

Eureka City Schools Board of Education

2100 J Street - Eureka, CA 95501

Regular Meeting

6:30 PM

June 2, 2022

AGENDA

A. CALL TO ORDER OF OPEN SESSION (5:30 p.m.)

B. PUBLIC COMMENT ON CLOSED SESSION ITEMS

C. CLOSED SESSION (Room 118)

- (1) Employee Discipline, Dismissal, Release, Accept the Resignation of a Public Employee (GC § 54957)
- (2) Public Employment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. L(11)
- (3) Public Employee Appointment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. L(11)
- (4) Conference with Labor Negotiator Superintendent Van Vleck Regarding Eureka Teachers Association, Classified White and Blue Collar Units, and/or Unrepresented Employees (Confidential and Classified and Certificated Management) (GC § 54957.6)

D. BOARD RECESS TO EMPLOYEE RECEPTION (6:15 p.m. - Room 114)

E. RECONVENING OF OPEN SESSION (Room 116)

F. REPORT OUT FROM CLOSED SESSION

G. PLEDGE OF ALLEGIANCE TO THE FLAG - Grant Elementary School

H. BOARD RECOGNITION

- (5) Board Recognition of Student Board Member Amaya Watson
- (6) Certificated Employee of the Year, Administrator of the Year, and Classified Retiree Recognition

I. ADJUSTMENT TO THE AGENDA

The Board of Trustees reserves the right to change the order in which agenda items are discussed and/or acted upon at this meeting. Subject to further action by the Board, this meeting will proceed as provided in this agenda. Items may be added to this agenda for discussion or action only as permitted by law.

- (7) Approval of Agenda

J. INFORMATION

- (8) Student Reports

(9) Superintendent's Reports

(10) Board Members' Reports

K. PUBLIC COMMENT ON NON-AGENDA ITEMS

*** IN ORDER TO ADDRESS THE BOARD, PLEASE COMPLETE THE GREEN SPEAKER'S FORM AT THE DOOR AND GIVE TO THE BOARD PRESIDENT.**

Individual speakers shall be allowed three (3) minutes to address the Board on each non-agenda or agenda item. The Board shall limit the total time for public input on each item to twenty (20) minutes (BB 9323(b)).

L. CONSENT CALENDAR

(11) Approval of Personnel Report No.15

Referred to the Board by:

Renae Will, Director of Personnel Services and Public Affairs

(12) Approval of Agreement with Bottom Line Utility Solutions

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

(13) Approval of Minutes from the Regular Meeting on May 19, 2022

Referred to the Board by:

Fred Van Vleck, Ed.D., Superintendent

(14) Approval of Declaration of Equipment as Surplus and Authorization to Sell

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

(15) Approval of IXL Learning Agreement

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

(16) Approval of Policy Updates from CSBA - December 2021 and Revisions to BB 9400

Referred to the Board by:

Fred Van Vleck, Ed.D., Superintendent

(17) Approval of 2022-2023 Agreement for Legal Services with Lozano Smith

Referred to the Board by:

Fred Van Vleck, Ed.D., Superintendent

(18) Approval of Short Term Positions - Painter Assistant/Summer Maintenance (4 positions) and Grounds Maintenance Specialist (3 positions)

Referred to the Board by:

Renae Will, Director of Personnel Services and Public Affairs

M. DISCUSSION/ACTION

(19) Annual Declaration of Need for Teachers with Emergency Permits and Limited Assignment Permits

Referred to the Board by:

Renae Will, Director of Personnel Services and Public Affairs

N. DISCUSSION

- (20) Local Control Accountability Draft Plan Update

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

- (21) Eureka City Schools Student Achievement Plan

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

- (22) Discussion on Recommendation for Middle School Math Curriculum Adoption, Big Ideas

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

- (23) Marshall Family Resource Center Annual Report

Referred to the Board by:

John Leonard, Director of Student Services

- (24) Governor's May Revise

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (25) 2022-23 Eureka City Schools Proposed Budget Update

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (26) Elementary Furniture Update

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

- (27) Update Regarding the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program

Referred to the Board by:

Paul Ziegler, Assistant Superintendent of Business Services

O. CLOSED SESSION (continued)

P. RECONVENING OF OPEN SESSION (continued)

Q. REPORT OUT FROM CLOSED SESSION (continued)

R. INFORMATIONAL ONLY ITEMS

- (28) Information Only: July 2022 and August 2022 - Review of CDE Calendar of Events

S. ADJOURNMENT

Notice: Documents and materials relating to an open session agenda that are provided to the Board less than 72 hours prior to a regular meeting will be available for public inspection and copying at the

Eureka City Schools District Office, Superintendent's Office (Room 108), 2100 J Street, Eureka, CA 95501.

Notice: Eureka City Schools adheres to the Americans with Disabilities Act. Should you require special accommodations or auxiliary aids and services in order to participate in the Board meeting, please contact the Superintendent's Office (Room 108) in writing three days prior to the meeting at 2100 J Street, Eureka, CA 95501.

Notice: Regular Board meetings may be digitally recorded. Per Board policy, recordings may be erased or destroyed 30 days after the meeting.

Notice: The Governing Board reserves the right to take action on any item listed on this agenda.

AGENDA ITEM

Agenda Title: Approval of Personnel Report No.15

Meeting Date: June 2, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve Personnel Action Report No.15.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

N/A

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 3: RECRUITMENT, SELECTION, PROFESSIONAL DEVELOPMENT, AND RETENTION OF QUALITY STAFF

HISTORY *(list previous staff or board action(s) with dates if possible)*

N/A

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

N/A

WHO *(list the name of the contact person(s), job title, and site location)*

Renae M. Will, Director of Personnel Services and Public Affairs

ATTACHMENTS:

Description

- Personnel Report #15

**EUREKA CITY SCHOOLS
PERSONNEL REPORT NO. 15
June 2, 2022**

The following personnel are submitted to the Board of Education of the Eureka City Schools for approval:

CERTIFICATED PERSONNEL

RESIGNATIONS

Sherar, Kathryn	Teacher, 1.0 FTE, (Lafayette), eff. 6/17/22
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ASSIGNMENTS

Budesá, Alex	Probationary I Art/ Digital Media Teacher, 0.6 FTE, (Winship), eff. 8/17/22
Harris, Rosie	Probationary I 6 th Grade Teacher, 1.0 FTE, (Winship), eff. 8/17/22
Herrera, Julian	Education Specialist, 1.0 FTE, (Winship), eff. 8/17/22
Fant, Tayler	Probationary I Social Science Teacher, 1.0 FTE, (Winship), eff. 8/17/22
Reano, Jade	Temporary Elementary Teacher, 1.0 FTE, (TBD), eff. 8/17/22 – 6/16/23

LEAVES OF ABSENCE

Ivanov, Lucee	From: Teacher, 1.0 FTE, (Lafayette) To: Pregnancy Disability Leave, 1.0 FTE, eff. 5/12/22
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CLASSIFIED PERSONNEL

RESIGNATIONS

Cook, Jessica	Lead After-School Prog Assistant (Zane), 4 hrs/day, eff. 6/7/22
Velasquez, Angela	Instr Asst Spec Ed III (DW), 7 hrs/day, eff. 5/27/22

ASSIGNMENTS

Tollefson, Amy	Classroom Aide (Lafayette), 3 hrs/day, eff. 5/20/22
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CHANGE OF STATUS

Anderson, Lisa	From: Instr Asst Spec Ed III (DW), 6.5 hrs/day and After Sch Prog Asst (Washington), 1.25 hrs/day To: Instr Asst Spec Ed III (DW), 6 hrs/day and After Sch Prog Asst (Washington), 1.25 hrs/day, eff. 5/6/22
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Rivera, Stephanie	From: Literacy Tech (Alice Birney), 3 hrs/day To: Literacy Tech (Alice Birney), 3 hrs/day and English Learner Tech (Alice Birney), 2 hrs/day, eff. 5/2/22-6/16/22
VanPelt, Kristina	From: Elementary Library Tech (Grant), 4 hrs/day To: Elementary Library Tech (Grant), 4 hrs/day and Classroom Aide (Grant), 1 hr/day, eff. 4/29/22-6/16/22
Vaughn-Fowler, Malea	From: After School Prog Asst (Grant), 3 hrs/day To: After School Prog Asst (Grant), 3 hrs/day and Monitor (Grant), 2.25 hrs/day, eff. 5/9/22
Vickers, Haley	From: Food Service Worker (DW), 6.5 hrs/day To: Food Service Worker (DW), 8 hrs/day, eff. 5/2/22

AGENDA ITEM

Agenda Title: Approval of Agreement with Bottom Line Utility Solutions
 Meeting Date: June 2, 2022
 Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the agreement with Bottom Line Utility Solutions.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The District is approved for CalSHAPE Plumbing grant funding, which allows for completion of various plumbing projects at Eureka High School and Zane Middle School.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*

Resolution No. 21-22-022: California Schools Healthy Air, Plumbing, and Efficiency Program (CalSHAPE); Plumbing Grant Award was approved at the March 31, 2022 Board meeting.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

CalSHAPE Grant Award	\$50,290
Surety Bond	<u>1,550</u>
Total	\$51,840

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▣ Agreement

PLUMBING CONTRACT

THIS AGREEMENT, Made as of May 6, 2022.

Between the Contractor: Bottom Line Utility Solutions, Inc.
23015 Del Lago Drive, Suite D-2, Laguna Hills, CA 92653
CA CSLB #879167
800-597-2835

And the Owner: Eureka City School District
2100 J St., Eureka, Ca. 95501
707-441-2400

For the Project: Eureka City School District
- Eureka High School
- Catherine Zane Middle School

ARTICLE 1. SCOPE OF WORK

- 1.1. Contractor hereby enters into a contract with said Owner to furnish all labor, materials and equipment to perform all work described below according to the construction documents.**

General - Owner shall review construction documents and approve labor and materials pertaining to the mechanical systems as required in said documents and as specified herein, while complying with all applicable building codes.

15100 - Plumbing - Plumbing fixtures shall be a fully operational system of hot and cold water. Provide and install all piping, flanges, valves, fixtures and water supply systems to connect with appropriate water and sewage systems. Provide and install appropriate insulation around piping at lavatories per code. All permits and inspections are to be obtained by contractor as required by local building codes and the Uniform Plumbing Code.

15410 - Plumbing Fixtures - Provide necessary piping, water and drains for plumbing fixtures as shown on the construction documents and listed herein. Fixtures allowances are listed in Contract Documents.

15420 - Specifications – Provide labor and material per standard specifications attached **Exhibit A.**

15430 – Material – Provide material per schedule attached **Exhibit B.**

15440 – Schedule – Provide workmen of appropriate skill and quantity to perform the work for the duration of the schedule attached **Exhibit C.**

15450 – Labor Compliance – Prevailing wages and benefits must be paid to all employees working in relation to this contract. Contractor must be registered with Division of Labor Standards Enforcement with an active registration number. Contractor shall follow the required notifications and requests for apprentices, certified payroll and training fund payments. The Contractor is required to be knowledgeable of the Labor Law Requirements in the state of California.

This Project is subject to prevailing wage requirements and Contractor and its Subcontractors are required to pay all workers employed for the performance of this Contract no less than the applicable prevailing wage rate for each such worker. If this Contract is for a public works project over \$25,000 or for a maintenance project over \$15,000, Contractor acknowledges that the project is subject to compliance monitoring and enforcement by the California Department of Industrial Relations in accordance with California Labor Code sections 1725.5 and 1770 *et seq.*

15460 – Misc. Project Setup Info – See **Exhibit D.**

ARTICLE 2. PAYMENT TERMS

2.1. The Owner agrees to payment terms – Net 30 days.

2.2. The Total Contract Amount shall be \$51,840.00

ARTICLE 3. TIME OF COMPLETION

Contractor shall keep both an adequate size and properly trained crew on the job site so as to complete the project within 60 calendar days from the District's Notice to Proceed and work within the project schedule.

ARTICLE 4. CHANGE ORDERS

4.1. Contractor understands and agrees that no change orders or contract additions will be made unless agreed to in writing by Owner. If any additional work is performed and not covered in this contract, the Contractor proceeds at his own risk and expense. No alterations, additions, or small changes can be made in the work or method of the performance, without the written change order signed by the Contractor and Owner.

ARTICLE 5. CLEAN-UP

- 5.1. Contractor will be responsible for cleaning up the job on a daily basis, including all generated construction debris, drink cans, food wrappers, and/or other trash. If it becomes necessary, the Subcontractor will be back charged for appropriate clean up by deducting clean-up costs from payments.

ARTICLE 6. TAXES AND PERMITS

- 6.1. The Contractor understands and agrees that he shall be responsible for all taxes, fees and expenses imposed directly or indirectly for its work, labor, material and services required to fulfill this contract. The Contractor is responsible for all permits pertaining to the law, ordinances and regulations where the work is performed.

ARTICLE 7. INSURANCE AND INDEMNITY

- 7.1. The Contractor shall maintain, at his own expense, full and complete insurance on its work until final approval of the work described in the contract. (**Exhibit E**). Failure of the Contractor to maintain appropriate insurance coverage may deem a material breach allowing the Owner to terminate this contract or to provide insurance at the Contractor's expense.
- 7.2. To the fullest extent permitted by law, the Contractor shall indemnify and hold harmless the Owner, Owner's representatives, agents and employees from all claims, losses, damages and expenses, including attorney's fees arising out of or resulting from the performance of the work, provided that such claim, loss, damage or expense is caused in whole or in part by any negligent act or omission of the Contractor, anyone directly employed by them or anyone whose acts they are liable for, and attributes to bodily injury, sickness, disease or death, mold growth, or to injury to or destruction of tangible property (other than the work itself) including any resulting loss of use, regardless of whether or not it is caused in part by a party indemnified above.
- 7.3. **PERFORMANCE AND PAYMENT BONDS**
- a. The Contractor shall file with the Owner the following bonds, using the bond forms provided with these Contract Documents (**Exhibit F**):
- 1) A corporate surety bond, in a sum not less than 100 percent of the amount of the Contract, to guarantee the faithful performance of the Contract.

- 2) A corporate surety bond, in a sum not less than 100 percent of the amount of the Contract, to guarantee the payment of wages for services engaged and of bills ontracted for materials, supplies, and equipment used in the performance of the Contract.
- b. Corporate sureties on these bonds and on bonds accompanying bids must be admitted sureties as defined by law, legally authorized to engage in the business of furnishing surety bonds in the State of California. All sureties and bond forms must be satisfactory to the Owner. Failure to submit the required bonds using the forms provided by the Owner, may result in cancellation of the award of Contract.
- c. The amount of the Contract, as used to determine the amounts of the bonds, shall be the total amount fixed in the Contractor's proposal for the performance of the required work.

ARTICLE 8. LIQUIDATED DAMAGES

- 8.1. If the project is not substantially completed on the stated completion date, the Contractor shall pay to the Owner the sum of (\$100.00 cost per day) for each calendar day of inexcusable delay until the work is substantially completed, as liquidated damages.

ARTICLE 9. WARRANTY

- 9.1. Contractor shall warranty all labor, materials and equipment furnished on the project for 1-year against defects in workmanship or materials utilized. The manufacturer's warranty will prevail. No legal action of any kind relating to the project, project performance or this contract shall be initiated by either party against the other party after 5-years beyond the completion of the project or cessation of work. Warranty service shall be addressed within 24-hours of notification.

ARTICLE 10. HAZARDOUS MATERIALS, WASTE AND ASBESTOS

- 10.1. Both parties agree that dealing with hazardous materials, waste or asbestos requires specialized training, processes, precautions and licenses. Therefore, unless the scope of this agreement includes the specific handling, disturbance, removal or transportation of hazardous materials, waste or asbestos, upon discovery of such hazardous materials the Contractor shall notify the Owner immediately and allow the Owner to contract with a properly licensed and qualified hazardous material contractor.

SAFETY/SECURITY

- 11.1** The Owner has considered the totality of the circumstances concerning the Project and has determined that the Contractor and Contractor's employees (which includes Subcontractor employees):

_____ are subject to the requirements of Education Code §45125.2 and Paragraph (a) below, is applicable.

_____ are not subject to the requirements of Education Code §45125.2, and Paragraph (b) below, is applicable.

- a. Contracts for Construction, Reconstruction, Rehabilitation or Repair of a School Facility Involving More than Limited Contact with Students (§45125.2)

By execution of the Contract, the Contractor acknowledges that Contractor is entering into a contract for the construction, reconstruction, rehabilitation, or repair of a school facility where the Contractor and/or Contractor's employees will have more than limited contact with students and the services to be provided do not constitute an emergency or exceptional situation. In accordance with Education Code §45125.2 the Contractor shall, at Contractor's own expense, (1) install a physical barrier to limit contact with students by Contractor and/or Contractor's employees, and/or (2) provide for the continuous supervision and monitoring of the Contractor and/or Contractor's employees by an employee of the Contractor who has received fingerprint clearance from the California Department of Justice, and/or (3) provide for the surveillance of the Contractor and Contractor's employees by a District employee.

- b. Contracts for Construction, Reconstruction, Rehabilitation or Repair of a School Facility Involving Only Limited Contact With Students (§45125.2)

By execution of the Contract, the Contractor acknowledges that Contractor is entering into a contract for the construction, reconstruction, rehabilitation or repair of a school facility involving only limited contact with students. Accordingly, the parties agree that the following conditions apply to any work performed by the Contractor and Contractor's employees on a school site: (1) Contractor and Contractor's employees shall check in with the school office each day immediately upon arriving at the school site; (2) Contractor and Contractor's employees shall inform school office staff of their proposed activities and location at the school site; (3) Once at such location, Contractor and Contractor's employees shall not change locations without contacting the school office; (4) Contractor and Contractor's employees shall not use student restroom facilities; and (5) If Contractor and/or Contractor's employees find themselves alone with a student, Contractor and Contractor's employees shall immediately contact the school office and request that a member of the school staff be assigned to the work location.

- 11.2** By entering into the Contract with the Owner, the Contractor will be certifying that all of its employees, subcontractors, volunteers, agents and representatives who may come onto the Project or otherwise come into contact with Owner's students and/or staff have either been fully vaccinated or are receiving weekly COVID-19 testing. It shall be the Contractor's sole responsibility to maintain, update and ensure compliance with this requirement. The Contractor shall provide the Owner with any documentation or information necessary to verify compliance.

ARTICLE 11. IRAN CONTRACTING ACT CERTIFICATION/COMPLIANCE WITH ECONOMIC SANCTIONS CERTIFICATION

- 11.1. Prior to the execution of this Contract, Contractor shall submit the Iran Contracting Act Certification and the Compliance with Economic Sanctions Certification, attached hereto as Exhibit G.

ARTICLE 12. ATTORNEY FEES

- 12.1. In the event of any arbitration or litigation relating to the project, project performance or this contract, the prevailing party shall be entitled to reasonable attorney fees, costs and expenses.

ARTICLE 13. ACCEPTANCE

WITNESS our hand and seal on this _____ day of _____, 20__.

Signed in the presence of:

David Sonke
Bottom Line Utility Solutions, Inc

Date

Eureka City Schools

Date

EXHIBIT A

SECTION 22 40 00 PLUMBING FIXTURES

PART 1 - GENERAL

1.1 DESCRIPTION

- A. Plumbing fixtures, associated trim and fittings necessary to make a complete installation from wall or floor connections to rough piping, and certain accessories.
- B. A complete listing of all acronyms and abbreviations are included in Section 22 05 11, COMMON WORK RESULTS FOR PLUMBING.

1.2 RELATED WORK

- A. Section 01 00 00, GENERAL REQUIREMENTS.
- B. Section 01 33 23, SHOP DRAWINGS, PRODUCT DATA, AND SAMPLES.
- C. Section 01 81 13, SUSTAINABLE CONSTRUCTION REQUIREMENTS.
- D. Section 01 91 00, GENERAL COMMISSIONING REQUIREMENTS.
- E. Section 07 92 00, JOINT SEALANTS: Sealing between fixtures and other finish surfaces.
- F. Section 10 21 13, TOILET COMPARTMENTS: Through bolts.
- G. Section 22 05 11, COMMON WORK RESULTS FOR PLUMBING.
- H. Section 22 08 00, COMMISSIONING OF PLUMBING SYSTEMS: Requirements for commissioning, systems readiness checklist, and training.

1.3 APPLICABLE PUBLICATIONS

- A. The publications listed below form a part of this specification to the extent referenced. The publications are referenced in the text by the basic designation only.
- B. The American Society of Mechanical Engineers (ASME):
A112.19.2-2013Ceramic Plumbing Fixtures
- C. American Society for Testing and Materials (ASTM):
- D. NSF International (NSF):
61-2013Drinking Water System Components – Health Effects
372-2011Drinking Water System Components – Lead Content
- E. American with Disabilities Act (A.D.A)

- F. International Code Council (ICC):
IPC-2015International Plumbing Code

1.4 SUBMITTALS

- A. Submittals, including number of required copies, shall be submitted in accordance with Section 01 33 23, SHOP DRAWINGS, PRODUCT DATA, AND SAMPLES.
- B. Information and material submitted under this section shall be marked "SUBMITTED UNDER SECTION 22 40 00, PLUMBING FIXTURES", with applicable paragraph identification.
- C. Manufacturer's Literature and Data including: Full item description and optional features and accessories. Include dimensions, weights, materials, applications, standard compliance, model numbers, size, connections, and capacity.
- D. Operating Instructions: Comply with requirements in Section 01 00 00, GENERAL REQUIREMENTS.
- E. Completed System Readiness Checklist provided by the CxA and completed by the Subcontractor, signed by a qualified technician and dated on the date of completion, in accordance with the requirements of Section 22 08 00, COMMISSIONING OF PLUMBING SYSTEMS.
- F. Submit training plans and instructor qualifications in accordance with the requirements of Section 22 08 00, COMMISSIONING OF PLUMBING SYSTEMS.

1.5 QUALITY ASSURANCE

- A. Bio-Based Materials: For products designated by the USDA's Bio-Preferred Program, provide products that meet or exceed USDA recommendations for bio-based content, so long as products meet all performance requirements in this specifications section. For more information regarding the product categories covered by the Bio-Preferred Program, visit <http://www.biopreferred.gov>.

1.6 AS-BUILT DOCUMENTATION

- A. Submit manufacturer's literature and data updated to include submittal review comments and any equipment substitutions.
- B. Submit operation and maintenance data updated to include submittal review comments, substitutions and construction revisions shall be in electronic version on flash drive or inserted into a three-ring binder. All aspects of system operation and maintenance procedures shall be included in the operation and maintenance manual. The operations and maintenance manual shall include troubleshooting techniques and procedures for emergency situations. A List of recommended spare parts (manufacturer, model number, and quantity) shall be furnished.
- C. The installing contractor shall maintain as-built drawings or line by line descriptions of each completed phase for verification; and, shall provide the complete set at the time of final systems certification testing.

- D. Certification documentation shall be provided to COR 10 working days prior to submitting the request for final inspection. The documentation shall include all test results, the names of individuals performing work for the testing agency on this project, detailed procedures followed for all tests, and certification that all results of tests were within limits specified.

PART 2 - PRODUCTS

2.1 MATERIALS

- A. Material or equipment containing a weighted average of greater than 0.25 percent lead is prohibited in any potable water system intended for human consumption, and shall be certified in accordance with NSF 61 or NSF 372. Endpoint devices used to dispense water for drinking shall meet the requirements of NSF 61.
- B. Plastic pipe, fittings, and solvent cement shall meet NSF 14 and shall be NSF listed for the service intended.

2.2 STAINLESS STEEL

- A. Corrosion-resistant Steel (CRS):
 - 1. Plate, Sheet and Strip: CRS flat products shall conform to chemical composition requirements of any 300 series steel specified in ASTM A276.
 - 2. Finish: Exposed surfaces shall have standard polish (ground and polished) equal to NAAMM finish Number 4.
- B. Die-cast zinc alloy products are prohibited.

2.3 STOPS

- A. Supply pipe from wall to valve stop shall be rigid threaded IPS copper alloy pipe, i.e. red brass pipe nipple, chrome plated where exposed.
- B. Mental Health Area: Provide stainless steel drain guard for all lavatories not installed in casework.

2.4 ESCUTCHEONS

- A. Heavy type, chrome plated, with set screws. Provide for piping serving plumbing fixtures and at each wall, ceiling and floor penetrations in exposed finished locations and within cabinets and millwork.

2.5 CARRIERS

- A. ASME A112.6.1M, with adjustable gasket faceplate chair carriers for wall hung closets with auxiliary anchor foot assembly, hanger rod support feet, and rear anchor tie down.

2.6 WATER CLOSETS

- A. Water Closet (Floor Mounted, ASME A112.19.2, Figure 6)-office and industrial, elongated bowl, siphon jet 1.1 gallons per flush, floor outlet. Top of seat shall be 17-1/8 inches to 17-1/4 inches above finished floor.
 - 1. Seat: Institutional/Industrial, extra heavy duty, chemical resistant, solid plastic, open front less cover for elongated bowls, integrally molded bumpers, concealed check hinge with stainless steel post. Seat shall be posture contoured body design. Color shall be white.
 - 2. Fittings and Accessories: Floor flange fittings-cast iron; Gasket-wax; bolts with chromium plated cap nuts and washers.
 - 3. Flush valve: Large chloramines resistant diaphragm, semi-red brass valve body, exposed chrome plated, battery powered active infra-red sensor for automatic operation with courtesy flush button for manual operation, water saver design per flush with maximum 10 percent variance, top spud connection, adjustable tailpiece, one-inch IPS screwdriver back check angle stop with vandal resistant cap, high back pressure vacuum breaker, solid-ring pipe support, and sweat solder adapter with cover tube and cast set screw wall flange. Set centerline of inlet 11-1/2 inches above seat.
- B. (P-103) Water Closet (Wall Hung, ASME A112.19.2) office and industrial, elongated bowl, siphon jet 1.1 gallons per flush, wall outlet. Top of seat shall be between 16 inches and 17 inches above finished floor. Handicapped water closet shall have seat set 18 inches above finished floor.
 - 1. Seat: Institutional/Industrial, extra heavy duty, chemical resistant, solid plastic, open front less cover for elongated bowls, integrally molded bumpers, concealed check hinge with stainless steel post. Seat shall be posture contoured body design. Color shall be white.
 - 2. Fittings and Accessories: Gaskets-neoprene; bolts with chromium plated caps nuts and washers and carrier.
 - 3. Flush valve: Large chloramines resistant diaphragm, semi-red brass valve body, exposed chrome plated, battery powered active infra-red sensor for automatic operation with courtesy flush button for manual operation, water saver design per flush with maximum 10 percent variance, top spud connection, adjustable tailpiece, one-inch IPS screwdriver back check angle stop with vandal resistant cap, high back pressure vacuum breaker, solid-ring pipe support, and sweat solder adapter with cover tube and cast set screw wall flange. Set centerline of inlet 11-1/2 inches above seat.

2.7 URINALS

- A. Urinal (Wall Hung, ASME A112.19.2) bowl with integral flush distribution, wall to front of flare 13.5 inches minimum. Wall hung with integral trap, siphon jet flushing action 0.125 gallons) per flush with 2 inches back outlet and 3/4 inch top inlet spud.

1. Flushing Device: Large chloramines resistant diaphragm, semi-red brass body, exposed flush valve electronic sensor operated battery powered, active infrared sensor for automatic operation non-hold open, water saver design, solid-ring pipe support, and 3/4 inch capped screwdriver angle stop valve. Set centerline of inlet 11-1/2 inches above urinal. Valve body, cover, tailpiece, and control stop shall be in conformance with ASTM alloy classification for semi-red brass.

PART 3 - EXECUTION

3.1 INSTALLATION

- A. Fixture Setting: Opening between fixture and floor and wall finish shall be sealed as specified under Section 07 92 00, JOINT SEALANTS. Bio-based materials shall be utilized when possible.
- B. Supports and Fastening: Secure all fixtures, equipment and trimmings to partitions, walls and related finish surfaces. Exposed heads of bolts and nuts in finished rooms shall be hexagonal, polished chrome plated brass with rounded tops.
- C. Through Bolts: For free standing marble and metal stud partitions refer to Section 10 21 13, TOILET COMPARTMENTS.
- D. Toggle Bolts: For hollow masonry units, finished or unfinished.
- E. Expansion Bolts: For brick or concrete or other solid masonry. Shall be 6 mm (1/4 inch) diameter bolts, and to extend at least 76 mm (3 inches) into masonry and be fitted with loose tubing or sleeves extending into masonry. Wood plugs, fiber plugs, lead or other soft metal shields are prohibited.
- F. Power Set Fasteners: May be used for concrete walls, shall be 6 mm (1/4 inch) threaded studs, and shall extend at least 32 mm (1 1/4 inches) into wall.
- G. Tightly cover and protect fixtures and equipment against dirt, water and chemical or mechanical injury.
- H. Where water closet waste pipe has to be offset due to beam interference, provide correct and additional piping necessary to eliminate relocation of water closet.
- I. If an installation is unsatisfactory to the COR, the Sub-Contractor shall correct the installation at no cost or additional time to the General Contractor.

3.2 CLEANING

- A. At completion of all work, fixtures, exposed materials and equipment shall be thoroughly cleaned.

3.3 COMMISSIONING

- A. Provide commissioning documentation in accordance with the requirements of Section 22 08 00, COMMISSIONING OF PLUMBING SYSTEMS.

3.4 DEMONSTRATION AND TRAINING

- A. Provide services of manufacturer's technical representative for four hours to instruct School District Personnel in operation and maintenance of the system.
- B. Submit training plans and instructor qualifications in accordance with the requirements of Section 22 08 00, COMMISSIONING OF PLUMBING SYSTEMS.

--- E N D ---

EXHIBIT B

Zurn:

Z5655 or Z5615 HET - 1.1 GPF Toilet
Z5798 0.125 GPF Urinal

Contractor to provide spec sheets, operations and maintenance manuals, warranty and parts lists.

SCHOOLS AND FIXTURES

Eureka High School

ITEM		ESTIMATED QTY	Cost Each	TOTAL COST
Zurn 1.1 GPG Commercial Toilets		24	\$ 955	\$ 22,920
Zurn .125 GPF Urinals		14	\$ 990	\$ 13,860

Catherine Zane Middle School

ITEM		ESTIMATED QTY	Cost Each	TOTAL COST
Zurn 1.1 GPG Commercial Toilets		10	\$ 955	\$ 9,550
Zurn .125 GPF Urinals		4	\$ 990	\$ 3,960

Bond Cost: \$ 1,550.00

TOTAL: \$ 51,840.00

**EUREKA CITY
SCHOOLS - tbd**

July 1, 2022

1

[illegible]

EXHIBIT D

GENERAL:

1. (1) set of keys will be assigned to contractor in order to provide access to perform required tasks
2. One connex and dumpster at the maintenance warehouse or other location allowed.
3. Map to come of water shut off valves and key size.

EXHIBIT E

INSURANCE REQUIREMENTS

General Liability:

- \$1,000,000 limit per Occurrence
- \$2,000,000 General Aggregate
- \$1,000,000 Damage to Rented Premises
- Coverage form CG 0001 or Equivalent
- Additional Insured endorsement
- Waiver of Subrogation
- Primary and Non-contributory endorsement
- Per Project Aggregate
- 30 Day Notice of Cancellation to Additional Insured

Auto Liability:

- \$1,000,000 limit for Owned, Hired and Non-owned Auto Liability
- Additional Insured endorsement
- Waiver of Subrogation endorsement
- Primary and Non-contributory endorsement
- 30 Day Notice of Cancellation to Additional Insured

Workers' Compensation:

- \$1,000,000 limit – each accident
- \$1,000,000 limit – disease – each employee
- \$1,000,000 limit – disease – policy limit
- Waiver of Subrogation endorsement
- 30 Day Notice of Cancellation to Additional Insured

Umbrella / Excess Liability:

- \$5,000,000 limit
- Following form provision for Additional Insured and Waiver of Subrogation endorsements on underlying policies
- Provides excess limits over General Liability, Auto Liability, and Employers Liability
- 30 Day Notice of Cancellation to Additional Insured

All Lines:

- Best's Guide rating no lower than A- VII
- Certificate of Insurance, with copies of required endorsements attached

EXHIBIT F

PERFORMANCE BOND

WHEREAS, the Governing Board of the Eureka City School District ("District"), at its meeting on _____, 20____, has awarded to _____ ("Principal"), the Contract for performance of the following project ("Project"):

WHEREAS, the Principal is required under the terms of the Contract to furnish a bond to the District as obligee ensuring its full and faithful performance of the Contract Documents, which are fully incorporated herein by this reference,

NOW, THEREFORE, we, the Principal and _____, as Surety, hereby guarantee the Principal's full, faithful and complete performance of the Contract Document requirements in the penal sum of _____ dollars (\$_____) for the payment of which sum will and truly be made, we bind ourselves, our heirs, executors, administrators and successors, jointly, severally, and firmly by this agreement to perform or have performed all of the work and activities required to complete the Project pursuant to the Contract Documents and to pay to the District all damages the District incurs as a result of the Principal's failure to fully perform in accordance with the Contract Documents.

The condition of the obligation is such that if the Principal, its heirs, executors, administrators, successors or assigns shall in all things abide by, and well and truly keep and perform the covenants, conditions and agreements in the Contract Documents and any amendment thereof made as therein provided, on its or their parts to be kept and performed at the time and in the manner therein specified, and in all respects according to their true intent and meaning, and shall insure and indemnify and save harmless the District, its officers and agents, as therein stipulated, then this obligation shall become null and void. Otherwise, it shall be and remain in full force and effect.

The Surety, for value received, hereby stipulates and agrees that no change, extension of time, alteration or addition to the Contract Documents shall in any way affect its obligations on this bond and it does hereby waive notice of any such change, extension of time, alteration or addition.

Principal and Surety further agree to pay all costs incurred by the District in connection with enforcement of this bond, including, but not limited to the District's reasonable attorney's fees and costs incurred, with or without suit, in addition to any other sum required by this bond. Surety further agrees that death, dissolution, or bankruptcy of the Principal shall not relieve the Surety of its obligations hereunder.

In witness whereof, this instrument has been duly executed by the Principal and Surety on the _____ day of _____, 20____.

*To be signed by
Principal and Surety
and acknowledgment
and notarial seal to
be attached.*

PRINCIPAL

By: _____

TITLE _____

SURETY

By: _____

TITLE _____

The above bond is accepted and approved this _____ day of _____, 20____.

By: _____
Authorized District Signature

PAYMENT BOND

WHEREAS, the Eureka City School District ("District") and the Contractor, _____ ("Principal") have entered into a contract ("Contract") for the furnishing of all materials, labor, services, equipment, tools, supervision and transportation necessary, convenient and proper for the _____ project ("Project") which Contract dated _____, 2____, and all of the Contract Documents made part thereof are fully incorporated herein by this reference; and

WHEREAS, Contractor/Principal is required by Division 4, Part 6, Title 3, Chapter 5 (commencing at Section 9550) of the California Civil Code to furnish a bond in connection with the contract;

NOW, THEREFORE, we, the Contractor/Principal and _____ as Surety, are held firmly bound unto Owner in the penal sum of \$_____ Dollars (\$_____), lawful money of the United States of America for the payment of which sum well and truly to be made, we bind ourselves, our heirs, executors, administrators, successors, and assigns, jointly and severally, firmly by these presents.

THE CONDITION OF THIS OBLIGATION IS SUCH that if the Contractor/Principal, his/her or its heirs, executors, administrators, successors, or assigns, or a subcontractor, shall fail to pay any person or persons named in Civil Code Section 9100 or fail to pay for any materials or other supplies used in, upon, for, or about the performance of the work contracted to be done, or for any work or labor thereon of any kind, or for amounts due under the Unemployment Insurance Code with respect to work or labor thereon of any kind, or shall fail to deduct, withhold, and pay over to the Employment Development Department any amounts required to be deducted, withheld, and paid over by Section 13020 of the Unemployment Insurance Code with respect to work and labor thereon of any kind, then said Surety will pay for the same, in or to an amount not exceeding the amount set forth above, and in case suit is brought upon this bond Surety will also pay such reasonable attorney's fees as shall be fixed by the court, awarded and taxed as provided in Division 4, Part 6, Title 3, Chapter 5 (commencing at Section 9550) of the California Civil Code.

This bond shall inure to the benefit of any of the persons named in Section 9100 of the California Civil Code so as to give a right of action to such person or their assigns in any suit brought upon this bond.

It is further stipulated and agreed that the Surety of this bond shall not be exonerated or released from the obligation of the bond by any change, extension of time for performance, addition, alteration, or modification in, to, or of any contract, plans, specifications, or agreement pertaining or relating to any scheme or work of improvement described above or pertaining or relating to the furnishing of labor, materials, or equipment therefor, nor by any change or modification of any terms of payment or extension of the time for any payment pertaining or relating to any scheme or work of improvement described above, nor by any rescission or attempted rescission of the contract, agreement, or bond, nor by any conditions precedent or subsequent in the bond attempting to limit the right of recovery of claimants otherwise entitled to recover under any such contract or agreement or under the bond, nor by any fraud practiced by any person other than the claimant seeking to recover on the bond, and that this bond be construed most strongly against the Surety and in favor of all persons for whose benefit such bond is given, and under no circumstances shall Surety be released from liability to those for whose benefit such bond has been given, by reason of any breach of contract between the Owner and original contractor or on the part of any obligee named in such bond, but the sole conditions of recovery shall be that claimant is a person described in Section 8400 and 8402 of the California Civil Code and has not been paid the

full amount of his/her or its claim and that Surety does hereby waive notice of any such change, extension of time, addition, alteration, or modification.

In witness whereof, this instrument has been duly executed by the Principal and Surety this _____ day of _____, 20__.

*To be signed by
Principal and Surety
and acknowledgment
and notarial seal to
be attached.*

PRINCIPAL

By:

Title

SURETY

By:

Title

The above bond is accepted and approved this _____ day of _____, 20__.

By: _____
Authorized District Signature

EXHIBIT G

IRAN CONTRACTING ACT CERTIFICATION (Public Contract Code Sections 2202-2208)

As required by California Public Contract Code Section 2204, the Contractor certifies subject to penalty for perjury that the option checked below relating to the Contractor's status in regard to the Iran Contracting Act of 2010 (Public Contract Code Section 2200 et seq.) is true and correct:

- ☐ The Contractor is not:
 - ☐ identified on the current list of persons and entities engaging in investment activities in Iran prepared by the California Department of General Services in accordance with subdivision (b) of Public Contract Code Section 2203; or
 - ☐ a financial institution that extends, for 45 days or more, credit in the amount of \$20,000,000 or more to any other person or entity identified on the current list of persons and entities engaging in investment activities in Iran prepared by the California Department of General Services in accordance with subdivision (b) of Public Contract Code Section 2203, if that person or entity uses or will use the credit to provide goods or services in the energy sector in Iran.
- ☐ The District has exempted the Contractor from the requirements of the Iran Contracting Act of 2010 after making a public finding that, absent the exemption, the District will be unable to obtain the goods and/or services to be provided pursuant to the Contract.
- ☐ The amount of the Contract payable to the Contractor for the Project does not exceed \$1,000,000.

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

Signature

Date

Name

Title

Name of Contractor

COMPLIANCE WITH ECONOMIC SANCTIONS CERTIFICATION

As required by Executive Order N-6-22, issued by Governor Gavin Newsom on March 4, 2022 (“EO”), the Contractor certifies compliance with the economic sanctions imposed in response to Russia’s actions in Ukraine, including with respect to, but not limited to, the federal executive orders identified in the EO and the sanctions identified on the U.S. Department of the Treasury website (<https://home.treasury.gov/policy-issues/financial-sanctions/sanctions-programs-and-country-information/ukraine-russia-related-sanctions>). Contractor understands that failure to comply may result in the termination of this Agreement.

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

_____ Signature	_____ Date
_____ Name	_____ Title
_____ Name of Contractor	

AGENDA ITEM

Agenda Title: Approval of Minutes from the Regular Meeting on May 19, 2022

Meeting Date: June 2, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the minutes from the Regular Meeting on May 19, 2022.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Not applicable.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*

Not applicable.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Not applicable.

WHO *(list the name of the contact person(s), job title, and site location)*

Fred Van Vleck, Ed.D. - Superintendent

ATTACHMENTS:

Description

- ▣ Draft Minutes - 05.19.22 w.attachments

Eureka City Schools | Board of Education

District Office - 2100 J Street - Eureka, CA 95501
(Room 116)

Regular Meeting

6:30 PM

May 19, 2022

MINUTES

A. CALL TO ORDER OF OPEN SESSION

Clerk Fernandez called the open session to order at 5:00 p.m.

Members Present: Johnson, Fernandez, Duncan

Members Absent: Taplin, Ollivier

Staff Present: Van Vleck, Ziegler, Storts, Will, Leonard, Harris

B. PUBLIC COMMENT ON CLOSED SESSION ITEMS

No public comment on closed session Items. Clerk Fernandez notes Closed Session Item C(6) is related to Developer Fee Study Objections.

C. CLOSED SESSION (Closed to Public) (Room 118)

Clerk Fernandez moved the meeting to closed session to discuss closed session Items C(1) through C(6).

[Note: President Ollivier arrived in Closed Session at 5:05 p.m.]

- (1) Employee Discipline, Dismissal, Release, Accept the Resignation of a Public Employee (GC § 54957)
- (2) Public Employment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. M(11)
- (3) Public Employee Appointment (Gov. Code §54957) - See Personnel Action Report Consent Agenda Item No. M(11)
- (4) Conference with Labor Negotiator Superintendent Van Vleck Regarding Eureka Teachers Association, Classified White and Blue Collar Units, and/or Unrepresented Employees (Confidential and Classified and Certificated Management) (GC § 54957.6)
- (5) Conference with Real Property Negotiator Superintendent Van Vleck Regarding Jacobs Building Property Concerning Price and/or Terms of Payment (GC § 54956.8) (Interested Parties: City of Eureka / Lead Negotiator: Brian Gerving and California Highway Patrol / Lead Negotiator: NaTonya Forbes)
- (6) Conference with Legal Counsel – Anticipated Litigation, One Case (GC § 54956.9) - Significant Exposure to Litigation Pursuant to Gov. Code §54956.9(d)(2) or (d)(3)

D. BOARD RECESS | 6:00-6:30 p.m. – Attend Chamber Mixer, Hosted by Eureka High School (Welding Shop) (1915 J Street)

The Board did not take a Board Recess.

E. RECONVENING OF OPEN SESSION (Room 116)

President Ollivier reconvened the meeting at 6:32 p.m.

Members Present: Johnson, Ollivier, Fernandez, Duncan, Watson

Members Absent: Taplin

Staff Present: Van Vleck, Ziegler, Storts, Leonard, Harris

F. REPORT OUT FROM CLOSED SESSION

In closed session item (1), the Governing Board acted to issue a Letter of Reprimand and suspend a Food Service Worker for two work days. The vote was unanimous in favor of the motion. Trustee Taplin absent.

G. PLEDGE OF ALLEGIANCE TO THE FLAG – Lafayette Elementary School

Students from Lafayette Elementary School led the Board in the pledge of allegiance and 5th grade students shared what they like best about their school.

H. PUBLIC HEARING

- (7) Notice of Public Hearing and of Proposal For Implementing School Facilities Fees as Authorized By Education Code Sections 17620 And Government Codes 65995

President Ollivier announced all public comment about this item, and D/A Item 28 and Item 29, will take place during this public hearing. Clerk Fernandez read instructions relating to public comment.

Will Zerlang addressed the Board. Zerlang is a Eureka resident and owner of several local businesses. He is not support of the developer fees. He provided a letter to the Board via email and read excerpts out loud to the Board. He reviewed current building fees and is concerned about costs increasing substantially. He provided several suggestions regarding the process, should the Board move forward on this item. He requested an extension of current permits (for projects moving through the system) and hopes only plans submitted after approval would have to incur the fees.

Danielle Zerlang thanked the Board for having the opportunity for public comment. She has four students who went through local schools and recognizes struggles. She believes putting fees on ADUs will stifle projects in the process or future projects. If the Board approves the fees, she hopes the Board will consider removing the fees after the grant is completed. She has spoken with local planning departments and some planning departments have lower fees to build, which encourages building

in other areas, which will ultimately hurt enrollment and building within Eureka. She understands the school has to do this to get the Pre-K funding. She would like this discussed annually if the Board moves forward.

Rob McBeth addressed the Board as a citizen of Eureka. He is a graduate of EHS and a lifelong resident of Humboldt. He is opposed to the facility fees and does not believe it will benefit the community. He is also upset with the State for requiring the District to have the facility fees in order to apply for the grant. He hopes the Board will find another solution.

Kevin McKenny, a local developer, addressed the Board. He thanked ECS for having a meeting early on to discuss the fees and the concerns. At that meeting, he asked the District about doing a lower fee. He is concerned about the methodology of the report, which does not go into detail on what is needed in order to support the fees. He disagrees with the report and does not believe the information is very thorough. He has found problems with those reports in the past. The concerns are noted in the letter from the attorney. He would like the report to be looked at in a more concise manner.

Tina Christianson addressed the Board in her capacity at HAR. She hopes the Board has reviewed the letter from Humboldt Builders Exchange. HAR is in agreement with everything in the Humboldt Builders Exchange letter. The current pricing for a new house is \$300 per sq. foot. She notes an increase on a typical house would be in excess of \$1,800. Schools are declining in enrollment and there are more charter schools opening. She would like the Board to look at the report and analyze it for accuracy.

Public hearing closed.

I. ADJUSTMENTS TO THE AGENDA

- (8) Approval of the Agenda

No adjustments to the Agenda.

It was M/S by Johnson/Duncan to approve the Agenda. Student Board Representative: yes 1, no 0, absent 0. Governing Board: yes 4, noes 0, absent 1 (Taplin). Motion carried.

J. INFORMATION

- (9) Student Reports – No student reports.
- (10) Superintendent's Report – Van Vleck acknowledged the new look of the Boardroom, which is being updated by the Maintenance Team. ECS just received a community school grant, which is exciting. The grant will build a

community center at each of the elementary schools to address social/emotional health and family involvement. Van Vleck congratulated Teri Waterhouse as her new position as the Superintendent of South Bay and Kristi Puzz as the new Principal at Winship Middle School.

(11) Board Members' Reports

Watson notes there are only three weeks left in school and she is excited to end her senior year. She provided information on recent awards at EHS and states spring fever week is next week, including club fairs and powder puff.

Ollivier took part in the student Board member interviews and notes Watson has set the bar high. She thanked Watson for her work on the Board.

Fernandez thanked everyone for coming out and providing public comment. He also thanked Watson for her work on the Board, as she has a successful future ahead.

Duncan also enjoyed participating in the student board member interviews. He is distraught over the issue of the developer fees but does want to do what is best for the students.

K. PUBLIC COMMENT ON NON-AGENDA ITEMS

No public comment.

L. CONSENT CALENDAR

It was M/S by Fernandez/Duncan to approve the following Consent Calendar items:

- (12) Approval of Personnel Report No.14
Referred to the Board by:
Renaë Will, Director of Personnel Services and Public Affairs
- (13) Approval and Adoption of the School Calendar and Schedule of Holidays for the 2023-2024 School Year
Referred to the Board by:
Renaë Will, Director of Personnel Services and Public Affairs
- (14) Approval of Resolution #21-22-031, Revised Date for Observance of Abraham Lincoln's Birthday in 2023-2024 School Calendar
Referred to the Board by:
Renaë Will, Director of Personnel Services and Public Affairs
- (15) Approval of Minutes from the Regular Meeting on April 27, 2022
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent

- (16) Approval of April 2022 Warrants
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (17) Approval of Memorandum of Understanding between Eureka City Schools and Cutten Elementary School: "Out of the Box" Drop Off at Sequoia Zoo
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (18) Approval of Intent to Apply for the 2022-23 Agricultural Career Technical Education Incentive Grant – Eureka High School
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (19) Approval of AP Statistics Curriculum, BFW
Referred to the Board by:
Gary Storts, Assistant Superintendent of Educational Services
- (20) Approval of Elementary Social Studies Curriculum Adoption, TCI
Referred to the Board by:
Gary Storts, Assistant Superintendent of Educational Services
- (21) Approval to Accept Donation to Eureka High School: Auto Shop Program
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (22) Approval of Corp Yard Solar/Microgrid Project Change Order
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (23) Approval to Accept Donation to Lafayette Elementary from McCrea Subaru/Adopt A Classroom
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services
- (24) Approval of Revised Classified and Certificated Management Salary Schedules Due to Changes in Work Days
Referred to the Board by:
Rena Will, Director of Personnel Services and Public Affairs
- (25) Approval to Surplus Middle School Science Textbooks
Referred to the Board by:
Gary Storts, Assistant Superintendent of Educational Services
- (26) Approval of Intent to Apply for 2022-23 Carl D. Perkins Career and Technical Education Grant
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

- (27) Approval of Declaration of Equipment as Surplus and Authorization to Sell
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

Student Board Representative: yes 1, no 0, absent 0. Governing Board: yes 4, noes 0, absent 1 (Taplin). Motion carried.

M. DISCUSSION/ACTION

- (28) Resolution #21-22-028; Adopting Level 1 Developer Fee Justification Study
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

Ziegler notes Items M(28) and M(29) are very similar and will provide the overview at the same time. He reviewed the history of developer fees, including regulations, and fees over time due to the adjustments. The Board is required to complete a justification fee, which they have done. On August 26, 2021, the Board directed staff to move forward in the process and on January 13, 2022, the Board approved the contract with Jack Schrader, with a 5/0 vote. He notes Fortuna and McKinleyville already charge these fees and Freshwater and Cutten are both looking into charging the developer fees.

Ziegler reviewed the grant parameters and the requirements in order to obtain the financial hardship status, including charging developer fees. Regarding the bonds, it is anticipated the District will meet the timeframes for approval of the projects through DSA but that is ultimately in DSA's hands. In the event other local Districts apply for developer fees, the fees would be reduced and shared with the other District. Conversely, if just one District does the developer fees, that District would receive the fees.

Ziegler addressed enrollment questions and notes the projected enrollment in the report provides for a 42 student increase annually, over the course of 25 years. He also reviewed the parameters for the new TK program in California. As part of this process, there is a biannual (every two years) requirement to revisit the developer fees. The District is planning to revisit this annually. Ziegler reviewed some of the mitigation efforts, which would allow some exceptions to the developer fee, including the potential for financing the fee.

The District is required to charge the highest Level 1 fees in order to qualify for the financial hardship. There is no flexibility regarding the exception, as the District is required to follow the code. It is noted after the Board meets the hardship requirements, there is leeway at any time to change the amount, provided the Board is not trying for the hardship funds. If the Board adopts this, the fees would have to be implemented/collected within 60 days. OPSC will dictate on if the fees would applied to permits to build that were applied for prior to approval by the Board to

pass the developer fees. There are two rounds of the grant, and if the District on the first round, it is possible ECS may apply for the 2nd round.

ECS needs to build Title 5 classroom in order to address the need for preschool/TK/K classrooms. The Board discussed parameters regarding senior housing exemptions. It is believed that any addition to an existing construction under 500 sq. feet would be exempt from the fee.

Funds raised through the developer fee process are kept in a separate account and there would be an annual reporting showing how the funds are being used. The funds can be used for facilities, not for maintenance or salaries.

Van Veck acknowledged the letter received from the attorney for the Northern California Association of Home Builders (NCHB). This letter will be added to the board pack. [Letter attached to final minutes.]

It is staff's recommendation to adopt the resolution with language with language added that the Board considered the evidence submitted by the public, confirmed with District staff that the issues raised can be addressed by supplementing the Study, and direct staff to bring the supplement back to the Board for consideration.

It was M/S by Johnson/Fernandez to approve Resolution #21-22-028; Adopting Level 1 Developer Fee Justification Study with language added that the Board considered the evidence submitted by the public, confirmed with District staff that the issues raised can be addressed by supplementing the Study, and direct staff to bring the supplement back to the Board for consideration no later than June 28, 2022. Student Board Representative: aye 1, no 0, absent 0. Governing Board: yes 4, noes 0, absent 1 (Taplin).

- (29) Resolution #21-22-030; Establishing and Adopting School Facilities Fees Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

This is the second step in the process to implement the fees. This would authorize the District to move forward in assessing and collecting the fees.

It was M/S by Fernandez/Johnson to approve Resolution #21-22-030; Establishing and Adopting School Facilities Fees. This will be reviewed by the Board in no later than six months. Student Board Representative: aye 1, no 0, absent 0. Governing Board: yes 3, noes 1 (Duncan), absent 1 (Taplin).

In regard to the "no" vote, Trustee Duncan notes he is completely opposed to more fees being put onto the builders and the community.

- (30) Accept Low Bid for Zane Building 1 Roof Project
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

The District received one bid from McMurray & Sons. McMurray & Sons' bid came in at \$135,590.

It was M/S by Duncan/Johnson to approve and accept the Low Bid for Zane Building 1 Roof Project from McMurray & Sons. Student Board Representative: aye 1, no 0, absent 0. Governing Board: yes 4, noes 0, absent 1 (Taplin).

- (31) Resolution #21-22-029; Adopt an Initial Study/Mitigated Negative Declaration Pursuant to the California Environmental Quality Act for the Eureka High School - Albee Stadium Renovation Project
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

Ziegler notes this is another step in the process of moving forward with the Albee Stadium Project at EHS.

It was M/S by Johnson/Duncan to approve Resolution #21-22-029; Adopt an Initial Study/Mitigated Negative Declaration Pursuant to the California Environmental Quality Act for the Eureka High School - Albee Stadium Renovation Project. Student Board Representative: aye 1, no 0, absent 0. Governing Board: yes 4, noes 0, absent 1 (Taplin).

- (32) Process for Filling Board Member Vacancies
Referred to the Board by:
Fred Van Vleck, Ed.D., Superintendent

Van Vleck notes Trustee Taplin has resigned from the Board. She has an amazing legacy at ECS. Her resignation is effective on June 18, 2022. At this point, the Board needs to determine if they want to do a provisional appointment or wait and let the seat be filled in the next general election. The Board notes is has been a honor working with Trustee Taplin. She has dedicated over 60 years to the District.

It was M/S by Duncan/Ollivier to approve the filling the Board member vacancy with a provisional appointment. Student Board Representative: aye 1, no 0, absent 0. Governing Board: yes 3, noes 1 (Fernandez), absent 1 (Taplin).

Trustee Fernandez explained his "no" vote, noting he appreciates Trustee Taplin's service to the District but disagrees with the provisional process given the general election in November.

Given the Board direction for a provisional appointment, Van Vleck requested availability for future meetings. It is determined the applications

will be reviewed at a Special Meeting on Friday, June 3, 2022 at 4:30 p.m.
There will be a special meeting for interviews on Thursday, June 9th, at 5:00 p.m.

N. DISCUSSION

- (33) Citizens' Oversight Committee (COC) Annual Report to the Board
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

Denise Jones, President of the COC, provided the annual written report to the Board. Jones reviewed report which notes the posting requirements (including the locations at the District and the website), review of the bond expenditures, and the requirements regarding the annual report. She appreciates the District for the transparency and the monthly presentations by Charley Batini. Jones notes the auditing firm concluded the District has properly expended the funds for Measure S. She thanked the District for the compliance and reporting. The COC feels welcome to ask questions and have discussions, which is a wonderful thing. She thanked Paul, Charley, and Jen, along with the maintenance crew.

- (34) Food Services Department Update
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

Ziegler introduced Kevin Ralston, the District's new Food Service Director. Ralston notes there has been a lot of changes throughout COVID-19 but many successes as well. He reviewed the Central Kitchen staff, the Food Service Site Teams, the local school sites served (including Pacific View, Glen Paul, and the Eureka Community Center, etc.), a summary of the meal programs (including the summer program, the afterschool supper program, and the fresh fruit and vegetable grant), the challenges and opportunities moving out of the pandemic, and the trends and projections. Ralston reviewed the funding courses for the 2022-23 school review including the NSLP Equipment Grant, Kitchen Infrastructure Grant, Supply Chain Assistance, and Local Procurement, etc. He reviewed the implementation plan for universal meals and challenges ahead, including SB 1383 and supply chain concerns. The Board thanked Ralston for the Board dinners, which are always delicious and appreciated.

