



California Department of Education Federal Program Monitoring 2017-18 Notification of Findings

October 20, 2017

This is the official Notification of Findings (NOF) report of the review visit conducted by the California Department of Education (CDE). Because the methodology of the review involves sampling, it is not an assessment of all legal requirements. Nevertheless, the local educational agency (LEA) is responsible for operating its federal categorical programs in compliance with all applicable laws and regulations.

Local Educational Agency: Woodland Joint Unified (57727100000000)

Review Date(s): 10/16/2017 - 10/20/2017

Regional Team Leader(s): Beth Anselmi, 916-319-0321

FPM Coordinator(s): Brenda Corona, 530-406-3247
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Program Reviewed	Program Reviewer	Total Findings
Adult Education (AE)	David Stang	2
Compensatory Education (CE)	Jacqueline Matranga	8
Career Technical Education (CTE)	Charlene Cowan	3
Early Education and Support (EES)	Alice Trathen	2
English Learner (EL)	Stephanie Woo	4
Uniform Complaint Procedures (UCP)	Sally Lewis, Raquel Castellon	2

The LEA is required to resolve each Federal Program Monitoring (FPM) finding within 45 calendar days which ends on 12/04/2017. Corrective actions made to resolve findings must be implemented at all sites in the LEA and the new procedures must be used in the future.

When a FPM finding cannot be resolved within this 45 calendar day period, the LEA submits a resolution agreement request using the "Resolution Agreement" process via CMT. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.

NOTE: Copies of this report were distributed to the Agency. This is a public report and must be made available upon request. (California Public Records Act, Government Code section 6250)

Sites Reviewed	Programs Reviewed
Dingle Elementary (57727106056469)	CE, EL, EES
Gibson School Age CDC (7271)	EES
Pioneer High (57727100101162)	CTE
Ramon S. Tafoya Elementary (57727106116677)	CE, EL, UCP



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Sites Reviewed	Programs Reviewed
Woodland Adult Education (57727105738703)	AE
Woodland Prairie Elementary (57727106107163)	CE, EL, EES
Woodland Senior High (57727105738802)	CTE

Monitoring Results by Program

Adult Education

1. AE 03: Financial Accountability

Funds made available for adult education and literacy activities shall supplement and not supplant other state or local public funds expended for adult education and literacy services. In addition, each employee paid in part with WIOA, Title II; AEFLA and in part with another funding source must complete a Personnel Activity Report (PAR) each pay period.

A review of the most recent time accounting principles for employees paid from multiple cost objectives on the Title II; AEFLA program found that the LEA did not maintain time accounting records in accordance with federal requirements. Although samples of hourly time sheets were uploaded, they did not reflect clearly defined cost objectives, and the hours could not be directly attributed to defined objective activities.

In order to ensure the LEA is properly maintaining time accounting records, The LEA must update its time accounting policies and practices, and train management and staff on the appropriate procedures to ensure compliance with federal requirements.

2. AE 05: Staff Qualifications and Professional Development

The local educational agency's (LEA) activities must be delivered by well-trained instructors, counselors, and administrators who meet minimum qualifications established by the state, where applicable, and who have access to high quality professional development, including through electronic means (29 U.S.C. 3321[9]). This requirement may be met by complying with the requirements set forth in EC sections 44258 and 44865.

The preliminary or clear Designated Subjects Adult Education Teaching Credential authorizes the holder to teach the subjects named on the credential in courses organized primarily for adults. A review of the most recent credentials of staff and administrators revealed instructors with designated (adult) credentials inappropriately assigned to teach courses they are not credentialed to teach.

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In order to meet minimum compliance, the LEA must name as the teacher of record for each course a properly credentialed instructor, and develop a process to ensure all teachers are well-trained with the appropriate credential.

Compensatory Education

1. CE 02: School Parental Involvement Policy

With approval from the local governing board, each Title I, Part A school must jointly develop with, and distribute to parents, a unique school-level parental involvement policy that contains all elements CE 2.2 (a)-(f), CE 2.4 (a)-(f), and CE 2.5 and a school-parent compact that includes all elements CE 2.3 (a)-(c).

