from closed sessions confidential?  | — | — |
| 2.6  | Does the board make decisions which advance the district toward its established goals and objectives?   | — | — |
| 2.7  | Do members of the board offer each other new and different ideas for solving problems?  | — | — |
| 2.8  | Do board members come to meetings thoroughly familiar with the agenda, backup reports, and other materials circulated beforehand in order to intelligently discuss agenda items and make decisions? | — | — |
| 2.9  | Do board members avoid making excessive personal requests from staff for information?   | — | — |
| 2.10 | Do individual board members refrain from making commitments on behalf of the entire board?  | — | — |
| 2.11 | Does the board reach decisions on the basis of study of all available data including the recommendations of the superintendent?   | — | — |

### 3.0 BOARD-SUPERINTENDENT RELATIONS

#### Performance

#### Significance

- |      |   |   |   |
|------|---|---|---|
| 3.1  | Does the board receive reports from the superintendent regarding district performance?  | — | — |
| 3.2  | Does the board understand the monthly financial reports and the fiscal status of the district?  | — | — |
| 3.3  | Is the budget presented to the board in a clear and concise manner?   | — | — |
| 3.4  | Does the board communicate with the superintendent in a climate of trust and mutual respect?  | — | — |
| 3.5  | Is the superintendent given direction by the board as a whole rather than by individual members?                                      | — | — |
| 3.6  | Does the board evaluate the superintendent at least on an annual basis in a formal manner?  | — | — |
| 3.7  | Does the board encourage professional growth of its superintendent (conferences, workshops, etc.)?                                    | — | — |
| 3.8  | Does the board recognize the superintendent as its chief executive officer and seek his/her recommendations on all important matters? | — | — |
| 3.9  | Does the board avoid dealing with matters related to the day-to-day operations of the district?                                       | — | — |
| 3.10 | Are the role of the board and the role of the superintendent clearly understood?  | — | — |
| 3.11 | Has the board established what it expects from the superintendent?  | — | — |
| 3.12 | Has the superintendent established what he/she expects from the board?  | — | — |
| 3.13 | Is district information about important activities and circumstances shared by board members with each other and the superintendent?  | — | — |



#### 4.0 BOARD MEETINGS

#### Performance

#### Significance

- |     |  |   |   |
|-----|--|---|---|
| 4.1 | How easy is it for any board member to place an item on the board meeting agenda?  | — | — |
| 4.2 | Is the board given adequate time to study the agenda and backup materials before a board meeting?                                | — | — |
| 4.3 | Does the board confine its meetings to a reasonable length of time?  | — | — |
| 4.4 | Does the board encourage or solicit participation from each board member?  | — | — |
| 4.5 | Is the board meeting in a suitable room, with adequate facilities for the public and media representatives?                      | — | — |
| 4.6 | Does the board president ensure that meetings proceed in a business-like manner, while allowing opportunity for full discussion? | — | — |
| 4.7 | Is there a good relationship between how long the board spends on an agenda item and the importance of the item?                 | — | — |

#### 5.0 VISION AND PLANNING

- |     |   |   |   |
|-----|---|---|---|
| 5.1 | Does the board participate in setting the vision and providing the educational structural framework?  | — | — |
| 5.2 | Has the board developed well-defined goals and objectives for reaching that vision?   | — | — |
| 5.3 | Does the board require the superintendent and staff to annually establish goals and action plan that advances the district toward the vision? | — | — |
| 5.4 | Does the board have a well-thought-out strategic plan and work with the superintendent to achieve those goals?                                | — | — |
| 5.5 | Do board members attend meetings and conferences for further training?  | — | — |

		<u>Performance</u>	<u>Significance</u>
5.6	Does the board solicit input from all segments of the community in establishing goals for the district?	—	—
5.7	Has the board adopted a long-range plan which is reviewed annually and revised as necessary?	—	—

## 6.0 COMMUNITY LEADERSHIP

6.1	Do board members recognize that they cannot separate their public image (board members) from their private image?	—	—
6.2	Does the board inform staff and parents regarding matters of vital educational concern?	—	—
6.3	Is there an ongoing, planned program of public information about education in the school district?	—	—
6.4	Do board members visit all the schools in the district on a regular basis?	—	—
6.5	Do members of the board attend school functions when possible?	—	—
6.6	Does the board advocate with the public, government, and businesses on behalf of the district, schools, and students?	—	—
6.7	Does the board accept responsibility for advocating the district's positions and programs within the community?	—	—
6.8	Does the superintendent set expectations for district staff in maintaining an ongoing communication program based on the board's overall direction?	—	—
6.9	Does the board know the district, schools, programs, students, and critical issues well enough to be able to articulate them to the public and specific audiences?	—	—
6.10	Does the board understand that each member is perceived as representing the	—	—

		<u>Performance</u>	<u>Significance</u>
	district and thus clearly advocates the district's agenda rather than a personal agenda?		
6.11	Has the board adequately funded its community relations efforts?	—	—
6.12	Does the board ensure accountability for community relations efforts?	—	—
<b>7.0 POLICY MAKING</b>			
7.1	Has the school board established policies for the governance of the school district?	—	—
7.2	Does the school board actively seek the contributions of community, faculty, and students before making a major policy decision?	—	—
7.3	Are copies of current policies and administrative regulations available to staff and board members?	—	—
7.4	Are policies revised and updated to make sure they are current with law?	—	—
7.5	Are policies regularly evaluated for their effectiveness?	—	—
7.6	If appropriate, does the board communicate the adoption of the policy to the district's stakeholders?	—	—
<b>8.0 EDUCATIONAL PROGRAMS ACCOUNTABILITY</b>			
8.1	Does the board exert leadership?	—	—
8.2	Has the board established goals for student learning?	—	—
8.3	Does the board assess progress toward achieving educational objectives?	—	—
8.4	How often is the board involved in a discussion of student achievement, test scores, course goals and objectives?	—	—
8.5	Does the staff report to the board on the status of the educational programs in the district?	—	—

A. What do you think are the three (3) biggest problems the board must deal with in the short run (two years or less)?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

B. What do you think are the combined strengths of the present board as a board? (What does the board have going for it?) Please *do not list more than three (3) items*.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

C. What are the functions, roles, or behaviors that you think the board needs to improve on most and what would your suggestions be for improvement?