- (35) Enrollment Update
Referred to the Board by:
Paul Ziegler, Assistant Superintendent of Business Services

Ziegler reviewed the CBEDS projections, noting a slight decrease in enrollment. Currently, the District is slightly ahead of the enrollment number projected for this time last year. Ziegler notes these numbers are conservative, as the District does not want to over project when building the classrooms. He also reviewed ADA, intradistrict enrollment, etc.

(36) Local Control Accountability Plan Update

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

Storts provided an update to the Board on the LCAP. It has been submitted to HCOE for review and will come back to the Board for preview on June 2nd.

(37) Annual District English Learner Advisory Committee (DELAC) Presentation

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

Storts provided the annual report to the Board on DELAC. He reviewed the DELAC members, which is comprised of ELAC members at the sites and other school staff and parents. At least 51% of the DELAC must be parents of EL students. Storts reviewed the DELAC responsibilities (elections/bylaws, conducting district-wide needs assessment), accomplishments, and process for improving services based on input/engagement efforts.

(38) Annual CTE Report (Career and Technology Plan for Secondary Schools including Continuation High School and Dual Enrollment)

Referred to the Board by:

Gary Storts, Assistant Superintendent of Educational Services

Storts provided the annual report to the Board on Career and Technology Plan for Secondary Schools including Continuation High School and Dual Enrollment. He reviewed program opportunities at each site, CTEIG funding, dual enrollment classes, etc.

(39) Policy Updates from CSBA - December 2021 and Revisions to BB 9400 (First Review)

Referred to the Board by:

Fred Van Vleck, Ed.D., Superintendent

This is the 1st review of the policies. These policies will come back to the Board on Consent at the next Board meeting.

O. CLOSED SESSION

Closed session did not continue.

P. RECONVENING OF OPEN SESSION

Not applicable. Closed session did not continue.

Q. REPORT OUT FROM CLOSED SESSION

Not applicable. Closed session did not continue.

R. INFORMATIONAL ONLY ITEMS

(40) Information Only: June 2022 - Review of CDE Calendar of Events

S. ADJOURNMENT

President Ollivier adjourned the meeting at 8:55 p.m.

Respectfully submitted,

Fred Van Vleck, Ed.D.
Secretary of the Board of Education

Micalyn Harris, Recording Secretary



LAW OFFICES OF YOUNG, MINNEY & CORR, LLP
THE CHARTER LAW FIRM

SARAH J. KOLLMAN ESQ.

PARTNER & ATTORNEY AT LAW

skollman@mycharterlaw.com

May 16, 2022

Via Electronic Mail
estagg@sclscal.org

Erin Stagg
School and College Legal Services of California
5350 Skylane Boulevard
Santa Rosa, CA 95403

Re: Objection to Level 1 Developer Fee Study

Dear Ms. Stagg,

As you know, our office represents the Northern California Association of Home Builders ("NCHB"). Please let this letter serve as NCHB's notice that it objects to the Level 1 Developer Fee Study (the "Study") prepared on behalf of Eureka City Unified School District (the "District") and dated April 5, 2022. The Study contains significant legal and methodological errors and fails to provide a legal justification for the issuance of developer fees pursuant to Education Code Section 17620, subdivision (a). It is our understanding that the District intends to take action at its May 19, 2022 Board meeting to approve the Study and commence imposing fees on developers within the District's boundaries. We strongly urge the District Board not to take this action as the Study is flawed, and there are alternative ways for the District to qualify for financial hardship grant funds under the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program.

In short, the Study justifies the imposition of developer fees solely to fund deferred maintenance projects and modernization needs that currently exist throughout the District's facilities and which would exist whether or not any new development occurs in the District. These costs cannot be reasonably attributed to the impact of future new development within the District, and it would be palpably unfair to force new families moving to Eureka to shoulder the cost of renovating the District's aging school facilities on their own, when that renovation would clearly benefit all of Eureka's families equally.

For the reasons laid out further herein, NCHB respectfully requests that the Board take no action to implement the developer fees as recommended pursuant to the Study's legally flawed justification and to instead issue an alternative study or pursue an alternative course of action that takes the points raised herein into account.

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Please be advised that should the Board issue a resolution implementing the school facility developer fees as recommended by the Study in its current form and upon the justification therein identified, it would be subject to legal challenge and invalidation.

Education Code Section 17620 Does Not Permit the Imposition of Developer Fees to Pay for Deferred Maintenance or Pre-existing Modernization Needs

The Study itself gets off on the wrong foot by boldly misrepresenting the language of the operative statute. On page 4, the Study claims that Education Code Section 17620 provides authority to levy fees “for the construction or modernization of school facilities.” This language is presented as a direct quotation from the statute. However, Section 17620 states no such thing. It provides for fees to fund “construction and reconstruction of school facilities.” (Education Code § 17620, subd. (a) [emphasis added].)

The distinction is critical, because while the law permits developer fees to be assessed as a source of funding for the reconstruction of school facilities to increase their capacity in response to new development, the law does not permit developer fees to be used to fund deferred maintenance/modernization needs that do not result directly from the impact of new development.

Education Code Section 17620, subdivision (a)(3), provides that “‘construction or reconstruction of school facilities’ does not include any item of expenditure for” the purposes of deferred maintenance described in Education Code Section 17582.

Deferred maintenance purposes are described in Education Code Section 17582 to include but not be limited to “major repair or replacement of plumbing, heating, air-conditioning, electrical, roofing, and floor systems; the exterior and interior painting of school buildings; the inspection, sampling, and analysis of building materials to determine the presence of asbestos-containing materials; the encapsulation or removal of asbestos-containing materials; the inspection, identification, sampling, and analysis of building materials to determine the presence of lead-containing materials; and the control, management, and removal of lead-containing materials.”

In *Shappell Industries, Inc. v. Governing Board* (1991) 1 Cal.App.4th 218, 238 the Sixth District California Court of Appeal opined that developers should not be “accountable for costs of correcting problems of deferred maintenance or modernizing existing structures which are still functional” but rather should only be accountable for fees to fund reconstruction to the extent necessary to maintain a similar level of service or where such renovation provides enhanced capacity for increased enrollment caused by new development.

Neither of these grounds exists here or is identified by the Study as being the purpose of the developer fees to be assessed. From all appearances, it appears that the Study, by simply replacing words in the statute, is claiming that the District may impose fees to pay for its deferred maintenance/modernization needs without further justification. Whether the projects are categorized as reconstruction, renovation, modernization or anything else, if the actual work to be done consists of deferred maintenance of the type prohibited from being funded through developer



fees under the law, the fees will be void and developers forced to pay them will be entitled to a refund.

The Deferred Maintenance/Modernization Costs the Fee is Being Sought to Fund Are Pre-Existing and not Reasonably Attributable to the Impacts of New Development.

The fee scheme recommended by the Study violates the Mitigation Fee Act because the modernization to be funded is not in any way necessitated by or caused by new development. In short, there is no causal “nexus” whatsoever between new residential units being built and the District’s need to modernize its aging school facilities—and the Study makes no attempt to demonstrate the causal nexus.

The Mitigation Fee Act provides, in Government Code Section 66001, subdivision (a), that “in any action establishing, increasing, or imposing a fee as a condition of approval of a development project by a local agency, the local agency shall” among other things, “[d]etermine how there is a reasonable relationship between the fee’s use and the type of development project on which the fee is imposed.”

Further, Section 66001, subdivision (g), provides that a fee “shall not include the costs attributable to existing deficiencies in public facilities, but may include the costs attributable to the increased demand for public facilities reasonably related to the development project in order to (1) refurbish existing facilities to maintain existing levels of service or (2) achieve an adopted level of service that is consistent with the general plan.”

The entire premise of the Study is that developer fees are justified to pay for “modernization” that is necessary to “maintain the existing level of service or achieve an adopted level of service that is consistent with a general plan.” (Study, page 7.) However, the Study fails to establish how the District’s modernization needs are specifically the consequence of new development and are not just the natural result of its existing facilities aging over time. The Study does not address levels of service beyond merely averring to the general need to keep school buildings upright—which, again, is purely a deferred maintenance cost that would exist whether or not new development occurs at all.

To justify fees on the grounds identified (maintaining levels of service), the Study would have to demonstrate an actual causal relationship between new development and the need to spend money on school reconstruction. The Study makes no attempt to do so; it merely refers to the existing need to refurbish facilities on a roughly 25-year increment and assigns those existing deferred maintenance obligations to be paid for by new development. The Study does not claim, for example, that there are nonfunctional school facilities that need to be refurbished to meet new demand stemming from new development, which facilities would not need to be refurbished otherwise.

Here, the District has not and cannot show a causal nexus. If no new development occurred in Eureka over the next 25 years, its school facilities would still require the same modernization upkeep (i.e., deferred maintenance). Pinning the upkeep costs of old facilities on new development is also deeply unfair. Those just moving to Eureka will have contributed nothing to these facilities’



worn-down state of repair but will be forced to carry the burden of renewing Eureka's school facilities for the benefit of all. This is precisely what the Study would implement.

This is not only unfair but also illegal. California case law and Section 66001, subdivision (g), have long prohibited developer fees from being used to pin the costs of old obligations on new development. In *Bixel Associates v. City of Los Angeles* (1989) 216 Cal.App.3d 1208, the Court of Appeal sustained a challenge to a fire hydrant fee imposed as a condition of being granted a new a building permit. The court held that the fee was invalid because it sought to make new residential development shoulder the cost for replacing a 97-year old water main when the main should have been replaced 47 years previously. (Id. at p. 1220.) In other words, the fee was invalid because it attempted to make new development pay for an old deficiency.

Likewise, in *Rohn v. City of Visalia* (1989 214 Cal.App.3d 1463, the Court of Appeal invalidated a condition on a development project that required dedication of 14% of the project's land to realign an intersection. The court found that the dedication requirement (a "fee" under the Mitigation Fee Act) was invalid because the project itself had no traffic impacts, and the dedication was sought merely to implement a long-planned intersection improvement. (Id. at 1476.) In other words, it is clear that developer fees cannot be used to fund agency projects that have no causal nexus to the development being burdened.

And again, as mentioned above, in *Shapell Industries, Inc. v. Governing Board, supra*, 1 Cal.App.4th 218, 234-239, the Court found that a school district could not properly impose the full cost of new, already-needed school facilities on new development, but could only extract such funds that were proportional to the amount of increased enrollment actually attributable to the new development. The *Shapell* court further noted, along those same lines, that the school district could only charge fees for refurbishment to the extent necessary to maintain a similar level of service in light of increased facilities needs. Existing facilities deficiencies were not a valid use of fees extracted pursuant to the Mitigation Fee Act.

Pursuant to *Shapell* and Section 66001, subdivision (g) which codifies it, the Study must show how new development causes the continuing need for the District's facilities to be modernized on a 25-year interim. If it cannot, the fee is illegal. The Study makes no such demonstration of causation, and so the developer fees and any resolution implementing them are illegal. The Study merely reasons backward from how much money the District would like to extract by cherry-picking generic statewide values that have no bearing on Eureka and then skipping over the essential causal relationship justifying the imposition of fees.

Furthermore, the Study admits that the fees are intended to fund a grab-bag of District spending priorities by making theoretical new development pay for them. It mentions that the fees may also be used to pay for over-budget deferred maintenance projects from 2014 and 2020 bonds, to fund compliance with universal TK program requirements entirely unrelated to new development, and "other modernization needs," none of which have any causal nexus to new development and would be clearly illegal uses of developer fees. The proposed use of developer fees on new residential development to fund these District renders the fee illegal and invalid, as the Study makes no attempt to justify the use of fees for these purposes as required by the Mitigation Fee Act.



To be clear, this is not the typical case where new development has an actual impact on existing facilities capacity and thus necessitates the imposition of a fee to pay for facilities sufficient to meet the increased demand. There are no facilities capacity issues here, as the District's enrollment has not increased for many years, following a state-wide pattern of declining public school enrollment, and will likely continue to decline even with new development.

In fact, the Study states on page 7 that the facilities needs at issue are not related to capacity and exist "regardless of the availability of capacity to house student enrollments, inclusive of student enrollment generated from new development." Further, the information contained in the Study regarding planned development in the District for the next 25 years is inconsistent with the City's public planning documents such as the General Plan regarding the population trends of the area, as well as assuming the theoretical construction of housing that 1) will not accommodate families with children (such as half of the City's planned development being in the form of accessory dwelling units that the City publicly acknowledges is intended for elderly residents, and could not legally accommodate families), 2) is currently not able to be fully built due to limitations in the City and County's sewer and water infrastructure, and 3) is likely to be the replacement of much older construction that will need to be replaced, rather than the construction of new homes. Moreover, the study's entire premise and justification is based on informal statements by the City Planner and Planner for the County regarding the number of anticipated housing units to be built in the area in the next 25 years. These informal statements are not tied to actual studies, reports, or formal positions taken by the Planning Departments, and thus cannot serve as the foundation for the entire study. Moreover, these development estimates are not consistent with the patterns in housing development in the City and County for the last 20 years, as reflected in the City's General Plan and Housing Element updates.

Capacity is not the problem facing the District's facilities; nor is maintaining level of service in Eureka's schools. Rather, the District has significant deferred maintenance obligations to cover and other priorities it would rather spend that money on, and the Study improperly, and in a manner inconsistent with law, offers it a way to push its deferred maintenance costs on others. By pinning those significant costs on the new families theoretically expected to move to Eureka over the coming years, however, the District would be risking making Eureka unaffordable to move to, stunting the area's overall economic growth and diverting new jobs and families, and thus enrollment, away from Eureka.

As explained herein and in the court cases cited above, as well as in Government Code Section 66001, subdivision (g), pre-existing facilities deficiencies are not the responsibility of new development, and any fee that attempts to force new development to pay for the District's deferred maintenance and existing facilities deficiencies is illegal and will be subject to refund under the Mitigation Fee Act.

Lastly, the Board confirmed in its August 26, 2021 meeting that this effort is for the purpose of allow the District to qualify for financial hardship grant funds under the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program as it meets the law's requirements to offer expanded pre-school and transition kindergarten commencing in the 2022-23 school year. However, the applicable regulation requires only that the District certify that




is has “**made all reasonable efforts to fund its matching share of the project** by demonstrating it is levying the developer fee **justified under law** or an alternative revenue source equal to or greater than the developer fee otherwise justified under law.” (2 CCR Section 1860.14(a).)

This language makes clear that as long as the District has made reasonable efforts to fund its matching share through efforts that are justified under law, it meets the requirement for eligibility for the hardship grant. As we have described above, the District currently does not meet the legal standard to levy developer fees under the law, and thus is not justified in levying developer fees. We also understand the District has explored all other current sources of funds and has not identified other sources as its bonding capacity does not provide for it, and there are no other available state funds to cover its matching share. Thus, the District has met the standard for eligibility and does not need to actually adopt the developer fees to qualify for the hardship grant funding.

We would be more than happy to offer further input to the Board on this issue, but respectfully recommend that the District not move forward with adopting the Study and implementing developer fees in the District. The long-term consequences on the District’s enrollment, and on the ability of the District’s families to afford housing, and thus remain in the District, will be significant. If the District does move forward, NCHB will have no choice but to explore all of its options.

Sincerely,

LAW OFFICES OF YOUNG,
MINNEY & CORR, LLP


Sarah Kollman
ATTORNEY AT LAW





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Somer Wallan

Hannah Winans

AFFILIATE LIAISON

Lisa Hall

EXECUTIVE OFFICER

Kristen Kelley

May 17, 2022

Eureka City Schools Board of Education
2100 J Street
Eureka, CA 95501

RE: The Humboldt Association of Realtors objects to proposed Developer fees and the Developer fee justification study.

Dear Eureka City Schools Board of Education,

The Humboldt Association of Realtors objects to the Level I Developer Fee Justification Study for Eureka City Schools submitted April 5th, 2022: Humboldt County does not qualify for these Level I Developer Fees, and the District has stated uses for the funds that are not supported by Education Code Section 17620.

We believe moving forward with the developer fees would be a waste of Eureka City Schools resources and time due to the inaccuracy of the Justification Study and the misuse of the proposed funds collected.

As stated in Education Code Section 17620 and section 65995 "construction or reconstruction of school facilities does not include, regular maintenance or routine repair, inspection, sampling, analysis or removal of asbestos-containing materials, or the purpose of deferred maintenance."

Deferred Maintenance as defined in Section 17582

"Major repair or replacement of plumbing, heating, air-conditioning, electrical, roofing, and floor systems; the exterior and interior painting of school buildings; the inspection, sampling, and analysis of building materials to determine the presence of asbestos-containing materials; the encapsulation or removal of asbestos-containing materials; the inspection, identification, sampling, and analysis of building materials to determine the presence of lead-containing materials; and the control, management, and removal of lead-containing materials."





As stated in the Justification study, the funds would be used for replacement and/or modernization of school facilities, completing projects included in the 2014 and 2020 bonds, retrofitting of classrooms to meet Title 5 requirements. While the District would need substantial funds to complete these projects, it would be unlawful to use any developer fees collected for the purposes in the Justification Study.

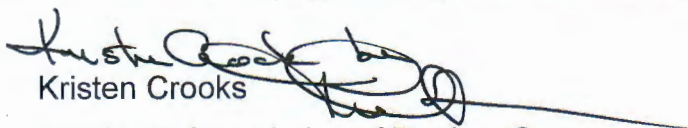
Imposing Developer Fees will hinder Humboldt County's ability to hit the RHNA numbers (again).

Humboldt County has not been able to hit the Regional Housing Needs Assessment (RHNA) consistently. The upcoming RHNA has asked significantly more of Humboldt County as compared to years past, and developer fees would hinder not only larger subdivisions but also any community member taking advantage of programs such as SB9. Any addition that would result in an increase in assessable space that exceeds 500 square feet would be subject to these fees.

This means for the average person in Humboldt County, assuming they make an average household income in Humboldt County (\$49,235 [2020]), and are building an average size ADU in California, this would add \$2,945.85 to the cost of permitting that ADU. That is 5% of the total HOUSEHOLD income for the year on top of the cost of building. With the County relying heavily on members of the community to help reach the RHNA numbers, imposing developers fees would put even more of a burden on the community that we are asking for help. The District would be encouraging higher development prices for all in Humboldt County, present and future.

We strongly urge the District Board not to take this action as the Study is inaccurate, and there are alternative ways for the District to qualify for financial hardship grant funds under the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program. But instead encourage development for the health and safety of all of Humboldt County.

Please see next page for any source material referred to in this letter.


Kristen Crooks

Humboldt Association of Realtors®

Government Affairs Director
Education Coordinator

707-442-2978

KristenC@Harealtors.com

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Academic Year	Charter School Enrollment	Non-Charter School Enrollment	Total Enrollment
2021-22	11.5%	88.5%	5,892,240
2020-21	11.5%	88.5%	6,002,523
2019-20	11.0%	89.0%	6,163,001
2018-19	10.6%	89.4%	6,186,278
2017-18	10.1%	89.9%	6,220,413
2016-17	9.7%	90.3%	6,228,235
2015-16	9.2%	90.8%	6,226,737
2014-15	8.7%	91.3%	6,235,520

Graph Pulled from Data Reporting Office, California Department of Education

National Center for Education Statistics

Education Code 17620 Verbiage

(3) For purposes of this section and Section 65995 of the Government Code, “construction or reconstruction of school facilities” does not include any item of expenditure for any of the following:

(A) The regular maintenance or routine repair of school buildings and facilities.

(B) The inspection, sampling, analysis, encapsulation, or removal of asbestos-containing materials, except where incidental to school facilities construction or reconstruction for which the expenditure of fees or other consideration collected pursuant to this section is not prohibited.

(C) The purposes of deferred maintenance described in Section 17582.

Study Verbiage

The purpose of fees being levied shall be used for the replacement and/or modernization of school facilities. The District will provide for the replacement and/or modernization of school facilities, in part, with developer fees. Developer fees will assist with completing projects included in the 2014 and 2020 bonds along with any other modernization facility needs. In addition, due to the recent universal transitional kindergarten requirement, the District is in the process of determining if retrofitting of existing classrooms to meet Title 5 requirements or if additional transitional kindergarten classrooms will be required to house transitional kindergarten students.”



PACIFIC AFFILIATES
CONSULTING ENGINEERS

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May 19, 2022

Mr. Paul Ziegler
Assistant Superintendent
Eureka City Schools
2100 J Street
Eureka, California 95501

RE: City of Eureka School Facilities Fee

Mr. Ziegler:

I have read the measure being presented to the City of Eureka School Board this evening, and am concerned with the effect this will have on the building community, and ultimately the consumer (home buyer, renter). While I recognize the District may be facing financial hardship, the measure to assess a facilities fee will have a more adverse affect on housing and the consumer than it will in solving the District's financial woes.

Census.gov publishes the median household income for Eureka, CA at \$43,199. Depending on the source, or bank, the recommended amount of income that shall be spent on housing (mortgage, property taxes, insurance) is 35-45% of pre-tax income. Assuming the most liberal model, with household income of \$43,199 and 45% of said income dedicated to housing, the maximum exposure one could afford for housing would be \$19,440/annually (\$1620/month).

Depending on the source (Realtor.com, Zillow.com, ColdwellBanker.com) the median home price in the 95501 zip code ranges from \$400,000 to \$450,000. Assuming the most liberal home price of \$400,000, with a 12% down payment (average down payment in United States), 30 year loan @ 4%, the monthly mortgage payment would be \$1680/month. Real estate taxes would be +/- \$4000/yr (1% of assessed value), previously approved school bond fees would be \$68/yr (\$17/\$100,000 value), and insurance +/- \$1200/yr produces annually additional real estate expenses of \$5268/yr (\$439/month).

Assuming a standard home is 1500 square feet (sf), the proposed fee at \$4.79/sf will result in an additional cost of \$7185/home. Provided the developer of a new single-family home has a profit margin 15%, the resultant cost of said fee when passed to the home buyer would be \$8262.75. Assuming this increase in cost is included in financing of a home (without a change in down payment), the mortgage cost would be an additional \$39/month based on the aforementioned loan assumptions.

Taking all the costs and assumptions presented herein, the median Eureka household can afford a mortgage of \$1620/month. A median home in Eureka sells for \$400,000, producing a mortgage payment of \$1680/month or a total housing cost of (mortgage, taxes, insurance) of \$2119/month. As it presently stands, the median home in Eureka, CA is \$499/month more than the median family can afford, or +/- 31% more than can be afforded. Adding an additional \$39/month to said cost makes said home \$538/month more than the median family can afford, or an additional 2.4%.

In essence, greater than 50% of households in the City of Eureka can't presently afford. I recognize there may be some shortcomings in the model I have presented herein; however, I think the bones of the

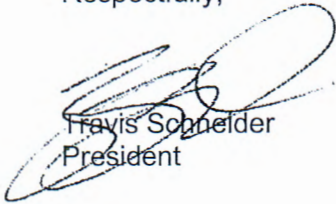
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argument are strong and adding additional fees to home construction and development will further decrease affordability and distance those taking the plunge to develop housing. Ultimately the measure will likely 'kill' most planned projects within the fee boundaries and drive already inflated housing costs for existing homes to a more unaffordable level.

For a City that is already struggling to meet State of California Mandated Housing development the subject fee will further hamper efforts to bring housing, let alone 'affordable' housing to the market. I encourage the District to explore other means to resolve their financial hardship without saddling developers and ultimately the consumer (i.e. home buyer, renter) with higher housing costs.

Respectfully,



Travis Schneider
President

AGENDA ITEM

Agenda Title: Approval of Declaration of Equipment as Surplus and Authorization to Sell
Meeting Date: June 2, 2022
Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to authorize the District to sell and/or dispose of surplus school equipment that is no longer suitable or required for school use.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The following equipment is obsolete and no longer suitable or required for school use at Eureka High School: Two (2) Napa rolling tool boxes; One (1) set of impact drivers.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*

Not applicable.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

There is potential for revenue if items are sold at district surplus sales.

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

AGENDA ITEM

Agenda Title: Approval of IXL Learning Agreement

Meeting Date: June 2, 2022

Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve an agreement to provide digital supports for existing instructional materials to be used for the grades K-12. IXL provides individualized support and recommendations to enable students to work independently on improving deficits in their understanding of mathematical concepts.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

This is the first time that the Board of Trustees will be reviewing this item. This purchase will support students' progress in Math standards in all grade spans.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 2: MATH AND SCIENCE PROGRAMS

HISTORY *(list previous staff or board action(s) with dates if possible)*

This is the first time the Board of Trustees will approve this item.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

See attached quote.

WHO *(list the name of the contact person(s), job title, and site location)*

Gary Storts, Assistant Superintendent, Educational Services

ATTACHMENTS:

Description

- IXL Quote & Agreement



IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

RENEWAL QUOTE

QUOTE # 3583091-2022-002
DATE: APRIL 26, 2022

TO:

Damon Brooks
Eureka City School District
2100 J Street
Eureka, CA 95501

COMMENTS OR SPECIAL INSTRUCTIONS

Complimentary pilot extension through July 31 if committed to purchase by June 9, 2022. Subscription will expire July 31, 2023.

SALESPERSON	ACCOUNT #	RENEWAL PERIOD	QUOTE VALID UNTIL
Katherine Plommer	A22-3583091	June 10, 2022 – June 10, 2023	May 26, 2022

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
	IXL site license for 3,575 students, including:		
1	Grades 6-12: 2,200 students Subjects: Math and ELA	\$35,200.00	\$35,200.00
1	Grades PK-1: 500 students Subjects: Math and ELA	\$8,000.00	\$8,000.00
1	Grades 2-5: 875 students Subjects: Math, ELA, Science, and Social studies	\$19,250.00	\$19,250.00
2	IXL Flex On-site (2-hour on-site plus optional 60-minute session for district and site leaders) <i>Unlimited instructor accounts included</i> <i>Auto-rostering services included</i> <i>Google single sign-on services included</i>	\$2,200.00	\$4,400.00
SUBTOTAL			\$66,850.00
SALES TAX			--
SHIPPING & HANDLING			--
TOTAL DUE			\$66,850.00

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, [click here](http://www.ixl.com/po-upload) or go to <http://www.ixl.com/po-upload> and enter quote # 3583091-2022-002. For international accounts, we can accept wire transfers for an additional fee.



IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

SALES CONTRACT

CONTRACT #99674

April 26, 2022

CUSTOMER

Damon Brooks
Eureka City School District
2100 J Street
Eureka, CA 95501

RENEWAL INFO

Salesperson	Account #	Quote #	Renewal period
Katherine Plommer	A22-3583091	3583091-2022-002	Jun 10, 2022 – Jun 10, 2023

PAYMENT PLAN

Amount	Invoice date
\$66,850	July 31, 2022
TOTAL	\$66,850

Price valid until May 26, 2022

COMMENTS OR SPECIAL INSTRUCTIONS

Complimentary pilot extension through July 31 if committed to purchase by June 9, 2022. Subscription will expire July 31, 2023.

ACCEPTANCE OF SALES CONTRACT

This is a binding agreement of payment between IXL Learning and the Purchaser. Your signature indicates that you have received, reviewed, and accepted the attached Terms and Conditions of Sale and that you agree to pay the full license price listed above within 60 days of the invoice date. Without a signature, your order may not be processed.

Acknowledged and agreed to:

AUTHORIZED SIGNATURE

DATE

5.18.2022



TERMS AND CONDITIONS OF SALE

THIS IS A LEGAL DOCUMENT ("SALES CONTRACT") BETWEEN THE PURCHASER SHOWN ABOVE ("YOU") AND IXL LEARNING ("SELLER"). PLEASE READ THIS AGREEMENT CAREFULLY. YOU AGREE TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THE AGREEMENT, AS WELL AS BY THE WEBSITE TERMS OF SERVICE, WHICH ARE INCORPORATED BY REFERENCE. NO VARIATION OF THESE TERMS AND CONDITIONS ARE BINDING ON SELLER UNLESS AGREED TO IN WRITING SIGNED BY AN AUTHORIZED REPRESENTATIVE OF IXL LEARNING.

1. **PRICING:** The quoted purchase price of the license is valid through the "Price valid until" date on page 1. This price is not binding on IXL unless you have accepted it by sending us an executed Sales Contract by that date.
2. **PAYMENT:** If IXL decides to accept your Sales Contract, we will issue you an invoice. Complete payment of the amount of the stated purchase price is due within sixty (60) days of the invoice date. If payment is not received by the Seller within 60 days, the invoice is considered past due. IXL licenses with past due payments will be put on hold and are subject to termination. Termination does not relieve the Purchaser of the obligation to pay fees due to the Seller.

The full invoice amount must be paid either by check or by credit card. We accept Visa, MasterCard, American Express, and Discover.

All checks should be mailed to:

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

Credit card payments may be made by phone at (855) 255-8800.

Any late payment will incur interest at the rate of the lesser of 1% a month or the maximum permissible by law.

3. **CANCELLATION AND REFUND:** No cancellation will be accepted, and no refund issued, if it is more than thirty (30) days beyond the date of purchase for the license referenced in this Sales Contract. For cancellations and refunds of the license tendered under this Sales Contract to be accepted, the Seller must receive written notification of the cancellation within 30 days of purchase. Cancellations requested outside of the 30-day period will not be refunded, and the Purchaser will be responsible for completing the purchase as stated in the Sales Contract.
4. **LICENSES:** IXL grants you the right to provide access, through unique log-in IDs, to no more individuals than the quantity indicated on the first page. The terms and conditions of use for each of these individuals are governed by our websites Terms of Service. You agree to be responsible for their accounts, to monitor their use of their accounts, and to indemnify, defend, and hold us harmless for any claims arising out of or related to their use of IXL Learnings website and services. To the extent that these individuals are minors, you consent to our collection of their personal information as described in our Privacy Policy.

Classroom and Site licenses will be activated immediately upon receipt of your payment unless another date is specified or agreed to by IXL. Activation confirmation will be sent to the e-mail address provided by the school or individual completing the purchase.

If an individual who has an IXL account through a Classroom or Site license purchased by you is no longer affiliated with you, you may request that we deactivate the individuals account, or no longer associate it with your license, so that that license can be reassigned to another individual associated with your institution.

If you are a teacher, you represent and warrant that you have permission and authorization from your school and/or district to use the Services as part of your curriculum, and for purposes of Childrens Online Privacy Protection Act ("COPPA") compliance, you represent and warrant that you are entering into these Terms on behalf of your school and/or district.

5. **PRIVACY:** If you are a school, district, or teacher, you acknowledge and agree that you are responsible for complying with COPPA, meaning that you must obtain advance written consent from all parents or guardians whose children under 13 will be accessing the website and services and you represent and warrant that you have obtained that consent. When obtaining consent, you must provide parents and guardians with our Privacy Policy. You are to keep all consents on file and provide them to us if we request them.

6. DISCLAIMER OF WARRANTIES. YOU EXPRESSLY UNDERSTAND AND AGREE THAT:

- a. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED "AS IS," "AS AVAILABLE," AND WITH ALL FAULTS. IXL EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.
- b. IXL MAKES NO WARRANTY THAT (i) THE SERVICE WILL MEET YOUR REQUIREMENTS, (ii) THE SERVICE WILL BE UNINTERRUPTED, TIMELY, SECURE, OR ERROR-FREE, (iii) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (iv) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (v) ANY ERRORS IN THE SERVICE WILL BE CORRECTED.
- c. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.
- d. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM IXL OR THROUGH OR FROM THE SERVICE SHALL CREATE ANY WARRANTY NOT EXPRESSLY STATED IN THE TOS.

Some states do not allow certain limitations on warranties, so certain of the above limitations may not apply to you.

- 7. LIMITATION OF LIABILITY:** YOU EXPRESSLY UNDERSTAND AND AGREE THAT IXL SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES RESULTING FROM THE USE OR INABILITY TO USE THIS SERVICE. IN ALL INSTANCES, DAMAGES SHALL BE CAPPED AT ONE MONTHS FEES.
- 8. SEVERABILITY:** If any provision of this agreement is deemed invalid, illegal, or unenforceable, then that provision shall be deemed severable from these terms and shall not affect the validity and enforceability of any remaining provisions of this Sales Contract, which shall remain in full force and effect.
- 9. ARBITRATION:** You agree that any dispute or claim you may have against IXL arising out of or related to this Sales Contract or the use of Services must be submitted to arbitration, before a single arbitrator appointed by JAMS/Endispute and conducted according to their rules in San Francisco, CA, USA, and that the determination of any such arbitrator shall be binding. The courts located in San Francisco, CA, USA, have exclusive jurisdiction over any judicial proceedings related to this agreement, and you waive any claim that such a court is an improper venue, inconvenient, or lacks jurisdiction over you.
- 10. GOVERNING LAW:** The Sales Contract and the relationship between you and IXL are governed by the laws of the State of California without regard to conflict of law provisions.
- 11. ENTIRE AGREEMENT:** This Sales Contract, which incorporates the Terms of Service by reference, is the final expression of the agreement between Purchaser and Seller and supersedes all prior representations, understandings, and agreements between the Purchaser and Seller relating to its subject matter. This Sales Contract cannot be modified, amended, or changed except in writing and signed by IXL.

Please contact IXL Learning with any questions regarding this sales contract:
Toll-free (855) 255-8800 | Direct (650) 372-4300 | E-mail orders@ixl.com
Completed sales contracts should be emailed to your sales consultant.

AGENDA ITEM

Agenda Title: Approval of Policy Updates from CSBA - December 2021 and Revisions to BB 9400
Meeting Date: June 2, 2022
Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to approve the policy updates from CSBA - December 2021 and Revisions to BB 9400.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

From time to time, relatively minor changes occur that affect the text of CSBA sample board policies, administrative regulations, and board bylaws but do not warrant reissuing the entire sample because the changes are limited. It is recommended that districts review the revisions and incorporate them in district materials as appropriate. Although the revisions are minor, the district should still use its normal adoption process to adopt the board policies, administrative regulations, and/or board bylaws affected by these revisions. The following Board Policies, Administrative Regulations and Board Bylaws have various changes due to changes in laws, new laws, court decisions, and clarification.

STRATEGIC PLAN/PRIORITY AREA:

Governance and Policy updating is not reflected in the Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*

This is the second reading of these policies.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

There is no revenue or expense related to this agenda item.

WHO *(list the name of the contact person(s), job title, and site location)*

Fred Van Vleck, Ed.D., Superintendent

ATTACHMENTS:

Description

- ▢ CSBA December 2021 Policies - Final
- ▢ BB 9400 - Final
- ▢ CSBA December 2021 Policies - Approval Checklist

CHARTER SCHOOL RENEWAL

The Governing Board believes that the ongoing operation of a charter school should be dependent on the school's effectiveness in achieving its mission and goals for student learning and other student outcomes. Whenever a charter school submits a petition for renewal of its charter, the Board shall review the petition thoroughly and in a timely manner, consistent with the timelines set out in the Education Code. The Board shall consider renewal petitions only of charters originally authorized by the Board itself or by the State Board of Education (SBE) on appeal after initial denial by the Board.

(cf. 0420.4 - Charter School Authorization)

(cf. 0420.41 - Charter School Oversight)

(cf. 0420.43 - Charter School Revocation)

(cf. 0500 - Accountability)

The Board shall deny the renewal petition of any charter school operated as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Education Code 47604)

When a charter school, concurrently with its renewal petition, proposes to expand operations to one or more additional sites or grade levels, the charter school shall request a material revision to its charter. The material revision may be made only with the approval of the Board and in accordance with the standards and criteria in Education Code 47605 for material revisions. (Education Code 47607)

The Board recommends that a charter school submit its petition for renewal to the Board sufficiently early before the expiration of the term of the charter to allow the Board's deliberations and decision on the renewal petition to be completed with minimal disruption to the charter school's educational program in the renewal year.

The petition for renewal shall include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. (Education Code 47607; 5 CCR 11966.4)

Criteria for Granting or Denying Renewal

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. However, a charter renewal shall not be denied based on the fiscal impact of the charter school on the district or a finding that the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is located, as described in Education Code 47605. (Education Code 47607)

The signature requirement for charter authorization petitions is not applicable to petitions for renewal. (Education Code 47607; 5 CCR 11966.4)

CHARTER SCHOOL RENEWAL (continued)

In determining whether to grant a charter renewal, the Board shall review both schoolwide performance and the performance of numerically significant student subgroups on the state and local indicators included in the California School Dashboard, giving greater weight to performance on measurements of academic performance. If the Dashboard indicators are not yet available for the most recently completed academic year before renewal, the Board shall consider verifiable data provided by the charter school related to the Dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year. The Board shall only consider data from sources adopted by SBE. (Education Code 47607, 47607.2)

Following the Board's review, a renewal of the charter petition may be granted in accordance with a three-tiered system based on school performance, as follows:

1. Renewal of Five to Seven Years

- a. A charter school that is not eligible for technical assistance pursuant to Education Code 47607.3 shall be granted renewal for a period of five to seven years when, for two consecutive years immediately preceding the renewal, or for two of the most recent years for which state data is available preceding the renewal if the two consecutive years immediately preceding the renewal decision include the 2019-20 or 2020-21 school year, the charter school achieved either of the following: (Education Code 47607)
 - (1) Received the two highest performance levels schoolwide on all the state indicators included in the Dashboard for which the charter school receives performance levels, provided the charter school has schoolwide performance levels on at least two measurements of academic performance per year in each of the two years
 - (2) For all measurements of academic performance, received performance levels schoolwide that are the same or higher than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average, provided that the charter school has performance levels on at least two measurements of academic performance for at least two subgroups
- b. If the charter school satisfies the above criteria, it shall only be required to update the renewal petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and, as necessary, to reflect the current program offered by the charter school. (Education Code 47607)

CHARTER SCHOOL RENEWAL (continued)

2. Renewal of Five Years

- a. A renewal shall be granted for five years if clear and convincing evidence, demonstrated by verified data, shows either of the following: (Education Code 47607.2)
 - (1) Measurable increases in academic achievement, as defined by at least one year's progress for each year in school
 - (2) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers
- b. For any such charter school, the Board may deny the renewal petition only upon making written factual findings that the charter school failed to meet or make sufficient progress toward meeting standards that provide a benefit to students at the school, that the closure of the charter school is in the best interest of students, and that the Board's decision provided greater weight to performance on measurements of academic performance. (Education Code 47607.2)

3. Denial/Two-Year Renewal

- a. The Board shall generally not renew a charter if, for two consecutive years immediately preceding the renewal decision, or for two of the most recent years for which state data is available immediately preceding the renewal if the two consecutive years immediately preceding the renewal decision include the 2019-20 or 2020-21 school year, either of the following applies: (Education Code 47607.2)
 - (1) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the Dashboard for which it receives performance levels, provided the charter school has schoolwide performance levels on at least two measurements of academic performance per year in each of the two years
 - (2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average, provided that the charter school has performance levels on at least two measurements of academic performance for at least two subgroups

CHARTER SCHOOL RENEWAL (continued)

- b. However, the Board may grant a two-year renewal to any such charter school if the Board makes written factual findings, setting forth specific facts to support the findings, that: (Education Code 47607.2)
 - (1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.
 - (2) There is clear and convincing evidence, demonstrated by verified data, showing achievement of the criteria specified in item #2a above

In addition to all the grounds stated above for denial of a charter renewal, the Board may deny renewal of a charter upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or a finding that the school is not serving all students who wish to attend. When denying a charter renewal for either of these reasons, the Board shall provide the charter school at least 30 days' notice of the alleged violation and a reasonable opportunity to cure the violation, including the submission of a proposed corrective action plan. The Board may deny the renewal for these reasons only upon a finding that either the corrective action proposed by the charter school has been unsuccessful or that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. Any finding that a school is not serving all students who wish to attend shall specifically identify the evidence supporting the finding. (Education Code 47607)

A charter school that qualifies for the state's Dashboard Alternative School Status shall not be subject to any of the above criteria. Instead, in determining whether to grant a charter renewal for such a charter school, the Board shall consider, in addition to the charter school's performance on the state and local indicators included in the Dashboard, the charter school's performance on alternative metrics applicable to the charter school based on the student population served. The Board shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The Board may deny a charter renewal only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of students. (Education Code 47607)

Timelines for Board Action

Within 60 days of receiving the renewal petition, the Board shall hold a public hearing to review documentation submitted by the charter school, determine the level of support for the

CHARTER SCHOOL RENEWAL (continued)

petition, and obtain public input. A petition is deemed received on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. (Education Code 47605)

The Board shall either grant or deny the charter renewal within 90 days of receiving the petition. The date may be extended by an additional 30 days if both the petitioner and the Board agree to the extension. (Education Code 47605)

At least 15 days before the public hearing at which the Board will grant or deny the charter petition, the Board shall publish all staff recommendations and recommended findings regarding the petition. During the public hearing, petitioners shall have equal time and opportunity to present evidence and testimony to respond to the staff recommendations and findings. (Education Code 47605)

If the Board fails to make a written factual finding when required for denial of the petition pursuant to the section "Criteria for Granting or Denying Renewal" above within the required time period, the absence of a written factual finding shall be deemed an approval of the renewal petition.

The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days of the Board's action, whenever a renewal of the charter is granted or denied. (Education Code 47604.32; 5 CCR 11962.1)

If the Board denies a renewal petition, the charter school may submit its application for renewal to the County Board of Education within 30 days of the Board's written factual findings supporting the denial. (Education Code 47605, 47607.5)

School Closure

If a charter is not renewed and the charter school ceases operation, the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962 shall be implemented. (Education Code 47604.32, 47605)

Legal Reference: (see next page)

CHARTER SCHOOL RENEWAL (continued)

Legal Reference:

EDUCATION CODE

47600-47616.7 *Charter Schools Act of 1992*

52052 *Definition of numerically significant student subgroup*

56145-56146 *Special education services in charter schools*

60600-60649 *Assessment of academic achievement*

CODE OF REGULATIONS, TITLE 5

11962-11962.1 *Definitions*

11966.4 *Submission of charter renewal petition*

11966.5 *Charter petitions that have not been renewed; submission to county board of education*

UNITED STATES CODE, TITLE 20

7221-7221j *Expanding opportunity through quality charter schools*

Management Resources:

CSBA PUBLICATIONS

Charter Schools: A Guide for Governance Teams, rev. June 2021

WEB SITES

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

California Charter Authorizing Professionals: <https://calauthorizers.org>

California Charter Schools Association: <https://www.ccsa.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/ch>

National Association of Charter School Authorizers: <https://www.qualitycharters.org>

U.S. Department of Education: <http://www.ed.gov>

UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
(cf. 5146 - Married/Pregnant/Parenting Students)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
(cf. 6200 - Adult Education)
3. After School Education and Safety programs (Education Code 8482-8484.65)
(cf. 5148.2 - Before/After School Programs)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
6. Child care and development programs (Education Code 8200-8488)
(cf. 5148 - Child Care and Development)
7. Compensatory education (Education Code 54400)
(cf. 6171 - Title I Programs)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)

UNIFORM COMPLAINT PROCEDURES (continued)

9. Course periods without educational content (Education Code 51228.1-51228.3)

(cf. 6152 - Class Assignment)

10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

11. Educational and graduation requirements for students in foster care, homeless students, students from military families, and students formerly in a juvenile court school (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

12. Every Student Succeeds Act (Education Code 52059.5; 20 USC 6301 et seq.)

13. Local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

14. Migrant education (Education Code 54440-54445)

(cf. 6175 - Migrant Education Program)

15. Physical education instructional minutes (Education Code 51210, 51222, 51223)

(cf. 6142.7 - Physical Education and Activity)

UNIFORM COMPLAINT PROCEDURES (continued)

16. Student fees (Education Code 49010-49013)

(cf. 3260 - Fees and Charges)

17. Reasonable accommodations to a lactating student (Education Code 222)

18. Regional occupational centers and programs (Education Code 52300-52334.7)

(cf. 6178.2 - Regional Occupational Center/Program)

19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)

(cf. 0420 - School Plans/Site Councils)

20. School safety plans (Education Code 32280-32289)

(cf. 0450 - Comprehensive Safety Plan)

21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)

(cf. 0420 - School Plans/Site Councils)

22. State preschool programs (Education Code 8207-8225)

(cf. 5148.3 - Preschool/Early Childhood Education)

23. State preschool health and safety issues in license-exempt programs (Education Code 8212)

24. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

25. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used

UNIFORM COMPLAINT PROCEDURES (continued)

to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

UNIFORM COMPLAINT PROCEDURES (continued)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)
8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

UNIFORM COMPLAINT PROCEDURES (continued)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
8200-8488 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32280-32289.5 School safety plan, uniform complaint procedures
35186 Williams uniform complaint procedures
46015 Parental leave for students
48645.7 Juvenile court schools
48853-48853.5 Foster youth
48985 Notices in language other than English
49010-49014 Student fees
49060-49079 Student records, especially:
49069.5 Records of foster youth
49490-49590 Child nutrition programs
49701 Interstate Compact on Educational Opportunity for Military Children
51210 Courses of study grades 1-6
51222 Physical education, secondary schools
51223 Physical education, elementary schools
51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, military-connected students, migrant students, and newly arrived immigrant students; course credits; graduation requirements
51226-51226.1 Career technical education
51228.1-51228.3 Course periods without educational content
52059.5 Statewide system of support
52060-52077 Local control and accountability plan, especially:
52075 Complaint for lack of compliance with local control and accountability plan requirements
52300-52462 Career technical education
52500-52617 Adult schools
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process; school plan for student achievement
65000-65001 School site councils
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act

Legal Reference continued: (see next page)

UNIFORM COMPLAINT PROCEDURES (continued)

Legal Reference: (continued)

HEALTH AND SAFETY CODE

1596.792 California Child Day Care Act; general provisions and definitions

1596.7925 California Child Day Care Act; health and safety regulations

PENAL CODE

422.55 Hate crime; definition

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 2

11023 Harassment and discrimination prevention and correction

CODE OF REGULATIONS, TITLE 5

3200-3205 Special education compliance complaints

4600-4670 Uniform complaint procedures

4680-4687 Williams uniform complaint procedures

4690-4694 Complaints regarding health and safety issues in license-exempt preschool programs

4900-4965 Nondiscrimination in elementary and secondary education programs

15580-15584 Child nutrition programs complaint procedures

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6576 Title I Improving the academic achievement of the disadvantaged

6801-7014 Title III language instruction for English Learners and immigrant students

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

11431-11435 McKinney-Vento Homeless Assistance Act

12101-12213 Title II equal opportunity for individuals with disabilities

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.1-106.82 Nondiscrimination on the basis of sex in education programs, especially:

106.8 Designation of responsible employee and adoption of grievance procedures

106.30 Definitions

106.44 Response to notice of sexual harassment

106.45 Titles IX sexual harassment complaint procedures

110.25 Notification of nondiscrimination on the basis of age

Management Resources: (see next page)

UNIFORM COMPLAINT PROCEDURES (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample UCP Board Policies and Procedures

Uniform Complaint Procedure 2021-22 Program Instrument

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Questions and Answers on the Title IX Regulations on Sexual Harassment, July 2021

Part I: Questions and Answers Regarding the Department's Title IX Regulations, January 2021

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2007

WEB SITES

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

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

California Department of Fair Employment and Housing: <https://www.dfeh.ca.gov>

California Department of Social Services: <https://www.cdss.ca.gov>

Student Privacy Policy Office: <http://www2.ed.gov/about/offices/list/oepd/sppo>

U.S. Department of Agriculture: <https://www.usda.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>

U.S. Department of Justice: <http://www.justice.gov>

UNIFORM COMPLAINT PROCEDURES

Except as may otherwise be specifically provided in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the accompanying Board policy.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)

Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for receiving, coordinating, and investigating complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination, harassment, intimidation, or bullying and in AR 5145.7 - Sexual Harassment for handling complaints regarding sexual harassment.

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.71 - Title IX Sexual Harassment Complaints Procedures)

Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
(707) 441-3363

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

UNIFORM COMPLAINT PROCEDURES (continued)

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program; applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination, harassment, intimidation, or bullying; applicable standards for reaching decisions on complaints; and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

The compliance officer or, if necessary, an appropriate administrator shall determine whether interim measures are necessary during an investigation and while the result is pending. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 5145.6 - Parental Notifications)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy

UNIFORM COMPLAINT PROCEDURES (continued)

2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate
3. A statement that a UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred
4. A statement that a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct
5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities

(cf. 3260 - Fees and Charges)

6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint

(cf. 0460 - Local Control and Accountability Plan)

7. A statement that the district will post a standardized notice of the educational and graduation requirements of foster youth, homeless students, children of military families, and former juvenile court school students now enrolled in the district, as specified in Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

(cf. 6175 - Migrant Education Program)

8. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant

UNIFORM COMPLAINT PROCEDURES (continued)

9. A statement that, for programs within the scope of the UCP as specified in the accompanying Board policy, the complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the district's decision, within 30 calendar days of receiving the district's decision
10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable
11. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.6 shall be posted on the district and district school web sites and may be provided through district-supported social media, if available.

(cf. 1113 - District and School Web Sites) (cf. 1114 - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's UCP policy, regulation, forms, and notices shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a site administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

UNIFORM COMPLAINT PROCEDURES (continued)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization. (5 CCR 4600)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee.
3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Governing Board. (5 CCR 4630)
4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. (5 CCR 4630)
5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit

UNIFORM COMPLAINT PROCEDURES (continued)

the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation to resolve the complaint. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to permit the mediator access to all relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

UNIFORM COMPLAINT PROCEDURES (continued)

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform the parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offender(s), and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Refusal by the district to provide the investigator with access to records and/or information related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Investigation Report

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written investigation report, as described in the section

"Investigation Report" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination, harassment, intimidation, and bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant.

UNIFORM COMPLAINT PROCEDURES (continued)

Investigation Report

For all complaints, the district's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law
3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600
4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610
5. Procedures to be followed for initiating an appeal to CDE

UNIFORM COMPLAINT PROCEDURES (continued)

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the investigation report or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination, harassment, intimidation, and bullying, notice of the investigation report to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient (LEP) student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

For complaints alleging unlawful discrimination, harassment, intimidation, and bullying based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including, but not limited to, injunctions, restraining orders or other remedies or orders, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

(cf. 5137 - Positive School Climate)

UNIFORM COMPLAINT PROCEDURES (continued)

For complaints involving retaliation or unlawful discrimination, harassment, intimidation, or bullying, appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling

(cf. 6164.2 - Guidance/Counseling Services)

2. Academic support

3. Health services

4. Assignment of an escort to allow the victim to move safely about campus

5. Information regarding available resources and how to report similar incidents or retaliation

6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim

7. Restorative justice

8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying involving a student as the respondent, appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law

2. Parent/guardian conference

3. Education regarding the impact of the conduct on others

4. Positive behavior support

5. Referral to a student success team

(cf. 6164.5 - Student Success Teams)

UNIFORM COMPLAINT PROCEDURES (continued)

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

(cf. 6145 - Extracurricular and Cocurricular Activities)

7. Disciplinary action, such as suspension or expulsion, as permitted by law

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

When an employee is found to have committed retaliation or unlawful discrimination, harassment, intimidation, or bullying, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

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

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

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, harassment, intimidation, or bullying, that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 51228.3, 52075)

For complaints alleging noncompliance with the law regarding student fees, the district, by engaging in reasonable efforts, shall attempt in good faith to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report. (5 CCR 4632)

UNIFORM COMPLAINT PROCEDURES (continued)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including at least one of the following: (5 CCR 4632)

1. The district failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the district's investigation report are not supported by substantial evidence.
4. The legal conclusion in the district's investigation report is inconsistent with the law.
5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by CDE that the district's investigation report has been appealed, the Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the district's investigation report
3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
4. A report of any action taken to resolve the complaint
5. A copy of the district's UCP
6. Other relevant information requested by CDE

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

UNIFORM COMPLAINT PROCEDURES (continued)

Health and Safety Complaints in License-Exempt Preschool Programs

Any complaint regarding health or safety issues in a license-exempt California State Preschool Program (CSPP) shall be addressed through the procedures described in 5 CCR 4690-4694.

In order to identify appropriate subjects of CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom in the district notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. For this purpose, the Superintendent or designee may download and post a notice available from the CDE web site. (Education Code 8212; 5 CCR 4691)

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint, contain a space to indicate whether the complainant desires a response to the complaint, and allow a complainant to add as much text as desired to explain the complaint. (Education Code 8212; 5 CCR 4690)

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. The preschool administrator or the Superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority. (Education Code 8212; 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8212; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the

UNIFORM COMPLAINT PROCEDURES (continued)

complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8212; 5 CCR 4692)

If a complaint regarding health or safety issues in a license-exempt CSPP program involves an LEP student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled hearing and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8212; 5 CCR 4693, 4694)

All complaints and responses are public records. (5 CCR 4690)

(cf. 1340 - Access to District Records)

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent. (5 CCR 4693)

Regulation
approved:

CSBA POLICY MANUAL UPDATE
December 2021

UNIFORM COMPLAINT PROCEDURES

**NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS:
PRESCHOOL COMPLAINT RIGHTS**

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 8212, you are hereby notified that any California State Preschool Program that is exempt from licensure must have:

1. Outdoor shade that is safe and in good repair
2. Drinking water that is accessible and readily available throughout the day
3. Safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children
4. Restroom facilities that are available only for preschoolers and kindergartners
5. Visual supervision of children at all times
6. Indoor and outdoor space that is properly contained or fenced and provides sufficient space for the number of children using the space at any given time
7. Playground equipment that is safe, in good repair, and age appropriate

If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's uniform complaint procedures as required by law. A complaint form may be obtained at the school or district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form when available from the following web site: <http://www.cde.ca.gov/re/cp/uc>. However, a complaint need not be filed using either the district's complaint form or the complaint form from the California Department of Education.

UNIFORM COMPLAINT PROCEDURES**PRESCHOOL COMPLAINT FORM:
UNIFORM COMPLAINT PROCEDURES**

Education Code 8212 requires that the district's uniform complaint procedures be used for the filing of complaints concerning noncompliance with health and safety standards for license-exempt California State Preschool Programs. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ☐ Yes ☐ No

Contact information: (if response is requested)

Name: _____

Address: _____

Phone number: Day: _____ Evening: _____

E-mail address, if any: _____

Date problem was observed: _____

Location of the problem that is the subject of this complaint:

School name/address: _____

Room number/name of room/location of facility: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

- ☐ The preschool does not have outdoor shade that is safe and in good repair.
- ☐ Drinking water is not accessible and/or readily available throughout the day.
- ☐ The preschool does not provide safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children.
- ☐ Restroom facilities are not available only for preschoolers and kindergartners.
- ☐ The preschool program does not provide visual supervision of children at all times.
- ☐ Indoor or outdoor space is not properly contained or fenced or does not provide sufficient space for the number of children using the space at any given time.

UNIFORM COMPLAINT PROCEDURES (continued)

- ☐ Playground equipment is not safe, in good repair, or age appropriate.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation.

Please file this complaint at the following location:

(preschool administrator or designee)

(address)

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(Signature)

(Date)

CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS

Except in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable, any entity contracting with the district for services that may require the entity's employees to interact with students, outside of the immediate supervision and control of parents/guardians or school staff, shall certify to the district that each of its employees who may interact with students has a valid criminal records summary as described in Education Code 44237 and that neither the entity nor any of those employees has been convicted of a violent or serious felony as defined in Education Code 45122.1. Such contracting entity shall also be required to immediately provide the district with any subsequent arrest and conviction information received pursuant to the subsequent arrest service. (Education Code 44237, 45125.1)

On a case-by-case basis, the Superintendent or designee may require any entity with which the district has a contract to comply with these same requirements. (Education Code 45125.1)

For an individual who is operating as the sole proprietor of an entity, the Superintendent or designee shall treat the individual as an employee of the entity and shall prepare and submit the individual's fingerprints to the Department of Justice (DOJ). (Education Code 45125.1)

Any contracting entity's employee who has been convicted of a violent or serious felony, as defined in Education Code 45122.1, shall not be permitted to interact with students unless a certificate of rehabilitation and pardon pursuant to Penal Code 4852.01-4852.22 has been submitted to the Superintendent or designee. (Education Code 45125.1)

The Superintendent or designee may determine that criminal background checks will not be required if the contract is for the construction, reconstruction, rehabilitation, or repair of a school facility and the contracting entity is providing services in an emergency or exceptional situation, or the district uses one or more of the following methods to ensure student safety: (Education Code 45125.2)

1. The installation of a physical barrier at the worksite to limit contact with students
2. Continual supervision and monitoring of all employees of the entity by an employee of the entity whom DOJ has ascertained has not been convicted of a violent or serious felony
3. Surveillance of employees of the entity by school personnel

The Superintendent or designee may take appropriate steps to protect the safety of any students who may come in contact with employee's of contracting entities, including, but not limited to, ensuring that the employee's of such entities perform work during nonschool hours, do not work alone when students are present, have

CRIMINAL BACKGROUND CHECKS FOR CONTRACTORS (continued)

limited access to school grounds, are provided with a visible means of identification, and/or that there are regular patrols or supervision of the site from district security or personnel.