During the review of the school-level parental involvement policy and school-parent compact from Dingle Elementary School, evidence was not provided to show the school-level parental involvement policy was jointly developed with parents and both documents have been annually distributed to parents of Title I, Part A students.

During the review of the school-level parental involvement policy and school-parent compact from Tafoya Elementary School, it was determined that the school-level parental involvement policy did not contain all required elements and was missing elements CE 2.2 (c), CE 2.4 (d), (f), and CE 2.5 and the school-parent compact is missing element (a); nor was evidence provided to show the school-level parental involvement policy and school-parent compact have been annually distributed to parents of Title I, Part A students.

During the review of the school-level parental involvement policy and school-parent compact from Woodland Prairie Elementary School, it was determined that the school-level parental involvement policy did not contain all required elements and was missing elements CE 2.2 (c), and CE 2.5.

WJUSD must upload evidence from Dingle Elementary School, such as meeting minutes and sign-in sheets, to show the updated school-level parental involvement policy was jointly developed with parents; and evidence to show the school-level parental involvement policy and school-parent compact have been annually distributed to parents of Title I, Part A students.

WJUSD must upload a revised school-level parental involvement policy from Tafoya Elementary School that includes all required elements of CE 2.2 (a)-(f), CE 2.3 (a) - (c), CE 2.4 (a)-(f), and CE 2.5 and the school-parent compact includes all elements CE 2.3 (a) - (c). In addition, WJUSD must upload evidence from Tafoya Elementary, such as meeting minutes and sign-in sheets, to show the policy and compact were jointly developed with parents; and evidence to show the policy and compact have been annually distributed to parents of Title I, Part A students.

WJUSD must upload evidence to show the school-level parent involvement policy at Woodland

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Prairie Elementary School includes all required elements.

2. CE 04: Monitoring Local Educational Agency Planning Efforts

CE 4

Each LEA that accepts Title I, Part A funds must provide a district-level planning document that indicates the activities funded with these funds that match the reservations that will be reported in the Consolidated Application Reporting System (CARS).

During the review, the WJUSD did not provide evidence to explain the district-level activities funded by Title I, Part A, nor was the district Title I, Part A program described. Interviews with district staff could not confirm the allocations that will be reported for Required Reservations, Allowable Reservations, or the Administrative Reservation in the CARS.

WJUSD must upload a narrative description of the district-level planning activities funded with Title I, Part A funds that match the Required Reservations, Allowable Reservations, and the Administrative Reservations that will be reported in the (CARS).

3. CE 05: Schoolsite Council (SSC) Composition

The School Site Council (SSC) members are selected by their peers. In elementary schools, half the members shall consist of the principal, classroom teachers, and other school personnel. Classroom teachers shall make up a majority of this group. The remaining half of the members shall consist of parents or other community members selected by parents.

During a review of the SSC selection documents and the SPSAs from Dingle Elementary School, evidence was not provided to show teachers were selected by teachers, other staff were selected by other staff, and parents/community members were selected by parents.

WJUSD must provide evidence, such as ballots and staff meeting minutes, to show that the SSC selection was conducted properly and that teachers were selected by teachers, other staff were selected by other staff, and parents/community members were selected by parents for Dingle Elementary School. In addition, the documentation must demonstrate that the required composition of parents, teachers and other staff must meet legal requirements.

4. CE 09: LEA Disburses Funds Consistent with Consolidated Application and Reporting System (CARS)

The LEA must disburse Title I, Part A funds in accordance with the approved CARS and the LEA must expend Title I, Part A funds reserved in CARS for the stated and approved purpose of the reservation.

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During the review of financial documents, SPSAs, and CARS, it was determined that the WJUSD did not disburse Title I, Part A funds in accordance with the 2016-17 CARS or in accordance with the 2017-18 draft CARS spreadsheet for the school site allocations to:

Dingle Elementary (CARS for 2017-18 of \$A; SPSA and Budget for 2017-18 of \$53,998)

Tafoya Elementary (CARS for 2017-18 of \$B; SPSA and Budget for 2017-18 of \$67,545).