1. Improvement: \_\_\_\_\_

\_\_\_\_\_

How: \_\_\_\_\_

\_\_\_\_\_

2. Improvement: \_\_\_\_\_

\_\_\_\_\_

How: \_\_\_\_\_

\_\_\_\_\_

3. Improvement: \_\_\_\_\_

How: \_\_\_\_\_

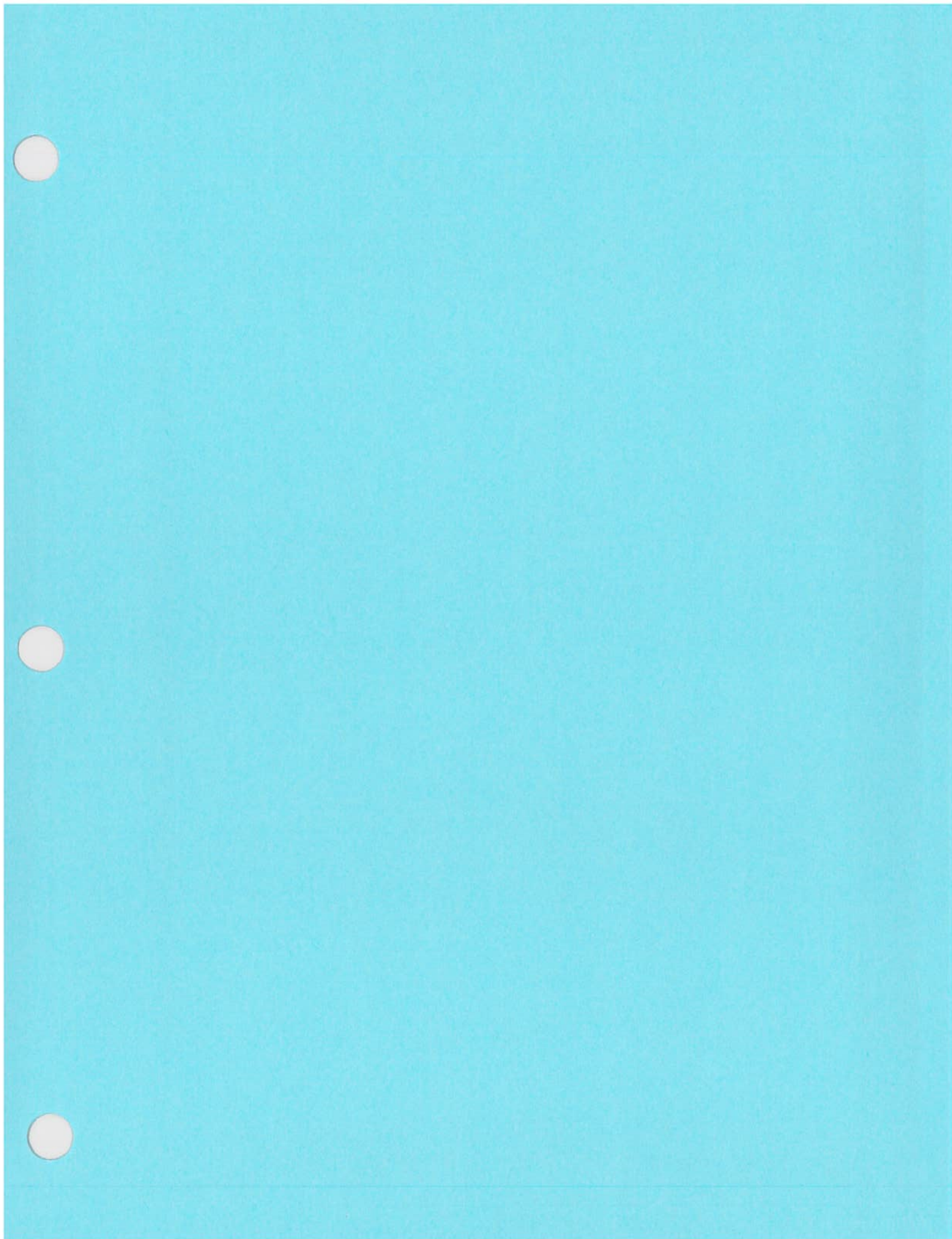
4. Improvement: \_\_\_\_\_

How: \_\_\_\_\_

5. Improvement: \_\_\_\_\_

How: \_\_\_\_\_











**Personnel**

***Drug and Alcohol Testing For School Bus Drivers***

***\*\*\*Note: State and federal law (Vehicle Code 34520; 49 CFR 382.101-382.605) require that any district employing school bus drivers establish a drug and alcohol testing program, with specified components, applicable to bus drivers and any other drivers of a commercial motor vehicle weighing over 26,000 pounds or designed to transport 16 or more passengers including the driver. All testing must be conducted in accordance with 49 CFR 40.1-40.413. For further information, see the web sites of the U.S. Department of Transportation (DOT) and the California Highway Patrol (CHP).\*\*\****

***\*\*\*Note: In addition, Vehicle Code 34520.3 requires drivers of school transportation vehicles (i.e., vehicles that are not school buses, student activity buses, or youth buses and are used by the district for the primary purpose of transporting children), such as a van, to participate in the testing program to the same extent as required by law for school bus drivers. The Legislative Counsel has issued an opinion that Vehicle Code 34520.3 applies only to employees whose primary job is transportation. The district should consult legal counsel as necessary to determine applicability of this law to district employees.\*\*\****

***\*\*\*Note: The district's drug and alcohol testing program is subject to compliance inspections conducted by the CHP. It is recommended that the district review the CHP's Controlled Substances and Alcohol Testing Compliance Checklist to assess whether its program fulfills legal requirements.\*\*\****

***The Governing Board desires to ensure that district-provided transportation is safe for students, staff, and the public. To that end, the Superintendent or designee shall establish a drug and alcohol testing program designed to prevent the operation of buses or the performance of other safety-sensitive functions by a driver who is under the influence of drugs or alcohol, including a driver of a school bus, student activity bus, or other school transportation vehicle or any other employee who holds a commercial driver's license which is necessary to perform duties related to district employment.***

***(cf. 3540 - Transportation)***  
***(cf. 3542 - School Bus Drivers)***  
***(cf. 3543 - Transportation Safety and Emergencies)***  
***(cf. 4020 - Drug and Alcohol-Free Workplace)***  
***(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)***

***A driver shall not report for duty or remain on duty when he/she has used any drug listed in 21 CFR 1308.11. A driver is also prohibited from reporting for duty or remaining on duty when he/she has used any drug listed in 21 CFR 1308.12-1308.15, unless he/she is using the drug under the direction of a physician who has advised him/her that the substance will not adversely affect the driver's ability to safely operate a bus. In addition, a driver shall not consume alcohol while on duty or for four hours prior to on-duty time. (49 CFR 382.201-382.209, 382.213)***

***\*\*\*Note: 49 USC 31306 and 49 CFR 382.301-382.311 require that certain types of tests be part of the district's drug and alcohol testing program. See the accompanying administrative regulation for requirements applicable to each test.\*\*\****

***\*\*\*Note: Pursuant to 49 CFR 382.301, the district may, but is not required to, conduct pre-employment alcohol testing. The following paragraph should be revised by districts that choose to conduct such testing.\*\*\****

*The district's testing program for drivers shall include pre-employment drug testing and reasonable suspicion, random, post-accident, return-to-duty, and follow-up drug and alcohol testing of drivers. (49 USC 31306; 49 CFR 382.301-382.311)*

*\*\*\*Note: Pursuant to 49 CFR 40.11, districts are responsible for implementing the drug and alcohol testing program. They may do this using their own employees, contracting for services, or joining together in a consortium with other employers. The following optional paragraph provides that the district will contract for such services and may be revised by districts that use alternative methods. \*\*\**

*The Board shall contract for testing services upon verifying that the personnel are appropriately qualified and/or certified and that testing procedures conform to federal regulations.*

*Except as otherwise provided by law, the Superintendent or designee shall not release individual test results or medical information about a driver to a third party without the driver's specific written consent. (49 CFR 40.321)*

#### *Consequences Based on Test Results*

*Any driver who refuses to take a required drug or alcohol test, tests positive for drugs, or is found to have a blood alcohol concentration level that exceeds the levels specified in law shall be removed from performing safety-sensitive functions in accordance with 49 CFR 40.23 and 382.211.*

*\*\*\*Note: Pursuant to 49 CFR 40.21 and 382.119, before temporarily removing a driver from safety-sensitive functions, the district must receive verification of the test results from a licensed physician certified as a medical review officer, unless a waiver of this requirement has been obtained from the Federal Motor Carrier Safety Administration. \*\*\**

*No driver shall be temporarily removed from the performance of safety-sensitive functions based only on a laboratory report of a confirmed positive test before the certified medical review officer has completed verification of the test results, unless the district has obtained a waiver. (49 CFR 40.21, 382.107, 382.119)*

*Not later than five days after receiving notification of the test result or refusal to comply, the Superintendent or designee shall report any refusal, failure to comply, or positive test result to the California Department of Motor Vehicles (DMV) using a form approved by the DMV. (Vehicle Code 13376)*

*\*\*\*Note: Pursuant to Vehicle Code 13376, upon receiving a report of a driver's refusal, failure to comply, or positive test result, the California Department of Motor Vehicles will revoke the driver certificate or refuse to approve an initial application for a certificate. An exception exists for a driver who complies with a rehabilitation or return-to-duty program that meets the requirements of federal regulations. For purposes of retaining his/her certificate, the driver may participate in such a program only once within a three-year period. \*\*\**

*\*\*\*Note: The following paragraph is optional. Pursuant to 49 CFR 40.289, the district is not required to provide education and treatment services to any driver. However, if the district offers the driver an opportunity to return to work following a violation, then it must ensure that the driver receives an evaluation by a qualified substance abuse professional and successfully complies with the evaluation recommendations. Responsibility for payment for evaluation and services is to be determined by the district and driver and may be governed by a collective bargaining agreement and health care benefits. \*\*\**