(cf. 3515.3 - District Police/Security Department)

Legal Reference:

EDUCATION CODE

41302.5 School districts, definition

44237 Applicants for employment; fingerprints for purpose of criminal record summary

45122.1 Classified employees, conviction of a violent or serious felony

45125.1 Criminal background checks for contractors; criminal records summary

45125.2 Criminal background checks for construction

PENAL CODE

667.5 Prior prison terms, enhancement of prison terms

1192.7 Plea bargaining limitation

4852.01-4852.22 Procedure for restoration of rights and application for pardon

Management Resources:

WEB SITES

Department of Justice: <https://oag.ca.gov/fingerprints>

LAYOFF/REHIRE

Classified employees shall be subject to layoff for lack of work or lack of funds. (Education Code 45114, 45308)

A classified employee shall not be laid off if a short-term employee is retained to render a service that the classified employee is qualified to render. (Education Code 45117)

(cf. 4121 - Temporary/Substitute Personnel)

Order of Layoff Within a Classification/Determination of Seniority

Within each class, the order of layoff shall be determined by length of service. (Education Code 45114, 45308)

LAYOFF/REHIRE (continued)

Length of service shall be determined by the date of hire. The employee who has been employed the shortest time by the district shall be laid off first. (Education Code 45308)

For an employee in a "restricted position" under Education Code 45105 or 45259, the original date of employment in the restricted position shall be used to determine the length of service, provided the employee has completed six months of satisfactory service and has successfully passed the qualifying examination required for service in the class. (Education Code 45105)

(cf. 4200 - Classified Personnel)

Notice of Layoff and Hearing Rights

Whenever a permanent classified employee is to be laid off for lack of work or lack of funds, the Superintendent or designee shall, no later than March 15 and before the employee is given formal notice by the Governing Board, give to the employee written notice of the recommendation, the reasons that the employee's services will not be required for the ensuing year, any displacement rights, reemployment rights, and the employee's right to a hearing. The district shall adhere to the notice, hearing, and layoff procedures in Education Code 45117, Government Code 11503 and 11505, and other applicable provisions of law. (Education Code 45117)

An employee who is so notified may request a hearing to determine if there is cause for not reemploying the employee for the ensuing year. The request shall be in writing and shall be delivered to the person who sent notice to the employee, on or before March 15 but not less than seven days after the date the notice is served on the employee. Failure of an employee to request a hearing on or before the date specified shall constitute a waiver of the employee's right to a hearing. (Education Code 45117)

The Superintendent or designee shall serve an employee who timely requests a hearing with the District Statement of Reduction in Force documents. The employee has five calendar days from service of the District Statement of Reduction in Force documents to timely file a notice of participation with the district. The parties are entitled to discovery, if requested within 15 days of service of the District Statement of Reduction in Force documents. (Education Code 45117)

If a hearing is requested by a permanent classified employee, the proceeding shall be conducted and a decision made by an administrative law judge in accordance with Government Code 11500-11529. The Board shall make a final decision regarding the sufficiency of the cause and disposition of the layoff upon receipt of the administrative law judge's proposed decision. None of the findings, recommendations, or determinations in the proposed decision prepared by the administrative law judge shall be binding on the Board. (Education Code 45117)

LAYOFF/REHIRE (continued)

Following the Board's decision, the Superintendent or designee shall give final notice of termination to the affected employee(s) before May 15 unless a continuance was granted after a request for hearing was made, in which case such date may be extended by the number of days of the continuance. (Education Code 45117)

If during the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies, the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, and that it is therefore necessary to decrease the number of classified employees due to lack of work or lack of funds, the Board may issue a District Statement of Reduction in Force to those employees in accordance with a schedule of notice and hearing adopted by the Board, and layoff proceedings shall be carried out as required by law. (Education Code 45117)

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

When classified positions are eliminated as a result of the expiration of a specifically funded program, the district shall give written notice to the affected employee(s) not less than 60 days prior to the effective date of the layoff informing the employee(s) of the layoff date, any displacement rights, and employment rights. (Education Code 45117)

The district is not required to provide a layoff notice to any person hired as a short-term employee for a period not exceeding 60 days whose service may not be extended or renewed. (Education Code 45117)

Additionally, the district may release probationary classified employees without notice or hearing for reasons other than lack of work or lack of funds. (Education Code 45117)

Reemployment

Classified employees laid off because of lack of work or lack of funds shall be eligible for reemployment for a period of 39 months and shall be reemployed in preference to new applicants. Reemployment shall be in order of seniority. Persons so laid off also have the right to apply and establish their qualification for vacant promotional positions within the district during the 39-month period. (Education Code 45114, 45298, 45308)

When a vacancy occurs, the district shall give the employee with the most seniority an opportunity to accept or reject the position, by first calling the employee at the employee's last known telephone number to notify the employee of the vacancy and then sending written notice by certified and standard mail to the employee's last known address. The employee shall advise the district of the decision by any means no later than 10 calendar days from the date the notice was sent. If the employee accepts, the employee shall report to work no later than two calendar weeks from the vacancy notification date or on a later date specified by the district.

LAYOFF/REHIRE (continued)

In order to be reemployed, the employee must be capable of performing the essential duties of the job with or without reasonable accommodations. When an otherwise eligible employee is unable to perform the essential duties of the job, the employee shall be kept on the reemployment list until another opportunity becomes available or the period of reemployment eligibility expires, whichever occurs first.

(cf. 4032 - Reasonable Accommodation)

Upon rejecting two offers of reemployment, the employee's name shall be removed from the reemployment list and the employee will forfeit all reemployment rights to which the employee would otherwise be entitled.

When an employee is notified of a vacancy and fails to respond or report to work within time limits specified by district procedures, the employee's name shall be removed from the reemployment list and all reemployment rights to which the employee would otherwise be entitled shall be forfeited.

If an employee is reemployed in a new position and fails to complete the probationary period in the new position, the employee shall be returned to the reemployment list for the remainder of the 39-month period. The remaining time period shall be calculated as the time remaining in the 39-month period as of the date of reemployment. (Education Code 45114, 45298)

Reinstatement of Benefits

When a laid-off employee is reemployed, all accumulated sick leave credit shall be restored.

A laid-off permanent employee shall be reemployed with all rights and benefits accorded at the time of layoff.

A laid-off probationary employee shall be reemployed as a probationary employee, and the previous time served toward the completion of the required probationary period shall be counted. The employee shall also be reemployed with all rights and benefits accorded to a probationary employee at the time of layoff.

A laid-off employee, when reemployed, shall be placed on the salary step held at the time of layoff. An employee who was bumped into a lower class shall, when reinstated to the previous class, be placed on the salary step to which the employee would have progressed had the employee remained there. An adjusted anniversary date shall be established for step increment purposes so as to reflect the actual amount of time served in the district.

LAYOFF/REHIRE (continued)**Voluntary Demotion or Reduction of Hours**

Classified employees who take voluntary demotion or voluntary reduction in assigned time in lieu of layoff, or in order to remain in their present position rather than be reclassified or reassigned, shall be granted the same rights as employees who are laid off. In addition, such employees shall retain eligibility to be considered for reemployment in their previously held class or position with increased assigned time, for an additional period of time up to 24 months as determined by the Board on a class-by-class basis, provided that the same test of fitness under which they qualified for appointment to that class shall still apply. (Education Code 45114, 45298)

Employees who take voluntary demotion or voluntary reduction in assigned time in lieu of layoff shall have the option of returning to a position in their former class or to positions with increased assigned time as vacancies become available and without limitation of time. If there is a valid reemployment list, they shall be ranked on that list in accordance with their proper seniority. (Education Code 45114, 45298)

*Legal Reference:*EDUCATION CODE

45101 Definitions

45103 Classified service in districts not incorporating the merit system

45105 Positions under various acts not requiring certification qualifications; classification

45113 Rules and regulations for classified service in districts not incorporating the merit system

45114 Layoff and reemployment procedures; definitions

45115 Layoff; reinstatement from service retirement

45117 Notice of layoff and hearing rights

45286 Limited term employees

45297 Right to take equivalent examination while employee in military service

45298 Reemployment of persons laid off; voluntary demotions or reductions in time

45308 Order of layoff and reemployment; length of service

45309 Reinstatement of permanent noncertified employees after resignation

GOVERNMENT CODE

11500-11529 Administrative adjudication; formal hearings

UNITED STATES CODE, TITLE 38

4301-4335 Employment and reemployment rights of members of the uniformed services

COURT DECISIONSTucker v. Grossmont Union High School District (2008) 168 Cal.App.4th 640San Mateo City School District v. Public Employment Relations Board (1983) 33 Cal.3d 850*Management Resources:*WEB SITESCalifornia School Employees Association: <http://www.csea.com>

Regulation
approved:

CSBA POLICY MANUAL UPDATE
December 2021

STUDENT RECORDS**Definitions**

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. (34 CFR 99.3)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of the employee's duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record. (Education Code 49061, 49062; 5CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; 34 CFR 99.3)

1. Directory information

(cf. 5125.1 - Release of Directory Information)

2. Informal notes compiled by a school officer or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee

3. Records of the law enforcement unit of the district, subject to 34 CFR 99.8

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student

5. Grades on peer-graded papers before they are collected and recorded by a teacher

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

Mandatory interim student records are those records which the schools are directed to compile and maintain for specified periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

STUDENT RECORDS (continued)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)

Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Personally identifiable information includes, but is not limited to: (34 CFR 99.3)

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family
4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Adult student is a person who is or was enrolled in school and who is at least 18 years of age. (5 CCR 430)

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)

STUDENT RECORDS (continued)

Legitimate educational interest is an interest held by any school official, employee, contractor, or consultant whose official duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require access to information contained in student records.

School officials and employees are officials or employees, including teachers, whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require access to student records. (34 CFR 99.31)

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced by the district. Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

County placing agency means the county social service department or county probation department. (Education Code 49061)

Persons Granted Absolute Access

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than age 18 years, including the parent who is not the student's custodial parent (Education Code 49069.7; Family Code 3025)
2. An adult student, or a student under the age of 18 years who attends a postsecondary institution, in which case the student alone shall exercise rights related to the student's records and grant consent for the release of records (34 CFR 99.3, 99.5)
3. Parents/guardians of an adult student with disabilities who is age 18 years or older and has been declared incompetent under state law (Education Code 56041.5)

(cf. 6159 - Individualized Education Program)

Access for Limited Purpose/Legitimate Educational Interest

The following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest or other legally authorized purpose:

1. Parents/guardians of a student 18 years of age or older who is a dependent child as defined in 26 USC 152 (Education Code 49076; 34 CFR 99.31)

STUDENT RECORDS (continued)

2. Students who are age 16 or older or who have completed the 10th grade (Education Code 49076)
3. School officials and employees, consistent with the definition provided in the section "Definitions" above (Education Code 49076; 34 CFR 99.31)
4. Members of a school attendance review board (SARB) appointed pursuant to Education Code 48321 who are authorized representatives of the district and any volunteer aide age 18 or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.12 - District School Attendance Review Board)

5. Officials and employees of other public schools, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer (Education Code 49076; 34 CFR 99.31)

Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another school, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at the last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record. (34 CFR 99.34)

6. The Student Aid Commission, to provide the grade point average (GPA) of all district students in grade 12 and, when required, verification of high school graduation or its equivalent of all students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)

No later than January 1 each year, the Superintendent or designee shall notify each student in grade 11, and the student's parents/guardians if the student is under age 18 years, that the student's GPA will be forwarded to the Student Aid Commission by October 1 unless the student opts out within a period of time specified in the notice, which shall not be less than 30 days. (Education Code 69432.9)

STUDENT RECORDS (continued)

Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent or designee obtains permission from the student's parent/guardian, or from the adult student, to submit the social security number. (Education Code 69432.9)

7. Federal, state, and local officials, as needed for an audit or evaluation of, or compliance with, a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)
8. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to item #7 above (Education Code 49076)
9. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

10. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)
11. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws (Education Code 49076)
12. Any probation officer, district attorney, or counsel of record for a student who is a minor for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701 (Education Code 49076)

When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law. (Education Code 49076)

STUDENT RECORDS (continued)

13. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 (Education Code 49076)

In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

14. A foster family agency with jurisdiction over a currently enrolled or former student; short-term residential treatment program staff responsible for the education or case management of a student; or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined (Education Code 49076)

Such individuals shall have access to the student's current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by schools for students and parents/guardians, and any individualized education program or Section 504 plan developed and maintained by the district (Education Code 49069.3)

(cf. 6164.6 - Identification and Education Under Section 504)

(cf. 6173.1 - Education for Foster Youth)

15. A student age 14 years or older who is both a homeless student and an unaccompanied minor as defined in 42 USC 11434a (Education Code 49076)

(cf. 6173 - Education for Homeless Children)

16. An individual who completes items #1-4 of the caregiver's authorization affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)

17. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility in accordance with state or tribal law for the care and protection of a student, provided that the individual is authorized by the agency or organization to receive the records and the information requested is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC 1232(g))

STUDENT RECORDS (continued)

18. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with disabilities who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in item #12 above. (Education Code 49076)

19. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5)

In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another public school district in California or any other state or to a California private school. (Education Code 49076.5)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act. (Education Code 49076)

In addition, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. (Education Code 49061, 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made. (Education Code 49061)

(cf. 5021 - Noncustodial Parents)

STUDENT RECORDS (continued)**Discretionary Access**

At the discretion of the Superintendent or designee, information may be released from a student's records to the following:

1. Appropriate persons, including parents/guardians of a student, in an emergency if the health and safety of the student or other persons are at stake (Education Code 49076; 34 CFR 99.31, 99.32, 99.36)

When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076; 34 CFR 99.32)

2. Accrediting associations in order to carry out their accrediting functions (Education Code 49076; 34 CFR 99.31)
3. Under the conditions specified in Education Code 49076 and 34 CFR 99.31, organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that: (Education Code 49076; 34 CFR 99.31)
 - a. The study is conducted in a manner that does not permit personal identification of students or parents/guardians by individuals other than representatives of the organization who have legitimate interests in the information.
 - b. The information is destroyed when no longer needed for the purposes for which the study is conducted.
 - c. The district enters into a written agreement with the organization that complies with 34 CFR 99.31.

STUDENT RECORDS (continued)

4. Officials and employees of private schools or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34 (Education Code 49076; 34 CFR 99.31, 99.34)
5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made (Health and Safety Code 120440)
6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract with the district, excluding volunteers or other parties (Education Code 49076)

(cf. 3600 - Consultants)

7. Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or the student's parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid (Education Code 49076; 34 CFR 99.31)
8. County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the limits set by 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency (Education Code 49076; 34 CFR 99.37)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act. (Education Code 49076)

STUDENT RECORDS (continued)**De-identification of Records**

When authorized by law for any program audit, educational research, or other purpose, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information. (Education Code 49074, 49076; 20 USC 1232g; 34 CFR 99.31)

Process for Providing Access to Records

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained at different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians and adult students shall be notified of the location of student records if not centrally located. (Education Code 49069; 5 CCR 433)

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons. (5 CCR 433)

The custodian of records shall develop reasonable methods, including physical, technological, and administrative policy controls, to ensure that school officials and employees obtain access to only those student records in which they have legitimate educational interests. (34 CFR 99.31)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

When required by law, a student's parent/guardian or an adult student shall provide written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian or adult student, the district shall provide a copy of the records disclosed. (34 CFR 99.30)

If the parent/guardian or adult student refuses to provide written consent for the release of student information, the Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

STUDENT RECORDS (continued)

Within five business days following the date of request, the authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069)

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

The custodian of records shall also make an entry in the log regarding any request for record(s) that was denied and the reason for the denial.

The log shall include requests for access to records by:

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information
4. Parties who provide written parental consent, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
5. School officials and employees who have a legitimate educational interest
6. Law enforcement personnel seeking to enforce immigration laws

The log shall be open to inspection only by the parent/guardian, adult student, dependent adult student, custodian of records, and certain state or federal officials specified in Education Code 49064. (Education Code 49064; 5 CCR 432)

STUDENT RECORDS (continued)

Duplication of Student Records

To provide copies of any student record, the district may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

(cf. 3260 - Fees and Charges)

Changes to Student Records

Only a parent/guardian having legal custody of a student or a student who is 18 years of age or is attending an institution of postsecondary education may challenge the content of a record or offer a written response to a record. (Education Code 49061)

No addition or change shall be made to a student's record after high school graduation or permanent departure, other than routine updating, unless required by law or with prior consent of the parent/guardian or adult student. (Education Code 49070; 5 CCR 437)

Any request to change a student's legal name in the student's mandatory permanent student record shall be accompanied with appropriate documentation.

Any challenge to the content of a student's record shall be filed in accordance with the process specified in AR 5125.3 - Challenging Student Records. (Education Code 49070)

(cf. 5125.3 - Challenging Student Records)

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth and method of verifying birth date

(cf. 5111 - Admission)

3. Sex of student

STUDENT RECORDS (continued)

4. Name and address of parent/guardian of minor student
 - a. Address of minor student if different from the above
 - b. Annual verification of parent/guardian's name and address and student's residence

(cf. 5111.1 - District Residency)

5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given towards graduation

(cf. 5121 - Grades/Evaluation of Student Achievement)

7. Verification of or exemption from required immunizations

(cf. 5141.31 - Immunizations)

8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

2. A log identifying persons or organizations who request or receive information from the student record
3. Health information, including verification or waiver of the health screening for school entry

(cf. 5141.32 - Health Screening for School Entry)

4. Information on participation in special education programs, including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge

STUDENT RECORDS (continued)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

5. Language training records

(cf. 6174 - Education for English Learners)

6. Progress slips/notices required by Education Code 49066 and 49067

7. Parental restrictions/stipulations regarding access to directory information

8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action

9. Parent/guardian authorization or prohibition of student participation in specific programs

10. Results of standardized tests administered within the past three years

(cf. 6162.51 - State Academic Achievement Tests)

11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

(cf. 6158 - Independent Study)

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program and their usefulness ceases, including: (5 CCR 432, 437)

1. Objective counselor and/or teacher ratings

2. Standardized test results older than three years

3. Routine disciplinary data

(cf. 5144 - Discipline)

4. Verified reports of relevant behavioral patterns

5. All disciplinary notices

6. Supplementary attendance records

STUDENT RECORDS (continued)

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

When a student transfers into this district from any other school district or a private school, the Superintendent or designee shall inform the student's parent/guardian of rights regarding student records, including a parent/guardian's right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in the student's suspension or expulsion. (Education Code 48201)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5119 - Students Expelled From Other Districts)

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918, 49068; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

STUDENT RECORDS (continued)**Notification of Parents/Guardians**

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices in that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with disabilities. (Education Code 48985, 49063; 34 CFR 99.7)

(cf. 5145.6 - Parental Notifications)

The notice shall include: (Education Code 49063; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining school officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school

STUDENT RECORDS (continued)

(cf. 5020 - Parent Rights and Responsibilities)

12. Any other rights and requirements set forth in Education Code 49060-49085, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g
13. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

In addition, the annual parental notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

Student Records from Social Media

For the purpose of gathering and maintaining records of students' social media activity, the Superintendent or designee shall: (Education Code 49073.6)

1. Gather or maintain only information that pertains directly to school safety or student safety
2. Provide a student with access to any information that the district obtained from the student's social media activity and an opportunity to correct or delete such information
3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no longer enrolled in the district, whichever occurs first
4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in item #3 above. The notification shall also include, but is not limited to, an explanation of the process by which a student or the student's parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parental notification required pursuant to Education Code 48980.
5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:

STUDENT RECORDS (continued)

- a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or the student's parent/guardian
- b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

Updating Name and/or Gender of Former Students

When a former student submits a state-issued driver's license, birth certificate, passport, social security card, court order, or other government-issued documentation demonstrating that the former student's legal name and/or gender has changed, the district shall update the former student's records to include the updated legal name and/or gender. Upon request by the former student, the district shall reissue any documents conferred upon the former student, including, but not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents. (Education Code 49062.5)

If the former student's name or gender is changed and the requested records are reissued, a new document shall be added to the former student's file that includes all of the following information: (Education Code 49062.5)

- 1. The date of the request
- 2. The date the requested records were reissued to the former student
- 3. A list of the records that were requested by and reissued to the former student
- 4. The type of documentation, if any, provided by the former student to demonstrate a legal change to the student's name and/or gender
- 5. The name of the employee who completed the request
- 6. The current and former names and/or genders of the student

Any former student who submits a request to change the legal name and/or gender on the student's records but is unable to provide any government-issued documentation demonstrating the legal name or gender change, may request a name or gender change through the process described in Education Code 49070 and AR 5125.3 - Challenging Student Records. (Education Code 49062.5)

NONDISCRIMINATION/HARASSMENT

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexualorientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at:(Education Code 234.1; 5 CCR 4621)

District Coordinator
Assistant Superintendent of Educational Services
2100 J Street
Eureka, CA 95501
(707) 441-3363

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in

NONDISCRIMINATION/HARASSMENT (continued)

Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
 - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
 - c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
 - (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
 - (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

NONDISCRIMINATION/HARASSMENT (continued)

- d. A link to the Title IX information included on the California Department of Education's (CDE) web site
- 5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
- 6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
- 7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

(cf. 5145.6 - Parental Notifications)

- 8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

- 9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when

NONDISCRIMINATION/HARASSMENT (continued)

providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

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

11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

NONDISCRIMINATION/HARASSMENT (continued)

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

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

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

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed

NONDISCRIMINATION/HARASSMENT (continued)

shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(*cf. 5141.4 - Child Abuse Prevention and Reporting*)

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether or not the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

NONDISCRIMINATION/HARASSMENT (continued)

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against intersex, nonbinary, transgender, and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's gender identity, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that intersex, nonbinary, transgender, and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information. The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such

NONDISCRIMINATION/HARASSMENT (continued)

strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

The district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to

NONDISCRIMINATION/HARASSMENT (continued)

identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the intersex, nonbinary, transgender, or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. **Student Records:** Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name.

NONDISCRIMINATION/HARASSMENT (continued)

A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.3 - Challenging Student Records)

6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.
7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress and Grooming)

Regulation
approved:

CSBA POLICY MANUAL UPDATE
December 2021

CHILD CARE AND DEVELOPMENT

The Governing Board desires to provide child care and development services which meet the developmental needs of children and offer a convenient child care alternative for parents/guardians in the community.

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6175 - Migrant Education Program)

The Board may enter into a contract with the California Department of Social Services (CDSS) for the provision of child care and development services by the district.

(cf. 3312 - Contracts)

The district may work cooperatively with the local child care and development planning council, public and private agencies, parents/guardians, and other community members to assess child care needs in the community, establish program priorities, obtain ongoing feedback on program quality, and supply information about child care options.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

The Board shall approve for the district's child care and development program a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

When a district child care program is physically closed by local or state public health order due to the COVID-19 pandemic, the district shall provide distance learning when required to do so as a condition of funding or when required by law.

Eligibility and Enrollment

Child care admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the child care center's program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and health examination requirements. (5 CCR 18105; 22 CCR 101218)

CHILD CARE AND DEVELOPMENT (continued)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3540 - Transportation)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

The Superintendent or designee shall ensure that subsidized child care is provided to eligible families to the extent that state and/or federal funding is available and in accordance with enrollment priorities specified in Welfare and Institutions Code 10271 and 5 CCR 18106.

To the extent that space is available after the enrollment of children who are eligible for subsidized services, priority for admissions shall be given to district students, children of district students, and children of district employees.

A child's eligibility for transitional kindergarten enrollment shall not impact family eligibility for a childcare or preschool program. (Education Code 48000)

(cf. 5111.1 - District Residency)

(cf. 5146 - Married/Pregnant/Parenting Students)

Staffing

The Superintendent or designee shall ensure that individuals working in child care and development programs have the necessary qualifications and have satisfied all legal requirements.

(cf. 1240 - Volunteer Assistance)

(cf. 4112.2 - Certification)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Facilities

Upon recommendation of the Superintendent or designee, the Board may approve any of the following for the provision of child care and development services:

1. The use of existing district facilities that have capacity
2. Renovation or improvement of district facilities to make them suitable for such services
3. Purchase of relocatable child care facilities

CHILD CARE AND DEVELOPMENT (continued)

4. Inclusion of child care facilities in any new construction
5. Agreement with a public agency or community organization for the use of community facilities

(cf. 1330.1 - Joint Use Agreements)

(cf. 7110 - Facilities Master Plan)

The Superintendent or designee shall ensure that facilities used for child care services meet all applicable health and safety standards. (5 CCR 18020; 22 CCR 101238-101239.2)

Complaints

For a licensed child care center, any complaint alleging health and safety violations shall be referred to CDSS. (5 CCR 4611)

Any other alleged violation of state or federal laws governing child care and development programs shall be investigated and resolved using the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Program Evaluation

The Superintendent or designee shall annually conduct an evaluation of the district's child care and development services in accordance with state requirements. The results of the evaluation shall be used to develop an action plan which establishes program goals and objectives for the coming year and addresses any areas identified as needing improvement.(5 CCR 18279-18281)

(cf. 0500 - Accountability)

Legal Reference: (see next page)

CHILD CARE AND DEVELOPMENT (continued)

Legal Reference:

EDUCATION CODE

8200-8340 *California State Preschool Program, especially:*

8207 *Administration; operation of programs; services*

8482-8484.65 *After-school education and safety program*

8484.7-8484.9 *21st Century community learning centers*

48000 *Transitional kindergarten*

49540-49546 *Child care food program*

49570 *National School Lunch program*

56244 *Staff development funding*

HEALTH AND SAFETY CODE

1596.70-1596.895 *California Child Day Care Act*

1596.90-1597.21 *Day care centers*

120325-120380 *Immunization requirements*

WELFARE AND INSTITUTIONS CODE

10200-10206 *Early Childhood Development Act of 2020*

10207-10490 *Child Care and Development Services Act, especially:*

10207-10215 *General provisions*

10217-10224.5 *Resource and referral programs*

10225-10234 *Alternative payment programs*

10235-10238 *Migrant child care and development programs*

10240-10243 *General child care and development programs*

10250-10252 *Family child care home education networks*

10260-10263 *Child care and development services for children with special needs*

10271 *Eligibility, enrollment and priority of services; physical examinations; rules and regulations*

10271.5 *Income eligibility*

10272.5 *Order of disenrollment*

10273 *Preferred placement for otherwise eligible children ages 11 or 12*

10290 *Fee schedule for families using preschool and child care and development services*

10291 *Families exempt from family fees*

10315 *Transfer of information to public schools*

10322 *Children residing in another district; use of facilities and personnel*

10480-10487 *Local planning councils*

CODE OF REGULATIONS, TITLE 5

4610-4687 *Uniform complaint procedures*

18000-18434 *Child care and development programs, especially:*

18012-18122 *General requirements*

18180-18192 *Federal and state migrant programs*

18210-18213 *Severely handicapped program*

18220-18231 *Alternative payment program*

18240-18248 *Resource and referral program*

18270-18281 *Program quality, accountability*

18290-18292 *Staffing ratios*

18295 *Waiver of qualifications for site supervisor*

18300-18308 *Appeals and dispute resolution*

80105-80125 *Commission on Teacher Credentialing, child care and development permits*

Legal Reference continued: (see next page)

CHILD CARE AND DEVELOPMENT (continued)

Legal Reference: (continued)

CODE OF REGULATIONS, TITLE 22

101151-101239.2 General requirements, licensed child care centers, especially:

101151-101163 Licensing and application procedures

101212-101231 Continuing requirements

101237-101239.2 Facilities and equipment

UNITED STATES CODE, TITLE 42

1751-1769j National School Lunch Programs

9831-9852 Head Start programs

9858-9858q Child care and development block grant

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch program

CODE OF FEDERAL REGULATIONS, TITLE 45

98.2-98.93 Child care and development fund

COURT DECISIONS

CBS Inc. v. The Superior Court of Los Angeles County, State Department of Social Services, (2001)

91 Cal.App.4th 892

Management Resources:

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES PUBLICATIONS

COVID-19 Licensed Child Care Facilities and Providers (FAQs)

Child Care & Development Division FAQ

Child Care Transition: The Early Childhood Development Act of 2020

WEB SITES

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

California Association for the Education of Young Children: <http://www.caeyc.org>

California Child Development Administrators Association: <http://www.ccdaa.org>

California Department of Education, Early Education and Support Division:

<http://www.cde.ca.gov/sp/cd>

California Department of Education, Early Education Management Bulletins:

<http://www.cde.ca.gov/sp/cd/ci/allmbs.asp>

California Department of Social Services: <https://www.cdss.ca.gov>

California Head Start Association: <http://caheadstart.org>

California School-Age Consortium: <http://calsac.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

National Association for the Education of Young Children: <http://www.naeyc.org>

U.S. Department of Education: <http://www.ed.gov>

CHILD CARE AND DEVELOPMENT

Licensing

All district child care and development services shall be licensed by the California Department of Social Services, unless exempted pursuant to Health and Safety Code 1596.792 or 22 CCR 101158.

The license shall be posted in a prominent, publicly accessible location in the facility. (Health and Safety Code 1596.8555)

Licensed child care centers shall be subject to the requirements of Health and Safety Code 1596.70-1597.21, 22 CCR 101151-101239.2, and, when applicable, 22 CCR 101451-101539.

Program Components

The district's child care and development program shall include the following components:

1. The use of a developmental profile reflecting each child's physical, cognitive, social, and emotional development to plan and conduct developmentally and age appropriate activities (Welfare and Institutions Code 10209.5; 5 CCR 18272)

Program staff shall complete the developmental profile for each child who is enrolled in the program for at least 10 hours per week and for any child with disabilities regardless of the number of hours enrolled. The profile shall be completed within 60 days of enrollment and at least once every six months thereafter for children of all ages. (Welfare and Institutions Code 10209.5; 5 CCR 18270.5, 18272)

2. An educational program that complies with 5 CCR 18273, including the provision of services that are developmentally, linguistically, and culturally appropriate and inclusive of children with special needs

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

(cf. 6174 - Education for English Learners)

3. A staff development program which complies with 5 CCR 18274

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

CHILD CARE AND DEVELOPMENT (continued)

4. Parent/guardian involvement and education that comply with 5 CCR 18275 and include an orientation, at least two individual conferences per year, meetings with program staff, an advisory committee, participation in daily activities, and information regarding their child's progress

(cf. 6020 - Parent Involvement)

5. A health and social services component that complies with 5 CCR 18276 and includes referrals to appropriate community agencies as needed

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.23 - Asthma Management)

(cf. 5141.6 - School Health Services)

6. A community involvement component that complies with 5 CCR 18277

7. As applicable, a nutrition component that ensures children in the program are provided nutritious meals, beverages, and snacks that meet state and federal standards and have access to drinking water throughout the day, including meal times (Health and Safety Code 1596.808; 5 CCR 18278; 42 USC 1766)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

8. Programs that promote age-appropriate structured and unstructured opportunities for physical activity and that limit the amount of time spent in sedentary activities to an appropriate level

9. An annual plan for program evaluation which conforms with the state's system and includes a self-evaluation, parent/guardian survey, and environment rating scale (5 CCR 18270.5, 18279, 18280)

(cf. 0500 - Accountability)

Health and Safety

When a child enrolls or reenrolls in a licensed child care program, the center shall provide the child's parent/guardian with written information on the risks and effects of lead exposure, blood lead testing recommendations and requirements, and options for obtaining blood lead testing, including any state or federally funded programs that offer free or discounted tests. (Health and Safety Code 1596.7996)

(cf. 5145.6 - Parental Notifications)

CHILD CARE AND DEVELOPMENT (continued)

If a licensed child care center is located in a building that was constructed before January 1, 2010, the center shall have its drinking water tested for lead contamination every five years following an initial test conducted between January 1, 2020 and January 1, 2023. The center shall notify the parents/guardians of enrolled children of the requirement to test a facility's drinking water and of the test results. If notified of elevated lead levels, the center shall immediately make inoperable and cease using the fountains and faucets where elevated lead levels may exist and shall obtain a potable source of water for children and staff at that location. (Health and Safety Code 1597.16)

Staffing

The district's child care and development program shall maintain at least the minimum adult-child and teacher-child ratios specified in Welfare and Institutions Code 10275.5 and 5 CCR 18290-18292 based on the ages of the children served.

All persons employed at a licensed district child care center and all volunteers who provide care and supervision to children at such a center shall be immunized against influenza, pertussis, and measles. If they meet all other requirements for employment or volunteering, as applicable, but need additional time to obtain and provide immunization records, they may be employed or volunteer conditionally for a maximum of 30 days upon signing and submitting a written statement attesting that they have been immunized as required. In addition, employees and volunteers shall receive an influenza vaccination between August 1 and December 1 of each year. A person shall be exempt from these requirements only under any of the following circumstances: (Health and Safety Code 1596.7995)

1. The person submits a written statement from a licensed physician declaring either that immunization is not safe because of the person's physical condition or medical circumstances or that the person has evidence of current immunity to influenza, pertussis, and measles.
2. In the case of the influenza vaccine, the person submits a written declaration declining the vaccination.
3. In the case of the influenza vaccine required during the first year of employment or volunteering, the vaccine is not timely because the person was hired after December 1 of the previous year and before August 1 of the current year.

(cf. 1240 - Volunteer Assistance)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

Documentation of the required immunizations or exemptions from immunization shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

CHILD CARE AND DEVELOPMENT (continued)

In addition to the above immunization requirements, teachers employed in a licensed child care center shall present evidence of a current tuberculosis clearance and meet other requirements specified in Health and Safety Code 1597.055. (Health and Safety Code 1597.055)

Eligibility and Enrollment

The district's subsidized child care and development services may be available to infants and children through 12 years of age and to individuals with disabilities through 21 years of age in accordance with their individualized education program and Welfare and Institutions Code 10213.5. (Welfare and Institutions Code 10213.5, 10273; 5 CCR 18089, 18407, 18422)

To participate in the district's subsidized child care program, families shall document both an eligibility basis and need for care as follows: (Welfare and Institutions Code 10271 and 10271.5)

1. The family is eligible for subsidized services on the basis of being a current aid recipient, income eligible, or homeless and/or the family's children are recipients of child protective services or have been identified as being or at risk of being abused, neglected, or exploited.
2. The family has a need for child care based on either of the following:
 - a. The parents/guardians are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated
 - b. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services, as being or at risk of being neglected, abused, or exploited, or as being homeless

The Superintendent or designee shall maintain a district waiting list in accordance with admission priorities. As vacancies occur, applicants shall be contacted in order of their priority. (5 CCR 18106)

First priority for enrollment shall be given to neglected or abused children who are recipients of child protective services, or children who are at risk of being neglected or abused, upon

CHILD CARE AND DEVELOPMENT (continued)

written referral from a legal, medical, or social services agency. If unable to enroll a child in this category, the district shall refer the child's parent/guardian to local resource and referral services so that services for the child can be located. (Welfare and Institutions Code 10271)

Second priority for enrollment shall be given to families, regardless of the number of parents in the home, who are income eligible, as defined in Welfare and Institutions Code 10271.5. Families with the lowest gross monthly income in relation to family size shall be admitted first. If two or more families are in the same priority in relation to income, the family that has a child with disabilities shall be admitted first or, if there is no child with disabilities, the family that has been on the waiting list for the longest time shall be admitted first. (Welfare and Institutions Code 10271 and 10271.5)

The district shall allow eligible children 11-12 years of age to combine enrollment in a before-school or after-school program with subsidized child care services during the time that the before-school or after-school program does not operate. Children 11-12 years of age, except for children with disabilities, shall be eligible for subsidized child care services only for the portion of care needed that is not available in a before-school or after-school program. (Welfare and Institutions Code 10273)

After all children eligible for subsidized services have been enrolled, the district may enroll other children in accordance with the priorities established by the Governing Board.

The district's decision to approve or deny services shall be communicated to the parent/guardian through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 18094, 18118)

Upon establishing eligibility for services, a family shall be eligible for and shall receive services for not less than 12 months before having the family's eligibility or need recertified and shall not be required to report changes to income or other changes for at least 12 months. However, a family establishing eligibility on the basis of income shall report any increases in income that exceed the threshold for ongoing income eligibility specified in Welfare and Institutions Code 10271.5, and the family's ongoing eligibility shall be recertified at that time. At any time a family may voluntarily report income or other changes, which shall be used, as applicable, to reduce the family's fees, increase the family's services, or extend the period of eligibility before recertification. (Welfare and Institutions Code 10271)

The Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 18095, 18119)

CHILD CARE AND DEVELOPMENT (continued)

1. A determination made during recertification or the update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that the service is no longer wanted
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

The Superintendent or designee shall establish and maintain a basic data file for each family receiving child care and development services containing the completed and signed application for services, documentation used to determine the child's eligibility and need, and copies of all Notices of Action. (5 CCR 18081, 18095)

Fees and Charges

Except when offering a program that is prohibited by law from charging any fees, the Superintendent or designee may charge fees for services according to the state fee schedule, the actual cost of services, or the maximum daily/hourly rate specified in the contract, whichever is least. (Welfare and Institutions Code 10260, 10270, 10290, 10291, 10436; 5 CCR 18078, 18108-18110)

However, for the 2021-22 fiscal year, family fees shall not be collected as specified in Welfare and Institutions Code 10290.

No fee shall be charged to a family that is receiving CalWORKS cash aid, an income-eligible family whose child is enrolled in a part-day California State Preschool Program, or a family whose income level, in relation to family size, is less than the first entry in the fee schedule. (Education Code 8253; Welfare and Institutions Code 10291; 5 CCR 18110)

In addition, any family receiving child care on the basis of having neglected or abused children who are recipients of child protective services, or children who are at risk of being neglected or abused, upon written referral from a legal, medical, or social services agency, may be exempt from these fees for up to 12 months. (Welfare and Institutions Code 10271 and 10291)

CHILD CARE AND DEVELOPMENT (continued)

Fees shall be assessed at initial enrollment and reassessed when a family is recertified or experiences a change in status. Fees shall be considered delinquent after seven days from the date that fees are due. Parents/guardians shall be notified in the event that fees are delinquent. If a reasonable plan for payment of the delinquent fees has not been provided by the parents/guardians, services shall be terminated if all delinquent fees are not paid within two weeks of such notification. Parents/guardians shall receive a copy of the district's regulations regarding fee collection at the time of initial enrollment into the program. (Welfare and Institutions Code 10290; 5 CCR 18082, 18114, 18115)

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers. This process shall also be used to determine whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Welfare and Institutions Code 10292)

Disenrollment

When necessary due to a reduction in state reimbursements, families shall be disenrolled from subsidized child care and development services in the following order: (Welfare and Institutions Code 10272.5)

1. Families with the highest income in relation to family size shall be disenrolled first.
2. If two or more families have the same income ranking, children without disabilities who have been enrolled in child care services the longest shall be disenrolled first. After all children without disabilities have been disenrolled, children with disabilities shall be disenrolled, with those who have been enrolled in child care services the longest being disenrolled first.
3. Families whose children are receiving child protective services or are at risk of neglect, abuse, or exploitation, regardless of family income, shall be disenrolled last.

Health Examination and Immunizations

Prior to or within six weeks of enrollment, a child enrolling in a child care center shall obtain a physical examination and evaluation and receive age-appropriate immunizations. (Welfare and Institutions Code 10271)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

CHILD CARE AND DEVELOPMENT (continued)

The requirement for a physical examination and evaluation shall be waived if a parent/guardian submits a letter stating that such examination is contrary to the parent/guardian's religious beliefs. (Welfare and Institutions Code 10271)

A child may be exempted from the immunization requirements only if: (Health and Safety Code 120335)

1. A licensed physician indicates that immunization is not safe due to the physical condition or medical circumstances of the child.

A medical exemption shall be submitted using the standardized medical exemption certification form developed by California Department of Public Health and transmitted using the California Immunization Registry. The request shall include, but not be limited to, a description of the medical basis for which the exemption for each individual immunization is sought and whether the medical exemption is permanent or temporary, including the date upon which a temporary medical exemption will expire. A temporary exemption shall not exceed one year. (Health and Safety Code 120372)

2. The parent/guardian submitted a letter or affidavit prior to January 1, 2016 stating that such examination is contrary to the parent/guardian's personal beliefs. An exemption from immunization granted for personal beliefs is effective only until the next grade span (i.e., birth through preschool, grades K-6, and grades 7-12).

If there is good cause to believe that a child is suffering from a recognized contagious or infectious disease, the child shall be temporarily excluded from the child care and development program until it is determined that the child is not suffering from that contagious or infectious disease. (Welfare and Institutions Code 10271)

(cf. 5141.22 - *Infectious Diseases*)

Attendance

Sign-in and sign-out sheets shall be used daily for all children for attendance accounting purposes. Attendance records shall include verification of excused absences, including the child's name, date(s) of absence, specific reason for absence, and signature of parent/guardian or district representative. (5 CCR 18065, 18066)

Absences shall be excused for the following reasons:

1. Illness or quarantine of the child or of the parent/guardian (Welfare and Institutions Code 10213.5)

CHILD CARE AND DEVELOPMENT (continued)

2. Family emergency (Welfare and Institutions Code 10213.5)

A family emergency shall be considered to exist when unforeseen circumstances cause the need for immediate action, such as may occur in the event of a natural disaster or when a member of the child's immediate family dies, has an accident, or is required to appear in court.

3. Time spent with a parent/guardian or other relative as required by a court of law (Welfare and Institutions Code 10213.5)

4. Time spent with a parent/guardian or other relative which is clearly in the best interest of the child (Welfare and Institutions Code 10213.5)

An absence shall be considered to be in the best interest of the child when the time is spent with the child's parent/guardian or other relative for reasons deemed justifiable by the program coordinator or site supervisor.

Except for children who are recipients of child protective services or are at risk of abuse or neglect, excused absences in the best interest of the child shall be limited to 10 days during the contract period. (5 CCR 18066)

Any absence due to a reason other than any of those stated above, or without the required verification, shall be considered an unexcused absence. After three unexcused absences during the year, the program coordinator or site supervisor shall notify the child's parent/guardian. Children who continue to have excessive unexcused absences may be removed from the program at the discretion of the program coordinator in order to accommodate other families on the waiting list for admission.

Parents/guardians shall be notified of the policies and procedures related to excused and unexcused absences for child care and development services. (5 CCR 18066)

Rights of Parents/Guardians

At the time a child is accepted into a licensed child care and development center, the child's parent/guardian or authorized representative shall be notified of the rights specified in 22 CCR 101218.1, including, but not limited to, the right to enter and inspect the child care facility and the right to be informed, upon request, of the name and type of association to the center of any adult who has been granted a criminal record exemption. (Health and Safety Code 1596.857; 22 CCR 101218.1)

The written notice of parent/guardian rights also shall be permanently posted within the facility in a location accessible to parents/guardians. Notwithstanding these rights, access to

CHILD CARE AND DEVELOPMENT (continued)

the facility may be denied to an adult whose behavior presents a risk to children present in the facility or to noncustodial parents/guardians when so requested by the responsible parent/guardian. (Health and Safety Code 1596.857)

In addition, if a parent/guardian disagrees with any district action to deny a child's eligibility for subsidized child care services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, the parent/guardian may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 18120)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 18120 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, the parent/guardian may, within 14 calendar days, appeal the decision to the CDE. (5 CCR 18120-18122)

Records

The Superintendent or designee shall maintain records of enrollment, attendance, types of families served, income received from all families participating in the district's child care and development program, and any other records required under the state contract.

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

BEFORE/AFTER SCHOOL PROGRAMS

The Governing Board desires to provide before-school and/or after-school enrichment programs that support the regular education program in a supervised environment. In order to increase academic achievement of participating students, the content of such programs shall be coordinated with the district's vision and goals for student learning, local control and accountability plan, curriculum, and academic standards.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 0470 - COVID-19 Mitigation Plan)
(cf. 5147 - Dropout Prevention)
(cf. 5148 - Child Care and Development)
(cf. 6011 - Academic Standards)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)
(cf. 6179 - Supplemental Instruction)

The district's program shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422, 8482.5, 46120)

To the extent feasible, the district shall give priority to establishing before-school and/or after-school programs in low-performing schools and/or programs that serve low-income and other at-risk students.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)

Any After School Education and Safety Program (ASES), 21st Century Community Learning Center Program (21st CCLC), 21st Century High School After School Safety and Enrichment for Teens Program (ASSETs), or other program to be established pursuant to Education Code 8421, 8482.3 or 8484.75 shall be approved by the Board and the principal of each participating school.

The Superintendent or designee shall ensure that all staff who directly supervise students in the district's before-school and/or after-school program possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities.

(cf. 1240 - Volunteer Assistance)
(cf. 4131 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

Each program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, each program may include support services that reinforce the educational component and promote student health and well-being.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 6142.7 - Physical Education and Activity)

A family fee may be charged to participating families based on the actual cost of services.

However, for the ASSETs program, a family fee shall be waived or reduced for families with students who are eligible for free or reduced-price meals. (Education Code 8422)

For ASES, 21st CCLC, and/or Expanded Learning Opportunities programs, no fee shall be charged for a student who is eligible for free or reduced-price meals, or a student who the district knows is a homeless youth or in foster care. In addition, family fees shall be calculated on a sliding scale that considers family income and ability to pay. (Education Code 8482.6, 46120)

(cf. 3260 - Fees and Charges)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

Eligible students who are 11 or 12 years of age shall be placed in a before-school or after-school program, if and when available, rather than subsidized child care and development services. During the time that the before-school or after-school program does not operate, such students may be provided the option of enrolling in child care and development services in accordance with the enrollment priorities established in AR 5148 - Child Care and Development. (Welfare and Institutions Code 10273)

The Board and the Superintendent or designee shall monitor student participation rates and shall identify multiple measures that shall be used to evaluate program effectiveness. Such measures may include, but are not limited to, student outcome data; program self-assessments; feedback from staff, participating students, and parents/guardians; and observations of program activities.

(cf. 0500 - Accountability)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

Every three years, the Superintendent or designee shall review the after-school program plan, including, but not limited to, program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years.
(*cf.* 3580 - *District Records*)

*Legal Reference:*EDUCATION CODE

8281.5 *California Prekindergarten Planning and Implementation Grant Program*
 8295-8305 *Child development program personnel qualifications*
 8420-8428 *21st Century After-School Program for Teens*
 8482-8484.65 *After School Education and Safety Program*
 8484.7-8484.9 *21st Century Community Learning Centers*
 17264 *New construction; accommodation of before- and after-school programs*
 35021.3 *After-school physical recreation instructors*
 45125 *Criminal record check*
 45330 *Paraprofessionals; instructional aides*
 45340-45349 *Paraprofessionals; instructional aides*
 46120 *Expanded Learning Opportunities Program*
 49024 *Criminal background check; Activity Supervisor Clearance Certificate*
 49430-49434 *Nutrition standards*
 49540-49546 *Child Care Food Program*
 49553 *Free or reduced-price meals*
 69430-69460 *Cal Grant program*

WELFARE AND INSTITUTIONS CODE

10207-10490 *Child Care and Development Services Act, especially:*
 10273 *Preferred placement for otherwise eligible children ages 11 or 12*

UNITED STATES CODE, TITLE 20

6311 *State plans*
 6314 *Title I schoolwide programs*
 7171-7176 *21st Century Community Learning Centers*

UNITED STATES CODE, TITLE 42

1766-1766a *Child and Adult Care Food Program*
 11434a *Education for homeless children and youths*

CODE OF FEDERAL REGULATIONS, TITLE 7

226.17 *Child care center nutrition standards*

Management Resources: (see next page)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Expanded Learning Opportunities Program FAQs, October 2021

Request for Applications: 21st Century Community Learning Centers Elementary/Middle Schools, September 2020

Request for Applications: 21st Century High School After School Safety and Enrichment for Teens, September 2020

21st CCLC and ASSETs FAQs, September 2020

Quality Program Improvement Plan Instructions: Instructions for Completing a Quality Program

Improvement Plan for Expanded Learning Programs in California, August 2020

A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools, 2014

Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, 2014

California After School Physical Activity Guidelines, 2009

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

21st Century Community Learning Centers, Nonregulatory Guidance, February 2003

WEB SITES

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

California Department of Education, Expanded Learning: <https://www.cde.ca.gov/ls/ex>

California Healthy Kids Survey: <https://chks.wested.org>

California School-Age Consortium: <http://calsac.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Partnership for Children and Youth: <http://partnerforchildren.org>

U.S. Department of Agriculture: <http://www.fns.usda.gov/cnd/care/afterschool.htm>

U.S. Department of Education: <http://www.ed.gov>

BEFORE/AFTER SCHOOL PROGRAMS**Definitions**

Expanded learning opportunities means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of students through hands-on, engaging learning experiences. *Expanded learning opportunities* does not mean an extension of instructional time, but rather, opportunities to engage students in enrichment, play, nutrition, and other developmentally appropriate activities. (Education Code 8482.1, 46120)

Unduplicated student means a student enrolled in a district who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth. (Education Code 42238.02, 46120)

Grades K-9

The district's After School Education and Safety (ASES) program or 21st Century Community Learning Center (21st CCLC) program shall serve students in any of grades K-9 as the district may determine based on local needs. (Education Code 8482.3, 8484.7, 8484.75, 8484.8)

The district's 21st CCLC program shall primarily serve students in Title I schoolwide programs. (Education Code 8484.8; 20 USC 7173)

(cf. 6171 - Title I Programs)

The district's Expanded Learning Opportunities (ELO) program shall serve students in grades TK-6. For the 2021-22 school year, the district shall offer access to ELO programs to all unduplicated students in grades TK-6 and provide access to such programs to at least 50 percent of enrolled unduplicated students. Commencing with the 2022-23 school year, the district shall offer all students in grades TK-6 access to ELO programs, and ensure that access is provided to any student whose parent/guardian requests placement in a program. (Education Code 46120)

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 8281.5)

The district's ASES, 21st CCLC, and ELO program(s) shall be operated in accordance with the following:

1. Program Elements

BEFORE/AFTER SCHOOL PROGRAMS (continued)

- a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science. (Education Code 8482.3, 8484.75, 46120)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6154 - Homework/Makeup Work)

(cf. 6163.4 - Student Use of Technology)

- b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, technology, physical fitness, and prevention activities. (Education Code 8482.3, 8484.75, 46120)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

(cf. 6142.6 - Visual and Performing Arts)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6178 - Career Technical Education)

2. Nutrition

- a. If snacks or meals are made available in the program, they shall conform to nutrition standards specified in Education Code 49430-49434 or 42 USC 1766 as applicable. (Education Code 8482.3, 8484.75, 46120; 42 USC 1766-1766a; 7 CFR 226.17)
- b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants. (Education Code 8483.1, 8484.75)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

3. Location of Program

- a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility. (Education Code 8482.3, 8484.75)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

- b. When there is a significant barrier to student participation in either the before-school or after-school component of a program at the school of attendance, the Superintendent or designee may, with the approval of the Superintendent of Public Instruction, provide services at another school site. Such transfer of services shall occur only if the school to which the program will be transferred agrees to receive students from the transferring school and has an existing grant of the same type as the transferring school, or does not have a 10-percent lower percentage of students eligible for free or reduced-price meals than the transferring school. A significant barrier includes any of the following: (Education Code 8482.8, 8484.75)

- (1) Fewer than 20 students participating in the program component
- (2) Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation
- (3) A reduction in the program grant of an existing school due to its merging into a new school opened by the district or the splitting of its students with a new school

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8, 8484.75)

(cf. 3540 - Transportation)

4. Staffing

- a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4, 8484.75, 45330, 45344, 45344.5)

(cf. 4222 - Teacher Aides/Paraprofessionals)

- b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy. (Education Code 8483.4, 8484.75)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

(cf. 1240 - Volunteer Assistance)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

- c. The student-to-staff ratio shall be no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten students shall maintain a student-to-staff member ratio of no more than 10 to 1 (Education Code 8483.4, 8484.75, 46120)

5. Hours of Operation

- a. A before-school program shall not operate for less than one and one-half hours per regular school day. (Education Code 8483.1, 8484.75)
- b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (Education Code 8483, 8484.75)
- c. An ELO program shall provide in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, shall not be less than nine hours of combined instructional time and expanded learning opportunities per instructional day. (Education Code 46120)

6. Admissions

- a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6, 8484.75)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

- b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:
 - (1) First priority for enrollment shall be given to students who are identified as homeless youth, as defined by the McKinney-Vento Homeless Assistance Act (42 USC 11434a), at the time they apply for enrollment or at any time during the school year, to students who are identified by the program as being in foster care, and to students who are eligible for free or reduced-price meals. (Education Code 8483, 8483.1, 8484.75)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

The district is not required to disenroll a current student in order to secure the enrollment of a student who has priority for enrollment. (Education Code 8483, 8483.1)

The district shall inform the parent/guardian of a homeless or foster youth of the right of the child to receive priority enrollment and how to request priority enrollment. (Education Code 8483, 8484.75)

(cf. 5145.6 - Parental Notifications)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

- (2) Second priority for enrollment of middle or junior high school students shall be given to students who attend daily. (Education Code 8483, 8483.1, 8484.75)
- (3) Third priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulation.

(cf. 6179 - Supplemental Instruction)

- (4) Any remaining capacity shall be filled by students selected at random.
- (5) A waiting list shall be established to accommodate additional students if space becomes available.

7. Attendance/Early Release

- a. Each student admitted into a district program shall be expected to attend the full number of hours that the program is in operation every day that the student participates.
- b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival for the before-school program or the reasonable early daily release from the after-school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

8. Summer/Intersession/Vacation Programs

BEFORE/AFTER SCHOOL PROGRAMS (continued)

- a. ELO programs shall offer no less than nine hours of in-person expanded learning opportunities per day for at least 30 non-school days, during intersessional periods.
- b. A before-school program operating during summer, intersession, and/or vacation days shall be offered for a minimum of two hours per day. An after-school program offered during summer, intersession, and/or vacation days may be operated for either three hours or six hours per day in accordance with Education Code 8483.76. When both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2, 8483.76)
- c. A program offered during summer, intersession, and/or vacation periods may open eligibility to every student attending a school in the district, with priority for enrollment given to students enrolled in the school that received the grant. (Education Code 8483.76)
- d. To address the needs of students and school closures, the program may be conducted at an off-site location or an alternate school site. The program shall notify the California Department of Education (CDE) of the change of location and shall include a plan to provide safe transportation pursuant to Education Code 8484.6. (Education Code 8483.76)
- e. Any program operating for six hours per day shall provide at least one nutritionally adequate free or reduced-price meal to each eligible student during each program day. (Education Code 8483.76)
- f. For any program operating six hours per day, district procedures pertaining to student attendance and early release as specified in item #7 above shall apply. (Education Code 8483.76)

(cf. 6177 - Summer Learning Programs)

Grades 9-12

The district's 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program shall serve students in any of grades 9-12 as the district may determine based on local needs. (Education Code 8421)

The program shall be operated in accordance with the following guidelines:

- 1. Program Elements

BEFORE/AFTER SCHOOL PROGRAMS (continued)

- a. The program shall include an academic assistance element that is coordinated with the regular academic program and includes, but is not limited to, at least one of the following: (Education Code 8421)
 - (1) Tutoring
 - (2) Career exploration, including activities that help students develop the knowledge and skills that are relevant to their career interests and reinforce academic content
 - (3) Homework assistance
 - (4) College preparation, including information about the Cal Grant program pursuant to Education Code 69430-69460
- b. The program shall include an enrichment element that may include, but is not limited to: (Education Code 8421)
 - (1) Community service
 - (2) Career and technical education
 - (3) Job readiness
 - (4) Opportunities for mentoring and tutoring younger students
 - (5) Service learning
 - (6) Arts
 - (7) Computer and technology training
 - (8) Physical fitness
 - (9) Recreation activities

(cf. 6142.4 - Service Learning/Community Service Classes)

- c. The program shall include a nutritional snack and/or meal and a physical activity element. (Education Code 8423)
- d. The program shall provide for access to, and availability of, computers and technology. (Education Code 8423)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

- e. The Superintendent or designee shall assess students' preferences for program activities. (Education Code 8423)
- 2. Location of Program
 - a. The district's program may operate on one or multiple school sites or at another location approved by CDE. (Education Code 8421)
 - b. If applying for a location off school grounds, the Superintendent or designee shall ensure that safe transportation is available for students, if necessary, and the program is at least as available and accessible as similar programs conducted on school sites. (Education Code 8421)
- 3. Hours of Operation
 - a. The district's program shall operate for a minimum of 15 hours per week. (Education Code 8421)
 - b. The district's program may be operated either after school only or for any combination of after school, before school, weekends, summer, intersession, and vacations. (Education Code 8422)

Volunteers

The Superintendent or designee may establish a registry of volunteer after-school physical recreation instructors and other before-school and after-school program volunteers. (Education Code 35021.3)

To be included in the registry, a volunteer shall submit to a criminal background check pursuant to Education Code 45125. The volunteer shall also submit current contact information to the district and shall update that information whenever the information changes. (Education Code 35021.3)

The Superintendent or designee may use a volunteer registered with the district or may select another person to provide physical recreation to students after school hours or to provide other services. (Education Code 35021.3)

Reports

The Superintendent or designee shall annually submit to CDE outcome-based data, including, but not limited to: (Education Code 8427, 8482.3, 8484)

BEFORE/AFTER SCHOOL PROGRAMS (continued)

1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis
2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards

(cf. 0500 - Accountability)

PRESCHOOL/EARLY CHILDHOOD EDUCATION

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development, knowledge, skills, and abilities. The Board desires to provide a supervised, and cognitively rich environment designed to facilitate the transition to kindergarten for three- and four-year-old children.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5148 - Child Care and Development)

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

District Preschool Programs

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

(cf. 6171 - Title I Programs)

Preschool classroom needs shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

(cf. 1330.1 - Joint Use Agreements)

(cf. 7110 - Facilities Master Plan)

(cf. 7210 - Facilities Financing)

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge.