Woodland Prairie Elementary (CARS for 2017-18 of \$C; SPSA and Budget for 2017-18 of \$115,211).

In addition, WJUSD did not provide a district-level planning document that explained the district's Title I, Part A program and did not provide an spreadsheet that accurately reflects the allocations that will be reported for Required Reservations, Allowable Reservations, or the Administrative Reservation in the CARS for 2016-17.

WJUSD must upload documentation, such as revised 2017-18 SPSAs for Dingle Elementary, Tafoya Elementary, and Woodland Prairie Elementary Schools that contain all and only allowable expenditures; school budget reports that match the activities in the SPSA; a draft CARS spreadsheet showing the site allocations for 2017-18 match the school site budget and the total activities identified in the SPSAs. At that time, CDE will evaluate the expenditures to determine if they are allowable. If they are determined to be not allowable under Title I regulations, the LEA will be required to reimburse the Title I program for the amount of the funds spent on those activities from general funds.

In addition, WJUSD must upload a narrative description of the district-level planning activities funded with Title I, Part A funds that match the Required Reservations, Allowable Reservations, and the Administrative Reservations that will be reported in the 2017-18 (CARS), upload a spreadsheet indicating the allocations that will be reported in CARS for 2017-18, and a financial document (budget summary) that reflects the above reservations, and all three documents have allocations that match.

5. CE 13: LEA Administrative Charges; Time Accounting

An LEA must properly charge and report allowable salary and wages in accordance with Federal time accounting guidelines.

During the review of financial documents, SPSAs, Personnel Activity Reports, and Variable Service Agreements, the Targeted Intervention Teacher and Push-in Tutors at Tafoya Elementary did not provide daily time accounting. Also, time accounting documents for the Paraprofessional at Dingle Elementary were not provided.

In order to ensure that the LEA is properly maintaining time accounting records according to federal accounting records, the LEA must upload the time accounting records for the sampled

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employees from the district and the sites under review who are working on multiple activities or cost objectives for the months of October and November 2017. In addition, the LEA must update its time accounting policies and practices, and train management and staff on these procedures to ensure compliance with federal requirements.

6. CE 18: LEA Evaluates Effectiveness of Programs

An LEA must annually evaluate the effectiveness of activities funded by Title I, Part A and use the evaluation to improve the educational programs.

During the review of the Program Improvement Year 3 Evidence of Progress report provided, it was determined that WJUSD has not conducted the annual evaluation of activities funded with Title I, Part A (parent involvement \$16,598, homeless students \$32,858, alternative supports \$87,387 and Program Improvement professional development \$174,774, other school programs \$265,576, professional development of credentialed teachers, and technical assistance to school \$250,000.

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The WJUSD must upload evidence, such as an evaluation document and local governing board meeting minutes, to show there has been an evaluation of the above activities funded by Title I, Part A.

7. CE 19: SSC Evaluates SPSA Services

The SSC must annually evaluate the activities funded by Title I, Part A to ensure the needs of all children have been met, particularly the needs of low-achieving students and those at risk of not meeting state academic achievement standards.

During the review of the evaluation sections within the SPSAs for Dingle, Tafoya, and Woodland Prairie Elementary Schools, it was determined that the SSCs have not conducted the annual evaluation of activities funded by Title I, Part A.

WJUSD must upload evidence, such as the evaluation document and SSC meeting minutes, to show the SSCs at Dingle, Tafoya, and Woodland Prairie Elementary Schools have conducted the annual evaluation of activities funded by Title I, Part A at their school sites.

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8. CE 21: Paraprofessionals Meet Qualifications

Paraprofessionals working in a program supported with Title I funds must have a secondary school diploma, or its recognized equivalent, and possess at least one of the following qualifications:

- (a) They have completed at least two years of study at an institution of higher education.
- (b) They have obtained an associate's or higher degree.
- (c) They have met a rigorous standard of quality and can demonstrate, through a locally determined academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or readiness in those subjects, as appropriate).