*Any driver who refuses, fails to comply, or has a positive test result may be referred to an education and treatment program that meets the requirements of 49 CFR 40.281-40.313. If the substance abuse professional recommends that ongoing services are needed to assist the driver to maintain sobriety or abstinence from drug use, the Superintendent or designee shall require the driver to participate in the recommended services as part of a return-to-duty agreement and shall monitor his/her compliance. Any drop from a rehabilitation or return-to-duty program or a subsequent positive test result shall be reported to the DMV. (Vehicle Code 13376; 49 CFR 40.285, 40.287, 40.303, 382.605)*

*(cf. 4159/4259/4359 - Employee Assistance Programs)*

*(cf. 4161/4261 - Leaves)*

*(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)*

*(cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)*

*(cf. 4261.1 - Personal Illness/Injury Leave)*

*A driver who has violated federal drug and alcohol regulations may be subject to disciplinary action up to and including dismissal in accordance with law, administrative regulations, and the district's collective bargaining agreement.*

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

#### *Voluntary Self-Identification*

*\*\*\*Note: The following section is for use by districts that choose to establish a voluntary self-identification policy or program, pursuant to 49 CFR 382.121, which relieves drivers who admit alcohol or drug misuse from the federal requirements for referral, evaluation, and treatment contained in 49 CFR 40.281-40.313. If the district chooses to establish such a program, it is mandated to adopt a written policy containing the provisions specified in items #1-3 below. Pursuant to 49 CFR 382.121, the district's program may also include employee monitoring and non-DOT follow-up testing. If the district chooses to incorporate these elements, it should add them to this list.\*\*\**

*Whenever a driver admits to alcohol or drug misuse under the district's voluntary self-identification program, the Superintendent or designee shall ensure all of the following: (49 CFR 382.121)*

- 1. No adverse action shall be taken against the driver by the district.*
- 2. The driver shall be allowed sufficient opportunity to seek evaluation, education, or treatment to establish control over his/her drug or alcohol problem.*
- 3. The driver shall be permitted to participate in safety-sensitive functions only after:*
  - a. Successfully completing an education or treatment program, as determined by a drug and alcohol abuse evaluation expert, such as an employee assistance professional, substance abuse professional, or qualified drug and alcohol counselor*
  - b. Undergoing a return-to-duty test with a result indicating an alcohol concentration of less than 0.02 and/or a verified negative result for drug use*

*A driver who admits to alcohol or drug misuse shall not be subject to federal requirements related to referral, evaluation, and treatment, provided that he/she does not self-identify in order to avoid drug or*

*alcohol testing, makes the admission prior to performing a safety-sensitive function, and does not perform a safety-sensitive function until he/she has been evaluated and has successfully completed education or treatment requirements in accordance with program guidelines. (49 CFR 382.121)*

*Legal Reference:*

*EDUCATION CODE*

*35160 Authority of governing boards*

*GOVERNMENT CODE*

*8355 Drug-free workplace; employee notification*

*VEHICLE CODE*

*13376 Driver certificates; revocation or suspension*

*34500-34520.5 Safety regulations*

*CODE OF REGULATIONS, TITLE 13*

*1200-1293 Motor carrier safety, especially:*

*1213.1 Placing drivers out-of-service*

*UNITED STATES CODE, TITLE 41*

*8101-8106 Drug-Free Workplace Act*

*UNITED STATES CODE, TITLE 49*

*31306 Alcohol and drug testing*

*CODE OF FEDERAL REGULATIONS, TITLE 21*

*1308.11-1308.15 Controlled substances*

*CODE OF FEDERAL REGULATIONS, TITLE 49*

*40.1-40.413 Procedures for transportation workplace drug and alcohol testing programs*

*382.101-382.605 Drug and alcohol use and testing; especially:*

*382.205 On-duty use*

*382.207 Pre-duty use*

*382.209 Use following an accident*

*Management Resources:*

*CALIFORNIA HIGHWAY PATROL PUBLICATIONS*

*Controlled Substances and Alcohol Testing Compliance Checklist, 2007*

*What is CSAT? Controlled Substances and Alcohol Testing, 2005*

*WEB SITES*

*California Highway Patrol: <http://www.chp.ca.gov>*

*Federal Motor Carrier Safety Administration: <http://www.fmcsa.dot.gov>*

*U.S. Department of Transportation, Office of Drug and Alcohol Policy and Compliance:*

*<http://www.dot.gov/ost/dapc>*

*(2/96 3/06) 8/13*

**Personnel**

**Drug and Alcohol Testing For School Bus Drivers**

The Governing Board desires to ensure that district-provided transportation is safe for students, staff, and the public. To that end, the Superintendent or designee shall establish a drug and alcohol testing program for all district drivers and other employees who hold a commercial driver's license which is necessary to perform duties related to their employment with the district. This program shall be designed to fulfill the requirements of state and federal law.

The district's testing program shall include pre-employment drug testing and reasonable suspicion, random, post-accident, return-to-duty, and follow-up drug and alcohol testing of drivers. (49 USC 31306)

The Superintendent or designee shall contract for testing services and shall ensure that testing contractors and procedures are certified by the U.S. Department of Health and Human Services to conduct drug specimen analysis and to conform to the requirements of federal law.

No driver may operate a district vehicle when his/her blood alcohol content is found to be .01 percent or greater. A driver shall not consume alcohol while on duty or for four hours prior to on-duty time and up to eight hours following an accident or until he/she undergoes a post-accident test, whichever occurs first. A driver shall not report for duty or remain on duty that requires performing safety-sensitive functions when the driver uses a controlled substance, unless so instructed by a physician. (49 CFR 382.205, 382.207, 382.209; Vehicle Code 34520.3; 13 CCR 1213.1)

Any driver who tests positive for alcohol or drugs or who refuses to submit to a test shall be removed from safety-sensitive functions and may be subject to disciplinary action up to and including dismissal in accordance with law, administrative regulations, and the district's collective bargaining agreement.

The Superintendent or designee shall ensure that each driver receives an explanation of the federal regulations and the district's policy and procedure in accordance with law. In addition, each driver shall sign a statement certifying that he/she has received a copy of the above materials. Representatives of employee organizations shall be notified of the availability of this information. (49 CFR 382.601)

**Legal Reference:**

**EDUCATION CODE**

35160 Authority of governing boards

**VEHICLE CODE**

34500-34520.5 Safety regulations

**CODE OF REGULATIONS, TITLE 13**

1200-1293 Motor carrier safety, especially:

1213.1 Placing drivers out-of-service

**UNITED STATES CODE, TITLE 49**

31306 Alcohol and controlled substances testing

41501-41507 Transportation Employee Testing Act

**CODE OF FEDERAL REGULATIONS, TITLE 49**

40.1-40.413 Part 40, Procedures for transportation workplace drug and alcohol testing programs

382.101-382.605 Controlled substance and alcohol use and testing; especially:

382.205 On-duty use

382.207 Pre-duty use

382.209 Use following an accident



***Drug and Alcohol Testing for School Bus Drivers***

*\*\*\*Note: The following administrative regulation reflects state and federal requirements (Vehicle Code 34520; 49 CFR 40.1-40.413, 382.101-382.605) for drug and alcohol testing of school bus drivers, including pre-employment, post-accident, random, reasonable suspicion, return-to-duty, and follow-up testing. Pursuant to 49 CFR 40.27, the district must not require a driver to sign a consent, release, waiver of liability, or indemnification agreement with respect to any part of the drug or alcohol testing process.\*\*\**

***Definitions***

*For purposes of drug testing required by the U.S. Department of Transportation (DOT), drugs included in the tests are marijuana, cocaine, amphetamines, phencyclidine (PCP), and opiates. (49 CFR 40.3, 40.85, 382.107)*