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

(cf. 6011 - Academic Standards)

(cf. 6170.1 - Transitional Kindergarten)

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The district's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education Code 8203)

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

(cf. 0415 - Equity)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

(cf. 3550 - Food Services/Child Nutrition Program)

(cf. 5030 - Student Wellness)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5141.6 - School Health Services)

The district shall encourage volunteerism by families participating in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

(cf. 1240 - Volunteer Assistance)

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

(cf. 4112.2 - Certification)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (CCR 18105; 22 CCR 101218)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8208, 8210, and 8211 and 5 CCR 18106.

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 8281.5)

When a district CSPP program is physically closed by local or state public health order due to the COVID-19 pandemic, the district shall provide distance learning to preschool children when required to do so as a condition of funding or when required by law.

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

The district's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8212; 5 CCR 4610, 4611, 4690-4694)

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

(cf. 0500 - Accountability)

Legal Reference: (see next page)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

Legal Reference:

EDUCATION CODE

8200-8340 *California State Preschool Program, especially:*
 8203.5 *Contracts to provide child care and development services*
 8205 *Definitions*
 8207 *Administration; operation of programs; services*
 8208 *Eligibility of three- or four-year-old child for state preschool program*
 8209 *Physical examination and immunizations*
 8210 *Priority for part-day programs*
 8211 *Priority for full-day programs*
 8212 *Complaints related to preschool health and safety issues*
 8213 *Income eligibility*
 8214 *Order of disenrollment*
 8217 *Enrollment of four-year-old children in state preschool programs*
 8220-8221 *Family literacy services*
 8241 *Staffing ratios for center-based program*
 8252-8254 *Family fees*
 8281.5 *California Prekindergarten Planning and Implementation Grant Program*
 8298 *Program director qualifications*
 17375 *California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program*
 44065 *Interchange between certificated and classified positions*
 44256 *Credential types*
 48000 *Transitional kindergarten*
 48985 *Notification, primary language other than English*

HEALTH AND SAFETY CODE

1596.70-1596.895 *California Child Day Care Act*
 1596.90-1597.21 *Day care centers*
 120325-120380 *Immunization requirements*

WELFARE AND INSTITUTIONS CODE

10207-10490 *Child Care and Development Services Act, especially:*
 10207-10215 *General provisions*
 10217-10224.5 *Resource and referral programs*
 10225-10234 *Alternative payment programs*
 10235-10238 *Migrant child care and development programs*
 10240-10243 *General child care and development programs*
 10250-10252 *Family child care home education networks*
 10260-10263 *Child care and development services for children with special needs*
 10480-10487 *Local planning councils*

CODE OF REGULATIONS, TITLE 5

4600-4670 *Uniform complaint procedures*
 4690-4694 *Health and safety complaints in license-exempt preschool programs*
 18000-18434 *Child care and development programs, especially:*
 18130-18136 *California State Preschool Program*
 18272-18281 *General Program Requirements*
 18295 *Waiver of qualifications for site supervisor*
 80105-80125 *Permits authorizing service in child development programs*

Legal Reference continued: (see next page)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

Legal Reference: (continued)

CODE OF REGULATIONS, TITLE 22

101151-101239.2 *General requirements, licensed child care centers, especially:*

101151-101163 *Licensing and application procedures*

101212-101231 *Continuing requirements*

101237-101239.2 *Facilities and equipment*

UNITED STATES CODE, TITLE 20

1400-1482 *Individuals with Disabilities Education Act*

6311-6322 *Title I, relative to preschool*

6371-6376 *Early Reading First*

6381-6381k *Even Start family literacy programs*

6391-6399 *Education of migratory children*

UNITED STATES CODE, TITLE 42

9831-9852c *Head Start programs*

9857-9858r *Child Care and Development Block Grant*

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PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

Management Resources: (continued)

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California Association for the Education of Young Children: <http://www.caeyc.org>

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

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Child Development Policy Institute: <http://www.cdpi.net>

Cities, Counties, and Schools Partnership: <http://www.ccspartnership.org>

First 5 Association of California: <http://www.ccfc.ca.gov>

National Institute for Early Education Research: <http://nieer.org>

U.S. Department of Education: <http://www.ed.gov>

PRESCHOOL/EARLY CHILDHOOD EDUCATION

Three-year-old children means children who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a program approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP). Children who have their third birthday on or after December 2 of the fiscal year, may be enrolled in a CSPP program on or after their third birthday. (Education Code 8205)

Four-year-old children means children who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP program, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent or guardian has opted to retain or enroll them in a CSPP program. (Education Code 8205)

When approved by CDE under the CSPP, the district may operate one or more part-day or full-day preschool programs in accordance with law and the terms of its contract with CDE.

(cf. 5148 - Child Care and Development)

The district's CSPP program shall include all of the following: (Education Code 8207)

1. Age and developmentally appropriate activities for children
2. Supervision
3. Parenting education and parent engagement
4. Social services that include, but are not limited to, identification of child and family needs and referral to appropriate agencies
5. Health services
6. Nutrition
7. Training and career ladder opportunities, documentation of which shall be provided to CDE
8. Physical activity to support children's health

The district's preschool program shall include all required program components for the educational program, the creation of a developmental profile for each child, staff development, parent involvement and education, community involvement, health and social services, nutrition, and program evaluation, as described in 5 CCR 18272-18281 and AR 5148 - Child Care and Development.

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

Minimum Hours/Days of Operation

The district's part-day preschool program shall operate a minimum of three hours per day, excluding time for home-to-school transportation, and for a minimum of 175 days per year unless otherwise specified in the program's contract. (Education Code 8207; 5 CCR 18136)

The district's full-day program shall operate for a minimum of 246 days per year, unless the contract specifies a lower number of days of operation. (Education Code 8207)

Staffing

The preschool program shall maintain an adult-child ratio of at least one adult for every eight children and a teacher-child ratio of at least one teacher for every 24 children. (Education Code 8241, 5 CCR 18135, 18290)

(cf. 1240 - Volunteer Assistance)

(cf. 6020 - Parent Involvement)

Any person employed at a district preschool and any volunteer who provides care and supervision to children at a preschool shall, unless exempted by law, be immunized against influenza, pertussis, and measles in accordance with Health and Safety Code 1596.7995 and AR 5148 - Child Care and Development. Documentation of required immunizations, or applicable exemptions, shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

(cf. 0470 - COVID-19 Mitigation Plan)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

In addition, preschool teachers shall present evidence of a current tuberculosis clearance and meet other requirements as specified in Health and Safety Code 1597.055.

Family Literacy Services

When any district preschool program receives funding for family literacy services pursuant to Education Code 8221, the Superintendent or designee shall coordinate the provision of: (Education Code 8220)

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

2. Parenting education for parents/guardians of children in participating classrooms to support their child's development of literacy skills, including, but not limited to, parent education in:
 - a. Providing support for the educational growth and success of their children
 - b. Improving parent-school communications and parental understanding of school structures and expectations
 - c. Becoming active partners with teachers in the education of their children
 - d. Improving parental knowledge of local resources for the identification of and services for developmental disabilities, including, but not limited to, contact information for the district special education referral
3. Referrals to providers of adult education and instruction in English as a second language as necessary to improve academic skills of parents/guardians

(cf. 6200 - Adult Education)

4. Staff development for teachers in participating classrooms that includes, but is not limited to:
 - a. Development of a pedagogical knowledge, including, but not limited to, improved instructional and behavioral strategies
 - b. Knowledge and application of developmentally appropriate assessments of the prereading skills of children in participating classrooms
 - c. Information on working with families, including the use of on-site coaching, for guided practice in interactive literacy activities
 - d. Providing targeted interventions for all young children to improve kindergarten readiness upon program completion

(cf. 4131 - Staff Development)

Eligibility and Enrollment Priorities for Part-Day CSPP Programs

A three-year-old or four-year-old child is eligible for a part-day CSPP program if the child's family is one of the following: (Education Code 8208)

1. A current aid recipient

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

2. Income eligible
3. Homeless
4. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected or exploited

After all eligible three- and four-year-old children have been enrolled as provided above, a part-day CSPP program may provide services to children in families whose income is no more than 15 percent above the income eligibility threshold, as described in Education Code 8213. No more than 10 percent of all the children enrolled in the CSPP program shall be from families above the income eligibility threshold. (Education Code 8208)

In addition, after all otherwise eligible children have been enrolled as provided in the paragraphs above, a part-day CSPP program may provide services to three- and four-year-old children in families whose income is above the income eligibility threshold if those children are children with disabilities. Such children with disabilities enrolled in part-day CSPP program shall not count towards the 10-percent limit described above. (Education Code 8208)

A CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced price lunch may enroll four-year-old children after all otherwise eligible children have been enrolled as provided in the paragraphs above. (Education Code 8208 and 8217)

The district shall certify eligibility and enroll families into their program within 120 calendar days prior to the first day of the beginning of the new preschool year. Subsequent to enrollment, a child shall be deemed eligible for a part-day CSPP program for the remainder of the program year. (Education Code 8208)

The district shall give priority for part-day CSPP programs as follows: (Education Code 8210)

1. The first priority for services shall be given to three-year-old or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency. If the district is unable to enroll a child in this first priority category, the district shall refer the child's parent/guardian to local resources and referral services so that services for the child can be located.

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

2. The second priority for services shall be given to eligible four-year-old children who are not enrolled in a state-funded transitional kindergarten (TK) program. Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the Superintendent of Public Instruction (SPI) at the time of enrollment, shall be enrolled first.

If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, a child with disabilities shall be enrolled first. If there are no families with a child with disabilities, the child that has been on the waiting list for the longest time shall be admitted first.

3. The third priority shall be given to eligible three-year-old children. Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the Superintendent at the time of enrollment, shall be enrolled first.
4. The fourth priority, after all otherwise eligible children have been enrolled, shall be children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to four-year-old children before three-year-old children.
5. The fifth priority, after all otherwise eligible children have been enrolled, shall be a child with disabilities whose family's income is above the income eligibility threshold, as described in Education Code 8213. Within this priority category, priority shall be given to four-year-old children before three-year-old children.
6. After all otherwise eligible children have been enrolled in the first through fifth priority categories, as described in Items #1-5 above, a CSPP program site operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced price lunch as described in Education Code 8217 may enroll any four-year-old children whose families reside within the attendance boundary of the qualified elementary school. These children shall, to the extent possible, be enrolled by lowest to highest income according to the most recent schedule of income ceiling eligibility table.

Eligibility and Enrollment Priorities for Full-Day CSPP Programs

A three-year-old or four-year-old child is eligible for a full-day CSPP program if the family meets both of the following requirements: (Education Code 8208)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

1. The child's family is a current aid recipient, income eligible, homeless, or one whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected, or exploited.
2. The child's family needs the childcare services because of either the following:
 - a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services; as being or at risk of being neglected, abused, or exploited; or as being homeless
 - b. The parents/guardians are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated

After all families meeting the criteria specified in Items #1 and 2 above have been enrolled, a full-day CSPP program may provide services to three- and four-year-old children in families who do not meet at least one of the criteria in Item #2 above. (Education Code 8208)

After all otherwise eligible children have been enrolled as provided above, a CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced price lunch as described in Education Code 8217 may enroll any four-year-old child. (Education Code 8208)

Upon establishing initial eligibility or ongoing eligibility for a full-day CSPP program, a family shall be considered to meet all eligibility and need requirements for those services for not less than 12 months, shall receive those services for not less than 12 months before having eligibility or need recertified, and shall not be required to report changes to income or other changes for at least 12 months. However, a family that establishes initial eligibility or ongoing eligibility on the basis of income shall report increases in income that exceed the threshold for ongoing income eligibility, as described in Education Code 8213, and the family's ongoing eligibility for services shall at that time be recertified. In addition, a family may, at any time, voluntarily report income or other changes. This information shall be used, as applicable, to reduce the family's fees, increase the family's services, or extend the period of the family's eligibility before recertification. (Education Code 8208)

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with admission priorities. As vacancies occur, applicants shall be contacted in order of their priority. (5 CCR 18106)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**Notice of Action**

Upon receiving a parent/guardian's application for services, the Superintendent or designee shall review the application and documentation and shall certify the eligibility of the family or child.

The district's decision to approve or deny a child's enrollment shall be communicated to the family through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 18094, 18095, 18118)

(cf. 5145.6 - Parental Notifications)

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 18095, 18119)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that the parent/guardian no longer wants the service
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file including, but not limited to, a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 18081, 18084, 18130, 18133)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

Combined Preschool/Transitional Kindergarten Classroom

When a child is eligible for both the preschool program and the district's TK program, the district may place the child in a classroom which is commingled with children from both programs as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000)

1. An early childhood environment rating scale, as specified in 5 CCR 18281, shall be completed for the classroom.
2. All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272.
3. The classroom shall be taught by a teacher who holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256.
4. The classroom shall comply with the adult-child ratio specified in Education Code 8264.8.
5. Contractors of the district shall report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068.
6. The classroom shall not include children enrolled in TK for a second year or children enrolled in a regular kindergarten classroom.

(cf. 5111 - Admission)

(cf. 6170.1 - Transitional Kindergarten)

Fees and Charges

Fees for participation in the district's full-day CSPP program shall be assessed and collected in accordance with the fee schedule established by the SPI in conjunction with the California Department of Social Services. (Education Code 8252; 5 CCR 18078)

However, for the 2021-2022 school year, family fees shall not be collected as specified in Education Code 8252.

(cf. 3260 - Fees and Charges)

In addition, no fee shall be charged to an eligible family whose child is enrolled in a part-day preschool program or a family that is receiving CalWORKs cash aid. (Education Code 8253; 5 CCR 18110)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

A family may be exempt from the fees for up to 12 months if the child qualifies for preschool on the basis of being the recipient of child protective services or as being, or at risk of being, abused or neglected. (Education Code 8253)

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers and/or whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8254)

Disenrollment Based on Reduced Funding

When necessary to disenroll families from subsidized preschool services, families shall be disenrolled in reverse priority order for services as specified in Education Code 8210 and 8211 and as described above in the sections "Eligibility and Enrollment Priority for Part-Day CSPP Programs" and "Eligibility and Enrollment Priority for Full-Day CSPP Programs." (Education Code 8214)

Expulsion/Unenrollment Based on Behavior

A district preschool program shall not expel or unenroll a child based on the child's behavior, unless the district first takes the following actions to address the child's behavior: (Education Code 8222)

1. Inform the parents/guardians of the child's persistent and serious challenging behaviors and consult with the parents/guardians and teacher in an effort to maintain the child's safe participation in the program
2. If the child has an individualized family service plan (IFSP) or individualized education program (IEP), with written parent/guardian consent, contact the agency or district employee responsible for such plan or program to seek consultation in regard to serving the child

(cf. 6159 - Individualized Education Program)

3. If the child does not have an IFSP or IEP, consider if it is appropriate to complete a universal screening of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, implementing behavior supports within the program, and considering an IEP for the child

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

If the district has taken the actions specified in items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/guardians to other potentially appropriate placements, the local child care resource and referral agency, or any other referral service available in the local community. The district may then unenroll the child. The district shall have up to 180 days to complete the actions described above. (Education Code 8222)

Children with disabilities may only be suspended or expelled in conformance with the procedures and limitations of the Individuals with Disabilities Education Act.

Parent Hearing

If a parent/guardian disagrees with any district action to deny the child's eligibility for subsidized preschool services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, the parent/guardian may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 18120)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 18120 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, the parent/guardian may, within 14 calendar days, appeal the decision to CDE. (5 CCR 18120-18122)

SCHOOL DAY

The Governing Board shall fix the length of the school day in accordance with law. (Education Code 46100)

(cf. 6111 - School Calendar)

At each school, the length of the school day shall be the same for all students, except as otherwise permitted by law. For any student with a disability, the length of the school day shall be as specified in the student's individualized education program or Section 504 plan.

(cf. 6158 - Independent Study)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

The daily schedule for elementary schools may include at least one period of recess of at least 20 minutes, during which students shall be provided supervised opportunities to engage in unstructured physical activity.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

In establishing the daily instructional schedule for each secondary school, the Superintendent or designee shall give consideration to course requirements and curricular demands, availability of school facilities, and applicable legal requirements.

The Board encourages flexibility in scheduling so as to provide longer time blocks or class periods when appropriate and desirable to support student learning, provide more intensive study of core academic subjects or extended exploration of complex topics, and reduce transition time between classes.

Prior to implementing a block or alternative schedule that will allow secondary students to attend school for fewer school days than the total number of school days for which the school is in session, the Board shall consult in good faith, in an effort to reach agreement with the certificated and classified employees of the school, parents/guardians of the students who would be affected by the change, and the community at large. Such consultation shall include at least one public hearing for which the Board shall give adequate notice to the employees and to the parents/guardians of affected students. (Education Code 46162)

(cf. 9320 - Meetings and Notices)

Legal Reference: (see next page)

SCHOOL DAY (continued)

Legal Reference:

EDUCATION CODE

8970-8974 *Early primary program, including extended-day kindergarten*
37202 *Equal time in all schools*
37670 *Year-round schools*
46010 *Total days of attendance*
46100 *Length of school day*
46110-46119 *Kindergarten and elementary schools, day of attendance*
46120 *Kindergarten and elementary schools, expanded learning opportunity program*
46140-46147 *Junior high school and high school, day of attendance*
46148 *School day for middle and high school*
46160-46162 *Alternative schedule - junior high and high school*
46170 *Continuation schools, minimum day*
46180 *Opportunity schools, minimum day*
46190-46192 *Adult education classes, day of attendance*
46200-46206 *Minimum instructional time*
48200 *Compulsory attendance for minimum school day*
48663 *Community day school, minimum school day*
48800-48802 *Concurrent enrollment in community college*
51222 *Physical education, instructional minutes*
51760-51769.5 *Work experience education*
52325 *Regional occupational center, minimum day*

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U.S. Department of Education: <http://www.ed.gov>

WestEd: <http://www.wested.org>

SCHOOL DAY**Kindergarten/Transitional Kindergarten**

Kindergarten and transitional kindergarten (TK) classes in district schools may be maintained for different lengths of time, either at the same or different school sites. (Education Code 37202)

The average school day for kindergarten and TK students shall be at least three hours, including recesses but excluding noon intermissions. If fewer than 40 students are enrolled in kindergarten classes, the district may request approval of the Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each. (Education Code 46114, 46115, 46117, 46119)

In any school day, kindergarten and/or TK students shall not be kept in school for longer than four hours, excluding recesses, except where the school is operating an early primary program pursuant to Education Code 8970-8974 or an expanded learning opportunity program pursuant to Education Code 46120. (Education Code 46111, 46115, 46120)

In any district school operating an early primary program pursuant to Education Code 8970-8974, the kindergarten school day may exceed four hours, excluding recess, if both of the following conditions are met: (Education Code 8973)

1. The Governing Board has declared that the extended-day kindergarten program does not exceed the length of the primary school day.
2. The extended-day kindergarten program includes ample opportunity for both active and quiet activities within an integrated, experiential, and developmentally appropriate educational program.

Under an extended day kindergarten program, recess may be counted as instructional minutes for purposes of determining the maximum school day if it occurs under teacher supervision.

In any multitrack year-round school operating pursuant to Education Code 37670, the kindergarten school day may be up to 265 minutes, excluding recesses. (Education Code 46111)

(cf. 6117 - Year-Round Schedules)

The Superintendent or designee shall annually report to the California Department of Education as to whether the district's kindergarten and TK programs are offered full day, part day, or both. (Education Code 48003)

SCHOOL DAY (continued)

Grades 1-8

Except as otherwise provided by law, the school day for elementary and middle school students shall be:

1. At least 230 minutes for students in grades 1-3, unless the Board has prescribed a shorter school day because of lack of school facilities requiring double sessions, in which case the minimum school day shall be 200 minutes (Education Code 46112)
2. At least 240 minutes for students in grades 4-8 (Education Code 46113, 46142)

In determining the number of minutes for purposes of compliance with the minimum school day for students in grades 1-8, both noon intermissions and recesses shall be excluded. (Education Code 46115)

The school day for a middle school shall begin no earlier than 8:00 a.m. (Education Code 46148)

Grades 9-12

The school day for a high school shall begin no earlier than 8:30 a.m. (Education Code 46148)

The school day for students in grades 9-12, including students in the traditional independent study program, shall be at least 240 minutes. (Education Code 46141, 46142)

(cf. 6158 - Independent Study)

However, the school day may be less than 240 minutes when authorized by law. Programs that have a minimum school day of 180 minutes include, but are not necessarily limited to:

1. Continuation high school or classes (Education Code 46141, 46170)

(cf. 6184 - Continuation Education)

2. Opportunity school or classes (Education Code 46141, 46180)
3. Regional occupational center (Education Code 46141, 52325)

(cf. 6178.2 - Regional Occupational Center/Program)

4. Work experience education program approved pursuant to Education Code 51760-51769.5 (Education Code 46141, 46144)

SCHOOL DAY (continued)

A student in grade 12 who is enrolled in work experience education and is in the last semester or quarter before graduation may, upon written request by the student's parent/guardian or the student, if 18 years of age or over, be permitted to attend school for less than 180 minutes per school day if all requirements for graduation would be completed, except physical education courses, in less than 180 minutes each day. (Education Code 46147)

(cf. 6178.1 - Work-Based Learning)

5. Concurrent enrollment in a community college pursuant to Education Code 48800-48802 or, for students in grades 11-12, part-time enrollment in classes of the California State University or University of California, provided academic credit will be awarded upon satisfactory completion of enrolled courses (Education Code 46146)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

6. An early college high school or middle college high school, provided the students are enrolled in community college or college classes in accordance with item #5 above (Education Code 46141, 46146.5)
7. Special day or Saturday vocational training program conducted under a federally approved plan for career technical education (Education Code 46141, 46144)

(cf. 6178 - Career Technical Education)

8. Adult education classes (Education Code 46190)

(cf. 6200 - Adult Education)

Students in grade 12 shall be enrolled in at least five courses each semester or the equivalent number of courses each quarter. This requirement shall not apply to students enrolled in regional occupational centers or programs, courses at accredited postsecondary institutions, independent study, special education programs in which the student's individualized education program establishes a different number of courses, continuation education classes, work experience education programs, or any other course of study authorized by the Board that is equivalent to the approved high school course of study. (Education Code 46145)

SCHOOL DAY (continued)

(cf. 6158 - Independent Study)

(cf. 6159 - Individualized Education Program)

Alternative Block Schedule for Secondary Schools

In order to establish a block or other alternative schedule or to accommodate career technical education and regional occupational center/program courses, the district may authorize students to attend fewer than the total number of days in which school is in session provided that students attend classes for at least 1,200 minutes during any five school day period or 2,400 minutes during any 10 school day period. (Education Code 46160)

Regulation
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CSBA POLICY MANUAL UPDATE
December 2021

COURSES OF STUDY

The Governing Board recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful academically, professionally, and personally.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. As necessary, the Superintendent or designee shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

The district shall not provide any course separately or require or refuse participation by any student on the basis of the student's actual or perceived sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, immigration status, race, ancestry, national origin, religion, color, mental or physical disability, or any other characteristic listed in Education Code 200 and 220, Government Code 11135, or Penal Code 422.55, or the student's association with a person or group with one or more of such actual or perceived characteristics. (Education Code 200, 220; Government Code 11135; Penal Code 422.55; 5 CCR 4940)

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

Elementary Grades

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary course of study.

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

Secondary Grades

The district shall offer all otherwise qualified students in grades 7-12 a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. The district's course of study may provide

COURSES OF STUDY (continued)

for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares all students for high school graduation and career entry. (Education Code 51228)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6141.5 - Advanced Placement)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6178 - Career Technical Education)

In addition, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities prior to graduation. (Education Code 51224, 51228)

The Superintendent or designee shall develop a process by which courses that meet California college admission criteria (referred to as "a-g" course requirements) are submitted to the University of California for review and certification. The Superintendent or designee shall maintain an accurate list of all current high school courses that have been so certified, shall ensure that the list is provided annually to all students in grades 9-12 and their parents/guardians, and shall make updated lists readily available. (Education Code 51229, 66204)

Legal Reference: (see next page)

COURSES OF STUDY (continued)

Legal Reference:

EDUCATION CODE

200 Educational equity

220 Prohibition of discrimination

234.1 Categorical program monitoring and prohibition of discrimination, harassment, intimidation, and bullying

234.7 Student protections relating to immigration and citizenship status

33319.3 Driver education; CDE materials on road rage

33540 Government and civics instruction in interaction with government agencies

48980 Parental notifications

49060-49079 Student records

51202 Instruction in personal and public health and safety

51203 Instruction on alcohol, narcotics and restricted dangerous drugs

51204 Course of study designed for student's needs

51204.5 Social science instruction; history of California; contributions of various groups

51210-51212 Course of study for grades 1-6

51220-51230 Course of study for grades 7-12

51241 Exemption from physical education

51911-51921 Comprehensive health education

51930-51939 California Healthy Youth Act

51940 Curriculum for brain and spinal cord injury prevention

60040-60052 Requirements for instructional materials

66204 Certification of high school courses as meeting university admission criteria

GOVERNMENT CODE

7282-7282.5 Standards for responding to U.S. Immigration and Customs enforcement holds

7283-7283.2 Standards for participation in U.S. Immigration and Customs enforcement programs

7284-7284.12 Cooperation with immigration authorities

11135 Discrimination

HEALTH AND SAFETY CODE

11032 Definitions of dangerous drugs

PENAL CODE

422.55 Hate crime

CODE OF REGULATIONS, TITLE 5

430-438 Student Records

4940 Nondiscrimination; course access

10020-10043 Automobile driver education and training

10060 Physical education program

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

Management Resources: (see next page)

COURSES OF STUDY (continued)

Management Resources:

WEB SITES

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

American Heart Association: <https://www.heart.org>

American Red Cross, Hands-Only CPR: <https://www.redcross.org/take-a-class>

California Career Resource Network: <http://www.californiacareers.info>

California Colleges.edu: <http://www.californiacolleges.edu>

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

California State University, Admission Requirements: http://www.csumentor.edu/planning/high_school

California Student Aid Commission: <https://www.csac.ca.gov>

Federal Student Aid: <https://studentaid.gov>

University of California, a-g Course Submissions:

<https://hs-articulation.ucop.edu/guide/update-your-a-g-list/submitting-courses>

University of California, List of Approved a-g Courses: <https://hs-articulation.ucop.edu/agcourselist>

U.S. Department of Education: <https://www.ed.gov>

COURSES OF STUDY

Grades 1-6

Courses of study for grades 1-6 shall include the following:

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, and composition (Education Code 51210)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Mathematics: concepts, operational skills, and problem solving (Education Code 51210)

(cf. 6142.92 - Mathematics Instruction)

3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in: (Education Code 51210)

- a. The history, resources, development, and government of California and the United States

Instruction shall include the early history of California and a study of the role and contributions of men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5, 60040)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6142.3 - Civic Education)

(cf. 6142.94 - History-Social Science Instruction)

- b. The development of the American economic system, including the role of the entrepreneur and labor
 - c. The relations of persons to their human and natural environments
 - d. Eastern and western cultures and civilizations
 - e. Contemporary issues

COURSES OF STUDY (continued)

- f. The wise use of natural resources

(cf. 6142.5 - Environmental Education)

- 4. Science: biological and physical aspects, with emphasis on experimental inquiry and the place of humans in ecological systems (Education Code 51210)

(cf. 6142.93 - Science Instruction)

- 5. Visual and performing arts: instruction in dance, music, theatre, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)

(cf. 6142.6 - Visual and Performing Arts Education)

- 6. Health: principles and practices of individual, family, and community health, including instruction at the appropriate grade levels and subject areas in: (Education Code 51202, 51210)

- a. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation (CPR) when appropriate equipment is available

(cf. 6142.8 - Comprehensive Health Education)

- b. Fire prevention
- c. The protection and conservation of resources, including the necessity for the protection of the environment
- d. Venereal disease

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

(cf. 5131.6 - Alcohol and Other Drugs)

- f. Violence as a public health issue

- 7. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind (Education Code 51210)

(cf. 6142.7 - Physical Education and Activity)

COURSES OF STUDY (continued)

8. Violence awareness and prevention

9. Career awareness exploration

(cf. 6178 - Career Technical Education)

Grades 7-12

Courses of study for grades 7-12 shall include the following:

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in: (Education Code 51220)

a. The history, resources, development, and government of California and the United States, including instruction in:

(1) The early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5)

(2) World War II, including the role of Americans and Filipino Americans who served in the United States Army during that time

(3) The Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war

(4) The Bracero program, in which there was a 1942 agreement between the United States and Mexico authorizing the temporary migration of laborers to the United States

COURSES OF STUDY (continued)

- b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

This course may include participation in a teen court or peer court program.
(Education Code 51220.2)

(cf. 5138 - Conflict Resolution/Peer Mediation)

- c. The development of the American economic system, including the role of the entrepreneur and labor
- d. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)

(cf. 6142.5 - Environmental Education)

- e. Eastern and western cultures and civilizations
- f. Human rights issues, with particular attention to the study of the inhumanity of genocide (which may include, but is not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides), slavery, and the Holocaust
- g. Contemporary issues

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6142.3 - Civic Education)

(cf. 6142.94 - History-Social Science Instruction)

- 3. World language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)

(cf. 6142.2 - World Language Instruction)

- 4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

(cf. 6142.7 - Physical Education and Activity)

- 5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)

COURSES OF STUDY (continued)

(cf. 6142.93 - Science Instruction)

6. Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra (Education Code 51220, 51224.5)

(cf. 6142.92 - Mathematics Instruction)

7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)

(cf. 6142.6 - Visual and Performing Arts Education)

8. Applied arts: consumer education, family and consumer sciences education, industrial arts, general business education, or general agriculture (Education Code 51220)

9. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)

(cf. 6178 - Career Technical Education)

10. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)

- a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and CPR when appropriate equipment is available

Instruction shall be provided in compression-only CPR based on national guidelines and shall include hands-on practice. (Education Code 51225.6)

- b. Fire prevention

- c. The protection and conservation of resources, including the necessity for the protection of the environment

- d. Venereal disease

COURSES OF STUDY (continued)

- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body
(*cf. 5131.6 - Alcohol and Other Drugs*)
(*cf. 6142.8 - Comprehensive Health Education*)

- f. Prenatal care for pregnant individuals
 - g. Violence as a public health issue
- 12. Violence awareness and prevention
 - 13. Ethnic studies

Commencing in the 2025-26 school year, the district shall offer a one-semester course in ethnic studies as specified in Education Code 51225.3.

In addition, the course of study for grade 7 and/or 8 may include parenting skills and education, including, but not limited to, child growth and development, parental responsibilities, household budgeting, child abuse and neglect issues, personal hygiene, maintenance of healthy relationships, teen parenting issues, and self-esteem. (Education Code 51220.5)

(*cf. 5146 - Married/Pregnant/Parenting Students*)

High schools shall offer automobile driver education that includes instruction in: (Education Code 51220, 51220.1, 51220.4)

- 1. Vehicle Code provisions and other relevant state laws
- 2. Proper acceptance of personal responsibility in traffic
- 3. Appreciation of the causes, seriousness, and consequences of traffic accidents
- 4. Knowledge and attitudes necessary for the safe operation of motor vehicles
- 5. The safe operation of motorcycles
- 6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle
- 7. The rights and duties of a motorist as they pertain to pedestrians and the rights and duties of pedestrians as they pertain to traffic laws and traffic safety

COURSES OF STUDY (continued)**Certification of College Preparatory Courses**

The Superintendent or designee shall identify district courses that may qualify for designation as "a-g" college preparatory courses, including courses in history-social science, English, mathematics, laboratory science, languages other than English, visual and performing arts, career technical education, and college preparatory electives. The Superintendent or designee shall submit any necessary information regarding each identified course to the University of California (UC) for "a-g" designation.

Notification and Information to Students in Grades 9-12

At the beginning of each school year, the Superintendent or designee shall provide written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)

1. A brief explanation of the course requirements for admission to UC and the California State University (CSU)
2. A list of the current UC and CSU web sites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU
3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)
4. The Internet address for the portion of the CDE web site where students can learn more about career technical education
5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

The Superintendent or designee shall provide information to students and parents/guardians regarding the completion and submission of the Free Application for Federal Student Aid (FAFSA) and/or the California Dream Act Application (CADAA) at least once before grade 12. (Education Code 51225.8)

(cf. 5145.6 - Parental Notifications)

(cf. 6164.2 - Guidance/Counseling Services)

Financial Aid Requirements for Students in Grade 12

Commencing in the 2022-23 school year, the Superintendent or designee shall ensure that each student in grade 12 completes and submits a FAFSA to the U.S. Department of Education or, if a student is exempt from paying nonresident tuition a CADAA to the Student Aid Commission (CSAC), unless either: (Education Code 51225.7)

COURSES OF STUDY (continued)

1. The student's parent/guardian, emancipated minor, or student age 18 years or older submits an opt-out form to the district
2. If the district determines that a student is unable to complete a requirement of Education Code 51225.7, the district shall exempt the student or the student's parent/guardian from completing the FAFSA, CADAA, or opt-out form and shall complete and submit an opt-out form on the student's behalf

The Superintendent or designee shall ensure that each high school student in grade 12, and if applicable, the student's parent/guardian, be directed to any support and assistance necessary to complete the FAFSA and/or CADAA that may be available through outreach programs, including, but not limited to, programs operated by CSAC, postsecondary immigration resource centers, college readiness organizations, community-based organizations, and/or legal resource organizations. (Education Code 51225.7)

Information shared by students and parents/guardians in completing and submitting the FAFSA and/or CADAA shall be handled in compliance with the federal Family Rights and Privacy Act and applicable state law, regardless of any person's immigration status or other personal information. (Education Code 51225.7)

(cf. 1340 - Access to District Records)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 5125 - Student Records)
(cf. 5145.13 - Response to Immigration Enforcement)
(cf. 6159 - Individualized Education Program)

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CSBA POLICY MANUAL UPDATE
December 2021

INDEPENDENT STUDY

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full- time or part-time basis and in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

(cf. 0420.4 - Charter School Authorization)

(cf. 6181 - Alternative Schools/Programs of Choice)

Except for students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to quarantine or school closure for exposure to or infection with COVID-19, student participation in independent study shall be voluntary. (Education Code 51747, 51749.5, 51749.6)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

With the exception of students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to a quarantine or school closure for exposure to or infection with COVID-19, the minimum period of time for any independent study option shall be three consecutive school days. (Education Code 51747)

General Independent Study Requirements

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

INDEPENDENT STUDY (continued)

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6200 - Adult Education)

The minimum instructional minutes for students participating in independent study shall be the same as required for their peers at the school who are receiving in-person instruction, except as otherwise permitted by law. (Education Code 46100)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. When necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. However, in no event shall the due date of an assignment be extended beyond the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning of required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code 51747)

INDEPENDENT STUDY (continued)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for 15 school days or more who: (Education Code 51747)

1. Are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar
2. Are found to be not participatory pursuant to Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span
3. Are in violation of their written agreement

Tiered reengagement strategies procedures used in district independent study programs shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

INDEPENDENT STUDY (continued)

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

Upon the request of the parent/guardian of a student, and before signing a written agreement as described below in the section "Master Agreement," the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, and, if requested, their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

However, for the 2021-22 school year only, the district shall obtain a signed written agreement from each student participating in an independent study program for any length of time, no later than 30 days after the first day of instruction in the independent study program.

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress

INDEPENDENT STUDY (continued)

2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate

For the 2021-22 school year, this statement shall not be required for a student's participation in independent study if the student is unable to attend in-person instruction because of a quarantine or school closure mandated by a local or state health order or guidance due to the student's exposure to or infection with COVID-19.
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

(cf. 5144.1 - Suspension and Expulsion/Due Process)

INDEPENDENT STUDY (continued)

10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student, no later than 30 days after the first day of instruction in the independent study program or October 15, whichever date comes later.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student, pursuant to Education Code 51749.6
2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.

(cf. 4112.2 - Certification)

3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions

INDEPENDENT STUDY (continued)

- criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities throughout the school year, for students in transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction, for students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for students in grades 9- 12 to receive at least weekly synchronous instruction.
4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3.
 5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program, as indicated by their performance on applicable student-level measures of student achievement and student engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in an independent study class is not being made, the teacher shall notify the student and, if the student is under age 18 years, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, a plan for

INDEPENDENT STUDY (continued)

outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student- parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

(cf. 5125 - Student Records)

6. Examinations shall be administered by a proctor.
7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.

(cf. 6162.51 - State Academic Achievement Tests)

8. A student shall not be required to enroll in courses included in the course-based independent study program.
9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.
10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

11. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.

(cf. 3260 - Fees and Charges)

13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course.

INDEPENDENT STUDY (continued)

14. A student with disabilities, as defined in Education Code 56026, shall not participate in course-based independent study, unless the student's individualized education program specifically provides for that participation.
15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study.
16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.

Learning Agreement for Course-Based Independent Study

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5
2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #3 of the Course-Based Independent Study section above
3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with

INDEPENDENT STUDY (continued)

their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.

7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a student who is suspended or expelled, or who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through course-based independent study only if the student is offered the alternative of classroom instruction.
8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress.
9. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study.
11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.
12. For 2022-23 school year and thereafter, before the commencement of an independent study course, the learning agreement shall be signed and dated by the student, and by the student's parent/guardian or caregiver if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550- 6552.

For the 2021-22 school year only, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction.

INDEPENDENT STUDY (continued)

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the CDE. (Education Code 51749.6)

A signed learning agreement from a parent/guardian of a student who is less than 18 years of age shall constitute the parent/guardian's permission for the student to receive instruction through course-based independent study. (Education Code 51749.6)

The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

Upon the request of a student's parent/guardian, and before signing a written agreement as described above, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference, or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51749.6)

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or, if requested by a parent/guardian, prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records

The Superintendent or designee shall ensure that records are maintained for audit purposes.

These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher

INDEPENDENT STUDY (continued)

4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee shall also maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

(cf. 3580 - District Records)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

INDEPENDENT STUDY (continued)

(cf. 0500 - Accountability)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE

17289 Exemption for facilities
41020 Audit guidelines
41422 Apportionment credit for student inability to attend in-person or school closure due to COVID-19
41976.2 Independent study programs; adult education funding
42238 Revenue limits
42238.05 Local control funding formula; average daily attendance
44865 Qualifications for home teachers and teachers in special classes and schools
46100 Length of school day
46200-46208 Instructional day and year
46300-46307.1 Methods of computing average daily attendance
46390-46393 Emergency average daily attendance
46600 Interdistrict attendance computation
47612-47612.1 Charter school operation
47612.5 Independent study in charter schools
48204 Residency
48206.3 Home or hospital instruction; students with temporary disabilities
48220 Classes of children exempted
48340 Improvement of pupil attendance
48915 Expulsion; particular circumstances
48916.1 Educational program requirements for expelled students
48917 Suspension of expulsion order
49011 Student fees
51225.3 Requirements for high school graduation
51745-51749.6 Independent study programs
52060 Local control and accountability plan
52522 Adult education alternative instructional delivery
52523 Adult education as supplement to high school curriculum; criteria
56026 Individuals with exceptional needs
58500-58512 Alternative schools and programs of choice

FAMILY CODE

6550-6552 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

UNITED STATES CODE, TITLE 20

6301 Highly qualified teachers

6311 State plans

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

Management Resources: (see next page)

INDEPENDENT STUDY (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2021-22 AA & IT Independent Study FAQs, 2021

Clarifications for Student Learning in Quarantine, 2021

Conducting Individualized Determinations of Need, 2021

Legal Requirements for Independent Study, 2021

Elements of Exemplary Independent Study

California Digital Learning Integration and Standards Guidance, April 2021

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

INDEPENDENT STUDY**Definitions**

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5 or the certificated employee providing instruction for course-based independent study. (Education Code 51745.5)

Educational Opportunities

For the 2021-22 school year, the district shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51745)

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction

(cf. 6143 - Courses of Study)

2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel

(cf. 5112.3 - Student Leave of Absence)

5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement

INDEPENDENT STUDY (continued)

6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction or for a student who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance

(cf. 0420.4 - Charter School Authorization)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6181 - Alternative Schools/Programs of Choice)

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

(cf. 5113 - Absences and Excuses)

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

(cf. 6146.1 - High School Graduation Requirements)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

INDEPENDENT STUDY (continued)**Eligibility for Independent Study**

To participate in independent study, a student shall be enrolled in a district school. (Education Code 51748)

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

(cf. 5111.1 - District Residency)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless the student's individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

With the exception of students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to a COVID-19 quarantine or school closure, a temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51747)

(cf. 6183 - Home and Hospital Instruction)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

(cf. 6200 - Adult Education)

INDEPENDENT STUDY (continued)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6184 - Continuation Education)

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator

INDEPENDENT STUDY (continued)

2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement and signing the agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy
5. Providing direct instruction and counsel as necessary for individual student success

INDEPENDENT STUDY (continued)

6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement
9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

(cf. 4131 - Staff Development)

TRANSITIONAL KINDERGARTEN

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills needed to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program.

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

Eligibility

The district's TK program shall admit children as follows: (Education Code 48000):

1. For the 2021-22 school year, children whose fifth birthday is between September 2 through December 2
2. For the 2022-23 school year, children whose fifth birthday is between September 2 and February 2
3. For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2
4. For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2
5. For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or childcare program. (Education Code 48000).

Parents/guardians of eligible children shall be notified of the availability of the TK program and of the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5141.22 - Infectious Diseases)

TRANSITIONAL KINDERGARTEN (continued)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the district's TK program upon request of a child's parents/guardians, if the Superintendent or designee determines that it is in the child's best interest.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year as described above, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential knowledge and skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Learners)

The Board shall establish the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours long except for TK students enrolled in expanded learning opportunity programs provided by the district pursuant to Education Code 46120. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program either at the same or different school sites. The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full day, part day, or both. (Education Code 8973, 37202, 46111, 46115, 46117, 48003)

TRANSITIONAL KINDERGARTEN (continued)

(cf. 5148.2 - Before/After School Programs)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

The Superintendent or designee shall develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning offerings, the After School Education and Safety Program, the California State Preschool Program (CSPP), Head Start programs, and other community-based early learning and care programs. The Superintendent or designee shall present such plan for consideration by the Board at a public meeting on or before June 30, 2022. (Education Code 8281.5)

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

TK students may be commingled in the same classroom with four-year-old students from a CSPP program as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000):

1. The classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten
2. An early childhood environment rating scale, as specified in 5 CCR 18281, is completed for the classroom
3. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272
4. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256
5. The classroom is in compliance with the adult-child ratio specified in Education Code 8241
6. Contractors of the district report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program

(cf. 5148.3 - Preschool/Early Childhood Education)

The district shall maintain an average TK class enrollment of not more than 24 students for each school site. (Education Code 48000)

TRANSITIONAL KINDERGARTEN (continued)**Staffing**

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

(cf. 4112.2 - Certification)

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2023, have at least 24 units in early childhood education and/or child development, comparable professional experience in a preschool setting, and/or a child development teacher permit issued by CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.

The district shall, commencing with the 2022-23 school year, maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2023-24 school year. (Education Code 48000)

(cf. 4131 - Staff Development)

Continuation to Kindergarten

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

TRANSITIONAL KINDERGARTEN (continued)**Assessment**

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. The Superintendent or designee shall monitor and regularly report to the Board regarding program implementation, the progress of students in meeting related academic standards, and student preparedness for future education.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

*Legal Reference:*EDUCATION CODE

8207 California State Preschool Program administration

8241 Staffing ratios for center-based programs

8281.5 California Prekindergarten Planning and Implementation Grant Program

8970-8974 Early primary programs; extended-day kindergarten

17375 Establishment of California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program

37202 School calendar; equivalency of instructional minutes

44065 Issuance of and functions requiring credentials

44256 Authorization for teaching credentials

44258.9 Assignment monitoring by county superintendent of schools

46111 Kindergarten, hours of attendance

46114-46119 Minimum school day, kindergarten

46120 Expanded Learning Opportunities Program

46300 Computation of ADA, inclusion of kindergarten and transitional kindergarten

48000 Age of admission, kindergarten and transitional kindergarten

48002 Evidence of minimum age required to enter kindergarten or first grade

48003 Kindergarten annual report

48011 Admission on completing kindergarten

48200 Compulsory education, starting at age six

CODE OF REGULATIONS, TITLE 5

18000-18434 Child care and development programs, especially:

18068 Attendance and expenditure reports

18272 Developmental profile

18281 Environment rating scales

Management Resources: (see next page)

TRANSITIONAL KINDERGARTEN (continued)

Management Resources:

CSBA PUBLICATIONS

What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

Desired Results Developmental Profile: A Developmental Continuum from Early Infancy up to Kindergarten Entry, 2015

Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013

California Preschool Curriculum Framework, Vol. 3, 2013

California Preschool Learning Foundations, Vol. 3, 2012

California Preschool Curriculum Framework, Vol. 2, 2011

California Preschool Learning Foundations, Vol. 2, 2010

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008

WEB SITES

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

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

California Kindergarten Association: <https://californiakindergartenassociation.org/>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Transitional Kindergarten California: <http://tkcalifornia.org>

STUDENT BOARD MEMBERS

In order to enhance communication and collaboration between the Governing Board and the student body and to teach students the importance of civic involvement, the Board supports the participation of high school students in district governance.

Student Board members may, at the Board's discretion, receive elective course credit for service as a student Board member based on the number of equivalent daily instructional minutes for the student Board member's services provided. (Education Code 35012, 35120)

Student Board member(s) shall be entitled to be reimbursed for mileage to the same extent as other members of the Board, but shall not receive monetary compensation for attendance at Board meetings. (Education Code 35012)

(cf. 3350 - Travel Expenses)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

A student Board member shall not be liable for any acts of the Board. (Education Code 35012)

(cf. 9323.2 - Actions by the Board)

Petition

High school students may submit a petition to the Board requesting the appointment of at least one student Board member. (Education Code 35012)

To qualify for Board consideration, the petition for student representation shall contain the signatures of at least 500 students or 10 percent of the number of students regularly enrolled in district high schools, whichever is less. (Education Code 35012)

Within 60 days of receiving a student petition, or at the next regularly scheduled Board meeting if no meeting is held within those 60 days, the Board shall order the inclusion of at least one student member on the Board. (Education Code 35012)

Choosing Student Board Members

A student Board member shall be chosen by students enrolled in the district's high schools in accordance with procedures prescribed by the Board. (Education Code 35012)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

The term of student Board member(s) shall be one year, commencing on July 1. However, the Board may adjust the term of a student Board member only if a vacancy occurs or in order to give more students an opportunity to serve on the Board. (Education Code 35012)

STUDENT BOARD MEMBERS (continued)

Role and Responsibilities of Student Board Members

Student Board members shall not be considered members of a legislative body for purposes of the Brown Act. (Education Code 35012)

A student Board member shall not be counted in determining the vote required to carry any measure before the Board or whether a quorum is in attendance at a Board meeting.

Student Board member(s) shall have the right to attend all Board meetings except closed sessions. (Education Code 35012)

(cf. 9321 - Closed Session)

All materials presented to Board members, except those related to closed sessions, shall be presented to student Board members at the same time they are presented to other Board members. Student Board member(s) shall also be invited to attend staff briefings or be provided with a separate staff briefing within the same timeframe as the briefing of other Board members. In addition, all materials given to Board members by the district between meetings, except for materials that pertain to closed session items, shall be distributed to student Board members. (Education Code 35012)

(cf. 9322 - Agenda/Meeting Materials)

Student Board member(s) shall be recognized at Board meetings as full member(s), shall be seated with other members of the Board, and shall be allowed to participate in questioning witnesses and discussing issues. (Education Code 35012)

Student Board member(s) shall be allowed to cast preferential votes on all matters except those subject to closed session discussion. *Preferential voting* means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board. Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 35012)

(cf. 9324 - Minutes and Recordings)

Student Board member(s) may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. (Education Code 35012)

Student Board members shall be appointed to subcommittees of the Board in the same manner as other Board members, and shall be made aware of the time commitment required to participate in subcommittee meetings and work and of the right to decline an appointment.

STUDENT BOARD MEMBERS (continued)

The availability of all subcommittee members, including the availability of student Board members, may be considered when scheduling subcommittee meetings. (Education Code 35012)

(cf. 9130 - Board Committees)

Student Board members shall be invited to attend functions of the Board, such as forums, meetings with students and parents/guardians, and other general assemblies. (Education Code 35012)

Student Board Member Training

The Superintendent or designee may, at district expense, provide learning opportunities to student Board members through trainings, workshops, and conferences, such as those offered by the California School Boards Association and other organizations, to enhance their knowledge, understanding, and performance of leadership skills and their Board responsibilities.

(cf. 9240 - Board Training)

The Superintendent or designee may periodically provide information to student Boardmember candidates to give them an understanding of the position. Once chosen or appointed, incoming student Board members shall be provided an orientation designed to build knowledge of the district and an understanding of the responsibilities and expectations of the position.

(cf. 9230 - Orientation)

Alternate Student Board Member

If the Board determines that the student Board member's duties are not being fulfilled, the Board may appoint another student to serve out the term of the student Board member. If an alternate student Board member is appointed, the Board shall suspend the prior student Board member's rights and privileges related to service on the Board. (Education Code 35012)

Elimination of Student Board Member Position

Once established, the student Board member position shall continue to exist until the Board, by majority vote of all voting Board members, approves a motion to eliminate the position. Such a motion shall be listed as a public agenda item for a Board meeting prior to the motion being voted upon. (Education Code 35012)

Legal Reference: (see next page)

STUDENT BOARD MEMBERS (continued)

Legal Reference:

EDUCATION CODE

33000.5 Appointment of student member to State Board of Education

35012 Board members; number, election and terms; student members

35120 Course credit for student board members

35160 Authority of governing boards

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

54950-54964 Ralph M. Brown Act

Management Resources:

WEB SITES

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

California Association of Student Councils: <http://www.casc.net>

California Association of Student Leaders: <http://www.caslboard.com>

MEETINGS AND NOTICES

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

(cf. 9321 - Closed Session)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

A Board meeting exists whenever a majority of Board members gather at the same time and location, including teleconference location as permitted by Government Code 54953, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, an employee or district official may engage in separate conversations or communications with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

(cf. 9012 - Board Member Electronic Communications)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1, 54954.2)

Regular Meetings

The Board shall hold regular meeting(s) approximately every third Thursday at 6:30 p.m.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's web site. (Government Code 54954.2)

(cf. 1113 - District and School Web Sites)

MEETINGS AND NOTICES (continued)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose at the time the materials are distributed to all or a majority of the Board. (Government Code 54957.5)

(cf. 1340 - Access to District Records)

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

(cf. 2121 - Superintendent's Contract)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and location of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Education Code 35144; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an *emergency situation* for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

MEETINGS AND NOTICES (continued)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification is given to the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and place and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

MEETINGS AND NOTICES (continued)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

(cf. 2000 - Concepts and Roles)

(cf. 2111 - Superintendent Governance Standards)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9400 - Board Self-Evaluation)

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

(cf. 9130 - Board Committees)

MEETINGS AND NOTICES (continued)

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques

MEETINGS AND NOTICES (continued)

9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

Teleconferencing During a Proclaimed State of Emergency

The Board may conduct Board meetings by teleconference without posting agendas at all teleconference locations, identifying teleconference locations in meeting notices and agendas, allowing public access to each teleconference location, providing an opportunity for

MEETINGS AND NOTICES (continued)

members of the public to address the Board directly at each teleconference location, and ensuring that at least a quorum of the Board participate from locations within district boundaries, during a proclaimed state of emergency pursuant to Government Code 8625- 8629 in any of the following circumstances: (Government Code 54953)

1. State or local officials have imposed or recommended measures to promote social distancing
2. For the purpose of determining, by majority vote, whether as the result of the emergency meeting in person would present imminent risks to the health or safety of attendees
3. When it has been determined, by majority vote as described in Item #2 above, that as a result of the emergency meeting in person would present imminent risks to the health or safety of attendees

To conduct a teleconference meeting for these purposes the following requirements shall be satisfied: (Government Code 54953)

1. The notice and agenda shall be given and posted as otherwise required by the Brown Act
2. The notice and agenda of the meeting shall specify the means by which members of the public may access the meeting and offer public comments, including via a call-in or internet-based service option

Members of the public may be required to register to log in to a meeting when making public comments through an internet web site or other online platform that is operated by a third-party and not under the control of the Board.

3. Members of the public shall be allowed to access the meeting, and the agenda shall provide an opportunity for members of the public to address the Board directly pursuant to Government Code 54954.3
4. Members of the public shall not be required to submit public comments in advance of a Board meeting and shall be provided an opportunity to address the Board and offer comments in real time
5. Public comment periods shall not be closed until the timed public comment period, if such is offered by the Board, has elapsed or, if not timed, until a reasonable amount of time per agenda item has been allowed

MEETINGS AND NOTICES (continued)

6. If during a Board meeting a disruption occurs which prevents the district from broadcasting the meeting to members of the public or for members of the public to offer public comments, the Board shall take no further action on any agenda item until public access via the call-in or internet-based service option to the meeting is restored

(cf. 9323.2 - Actions by the Board)

The district may, in its discretion, provide a physical location from which the public may attend or comment. (Government Code 54953)

The Board may continue to conduct meetings by teleconference, as specified above for teleconferencing during proclaimed states of emergency, by a majority vote finding within 30 days after teleconferencing for the first time, and every 30 days thereafter, that either: (Government Code 54953)

1. The state of emergency continues to directly impact the ability of the Board to meet safely in person
2. State or local officials continue to impose or recommend measures to promote social distancing

Legal Reference: (see next page)

MEETINGS AND NOTICES (continued)

Legal Reference:

EDUCATION CODE

- 35140 *Time and place of meetings*
- 35143 *Annual organizational meeting, date, and notice*
- 35144 *Special meeting*
- 35145 *Public meetings*
- 35145.5 *Agenda; public participation; regulations*
- 35146 *Closed sessions in connection with a student*
- 35147 *Open meeting law exceptions and applications*

GOVERNMENT CODE

- 3511.1 *Local agency executives*
- 6252-6270 *California Public Records Act*
- 8625-8629 *California Emergency Services Act*
- 11135 *State programs and activities; prohibition of discrimination*
- 54950-54963 *The Ralph M. Brown Act, especially:*
 - 54953 *Meetings to be open and public; attendance; teleconference*
 - 54954 *Time and place of regular meetings*
 - 54954.2 *Agenda posting requirements, board actions*
 - 54956 *Special meetings; call; notice*
 - 54956.5 *Emergency meetings*

UNITED STATES CODE, TITLE 42

- 12101-12213 *Americans with Disabilities Act*

CODE OF FEDERAL REGULATIONS, TITLE 28

- 35.160 *Effective communications for individuals with disabilities*
- 36.303 *Auxiliary aids and services for individuals with disabilities*

COURT DECISIONS

Garnier v. Poway Unified School District (S.D. Cal. September 26, 2019) No. 17-cv-2215-W (JLB), 2019 WL 4736208

Knight First Amendment Institute at Columbia University v. Trump (2019) 928 F.3d 226

Wolfe v. City of Fremont (2006) 144 Cal.App. 4th 533

ATTORNEY GENERAL OPINIONS

- 88 Ops.Cal.Atty.Gen. 218 (2005)
- 84 Ops.Cal.Atty.Gen. 181 (2001)
- 84 Ops.Cal.Atty.Gen. 30 (2001)
- 79 Ops.Cal.Atty.Gen. 69 (1996)
- 78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources continued: (see next page)

MEETINGS AND NOTICES (continued)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2019

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

The ABCs of Open Government Laws

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public V: A Guide to the Ralph M. Brown Act, 2016

WEB SITES

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

CSBA, GAMUT Meetings:

<http://www.csba.org/ProductsAndServices/AllServices/GamutMeetingsPolicy>

California Attorney General's Office: <http://oag.ca.gov/home>

Institute for Local Government: <http://www.ca-ilg.org>

League of California Cities: <http://www.cacities.org>

Bylaw 9400: Board Self-Evaluation

Status: DRAFT

Original Adopted Date: 02/01/2018 | **Last Reviewed Date:** 02/01/2018

The Board of Education may periodically conduct a self-evaluation in order to demonstrate accountability to the community and ensure that district governance effectively supports student achievement and the attainment of the district's vision and goals.