The LEA did not provide evidence that their Title I funded paraprofessionals have met one of the above mentioned qualifications.

WJUSD must upload documentation for each paraprofessional funded wholly or in part with Title I funds demonstrating how they have met the required qualifications.

Career Technical Education

1. CTE 01: Advisory Committee

Each local educational agency (LEA) receiving Perkins IV funds must involve parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), business and industry, labor organizations, special populations, and other interested individuals in the development, implementation, and evaluation of CTE programs. The governing board of each school district participating in a CTE program shall appoint a CTE advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Employment Development Department (EDD). Each CTE program assisted with Section 131 or 132 funds must have extensive business and industry involvement, as evidenced by not less than one annual business and industry advisory committee meeting and planned business and industry involvement in program activities as described in the Guidelines for the 2008-2012 Local Plan for CTE and instructions for the annual application for funds.

From review of documentation provided as evidence, discussions with the LEA administration, and on-site observations, it was determined that Woodland Joint Unified School District (WJUSD) does not have a CTE Advisory Committee.

WJUSD must form a board approved CTE Advisory Committee comprised of parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, business and industry, labor organizations, special populations, and other interested individuals in the development, implementation, and evaluation of the district CTE programs.

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In addition, the district must provide evidence that the CTE Advisory Committee was approved by their governing board. The district must provide evidence that the CTE Advisory group has met a minimum of once per year by providing an agenda, sign-in sheet, and minutes of said meeting.

2. CTE 03: inventory

The governing board of each school district shall establish and maintain a historical inventory, or an audit trace inventory system, or any other inventory system authorized by the State Board of Education.

Historical inventory records must include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, and any ultimate disposition data including the date of disposal and sale of the property.

A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. Adequate safeguards and maintenance procedures to keep property in good condition and prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated.

If the LEA is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

From review of documentation provided as evidence, interviews with LEA administration and, instructors it was determined that a physical inventory of Perkins-funded property has not been fully established nor maintained. Equipment listed was not historical in nature, the fund source of items was uncertain, and equipment was not asset tagged.

WJUSD must provide evidence that there is a system in place for a Perkins historical inventory and that the inventory will be reviewed and reconciled with district property records at least once every two years. WJUSD historical inventory must include current inventory used in classrooms and disposed equipment inventory, including copies of completed VE-35 forms, forwarded to the California Department of Education.

3. CTE 09: High Quality CTE Program

The State Board-approved CTE plan requires that each LEA receiving funds under Perkins include a sequence of courses in all CTE programs; provide students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills; and include the following planning, organizational, and instructional elements determined by the state to be critical to high quality CTE program:

Be staffed by qualified CTE teachers, meaning teachers who: (1) possess a standard

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secondary, single subject, or designated subject credential which authorizes the teaching of the CTE course(s) to which assigned, and (2) can document employment experience, outside of education, in the career pathway addressed by the program or other evidence of equivalent proficiency.

Be aligned with the State's CTE Model Curriculum Standards and Framework, focusing on current or emerging high skill, high wage, or high demand occupations, and include planned career awareness and exploration experiences.

Provide for certification of students who achieve industry-recognized skill and knowledge requirements.

Be aligned with applicable feeder school and advanced level instruction in the same career pathway.

Integrate the development of CTE and academic skills in order to prepare students for immediate employment upon graduation and for further education or training by providing practical application and experience through actual or simulated work-based learning assignments.

Provide for equitable access and needed support services of all students, including special populations and those preparing for nontraditional occupations.

Provide for the development of student leadership skills through an established career technical student organization or an alternate strategy that incorporates this instruction in all of the courses that make up the sequence.

Have a systemic plan for promoting the program to all concerned groups, including but not limited to students, parents, counselors, site and district administrators, and postsecondary educational agencies. Expand outreach to special populations to ensure their awareness of CTE course offerings, pathways, and learning communities, as well as high skill, high wage, or high demand careers, including nontraditional careers.