*Alcohol concentration or level means the alcohol in a volume of breath expressed in terms of grams of alcohol per 210 liters of breath. For purposes of the DOT alcohol testing program, an alcohol level between 0.02 and 0.04 requires removal of the bus driver for a 24-hour period following the test. An alcohol level of 0.04 or higher requires immediate removal of the driver from performing safety-sensitive functions until the driver has successfully completed the return-to-duty process. (49 CFR 382.107, 382.201, 382.505)*

*Safety-sensitive function means all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work. Safety-sensitive functions include, but are not limited to, all time driving or otherwise in the bus; waiting at a district facility to be dispatched; inspecting, servicing, or conditioning the bus or bus equipment; loading or unloading the bus; supervising or assisting in the loading or unloading of the bus; and repairing, obtaining assistance, or remaining in attendance upon a disabled bus. (49 CFR 382.107)*

*(cf. 3540 - Transportation)  
(cf. 3542 - School Bus Drivers)  
(cf. 3543 - Transportation Safety and Emergencies)  
(cf. 4020 - Drug and Alcohol-Free Workplace)*

***Designated Employer Representative***

*\*\*\*Note: 49 CFR 40.35 and 40.215 require the district to identify a "designated employer representative" to perform the duties specified in 49 CFR 40.3. The following paragraph may be revised to reflect the title of the employee so designated.\*\*\**

*The Superintendent or designee shall identify a designated employer representative and shall provide his/her name and telephone number to the testing contractor to contact about any problems or issues that may arise during the testing process. (49 CFR 40.35, 40.215)*



*The designated employer representative shall be responsible for receiving test results and other communications, taking immediate action(s) to remove drivers from safety-sensitive functions, and making other required decisions in the testing and evaluation processes. (49 CFR 40.3)*

#### *Pre-employment Testing*

*When hiring a new driver, the Superintendent or designee shall, with the driver's written consent, request the driver's past drug and alcohol testing record, as specified in 49 CFR 40.25, from any employer who has employed the driver at any time during the previous two years. In addition, the Superintendent or designee shall ask the driver if he/she tested positive, or refused to test, on any pre-employment drug or alcohol test that was administered during the past two years in the course of applying for another safety-sensitive transportation position that he/she did not obtain. The driver shall not be permitted to perform safety-sensitive functions if he/she refuses to provide consent to obtain the information from previous employers, the information from previous employers is not received within 30 days of the date on which the driver first performed safety-sensitive functions for the district, or the driver or a previous employer reports a violation of a drug or alcohol regulation without subsequent completion of the return-to-duty process. (49 CFR 40.25, 382.413)*

*Upon making a contingent offer of employment to a driver and prior to the first time the driver performs safety-sensitive functions for the district, the Superintendent or designee shall require the driver to undergo testing for drugs and to receive a verified negative test result. This testing requirement may be waived if all of the following conditions exist: (49 CFR 382.301)*

- 1. The driver has participated in a qualified drug testing program within the previous 30 days.*
- 2. While participating in the program, the driver either was tested within the past six months or participated in a random drug testing program for the previous 12 months.*
- 3. The Superintendent or designee has contacted the testing program(s) in which the driver has participated and has obtained information about the program and the driver's participation as specified in 49 CFR 382.301.*
- 4. No prior employer of the driver of whom the district has knowledge has records of the driver's violation of federal drug testing regulations within the previous six months.*

*\*\*\*Note: The following optional paragraph is for use by districts that choose to conduct pre-employment alcohol testing; see the accompanying Board policy. Pursuant to 49 CFR 382.301, pre-employment alcohol testing is not required but, if the district chooses to conduct such testing, it must comply with the following requirements. \*\*\**

*In addition, the Superintendent or designee shall require the driver to undergo pre-employment alcohol testing in accordance with the procedures in 49 CFR 40.1-40.605 and to receive a test result indicating an alcohol concentration level of less than 0.04. (49 CFR 382.301)*

#### *Post-Accident Testing*



*As soon as practicable following an accident involving a school bus or student activity bus, the Superintendent or designee shall ensure that the driver involved is tested for alcohol and/or drugs under either of the following conditions: (49 CFR 382.303)*

- 1. The accident involved loss of human life.*
- 2. The driver receives a citation for a moving violation and the accident involved bodily injury to a person who required immediate medical treatment away from the scene of the accident and/or disabling damage to one or more vehicles requiring towing.*

*The Superintendent or designee shall attempt to administer a required alcohol test up to eight hours following the accident and/or a drug test up to 32 hours following the accident. The results of an alcohol or drug test conducted by federal, state, or local officials having independent authority for the test shall be considered to meet this requirement. If the alcohol test is not administered within two hours following the accident, or the test for drugs is not administered within 32 hours following the accident, the Superintendent or designee shall make a record stating the reasons the test was not promptly administered. (49 CFR 382.303)*

#### *Random Testing*

*\*\*\*Note: The district may revise the following paragraph to specify the method by which it will select drivers for random drug and alcohol testing. Pursuant to 49 CFR 382.305, the district must randomly select drivers for testing using a scientifically valid method such as a random number table or a computer-based random number generator that is matched with drivers' Social Security numbers, payroll identification numbers, or other comparable identifying numbers. Pursuant to 49 CFR 40.347, the district may contract with a third-party administrator or join a consortium of employers to operate the random selection process.\*\*\**

*The Superintendent or designee shall ensure that random, unannounced drug and alcohol tests of bus drivers are conducted on testing dates reasonably spread throughout the year. Such tests shall be conducted during, immediately before, or immediately after the performance of safety-sensitive functions. (49 CFR 382.305)*

*\*\*\*Note: The district must annually test at least 10 percent of district drivers for alcohol and at least 50 percent for drugs, in accordance with the calculations and procedures described in 49 CFR 382.305. The minimum required percentage is subject to change as determined necessary by the Federal Motor Carrier Safety Administration (FMCSA). Any such change will be published in the Federal Register and on the FMCSA's web site and will be effective starting January 1 following such publication.\*\*\**

*The Superintendent or designee shall ensure that the percentage of district drivers randomly tested for drugs and alcohol meets or exceeds the minimum annual percentage rates specified in 49 CFR 382.305 or subsequently published in the Federal Register.*

*Each driver selected for random testing shall have an equal chance of being tested each time selections are made. (49 CFR 382.305)*

*Each driver who is selected for testing shall proceed to the test site immediately or, if performing a safety-sensitive function other than driving a bus, then as soon as possible after ceasing that function. (49 CFR 382.305)*

#### *Reasonable Suspicion Testing*

*\*\*\*Note: The following section may be revised to reflect the position (e.g., driver's supervisor or other district employee) authorized and trained to make observations for reasonable suspicion drug or alcohol testing.\*\*\**

*A driver shall be required to submit to a drug or alcohol test whenever the Superintendent or designee has reasonable suspicion that the driver has violated the prohibitions against the use of drugs or alcohol. Such reasonable suspicion shall be based on specific, contemporaneous, articulable observations, conducted during, immediately before, or immediately after the performance of safety-sensitive functions, concerning the driver's appearance, behavior, speech, and/or body odors. Reasonable suspicion of drug use may also include indications of the chronic and withdrawal effects of drugs. (49 CFR 382.307)*

*The person who makes the required observations for reasonable suspicion testing for drugs or alcohol shall be trained in accordance with 49 CFR 382.603. The person who makes the determination that reasonable suspicion exists to conduct an alcohol test shall not be the same person who conducts the alcohol test. (49 CFR 382.307)*

*Within 24 hours of the observed behavior or before the results of the drug or alcohol test are released, whichever is earlier, the Superintendent or designee shall prepare and sign a written record of the observations leading to a reasonable suspicion test. (49 CFR 382.307)*

*An alcohol test required as a result of reasonable suspicion shall be administered within eight hours following the determination of reasonable suspicion. If the test is not administered within two hours, the Superintendent or designee shall prepare and maintain on file a record stating the reasons the test was not promptly administered. (49 CFR 382.307)*

*In the absence of a reasonable suspicion alcohol test, the district shall take no action against a driver based solely on the driver's behavior and appearance, except that the driver shall not be allowed to report for or remain on safety-sensitive functions until an alcohol test is administered and the results show a concentration less than 0.02 or 24 hours have elapsed following the determination of reasonable suspicion. (49 CFR 382.307)*