The evaluation may address any area of Board responsibility, including, but not limited to, Board performance in relation to vision setting, curriculum, personnel, finance, policy development, collective bargaining, community relations, and advocacy. The evaluation may also address objectives related to Board meeting operations, relationships among Board members, relationship with the Superintendent, understanding of Board and Superintendent roles and responsibilities, communication skills, or other governance or boardsmanship skills.

The Board shall evaluate itself as a whole. Individual Board members are also expected to use the evaluation process as an opportunity to assess and set goals for their own personal performance.

The Board, with assistance from the Superintendent, shall determine an evaluation method or instrument that measures key components of board responsibility and previously identified performance objectives. Visual and/or audio recordings of a Board meeting may only be used as an evaluation tool when consent is given by all Board members.

Any discussion involving the Board's self-evaluation shall be conducted in open session.

At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Superintendent or other individual(s) with pertinent information to provide input into the evaluation process.

Following the evaluation, the Board may set goals, define and/or refine protocols, and establish priorities and objectives for the following year's evaluation. The Board may also develop strategies for strengthening Board performance based on identified areas of need, including, but not limited to, Board trainings.

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – December 2021

District Name: Eureka City Schools

Contact Name: Micalyn Harris Phone: 707-441-2414 Email: harrismicalyn@eurekacityschools.org

All CSBA December 2021 Policies - 2nd Review - Approval of Adoption on 06/02/22

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0420.42	Charter School Renewal		
BP 1312.3	Uniform Complaint Procedures		
AR 1312.3	Uniform Complaint Procedures	Fill in Blanks <hr/> <hr/> <hr/> <hr/> OPTION 1: <input checked="" type="checkbox"/> OPTION 2: <input type="checkbox"/>	
E(1) 1312.3	Uniform Complaint Procedures		
E(2) 1312.3	Uniform Complaint Procedures	Fill in Blanks <hr/> <hr/> <hr/> <hr/> 	
AR 3515.6	Criminal Background Checks for Contractors		
AR 4217.3	Layoff/Rehire	OPTION 1: <input type="checkbox"/> OPTION 2: <input checked="" type="checkbox"/>	
AR 5125	Student Records		
AR 5145.3	Nondiscrimination/Harassment	Fill in Blanks <hr/> <hr/> <hr/> <hr/> 	
BP 5148	Child Care and Development		

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – July 2021

District Name: _____

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
AR 5148	Child Care and Development		
BP 5148.2	Before/After School Programs	OPTION 1: <input type="checkbox"/> OPTION 2: <input checked="" type="checkbox"/>	
AR 5148.2	Before/After School Programs		
BP 5148.3	Preschool/Early Childhood Education		
AR 5148.3	Preschool/Early Childhood Education		
BP 6112	School Day		
AR 6112	School Day		
BP 6143	Courses Of Study		
AR 6143	Courses Of Study		
BP 6158	Independent Study		
AR 6158	Independent Study		
BP 6170.1	Transitional Kindergarten		
BB 9150	Student Board Members		
BB 9320	Meetings And Notices	Fill in Blanks <hr/> <hr/> <hr/> <hr/>	

AGENDA ITEM

Agenda Title: Approval of 2022-2023 Agreement for Legal Services with Lozano Smith
Meeting Date: June 2, 2022
Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the 2022-2023 Agreement for Legal Services received from Lozano Smith.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

These services will be used to represent, advise, and counsel staff.

STRATEGIC PLAN/PRIORITY AREA:

HISTORY *(list previous staff or board action(s) with dates if possible)*

Not applicable.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Not applicable.

WHO *(list the name of the contact person(s), job title, and site location)*

Fred Van Vleck, Superintendent

ATTACHMENTS:

Description

- ▣ Legal Services Agreement

AGREEMENT FOR LEGAL SERVICES

THIS AGREEMENT is effective July 1, 2022, between the EUREKA CITY SCHOOLS (“Client”) and the law firm of LOZANO SMITH, LLP (“Attorney”) (each a “Party” and collectively the “Parties”). Attorney shall provide legal services as requested by Client on the following terms and conditions:

1. **ENGAGEMENT.** Client hires Attorney on an as-requested basis as its legal counsel with respect to matters the Client refers to Attorney. When Client refers a matter to Attorney, Attorney shall confirm availability and ability to perform legal services regarding the matter. After Attorney has completed services for the specific matter referred by Client, then no continuing attorney-client relationship exists until Client requests further services and Attorney accepts a new engagement. If Attorney undertakes to provide legal services to represent Client in such matters, Attorney shall keep Client informed of significant developments and respond to Client’s inquiries regarding those matters. Client understands that Attorney cannot guarantee any particular results, including the costs and expenses of representation. Client agrees to be forthcoming with Attorney, to cooperate with Attorney in protecting Client’s interests, to keep Attorney fully informed of developments material to Attorney’s representation of client, and to abide by this Agreement. Client is hereby advised of the right to seek independent legal advice regarding this Agreement.

2. **RATES TO BE CHARGED.** Client agrees to pay Attorney for services rendered based on the attached rate schedule. Agreements for legal fees on other-than-an-hourly basis may be made by mutual agreement for special projects (including as set forth in future addenda to this Agreement).

3. **REIMBURSEMENT.** Client agrees to reimburse Attorney for actual and necessary expenses and costs incurred in the course of providing legal services to Client, including but not limited to expert, consultant, mediation and arbitration fees. Attorney shall not be required to advance costs on behalf of Client over the amount of \$1,000 unless otherwise agreed to in writing by Attorney. Typical expenses advanced for Client, without prior authorization, include messenger fees, witness fees, expedited delivery charges, travel expenses, court reporter fees and transcript fees. Client authorizes Attorney to retain experts or consultants to perform services.

4. **MONTHLY INVOICES.** Attorney shall send Client a statement for fees and costs incurred every calendar month (the “Statement”). Statements shall set forth the amount, rate and description of services provided. Client shall pay Attorney’s Statements within thirty (30) calendar days after receipt. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) calendar days past due, not to exceed 10% per annum.

5. **COMMUNICATIONS BETWEEN ATTORNEY AND CLIENT.** The Parties recognize that all legal advice provided by Attorney is protected by the Attorney-Client and Work Product

Privileges. In addition to regular telephone, mail and other common business communication methods, Client hereby authorizes Attorney to use facsimile transmissions, cellular telephone calls and text, unencrypted email, and other electronic transmissions in communicating with Client. Unless otherwise instructed by Client, any such communications may include confidential information.

6. **POTENTIAL AND ACTUAL CONFLICTS OF INTEREST.** If Attorney becomes aware of any potential or actual conflict of interest between Client and one or more other clients represented by Attorney, Attorney will comply with applicable laws and rules of professional conduct.

7. **INDEPENDENT CONTRACTOR.** Attorney is an independent contractor and not an employee of Client.

8. **TERMINATION.**

a. Termination by Client. Client may discharge Attorney at any time, with or without cause, by written notice to Attorney.

b. Termination by Mutual Consent or by Attorney. Attorney may terminate its services at any time with Client's consent or for good cause. Good cause exists if (a) Client fails to pay Attorney's Statement within sixty (60) calendar days of its date, (b) Client fails to comply with other terms of this Agreement, including Client's duty to cooperate with Attorney in protecting Client's interests, (c) Client has failed to disclose material facts to Attorney or (d) any other circumstance exists that requires termination of this engagement under the ethical rules applicable to Attorney. Additionally, to the extent allowed by law, Attorney may decline to provide services on new matters or may terminate the Agreement without cause upon written notice to Client if Attorney is not then providing any legal services to Client. Even if this Agreement is not terminated, under paragraph 1 an attorney-client relationship exists only when Attorney is providing legal services to Client.

c. Following Termination. Upon termination by either Party: (i) Client shall promptly pay all unpaid fees and costs for services provided or costs incurred pursuant to this Agreement up to the date of termination; (ii) unless otherwise required by law or agreed to by the Parties, Attorney will provide no legal services following notice of termination; (iii) Client will cooperate with Attorney in facilitating the orderly transfer of any outstanding matters to new counsel, including promptly signing a substitution of counsel form at Attorney's request; and (iv) Client shall, upon request, be provided the Client's file maintained for the Client by Attorney and shall sign acknowledgment of receipt upon delivery of that file. For all Statements received by Client from Attorney prior to the date of termination, Client's failure to notify Attorney in writing of any disagreement with either the services performed or the charges for those services as shown in the Statement within thirty (30) calendar days of the date of termination shall be deemed Client's acceptance of and agreement with the Statement. For any billing appearing for the first time on a Statement received by Client from Attorney after the date

of termination, failure to notify Attorney in writing of any disagreement with either the services performed or the charges for those services within thirty (30) calendar days from receipt of the Statement shall be deemed to signify Client's acceptance of and agreement with the Statement.

9. **MAINTENANCE OF INSURANCE.** Attorney agrees that, during the term of this Agreement, Attorney shall maintain liability and errors and omissions insurance.

10. **CONSULTANT SERVICES.** Attorney works with professional consultants that provide services, including but not limited to, investigations, public relations, educational consulting, leadership mentoring and development, financial, budgeting, management auditing, board/superintendent/chancellor relations, administrator evaluation and best practices, and intergovernmental relations. Attorney does not share its legal fees with such consultants. Attorney may offer these services to Client upon request.

11. **DISPUTE RESOLUTION.**

a. Mediation. Except as otherwise set forth in this section, Client and Attorney agree to make a good faith effort to settle any dispute or claim that arises under this Agreement through discussions and negotiations and in compliance with applicable law. In the event of a claim or dispute, either Party may request, in writing to the other Party, to refer the dispute to mediation. This request shall be made within thirty (30) calendar days of the action giving rise to the dispute. Upon receipt of a request for mediation, both Parties shall make a good faith effort to select a mediator and complete the mediation process within sixty (60) calendar days. The mediator's fee shall be shared equally between Client and Attorney. Each Party shall bear its own attorney fees and costs. Whenever possible, any mediator selected shall have expertise in the area of the dispute and any selected mediator must be knowledgeable regarding the mediation process. No person shall serve as mediator in any dispute in which that person has any financial or personal interest in the outcome of the mediation. The mediator's recommendation for settlement, if any, is non-binding on the Parties. Mediation pursuant to this provision shall be private and confidential. Only the Parties and their representatives may attend any mediation session. Other persons may attend only with the written permission of both Parties. All persons who attend any mediation session shall be bound by the confidentiality requirements of California Evidence Code section 1115, et seq., and shall sign an agreement to that effect. Completion of mediation shall be a condition precedent to arbitration, unless the other Party refuses to cooperate in the setting of mediation.

b. Dispute Regarding Fees. Any dispute as to attorney fees and/or costs charged under this Agreement shall to the extent required by law be resolved under the California Mandatory Fee Arbitration Act (Bus. & Prof. Code §§ 6200, et seq.).

c. Binding Arbitration. Except as otherwise set forth in section (b) above, Client and Attorney agree to submit all disputes to final and binding arbitration, either following mediation which fails to resolve all disputes or in lieu of mediation as may be agreed by

the Parties in writing. Either Party may make a written request to the other for arbitration. If made in lieu of mediation, the request must be made within sixty (60) calendar days of the action giving rise to the dispute. If the request for arbitration is made following an unsuccessful attempt to mediate the Parties' disputes, the request must be made within ten (10) calendar days of termination of the mediation. The Parties shall make a good faith attempt to select an arbitrator and complete the arbitration within ninety (90) calendar days. If there is no agreement on an arbitrator, the Parties shall use the Judicial Arbitration and Mediation Service (JAMS). The arbitrator's qualifications must meet the criteria set forth above for a mediator, except, in addition, the arbitrator shall be an attorney unless otherwise agreed by the Parties. The arbitrator's fee shall be shared equally by both Parties. Each Party shall bear its own attorney fees and other costs. The arbitrator shall render a written decision and provide it to both Parties. The arbitrator may award any remedy or relief otherwise available in court and the decision shall set forth the reasons for the award. The arbitrator shall not have any authority to amend or modify this agreement. Any arbitration conducted pursuant to this paragraph shall be governed by California Code of Civil Procedure sections 1281, et seq. By signing this Agreement, Client acknowledges that this agreement to arbitrate results in a waiver of Client's right to a court or jury trial for any fee dispute or malpractice claim. This also means that Client is giving up Client's right to discovery and appeal. If Client later refuses to submit to arbitration after agreeing to do so, Client maybe ordered to arbitrate pursuant to the provisions of California law. Client acknowledges that before signing this Agreement and agreeing to binding arbitration, Client is entitled, and has been given a reasonable opportunity, to seek the advice of independent counsel.

d. Effect of Termination. The terms of this section shall survive the termination of the Agreement.

12. **ENTIRE AGREEMENT.** This Agreement with its exhibit supersedes any and all other prior or contemporaneous oral or written agreements between the Parties. Each Party acknowledges that no representations, inducements, promises or agreements have been made by any person which are not incorporated herein, and that any other agreements shall be void. Furthermore, any modification of this Agreement shall only be effective if in writing signed by all Parties hereto.


13. **SEVERABILITY.** Should any provision of this Agreement be held by a court of competent jurisdiction to be invalid, void or unenforceable, but the remainder of the Agreement can be enforced without failure of material consideration to any Party, then this Agreement shall not be affected and it shall remain in full force and effect, unless amended or modified by mutual consent of the Parties; provided, however, that if the invalidity or unenforceability of any provision of this Agreement results in a material failure of consideration, then, to the extent allowed by law, the Party adversely affected thereby shall have the right in its sole discretion to terminate this Agreement upon providing written notice of such termination to the other Party.

14. **NON-WAIVER.** None of the provisions of this Agreement shall be considered waived by either Party unless such waiver is specified in writing.

15. NO THIRD PARTY RIGHTS. This Agreement shall not create any rights in, or inure to the benefit of, any third party.

16. ASSIGNMENT. The terms of this Agreement may not be assigned to any third party. Neither Party may assign any right of recovery under or related to the Agreement to any third party.

SO AGREED:

CLIENT SIGNATURE	ATTORNEY SIGNATURE
Eureka City Schools	Lozano Smith, LLP
BY <i>(Authorized Signature)</i>	BY <i>(Authorized Signature)</i> 
PRINTED NAME AND TITLE OF PERSON SIGNING	PRINTED NAME AND TITLE OF PERSON SIGNING Karen M. Rezendes, Managing Partner
DATE EXECUTED	DATE EXECUTED 04/22/2022

PROFESSIONAL RATE SCHEDULE
FOR EUREKA CITY SCHOOLS

1. HOURLY PROFESSIONAL RATES

Client agrees to pay Attorney by the following standard hourly rate*:

Partner** / Senior Counsel / Of Counsel	\$ 275 - \$ 350 per hour
Associate	\$ 215 - \$ 285 per hour
Paralegal / Law Clerk	\$ 135 - \$ 195 per hour
Consultant	\$ 135 - \$ 195 per hour

* Rates for individual attorneys within each category above vary based upon years of experience. Specific rates for each attorney are available upon request.

** Rates for work performed by Senior Partners with 20 years of experience or more may range from \$350 - \$385 per hour.⁴⁷

2. BILLING PRACTICE

Lozano Smith will provide a monthly, itemized Statement for services rendered. Time billed is broken into 1/10 (.10) hour increments, allowing for maximum efficiency in the use of attorney time. Invoices will clearly indicate the department or individuals for whom services were rendered.

Written responses to audit letter inquiries will be charged to Client on an hourly basis, with the minimum charge for such responses equaling .5 hours. Travel time shall be prorated if the assigned attorney travels for two or more clients on the same trip.

3. COSTS AND EXPENSES

In-office copying/electronic communication printing	\$ 0.25 per page
Facsimile	\$ 0.25 per page
Postage	Actual Usage
Mileage	IRS Standard Rate

Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.

⁴⁷ Sale or Lease of Sale Property Work:

Partner / Senior Counsel / Of Counsel	\$ 400 per hour
Associate	\$ 375 per hour
Paralegal / Law Clerk	\$ 200 per hour

AGENDA ITEM

Agenda Title: Approval of Short Term Positions - Painter Assistant/Summer Maintenance (4 positions) and Grounds Maintenance Specialist (3 positions)
Meeting Date: June 2, 2022
Item: Consent

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to specify the positions of Painter Assistant/Summer Maintenance (4 positions) and Grounds Maintenance Specialist (3 positions) as short term effective June 20, 2022 - August 30, 2022.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Assembly Bill 500, which amended Ed Code 45103 and 88003, requires the Board specify positions as short term when the criteria qualifies a position for such designation.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 3: RECRUITMENT, SELECTION, PROFESSIONAL DEVELOPMENT, AND RETENTION OF QUALITY STAFF

HISTORY *(list previous staff or board action(s) with dates if possible)*

N/A

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Painter Assistant/Summer Maintenance - Range 12, \$19.67 - \$31.24/hr
Grounds Maintenance Specialist - Range 31, \$17.38 - \$27.61/hr

WHO *(list the name of the contact person(s), job title, and site location)*

Renae M. Will, Director of Personnel Services and Public Affairs
Charley Batini, Director of Maintenance

AGENDA ITEM

Agenda Title: Annual Declaration of Need for Teachers with Emergency Permits and Limited Assignment Permits
Meeting Date: June 2, 2022
Item: Discussion/Action

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the Annual Declaration of Need for Teachers with Emergency Permits and Limited Assignment Permits including CLAD/English Learner Authorizations, Multiple Subjects, Single Subjects, and Special Education Teacher Permits.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

A Board approved Annual Declaration is necessary per California Code of Regulations Title 5, §80025.5c in order to meet the District's specified employment criteria requiring English Language Learner Authorizations for teachers. In the event we hire teachers who obtained their credentials outside California, we may need to apply for Emergency English Language Learner Authorizations while they meet the requirements. The Annual Declaration is necessary per Title 5, §80053(b)(1) for the District's anticipated need of Permits for Multiple Subjects, Single Subjects and Special Education Teachers. We are advertising and recruiting to fill our needs and first seek candidates who meet the credential requirements for open positions.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 3: RECRUITMENT, SELECTION, PROFESSIONAL DEVELOPMENT, AND RETENTION OF QUALITY STAFF

HISTORY *(list previous staff or board action(s) with dates if possible)*

Previous years of Board approval as required by the California Commission on Teacher Credentialing, most recently being September 2021.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

N/A

WHO *(list the name of the contact person(s), job title, and site location)*

Renae M. Will,

Director of Personnel Services and Public Affairs

ATTACHMENTS:

Description

▣ DON 2022-2023

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

Name *Signature* *Title*

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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Mailing Address

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA	County of Location
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The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-Mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
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If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?	Yes	No
-------------------------------------------------------------------------------------------------	-----	----

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

AGENDA ITEM

Agenda Title: Local Control Accountability Draft Plan Update
Meeting Date: June 2, 2022
Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to receive an update on the development of the 2022-2023 Local Control and Accountability Plan (LCAP).

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

This presentation is part of a series of presentations about the LCAP. The intent is to keep members of the School Board well-informed on the progress and development of the plan.

STRATEGIC PLAN/PRIORITY AREA:

Includes all Strategic Plan/Priority Areas

HISTORY *(list previous staff or board action(s) with dates if possible)*

The 2021-22 LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. Annually, beginning in the winter and continuing until final action to approve in June, the Board receives regular updates on ECS's LCAP development.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

There is no cost associated with this item.

WHO *(list the name of the contact person(s), job title, and site location)*

Gary Storts, Assistant Superintendent, Educational Services

ATTACHMENTS:

Description

- ▢ 2022 LCAP Working Draft

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Eureka City Schools

CDS Code: 12-75515

School Year: 2022-23

LEA contact information:

Gary Storts

Assistant Superintendent

Educational Services

(707) 441-3364

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

Total LCFF funds
\$0
0 %

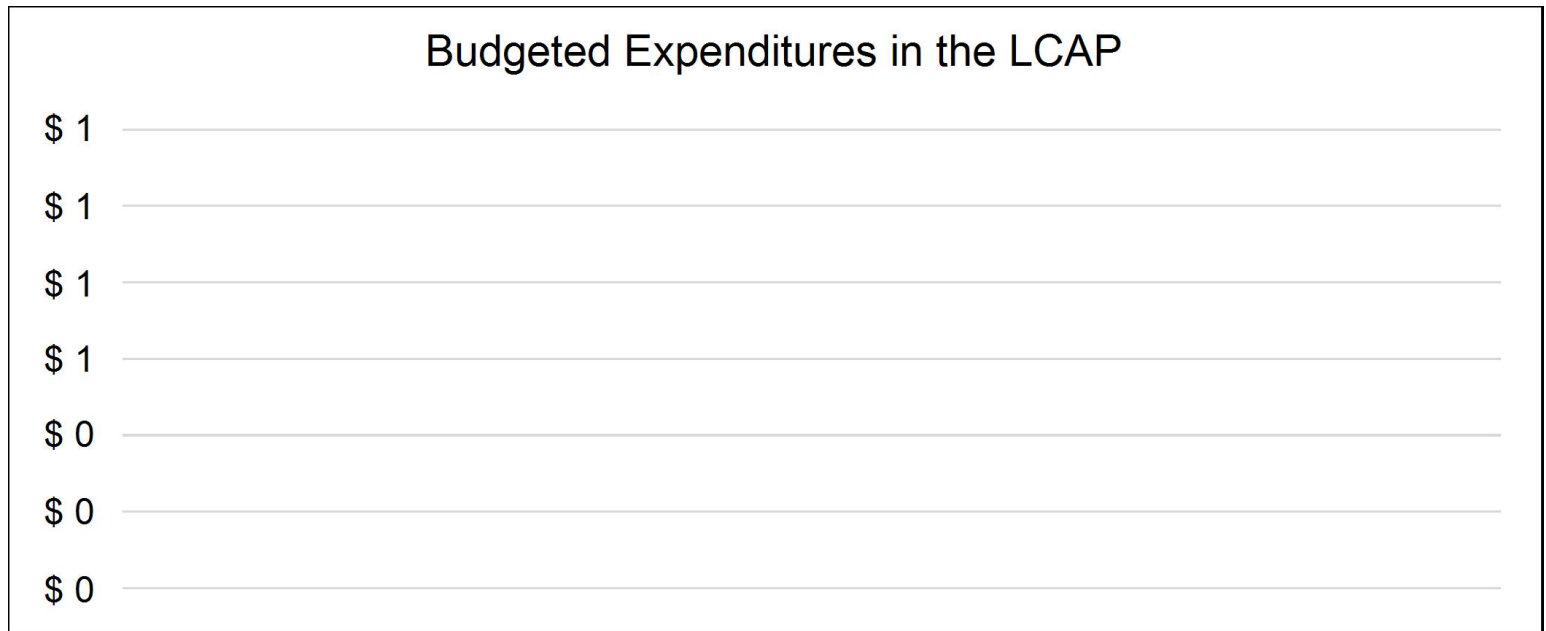
This chart shows the total general purpose revenue Eureka City Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Eureka City Schools is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds.

Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Eureka City Schools plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

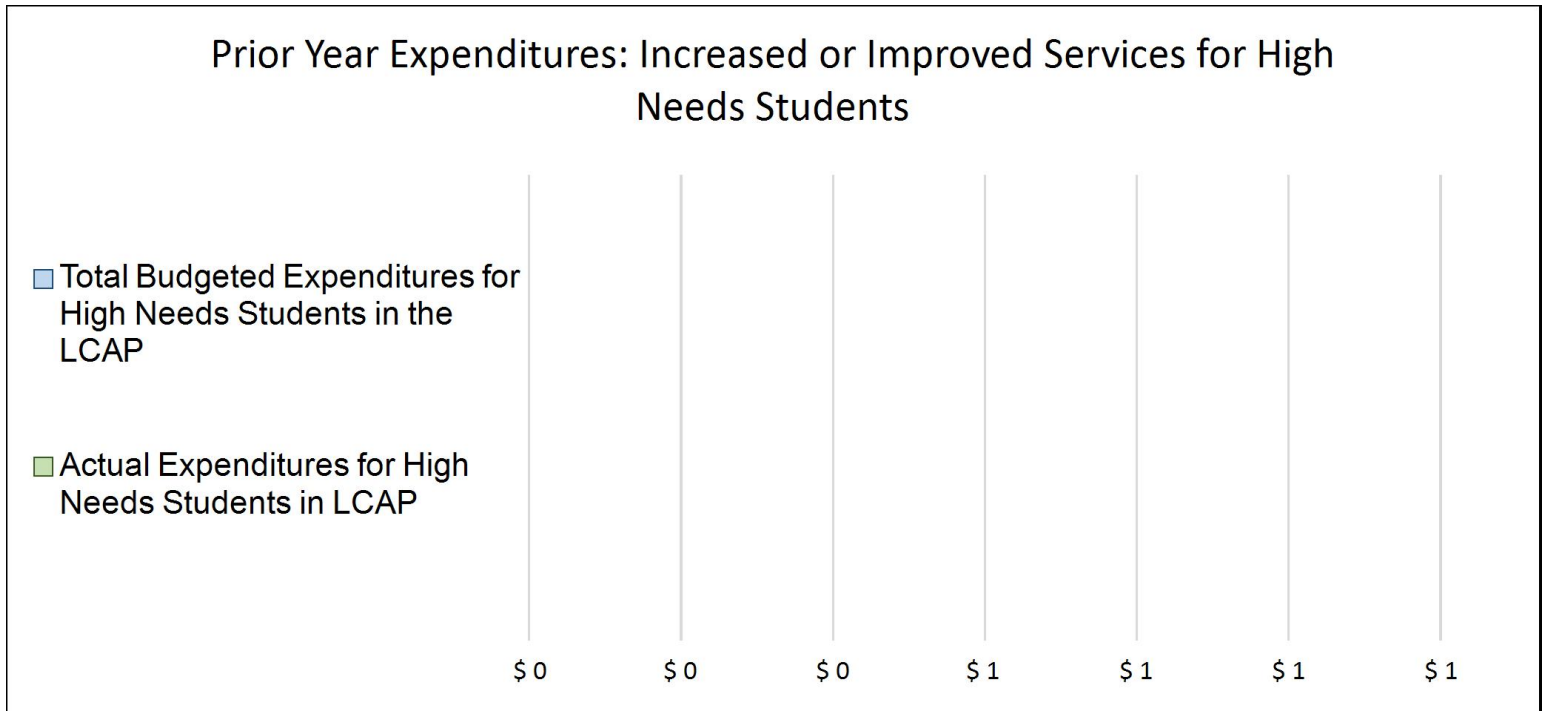
The text description of the above chart is as follows: Eureka City Schools plans to spend \$ for the 2022-23 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Eureka City Schools is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Eureka City Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Eureka City Schools plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Eureka City Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Eureka City Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Eureka City Schools's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Eureka City Schools actually spent \$ for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Eureka City Schools	Gary Storts Assistant Superintendent, Educational Services	stortsg@eurekacityschools.org (707) 441-3363

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

To the greatest extent practicable, Eureka City Schools included funds provided through the Budget Act of 2021 in the 2021-22 Local Control Accountability Plan (LCAP). Goal 1 supports funded through the Budget Act include the following: Additional Math, Reading, and EL intervention teachers and EL Coach (TOSA); Additional CARE Specialists; Additional classroom paraprofessionals, EL techs, math techs, and literacy techs; Additional math tutors; Enhancement of after-school program; and a comprehensive summer school program. Goal 2 supports funded through the ARP include hiring a school social worker, an additional mental health counselor, additional Board Certified Behavior Analysts, and additional site-based behavior support aides.

The source of the Budget Act of 2021 not included in the 2021-22 LCAP was the Elementary and Secondary School Emergency Relief Fund (ESSER) III funds. These funds were not allocated until the 2021-22 LCAP was approved and submitted. An ESSER III spending plan was developed from input from the community and stakeholders, which focused on providing safe in-person learning, additional support personnel, and high-quality extended learning opportunities, including an enriching summer school program, extended learning days, classroom paraprofessional personnel, and an increase in the number of BSA's in the District. Another change is the Expanded Learning Opportunities Grant (ELO-G) resource codes were changed but were already included in the 2021-22 LCAP. All other ARP funds were included in the adopted 2021-22 LCAP.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Eureka City Schools used the additional concentration grant add-on funding it received to directly benefit our low-income, English learners, and/or foster youth by increasing the number of staff who provide direct services in the following areas: Math, Reading English language intervention, and English language coach teachers on special assignments. Additionally, a School Social Worker, Mental Health Counselor, a Board Certified Behavior Analyst, and additional site-based behavior aides were also provided through the use of concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Eureka City Schools engaged its educational partners early and often regarding the use of one-time funds intended to support the impacts of COVID-19 and distance learning. Meetings were held virtually and in person, with input provided verbally and through surveys. Translation services were also made available. The feedback received from ECS educational partners was consistent with feedback received during LCP, LCAP, ELO, and ESSER III meetings. Identified priorities included a commitment to safe in-person learning, additional support personnel for struggling learners (in the form of academic and social-emotional supports), enrichment opportunities, high-quality extended learning opportunities (after-school programs and summer school), extending the instructional school day, increasing the availability of school nurses, and behavioral support aides.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Throughout the 2021-22 school year, Eureka City Schools has been open to full-day in-person learning. Successes include maintaining excellent health and safety protocols to ensure a continuity of services, including increasing Nursing services through the 23-24 school year. Additional achievements include operating an evidence-based Summer School for grades TK-12. Summer School provided two three-week sessions at the elementary and middle school grades, serving 335 students. At Eureka High School, Summer School was one four-week session, serving 165 students, including 55 incoming Freshman students. Each day, following Summer School, the Summer ASES program provided K-8 students with enrichment activities. In January 2022, the students' school day was extended by one hour per week. Also, in January 2022, TK-3 grade students are scheduled to receive 75 minutes per week of itinerant Physical Education instruction, providing ECD TK-3 grade teachers with 75 minutes of preparation time.

The primary challenge ECS experienced was staffing shortage. ECS has many vacancies, including paraprofessionals whose services directly impact student learning. Numerous vacancies are also found in our After School Program, limiting the number of students to benefit from

educationally enriching learning experiences. Staffing challenges have also prevented the successful implementation of the TK-3 grade PE program. Supply chain concerns centered around KN-95 masks, antibacterial soaps, and various education technology efforts.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

ECS has aligned the various fiscal resources received during the 2021-22 school year with the Eureka City Schools' Local Control Accountability Plan.

Consistent with LCAP Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools -- through the use of California's 2021-22 Budget Act, the federal American Rescue Plan Act of 2021, and other federal relief acts, ECS bolstered LCAP efforts by offering a comprehensive and evidence-based summer school program to all TK-12 grade students; extending the instructional day by 1 hour per week; increasing Teachers on Special Assignment (TOSAs) and the number of classroom teachers to ensure adequate staffing to address learning gaps that existed before and were exacerbated by COVID-19.

Consistent with LCAP Goal 2: All students will learn in a safe, equitable, and culturally responsive environment where students, families, and community are valued, connected, and engaged -- through the use of California's 2021-22 Budget Act, the federal American Rescue Plan Act of 2021, and other federal relief acts, ECS aligned LCAP efforts by increasing the number of paraprofessionals on the elementary school sites equal to two hours per classroom teachers, and by increasing Behavior Support Aides to work with students who exhibit challenging behaviors. Also aligning with ECS LCAP Goal 2 include COVID-19 safety mitigation efforts, including the universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to promote vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided*

through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *"A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Eureka City Schools	Gary Storts Assistant Superintendent	stortsg@eurekacityschools.org (707) 441-3364

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Eureka City Schools (ECS) serves students in grades Pre-K through twelve. The District has nine schools; one preschool, four elementary schools, two middle schools, one comprehensive high school, and one continuation high school. Our district also provides an adult school in partnership with the College of the Redwoods. ECS is the largest of the thirty-one school districts in Humboldt County, with a student enrollment of approximately 3,600. The District covers a wide geographic area with students matriculating into our secondary schools from five “feeder districts;” South Bay, Cutten-Ridgewood, Kneeland, Garfield, and Freshwater.

The demographics of our student body are as follows (2021-22 data): English Learners = 17.2%, Foster Youth = 1.1%, Homeless Youth = 5.2%, Students with Disabilities = 15.8%, and Socioeconomically Disadvantaged = 70.7%. We have the most culturally and ethnically diverse student body in Humboldt County. Ethnically (2021-22 data), our students are 2.1% African American, 5.4% Native American, 11.6% Asian, 0.5% Filipino, 25.2% Hispanic or Latino, 1.4% Pacific Islander, 42.9% White, and 10.8% two or more races. Our district families speak more than twenty (20) different languages.

We are known throughout the region for our innovative and award-winning programs. Eureka High School is an AVID (Advancement Via Individual Determination) Site of Distinction, while both middle schools and one elementary are "AVID schoolwide." EHS boasts the most comprehensive Career and Technical Education offerings in the region. STEAM programs are available to students at the middle levels. Several of our schools have been awarded the CA Gold Ribbon. We understand that we must provide our staff with ongoing professional learning opportunities for student outcomes to improve. For the 2021-22 school year, teachers will have a chance to engage in 6 days of professional development and optional after-school teacher academies. As a district, we have committed to investing in a CARE (Comprehensive Approaches to Responsive Environments) team to provide much of this ongoing professional development.

To serve our very diverse student population, ECS has many initiatives in place and takes advantage of several State and Federally funded grants, including TK-5 Arts Integration, Mental Health Demonstration, End Hate, Bridges to Success Mental Health, TUPE, Learning

Communities for School Success, Strong Workforce Program and Wild Rivers Indian Education. Eureka High is also working within the CTEIG grant, which helps pay CTE teacher salaries. These grants support the District's vision, mission, strategic plan priorities, and the LCAP Goals.

ECS also receives Title I funding that we use to support our socioeconomically disadvantaged students. These funds are disbursed to the school sites, where school site councils determine how the monies are used. Additionally, the District receives Title III funds to serve our EL and Immigrant population, Title IV to support the academic achievement of our American Indian students, and operates an after-school program at our elementary and middle school sites through the After School Education and Safety Program (ASES).

Vision Statement:

Inspiring academic Excellence, Creativity, and the confidence to Succeed - ECS

Mission Statement:

In partnership with families and communities, Eureka City Schools promotes academic success and career readiness for every student. We are committed to:

- Ensuring rigorous and innovative programs through high standards of teaching and learning
- Providing a safe and supportive learning environment Embracing our diversity as a strength
- Promoting creative expression, critical thinking, and digital literacy
- Offering relevant learning opportunities to help guarantee a sustainable future
- Developing responsible, productive, and ethical citizens for our communities and the world.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Goal 1: Success reflected in Goal 1 outcomes include the following: all students have standards-aligned textbooks for access to a high-quality education, ECS retained a high percentage of valued classified employees, Eureka High School increase the percentage of students graduating A-G ready, and finally ECS middle schools and high schools provide robust course offerings.

Goal 2: Success reflected in Goal 2 outcomes include the following: suspension and expulsion rates decreased, translation services via Language Line were increased, and the number of community partners increased considerably.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Goal 1: Needs identified in Goal 1 include ELA and Math student achievement scores as indicated in summative CAASPP scores, and Reclassified Fluent English Proficient (RFEP) for English learning students needs to increase.

Goal 2: Needs identified in Goal 2 include: decreasing the drop-out rates in high school (slight increase) and students' perception of safety.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Student success in English-Language Arts and Mathematics did not reflect the efforts of students, staff, and leadership. ECS will refocus efforts coming out of the Educational Services office moving forward. With the addition of a Director of Curriculum, Instruction, and Assessment and a CARE Specialists shift to emphasize the subject and grade-span specific instructional coaching, greater capacity to support systems alignment will be available to assist classroom teachers and school-level leadership. Particular areas of emphasis will include the following;

- Monitoring short-and-long-term goals
- Targeted professional development
- Providing rigorous evidence-based instruction, and
- Building a solid community intensely focused on student learning

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Zoe Barnum High School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A - Zoe Barnum was in CSI due to a low (<67%) average graduation rate. Due to the focused attention on this issue, the 2019-2020 and 2020-21 graduation rates increased well beyond the threshold, moving Zoe Barnum out of CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

During the LCAP development process, input was sought in the following ways:

We utilized the site councils at each of our schools for this purpose. The writing team met with school site councils at all elementary schools and both middle schools as follows -

Alice Burney, March 15, 2022

Grant, March 9, 2022

Lafayette, March 15, 2022

Washington, February 16, 2022, and March 23, 2022

Winship, March 21, 2022

Zane, February 10, 2022

Zoe Barnum, February 15, 2022

District English Language Acquisition Committee, February 15, 2022

At these meetings, the LCAP writing team members conducted a presentation that included a summary of outcome data for each goal (as per the Annual Update). Following the presentation, individuals present were involved in a process to review current and proposed actions and services. Principals reached out to EL and SED parents to encourage their attendance and input at the meetings.

Additionally, we conducted four (4) online surveys (certificated staff, classified staff, students, parents/guardians - a separate survey in Spanish and English) with a total response from 736 educational partners. We also conducted a consultation meeting with each of our bargaining groups (certificated and classified).

Classified Staff, March 29, 2022

Certificated Faculty, March 29, 2022

Parents and Community, March 31, 2022

Faculty Comprehensive Assessment of Leadership and Learning (CALL) Survey, March 7, 2022

Leadership/District Office Comprehensive Assessment of Leadership and Learning (CALL) Survey, March 22, 2022

Board Meetings: The Board was provided with regular updates on the 2022-23 LCAP development during meetings from February to June 2022. During these meetings, the Board and the public were provided with an overview of the progress of LCAP development. All stakeholder input was provided to the Board, and proposed actions and services were discussed for 2021-22. The public hearing and adoption of the LCAP occurred during separate regularly scheduled school board meetings in June 2022.

Cabinet Review: The 5-member District Cabinet was regularly updated on the progress of the LCAP throughout the 2022-23 school year.

A summary of the feedback provided by specific educational partners.

Goal #1 Supporting Student Achievement

Parents/Guardians: (1st) Competitive Salaries, (2nd) Arts Education, and (3rd) Expanded Learning Opportunities

Certificated Staff : (1st) Competitive Salaries, (2nd) Reduce Class Size, and (3rd) Provide Students and Teachers will Additional Resources.

Classified Staff: (1st) Competitive Salaries, (2nd) Staff Training, and (3rd) Arts Education

Students: (1st) Extra help in specific subjects, (2nd) Language opportunities, (3rd) Extended learning opportunities

Goal #2 School Climate and Student Engagement

Parents/Guardians: (1st) Social Emotional and Mental Health Supports, (2nd) Staff Training, and (3rd) Health and Wellness

Certificated Staff : (1st) Social Emotional and Mental Health Supports, (2nd) Health and Wellness, and (3rd) Staff training

Classified Staff: (1st) Social Emotional and Mental Health Supports, (2nd) Supports to Increase Student Attendance, and (3rd) Staff training.

Students: (1st) Awards and prizes for student achievement, (2nd) Extracurricular activities at lunch and/or after school, (3rd) Support when starting a new school

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Our stakeholders' feedback was reviewed, and action plans were developed. The input was considered to help determine changes for the annual plan. As part of this process, consideration was taken from the most recent budget projections and the potential cost of the actions in the context of the need it addressed. This helped determine the net impact of the proposed actions and services and included those actions that provided the most significant impact. The goal in the process was to distill the information down to a realistic number of priorities to ensure that our goals were achievable. Valuable feedback was received to help us modify existing services to improve the impact that these services had on students. Examples of such services that will be increased, modified, or increased in 2022-23 include the following:

- CARE Specialists to have a more specific curricular and grade-span focus for greater instructional classroom support and targeted professional development, and
- BSA's on each elementary campus

Goals and Actions

Goal

Goal #	Description
1	<p>All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.</p> <p>Focus Goal 1.1: Ensure all students have access to CCSS-aligned instructional materials and student supplies.</p> <p>Focus Goal 1.2: Increase the delivery of high-quality instruction through ongoing professional development.</p> <p>Focus Goal 1.3: Provide competitive salaries and benefits to recruit and maintain a high-quality staff.</p> <p>Focus Goal 1.4: Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology.</p> <p>Focus Goal 1.5: Increase the number of students who graduate college and career ready.</p> <p>Focus Goal 1.6: Ensure all students have access to a multi-tiered system of supports with a focus on language arts, math, and ELD instruction leading to improved EL Reclassification Rates.</p> <p>Focus Goal 1.7: Increase student participation in a broad course of study including enrichment opportunities and advanced coursework, with an emphasis on underrepresented students.</p>

An explanation of why the LEA has developed this goal.

We continue in our commitment to providing grade-level content and instructional rigor. We will prioritize what content is taught to ensure depth of knowledge over pacing. This will be evident in our grade-level collaborations and standard pacing/content delivery guides. We will differentiate for all learners so they can access learning targets. We will assess students to identify gaps in learning and provide appropriate interventions to address those gaps.

Based on stakeholder input and a review of Dashboard data, we will maintain English learners' services to continue to close the achievement gap. To this end, we will increase intervention services at all sites to support low-performing students. Additionally, we will maintain our AVID offerings to include Eureka High School, middle schools, and one of our elementary schools. Professional Development remains a focus, and to this end, we will expand our successful Teacher Academies to include special education, elementary, secondary, technology, and social-emotional. According to the CA Dashboard, our homeless students need additional academic support. To this end, we are focusing our professional development for staff on supporting at-risk students through training on trauma-informed practices, and throughout the District and within each school site, we are "data digging" to identify areas for improvement; implementing interim assessments; providing additional support for current initiatives, including the new ELA adoptions in TK-5 and Middle School, CM, and AVID; identifying and assigning appropriate CAASPP designated supports and accommodations for identified student populations (SWD, EL). Within an MTSS academic framework, we provide each of our sites with a CARE (Comprehensive Approach to Responsive Environments) Specialist - a teacher on special assignment who will support teachers with implementing teaching best practices.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 a. District Williams Report, Annual Board Resolution on Sufficiency of Instructional Materials, Curriculum/ materials inventory including ELA-ELD materials	100% of students have access to their own copy of standards-aligned Instructional materials for use at school and at home for 2019-20	100% of students have access to their own copy of standards-aligned Instructional materials for use at school and at home for 2020-2021.			Maintain 100% access to instructional materials per Williams Act
1.1 b. Implementation of State Standards - # of content areas where CCSS aligned curriculum is being utilized	For 2019-20 TK-5 CCSS aligned curriculum adopted; Fountas and Pinnell and Everyday Math.	For 2020-21 TK-5 CCSS aligned curriculum adopted; Fountas and Pinnell and Everyday Math.			1.1 b. All Districtwide Core Curriculum will be CA Standards/CA Framework aligned
1.1 c. EL access to CA Standards including ELD standards - use of ELD supports to ensure ELs make progress in core academic subjects.	100% use of EL Achieve materials for students grades TK-5 (for English learners) Math is CCSS aligned TK-Alg 2 Social Studies follows State Framework and current texts have been adopted 6th through 12th	100% use of EL Achieve materials for students grades TK-5 (for English learners) Math is CCSS aligned TK-Alg 2 Social Studies follows State Framework and current texts have been adopted K-12 from Teacher Curriculum Institute (TCI) district-wide			1.1 c. All EL students have access (and instruction in) systematic ELD for elementary and Constructing Meaning for secondary. All teachers trained in systematic ELD and Constructing Meaning (depending on grade level taught)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>NGSS implementation is in the initial implementation</p> <p>Inconsistent use of evidence-based ELD approaches to instruction (systematic ELD in elementary and Constructing Meaning in secondary). Some teachers trained in Systematic ELD and Constructing Meaning.</p>	<p>NGSS implementation 6-8 Amplify Science, K-5 has NGSS model lessons, 9-12 has aligned Biology, Chemistry</p> <p>Inconsistent use of evidence-based ELD approaches to instruction (systematic ELD in elementary and Constructing Meaning in secondary). Some teachers trained in Systematic ELD and Constructing Meaning.</p>			
1.2 District enrollment reports (Census Day)	Census Day enrollment for 2019-20 is 3673 students and was 3643 for 2018-19 which is an increase of .82%	Census Day enrollment for 2020-21 is 3540 students and was 3673 for 2019-20 which is decrease of 3.62%			Increase enrollment by 1%
1.3 a. Certificated: Analysis of percentage of teachers in probationary and temporary status as compared to all teachers	<p>2018-19 (191 teachers) Probationary 29.8% Temporary 8.4%</p> <p>2019-20 (201 teachers) Probationary 26.8% Temporary 8.5%</p>	<p>2021-22 (205 teachers) Probationary 20% Temporary 9.8%</p>			18% or less of all teachers will be probationary teachers and 5% or less or all teachers will be temporary teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-21 (187 teachers) Probationary 19.3% Temporary 5.3%				
1.3 a. Classified: Percentage of new employees who obtain permanency. CSEA employees.	<p>2019 - 2020 school year: 40 classified staff became permanent that year 20 classified staff quit or were terminated that year before becoming permanent 50%</p> <p>2020 - 2021 school year: 28 classified staff became permanent (we had a hiring freeze, so fewer people were hired) 17 classified staff quit or were terminated before becoming permanent 60.7%</p>	2021 - 2022 school year: 87 classified staff became permanent 9 classified staff resigned or were terminated before becoming permanent 10%			40% or less of classified staff will quit or be terminated by the 2023-24 school year
1.3 b. CALSAAS report	4 misassignments and 1 vacancy	2 mis-assignments			100% of teachers appropriately credentialed and assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.4 a. Technology inventory. Yearly calculation of student to computer ratio	District ratio is 1:2 computers to students for 2019-20	We have the numbers for 1:1 - we just haven't completed/decided on full 1:1 yet...			Maintain district ratio 1:1 computers to students
1.4 b. Facility Inspection Tool (FIT) of clean and safe facilities "Good"	In spring of 2020 ECS had 7 out of 9 schools rate as "good".	In spring of 2021 ECS had 7 out of 9 schools rate as "good".			9 out of 9 schools rate as "good".
1.5 a. CA School Dashboard English Language Arts Indicator	<p>2019 Dashboard 41 points Below Standard ALL student color ORANGE</p> <p>Student group color gauges: Blue: None Green: None Yellow: Asian, Hispanic, Homeless, SED Orange: Two or More Races, Students with Disabilities, White</p>	<p>Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p> <p>CAASPP Data shows 29.33% Met or Exceeded standard for ELA in 2020-2021.</p> <p>Individual Subgroups: Met or Exceeded standards for ELA 2019/2021 comparison (Increase or Decline)</p> <p>SWD: Decline SED: Decline</p>			<p>1 point below standard</p> <p>ALL student color GREEN</p> <p>year one 10 point increase year two 15 point increase year three 15 point increase</p> <p>Color Gauge for student groups:</p> <p>GREEN: Asian, Hispanic, Homeless, SED</p> <p>YELLOW:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Red: African American, American Indian, English Learners, Foster Youth	ELD: Decline American Indian: Decline Asian: Decline Black or African American: Increase Hispanic: Decline White: Decline Two or More Races: Decline Homeless: Decline			Two or More Races, Students with Disabilities, White ORANGE: African American, American Indian, English Learners, Foster Youth
1.5 b. CA School Dashboard Mathematics Indicator	2019 Dashboard 66.6 points below standard	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.			1.5 b. 22 points below standard
1.5 c. Statewide Assessments for Science - results from Data Quest and/or CA Dashboard (future years): % who met or exceeded standard in science	ALL student color YELLOW Student group color gauges: Blue: None Green: None Yellow: Asian, Hispanic, SED, White Orange: American Indian, English Learners,	CAASPP Data shows 19.52% Met or Exceeded standard for Math in 2020- 2021. Individual Subgroups: Met or Exceeded standards for Math 2019/2021 comparison (Increase or Decline)			ALL student color GREEN year one 15 point increase year two 15 point increase year three 15 point increase Color Gauge for student groups: GREEN: Asian, Hispanic, SED, White

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Foster Youth, Homeless, Two or More Races, Students with Disabilities</p> <p>Red:</p> <p>African American, Pacific Islander</p> <p>1.5 c:</p> <p>District wide met or exceeded standard: 21.27%</p> <p>Socioeconomically Disadvantaged: 15.8%</p> <p>English Learners: 0%</p> <p>Homeless: 8.2%</p>	<p>SWD: Decline</p> <p>SED: Decline</p> <p>ELD: Decline</p> <p>American Indian: Decline</p> <p>Asian: Decline</p> <p>Black or African American: Decline</p> <p>Hispanic: Decline</p> <p>White: Decline</p> <p>Two or More Races: Decline</p> <p>Homeless: Decline</p>			<p>YELLOW:</p> <p>American Indian, English Learners, Foster Youth, Homeless, Two or More Races, Students with Disabilities</p> <p>ORANGE:</p> <p>African American, Pacific Islander</p> <p>1.5 c:</p> <p>By 2023-2024, results from the CAST shall be as follows:</p> <p>District wide met or exceeded standard: 35%</p> <p>Socioeconomically Disadvantaged: 25%</p> <p>English Learners: 20%</p> <p>Homeless: 25%</p>
1.5 d. Graduation Rate	EHS at blue on the dashboard. at 96.6% Zoe Barnum 66.7% red. The overall for the district 92.8% green in 2019	<p>Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p> <p>Dataquest reports include:</p>			Increase district graduation rate to 94% for 5 year cohort rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Class of 2020 5 year cohort rate: EHS 96.8% Zoe Barnum: 71.7% ECS: 92.3% Class of 2021 4 year cohort rate: EHS: 94.4% Zoe Barnum: 73.7% ECS: 90.9%			
1.5 f. CSU/UC Required Courses A-G completion rate	District A-G rate 24% for the class of 2020	A-G rate 25.9% for the district EHS class of 2021 36.1% Zoe class of 2021 0%			Increase A-G completion by 2% per year to reach 30% for the class of 2023
1.5 g. Student's individualized 4+ year plans including CTE, VAPA and AP courses	97.7% of Freshmen enroll in a Freshman Seminar type course. Students who opt-out of the Freshman seminar will complete a plan in 10th grade in 2019-20	98.8% of Freshmen enrolled in a Freshman Seminar type course. 4 students opted-out of the Freshman seminar and 4 were in Life Skills classes They will complete a plan in 10th grade.			99% of Freshmen will complete a 4+ year plan
1.5 h. EAP-Early Assessment Program	2019 CAASPP data Ready EHS ELA 23% Math 8% Zoe	2021 CAASPP data Ready EHS ELA 21% Math 9% Zoe			Increase district % of students ready to 20% in ELA and 15% in Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Ready LA 0% Math 0%</p> <p>District ELA 10% Math 9%</p> <p>Conditionally ready EHS ELA 42% Math 19%</p> <p>Zoe ELA 0% Math 0%</p> <p>District ELA 24% Math 16%</p>	<p>Ready LA 8% Math 0%</p> <p>District not reported on the dashboard</p> <p>Conditionally ready EHS ELA 29% Math 16%</p> <p>Zoe ELA 15% Math 0%</p> <p>District not reported on the dashboard</p>			
1.5 i. AP Courses Enrollment Rate and Pass Rate	19.5% of students at EHS enroll in one or more AP classes. 51.3% of students passed with a three or higher in 2019-20 AP Comp is dual enrollment and students can choose to not take the AP test.	15% of students at EHS enrolled in one or more AP classes. 37% of students passed with a three or higher in 2020-21. AP Comp is dual enrollment and students can choose to not take the AP test.			Increase % of students enrolled in one or more AP classes to 20% and increase the percentage of students passing with a 3 or higher to 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.5 j. % of students per year that qualify as "prepared" for the College and Career Indicator on the CA Dashboard.	CCI from 2020 Dashboard =39.7% prepared ECS 52.5% prepared EHS, 6.5% prepared Zoe Barnum	Overall % prepared was not reported for 2021, but some individual categories for the class of 2021 at EHS include: AP exams 2 tests 3 or higher- 2020 15.8% 2021 15.1% Completed CTE pathway- 23.7% 2020 23.2% 2021 College credit one course- 25.4% 202 23.2% 2021			Increase % of students that qualify as "prepared" for the College and Career Indicator on the CA Dashboard to 50%. ECS, 60% EHS and 8% Zoe Barnum
1.6 a. CA School Dashboard English Learner Progress Indicator	2019 CA Dashboard 49.2% making progress towards English Language Proficiency Current State Progress Level: Medium State Progress Levels: Very High = 65% or higher High = 55% to less than 65% Medium = 45% to less than 55%	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. 2018-19 ELPAC Data shows 20.59% of students tested Proficient on the Summative ELPAC Assessment. 2020-2021 ELPAC Data shows 15.96% of students tested Proficient on			55% making progress towards English Language Proficiency State Progress Level: High