Be a coherent sequence of CTE courses only, consisting of not less than two full-year CTE courses with a combined duration of not less than 300 hours; or a single, multiple hour course which provides sequential units of instruction and has a duration of not less than 300 hours, with objectives and content with a direct relationship to the occupation(s) or career targeted by the program.

From review of documentation provided as evidence, interviews with LEA administration and, instructors it was determined that the course outlines are not current and are not written to the CTE Model Curriculum Standards and Framework.

WJUSD must provide evidence that the course outlines are current and are aligned to the State's CTE Model Curriculum Standards and Framework in order to meet requirements of a high quality CTE program.

Early Education and Support

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1. EES 04: Recording and Reporting Attendance

Woodland USD is required to adopt and implement policies and procedures for accurately recording and tracking attendance for all children enrolled in the program.

Based on a review of August 2017 Attendance Sheets (sign in/out and classroom registries) for the part-day state preschool program (CSPP) only, the following issues were identified:

- 1) Absence verification is incomplete (full signature of staff or parent is not being used);
- 2) Arrival and/or departure times when parents either pick up or drop off their child are missing from the classroom sign in/out attendance sheets.

To correct these findings, Woodland USD must submit a corrective action plan to the CDE/EESD that describes the internal quality control process that will be developed and established to ensure that all child attendance records (sign in/out sheets) are complete.

2. EES 18: Environment Rating Scale

Woodland USD is required to complete an environment rating scale to measure program quality for the appropriate age group and setting and shall achieve a rating of "Good," defined as scoring at least an average of 5.0 on each subscale of the environment rating scale.

As a result of the classroom observation at the Prairie Elementary Preschool site, Classroom 2 (Space & Furnishings 3.75; Personal Care Routines 3.8) a rating of "Good", defined as an average of 5.0 on each subscale was not achieved.

Woodland USD must submit to the CDE/EESD a comprehensive corrective action plan which must include goals, tasks, persons responsible for the tasks, and timelines. Specifically, the plan must address action steps, materials, staff trainings, etc., that will be implemented/obtained to ensure that subscales on the ERS noted above will meet at least an average score of 5.0 (Good).

English Learner

1. EL 04: English Learner Advisory Committee (ELAC)

A school site with 21 or more English learners (ELs) must have a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

- (a) Parent members are elected by parents or guardians of ELs.

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(b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body

(c) The ELAC shall be responsible for assisting in the development of the school-wide needs assessment, and ways to make parents aware of the importance of regular school attendance.

(d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submitting the plan to the school site council (SSC) for consideration of inclusion in the Single Plan for Student Achievement (SPSA).

(e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities

A review of documentation and interviews with ELAC members at review sites revealed that Prairie Elementary school did not develop a school-wide needs assessment.

Prairie Elementary school needs to upload evidence such as, roster of ELAC members, training, meeting schedule for the year with dates and agenda items identifying the legally required tasks, minutes of ELAC meetings.

2. EL 11: Supplement, Not Supplant with Title III & EIA-LEP

The LEA must use Title III funds only to supplement, not supplant, other federal, state, and local public funds.

A review of employees paid from multiple cost objectives on Title III program found that the LEA did not maintain time accounting records in accordance with federal requirements.

LEA must upload journal entries to demonstrate the reimbursement to the Title III program with unrestricted funds for salary and benefits that were improperly charged to the Title III for 2016-17 school year, and for the months of the 2017-18 school year up to the month of September 2017.

3. EL 12: Time Accounting Requirements (Title I and Title III)

The LEA must properly assess administrative charges for direct or indirect costs of Title III funds for salaries and wages in proportion to an allowable quantity and duties of the employee. Each employee paid in part from Title III and in part from a second funding source, or an employee paid from multiple cost objectives, must complete a Personnel Activity Report (PAR) each pay period.