#### *Return-to-Duty Testing*

*\*\*\*Note: Pursuant to 49 CFR 40.305, the district may return a driver to safety-sensitive functions after he/she completes required education and treatment services as described in the accompanying Board policy and a return-to-duty drug or alcohol test. Such personnel decisions may be subject to collective bargaining or other legal requirements.\*\*\**

*The Superintendent or designee may permit a driver who has violated federal drug or alcohol regulations to return to safety-sensitive functions after the driver has successfully complied with*

*the education and treatment services prescribed by a substance abuse professional and has a taken a return-to-duty drug or alcohol test. The driver shall not resume performance of safety-sensitive functions unless the drug test shows a negative result and/or the alcohol test shows a concentration of less than 0.02. (49 CFR 40.305, 382.309)*

#### *Follow-Up Testing*

*\*\*\*Note: Pursuant to 49 CFR 40.307, after a driver successfully complies with education and treatment services, the substance abuse professional will prescribe a follow-up testing plan and will present that plan to the designated employer representative. The plan must direct that the driver be subject to at least six unannounced follow-up tests in the first 12 months following the driver's return to safety-sensitive functions. \*\*\**

*Upon receiving a written follow-up testing plan from a substance abuse professional, the Superintendent or designee shall determine the actual dates for follow-up testing consistent with those recommendations and shall ensure that such tests are unannounced and follow no discernable pattern as to their timing. No additional tests beyond those included in the plan shall be imposed by the district. (49 CFR 40.307-40.309, 382.111)*

#### *Notifications*

*\*\*\*Note: Pursuant to 49 CFR 382.601, the district is mandated to adopt policy and procedures pertaining to misuse of drugs and alcohol and to provide these materials to each driver. When conducting compliance inspections, the CHP reviews whether district policy or regulations contain all of items #1-11 below. \*\*\**

*The Superintendent or designee shall provide each driver with materials explaining the federal regulations and the district's policy and procedure related to drug and alcohol testing and shall notify representatives of employee organizations of the availability of this information. This information shall include a detailed discussion of at least the following: (49 CFR 382.303, 382.113, 382.601)*

- 1. The identity of the person designated by the district to answer driver questions about the materials*
- 2. The categories of drivers who are subject to drug and alcohol testing*
- 3. Sufficient information about the safety-sensitive functions performed by those drivers to make clear what period of the workday the driver is required to be in compliance*
- 4. Specific information concerning prohibited driver conduct*
- 5. The circumstances under which a driver will be tested for drugs and/or alcohol, including post-accident testing*
- 6. The procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of the test results, and*

*ensure that those results are attributed to the correct driver*

*7. The requirement that a driver submit to drug and alcohol tests*

*8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences*

*9. The consequences for drivers found to have violated the prohibitions against drug or alcohol use, including the circumstances under which drivers will be removed immediately from safety-sensitive functions and the requirements for education, treatment, and return-to-duty testing*

*10. The consequences for drivers found to have a blood alcohol concentration between 0.02 and 0.04*

*11. Information concerning the effects of drug and alcohol use on an individual's health, work, and personal life; signs and symptoms of a drug or alcohol problem (the driver's or a co-worker's); and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral to any employee assistance program, and/or referral to management*

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

*Each driver shall sign a statement certifying that he/she has received a copy of the above materials. The Superintendent or designee shall maintain the original of the signed certificate and may provide a copy of the certificate to the driver. (49 CFR 382.601)*

*In addition, prior to administering each alcohol or drug test, the driver shall be notified that the test is required pursuant to Title 49, Part 382, of the Code of Federal Regulations. (49 CFR 382.113)*

*The driver shall be notified of the results of drug and alcohol tests in accordance with 49 CFR 382.411.*

#### *Records*

*\*\*\*Note: 49 CFR 40.333 and 382.401 specify the records that must be retained by the district and how long each record must be retained (i.e., one year, two years, three years, five years, or indefinitely). Upon receiving a request from the FMCSA to inspect any such record, the district must make the record(s) available for inspection at the district office within two business days.\*\*\**

*The Superintendent or designee shall maintain records of the district's drug and alcohol testing program in accordance with 49 CFR 40.333 and 382.401. Such records shall be maintained in a secure location with controlled access and shall be disclosed only in accordance with 49 CFR 382.405.*

*(cf. 3580 - District Records) 8/13*

**Personnel**

**Drug and Alcohol Testing for School Bus Drivers**

The district's drug and alcohol testing program shall apply to all employees who operate a commercial motor vehicle. This includes casual, intermittent or occasional drivers as well as full-time, regularly employed drivers. (49 CFR 382.107)

The Superintendent or designee shall contract for collection and testing services and shall ensure that testing procedures and facilities used for the tests conform with the requirements of the Code of Federal Regulations, Title 49, Part 40.

Drivers shall inform their supervisors if at any time they are using a controlled substance which their physician has prescribed for therapeutic purposes. Drivers using such a substance may continue to perform safety-sensitive functions only if the physician has advised the driver that the substance will not adversely affect his/her ability to safely operate a commercial motor vehicle. (49 CFR 382.213)

**Pre-Employment Tests**

A pre-employment drug test shall be required of an applicant only after he/she has been offered the position.

Drug tests shall be conducted before the first time a driver performs any safety-sensitive function for the district. (49 CFR 382.301)

Safety-sensitive functions include all on-duty functions performed from the time a driver begins work or is required to be ready to work until he/she is relieved from work and all responsibility for performing work. It includes driving; waiting to be dispatched; inspecting and servicing equipment; supervising, performing or assisting in loading and unloading; repairing or obtaining and waiting for help with a disabled vehicle; performing driver requirements related to accidents; and performing any other work for the district or paid work for any other entity. (49 CFR 382.107, 395.2)

Exceptions may be made for drivers who have participated in the drug testing program required by law within the previous 30 days, provided that the district has been able to make all verifications required by law. (49 CFR 382.301)

Pre-employment testing shall also be required of employees returning to work after a layoff period if the employee was removed from the random testing pool. If the employee remains in the random testing pool, additional testing shall not be necessary. (49 CFR 382.301)

**Post-Accident Tests**

Alcohol and controlled substance tests shall be conducted as soon after an accident as practicable on any driver:

1. Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved loss of human life (49 CFR 382.303)
2. Who receives a citation under state or local law for a moving traffic violation arising from the accident (49 CFR 382.303)
3. Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved a serious medical injury
4. Whose performance cannot be excluded as a contributing factor based on information available at the time of the accident



Drivers shall make themselves readily available for testing, absent the need for immediate medical attention. (49 CFR 382.303)

No such driver shall use alcohol for eight hours after the accident, or until after he/she undergoes a post-accident alcohol test, whichever occurs first. (49 CFR 382.209)

If an alcohol test is not administered within two hours of the accident or if a drug test is not administered within 32 hours, the district shall prepare and maintain records explaining why the test was not conducted. Tests shall not be given if not administered within eight hours after the accident for alcohol or within 32 hours for drugs. (49 CFR 382.303)

Tests conducted by authorized federal, state or local officials shall fulfill post-accident testing requirements provided they conform to applicable legal requirements and are obtained by the district. Breath tests will validate only the alcohol test and cannot be used to fulfill controlled substance testing obligations. (49 CFR 382.303)

#### Random Tests

Alcohol and drug tests shall be conducted on a random basis at unannounced times throughout the year. The number of random alcohol and drug tests shall be at least equal to those required by federal regulations. Drivers shall be selected by a scientifically valid random process, and each driver shall have an equal chance of being tested each time selections are made. Tests for alcohol shall be conducted just before, during or just after the performance of safety-sensitive functions. (49 CFR 382.305)

Employees off work due to leaves, vacation and layoffs shall be informed that they remain subject to random testing. Employees drawn for such testing shall be notified and tested as soon as practicable after they return to duty.