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low = 35% to less than 45% Very Low = Less than 35%	the Summative ELPAC Assessment.			
1.6 b. Reclassification Rate	For 2020-2021 the reclassification rate for ECS EL students was 11.8% (77 students).	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. Thus far for the 2021-2022 the reclassification rate for ECS EL is 4.5% (27 students)			Reclassification Rate of at least 10%
1.6 c. Number of sections (middle and high) and FTE for teachers (elementary) for Designated ELD for EL students at ELPAC levels 1, 2, and 3	EL students receive services at the elementary level based on their EL level, Zane has 3 sections of ELD, Winship has 2 sections of ELD, and the High School has 1 section of ELD for mainly 1's and 2's. The high school offers 3-4 EL loop classes depending on the needs of EL students	EL students receive services at the elementary level based on their EL level, Zane has 3 sections of ELD, Winship has 2 sections of ELD, and the High School has 1 section of ELD for mainly 1's and 2's. 1 section of EL Core Support The high school offers 4 EL			Maintain minimum level of LCAP funded EL sections at secondary level- 8 sections, increase sections if EL district % reaches 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	for support of EL students in English classes and offers ELD core support.	loop classes which are college prep.			
1.6 d. In the Special Education Plan (SEP), students with IEP's need to be in the least restrictive environment appropriate for the student based on their IEP.	In the 2020-2021 SEP 50.52% of IEP students were in the least restrictive environment 80% or more of their day.	In the 2021-2022 SEP 62.77% of IEP students were in the least restrictive environment 80% or more of their day.			52% of students with IEPs will be in the least restrictive environment for more than 80% of their day.
1.7 a. GATE Universal Screening tool	100% of 4th-grade students assessed for GATE eligibility. (All 4th and 5th grade students will be assessed for GATE eligibility during the 2021-2022 schoolyear as GATE testing did not occur in 2020-2021 due to the COVID-19 pandemic.	100% of 4th and 5th grade students assessed for GATE eligibility. * All 4th and 5th grade students assessed for GATE eligibility during the 2021-2022 schoolyear as GATE testing did not occur in 2020-2021 due to the COVID-19 pandemic.			Maintain 100% of 4th grade students assessed for GATE
1.7 c. Teacher inventory of district musical instruments.	90% of district owned instruments are	65% of district owned instruments are			95% of district owned instruments will be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	maintained in good repair	maintained in good repair			maintained in good repair.
1.7 d. VAPA course enrollment	Winship 540 enrollments 183 individual students out of 365 50% Zane 786 enrollments 281 individual students out of 546 51% EHS 1019 enrollments 530 individual students out of 1237 43%	Winship 241 enrollments 228 individual students out of 417 54.7% Zane 283 enrollments 247 individual students out of 52.9% EHS 618 enrollments 530 individual students out of 1281 41.4%			Increase percentage of students enrolled in one or more VAPA course by 10% over baseline data.
1.7 e. Number of students completing both A-G and CTE pathway	According to 2020 CCI Indicator Report: CTE Pathway Completion Rate: 9%, A-G completion Rate:24%	According to 2021 CCI Indicator for EHS Report: CTE Pathway Completion Rate: 23.2%, A-G completion Rate:36.1%			Increase percentage of seniors who are both A-G and CTE completers to match the A-G rate for the class.
1.7 f. Career Technical Education Enrollment	635 Enrollments 474 students of 1170 40.5%.	664 Enrollments 514 students of 1172 43.8%.			Maintain CTE enrollment of 40% and increase completers by 2.5% per year
1.7 g. Bi-Literacy Seal	35 students attained Seal of Bi-literacy	48 students at EHS attained the Seal of Bi-literacy. 22% of senior class.			Increase % of students who attain seal of biliteracy by 5% each year
1.7 h. Ensure Access to a Broad Course of Study: In grades 7-12	All required courses are offered in grades 7-12 at the middle and	All required courses offered at middle and high school levels to a			1.7. h. Maintain the sections (grades 7-12) for required courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ensure access for all pupils to the following courses (English, social sciences, world languages, physical education, math, visual and performing arts, applied arts, Freshman Seminar, and CTE classes as noted in course offerings in Master Schedules and enrollment of students in these courses.	high school levels to a sufficient extent as to allow all students access.	sufficient extent as to allow all students access.			offered to a sufficient extent as to allow all students access., and expand course offerings if possible.
1.7 i. Programs & Services developed and provided to unduplicated students	District provides classes offered in grades 7-12 to specifically target students who are underrepresented in college and/or who would be first-time college track students in their families.	EHS 100/149 or 67% of AVID students are unduplicated. Winship- no dedicated AVID period- AVID strategies schoolwide Zane- all 6th in AVID wheel, 7th and 8th AVID strategies schoolwide			1.7 i. Increase the enrollment of unduplicated students in AVID classes offered in grades 7-12 to specifically target students who are underrepresented in college and/or who would be first-time college track students in their families.
1.7 j. Programs & Services developed and provided to	District provides "siloe" special education services e.g. students attend	EHS co taught classes for all 9th grade level former RSP courses			1.7 j. Over the course of three years, the District will change it's delivery of services for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
individuals with exceptional needs	<p>self contained SDC classes or participate in pull-out/or puch in resource specialist services.</p> <p>Professional development for meeting the needs of exceptional learners are mostly limited to special education teachers.</p>	Essentials of Alg, Alg 1A and Alg1B have co-taught sections, Geo Science CP and Biology CP have co taught sections, along with World History CP			<p>students with exceptional needs to a continuum model where students receive the services they need to be successful in the general education setting. SDC classes will be eliminated and mainstreaming/nevers treaming (no pull-out) shall be the predominant model in the District.</p> <p>All general education teachers and intervention teachers shall be trained in best practices/strategies for meeting the needs of students with exceptional needs.</p>
1.7 k. Access to a broad course of study	All TK-6 students have access and are enrolled in all required areas of study including math, ELA, science, history/social studies, physical education, and visual and performing arts.	All TK-6 students have access and are enrolled in all required areas of study including math, ELA, science, history/social studies, physical education, and visual and performing arts.			1.7 k. All TK-6 students have access and are enrolled in all required areas of study including math, ELA, science, history/social studies, physical education, and visual and performing arts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7-12 students have access to all required courses and electives at the 9-12 level, there is a broad selection of CTE, art, language, and electives. ECS is also an AVID district, with grade-level classes 9-12.	7-12 students have access to all required courses and electives at the 9-12 level, there is a broad selection of CTE, art, language, and electives. ECS is also an AVID district, with grade-level classes 9-12			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1-1.7 A. Additional Actions and Services at school sites	Each site's School Plan for Student Achievement (SPSA) denotes actions and services that further support LCAP Goal 1.	\$1,507,848.00	
1.2	1.1 a. School supplies	Ensure targeted subgroups have access to school supplies	\$440,999.00	Yes
1.3	1.1 b. Provide a district librarian	District librarian whose work is principally directed to supporting unduplicated students	\$122,975.00	Yes
1.4	1.1 c. Library techs	Provide library tech hours for all sites based on enrollment	\$159,288.46	Yes
1.5	1.1 d. Appropriate Curriculum for all students	Select, acquire and implement curriculum: CCSS aligned, ELD, class-sets for use at school, and replacement materials to include	\$165,892.00	No

Action #	Title	Description	Total Funds	Contributing
		purchasing EL-specific supplementary materials and intervention support materials for targeted subgroups.		
1.6	1.1 f. Independent reading materials-reading and math assessment tools	Provide students with independent reading materials and assessments (Accelerated Reader and STAR 360 for 4-8; Accelerated Math for 6-8)	\$50,699.00	No
1.7	1.2 a. Provide collaboration time for teachers	Provide collaboration time for teachers.	\$300,908.00	Yes
1.8	1.2 b. NGSS implementation (Costs captured in goal 1 action 16)	Maintain a leadership team to facilitate teacher proficiency for NGSS implementation.		No
1.9	1.2 c. NGSS teacher training (Costs captured in goal 1 action 16)	The instructional Coach will facilitate a training for all elementary teachers in NGSS.		No
1.10	1.2 d. CARE Specialists	Provide CARE Specialists, TK-12 as needed for academic supports.	\$605,806.00	Yes
1.11	1.2 f. Additional PD day for all teachers	All teachers will participate in one additional District day of professional development (over 2018-19) for the purpose of CCSS implementation training. Training costs captured in general staffing actions.	\$346,796.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	1.2 g. Fidelity to district initiatives	Provide additional day of teacher professional development (over 2018-2019) for the purpose of aligning and implementing with fidelity district initiatives with improved student outcomes.	\$85,446.00	Yes
1.13	1.2 h. Professional Development and collaboration	Provide additional day of teacher professional development (over 2018-2019) for the purpose of aligning and implementing with fidelity district initiatives with improved student outcomes such as AVID, Construction Meaning, PBIS and restorative practices.	\$33,994.00	Yes
1.14	1.2 i. Intervention services	Teachers may provide additional intervention services for struggling students especially targeting homeless and foster youth.	\$101,983.00	Yes
1.15	1.3 a. The hiring and retaining of highly qualified staff	The hiring and retaining of highly qualified staff is particularly important to ensure that the needs of our targeted "high risk" student population (with emphasis on all student groups in the "red" category as per CA Dashboard) are met. To do so, while simultaneously increasing teachers' instructional preparation, provide an additional Professional Development day within the school calendar (above 2018-2019 number) for all certificated staff	\$476,547.00	Yes
1.16	1.3 b. Provide staffing to implement LCAP goals	Ensure staffing is at the appropriate levels to successfully implement the LCAP while aligning to ECS's Strategic Plan Priority item number three.	\$20,675,490.00	No
1.17	1.4 a. Technology	Provide support for technology use for student learning	\$193,808.07	No

Action #	Title	Description	Total Funds	Contributing
1.18	1.4 b. Maintain the technology plan (Costs captured in goal 1 action 16)	Maintain the technology committee to oversee the plan for technology purchases, professional use by staff, and appropriate student use to promote learning with an emphasis on access to and incorporation of technology at school by socio-economically disadvantaged, English Learners and foster youth		No
1.19	1.4 c. Computer and technology purchases	Maintain 1:1 district student/computer ratio. This action is primarily directed towards meeting the needs of our unduplicated students.	\$816,000.00	Yes
1.20	1.4 d. Maintain facilities and grounds	Maintain facilities and grounds in good repair and replace equipment as needed in order to meet district standards.	\$1,783,138.00	No
1.21	1.5 a. Class size	Maintain average below contracted class size numbers for grades 4-12	\$1,014,844.00	Yes
1.22	1.5 b. Combination classes	Combination classes are permissible at the elementary schools in order to account for fluctuations in grade level enrollment and to ensure that we stay within GSA limits	\$84,986.00	Yes
1.23	1.5 c. Summer school	Provide summer school instruction for all students K-12 with an emphasis on credit recovery 9-12 and significant sub groups who need intervention at all grades	\$33,228.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.24	1.5 d. Classroom based assessments (Costs captured in goal 1 action 16)	Select assessments and implement consistent classroom based formative and summative assessment at each grade level and train all staff with an emphasis on unduplicated student sub groups		No
1.25	1.5 e. Staff collaboration and release time (Costs captured in goal 1 action 16)	Provide release time and/or paid outside of contract time for staff collaboration to provide intervention and supervision with an emphasis on unduplicated students.		No
1.26	1.5 g. ELA and math PD (Costs captured in goal 1 action 16)	Provide opportunities for English Language Arts and Math integration through professional development and collaboration.		No
1.27	1.5 h. Student literacy and math skills across the curriculum (Costs captured in goal 1 action 16)	Support student literacy and math skills and competencies across the curriculum and content areas including Science, History Social Science, Physical Education, Visual and Performing Arts, Modern and World Languages		No
1.28	1.5 i. Data tracking system	Provide a data tracking system for credentialed staff to monitor student performance and include training for its use to better monitor progress of unduplicated students	\$41,318.00	Yes
1.29	1.5 j. Middle and High School Counselors	Maintain post-secondary education planning through high school and middle school counseling services, especially at the middle school level prior to 9th grade balloting in January. At the high school level there will be counseling technician support specifically targeted towards successful progress for our Homeless Youth.	\$172,752.00	Yes
1.30	1.5 k. Language Courses	Provide Yurok Language courses	\$33,994.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.31	1.5 l. Broad course offering for College preparedness	Provide access to college prep courses, AP courses, and college courses (Concurrent and Dual enrollment). Investigate increase in sections including zero periods with an emphasis on unduplicated students	\$84,986.00	Yes
1.32	1.5 m. College and Career skills (Costs captured in goal 1 action 16)	Provide instruction and materials in academic research and other college and career skills per CCSS		No
1.33	1.5 n. Wild Rivers Indian Education Grant	Utilizing funding from Wild Rivers Indian Education grant to support students in grades 6-12 to ensure that they are on track for graduation and future college and career readiness.	\$139,906.00	No
1.34	1.6 a. Intervention Teachers	Provide intervention teachers to support low performing students. This action is primarily directed towards unduplicated students.	\$383,837.00	Yes
1.35	1.6 b. Provide Literacy, Math, and EL technicians	Provide Literacy, Math, and EL technicians	\$187,097.00	Yes
1.36	1.6 c. Support for significant sub groups (Costs captured and split across goal 1 action 6, 14, 15,16, 29, 34 and 35)	Provide staffing to support students who are Homeless Youth, English Learners and/or Socio-economic Disadvantaged. Maintain sections of EL support at secondary level.		Yes

Action #	Title	Description	Total Funds	Contributing
1.37	1.6 e. PD for EL and SED students (Costs captured and split across Goal 1 actions 11, 12, and 13.)	Provide appropriate technology infrastructure (including teacher access to copiers, printers, computers)	\$54,593.00	No
1.38	1.6 e. PD for EL and SED students (Costs captured and split across Goal 1 actions 11, 12, and 13)	Provide professional development to all credentialed staff and classified techs in strategies that target EL and SED growth		Yes
1.39	1.6 f. PD for foster youth and trauma informed practices (Costs captured and split across Goal 1 actions 11, 12, and 13)	Provide professional development in working with Foster Youth and trauma informed practices to all credentialed staff and classified staff		Yes
1.40	1.6 g. PD for working with homeless students (Costs captured and split across Goal 1 actions 11, 12, and 13)	Provide professional development in working with homeless students to all credentialed staff and classified staff		Yes
1.41	1.6 i. Special education services	Provide students with disabilities with appropriate supports and services.	\$8,934,357.00	No
1.42	1.7 a. AVID district wide	Maintain student access to advanced study through support for AVID at Zane and Grant and advance AVID strategies schoolwide at Winship and EHS. Send an additional elementary team to AVID Summer Institute- Alice Birney or Washington*with a focus on recruiting students from the unduplicated count.	\$118,981.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.43	1.7 b. Elementary music	Provide student access to elementary music programs.	\$195,338.00	No
1.44	1.7 c. Instrument repair	Ensure funding to maintain musical instruments in good working order.	\$15,000.00	No
1.45	1.7 d. Art supplies	Maintain available visual arts supplies and materials for students to ensure access to students in unduplicated count	\$25,000.00	No
1.46	1.7 e. Replace art materials and equipment	Replace damaged or worn visual arts supplies, equipment and materials	\$15,000.00	No
1.47	1.7 g. GATE identification (Cost captured in goal 1 action 16)	Continue to communicate a protocol for identifying potential GATE students, especially targeting students new to the District after 4th grade.		No
1.48	1.7.h. Create Grant and other VAPA	Elementary teachers will have the opportunity to participate in professional development to enhance the integration of visual and performing arts with CCSS lessons and instruction	\$125,256.00	No
1.49	1.7.h. Project based learning/competitions (Costs captured in goal 1 action 5, 11 and 48)	Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, and VAPA to support CCSS.		No
1.50	1.7 i. Career Technical Education	Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment at the secondary level to include students who do not traditionally enter these fields with an emphasis on students in unduplicated count. This will be partially accomplished	\$399,983.00	Yes

Action #	Title	Description	Total Funds	Contributing
		through the use of CTEIG, Perkins and School Workforce Program (SWP) funds.		
1.51	1.7 k. Middle School CTE (Cost captured in goal 1 action 16)	Ensure that CTE pathways are available to students beginning in middle school with an emphasis on students in unduplicated count		Yes
1.52	1.7 l. World Language offerings (Cost captured in goal 1 action 16, 26, 27, 30)	Sustain pathways to achieve Bi-Literacy.		No
1.53	1.1-1.7 B. Additional Actions and Services	Further actions and services that support LCAP Goal 1 are captured in the ELO Plan or specified in allocations for ESSER II and IPI.	\$4,524,573.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Planned actions and actual implementation of these actions went accordingly with the exception that the NGSS coach was unable to support teachers as planned and some professional development was unable to happen due to lack of substitutes due to Covid-19. In addition, there was a significant decline in the percentage of district owned instruments maintained in good repair. There were no other substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.1) An increased amount of the Title I apportionment was coded to TOSA's, which are included in Goal/Action 1.10. Remaining decrease due to a delay in curriculum adoption. 1.2) Purchase of supplies and materials were instead purchased with one-time funds. See Goal/Action 1.53 increase. 1.3) Vacation position led to a decrease in District Library costs. 1.4) Vacation position led to a decrease in Library tech costs 1.5) The implementation of curriculum was delayed to 22/23 fiscal year. In addition, PE curriculum update was funded using Title I funds in

Goal/Action.1.1. 1.16) Employees were instead funded using one-time COVID funds. See Goal/Action 1.53 for expenses captured. 1.17) The majority of technology upgrades were purchased with one-time COVID funds. See Goal/Action 1.53 for expenditures. 1.19) The majority of technology upgrades were purchased with one-time COVID funds. See Goal/Action 1.53 for expenditures. 1.20) Delayed projects to supply line delays. In addition, an increased focus was put on bond projects, were are not included in the LCAP. 1.33) Small fluctuations in hours worked. Only a \$13K difference. 1.34) Vacant position throughout the year.1.37) Costs of infrastructure was paid for with one time COVID funds. See Goal/Action 1.53. In addition, site copier costs were passed to school sites in unrestricted funds. 1.50) Some expenditures delayed to the 22/23 fiscal year to allow for larger CTEIG upgrades. 1.53) Increase due to additional one-time COVID funds issued after the 21/22 LCAP was approved. This led to an increase in ongoing operating costs being coded to these funds, specifically ESSER III funds.

An explanation of how effective the specific actions were in making progress toward the goal.

In 2021-2022 various additional services and personnel were added with increased funding from a variety of sources, many due to COVID and learning loss funding sources. Intervention supports were increased at the elementary and middle school levels with additional lit tech, math tech and intervention teacher hours. Part time aides were added to lower elementary classrooms. Other successes were providing additional hours for Literacy, Math, and EL technicians. This included math techs at the secondary level. Through grant and ESSR funding two guidance techs were added at the high school level.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Continued work on selecting assessments and implementing consistent classroom based formative and summative assessment at each grade level and training all staff. Updated A-G goal to focus on Eureka High School rate vs district rate to measure progress towards state and county averages. There was a significant decline in the percentage of instruments in good repair due to the fact that instruments were kept at home and music classes were held online during the Covid 19 pandemic. Continued efforts and funding will be put towards ensuring that musical instruments are repaired and maintained in good working condition.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	<p>All students will learn in a safe, supportive, equitable, and culturally responsive environment where students, families, and community are valued, connected, and engaged.</p> <p>Focus Goal 2.1: Increase student attendance with an emphasis on improving attendance for targeted groups.</p> <p>Focus Goal 2.2: Increase promotion and graduation rates for all students.</p> <p>Focus Goal 2.3: Decrease suspension and expulsion rates for all students.</p> <p>Focus Goal 2.4: Increase the level of student physical, mental, and social/emotional health through a multi-tiered system of supports.</p> <p>Focus Goal 2.5: Increase the number and types of opportunities for families to meaningfully engage in our schools.</p> <p>Focus Goal 2.6: Increase partnerships with community agencies, businesses, and institutions</p>

An explanation of why the LEA has developed this goal.

Eureka City Schools is committed to providing safe, supportive, equitable, and culturally responsive learning environments where students, families, and the community are valued. We prioritize support for students to maximize students' ability to access the quality education provided on our school campuses.

We will maintain and increase student support services and parent engagement activities based on stakeholder input and data review. We will focus on improving student attendance and graduation rates, supporting foster and homeless youth, and involving stakeholders in district decision-making and participation. Providing alternatives to suspensions and restorative practice supports will increase student safety and engagement. Utilizing a multi-tiered system of supports, students will perceive their school as a safe environment that supports physical, mental, and social/emotional health. To increase parent engagement in our schools, we will increase the availability of translation services for onsite events and communication materials for families at all school sites. Partnerships with community agencies, businesses, and institutions are essential for our district program. By tracking partnerships across school sites, we will bridge the services and partnerships across all school sites to support students and families. These efforts will be evident in our increased graduation and attendance rates, lower suspension rates, and increased stakeholder input and participation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2.1 a. Student attendance as tracked by monthly attendance rates spreadsheets. Through the use of PowerSchool and Attention to Attendance data systems, ECS, assist families, problem-solves barriers, and actively promotes daily school attendance.</p> <p>2.1 b. Using Dashboard Data determine chronic absenteeism rate</p>	<p>2.1 a. 2019 P2 Data: 93.91% Attendance rate</p> <p>2.1 b. 2019: 16.3% Chronic Absenteeism rate</p>	<p>2.1 a 2022 P2 Data: 88.74%</p> <p>2.1 b. 2021 Chronic Absenteeism rate 14.9%</p>			<p>2.1 a. Overall District Attendance rate 96%</p> <p>2.1 b. Overall District Chronic Absenteeism rate 13%</p>
2.1 c. % of Foster Youth who remain enrolled at one school all year long	2020-21= 92.7%	2021-2022 = 84.31%			2.1 c. Increase % of Foster Youth who remain enrolled at one school all year long to 97%
2.2 a. Graduation rates as tracked by the California Department of Education's Dashboard	<p>2.2 a.</p> <p>2018-2019 cohort- 92.9%</p> <p>EL-88%</p> <p>SES-90.4%</p>	<p>2.2 a. 2020-2021 cohort- 90.9%</p> <p>EL-86.7%</p> <p>SES-88.3%</p> <p>FY-73.3%</p>			<p>2.2 a. Graduation rates: Cohort- 95%</p> <p>EL- 94%</p> <p>SES- 92%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
website. ECS has a variety of interventions and supports for all students, foster youth (FY), socioeconomically disadvantaged (SES), and English learners (EL) to ensure graduation for our students.	FY-not reported, based on low student numbers 2019-2020 cohort - 91.4% EL - 91.7% SES - 87.8% FY - not reported, based on low student numbers				FY- *If subgroup data is available - the desired outcome is to exceed the Humboldt County 5-year graduation rate (currently 84.8%).
2.2 b. High school 4-year adjusted cohorts dropout rates per Data Quest. ECS secondary counselors and administrators work closely with students to develop and monitor successful graduation plans.	2.2 b. 2019-2020 4-year adjusted cohorts Eureka High School 1.4% Zoe Barnum High School 26.3% Overall District Rate 6.1%	2.2 b. 2020-2021 4-year adjusted cohorts Eureka High School 2.2% Zoe Barnum High School 26.1% Overall District Rate 6%			2.2 b. Eureka High School dropout rate less than 1% Zoe Barnum High School dropout rate less than 15% Eureka City Schools District overall dropout rate of 5%
2.2 c. Middle School dropout rates per CalPads. ECS middle school counselors and	2.2 c.	2.2c			2.2 c. Achieve a Middle School dropout rate 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
administrators work closely with students to develop and monitor successful promotion to high school pathways.	2018-2019 District (Middle Schools grades 7-8): 0.14%	2020-2021 District (Middle Schools grades 7-8): 0.92%			
2.2 d. Annual report to the board regarding math placement for ninth grade students	2.2 d. For the 19-20 school year of the 332 incoming ninth-graders in a gen ed math class; 55% were placed in Algebra 1 or Math 9	2.2 d For the 20-21 school year of the 307 incoming ninth-graders in a gen ed math class; 57% were placed in Algebra 1 or Math 9			2.2 d. Attain a placement rate of 60% of all students in gen ed math classes of Alg 1 or Math 9
2.3 a. Suspension Rates for students based on Dashboard (2018-2019 figures) and Data Quest Data for 2019-2020 *PLEASE BE ADVISED: As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic,	2.3 a. & b. Suspension Rates based on the CA Dashboard (2018-2019): All students-6.5% EL-3.1% SWD-11.3% FY-14.5% SED-7.6% Homeless-10.2% 2.3 a. & b. Suspension Rates based on Data Quest for 2019-2020:	2.3 a. & b. Suspension Rates based on the CA Dashboard (2020-2021): Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. 2.3 a. & b.			2.3 a. & b. For all students and all subgroups attain a suspension rate of less than 5% and a dis-proportionality percentage between subgroups of less than 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>the 2019–20 suspension and expulsion data are not comparable to similar data from other academic years; however, the CDE has determined that these data are valid and reliable for the period of time that schools were physically open during the 2019–20 academic year.</p> <p>2.3 b. CA Dashboard % disproportionality gap in suspension rates between all subgroups (EL, SWD, FY, SED, Homeless)</p>	<p>All Students 5.3% EL-1.9% SWD-9.9% FY-11.7% SED-5.9% Homeless-9.4%</p>	<p>Suspension Rates based on Data Quest for 2020-2021: All Students -.7% EL-.3% SWD-.9% FY-1% SED-.7% Homeless-1.5%</p> <p>2.3 b. Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p>			
<p>2.3 c. Expulsion rate in 2018-2019 and 2019-2020 *PLEASE BE ADVISED: As a result of the statewide physical school closures that occurred in February/March</p>	<p>2.3 c. Expulsion rate for 2018-2019: All students: .05%</p> <p>2.3 c. Expulsion rate for 2019-2020: All students: .03%</p>	<p>2.3 c. Expulsion rate for 2020-2021: All students: 0%</p>			<p>2.3 c. Expulsion rate maintain below .05%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2020 due to the COVID-19 pandemic, the 2019–20 suspension and expulsion data are not comparable to similar data from other academic years; however, the CDE has determined that these data are valid and reliable for the period of time that schools were physically open during the 2019–20 academic year.					
2.4 a. Using the CHKS determine the % of students who feel connected to at least one caring adult at their school *PLEASE BE ADVISED: As a result of the statewide physical school	2.4 a. 2018-2019 Healthy Kids Survey Results Connectedness Elementary: 63% Secondary: Grade 7: 58% Grade 9: 57% Grade 11: 55% NT: 54% (NT=Non Traditional) 2.4 b.	2.4 a. 2020-2021 Healthy Kids Survey Results Connectedness Elementary: 69% Secondary: Grade 7: 59% Grade 9: 62% Grade 11: 56% NT: (NT=Non Traditional) 2.4 b.			2.4 a. Students who feel connected to at least one caring adult at their school: Increase each baseline measure 5% by the end of the 2023-24 school year. 2.4 b. LCAP 4th-12th grade students survey- 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>closures that occurred in February/March 2020 due to the COVID-19 pandemic, the 2019–20 Healthy Kids Survey was not administered.</p> <p>2.4 b. Using the District Annual LCAP Student Survey of students in grades 4-12 determine the % of students who answer Yes to the following statement: Someone (a teacher, principal, secretary, monitor, custodian, and/or other adult) at my school cares about me.</p> <p>2.4 c. For parents - using CHKS determine % of parents who strongly agree that school has adults who really care about students</p> <p>2.4 d. For staff - using CHKS determine % of staff districtwide who strongly agree that</p>	<p>2019-2020 LCAP Student Survey Result: All Students 86.9% (373 out of 429)</p> <p>2.4 c. 2019-2020 CHKS Parents - Strongly agree = 37% (all), 55% (elementary) and 29% (middle)</p> <p>2.4 d. 2019-2020 CHKS Districtwide all staff - Strongly agree = 60%</p>	<p>2020-2021 LCAP Student Survey Result: All Students 88% (539 out of 616) *parent survey sent 2/17</p> <p>2.4 c. 2020-2021 CHKS Parents - Not Available</p> <p>2.4 d. 2020-2021 CHKS Districtwide all staff - Strongly agree = 63%</p>			<p>From CHKS: Elementary- 70% Secondary: Grade 7 - 70% Grade 9 - 70% Grade 11 - 70% NT- 70%</p> <p>2.4 C. All parents: 50% Elementary 70% Middle 45%</p> <p>2.4 d. Staff Strongly agree (Districtwide): 75%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
adults at school have caring relationships with students					
<p>2.4 e. Using CHKS determine the % of students who perceive their school as a safe environment.</p> <p>*PLEASE BE ADVISED: As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the 2019–20 Healthy Kids Survey was not administered.</p> <p>2.4 f. For parents - using CHKS determine % of parents who strongly agree that school is a safe place for my child</p> <p>2.4 g. For staff - using CHKS determine % of staff districtwide who strongly agree that</p>	<p>2.4 e. 2018-2019 Perceived Safety: Elementary: 66% Secondary: Grade 7: 62% Grade 9: 53% Grade 11: 60% NT: 65% (NT=Non Traditional)</p> <p>2.4 f. using CHKS determine % of parents who strongly agree that school is a safe place for my child All parents: 38% Elementary 58% Middle:27%</p> <p>2.4 g. using CHKS determine % of staff districtwide who strongly agree that school is a safe place for students Districtwide all staff: 53%</p>	<p>2.4e. 2020-2021 Perceived Safety: Elementary: 43% Secondary: Grade 7: 15% Grade 9: 18% Grade 11: 16% NT: N/A (NT=Non Traditional)</p> <p>2.4f. Not Available</p> <p>2.4g. Districtwide all staff: 53%</p>			<p>2.4 e. Students who perceive their school as a safe environment: Elementary- 75% Secondary: Grade 7 - 70% Grade 9 - 70% Grade 11 - 70% NT- 70%</p> <p>2.4 f. All parents: 45% Elementary 65% Middle:35%</p> <p>2.4 g. Staff strongly agree (Districtwide): 60%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school is a safe place for students					
<p>2.4 h. The California Department of Education's Physical Fitness Test (PFT) measures six areas of fitness. The baseline % are students who passed 5 of 6 components of the PFT.</p> <p>*PLEASE BE ADVISED: As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the 2019–20 Physical Fitness Test was not administered.</p>	<p>2.4 h. 2018-2019 Based on the PFT Summary of Results of students passing 5 out of 6 or 6 out of 6 standards met:</p> <p>5th: 32.6% (goal not met)</p> <p>7th: 53.3% (goal not met)</p> <p>9th: 59.2% (goal not met)</p>	<p>2.4h. Due to the COVID-19 pandemic, the 2020–21 Physical Fitness Test was not administered.</p> <p>2021-2022 Physical Fitness Test was administered in Spring of 2022.</p>			<p>2.4 h. Students who pass at least 5 out of 6 components of the PFT will increase 10% by 2023-2024.</p>
2.5 a. Percentage of FTE assigned for interpreter services.	2.5 a. 2019-2020 Vacant Position Posting for various hours at various sites	2.5a. 2020-2021 Language Line services utilized.			2.5 a. Translation services provided for all schools as needed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.5 b. Stakeholder Survey gives ECS information regarding input into our LCAP plan.	2.5 b. 163 completed parent surveys out of 3,530 student enrollment.	2.5b. 163 completed parent surveys out of 3579 student enrollment.			2.5 b. Attain at least 25% District return rate for surveys and/or other stakeholder input outreach.
2.5 c. Log/documentation of IEP invitations sent to parents/guardians	2.5 c. All parents/guardians of students with disabilities (SWD) are invited to attend IEP meetings.	2.5c. All parents/guardians of students with disabilities (SWD) are invited to attend IEP meetings.			2.5 c: Maintain: All parents/guardians of students with disabilities (SWD) invited to attend IEP meetings.
2.5 d. Parent participation in IEP meetings for students with disabilities	Outreach done through letters and follow-up phone calls, and (when needed) home visits.	Outreach done through letters and follow-up phone calls, and (when needed) home visits.			Outreach done through letters, and when needed, with follow-up phone calls.
2.5 e. Meaningful participation of parents in programs for unduplicated students, attendance at ELAC and DELAC meetings, school site council meetings, Back to School Nights, Open Houses and parent-teacher conferences.	2.5 d. <100% attendance of required members at each IEP (% vary by site)	2.5d. <100% attendance of required members at each IEP (% vary by site)			2.5 d. 100% required IEP team attendance at IEP meetings.
	2.5 e. ELACs and DELACs poorly attended with quorums frequently not obtained. Parents of unduplicated pupils regularly attend school site council meetings, but	2.5e. ELACs and DELACs poorly attended with quorums frequently not obtained. Parents of unduplicated pupils regularly attend school site council meetings, but			2.5 e. Quorum consistently present for all site-based and District-level committees. >50% participation of parents in schoolwide events that support unduplicated pupils. Attendance at parent-teacher conferences

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	attendance numbers are low. <50% of students' parents attend Back to School events and Open House. Parent-teacher conference attendance is 75%-80% as measured by sign-in sheets	attendance numbers are low. Due to COVID mandates at the time, Back to School Night did not occur and Open House was postponed until May 2022. Parent-teacher conference attendance is 85% as measured by sign-in sheets			shall reach >90% by 2023-2024.
2.6 a. Analyze the number of partnering agencies with ECS schools and the District.	2.6 a. Site Administrators report partnerships with the following agencies: HSU, HCOE, Supporting Inclusive Practices Grant Program, CAPTAIN , HDN SELPA, RCRC, Head Start, First Five Humboldt, Early Literacy Partners, Redwood Coast Action Agency, Humboldt Sponsors, Boys and Girls Club, County Mental Health DHHS, Cal Soap, City of Eureka Recreation Department, Coast Guard	HSU, HCOE, Supporting Inclusive Practices Grant Program, CAPTAIN , HDN SELPA, RCRC, Head Start, First Five Humboldt, Early Literacy Partners, Redwood Coast Action Agency, Humboldt Sponsors, Boys and Girls Club, County Mental Health DHHS, Cal Soap, City of Eureka Recreation Department, Coast Guard, Changing Tides Family Services, YSB-RCAA, Yurok Tribe, Eureka Police Department,			2.6 a. Increase partnerships across all school sites

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		College of the Redwoods, Two Feathers, Humboldt Area Foundation, Blue Lake Rancheria, Soroptomist Club, Maples Plumbing, CTE committee, North California Indian Development Council/NCIDC, City of Eureka, Safe Routes to Schools, NAACP Eureka Chapter, Humboldt Area Foundation, Friends of the Dunes.			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 a. Transportation	Maintain transportation for students living outside of a mile to attend school	\$843,719.00	Yes
2.2	2.1 b. Attendance Tracking	Continue to monitor PowerSchool for attendance and A2A for non-attendance tracking and reporting	\$29,600.00	No
2.3	2.1 c. Chronic Absenteeism	Address the high chronic absenteeism in the district utilizing the 3-yr (ending in June 30, 2022) Learning Communities for School Success Program (LCSSP) grant.	\$225,115.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	2.2 a. High School Readiness (Cost captured in Goal 1 action 42)	Provide Freshman seminar or AVID 9 to all 9th graders		No
2.5	2.2 d. High School Readiness (Cost captured in goal 1 action 14, 16 and 34.)	Provide appropriate math intervention to ensure students entering ninth grade math are successful in algebra		No
2.6	2.3 a. School Climate (Cost captured in goal 1 action 1 and 16.)	Implement strategies specified in school safety plans and SPSAs		No
2.7	2.3 b. Alternatives to Suspension (Cost captured in goal 1 action 16.)	2.3 Assign staff to provide alternatives to suspension		No
2.8	2.3 c. PBIS (Cost captured in goal 1 and goal 16.)	Maintain positive school climate and engagement through Positive Behavior Interventions & Supports and Restorative Practice implementation		No
2.9	2.3 d. Universal Screening	Conduct "Universal Screening" in order to determine appropriate services for students	\$2,500.00	No
2.10	2.4 a. Health and Physical Education (Cost captured in goal 1 action 12 and 16.)	Provide training for staff to impliment health and physical education programs		No
2.11	2.4 b. Extracurricular Activities (Cost captured in goal 1 action 16).	Ensure that students have a wide variety of opportunities to participate in extra curricular activities.		No

Action #	Title	Description	Total Funds	Contributing
2.12	2.4 c. School based Health Professionals	School Based Health Professionals provide services to our unduplicated population.	\$298,471.00	Yes
2.13	2.4 d. Restorative Practices	Students shall receive appropriate support to engage in restorative practices.	\$83,632.00	Yes
2.14	2.4 e. Tier III Support	Provide adequate staffing to meet the needs of students requiring intensive interventions for socio-emotional well being and mental health.	\$127,676.00	Yes
2.15	2.4 f. Prevention/Deescalation Techniques and Training	Provide CPI Training/De-escalation techniques and training for staff	\$300.00	No
2.16	2.4 g. CARE Specialist (Costs captured in Goal 1 action 10 and 53).	Provide CARE specialists for TK-12 as needed for socio-emotional/behavioral support.		No
2.17	2.4 h. Supervision of Students (Costs captured in Goal 1 action 16).	Ensure adequate levels of supervision of students to maintain a safe and supportive school environment.		No
2.18	2.4 i. Student Mental Health	Implement mental health services for students and families.	\$462,647.00	No
2.19	2.4 e Provide mental health support	Implement mental health services for students and families through Humboldt Bridges Mental Health grant.	\$290,342.00	No

Action #	Title	Description	Total Funds	Contributing
2.20	2.4 k. Counselors (Cost captured in goal 1 action 29)	Provide counseling services to students in grades 6-12.		No
2.21	2.5 a. Family Outreach (Costs captured in goal 1 action 1, 14, 16 and 36)	Outreach communications to families of English Learners, families of Foster and Homeless Youth, and families of socio-economically disadvantaged students which highlight opportunities to participate in school events and decision making forums		No
2.22	2.5 b. Community Outreach (Cost captured in goal 1 action 16)	Create opportunities for community involvement. Promote the district for prospective students.		No
2.23	2.5 c. Stakeholder Input (Costs captured throughout goal 1)	Provide opportunities for input to all families, including unduplicated students and students with disabilities, through School Site Council meetings, IEP meetings (SWD) open stakeholder meetings, board meetings, and online and paper surveys.		No
2.24	2.5 d. Community Communication (Cost Captured in goal 1 action 16)	Provide communication to families and community through the use of newsletters, social media postings and other electronic communication tools. Translations will be provided as required for English Learner families.		Yes
2.25	2.6 a. Community Outreach (Cost captured in goal 1 action 16)	Outreach to community organizations, businesses and other agencies to support enrichment and project based learning.		No
2.26	2.6 b. Community Partners (Cost	Partner with community resources/agencies to promote student well-being.		No

Action #	Title	Description	Total Funds	Contributing
	captured in goal 1 action 16)			
2.27	2.1-2.6 A. Additional Actions and Services at school sites (Costs captured in goal 1 action 1)	Each site's School Plan for Student Achievement (SPSA) denotes actions and services that further support LCAP Goal 2		
2.28	2.1-2.6 B. Additional Actions and Services (Costs captured in goal 1 action 53)	Further actions and services that support LCAP Goal 2 are captured in the ELO Plan or specified in allocations for ESSER II and IPI.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Planned actions and actual implementation of actions went as planned except for challenges to provide opportunity for collaboration and professional development due to lack of substitutes did impact the district's ability to provide professional development in all areas. There were also challenges partnering with community organizations due to COVID protocols. Due to safety concerns regarding COVID, opportunities to include families and community members in in person events was limited. Schools pivoted to online events and smaller group settings.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.1) Increase in transportation due to an increase in fuel costs during the year. 2.3) Due to the COVID-19 pandemic, the staff had to redirect their focus to other district needs, reducing expenses for this funding source. Expect an increase in expenditures next year with carryover funds. 2.14) Intervention staff were instead paid out of other funding sources including one-time COVID funds. A portion of the expenses included in Goal/Action 1.53. 2.19) Carryover of funding allowed for an additional part-time position to be funded. In addition, increase due to negotiated contract.

An explanation of how effective the specific actions were in making progress toward the goal.

Specific actions have been taken in this goal area. Additional student mental health and behavior supports are in place for the 2021-2022 school year. A crisis counselor and additional Behavior Support Aides and Board Certified Behavioral Analyst have been hired. Schools also have access to school social workers.

COVID safety protocols have impacted our attendance rate district wide. The district has hired COVID Testing Specialists to support the students, families and schools during the pandemic.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes to the goals, metrics, outcomes or actions.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Eureka City Schools student subgroup - homeless/McKinney-Vento students - will experience growth in each California Dashboard identified performance area - specifically Chronic Absenteeism and College and Career Readiness equal to that of other ECS groups of students.

An explanation of why the LEA has developed this goal.

Eureka City Schools must include a goal to address homeless/McKinney-Vento students as they have been identified as a consistently low-performing student group for three or more consecutive years. ECS staff will engage in "rounding" an evidence-based leadership practice that creates a feedback loop between leaders, staff, and community partners to address the disparity in performance. Harvard's Four Drive Model (Harvard Business Review, July 2008) suggests four basic drives guide people: to acquire (including social status), bond, comprehend, and defend (i.e., protect against threats, and promote justice.) This is true of employees, physicians, caregivers, and patients. Harvard's studies show that an organization's ability to meet these four fundamental drives explains, on average, 60 percent of employee motivation. The authors find that an organization can best improve motivation by satisfying all four drives in concert. Rounding for Outcomes responds to each of these drivers. During the 22-23 school year, Principals and teachers will be asked to round with homeless students and parents, and District leaders will be asked to round with principals, other school leaders, and community partners to form a plan to best support our homeless/McKinney-Vento youth and their families. Intentional rounding specifically centered on homeless youth will be a new action for ECS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard College and Career Preparedness (Homeless)	2019 CA Dashboard 8.3%	2021: College/Careers Measures Only Report: Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate:			50% of homeless students will be identified as College and Career prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		HOMELESS STUDENTS = 41 students, 12.3%			
CA Dashboard Chronic Absenteeism (Homeless)	2019 CA Dashboard 31.2%	Data Quest: 2020-21 Chronic Absenteeism Rate, HOMELESS STUDENTS = 85 students, 43.6%			13% of homeless students will be identified as Chronically Absent

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A as this is a new goal created during the 2022 LCAP update process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A as this is a new goal created during the 2022 LCAP update process.

An explanation of how effective the specific actions were in making progress toward the goal.

N/A as this is a new goal created during the 2022 LCAP update process.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A as this is a new goal created during the 2022 LCAP update process.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
		\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

We considered two primary questions to consider when determining what actions and services to include in the 2022-23 LCAP:

1. What current actions and services have proven to be effective in meeting the needs of our unduplicated students effective (based on action/service implementation data and student outcome data as noted in the 2021-22 LCAP/LCP annual updates)?
2. What additional evidence-based actions and services should be engaged to further support all our students but especially our unduplicated students as a result of expected and actual learning loss resulting from recovering from the impacts of COVID-19?

The following actions and services included in the 2022-23 LCAP have either proven to be effective (as evidenced by improved student outcomes noted in the annual updates) or are anticipated to be effective based on empirical evidence, research, and stakeholder feedback:

Considering that nearly 70% of our students meet the criteria for being unduplicated (SED, FY, and EL), all actions and services in the LCAP are primarily directed towards these students.

Needs, conditions, and circumstances for English Learners (ELs):

1. 16.5% of Eureka City Schools students are ELs
2. According to the CA Dashboard (Fall 2021), 11.31% of current English-only students performed Standard Met or Standard Exceeded in ELA for CAASPP compared to English-only students who Met or Exceeded Standard at 53.6%.
3. According to the CA Dashboard (Fall 2021), 8.41% of current English-only students performed Standard Met or Standard Exceeded in MATH for CAASPP compared to English-only students who Met or Exceeded Standard at 38.1%.

2021-22 Measurable desired outcomes for ELs based on these needs, conditions, and circumstances:

1. ELs attain "yellow" for the ELA indicator on the CA Dashboard
2. ELs attain "yellow" for the Math indicator on the CA Dashboard
3. >50% of ELs will make progress towards English proficiency
4. EL seniors who are considered "prepared" shall increase to 20%
5. Suspension rate for ELs shall remain below 5%

Needs, conditions, and circumstances for Foster Youth (FY) and low-income students (SED):

1. 69.4% of Eureka City Schools students are SED, and 2% are FY
2. According to the CA Dashboard (Fall 2021), Current SED students Met or Exceeded Standard 15.48% of the time in ELA and 10.79% of the time in MATH.

2021-22 Measurable desired outcomes for SED and FY students based on these needs, conditions, and circumstances:

1. SED students attain "green" for the ELA indicator on the CA Dashboard, and FY attains "orange."
2. SEDs attain "green" for the Math indicator on the CA Dashboard, and FY attains "yellow."
3. >50% of ELs will make progress towards English proficiency
4. SED seniors who are considered "prepared" shall increase to 35%
5. Suspension rate for SED and FY should be <5%
6. Chronic absenteeism for both SED and FY students shall be <12%

With these needs, conditions, and circumstances in mind, and to attain the desired measurable outcomes, the following focus goals were established to support improvements in the achievement and performance of our unduplicated pupils in the area of academic achievement and college and career readiness:

Goal 1. All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Focus Goal 1.1: Ensure all students access CCSS-aligned instructional materials and student supplies.

Focus Goal 1.2: Increase the delivery of high-quality instruction through ongoing professional development.

Focus Goal 1.3: Provide competitive salaries and benefits to recruit and maintain a high-quality staff.

Focus Goal 1.4: Ensure all students access clean, safe, and well-maintained facilities, including appropriate technology.

Focus Goal 1.5: Increase the number of students who graduate college and career ready.

Focus Goal 1.6: Ensure all students have access to a multi-tiered system of supports focusing on language arts, math, and ELD instruction leading to improved EL Reclassification Rates.

Focus Goal 1.7: Increase student participation in a broad course of study, including enrichment opportunities and advanced coursework, with an emphasis on underrepresented students.

To attain these focus goals, ECS will implement these actions and services primarily directed toward unduplicated pupils:

Each site's School Plan for Student Achievement (SPSA) denotes actions and services that further support LCAP Goal 1.

School supplies Ensure targeted subgroups have access to school supplies.

Provide a District librarian whose work is principally directed to supporting unduplicated students.

Provide library tech hours for all sites based on enrollment.

Provide collaboration time for teachers

Provide CARE Specialists, TK-12 as needed for academic supports.

All students will receive one additional hour of instruction per week.

Fidelity to district initiatives.

Provide an additional day of teacher professional development (over 2018-2019) to align and implement with fidelity district initiatives with improved student outcomes.

Provide an additional day of teacher professional development (over 2018-2019) to align and implement with fidelity district initiatives with improved student outcomes such as AVID, Construction Meaning, PBIS, and restorative practices.

Teachers may provide additional intervention services for struggling students, especially targeting homeless and foster youth.

The hiring and retaining of highly qualified staff is particularly important to ensure that the needs of our targeted "high risk" student population (with emphasis on all student groups in the "red" category as per CA Dashboard) are met. To do so, while simultaneously increasing teachers' instructional preparation, provide an additional Professional Development day within the school calendar (above 2018-2019 number) for all certificated staff.

Maintain the technology committee to oversee the plan for technology purchases, professional use by staff, and appropriate student use to promote learning, emphasizing access to and incorporation of technology at school by socio-economically disadvantaged, English learners, and foster youth.

Maintain 1:1 district student/computer ratio. This action is primarily directed towards meeting the needs of our unduplicated students.

Maintain average below contracted class size numbers for grades.

Combination classes are permissible at the elementary schools to account for grade-level enrollment fluctuations and ensure that we stay within GSA limits.

Provide summer school instruction for all students K-12, emphasizing credit recovery 9-12 and significant subgroups who need intervention at all grades.

Select assessments and implement consistent classroom-based formative and summative assessments at each grade level and train all staff to emphasize unduplicated student subgroups.

Provide release time and/or paid outside of contract time for staff collaboration to provide intervention and supervision, emphasizing unduplicated students.

Provide a data tracking system for credentialed staff to monitor student performance and include training for its use to monitor the progress of unduplicated students better.

Maintain post-secondary education planning through high school and middle school counseling services, especially at the middle school level, before 9th-grade balloting in January. There will be counseling technician support specifically targeted toward successful progress for our Homeless Youth at the high school level.

Provide Yurok Language courses.

Provide access to college prep courses, AP courses, and college courses (Concurrent and Dual enrollment). Investigate increase in sections including zero periods with an emphasis on unduplicated students.

Utilizing the Wild Rivers Indian Education grant funding to support students in grades 6-12 to ensure that they are on track for graduation and future college and career readiness.

Provide intervention teachers to support low-performing students. This action is primarily directed toward unduplicated students.

Provide Literacy, Math, and EL technicians.

Provide staffing to support homeless youth, English learners, and/or socio-economic disadvantaged students. Maintain sections of EL support at the secondary level.

Provide professional development to all credentialed staff and classified techs in strategies that target EL and SED growth.

Provide professional development in working with Foster Youth and trauma-informed practices to all credentialed staff and classified staff.

PD for working with homeless students Provide professional development in working with homeless students to all credentialed staff and classified staff.

Maintain student access to advanced study through support for AVID at Zane and Grant and advance AVID strategies.

Schoolwide at Winship and EHS. Send an additional elementary team to AVID Summer Institute- Alice Birney or Washington*with a focus on recruiting students from the unduplicated count.

Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment at the secondary level to include students who do not traditionally enter these fields, emphasizing students in the unduplicated count. This will be partially accomplished through CTEIG, Perkins, and School Workforce Program (SWP) funds.

Goal 2: All students will learn in a safe, supportive, equitable, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Focus Goal 2.1: Increase student attendance, emphasizing improving attendance for targeted groups.

Focus Goal 2.2: Increase promotion and graduation rates for all students.

Focus Goal 2.3: Decrease suspension and expulsion rates for all students.

Focus Goal 2.4: Increase the level of student physical, mental, and social/emotional health through a multi-tiered system of supports.

Focus Goal 2.5: Increase the number and types of opportunities for families to meaningfully engage in our schools.

Focus Goal 2.6: Increase partnerships with community agencies, businesses, and institutions

Actions and Services primarily directed towards unduplicated pupils:

Maintain transportation for students living outside of a mile to attend school.

Address the high chronic absenteeism in the district by utilizing the 3-yr (ending on June 30, 2022) Learning Communities for School Success Program (LCSSP) grant.

School-Based Health Professionals provide services to our unduplicated population.

Students shall receive appropriate support to engage in restorative practices.

Provide adequate staffing to meet the needs of students requiring intensive interventions for socio-emotional well-being and mental health.

CARE Specialist Provide CARE specialists for TK-12 for socio-emotional/behavioral support.

Implement mental health services for students and families.

Provide mental health support. Implement mental health services for students and families through Humboldt Bridges Mental Health grant.

Provide counseling services to students in grades 6-12.

Outreach communications to families of English Learners, families of Foster and Homeless Youth, and families of socio-economically disadvantaged students, which highlight opportunities to participate in school events and decision-making forums.

Provide communication to families and the community through newsletters, social media postings, and other electronic communication tools. Translations will be provided as required for English Learner families.

Each site's School Plan for Student Achievement (SPSA) denotes actions and services that further support LCAP Goal 2.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Eureka City Schools is required to increase or improve services for EL, Foster Youth, and Low Income students by _____ which is equal to \$ _____ as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students. Based on student outcome data as reported on the CA Dashboard, Data Quest, and in the 2020-21 LCAP, it is evident that many of our unduplicated students are experiencing an "opportunity gap" that is resulting in an "achievement gap." As a district, we have an unduplicated count of approximately 70%. Therefore, the majority of our students benefit from actions and services implemented Districtwide or at any given school site.