A review of employees paid from multiple cost objectives on Title III program found that the LEA did not maintain time accounting records in accordance with federal requirements. LEA must maintain contemporaneous time accounting records that accurately reflect the specific activities performed.

In order to ensure that the LEA is properly maintaining time accounting records, the LEA must upload the time accounting records for the sampled employees working on multiple activities or

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cost objectives for the months of October and November 2017. In addition, the LEA must update its time accounting policies and practices, and train management and staff on these procedures to ensure compliance with federal requirements.

4. EL 18: ELD

As part of the core program provided through general funds, all identified ELs must receive a program of ELD instruction, in order to develop proficiency in English as rapidly and effectively as possible and meet state priorities for ELs. Each LEA must take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

The CDE review of course descriptions, materials, lesson plans, master schedules, and classroom observations revealed that a core English language development (ELD) program is not consistently provided for all ELs at Dingle Elementary school.

As a comprehensive approach to ELD, ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD. The LEA must submit evidence showing that all ELs at Dingle Elementary are provided a comprehensive approach to ELD program. The LEA must submit a description of the core ELD program for English learners at all language proficiency levels for Dingle Elementary school. This description must include ELD course descriptions, ELD materials, ELD lesson plans, ELD schedules and ELD student placement criteria. The descriptions must specify who will provide ELD instruction, how ELD instruction will be provided, and when ELD will be delivered to all students across all language proficiency and grade levels.

Uniform Complaint Procedures

1. UCP 01: Policies and Procedures

The LEA adopts Board Policies and Procedures regarding UCP with all language and components of required elements for applicable state and federal laws and regulations.

Upon review of the document, "UCP 1 BP and AR.pdf," the LEA does not meet requirements for UCP 1 because it is missing the following language and components of required elements according to the 2017-2018 UCP Instrument:

(a) specific UCP programs and activities:

- After School Education and Safety
- Agricultural Vocational Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education

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- California Education Peer Assistance and Review Programs for Teachers
- Career Technical Education
 - Compensatory Education
- Course Periods without Educational Content (for grades nine through twelve)
 - Economic Impact Aid
- Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district
- English Learner Programs
- Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
- Physical Education Instructional Minutes (for grades one through six)
 - Reasonable Accommodations to a Lactating Pupil
 - Regional Occupational Centers and Programs
- School Safety Plans
 - State Preschool
 - Tobacco-Use Prevention Education

(e) A statement identifying the person(s), employee(s), or LEA position(s), or unit(s) responsible for receiving complaints, investigating complaints and ensuring LEA compliance.

(k) Statements that if a public school or LEA finds merit in a complaint regarding Pupil Fees, Local Control and Accountability Plans (LCAP), Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district, Reasonable Accommodations to a Lactating Pupil, Course Periods without Educational Content (grades nine through twelve), and Physical Education Instructional Minutes (grades one through eight), the public school or LEA shall provide a remedy. In the case of complaints regarding: Course Periods without Educational content, Reasonable Accommodations to a Lactating Pupil, and Education of Pupils in Foster Care, Pupils who are Homeless, and former Juvenile Court Pupils now enrolled in a school district, the remedy shall go to the affected pupil.

(l) A statement that a pupil fees complaint may be filed with ... or the LEA superintendent or his or her designee.

The LEA must upload on CMT evidence that UCP policies and procedures containing all the required statements were approved and adopted by its local governing board. Evidence includes the agenda and final minutes of the meeting in which the document was adopted and

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the final UCP policies and procedures with the adoption date clearly indicated.

2. UCP 02: Annual Notice

The LEA annually notifies in writing its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of their uniform complaint procedures. The annual notice shall have all language and components of required elements for applicable state and federal laws and regulations.

Upon review of the document, "UCP11718Notice.doc", the LEA does not meet requirements for UCP-2 because even though it has all the required statements, it has not been distributed, in writing, to all the required groups.

The LEA must upload on CMT evidence that an 2017-2018 UCP Annual Notice containing all the required statements was provided in writing to all of the LEA's students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties, in the current school year.

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