#### Reasonable Suspicion Tests

An alcohol or drug test shall be conducted if a supervisor or district official trained in accordance with law has reasonable suspicion that a driver has violated the district's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech or body odors. The observations may include indications of the chronic and withdrawal effects of controlled substances. (49 CFR 382.307)

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before or just after the period of the work day when the driver must comply with alcohol prohibitions. An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to conduct such a test. If an alcohol test is not administered within two hours of a determination of reasonable suspicion, the district shall prepare and maintain a record explaining why this was not done. Attempts to conduct alcohol tests shall terminate after eight hours. (49 CFR 382.307)

A supervisor or district official who makes observations leading to a controlled substance reasonable suspicion test shall make a written record of his/her observations within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier. (49 CFR 382.307)

The Superintendent or designee shall ensure that an employee under reasonable suspicion is transported to the designated collection or testing site.

#### Enforcement

Any driver who refuses to submit to a post-accident, random or reasonable suspicion test, or to a follow-up test as described below, shall not perform or continue to perform safety-sensitive functions. (49 CFR 382.211) Therefore, any driver who so refuses shall be immediately suspended and subject to disciplinary action, up to and including dismissal.

requirements. Representatives of employee organizations shall be notified of the availability of this information. The information shall identify all of the following: (49 CFR 382.601)

1. The person designated by the district to answer drivers' questions about the materials
2. The categories of drivers who are subject to the Code of Federal Regulations, Title 49, Part 382
3. Sufficient information about the safety-sensitive functions performed by drivers to make clear what period of the work day the driver is required to comply with Part 382
4. Specific information concerning driver conduct that is prohibited by Part 382
5. The circumstances under which a driver will be tested for drugs and/or alcohol under Part 382
6. The procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results and ensure that test results are attributed to the correct driver
7. The requirement that a driver submit to drug and alcohol tests administered in accordance with Part 382
8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences
9. The consequences for drivers found to have violated the drug and alcohol prohibitions of Part 382, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation and treatment
10. The consequences for drivers found to have an alcohol concentration of .02 or greater but less than .04
11. The effects of drugs and alcohol on an individual's health, work and personal life; signs and symptoms of a drug or alcohol problem (the driver's or a coworker's); and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral to an employee assistance program and/or referral to management (49 CFR 382.601)
12. Other legal requirements, district policies and disciplinary consequences related to the use of alcohol and drugs.

Each driver shall sign a statement certifying that he/she has received a copy of the above materials. (49 CFR 382.601)

Before any driver operates a commercial motor vehicle, the district shall provide him/her with post-accident procedures that will make it possible to comply with post-accident testing requirements. (49 CFR 382.303)

Before drug and alcohol tests are performed pursuant to the 49 CFR 382, the district shall inform drivers that the tests are required by these regulations. (49 CFR 382.113)

The district shall notify a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of his/her employment application. (49 CFR 382.411)

The district shall notify a driver of the results of random, reasonable suspicion and post-accident drug tests if the test results are verified positive. The district shall also tell the driver which controlled substance(s) were verified as positive. (49 CFR 382.411)

A driver who is tested and found to have an alcohol concentration of .02 or greater but less than .04 may not perform or continue to perform safety-sensitive functions including driving a commercial motor vehicle until the start of the driver's next regularly scheduled duty period, but not less than 24 hours after the test was administered. (49 CFR 382.505)

A driver who tests positive for drugs or is found to have an alcohol concentration of .04 or greater shall be subject to disciplinary action up to and including dismissal.

A driver who violates district prohibitions related to drugs and alcohol shall receive from the district the names, addresses and telephone numbers of substance abuse professionals and counseling and treatment programs available to evaluate and resolve drug and alcohol-related problems. The employee shall be evaluated by a substance abuse professional who shall determine what help, if any, the driver needs in resolving such a problem. Any substance abuse professional who determines that a driver needs assistance shall not refer the driver to a private practice, person or organization in which he/she has a financial interest, except under circumstances allowed by law. (49 CFR 382.605)

An employee identified as needing help in resolving a drug or alcohol problem shall be evaluated by a substance abuse professional to determine that he/she has properly followed the prescribed rehabilitation program. (49 CFR 382.605)

#### Return-to-Duty Tests

If a driver who has violated the district's drug or alcohol prohibition is returned to performing safety-sensitive duties, a drug or alcohol test shall be conducted. (49 CFR 382.309)

Employees whose conduct involved drugs shall not return to duty in a safety-sensitive function until the return-to-duty drug test produces a verified negative result. Employees whose conduct involved alcohol shall not return to duty in a safety-sensitive function until the return-to-duty alcohol test indicates an alcohol concentration of less than .02. (49 CFR 382.605)

#### Follow-up Tests

A driver who violates the district's drug or alcohol prohibition and is subsequently identified by a substance abuse professional as needing assistance in resolving a drug or alcohol problem shall be subject to unannounced follow-up testing as directed by the substance abuse professional in accordance with law. Follow-up alcohol testing shall be conducted just before, during or just after the time when the driver is performing safety-sensitive functions. (49 CFR 382.311)

Follow-up testing shall consist of at least six tests in the first 12 months following the driver's return to duty. The substance abuse professional may terminate the follow-up testing at any time after the first six tests if he/she determines that testing is no longer needed. Testing shall not occur beyond 60 months from the date of the driver's return to duty. (49 CFR 382.605)

#### Maintenance of Records

Employee drug and alcohol test results and records shall be maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver shall receive copies of any records pertaining to his/her use of drugs or alcohol, including any records pertaining to his/her drug or alcohol tests. Records shall be made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver. (49 CFR 382.405)

#### Notifications

Each driver shall receive educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the district's policy and regulations for meeting these



requirements. Representatives of employee organizations shall be notified of the availability of this information. The information shall identify all of the following: (49 CFR 382.601)

1. The person designated by the district to answer drivers' questions about the materials
2. The categories of drivers who are subject to the Code of Federal Regulations, Title 49, Part 382
3. Sufficient information about the safety-sensitive functions performed by drivers to make clear what period of the work day the driver is required to comply with Part 382
4. Specific information concerning driver conduct that is prohibited by Part 382
5. The circumstances under which a driver will be tested for drugs and/or alcohol under Part 382
6. The procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results and ensure that test results are attributed to the correct driver
7. The requirement that a driver submit to drug and alcohol tests administered in accordance with Part 382
8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences
9. The consequences for drivers found to have violated the drug and alcohol prohibitions of Part 382, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation and treatment
10. The consequences for drivers found to have an alcohol concentration of .02 or greater but less than .04
11. The effects of drugs and alcohol on an individual's health, work and personal life; signs and symptoms of a drug or alcohol problem (the driver's or a coworker's); and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral to an employee assistance program and/or referral to management (49 CFR 382.601)
12. Other legal requirements, district policies and disciplinary consequences related to the use of alcohol and drugs.

Each driver shall sign a statement certifying that he/she has received a copy of the above materials. (49 CFR 382.601)

Before any driver operates a commercial motor vehicle, the district shall provide him/her with post-accident procedures that will make it possible to comply with post-accident testing requirements. (49 CFR 382.303)

Before drug and alcohol tests are performed pursuant to the 49 CFR 382, the district shall inform drivers that the tests are required by these regulations. (49 CFR 382.113)

The district shall notify a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of his/her employment application. (49 CFR 382.411)

The district shall notify a driver of the results of random, reasonable suspicion and post-accident drug tests if the test results are verified positive. The district shall also tell the driver which controlled substance(s) were verified as positive. (49 CFR 382.411)









**Bids**

*The District has adopted the Uniform Public Construction Cost Accounting Act (Public Contract Code 22000) and therefore shall utilize informal bidding procedures for contracts involving an expenditure between \$45,000 to \$175,000 for a public project, and will utilize formal bidding procedures for a public project involving an expenditure of \$175,000 or more "Public project" includes construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, and repair work involving a District owned, leased, or operated facility.*

*The amount by which contracts other than those for public projects shall be competitively bid shall escalate automatically based upon the annual adjustment by the Superintendent of Public Instruction.*