The following Goals and Actions reflect this increased percentage:

Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

Actions for Goal 1 that address academic achievement, EL progress and college and career readiness for unduplicated students: 2, 3, 7, 10, 11, 12, 13, 14, 15, 19, 21, 22, 23, 28, 29, 30, 31, 34, 35, 36, 38, 39, 40, 42, 50, 51, 52, and 53

Goal 2: Goal 2: All students will learn in a safe, supportive, equitable, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

Actions for Goal 2 that address school climate, suspension rate and chronic absenteeism for unduplicated students): 2, 3, 12, 13, 14, and 24

The following actions and services are either new or represent an increase in current actions and services, and they are primarily directed towards our foster youth, English learners, and low income students:

Goal 1 new supports:

- Additional Math, reading, and EL intervention teachers and EL Coach (TOSA)
- Additional CARE Specialists
- Additional classroom paraprofessionals, EL techs, math techs and literacy techs
- Additional math tutors
- Enhancement of after-school program
- Comprehensive summer school program

Goal 2 new supports:

- Hiring of a school social worker
- Additional mental health counselor
- Additional Board Certified Behavior Analyst
- Additional site-based behavior support aides

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$34,045,870.53	\$5,457,673.00	\$2,166,742.00	\$5,146,363.00	\$46,816,648.53	\$38,112,149.36	\$8,704,499.17

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1-1.7 A. Additional Actions and Services at school sites					\$1,507,848.00	\$1,507,848.00
1	1.2	1.1 a. School supplies	English Learners Foster Youth Low Income	\$440,999.00				\$440,999.00
1	1.3	1.1 b. Provide a district librarian	English Learners Foster Youth Low Income	\$122,975.00				\$122,975.00
1	1.4	1.1 c. Library techs	English Learners Foster Youth Low Income	\$159,288.46				\$159,288.46
1	1.5	1.1 d. Appropriate Curriculum for all students	All		\$165,892.00			\$165,892.00
1	1.6	1.1 f. Independent reading materials-reading and math assessment tools	All	\$50,699.00				\$50,699.00
1	1.7	1.2 a. Provide collaboration time for teachers	English Learners Foster Youth Low Income	\$300,908.00				\$300,908.00
1	1.8	1.2 b. NGSS implementation (Costs captured in goal 1 action 16)	All					
1	1.9	1.2 c. NGSS teacher training (Costs	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		captured in goal 1 action 16)						
1	1.10	1.2 d. CARE Specialists	English Learners Foster Youth Low Income	\$605,806.00				\$605,806.00
1	1.11	1.2 f. Additional PD day for all teachers	English Learners Foster Youth Low Income	\$346,796.00				\$346,796.00
1	1.12	1.2 g. Fidelity to district initiatives	English Learners Foster Youth Low Income	\$85,446.00				\$85,446.00
1	1.13	1.2 h. Professional Development and collaboration	English Learners Foster Youth Low Income	\$33,994.00				\$33,994.00
1	1.14	1.2 i. Intervention services	English Learners Foster Youth Low Income	\$101,983.00				\$101,983.00
1	1.15	1.3 a. The hiring and retaining of highly qualified staff	English Learners Foster Youth Low Income	\$476,547.00				\$476,547.00
1	1.16	1.3 b. Provide staffing to implement LCAP goals	All	\$18,080,330.00	\$2,107,317.00		\$487,843.00	\$20,675,490.00
1	1.17	1.4 a. Technology	All	\$193,808.07				\$193,808.07
1	1.18	1.4 b. Maintain the technology plan (Costs captured in goal 1 action 16)	All					
1	1.19	1.4 c. Computer and technology purchases	English Learners Foster Youth Low Income	\$816,000.00				\$816,000.00
1	1.20	1.4 d. Maintain facilities and grounds	All	\$1,783,138.00				\$1,783,138.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.21	1.5 a. Class size	English Learners Foster Youth Low Income	\$1,014,844.00				\$1,014,844.00
1	1.22	1.5 b. Combination classes	English Learners Foster Youth Low Income	\$84,986.00				\$84,986.00
1	1.23	1.5 c. Summer school	English Learners Foster Youth Low Income	\$33,228.00				\$33,228.00
1	1.24	1.5 d. Classroom based assessments (Costs captured in goal 1 action 16)	All					
1	1.25	1.5 e. Staff collaboration and release time (Costs captured in goal 1 action 16)	All					
1	1.26	1.5 g. ELA and math PD (Costs captured in goal 1 action 16)	All					
1	1.27	1.5 h. Student literacy and math skills across the curriculum (Costs captured in goal 1 action 16)	All					
1	1.28	1.5 i. Data tracking system	English Learners Foster Youth Low Income	\$41,318.00				\$41,318.00
1	1.29	1.5 j. Middle and High School Counselors	English Learners Foster Youth Low Income	\$172,752.00				\$172,752.00
1	1.30	1.5 k. Language Courses	English Learners Foster Youth Low Income	\$33,994.00				\$33,994.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.31	1.5 l. Broad course offering for College preparedness	English Learners Foster Youth Low Income	\$84,986.00				\$84,986.00
1	1.32	1.5 m. College and Career skills (Costs captured in goal 1 action 16)	All					
1	1.33	1.5 n. Wild Rivers Indian Education Grant	All			\$139,906.00		\$139,906.00
1	1.34	1.6 a. Intervention Teachers	English Learners Foster Youth Low Income	\$383,837.00				\$383,837.00
1	1.35	1.6 b. Provide Literacy, Math, and EL technicians	English Learners Foster Youth Low Income	\$187,097.00				\$187,097.00
1	1.36	1.6 c. Support for significant sub groups (Costs captured and split across goal 1 action 6, 14, 15,16, 29, 34 and 35)	English Learners Foster Youth Low Income					
1	1.37	1.6 e. PD for EL and SED students (Costs captured and split across Goal 1 actions 11, 12, and 13.)	All	\$54,593.00				\$54,593.00
1	1.38	1.6 e. PD for EL and SED students (Costs captured and split across Goal 1 actions 11, 12, and 13)	English Learners Foster Youth Low Income					
1	1.39	1.6 f. PD for foster youth and trauma informed practices (Costs captured and split across Goal 1 actions 11, 12, and 13)	Foster Youth					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.40	1.6 g. PD for working with homeless students (Costs captured and split across Goal 1 actions 11, 12, and 13)	English Learners Foster Youth Low Income					
1	1.41	1.6 i. Special education services	Students with Disabilities	\$6,551,456.00		\$1,667,276.00	\$715,625.00	\$8,934,357.00
1	1.42	1.7 a. AVID district wide	English Learners Foster Youth Low Income	\$118,981.00				\$118,981.00
1	1.43	1.7 b. Elementary music	All	\$195,338.00				\$195,338.00
1	1.44	1.7 c. Instrument repair	All	\$15,000.00				\$15,000.00
1	1.45	1.7 d. Art supplies	All	\$25,000.00				\$25,000.00
1	1.46	1.7 e. Replace art materials and equipment	All	\$15,000.00				\$15,000.00
1	1.47	1.7 g. GATE identification (Cost captured in goal 1 action 16)	GATE					
1	1.48	1.7.h. Create Grant and other VAPA	All				\$125,256.00	\$125,256.00
1	1.49	1.7.h. Project based learning/competitions (Costs captured in goal 1 action 5, 11 and 48)	All					
1	1.50	1.7 i. Career Technical Education	English Learners Foster Youth Low Income	\$118,063.00	\$224,268.00		\$57,652.00	\$399,983.00
1	1.51	1.7 k. Middle School CTE (Cost captured in goal 1 action 16)	English Learners Foster Youth Low Income					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.52	1.7 I. World Language offerings (Cost captured in goal 1 action 16, 26, 27, 30)	All					
1	1.53	1.1-1.7 B. Additional Actions and Services	All		\$2,735,081.00		\$1,789,492.00	\$4,524,573.00
2	2.1	2.1 a. Transportation	English Learners Foster Youth Low Income	\$774,501.00		\$69,218.00		\$843,719.00
2	2.2	2.1 b. Attendance Tracking	All	\$29,600.00				\$29,600.00
2	2.3	2.1 c. Chronic Absenteeism	All English Learners		\$225,115.00			\$225,115.00
2	2.4	2.2 a. High School Readiness (Cost captured in Goal 1 action 42)	All					
2	2.5	2.2 d. High School Readiness (Cost captured in goal 1 action 14, 16 and 34.)	All					
2	2.6	2.3 a. School Climate (Cost captured in goal 1 action 1 and 16.)	All					
2	2.7	2.3 b. Alternatives to Suspension (Cost captured in goal 1 action 16.)	All					
2	2.8	2.3 c. PBIS (Cost captured in goal 1 and goal 16.)	All					
2	2.9	2.3 d. Universal Screening	All	\$2,500.00				\$2,500.00
2	2.10	2.4 a. Health and Physical Education (Cost captured in goal 1 action 12 and 16.)	All					
2	2.11	2.4 b. Extracurricular Activities (Cost captured in goal 1 action 16).	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.12	2.4 c. School based Health Professionals	English Learners Foster Youth Low Income	\$298,471.00				\$298,471.00
2	2.13	2.4 d. Restorative Practices	English Learners Foster Youth Low Income	\$83,632.00				\$83,632.00
2	2.14	2.4 e. Tier III Support	English Learners Foster Youth Low Income	\$127,676.00				\$127,676.00
2	2.15	2.4 f. Prevention/Deescalation Techniques and Training	All	\$300.00				\$300.00
2	2.16	2.4 g. CARE Specialist (Costs captured in Goal 1 action 10 and 53).	All					
2	2.17	2.4 h. Supervision of Students (Costs captured in Goal 1 action 16).	All					
2	2.18	2.4 i. Student Mental Health	All				\$462,647.00	\$462,647.00
2	2.19	2.4 e Provide mental health support	All			\$290,342.00		\$290,342.00
2	2.20	2.4 k. Counselors (Cost captured in goal 1 action 29)	All					
2	2.21	2.5 a. Family Outreach (Costs captured in goal 1 action 1, 14, 16 and 36)	All					
2	2.22	2.5 b. Community Outreach (Cost captured in goal 1 action 16)	All					
2	2.23	2.5 c. Stakeholder Input (Costs captured throughout goal 1)	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.24	2.5 d. Community Communication (Cost Captured in goal 1 action 16)	English Learners					
2	2.25	2.6 a. Community Outreach (Cost captured in goal 1 action 16)	All					
2	2.26	2.6 b. Community Partners (Cost captured in goal 1 action 16)	All					
2	2.27	2.1-2.6 A. Additional Actions and Services at school sites (Costs captured in goal 1 action 1)						
2	2.28	2.1-2.6 B. Additional Actions and Services (Costs captured in goal 1 action 53)						

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
					\$7,049,108.46	0.00%		Total:	\$7,049,108.46
								LEA-wide Total:	\$6,896,900.46
								Limited Total:	\$707,789.00
								Schoolwide Total:	\$859,997.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	1.1 a. School supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$440,999.00	
1	1.3	1.1 b. Provide a district librarian	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,975.00	
1	1.4	1.1 c. Library techs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$159,288.46	
1	1.7	1.2 a. Provide collaboration time for teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,908.00	
1	1.10	1.2 d. CARE Specialists	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$605,806.00	
1	1.11	1.2 f. Additional PD day for all teachers	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$346,796.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.12	1.2 g. Fidelity to district initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,446.00	
1	1.13	1.2 h. Professional Development and collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,994.00	
1	1.14	1.2 i. Intervention services	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$101,983.00	
1	1.15	1.3 a. The hiring and retaining of highly qualified staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$476,547.00	
1	1.19	1.4 c. Computer and technology purchases	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$816,000.00	
1	1.21	1.5 a. Class size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,014,844.00	
1	1.22	1.5 b. Combination classes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Alice Birney, Grant, Washington, Lafayette	\$84,986.00	
1	1.23	1.5 c. Summer school	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: EHS and Zoe 9-12	\$33,228.00	
1	1.28	1.5 i. Data tracking system	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$41,318.00	
1	1.29	1.5 j. Middle and High School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$172,752.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.30	1.5 k. Language Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Eureka High School 9-12	\$33,994.00	
1	1.31	1.5 l. Broad course offering for College preparedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,986.00	
1	1.34	1.6 a. Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$383,837.00	
1	1.35	1.6 b. Provide Literacy, Math, and EL technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$187,097.00	
1	1.36	1.6 c. Support for significant sub groups (Costs captured and split across goal 1 action 6, 14, 15,16, 29, 34 and 35)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.38	1.6 e. PD for EL and SED students (Costs captured and split across Goal 1 actions 11, 12, and 13)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.39	1.6 f. PD for foster youth and trauma informed practices (Costs captured and split across Goal 1 actions 11, 12, and 13)	Yes	LEA-wide	Foster Youth	All Schools		
1	1.40	1.6 g. PD for working with homeless students (Costs captured and split across Goal 1 actions 11, 12, and 13)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.42	1.7 a. AVID district wide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$118,981.00	
1	1.50	1.7 i. Career Technical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Zane, Winship, EHS, Zoe Barnum	\$118,063.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						High School 6-12		
1	1.51	1.7 k. Middle School CTE (Cost captured in goal 1 action 16)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Zane, Winship, EHS, Zoe Barnum High School 6-12		
2	2.1	2.1 a. Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$774,501.00	
2	2.3	2.1 c. Chronic Absenteeism			English Learners			
2	2.12	2.4 c. School based Health Professionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$298,471.00	
2	2.13	2.4 d. Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,632.00	
2	2.14	2.4 e. Tier III Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$127,676.00	
2	2.24	2.5 d. Community Communication (Cost Captured in goal 1 action 16)	Yes	LEA-wide	English Learners	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$46,816,648.53	\$47,137,220.97

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1-1.7 A. Additional Actions and Services at school sites		\$1,507,848.00	1368043.44
1	1.2	1.1 a. School supplies	Yes	\$440,999.00	151738
1	1.3	1.1 b. Provide a district librarian	Yes	\$122,975.00	91,898
1	1.4	1.1 c. Library techs	Yes	\$159,288.46	101237
1	1.5	1.1 d. Appropriate Curriculum for all students	No	\$165,892.00	54111
1	1.6	1.1 f. Independent reading materials-reading and math assessment tools	No	\$50,699.00	50699
1	1.7	1.2 a. Provide collaboration time for teachers	Yes	\$300,908.00	300908
1	1.8	1.2 b. NGSS implementation (Costs captured in goal 1 action 16)	No		0
1	1.9	1.2 c. NGSS teacher training (Costs captured in goal 1 action 16)	No		0
1	1.10	1.2 d. CARE Specialists	Yes	\$605,806.00	665944

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	1.2 f. Additional PD day for all teachers	Yes	\$346,796.00	346796
1	1.12	1.2 g. Fidelity to district initiatives	Yes	\$85,446.00	85446
1	1.13	1.2 h. Professional Development and collaboration	Yes	\$33,994.00	33994
1	1.14	1.2 i. Intervention services	Yes	\$101,983.00	101983
1	1.15	1.3 a. The hiring and retaining of highly qualified staff	Yes	\$476,547.00	476547
1	1.16	1.3 b. Provide staffing to implement LCAP goals	No	\$20,675,490.00	17986093
1	1.17	1.4 a. Technology	No	\$193,808.07	151571
1	1.18	1.4 b. Maintain the technology plan (Costs captured in goal 1 action 16)	No		0
1	1.19	1.4 c. Computer and technology purchases	Yes	\$816,000.00	558872
1	1.20	1.4 d. Maintain facilities and grounds	No	\$1,783,138.00	1522216
1	1.21	1.5 a. Class size	Yes	\$1,014,844.00	1014844
1	1.22	1.5 b. Combination classes	Yes	\$84,986.00	84986
1	1.23	1.5 c. Summer school	Yes	\$33,228.00	33228

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.24	1.5 d. Classroom based assessments (Costs captured in goal 1 action 16)	No		0
1	1.25	1.5 e. Staff collaboration and release time (Costs captured in goal 1 action 16)	No		0
1	1.26	1.5 g. ELA and math PD (Costs captured in goal 1 action 16)	No		0
1	1.27	1.5 h. Student literacy and math skills across the curriculum (Costs captured in goal 1 action 16)	No		0
1	1.28	1.5 i. Data tracking system	Yes	\$41,318.00	41318
1	1.29	1.5 j. Middle and High School Counselors	Yes	\$172,752.00	172752
1	1.30	1.5 k. Language Courses	Yes	\$33,994.00	33994
1	1.31	1.5 l. Broad course offering for College preparedness	Yes	\$84,986.00	84986
1	1.32	1.5 m. College and Career skills (Costs captured in goal 1 action 16)	No		0
1	1.33	1.5 n. Wild Rivers Indian Education Grant	No	\$139,906.00	126790
1	1.34	1.6 a. Intervention Teachers	Yes	\$383,837.00	325818
1	1.35	1.6 b. Provide Literacy, Math, and EL technicians	Yes	\$187,097.00	192995
1	1.36	1.6 c. Support for significant sub groups (Costs captured and split	Yes		0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		across goal 1 action 6, 14, 15,16, 29, 34 and 35)			
1	1.37	1.6 e. PD for EL and SED students (Costs captured and split across Goal 1 actions 11, 12, and 13.)	No	\$54,593.00	8336
1	1.38	1.6 e. PD for EL and SED students (Costs captured and split across Goal 1 actions 11, 12, and 13)	Yes		0
1	1.39	1.6 f. PD for foster youth and trauma informed practices (Costs captured and split across Goal 1 actions 11, 12, and 13)	Yes		0
1	1.40	1.6 g. PD for working with homeless students (Costs captured and split across Goal 1 actions 11, 12, and 13)	Yes		0
1	1.41	1.6 i. Special education services	No	\$8,934,357.00	8472882
1	1.42	1.7 a. AVID district wide	Yes	\$118,981.00	118981
1	1.43	1.7 b. Elementary music	No	\$195,338.00	195338
1	1.44	1.7 c. Instrument repair	No	\$15,000.00	15000
1	1.45	1.7 d. Art supplies	No	\$25,000.00	25000
1	1.46	1.7 e. Replace art materials and equipment	No	\$15,000.00	15000
1	1.47	1.7 g. GATE identification (Cost captured in goal 1 action 16)	No		0
1	1.48	1.7.h. Create Grant and other VAPA	No	\$125,256.00	129064

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.49	1.7.h. Project based learning/competitions (Costs captured in goal 1 action 5, 11 and 48)	No		0
1	1.50	1.7 i. Career Technical Education	Yes	\$399,983.00	333841
1	1.51	1.7 k. Middle School CTE (Cost captured in goal 1 action 16)	Yes		
1	1.52	1.7 l. World Language offerings (Cost captured in goal 1 action 16, 26, 27, 30)	No		
1	1.53	1.1-1.7 B. Additional Actions and Services	No	\$4,524,573.00	9368858
2	2.1	2.1 a. Transportation	Yes	\$843,719.00	1005166
2	2.2	2.1 b. Attendance Tracking	No	\$29,600.00	29600
2	2.3	2.1 c. Chronic Absenteeism	No	\$225,115.00	83133
2	2.4	2.2 a. High School Readiness (Cost captured in Goal 1 action 42)	No		0
2	2.5	2.2 d. High School Readiness (Cost captured in goal 1 action 14, 16 and 34.)	No		0
2	2.6	2.3 a. School Climate (Cost captured in goal 1 action 1 and 16.)	No		0
2	2.7	2.3 b. Alternatives to Suspension (Cost captured in goal 1 action 16.)	No		0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	2.3 c. PBIS (Cost captured in goal 1 and goal 16.)	No		0
2	2.9	2.3 d. Universal Screening	No	\$2,500.00	2500
2	2.10	2.4 a. Health and Physical Education (Cost captured in goal 1 action 12 and 16.)	No		0
2	2.11	2.4 b. Extracurricular Activities (Cost captured in goal 1 action 16).	No		
2	2.12	2.4 c. School based Health Professionals	Yes	\$298,471.00	285876.53
2	2.13	2.4 d. Restorative Practices	Yes	\$83,632.00	88765
2	2.14	2.4 e. Tier III Support	Yes	\$127,676.00	0
2	2.15	2.4 f. Prevention/Deescalation Techniques and Training	No	\$300.00	0
2	2.16	2.4 g. CARE Specialist (Costs captured in Goal 1 action 10 and 53).	No		0
2	2.17	2.4 h. Supervision of Students (Costs captured in Goal 1 action 16).	No		0
2	2.18	2.4 i. Student Mental Health	No	\$462,647.00	462647
2	2.19	2.4 e Provide mental health support	No	\$290,342.00	337426
2	2.20	2.4 k. Counselors (Cost captured in goal 1 action 29)	No		0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.21	2.5 a. Family Outreach (Costs captured in goal 1 action 1, 14, 16 and 36)	No		0
2	2.22	2.5 b. Community Outreach (Cost captured in goal 1 action 16)	No		0
2	2.23	2.5 c. Stakeholder Input (Costs captured throughout goal 1)	No		0
2	2.24	2.5 d. Community Communication (Cost Captured in goal 1 action 16)	Yes		0
2	2.25	2.6 a. Community Outreach (Cost captured in goal 1 action 16)	No		0
2	2.26	2.6 b. Community Partners (Cost captured in goal 1 action 16)	No		0
2	2.27	2.1-2.6 A. Additional Actions and Services at school sites (Costs captured in goal 1 action 1)			0
2	2.28	2.1-2.6 B. Additional Actions and Services (Costs captured in goal 1 action 53)	Yes		

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$7,049,108.46	\$0.00	\$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	1.1 a. School supplies	Yes	\$440,999.00			
1	1.3	1.1 b. Provide a district librarian	Yes	\$122,975.00			
1	1.4	1.1 c. Library techs	Yes	\$159,288.46			
1	1.7	1.2 a. Provide collaboration time for teachers	Yes	\$300,908.00			
1	1.10	1.2 d. CARE Specialists	Yes	\$605,806.00			
1	1.11	1.2 f. Additional PD day for all teachers	Yes	\$346,796.00			
1	1.12	1.2 g. Fidelity to district initiatives	Yes	\$85,446.00			
1	1.13	1.2 h. Professional Development and collaboration	Yes	\$33,994.00			
1	1.14	1.2 i. Intervention services	Yes	\$101,983.00			
1	1.15	1.3 a. The hiring and retaining of highly qualified staff	Yes	\$476,547.00			
1	1.19	1.4 c. Computer and technology purchases	Yes	\$816,000.00			
1	1.21	1.5 a. Class size	Yes	\$1,014,844.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.22	1.5 b. Combination classes	Yes	\$84,986.00			
1	1.23	1.5 c. Summer school	Yes	\$33,228.00			
1	1.28	1.5 i. Data tracking system	Yes	\$41,318.00			
1	1.29	1.5 j. Middle and High School Counselors	Yes	\$172,752.00			
1	1.30	1.5 k. Language Courses	Yes	\$33,994.00			
1	1.31	1.5 l. Broad course offering for College preparedness	Yes	\$84,986.00			
1	1.34	1.6 a. Intervention Teachers	Yes	\$383,837.00			
1	1.35	1.6 b. Provide Literacy, Math, and EL technicians	Yes	\$187,097.00			
1	1.36	1.6 c. Support for significant sub groups (Costs captured and split across goal 1 action 6, 14, 15,16, 29, 34 and 35)	Yes				
1	1.38	1.6 e. PD for EL and SED students (Costs captured and split across Goal 1 actions 11, 12, and 13)	Yes				
1	1.39	1.6 f. PD for foster youth and trauma informed practices (Costs captured and split across Goal 1 actions 11, 12, and 13)	Yes				
1	1.40	1.6 g. PD for working with homeless students (Costs captured and split across Goal 1 actions 11, 12, and 13)	Yes				
1	1.42	1.7 a. AVID district wide	Yes	\$118,981.00			
1	1.50	1.7 i. Career Technical Education	Yes	\$118,063.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.51	1.7 k. Middle School CTE (Cost captured in goal 1 action 16)	Yes				
2	2.1	2.1 a. Transportation	Yes	\$774,501.00			
2	2.12	2.4 c. School based Health Professionals	Yes	\$298,471.00			
2	2.13	2.4 d. Restorative Practices	Yes	\$83,632.00			
2	2.14	2.4 e. Tier III Support	Yes	\$127,676.00			
2	2.24	2.5 d. Community Communication (Cost Captured in goal 1 action 16)	Yes				
2	2.28	2.1-2.6 B. Additional Actions and Services (Costs captured in goal 1 action 53)	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

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

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

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

AGENDA ITEM

Agenda Title: Eureka City Schools Student Achievement Plan

Meeting Date: June 2, 2022

Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the Student Achievement Plan for Eureka City Schools

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The purpose of the Student Achievement Plan is to coordinate all educational services at the school.

STRATEGIC PLAN/PRIORITY AREA:

This item applies to all strategic planning/priority areas.

HISTORY *(list previous staff or board action(s) with dates if possible)*

This is the first time the Board of Trustees will review this item.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

There is no cost associated with this item.

WHO *(list the name of the contact person(s), job title, and site location)*

Gary Storts, Assistant Superintendent, Educational Services

ATTACHMENTS:

Description

- Eureka City Schools Student Achievement Plan Presentation 2022



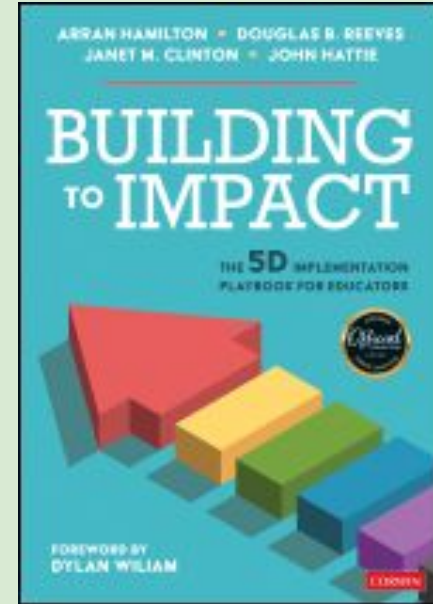
Eureka City
Schools

Achievement Game Plan

Inspiring academic **E**xcellence, **C**reativity, and the confidence to **S**ucceed

Education takes you places.

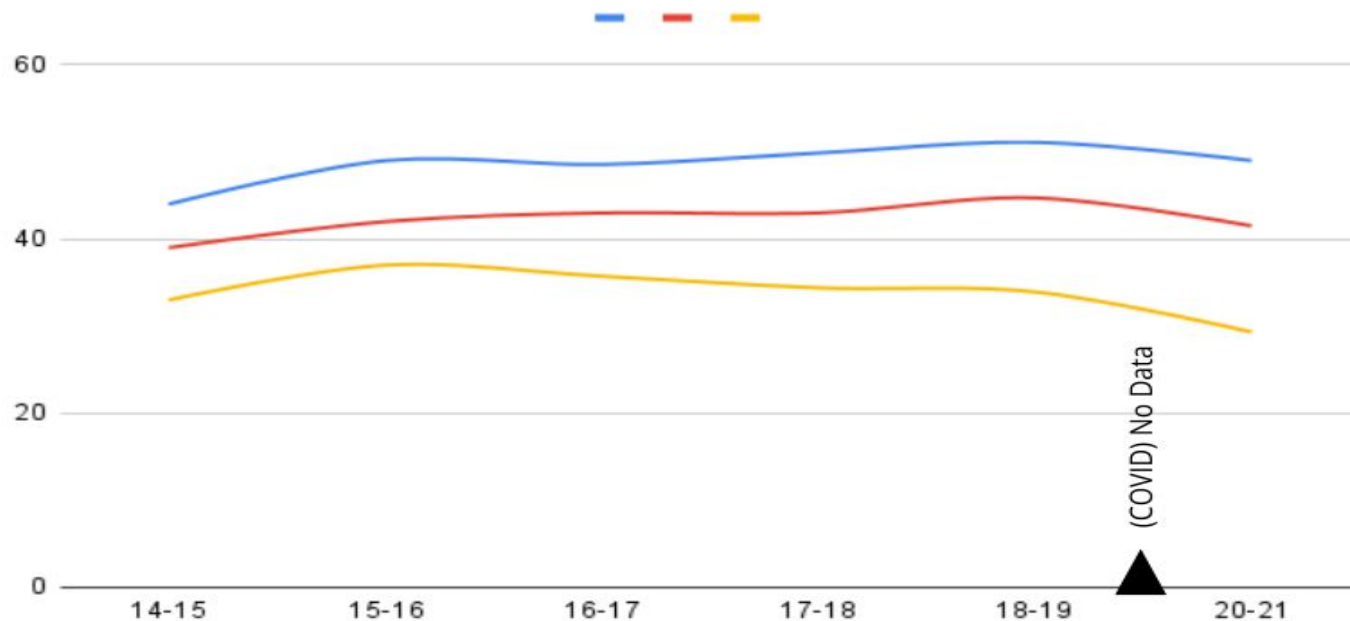
The relationship between access to quality schooling and **longer life expectancy, greater happiness, greater earnings, and a whole host of other good things** is long established and rarely disputed (Hamilton & Hattie, 2022; World Bank, 2018). The reverse leads to the reverse. A two-way street.



Review of Past Performance Data

COMPARISON OVER TIME

ELA 2015-2021



California



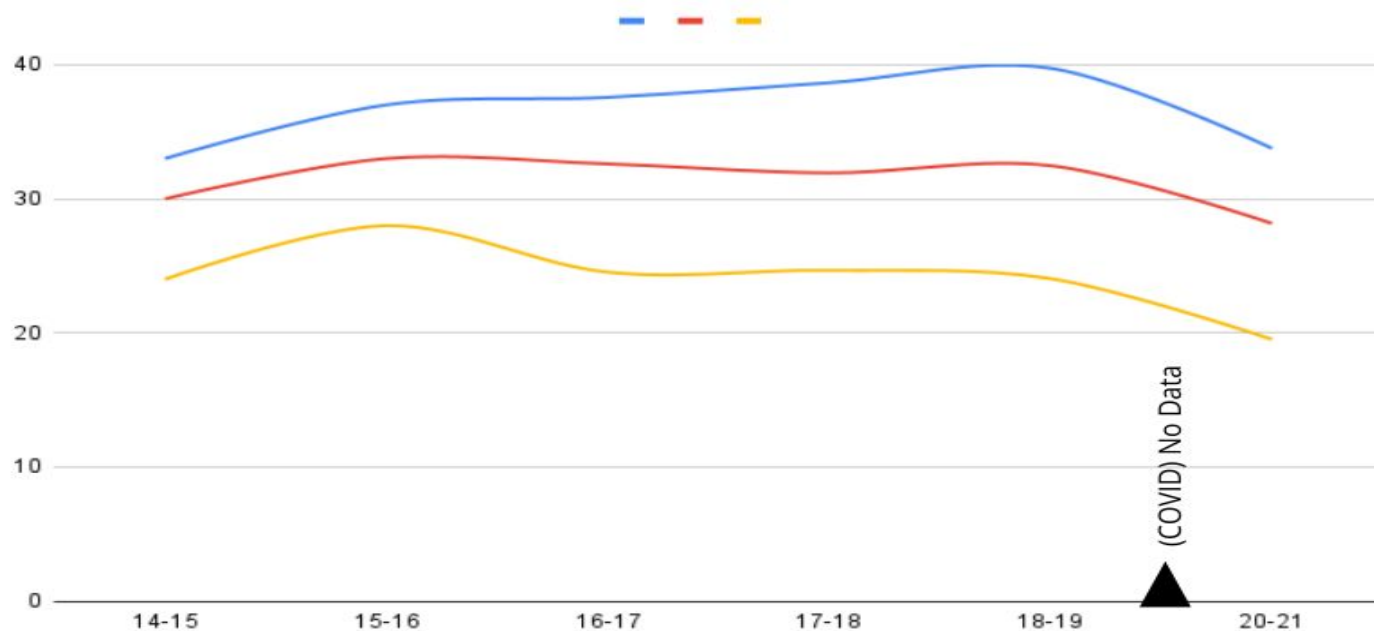
Hum Co.



ECS

COMPARISON OVER TIME

MATH 2015-2021



2021-2022 CAASPP DATA COMPARISONS

	English-Language Arts	Math
All Students (CA – Humboldt – ECS)	49.01% / 41.51% / 29.33%	33.76% / 28.16% / 19.52%
Disability Status (CA – Humboldt – ECS)	15.48% / 16.67% / 6.76%	10.79% / 13.51% / 8.45%
Economic Status: Disadvantaged (CA – Humboldt - ECS)	36.39% / 30.62% / 23.43%	20.32% / 20.18% / 16.24%
Economic Status: Not Disadvantaged (CA – Humboldt - ECS)	64.74% / 56.76% / 43.66%	50.49% / 39.38 % / 27.58%

ETHNICALLY DIVERSE STUDENT COMPARISONS

(CA – Humboldt – ECS) American Indian or Alaskan Native	32.58% / 19.85% / 8.16%	18.62% / 14.77% / 11.71%
(CA – Humboldt – ECS) Asian	75.03% / 36.72% / 32.84%	68.79% / 22.31% / 17.5%
(CA – Humboldt – ECS) Black	33.79% / 25.29% / 25.64%	17.95% / 19.1% / 14.63%
(CA – Humboldt – ECS) Filipino	69.93% / 43.75% / N/A	52.59% / 26.67% / N/A
(CA – Humboldt – ECS) Hispanic or Latino	37.64% / 29.13% / 21.86%	20.37% / 17.08% / 12.79%
(CA – Humboldt – ECS) Native Hawaiian or Pacific Islander	43.28% / 35.29% / 32.14%	26.83% / 17.15% / 17.24%
(CA – Humboldt – ECS) White	60.13% / 49.03% / 37.93%	45.48% / 34.57% / 26.05%
(CA – Humboldt – ECS) Two or More Races	43.28% / 39.18% / 20.65%	26.83% / 25.19% / 17.08%

ECONOMICALLY DIVERSE STUDENT COMPARISONS

Econ. Disadv. (CA – Humboldt – ECS) Amer. Indian or Alaskan Native	25.13% / 15.64% / 7.41%	13.29% / 11.54% / 11.69%
Economically Disadvantaged (CA – Humboldt – ECS) Asian	58.52% / 31.89% / 32.07%	47.14% / 17.82% / 16.66%
Economically Disadvantaged (CA – Humboldt – ECS) Black	27.32% / 22.03% / 26.67%	13.1% / 19.67% / 18.75%
Economically Disadvantaged (CA – Humboldt – ECS) Filipino	60.64% / N/A / N/A	52.59% / N/A / N/A
Economically Disadvantaged (CA – Humboldt – ECS) Hispanic or Latino	33.36% / 23.92% / 18.9%	16.57% / 14.86% / 12.43%
Econ. Disadv. (CA – Humboldt – ECS) Native Hawaiian or Pacific Isl	35.48% / 36.0% / 33.3%	26.83% / 11.54% / 13.64%
Economically Disadvantaged (CA – Humboldt – ECS) White	42.46% / 36.91% / 28.36%	27.14% / 25.32% / 21.68%
Economically Disadvantaged (CA – Humboldt – ECS) Two+ Races	40.33% / 29.31% / 14.55%	25.91% / 18.72% / 10.81%

NOT Economically Disadvantaged (CA – Humboldt – ECS)		
NOT Econ. Disadv. (CA – Humboldt – ECS) Amer. Indian or Alaskan Nat.	47.28% / 35.72% / 11.76%	29.07% / 26.79% / 11.76
NOT Economically Disadvantaged (CA – Humboldt – ECS) Asian	83.46% / 57.14% / 40%	79.92% / 40.82% / 25%
NOT Economically Disadvantaged (CA – Humboldt – ECS) Black	47.05% / 32.14% / N/A	28.08% / 17.86% / N/A
NOT Economically Disadvantaged (CA – Humboldt – ECS) Filipino	74.26% / N/A / N/A	57.57% / N/A / N/A
NOT Econ. Disadvantaged (CA – Humboldt – ECS) Hispanic or Latino	50.44% / 45.80% / 35.07%	31.67% / 24.27% / 14.47%
NOT Econ. Disadv. (CA – Humboldt – ECS) Native Hawaiian or Pac. Isl	53.46% / N/A / N/A	37.29% / N/A / N/A
NOT Economically Disadvantaged (CA – Humboldt – ECS) White	67.72% / 59.94% / 50.5%	53.27% / 42.96% / 31.87%
NOT Economically Disadvantaged (CA – Humboldt – ECS) Two+ Races	70.68% / 55.76% / 31.9%	58.29% / 37.15% / 31.39%

OTHER STUDENT COMPARISONS

Gender – Female (CA – Humboldt - ECS)	53.81% / 46.66% / 34.23%	34.46% / 27.23% / 18.31%
Gender – Male (CA – Humboldt - ECS)	44.3% / 36.5% / 24.91%	34.46% / 29.04% / 20.36%

Parent Education: Not a High School Graduate (CA – Humboldt – ECS)	29.11% / 18.68% / 17.58%	14.04% / 9.55% / 8.89%
Parent Education: High School Graduate (CA – Humboldt – ECS)	33.89% / 23.31% / 17.66%	18.35% / 13.72% / 12.91%
Parent Education: Some College (CA- Humboldt – ECS)	44.55% / 36.69% / 28.54%	26.52% / 22.18% / 17.57%
Parent Education: College Graduate (CA – Humboldt – ECS)	62.27% / 56.52% / 44.32%	47.38% / 40.31% / 32.04%
Parent Education: Graduate Degree (CA – Humboldt – ECS)	74.99% / 63.48% / 47.86%	64.54% / 50.44% / 36.26%

Military Status (CA – Humboldt – ECS)	54.19% / 35.71% / 41.67%	38.43% / 14.28% / 0%
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Migrant (CA – Humboldt - ECS)	25.14% / N/A / N/A	14.04% / N/A / N/A
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Homeless Status (CA – Humboldt – ECS)	29.64% / 13.44% / 23.75%	16.02% / 13.44% / 15.66%
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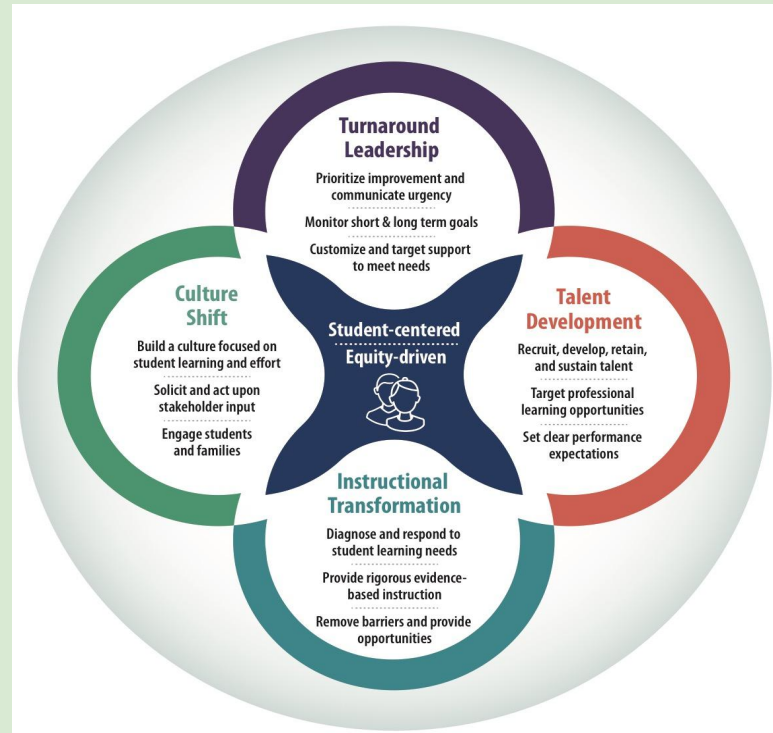
NEXT STEPS



March 7, 2022: School Site Specific
March 22, 2022: District Office Specific



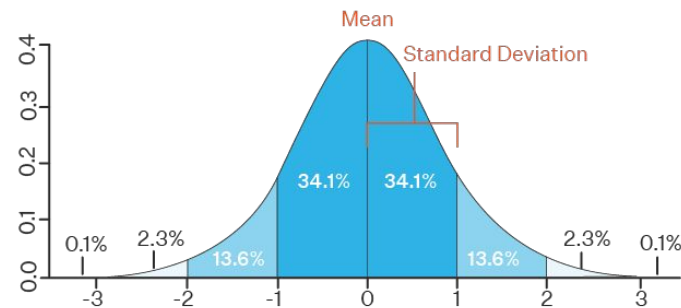
CALL
Comprehensive Assessment of
Leadership for Learning





Winzler
Alice Burney
Grant
Washington
Lafayette
Winship
Zane
Eureka High
Zoe Barnum

Standard Deviation



Legend: Comparison to Four Domains CALL Average by Standard Deviation (SD) ?

2+ SD below Avg	1-2 SD below Avg	0-1 SD below Avg	0-1 SD above Avg	1-2 SD above Avg	2+ SD above Avg
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Collective Site CALL Data

Areas of Strength and Areas for Growth

Turnaround Leadership

- 1.1 Prioritize improvement and communicate its urgency
- 1.2 Monitor Short- and Long-term Goals
- 1.3 Customize and target support to meet needs

Talent Development

- 2.1 Recruit, develop, retain, and sustain talent
- 2.2 Target professional learning opportunities
- 2.3 Set clear performance expectations

Instructional Transformation

- 3.1 Diagnose and respond to student learning needs
- 3.2 Provide rigorous evidence-based instruction
- 3.3 Remove barriers and provide opportunities

Culture Shift

- 4.1 Build a strong community intensely focused on student learning
- 4.2 Solicit and act upon stakeholder input
- 4.3 Engage students and families in pursuing education goals

June 2, 2022

Turnaround Leadership			Talent Development			Instructional Transform...			Culture Shift		
1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3
3.82	3.61	3.23	3.47	3.72	3.65	3.32	3.4	2.96	3.53	3.03	3.16
3.77	2.99	3.54	3.46	3.28	3.55	3.37	3.29	3.31	3.46	3.06	3.17

4.17	3.44	3.89	3.71	3.76	4.17	3.78	3.72	3.85	3.92	3.87	3.64
3.66	3.02	3.49	3.43	3.09	3.18	3.05	3.2	3.17	3.23	2.95	2.78
3.93	3.51	3.76	3.44	3.49	3.8	3.71	3.42	3.36	3.69	3.28	3.46
3.92	3.33	3.71	3.55	3.46	3.91	3.49	3.27	3.15	3.42	3.17	3.28
3.75	2.54	3.19	3.53	3.09	3.53	3.58	3.27	3.26	3.42	2.45	3.23
3.64	2.18	3.19	3.4	2.8	3.12	3.05	2.94	2.93	3.26	2.74	3.09
4.21	4.34	4.31	3.76	4.09	4.19	3.97	4.16	3.83	4.24	3.67	3.9
3.47	2.54	3.22	3.27	3.12	3.4	3.16	3.02	3.22	3.18	2.73	2.98
3.53	2.67	3.35	3.08	3.11	3.18	3.0	3.2	3.24	3.42	2.85	2.96

Turnaround Leadership

1.1 Prioritize improvement and communicate its urgency

1.2 Monitor Short- and Long-term Goals

1.3 Customize and target support to meet needs*

DOMAIN AVERAGE

3.82

3.61

3.23

3.55

3.77

2.99

3.54

3.43

4.17

3.44

3.89

3.83

3.66

3.02

3.49

3.39

3.93

3.51

3.76

3.73

3.92

3.33

3.71

3.65

3.75

2.54

3.19

3.16

3.64

2.18

3.19

3.0

4.21

4.34

4.31

4.29

3.47

2.54

3.22

3.08

3.53 June 2, 2022

2.67

3.35

3.18

STRATEGIES AND SUGGESTIONS FOR

1.2 Monitor Short- and Long-term Goals

Practice Description:

Develop goals informed by assessments of recent performance trends, and identify practices aimed at realizing a clearly articulated turnaround vision of significantly improved student learning.

Establish milestones for gauging progress. Continually update timelines and tasks to maintain the pace needed to accomplish meaningful goals quickly.

Respond to regular feedback on progress toward goal-directed milestones, and make timely changes in policy, programs, and personnel to get on track in achieving desired results for students.

Capitalize on initial turnaround successes and momentum to shift the focus from the change itself to incorporating and establishing effective organizational processes, structures, and interactions that contribute to continuous organizational improvement.

22-23 Leadership Efforts



Common Pacing Guides

- ☐ TK-12 ELA, Math, 6-8 Science, and K-5 ELD
- ☐ Fidelity to the curriculum
- ☐ August 3, 2022

Benchmark Assessments

- ☐ Establish Milestones
- ☐ Routine Reports on Progress
- ☐ Timely Adjustments

Talent Development

STRATEGIES AND SUGGESTIONS FOR

2.2 Target professional learning opportunities

Practice Description:

Offer high-quality, individualized, and responsive professional learning opportunities designed to build the capacity needed for rapid school improvement.

Offer regular opportunities for job-embedded learning including coaching, mentoring, and observation (including peer observations).

Leverage and maximize the effectiveness of high-performing teachers, coaches, and leaders by using them as models and peer coaches.

2.1 Recruit, develop, retain, and sustain talent	2.2 Target professional learning opportunities	2.3 Set clear performance expectations	DOMAIN AVERAGE
3.47	3.72	3.65	3.61
3.46	3.28	3.55	3.43

3.71	3.76	4.17	3.88
3.43	3.09	3.18	3.23
3.44	3.49	3.8	3.58
3.55	3.46	3.91	3.64
3.53	3.09	3.53	3.38
3.4	2.8	3.12	3.11
3.76	4.09	4.19	4.01
3.27	3.12	3.4	3.26
3.08	3.11	3.18	3.12

22-23 Talent Development Efforts



Targeted Professional Development

Visible Learning, July 25-27, 2022

- ☐ PLC+
- ☐ Teacher Clarity Playbook
- ☐ Feedback

West Ed Leadership Teams, August 9-10, 2022

- ☐ Site Specific Achievement Plans

Preservice Days, August 17-19

Inservice Days

Admin & Teacher Lead Collaboration Days

Teacher Academy

Instructional Transformation

STRATEGIES AND SUGGESTIONS FOR

3.1 Diagnose and respond to student learning needs

Practice Description:

Diagnose student learning needs and use identified needs to drive all instructional decisions.

Incorporate effective student supports and instructional interventions.

Use fluid, rapid assessment and adjustment of instructional grouping and delivery to adapt to student learning needs.

3.1 Diagnose and respond to student learning needs	3.2 Provide rigorous evidence-based instruction	3.3 Remove barriers and provide opportunities	DOMAIN AVERAGE
3.32	3.4	2.96	3.22
3.37	3.29	3.31	3.32
3.78	3.72	3.85	3.78
3.05	3.2	3.17	3.14
3.71	3.42	3.36	3.5
3.49	3.27	3.15	3.3
3.58	3.27	3.26	3.37
3.05	2.94	2.93	2.97
3.97	4.16	3.83	3.99
3.16	3.02	3.22	3.13
June 2, 2022 3.0	3.2	3.24	3.15

22-23 Instruction Efforts



Instructional Norms/Teacher Clarity

- ☐ Identified Best Practices
- ☐ Formative Feedback Strategies

Coaching Cycles

- ☐ Structured and Evidence-based
- ☐ Emphasis on New ECS Teachers

Peer Feedback Cycles

- ☐ Valued and Requested by Staff
- ☐ Structured and Evidence-based

Targeted-Interventions & Supports

- ☐ Consistent and Evidence-based

Culture Shift

STRATEGIES AND SUGGESTIONS FOR

4.1 Build a strong community intensely focused on student learning

Practice Description:

Celebrate successes — starting with quick wins early in the turnaround process — of students, family, teachers, and leaders. Early success promotes an expectation for further success and engenders confidence in the competence of colleagues.

Provide explicit expectations and support for each person's role (expected behaviors) both in the turnaround and student progress.

Create opportunities for members of the school community to come together to discuss, explore, and reflect on student learning.

Champion high expectations (of self and others), embed them in everyday practice and language, and reinforce them through shared accountability and follow-through on strategies for dramatically improving student outcomes.

4.1 Build a strong community intensely focused on student learning	4.2 Solicit and act upon stakeholder input	4.3 Engage students and families in pursuing education goals	DOMAIN AVERAGE
3.53	3.03	3.16	3.24
3.46	3.06	3.17	3.23

3.92	3.87	3.64	3.81
3.23	2.95	2.78	2.99
3.69	3.28	3.46	3.48
3.42	3.17	3.28	3.29
3.42	2.45	3.23	3.03
3.26	2.74	3.09	3.03
4.24	3.67	3.9	3.94
3.18	2.73	2.98	2.96
3.42	2.85	2.96	3.08

22-23 Culture Efforts



Portrait of a Graduate

- ☐ North Star

PLC+

- ☐ Structured Collaboration Format
- ☐ Individual and Collective Efficacy

Clear Expectations for Students and Staff

- ☐ Inspect What We Expect
- ☐ Feedback
- ☐ Celebrate Successes

Family and Community Engagement

- ☐ ThoughtExchange
- ☐ DEI Audit - Focus Groups

DEI Audit Process

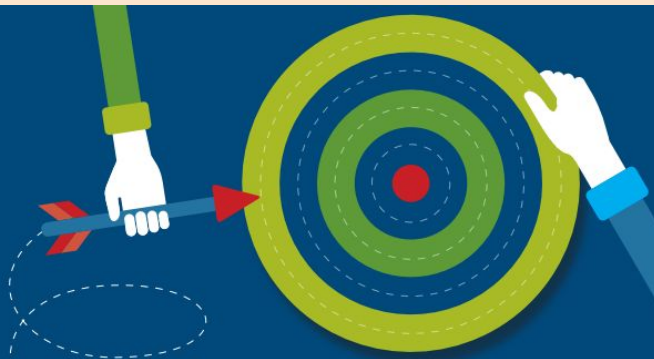


- ☐ Focus Groups (students, teachers, parent, and community partners)
- ☐ Surveys (students, parents, teachers, staff, and community partners)
- ☐ ThoughtExchange
- ☐ Assess Implicit Bias
- ☐ Review Intervention Supports
- ☐ Review Policies and Procedures
- ☐ Assess Financial Resources
- ☐ Review Current Equity Strategies and Practices
- ☐ Assess Leadership Readiness to Address Equity
- ☐ Review Professional Development Plans
- ☐ Analyze Student Achievement Data
- ☐ Review Recruiting and Retention Efforts
- ☐ Review Curriculum
- ☐ Review Pedagogical Approaches
- ☐ Review Family and Community Engagement Practices

“When students know how to learn, they are able to become their own teachers.”

—Nancy Frey, Douglas Fisher, and John Hattie

June 2, 2022




ASSESSMENT-CAPABLE **VISIBLE LEARNERS...**

- Know their current level of understanding
- Understand where they are going and have the confidence to take on the challenge
- Select tools to guide their learning
- Seek feedback and recognize that errors are opportunities to learn
- Monitor progress and adjust their learning
- Recognize their learning and teach others

Page 24 of 27

Adapted from *Visible Learning*, a book review by John Hattie, and *Assessment Capable & Visible Learners* by Nancy Frey, John Hattie, and Douglas Fisher. Thousand Oaks, CA: Corwin. Copyright © 2019 by Corwin. All rights reserved.



Foundational Belief: Focus on the Process and the Results will Follow

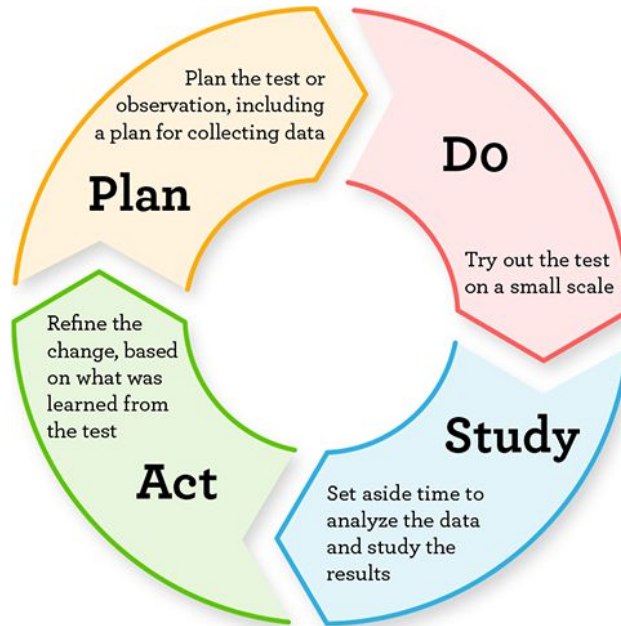
Turnaround Leadership			Talent Development			Instructional Transform...			Culture Shift		
1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3
3.82	3.61	3.23	3.47	3.72	3.65	3.32	3.4	2.96	3.53	3.03	3.16
3.77	2.99	3.54	3.46	3.28	3.55	3.37	3.29	3.31	3.46	3.06	3.17

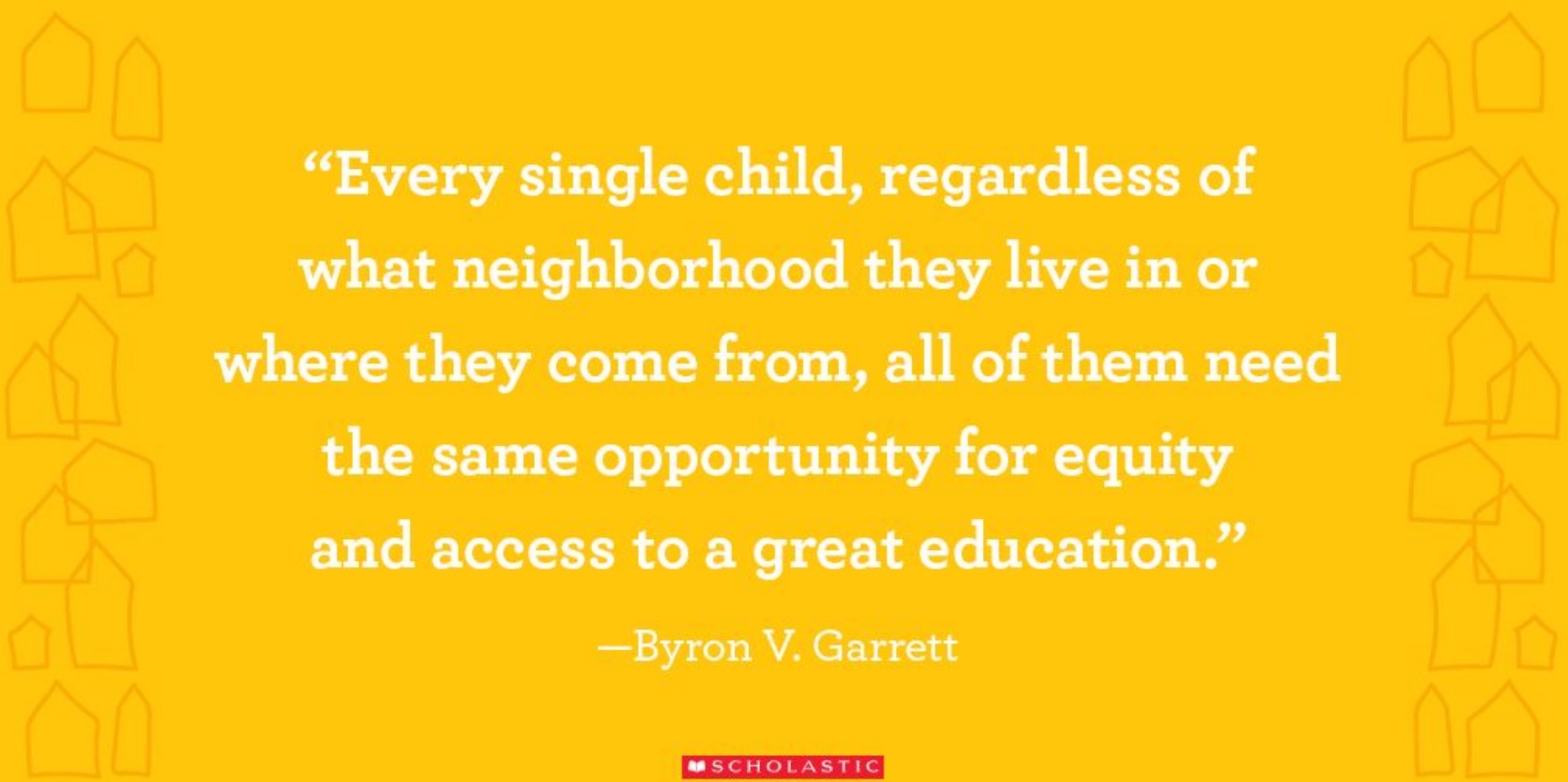
4.17	3.44	3.89	3.71	3.76	4.17	3.78	3.72	3.85	3.92	3.87	3.64
3.66	3.02	3.49	3.43	3.09	3.18	3.05	3.2	3.17	3.23	2.95	2.78
3.93	3.51	3.76	3.44	3.49	3.8	3.71	3.42	3.36	3.69	3.28	3.46
3.92	3.33	3.71	3.55	3.46	3.91	3.49	3.27	3.15	3.42	3.17	3.28
3.75	2.54	3.19	3.53	3.09	3.53	3.58	3.27	3.26	3.42	2.45	3.23
3.64	2.18	3.19	3.4	2.8	3.12	3.05	2.94	2.93	3.26	2.74	3.09
4.21	4.34	4.31	3.76	4.09	4.19	3.97	4.16	3.83	4.24	3.67	3.9
3.47	2.54	3.22	3.27	3.12	3.4	3.16	3.02	3.22	3.18	2.73	2.98
3.53	2.67	3.35	3.08	3.11	3.18	3.0	3.2	3.24	3.42	2.85	2.96

Collective Efficacy: Rachel Eells's (2011) meta-analysis of studies related to collective efficacy and achievement in education demonstrated that **the beliefs teachers hold about the ability of the school as a whole are "strongly and positively associated with student achievement across subject areas and in multiple locations"** (p. 110).

- ❑ PLC+
- ❑ Feedback
- ❑ Instructional Norms/Teacher Clarity

Foundational Belief: A Little Progress Each Day Adds Up to Big Results





“Every single child, regardless of what neighborhood they live in or where they come from, all of them need the same opportunity for equity and access to a great education.”

—Byron V. Garrett

AGENDA ITEM

Agenda Title: Discussion on Recommendation for Middle School Math Curriculum Adoption, Big Ideas
Meeting Date: June 2, 2022
Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to consider adopting instructional materials to be used for the grades 6 through 8 Math curriculum. The Eureka City Schools curriculum committee is recommending the approval of "Big Ideas" for our grades 6 through 8 Middle School Math program adoption.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

This is the first time that the Board of Trustees will be reviewing this item. The District's Curriculum Committee took action to advance this adoption recommendation to the ECS Board of Trustees for approval. This adoption will support students' progress in Math standards at the middle grades.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 2: MATH AND SCIENCE PROGRAMS

HISTORY *(list previous staff or board action(s) with dates if possible)*

This is part of the District's ongoing effort to ensure that each student has access to quality and Common Core aligned instructional materials in each core subject.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

WHO *(list the name of the contact person(s), job title, and site location)*

Gary Storts, Assistant Superintendent, Educational Services

ATTACHMENTS:

Description

- ▣ Middle School Math Curriculum Presentation, Big Ideas
- ▣ Big Ideas Quote for ECS 2022 Adoption



Big Ideas Math Modeling Real Life

Middle School 6-8



Big Ideas Focus: Empowering teachers to positively impact ALL students

- High impact strategies embedded within every lesson. These include:
 - Built in Classroom Discussion
 - Teacher Clarity
 - Student Evaluation & Feedback

Each Lesson Uses This Design



explore



learn



apply



Included for Teachers in Dynamic Classroom: Suggested Pacing Guide for Each Chapter

Suggested Pacing	
Chapter Opener	1 Day
Section 1	2 Days
Section 2	2 Days
Section 3	3 Days
Section 4	2 Days
Connecting Concepts	1 Day
Chapter Review	1 Day
Chapter Test	1 Day
Total Chapter 1	13 Days

Included for Teachers in Dynamic Classroom: Laurie's Notes (Laurie Boswell co-author)



Laurie's Notes

Chapter 1 Overview

Welcome to a new school year and a class of young teenagers with high energy, varied interests, and great excitement about the year to come. Sharing what the classroom climate and culture will be, along with an overview of the first chapter, will help students form a positive mindset as they begin the year.

From the first day, you want to establish a norm in your classroom that each student will discuss mathematical problems with a partner or group. Explorations at the beginning of each lesson, and Formative Assessment Tips such as *Turn and Talk*, are explicit opportunities for student engagement. I hope you find the suggestions in Laurie's Notes to be helpful in promoting student dialogue and engagement.

A major strand in this course is expressions and equations, content that naturally connects to later work with functions. In this chapter, students will build upon prior skills with equation solving while integrating a review of operations with rational numbers. You will learn a great deal about the strengths and misconceptions your students have. Be alert to two common areas of difficulty, computational errors and representation.

Students who are not proficient in rational-number operations will be challenged to solve equations without making errors. Trust that there will be opportunities throughout the year to practice and reinforce these skills. Integrate a review of solving equations in different forms as shown below.

Included for Teachers in Dynamic Classroom: Learning Targets and Success Criteria

Chapter 1 Learning Targets and Success Criteria

	Learning Target	Success Criteria
Chapter 1 Equations	Understand equations.	<ul style="list-style-type: none">• I can identify key words and phrases to solve equations.• I can write word sentences as equations.• I can explain how to solve equations.• I can model different types of equations to solve real-life problems.
1.1 Solving Simple Equations	Write and solve one-step equations.	<ul style="list-style-type: none">• I can apply properties of equality to produce equivalent equations.• I can solve equations using addition, subtraction, multiplication, or division.• I can use equations to model and solve real-life problems.
1.2 Solving Multi-Step Equations	Write and solve multi-step equations.	<ul style="list-style-type: none">• I can apply properties to produce equivalent equations.• I can solve multi-step equations.• I can use multi-step equations to model and solve real-life problems.

Included for Teachers in Dynamic Classroom: Progressions & Connections Across Grade Levels

Progressions


Through the Grades		
Grade 7	Grade 8	High School
<ul style="list-style-type: none">• Add, subtract, factor, and expand linear expressions with rational coefficients.• Solve multi-step problems posed with positive and negative rational numbers.• Solve two-step equations. Compare algebraic solutions to arithmetic solutions.	<ul style="list-style-type: none">• Show that a linear equation in one variable has one solution, infinitely many solutions, or no solution by transforming the equation into simpler forms.• Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	<ul style="list-style-type: none">• Solve multi-step linear equations and use them to solve real-life problems.• Rewrite and use literal equations and common formulas.• Solve systems of linear equations by graphing, by substitution, and by elimination.

Included in Each Chapter: STEAM Video with Exploration Questions

STEAM VIDEO

Training for a Half Marathon





Included in Each Chapter: Performance Tasks for CAASPP Preparation

PERFORMANCE TASK

Target Heart Rates

After completing this chapter, you will be able to use the concepts you learned to answer the questions in the *STEAM Video Performance Task*. You will be given information about a person's heart rate.