*Competitive bids shall be sought through advertisement for contracts exceeding ~~\$87,800~~ \$88,300 (technical revision) for the following: (PCC 20111)*

- 1) The purchase, rent, or lease of equipment, material, or supplies*
- 2) Services excluding construction services, professional services or advice, and insurance services*
- 3) Repairs, including maintenance that is not a public project*

*"Maintenance work" 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. This definition does not include, among other types of work, janitorial or custodial services and protection provided by security forces, nor does it include painting, repainting, or decorating other than touchup. (PCC 20115)*

*Unless otherwise authorized by law, contracts shall be let to the lowest responsible bidder who shall give such security as the Governing Board requires, or else all bids shall be rejected. (PCC 20111, 20112)*

*When letting a contract for the procurement and/or maintenance of electronic data processing systems and supporting software, the Board may contract with any one of the three lowest responsible bidders. (PCC 20118.1)*

*The Board shall secure bids for any transportation service expenditure of more than \$10,000 when contemplating that such a contract may be made with a person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of students who are to be transported. The Board may let this contract to other than the lowest bidder. (Ed Code 39802)*

*No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading the legal requirements of Public Contract Code 20110-20116 for contracting after competitive bidding. (PCC 20116)*

**Instructions and Procedures for Bids:**

*In order to facilitate the informal bidding process, the District shall maintain a list of qualified contractors. The list of contractors is established each November, by mailing a notice to the North Coast and Humboldt Builder's Exchange trade journals inviting all licensed contractors to submit certain information to the District for inclusion on the list. This information includes the following:*

- 1) The name and address to which a notice or proposal should be mailed or emailed;*
- 2) A telephone number at which they can be reached;*
- 3) The type of work in which the contractor is interested and for which they are currently licensed; and*
- 4) The class of license(s) they currently possess.*



*In addition, the District may include any contractor it desires and must include any contractor who requests to be added to the list during the year, so long as the contractor provides the required information.*

*In order to request bids utilizing the **informal** process, the Superintendent or designee shall call for bids by contacting qualified contractors engaged in the appropriate trades two weeks prior to the bid date. The bid request may also be advertised at the option of the Superintendent or designee.*

*In order to request bids utilizing the **formal** process, The Superintendent or designee shall call for bids by advertising in a local newspaper at least once a week for two weeks. The notice shall state the work to be done or materials or supplies to be furnished and the time and place where bids will be opened. The Superintendent shall also provide the North Coast and Humboldt Builder's Exchange trade journals with the Notice Inviting Formal Bids for the Large Contract at least fifteen (15) calendar days before the date of opening the bids. (PCC 22037) The informal or formal notice shall contain the time, date and location of any mandatory pre-bid conference, site visit or meeting. The notice shall also detail when and where project documents, including final plan and specifications, are available. Any such mandatory visit or meeting shall not occur within a minimum of five calendar days of the publication of the initial notice. (PCC 6610)*

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

- 1) All bidders, including bidders for printing contracts, shall specify the minimum, if not exact, percentage of recycled product in the products offered, and both the postconsumer and secondary waste content. (PCC 12169, 12213)*
- 2) All bids for construction work shall be presented under sealed cover and shall be accompanied by one of the following forms of bidder's security: (PCC 20107, 20111)*
  - a) Cash*
  - b) A cashier's check made payable to the district*
  - c) A certified check made payable to the District*
  - d) 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, in no event any later than 60 days after the bid is awarded. (PCC 20111)*

- 3) Under no condition shall bids be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (PCC 20112)*
- 4) When two or more identical bids are received, the Board may determine by lot which bid shall be accepted (PCC 20117)*
- 5) 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, depending on the availability of funds, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #a, below, will be used: (PCC 20103.8)*
  - a. The lowest bid shall be the lowest bid price 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 taken in order from a specifically identified list of those items, depending on available funds as identified in the solicitation.*
  - d. The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders from being revealed to the public entity before the ranking of all bidders from lowest to highest has been determined.*

- 6) Any subsequent change or alteration of a contract shall be governed by the provisions of Public Contract Code 20118.4.
- 7) After being opened, all advertised bids shall be made available for review by all interested parties. (Gov Code 6252)

Bids Not Required: Upon a case-by-case determination that it is in the best interests of the District and to the extent permitted by law, the Board may authorize the purchase, lease, or contract for equipment and supplies through a public corporation or agency without advertised bids. (PCC 20118) For projects between \$1000 and \$44,999, the District will attempt to secure 3 quotes for the project and choose the quote that best fits the needs of the District. For projects under \$1000, the District may contact a trusted and proven contractor to complete the job.

Supplementary textbooks, library books, periodicals, educational films, audiovisual materials, test materials, workbooks, and instructional computer software packages may be purchased without taking estimates or advertising for bids. (PCC 20118.3)

Perishable commodities such as foodstuffs may be purchased through bid or on the open market, depending on District preference (EC 39873)

In an emergency when repairs, alterations, work, or improvement is necessary for the continuance of existing school classes or to avoid danger to life or property, the Board, by unanimous vote and with the approval of the County Superintendent of Schools, may contract for labor and materials or supplies without advertising for or inviting bids. (PCC 20113)

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

Whenever the total number of hours on the job does not exceed 350 hours, day labor may be used to erect new buildings and for the following purposes: (PCC 20114)

- 1) School building repairs, alterations, additions
- 2) Painting, repainting, or decorating of school buildings
- 3) Repair or building of apparatus or equipment
- 4) Improvements on school grounds
- 5) Maintenance work as defined above

Sole Sourcing: Specifications for contracts for construction, alteration, or repair of school facilities may not limit bidding to any one product or supplier. Specifications designating a particular brand name shall list at least two brands of comparable quality and follow the description with the words "or equal." (PCC 3400)

Specifications for contracts may designate a product by brand or trade name (sole sourcing) when one or more of the following conditions apply: (PCC 3400)

- 1) The product is designated to match others in use on a particular public improvement that has been completed or is in the course of completion.
- 2) One product has a unique application required to be used in the public interest.
- 3) Only one brand name is known, or
- 4) Upon resolution of the Board, the Board makes a finding that the item sought is the subject of a field test to determine its suitability for future use.

Prequalification Procedure: For any contract for which bids are legally required, the Board may require that each prospective bidder complete and submit a standardized questionnaire and financial statement. For this purpose, the Superintendent or designee shall supply a form which requires a complete statement of the bidder's financial ability and experience in performing public works. Prospective bidders shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids. The information shall be verified as prescribed by law, and

*bidders must be deemed prequalified by the District at least one day before the fixed bid-opening date. The questionnaires and financial statement shall not be public records and shall not be open to public inspection. (PCC 20111.5)*

*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. Bidders must be deemed prequalified by the district at least one day before the fixed bid-opening date. (PCC 20111.5) The Superintendent or designee shall furnish each qualified bidder with a standardized proposal form. Bids not presented on the standard form shall be disregarded. (PCC 20111.5)*

*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. (PCC 20111.5)*

#### *Protests by Bidders*

*A bidder may protest a bid award if he/she believes that the award was inconsistent with Board policy or the bid's specifications or was not in compliance with law.*

*A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to timely file a protest 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 days. The Superintendent or designee also may 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 reasonable notice to the bidder of the time for Board consideration of the contract award. The Board's decision shall be final.*



# *The* FISCAL REPORT *an informational update*

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No. 1

## **Bid Limit Increase Effective January 1, 2017**

In accordance with requirements of Public Contract Code Section (PCC) 20111(a), the Superintendent of Public Instruction adjusted the bid limit that governs competitive bid contracts. The bid limit was increased by 0.626% to \$88,300; effective January 1, 2017. This higher bid limit only applies to (1) the purchase of equipment, materials, and supplies; (2) services, except construction services; and (3) repairs, including maintenance as defined in PCC 20115, that are not public projects as defined in PCC 22002(c). The \$15,000 threshold for construction contracts under PCC 20111(b) remains unchanged.

Pursuant to PCC 20111(d), the bid amount is increased to reflect the percentage change in the annual average value of the Implicit Price Deflator. This was not always the case, however, as the bid limit was originally set at a fixed amount and only later increased, and more importantly, indexed to inflation.

A copy of the California Department of Education's correspondence regarding this matter can be found by clicking [here](#).

—*Brianna García*

posted 01/03/2017



## **Bids**

The District has adopted the Uniform Public Construction Cost Accounting Act (Public Contract Code 22000) and therefore shall utilize informal bidding procedures for contracts involving an expenditure between \$45,000 to \$175,000 for a public project, and will utilize formal bidding procedures for a public project involving an expenditure of \$175,000 or more "Public project" includes construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, and repair work involving a District owned, leased, or operated facility.

The amount by which contracts other than those for public projects shall be competitively bid shall escalate automatically based upon the annual adjustment by the Superintendent of Public Instruction.

Competitive bids shall be sought through advertisement for contracts exceeding ~~\$72,400~~ \$88,300 (technical revision) for the following: (PCC 20111)

- 1) The purchase, rent, or lease of equipment, material, or supplies
- 2) Services excluding construction services, professional services or advice, and insurance services
- 3) Repairs, including maintenance that is not a public project

"Maintenance work" 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. This definition does not include, among other types of work, janitorial or custodial services and protection provided by security forces, nor does it include painting, repainting, or decorating other than touchup. (PCC 20115)

Unless otherwise authorized by law, contracts shall be let to the lowest responsible bidder who shall give such security as the Governing Board requires, or else all bids shall be rejected. (PCC 20111, 20112)

When letting a contract for the procurement and/or maintenance of electronic data processing systems and supporting software, the Board may contract with any one of the three lowest responsible bidders. (PCC 20118.1)

The Board shall secure bids for any transportation service expenditure of more than \$10,000 when contemplating that such a contract may be made with a person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of students who are to be transported. The Board may let this contract to other than the lowest bidder. (Ed Code 39802)

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading the legal requirements of Public Contract Code 20110-20116 for contracting after competitive bidding. (PCC 20116)

## **Instructions and Procedures for Bids:**

In order to facilitate the informal bidding process, the District shall maintain a list of qualified contractors. The list of contractors is established each November, by mailing a notice to the North Coast and Humboldt Builder's Exchange trade journals inviting all licensed contractors to submit certain information to the District for inclusion on the list. This information includes the following:

- 1) The name and address to which a notice or proposal should be mailed or emailed;
- 2) A telephone number at which they can be reached;
- 3) The type of work in which the contractor is interested and for which they are currently licensed; and
- 4) The class of license(s) they currently possess.

In addition, the District may include any contractor it desires and must include any contractor who requests to be added to the list during the year, so long as the contractor provides the required information.

In order to request bids utilizing the **informal** process, the Superintendent or designee shall call for bids by contacting qualified contractors engaged in the appropriate trades two weeks prior to the bid date. The bid request may also be advertised at the option of the Superintendent or designee.

In order to request bids utilizing the **formal** process, The Superintendent or designee shall call for bids by advertising in a local newspaper at least once a week for two weeks. The notice shall state the work to be done or materials or supplies to be furnished and the time and place where bids will be opened. The Superintendent shall also provide the North Coast and Humboldt Builder's Exchange trade journals with the Notice Inviting Formal Bids for the Large Contract at least fifteen (15) calendar days before the date of opening the bids. (PCC 22037) The informal or formal notice shall contain the time, date and location of any mandatory pre-bid conference, site visit or meeting. The notice shall also detail when and where project documents, including final plan and specifications, are available. Any such mandatory visit or meeting shall not occur within a minimum of five calendar days of the publication of the initial notice. (PCC 6610)

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

- 1) All bidders, including bidders for printing contracts, shall specify the minimum, if not exact, percentage of recycled product in the products offered, and both the postconsumer and secondary waste content. (PCC 12169, 12213)
- 2) All bids for construction work shall be presented under sealed cover and shall be accompanied by one of the following forms of bidder's security: (PCC 20107, 20111)
  - a) Cash
  - b) A cashier's check made payable to the district
  - c) A certified check made payable to the District
  - d) 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, in no event any later than 60 days after the bid is awarded. (PCC 20111)

- 3) Under no condition shall bids be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (PCC 20112)
- 4) When two or more identical bids are received, the Board may determine by lot which bid shall be accepted (PCC 20117)
- 5). 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, depending on the availability of funds, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #a, below, will be used: (PCC 20103.8)
  - a. The lowest bid shall be the lowest bid price 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 the lowest total of the bid prices on the base contract and those additive or deductive items taken in order from a specifically identified list of those items, depending on available funds as identified in the solicitation.
  - d. The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders from being revealed to the public entity before the ranking of all bidders from lowest to highest has been determined.

- 6) Any subsequent change or alteration of a contract shall be governed by the provisions of Public Contract Code 20118.4.
- 7) After being opened, all advertised bids shall be made available for review by all interested parties. (Gov Code 6252)

**Bids Not Required:** Upon a case-by-case determination that it is in the best interests of the District and to the extent permitted by law, the Board may authorize the purchase, lease, or contract for equipment and supplies through a public corporation or agency without advertised bids. (PCC 20118) For projects between \$1000 and \$44,999, the District will attempt to secure 3 quotes for the project and choose the quote that best fits the needs of the District. For projects under \$1000, the District may contact a trusted and proven contractor to complete the job.

Supplementary textbooks, library books, periodicals, educational films, audiovisual materials, test materials, workbooks, and instructional computer software packages may be purchased without taking estimates or advertising for bids. (PCC 20118.3)

Perishable commodities such as foodstuffs may be purchased through bid or on the open market, depending on District preference (EC 39873)

In an emergency when repairs, alterations, work, or improvement is necessary for the continuance of existing school classes or to avoid danger to life or property, the Board, by unanimous vote and with the approval of the County Superintendent of Schools, may contract for labor and materials or supplies without advertising for or inviting bids. (PCC 20113)

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

Whenever the total number of hours on the job does not exceed 350 hours, day labor may be used to erect new buildings and for the following purposes: (PCC 20114)

- 1) School building repairs, alterations, additions
- 2) Painting, repainting, or decorating of school buildings
- 3) Repair or building of apparatus or equipment
- 4) Improvements on school grounds
- 5) Maintenance work as defined above

**Sole Sourcing:** Specifications for contracts for construction, alteration, or repair of school facilities may not limit bidding to any one product or supplier. Specifications designating a particular brand name shall list at least two brands of comparable quality and follow the description with the words "or equal." (PCC 3400)

Specifications for contracts may designate a product by brand or trade name (sole sourcing) when one or more of the following conditions apply: (PCC 3400)

- 1) The product is designated to match others in use on a particular public improvement that has been completed or is in the course of completion.
- 2) One product has a unique application required to be used in the public interest.
- 3) Only one brand name is known, or
- 4) Upon resolution of the Board, the Board makes a finding that the item sought is the subject of a field test to determine its suitability for future use.

**Prequalification Procedure:** For any contract for which bids are legally required, the Board may require that each prospective bidder complete and submit a standardized questionnaire and financial statement. For this purpose, the Superintendent or designee shall supply a form which requires a complete statement of the bidder's financial ability and experience in performing public works. Prospective bidders shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids. The information shall be verified as prescribed by law, and bidders must

be deemed prequalified by the District at least one day before the fixed bid-opening date. The questionnaires and financial statement shall not be public records and shall not be open to public inspection. (PCC 20111.5)

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. Bidders must be deemed prequalified by the district at least one day before the fixed bid-opening date. (PCC 20111.5) The Superintendent or designee shall furnish each qualified bidder with a standardized proposal form. Bids not presented on the standard form shall be disregarded. (PCC 20111.5)

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. (PCC 20111.5)

#### Protests by Bidders

A bidder may protest a bid award if he/she believes that the award was inconsistent with Board policy or the bid's specifications or was not in compliance with law.

A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to timely file a protest 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 days. The Superintendent or designee also may 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 reasonable notice to the bidder of the time for Board consideration of the contract award. The Board's decision shall be final.