Resting heart rate

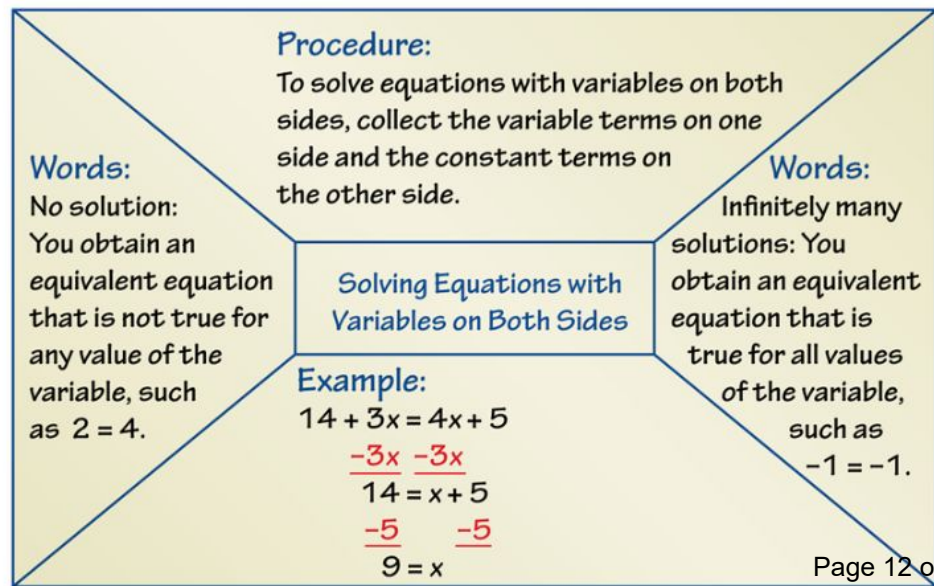
$$\left. \begin{array}{l} \text{Day 1} = x \\ \text{Day 2} = x \\ \text{Day 3} = x \\ \text{Day 4} = x \\ \text{Day 5} = 58 \end{array} \right\} \text{ 5-day average} = 62$$

You will be asked to find the range of a person's target heart rate. What factors might affect the range of a person's target heart rate?

Included in Each Lesson: Vocabulary Lessons with Graphic Organizers

Graphic Organizers

You can use an **Information Frame** to help organize and remember a concept. Here is an example of an Information Frame for *solving equations with variables on both sides*.



Included in Each Lesson: Multiple Example Problems with Video Tutorial Options

EXAMPLE 1

Solving a Two-Step Equation



Example



Stepped Out



Video



See another example

Solve $3x + 15 = 24$.

$$3x + 15 = 24$$

Write the equation.

Undo the addition.

$$\rightarrow \begin{array}{r} 3x + 15 = 24 \\ -15 \quad -15 \\ \hline 3x = 9 \end{array}$$

Subtraction Property of Equality

$$3x = 9$$

Simplify.

Undo the multiplication.

$$\rightarrow \begin{array}{r} 3x = 9 \\ \hline \frac{3x}{3} = \frac{9}{3} \\ x = 3 \end{array}$$

Division Property of Equality

$$x = 3$$

Simplify.

Check



$$3x + 15 = 24$$

$$3(3) + 15 \stackrel{?}{=} 24$$

$$24 = 24 \checkmark$$

► The solution is $x = 3$.

Self-Assessment for Students

 Self-Assessment

1I do not understand.

2I can do it with help.

3I can do it on my own.

4I can teach someone else.

+

Chapter 1 Adding and Subtracting Rational Numbers

+

1.1 Rational Numbers

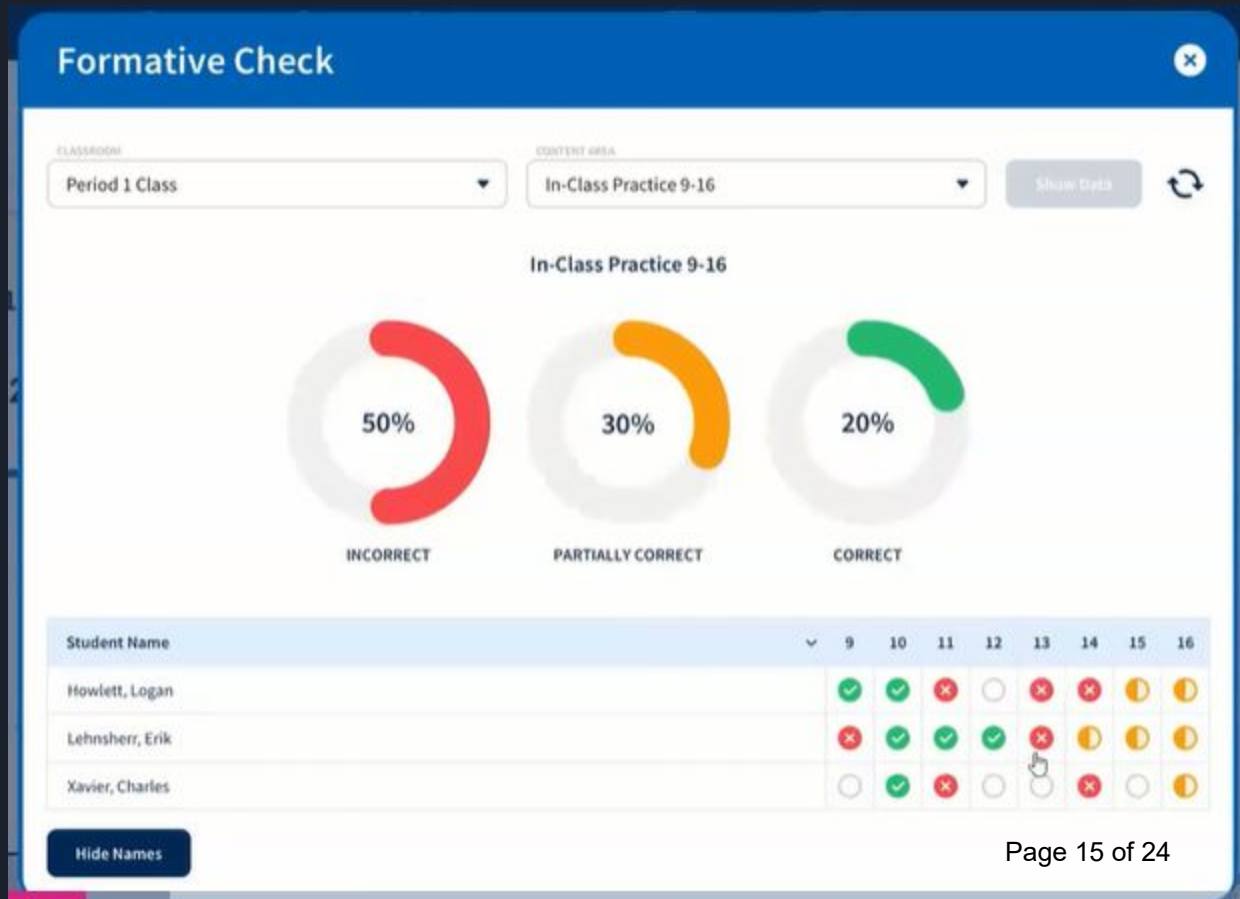
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1.2 Adding Integers

Learning Target	1	2	3	4
Find sums of integers.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Success Criteria	1	2	3	4
I can explain how to model addition of integers on a number line.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I can find sums of integers by reasoning about absolute values.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explain why the sum of a number and its opposite is 0.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Feedback for Teachers During the Lesson





Additional Teacher Resources

- Answer Presentation Tools
- Assessment Book
- Additional Differentiated Lessons
- eBook for Teacher & Student Edition
- STEAM Performance Tasks
- Additional Worksheets for Each Lesson
- Graphic Organizers
- Vocabulary Flash Cards



Assignments & Assessments

- Every lesson comes with roughly 50 practice problems with a mix of basic concept skills practice, application problems, and challenge/critical thinking problems.
 - TE has differentiation guides
- Each chapter is accompanied by premade quizzes and a summative chapter test. These assessments mimic the style of the assignments.



Customizing Assignments & Assessments

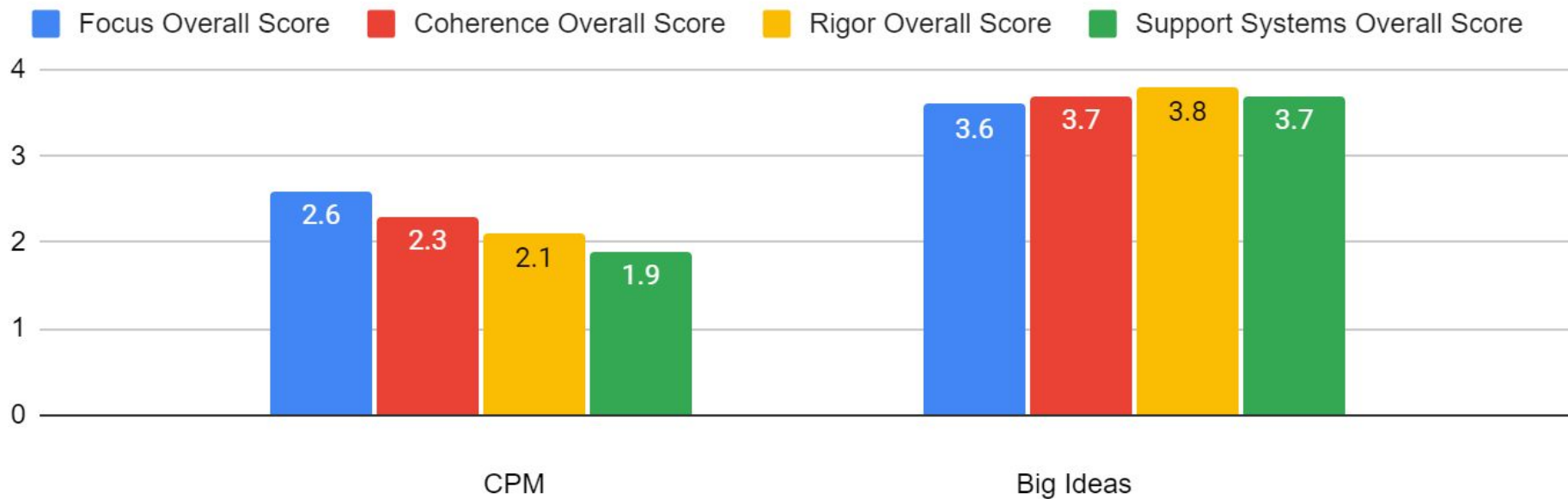
Teachers have access to a digital library question bank to make and assign custom assignments or assessments.



Main Reasons for Going with Big Ideas

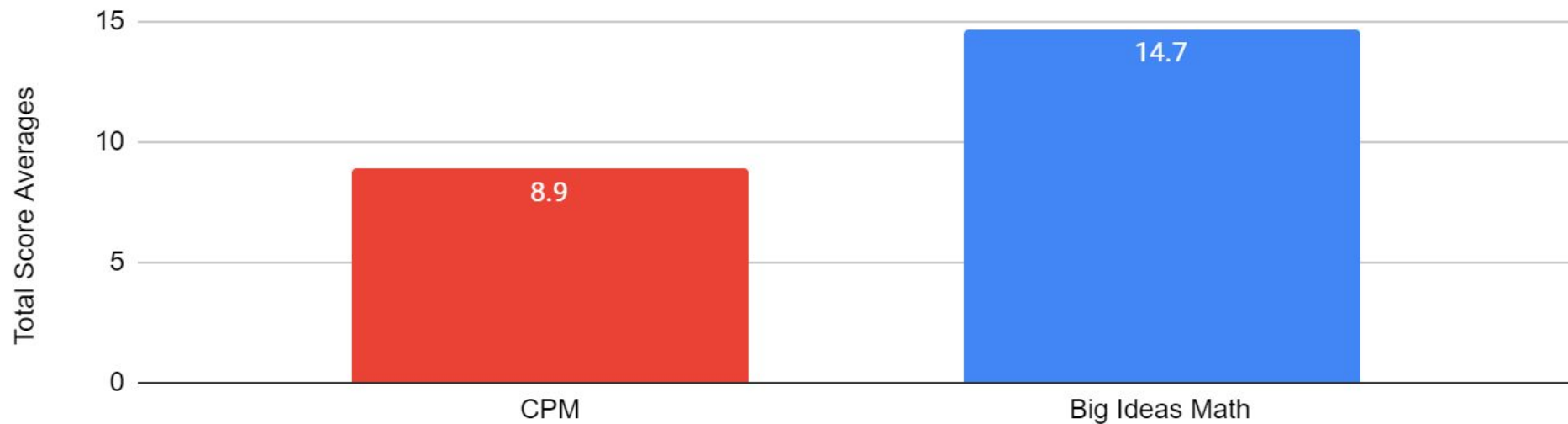
- Many more teacher supports, including pre-designed guided lessons. (Great for new(er) teachers)
- Built-in differentiation to better support learners of all levels.
- Multiple forms of feedback for better targeted intervention.
- Universal assignments & assessments to be used throughout the district.

Teacher Evaluation Results



Teacher Evaluation Results

Total Score Averages





Cost

Included Materials:

- Teach Edition print & digital resources
- Classroom sets of student edition textbooks for each teacher
- Student Journals(consumable) for each student
- Digital subscription for each student

Subscription Length	1 Year Subscription	3 Year Subscription
Total Cost	\$49,665	\$70,293



Questions?

5/25/2022

Pricing on this Proposal Guaranteed: 10/5/2022

Presented To: Steven Couch (707) 441-2487, couchs@eurekacityschools.org**Prepared By:** Ashlei Sobrero, (925)353-0923, ashlei.sobrero@cengage.comSHIP TO: EUREKA CITY SCHOOL DISTRICT
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USACengage Learning
ATTN: Order Fulfillment
10650 Toebben Drive
Independence, KY 41051
(800) 354-9706
<http://NGL.Cengage.com/CustomerSupport>

Have a Question?

Export Titles to Excel (USD)

[View Quote in CAD](#)

Quoted Products: MRL

Qty	Update Qty	Product	Price	Quoted Price	Total
90	<input type="text"/>	Big Ideas Math: Modeling Real Life Common Core (2022) - Grade 6 Online Student Resources (3 years) Larson 1st Edition [K12, 2022] 9781637087480 / 1637087489	\$46.20	\$46.20	\$4,158.00
140	<input type="text"/>	Big Ideas Math: Modeling Real Life Common Core (2022) - Grade 6 Premium Student Resource Package (3 years) Larson 1st Edition [K12, 2022] 9781637087886 / 1637087888	\$98.70	\$98.70	\$13,818.00
6	<input type="text"/>	Big Ideas Math: Modeling Real Life Common Core (2022) - Grade 6 Teacher Resource Package (3 years) Larson 1st Edition [K12, 2022] 9781637087985 / 1637087985	\$315.00	\$315.00	\$1,890.00
215	<input type="text"/>	Big Ideas Math: Modeling Real Life Common Core (2022) - Grade 7 Online Student Resources (3 years) Larson 1st Edition [K12, 2022] 9781637088104 / 1637088108	\$46.20	\$46.20	\$9,933.00
4	<input type="text"/>	Big Ideas Math: Modeling Real Life Common Core (2022) - Grade 7 Teacher Resource Package (3 years) Larson 1st Edition [K12, 2022] 9781637088609 / 1637088604	\$315.00	\$315.00	\$1,260.00
105	<input type="text"/>	Big Ideas Math: Modeling Real Life Common Core (2022) - Grade 7 Premium Student Resource Package (3 years) Larson 1st Edition [K12, 2022] 9781637088500 / 1637088507	\$98.70	\$98.70	\$10,363.50
4	<input type="text"/>	Big Ideas Math: Modeling Real Life Common Core (2022) - Grade 8 Teacher Resource Package (3 years) Larson 1st Edition [K12, 2022] 9781637089224 / 1637089228	\$315.00	\$315.00	\$1,260.00
235	<input type="text"/>	Big Ideas Math: Modeling Real Life Common Core (2022) - Grade 8 Online Student Resources (3 years) Larson 1st Edition [K12, 2022] 9781637088722 / 1637088728	\$46.20	\$46.20	\$10,857.00
105	<input type="text"/>	Big Ideas Math: Modeling Real Life Common Core (2022) - Grade 8 Premium Student Resource Package (3 years) Larson 1st Edition [K12, 2022] 9781637089125 / 1637089120	\$98.70	\$98.70	\$10,363.50

Sub-Total: \$63,903.00

+ Estimated Shipping and/or Process Fee: \$6,390.30

AGENDA ITEM

Agenda Title: Marshall Family Resource Center Annual Report

Meeting Date: June 2, 2022

Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Board is asked to receive a report on the Marshall Family Resource Center.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

This presentation is part of a series of presentations about District programs. The Marshall Family Resource Center (MFRC) provides a comprehensive range of social, health, basic need and family strengthening services to support and improve the lives of Eureka's children and families. This report will summarize services and program accomplishments over the past year.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 4: DISTRICT AND SCHOOL CLIMATE (INCLUDING MENTAL AND SOCIO-EMOTIONAL HEALTH)

HISTORY *(list previous staff or board action(s) with dates if possible)*

This report is provided annually.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

There are no expenditures or revenue associated with this item.

WHO *(list the name of the contact person(s), job title, and site location)*

John Leonard, Director of Student Services

Keri Lockard, Marshall Family Resource Center Coordinator

ATTACHMENTS:

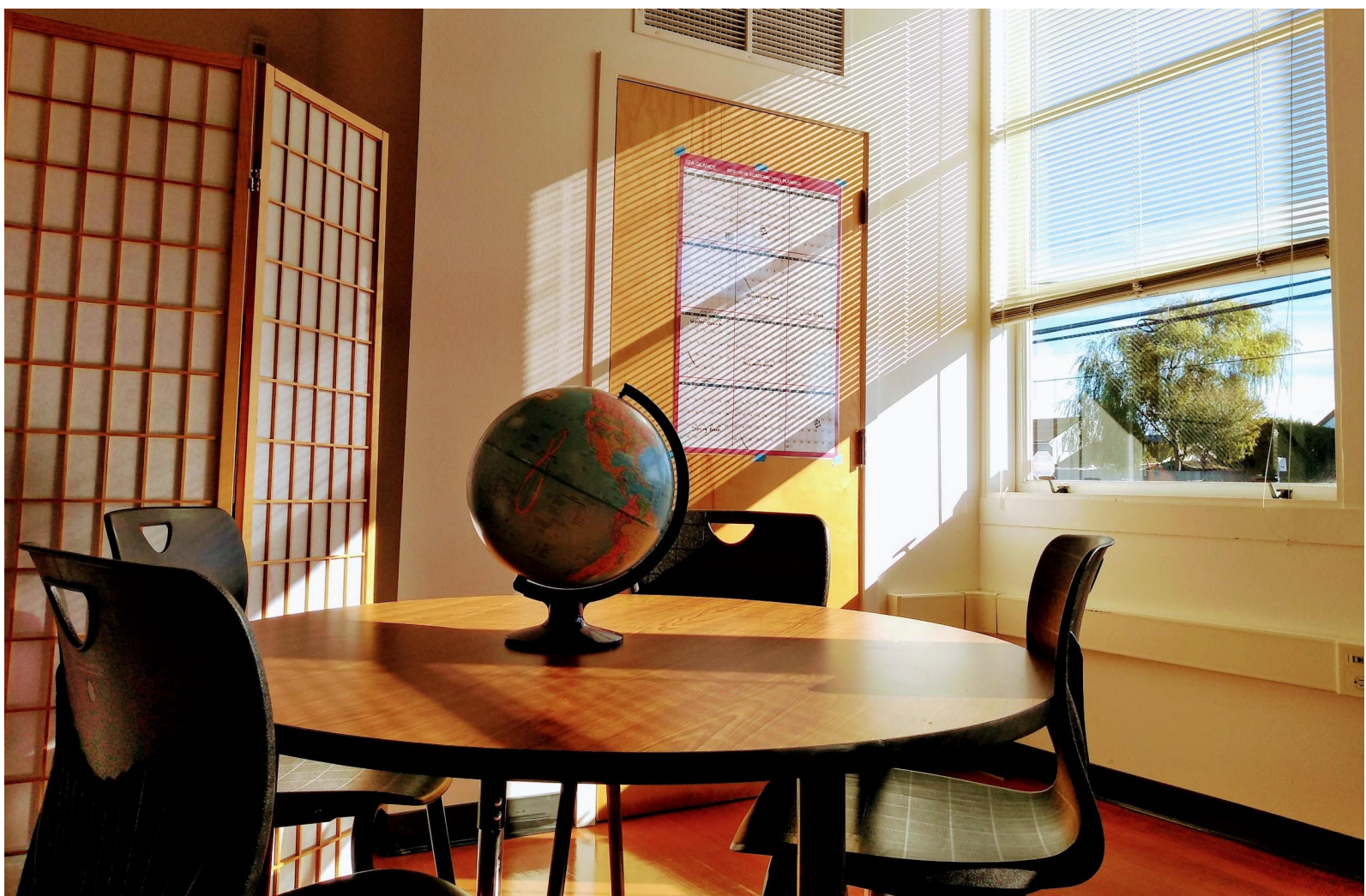
Description

- ▣ MFRC Presentation 21-22



Marshall Family Resource Center

Report to the Board 2021-2022



Marshall Family Resource Center Lincoln Educational Center Location



Resource Center Staffing

- ☐ **Coordinator-Keri Lockard, LCSW**
- ☐ **Family Services Advocate - Taylor Mullins**
- ☐ **BSW Intern-Jalen King**
- ☐ **AFACTR AmeriCorps- Jarod Quiring**



Coordinator's Additional Roles and Responsibilities

- ☐ Foster Youth & McKinney Vento Regional Educational Liaison - Eureka Bay Region**
- ☐ Member - School Attendance Review Board (SARB)**
- ☐ Member of CAPCC-Child Abuse Prevention Council of CA**
- ☐ Member of the Member support committee with HNFRC**

How Do we get referrals?

Referral Sources

- ☐ School Sites
 - Administrators, Teachers, Support Staff
- ☐ SARB Referrals
- ☐ Community Based Organizations
- ☐ DHHS Programs
- ☐ Word of Mouth/Social Media

Material Requests for Services

Hygiene Supplies
Lice Abatement Kits
Clothes/Shoes
Laundry Vouchers

Glasses
Backpacks/School
Supplies
Food



347 Families Served

- 166 Regular Clients that come in weekly/bi-weekly/monthly for resources
 - Food Pantry
 - Gas Cards
 - Laundry Vouchers
- 71 Thanksgiving Food Baskets
- 55 Winter Food Baskets
 - Each family got to pick out a few gifts for their kids
 - assisted 25 families sign up for Toys for Tots
 - 70 Teen Stockings

Activities

- ❖ Covid 19 Partnership Health Plan Grant
 - We held 3 vaccination clinics
 - 1st one: 40 vaccinations
 - 2nd one: 5 vaccinations
 - 3rd one: 7 vaccinations
- ❖ FFSPA Focus Group
 - Partnered with Pine Hill/So Bay
 - Had 7 families in attendance

Department Health and Human Services Partnership Agreement

- ▣ **CalWORKs/Welfare To Work**
 - Assist clients in applying, advocacy
- ▣ **CalFresh**
 - Assist clients in applying, follow up
- ▣ **Housing Search and Support**
 - Assist in housing applications, follow up
- ▣ **Child Welfare Services**
 - Differential Responses



Partnerships

- ☐ **Humboldt County Department of Health & Human Services**
 - **Social Services Branch**
 - **Children & Family Services**
 - **CalWorks**
 - **Public Health Branch**
 - **Mental Health Branch**
 - **Children & Youth Services**
- ☐ **Humboldt County Office of Education**
- ☐ **First Five Humboldt**
- ☐ **Boys and Girls Club**



Partnerships Cont.

- Betty Kwan Chinn Day Center
- Changing Tides Family Services
- Redwood Community Action Agency
 - PACT Program
 - Youth Service Bureau
 - AmeriCorp
- Humboldt Housing and Homeless Coalition



McKinney-Vento/Foster Youth Students Enrolled

□ Number of Homeless Students

- 2020/2021 - 203
- 2021/2022 - 209

□ Number of Foster Youth Students

- 2020/2021 - 68
- 2021/2022 - 46

2018/2019 Data - CALPADS EOY report as of 5/31/19

2019/2020 Data - Powerschool as of 6/1/20

Covid-19 Response and Support

- ▣ FRC- “Essential Service”
- ▣ Food/Laundry/Hygiene/Cleaning supplies Distribution
- ▣ Support for families-testing kits, assistance in locating vaccine clinics, outreach
- ▣ Increased Community Partnerships with Public Health & Partnership
- ▣ Two New Grants
 - Partnership Health Plan (~\$6,000)
 - Public Health (\$15,000)

Questions?



Keri Lockard
Coordinator Marshall Family Resource Center
McKinney-Vento/Foster Youth Liaison
Lockardk@eurekacityschools.org

AGENDA ITEM

Agenda Title: Governor's May Revise

Meeting Date: June 2, 2022

Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board will receive a report on the Governor's Budget Update for 2022-2023.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The May revision provides an update to the 2022-23 State budget proposal which was released in January, 2022.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*

This is an annual report to the Board.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

The fiscal impact on the Eureka City Schools budget will be part of the report.

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

▣ Overview

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

An Overview of the 2022–23 Governor's Budget Proposals



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posted May 13, 2022

Overview of the Governor's Budget Proposals

Governor Gavin Newsom's spending plan is an eye-popping \$300.7 billion budget to “provide relief from rising inflation, ensure public safety, address homelessness, transform public education, and combat climate change.” General Fund revenues are estimated to be nearly \$55 billion higher than in January, four short months ago. Just two May Revisions ago, schools were facing a potential 10% cut alongside billions of dollars in deferred state payments, helping the state address an estimated \$54 billion State Budget shortfall. While no longer framing this as the “California Comeback,” the cover of the May Revision document displays five individuals in front of a rising sun, hands clasped high, reminiscent of victorious Olympians on the medal stage.

Outside of education, the Governor is focused on inflation relief in the form of direct payments to Californians; significant infrastructure investments, including broadband and new housing; a commitment to address the effects of climate change; increased support in public safety; and investing in his characterization of a “pro-life” agenda, including universal preschool, health care accessibility, environmental clean-up, and violence prevention.

After the Governor released his January Budget, many speculated that the state would have a significant issue relating to its spending limit, or Gann Limit, in the current fiscal year moving forward as the increase in state General Fund revenues outpace the annual adjustment to how much the state can spend annually. However, the May Revision includes a multitude of investments, including tax credits, rebates, and infrastructure spending, that help it avoid reaching its Gann Limit in 2021–22 and 2022–23.

As it relates to education funding in the May Revision, some of the significant proposals that help the state spend below its Gann Limit are highlighted below, including increased investments to the State School Facility Program, funding for deferred maintenance, and infrastructure to support the new Universal Meals Program.

Economy and Revenues

In response to the robust revenue collections from January through April, Governor Newsom has revised his estimated revenue collection for 2021–22 upward by \$30.8 billion. This upward revision recognizes both the robust revenue collections to date and assumes that the increased tax collection will continue through the end of the year.

Big Three Taxes for 2021–22 (in billions)		
	January 2022	May 2022
Personal Income Tax	\$120.9	\$136.4
Sales and Use Tax	\$30.9	\$32.7

Big Three Taxes for 2021–22 (in billions)		
Corporation Tax	\$32.9	\$46.4
Total	\$184.7	\$215.5

This positive forecast is also reflected in the estimated tax revenues for 2022–23 as the Governor has increased the estimates from January by \$23.8 billion.

Big Three Taxes for 2022–23 (in billions)		
	January 2022	May 2022
Personal Income Tax	\$130.3	\$137.5
Sales and Use Tax	\$32.2	\$34.0
Corporation Tax	\$23.7	\$38.5
Total	\$186.2	\$210.0

In spite of the increased revenues, the Governor used much of his introductory statement paralleling the current tax collections with the robust tax collections in 2000. The words were meant as a warning, and signal that history may be on the cusp of repeating itself—that had the Legislature known that a crash was about to happen in 2000, much more of the surplus would have been allocated in one-time investments. This admonishment is interspersed throughout the Governor’s revised spending plan.

Proposition 98 Minimum Guarantee, Reserve, and Local Reserve Cap

As California’s larger economy prospers, yielding tens of billions of dollars more in unanticipated revenue for the state General Fund, funding for K-12 and community college agencies has skyrocketed. This is because the Proposition 98 minimum guarantee is determined by the Test 1 formula, which ensures that funding for public K-14 education receives approximately 40 cents of every state General Fund dollar. According to the May Revision, the Proposition 98 minimum guarantee across the three-year State Budget window has increased by \$19.6 billion above Governor Newsom’s January Budget estimates.

Proposition 98 Funding From January to May (In millions)

	2020–21		2021–22		2022–23	
	January	May	January	May	January	May
General Fund	\$70,035	\$70,231	\$71,845	\$83,640	\$73,134	\$82,292
Local Property Tax	\$25,901	\$25,869	\$27,219	\$26,560	\$28,846	\$28,042
Total Minimum Guarantee	\$95,936	\$96,100	\$99,064	\$110,200	\$101,980	\$110,334

In 2014, California voters approved Proposition 2, requiring the state to deposit funds into an education rainy day fund (the Public School System Stabilization Account) under certain conditions. In January, Governor Newsom estimated that the state’s requirement totaled \$9.7 billion across the three fiscal years. However, as a result of decreased capital gains revenues as a share of total General Fund revenues, the May Revision reduces the required total deposit amount by \$200 million to \$9.5 billion in 2022–23.

The revised rainy day fund total represents approximately 9.7% of K–12’s portion of the minimum guarantee. Existing law imposes a 10% cap on the amount local school districts can maintain in their reserves in the year succeeding the fiscal year in which the education rainy day fund deposit is at least 3% of K–12 Proposition 98 funding—a condition that was met with the 2021–22 deposit amount, triggering the local reserve cap for the 2022–23 fiscal year. Thus, local school districts will need to take action to comply with the law with the adoption of their budgets by June 30, 2022, as well as anticipate that the cap on their reserves will be in place for the foreseeable future.

Local Control Funding Formula, Cost-of-Living Adjustment, and Average Daily Attendance

As part of the January State Budget, the Governor proposed increasing funding for the Local Control Funding Formula (LCFF) by the then-estimated statutory cost-of-living-adjustment (COLA) of 5.33%. In addition, he proposed amending how school districts are funded under the LCFF by building upon current law and allowing school districts to calculate LCFF funding based on the greater of prior, current, or the average of three prior years’ average daily attendance (ADA).

With the May Revision, the statutory COLA for LCFF has increased to 6.56%, which the Administration proposes to fully fund. The other education programs that are funded outside of the LCFF—Special Education, Child Nutrition, Foster Youth, Mandate Block Grant, Adults in Correctional Facilities Program, American Indian Education Centers, and the American Indian Early Childhood Education program—will also receive the 6.56% statutory COLA.

Further, the Administration includes three other proposals in the May Revision. First, it provides an additional \$2.1 billion in ongoing Proposition 98 General Fund monies to increase LCFF base funding. The Budget summary notes that this additional funding is meant “to mitigate the impacts of rising pension obligations, increased costs for goods and services, and other ongoing local budget concerns.” Second, the May Revision includes an additional \$101.2 million in ongoing Proposition 98 General Fund to augment LCFF funding for county offices of education that are facing cost pressures similar to school districts and charter schools.

Lastly, the May Revision proposes to mitigate the drop in enrollment, and subsequent ADA that is being experienced in 2021–22 by local educational agencies (LEAs) due to the pandemic. To do this, the May Revision proposes allowing all classroom-based LEAs the ability to be funded in 2021–22 on the greater of their current-year ADA or their current-year enrollment adjusted for pre-COVID–19 absence rates. The proposal to allow school districts the use of the average of the three prior years’ ADA for LCFF funding purposes will be adjusted to allow for this change in 2021–22. These two proposals represent an estimated \$3.3 billion in ongoing General Fund plus an additional \$463 million in one-time Proposition 98 General Fund dollars.

LCFF Entitlements for School Districts and Charter Schools

The base grants by grade span for 2022–23 are increased over 2021–22 by the estimated statutory COLA of 6.56%. Not included in the table below are the impacts of the additional \$2.1 billion proposed to increase LCFF base funding. If this proposal moves forward, it would result in a total increase over 2021–22 of approximately 10%.

Grade Span	2021–22 Base Grant Per ADA	6.56% COLA	2022–23 Base Grant Per ADA
TK–3	\$8,093	\$531	\$8,624
4–6	\$8,215	\$539	\$8,754
7–8	\$8,458	\$555	\$9,013
9–12	\$9,802	\$643	\$10,445

The Transitional Kindergarten (TK)–3 base grant increase for the class-size reduction (CSR) grade span adjustment is \$897 per ADA in 2022–23, and the grade 9–12 base grant per ADA is increased by \$272 in recognition of the need for Career Technical Education (CTE) courses provided to students in the secondary grades.

School districts and charter schools are entitled to supplemental grant increases equal to 20% of the adjusted base grant (including CSR and CTE funding) for the percentage of enrolled students who are English learners, eligible for the free or reduced-price meals program, or in foster care. An additional 65% per-pupil increase is provided as a concentration grant for each percentage of eligible students enrolled beyond 55% of total enrollment, with 15% of the concentration grant to be used to increase the number of adults providing direct services (nurses, teachers, counselors, paraprofessionals, and others) to students.

Both the grade span adjustments and supplemental and concentration grant amounts would increase proportionately should the LCFF base funding be increased by the proposed \$2.1 billion.

Universal Transitional Kindergarten

The May Revision makes no significant changes to the state’s plan to achieve Universal TK in 2025–26 by expanding the age eligibility window each year beginning with the 2022–23 school year. Next year, LEAs will be required to offer TK to any student whose fifth birthday occurs between September 2 and February 2, inclusively, and maintain average TK classroom ratios of 12 to 1. The Governor’s January State Budget proposed to pay for the additional cost of lower classroom ratios by providing a TK add-on equal to \$2,813 per TK ADA, and to pay for the increased students being served by TK expansion with a \$640 million increase to Proposition 98 funding. The May Revision reduces the estimated cost of TK expansion by \$25.2 million, to \$614 million, due to decreased estimates for TK enrollment in 2022–23.

Many advocated for dedicated funding in the May Revision for TK facilities, recognizing the need to build or modernize existing classrooms that are developmentally appropriate for TK-age students; however, the May Revision includes no specific investment for TK facilities.

Perhaps the most significant proposal in the May Revision relative to universal TK is allowing preschool teachers with preschool teaching permits, who have bachelor’s degrees that meet basic skills requirements and who are enrolled in coursework toward a teaching credential, to teach TK. The May Revision proposes to sunset this

flexibility on June 30, 2026.

Special Education

The Governor makes no significant changes to his proposals in January for students with disabilities, which included:

- \$500 million in Proposition 98 General Fund dollars above the COLA
- \$500 million one-time funding for the Inclusive Early Education Expansion Program to support general education and special education students in inclusive preschool classrooms and facilities
- Serving at least 10% students with disabilities and providing children with an individualized education plan categorical eligibility to participate in State Preschool

According to the Department of Finance, the per-ADA Assembly Bill 602 rate will remain unchanged at the May Revision, at \$820 per ADA in 2022–23, due to downward ADA growth adjustments.

One-Time Discretionary Dollars

The Governor's May Revision proposes \$8 billion in one-time Proposition 98 dollars on a per-pupil basis to K-12 LEAs. It is the Administration's intent that these discretionary one-time dollars be used to address student learning challenges, protecting staff levels and supporting the mental health and wellness of students and staff. These funds would also serve as an offset to any outstanding mandate debt owed to LEAs.

Nutrition

To help with the implementation of the Universal Meals Program, the Governor's January State Budget proposal included \$596 million, to provide two free meals per day to any student that requests a meal, on top of \$54 million provided in the 2021 State Budget Act. Essentially, this is what the Administration is projecting the program to cost the state after accounting for federal reimbursement. The May Revision continues to include this augmentation.

Recall that California schools were reimbursed through the federal Seamless Summer Option for providing all students with a subsidized meal; however, this option is set to expire on June 30, 2022. In turn, the Administration is also proposing an additional \$611.8 million ongoing to maintain meal reimbursement rates beginning in 2022–23 so LEAs can continue to offer students high-quality, nutritious subsidized meals. If the federal government extends the flexibilities, any unused state funding for rate increases in 2022–23 will go towards kitchen infrastructure grants.

Finally, the Governor's proposal includes an increase of \$45 million one-time to support the implementation of the California Healthy School Meals Pathway Program, which supports workforce readiness for school food service workers.

Early Childhood Education

In addition to maintaining the proposed investments to expand access to state subsidized child development programs and increase provider reimbursement rates, the May Revision includes several new proposals, largely designed to mitigate the continuing effects of COVID-19 and to address the pressures that historic inflation rates put on California's neediest families. These proposals include:

- \$157.3 million to waive family fees for state subsidized programs through June 30, 2023
- Holding funding for child development contractors and providers harmless for the 2022–23 year, including reimbursing voucher-based providers based on authorized hours of care rather than actual hours of care
- Increased \$34 million investment in the California State Preschool Program for adjustment factors for children with disabilities and dual language learners

Facilities

The Governor's Budget included the sale of the remaining \$1.4 billion in Proposition 51 bond funds, as well as new General Fund appropriations for K-12 school facilities to the tune of \$2.225 billion over two years—\$1.3 billion in 2022–23 and \$925 million in 2023–24. These monies would support existing facilities projects submitted under the state's School Facility Program (SFP).

The May Revision increases this support by allocating an additional \$1.8 billion in General Fund monies for a total of \$4.025 billion in new facilities investments geared toward the SFP. These investments are to be appropriated over a three-year period—\$2.2 billion in 2021–22, \$1.2 billion in 2023–24, and \$625 million in 2024–25. Further, the May Revision includes approximately \$1.8 billion in one-time Proposition 98 General Fund dollars for deferred maintenance.

Expanded Learning Opportunities Program

In the Governor's January State Budget proposal, funding for the Expanded Learning Opportunities Program (ELOP) was proposed to increase to \$4.4 billion ongoing. In the May Revision, additional ongoing funds are proposed to raise the funding level to \$4.8 billion starting in 2022–23. At this higher level of funding, school districts and charter schools will receive \$2,500 for every student eligible for the program that is low-income, an English language learner, or in foster care. The implementation plan proposed earlier this year remains, such that compliance via the audit process would not start until 2023–24. In addition, as proposed, starting in 2023–24, LEAs with an unduplicated pupil percentage (UPP) greater than or equal to 75% must offer the program to all students in grades TK–6. LEAs with a UPP below 75% would only be required to offer the program to unduplicated students in grades TK–6 and provide access to at least half of these students.

The May Revision also adds \$63 million to the one-time ELOP infrastructure funds that the Governor proposed in January, bringing this total grant to \$1 billion. These funds are intended for infrastructure and arts and music programming needs for the ELOP.

Other One Time Proposals

Community Schools

In response to a projected shortfall in Community School Partnership Program funding based on the anticipated number of eligible applicants exceeding the amount of funding available, Governor Newsom's May Revision includes \$1.5 billion in one-time funds to augment the original \$3 billion allocated for the program through the 2021 Budget Act. The Community Schools Partnership Program provides Planning, Implementation, and Coordination Grants as well as Regional Technical Assistance Center Contracts.

Community schools represent a holistic approach to education whereby schools partner with other education, county, and non-profit entities to provide integrated health, mental health, social services, and educational support.

Community Engagement

Prioritizing community support and engagement through positive relationships with LEAs, Governor Newsom proposes an increase of \$100 million one-time funds to expand the Community Engagement Initiative to additional LEAs. The intention is to bolster relationships between LEAs and the communities they serve. To date, the Community Engagement Initiative, administered by the California Collaborative for Educational Excellence with an initial investment of \$13.3 million in 2018, has supported several dozen LEAs through peer-to-peer coaching.

Categorical Program COLA

The May Revision increases the statutory COLA provided in the January Governor's Budget to 6.56%. This is extended to select categorical programs as well, and an additional \$62.1 million is provided for this purpose.

California School for the Deaf–Riverside: Athletic Complex Replacement and Expansion

Governor Newsom proposes an increase of \$2.5 million to support the study and preliminary phases of an overall \$43.1 million General Fund investment in replacing all outdoor athletic fields and an addition of a stand-alone practice soccer field at the Riverside School for the Deaf.

Educator Workforce

The May Revision builds on the Governor's January Budget educator workforce investments through additional one-time Proposition 98 and non-Proposition 98 General Fund proposals. First, on the Proposition 98 side of the General Fund, the May Revision proposes \$500 million to increase the teacher and school counselor pipeline by expanding residency slots, an additional \$20 million to support a K-12 Teacher Residency Program Technical Assistance Center, and \$1.7 million to support the educator recruitment work of the Center on Teaching and Careers.

The May Revision proposes significant one-time Proposition 98 investments in educator support for Science, Technology, Engineering, and Mathematics (STEM) instruction as well as reading and literacy. The Governor proposes \$85 million in PreK-12 educator resources and professional learning opportunities to support implementation of the Next Generation Science Standards, California Math Framework, the California Computer Science Standards, and the math and science domains of the California Preschool Learning Foundations. Another \$300 million is proposed to augment resources available to LEAs for professional learning through the Educator

Effectiveness Block Grant, with a priority for STEM educator supports. Finally, the May Revision includes an increase of \$15 million one-time Proposition 98 dollars, over three years, to encourage and support teacher supplementary state certification in reading and literacy.

On the non-Proposition 98 side of the Budget, the May Revision proposes additional one-time investments; \$30 million over a three-year period to continue the work of the Educator Workforce Investment Grant program. The proposal focuses \$15 million on computer science and \$15 million on special education and support for English learners.

In addition to these one-time investments, the May Revision proposes statute to expand eligibility for the Golden State Teacher Grant program which provides incentives to individuals to consider earning a credential and serving at a priority school in California for four years, within eight years after completing a preparation program. Specifically, this proposal would extend eligibility to school counselor, social worker, and psychologist candidates.

Minimum Wage

California's minimum wage is projected to increase to \$15.50 per hour for all workers effective January 1, 2023, triggered by increasing costs due to inflation. Per Labor Code, the minimum wage rate will be adjusted annually for inflation based on the national consumer price index for urban wage earners and clerical workers (CPI-W). Because the CPI-W exceeded 7%, the first adjusted increase was accelerated; therefore, employees will be guaranteed the \$15.50 rate even if they work for small employers—those employers with 26 employees or less (Labor Code Section 1182.12[c][3][A-B]) and the ongoing increase in the future is caused by Labor Code Section 1182.12(c)(1).

Retirement Systems

In a proposal that unfortunately does not benefit LEAs but recognizes the prudence of paying down liabilities when cash is available, Governor Newsom proposes \$11 billion of supplemental payments for the next four years to reduce state retirement liabilities. Therefore, the California State Teachers' Retirement System and the California Public Employees' Retirement System employer rates for 2022–23 would remain as set recently by each board, at 19.1% and 25.37%, respectively.

In Closing

At the May Revision, our lens is what the Governor has changed since his January proposal for education. In those regards, no significant changes were presented in the May Revision in the areas of school transportation, independent study, college and career preparation, and early literacy.

What has changed is a significant increase in discretionary funding for LEAs, both in terms of LCFF base grant increases and flexible, per-ADA, one-time funding. We think this is laudable, meets the needs of LEAs facing significant cost increases, and credit the Governor for listening to the education community.

While the May Revision avoids a Gann Limit issue, California's leaders anticipate that the issue will need to be addressed next fiscal year and beyond, or the state could find itself having to reduce non-education spending. We'll unpack the May Revision's education investments and discuss their implications for local planning and

implementation, including the risks they present, at our [May Revision Workshop](#) next week. We can't wait to "see" you all there!

AGENDA ITEM

Agenda Title: 2022-23 Eureka City Schools Proposed Budget Update

Meeting Date: June 2, 2022

Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board will receive an update regarding the development of the 2022-23 budget.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The District is required to adopt the fiscal year 2022-23 budget by June 30, 2022.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*

This is an annual report listed on the 2021-22 Budget Development Calendar. Public Hearing for the Adopted Budget is scheduled for the June 23, 2022 Board meeting.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

An update regarding General Fund revenues, including Local Control Funding Formula revenue, will be reported at the meeting.

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

ATTACHMENTS:

Description

- ▣ Presentation

2022-23

BUDGET ADOPTION

LCFF & Other Revenues Comparison



June 2, 2022

Presented by: Paul Ziegler

Assistant Superintendent

<p style="text-align: center;">LCFF REVENUE PROJECTIONS</p> <p style="text-align: center;">2022/23 Budget Adoption vs. 2021/22 2nd Interim</p>

	Projected <u>2021/22</u>	Projected <u>2022/23</u>	Projected <u>2023/24</u>
<u>2021/22 2nd Interim:</u>			
Base/Add-On	32,608,357	33,882,904	35,086,641
Sup & Con	<u>7,728,188</u>	<u>8,242,424</u>	<u>8,754,506</u>
Total	<u>40,336,545</u>	<u>42,125,328</u>	<u>43,841,147</u>
<u>2022/23 Budget Adoption:</u>			
Base/Add-On	32,598,440	34,439,455	36,259,347
Sup & Con	<u>7,725,794</u>	<u>8,380,234</u>	<u>9,052,160</u>
Total	<u>40,324,234</u>	<u>42,819,689</u>	<u>45,311,507</u>
<hr/>			
<u>Change from 2nd Interim to Budget Adoption:</u>			
Base/Add-On	(9,917) 0.0%	556,551 1.6%	1,172,706 3.3%
Sup & Con	<u>(2,394) 0.0%</u>	<u>137,810 1.7%</u>	<u>297,654 3.4%</u>
Total	<u>(12,311) 0.0%</u>	<u>694,361 1.6%</u>	<u>1,470,360 3.4%</u>

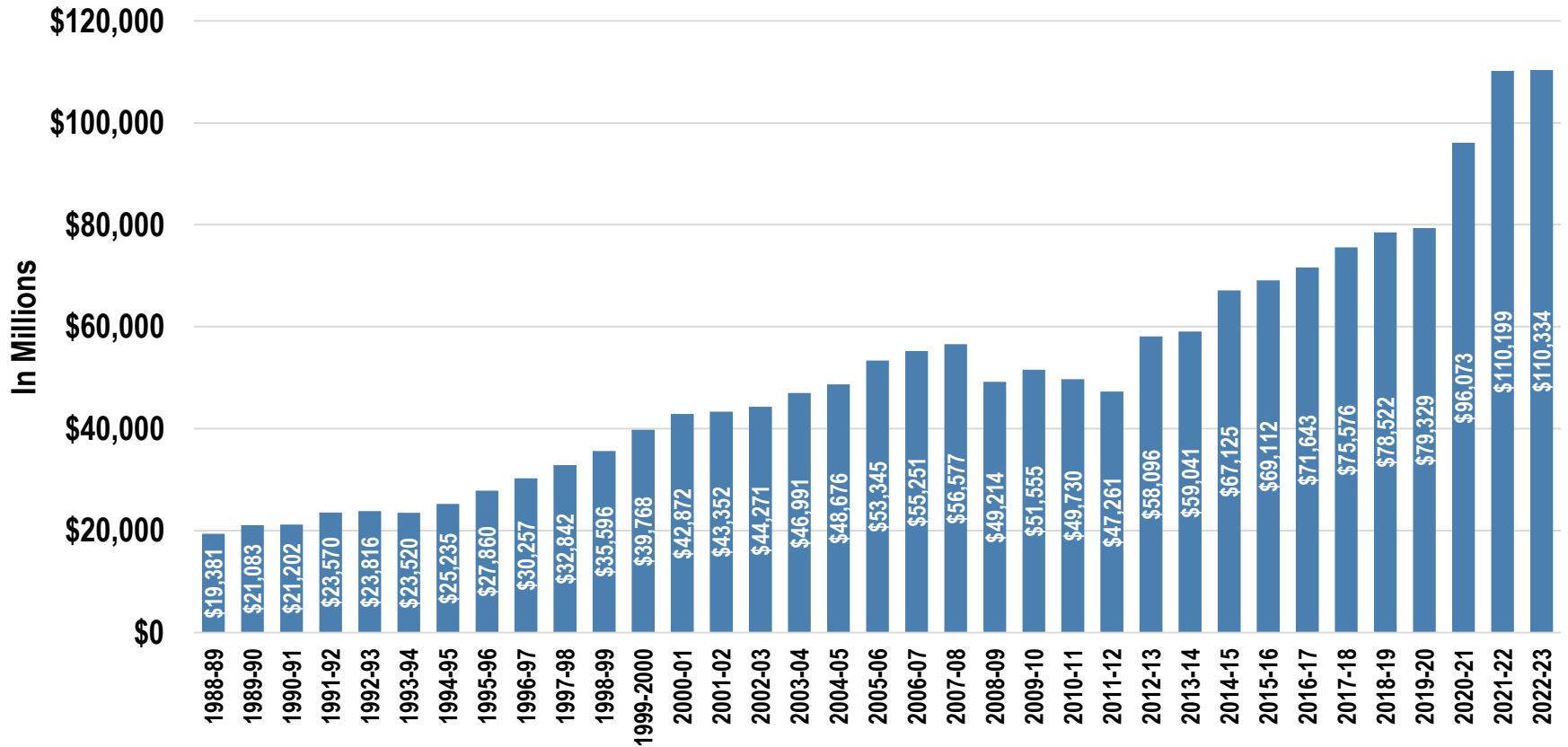
2022/23

LCFF REVENUE YEAR-OVER-YEAR COMPARISON

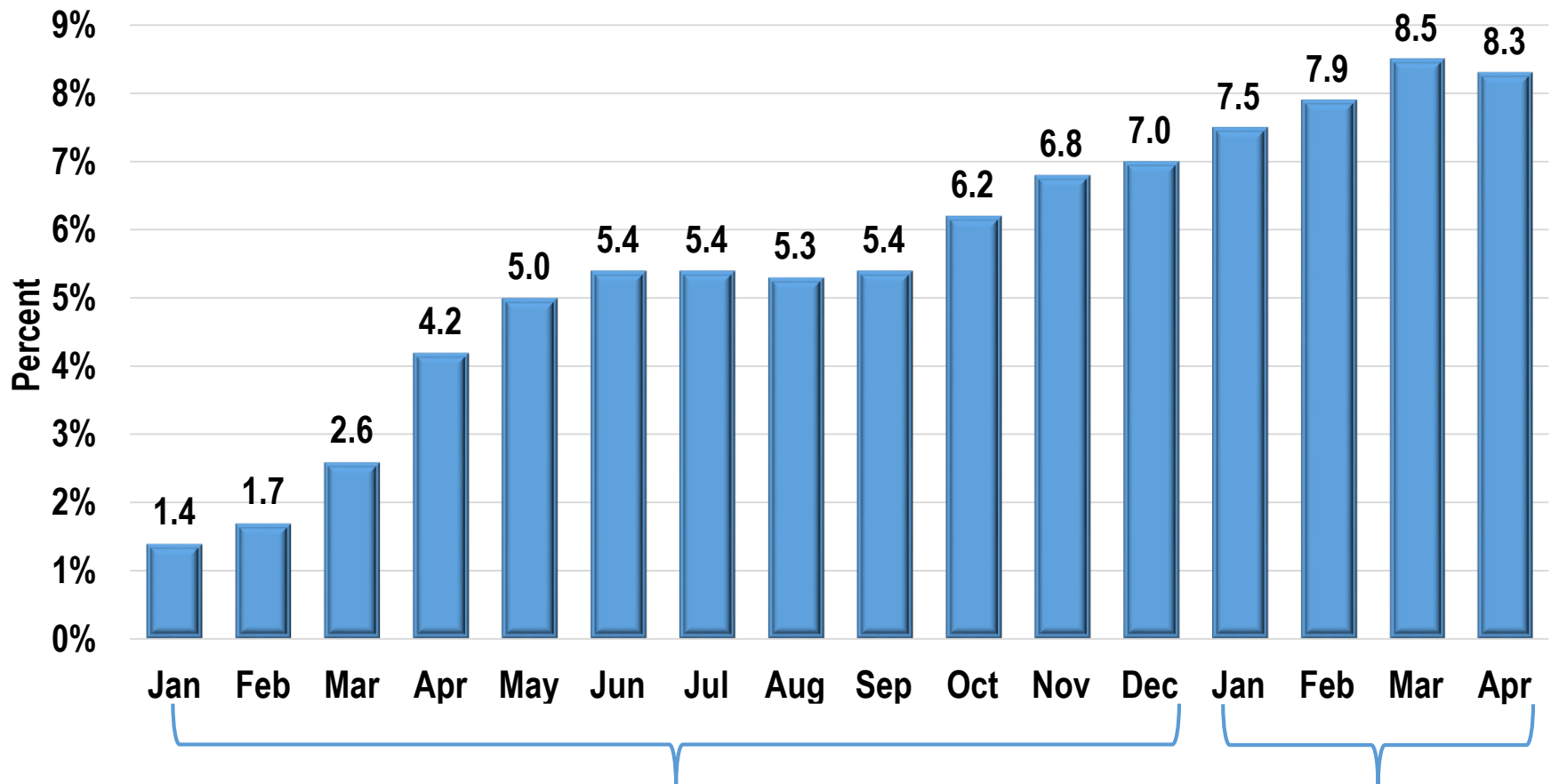
	Projected <u>2021/22</u>	Change From <u>Prior Year</u>	Projected <u>2022/23</u>	Change From <u>Prior Year</u>	Projected <u>2023/24</u>	Change From <u>Prior Year</u>	Projected <u>2024/25</u>	Change From <u>Prior Year</u>
COLA	5.07%		6.56%		5.38%		4.02%	
Unduplicated %	70.46%		71.19%		71.92%		71.92%	
Base/Add-On	32,598,440	1,712,122 5.54%	34,439,455	1,841,015 5.65%	36,259,347	1,819,892 5.28%	37,058,822	799,475 2.20%
Sup & Con	7,725,794	1,198,728 18.37%	8,380,234	654,440 8.47%	9,052,160	671,926 8.02%	9,255,083	202,923 2.24%
Total	<u>40,324,234</u>	<u>2,910,850 7.78%</u>	<u>42,819,689</u>	<u>2,495,455 6.19%</u>	<u>45,311,507</u>	<u>2,491,818 5.82%</u>	<u>46,313,905</u>	<u>1,002,398 2.21%</u>

Proposition 98 Minimum Guarantee

Funding Over Time



Inflation



Source: Bureau of Economic Analysis

2021

2022

EUREKA CITY SCHOOLS**GENERAL FUND COMPARISON****2022/23 Budget Adoption**

	General Fund 2020/21 Unaudited Actuals	General Fund 2021/22 2nd Interim	General Fund 2022/23 Budget Adoption	General Fund 2023/24 MYP1	General Fund 2024/25 MYP2
A. REVENUES					
LCFF/Revenue Limit Sources	\$ 37,413,384	40,336,545	42,819,688	45,311,506	46,314,104
Federal Sources	7,898,715	13,277,480	12,546,400	3,933,800	3,713,801
Other State Sources	6,357,535	7,904,850	8,736,741	8,882,325	8,537,540
Other Local Sources	<u>3,034,587</u>	<u>3,265,233</u>	<u>2,187,165</u>	<u>2,189,416</u>	<u>2,192,295</u>
Total Revenue	<u>54,704,221</u>	<u>64,784,108</u>	<u>66,289,994</u>	<u>60,317,047</u>	<u>60,757,740</u>

RECAP OF ONE-TIME FUNDING

	Legislation/ Funding Source	From	To	Allocation	Remaining Dollars***
CR Funds	CARES	3/1/2020	5/30/2021	\$ 3,005,939	\$ -
GF Funds	CARES	3/1/2020	6/30/2021	\$ 313,573	\$ -
GEER	CARES	3/13/2020	9/30/2021	\$ 271,407	\$ -
In-Person Instruction Grant	AB 86	3/1/2020	8/31/2022	\$ 1,412,217	\$ -
ESSER I	CARES	3/13/2020	9/30/2022	\$ 1,163,076	\$ 132,237
ESSER II	CRRSA	3/13/2020	9/30/2023	\$ 4,828,919	\$ 2,265,099
** ESSER III	ARPO	3/1/2020	9/30/2024	\$ 10,852,848	\$ 4,352,781
* Extended Learning Opportunities	AB 86	3/1/2020	9/30/2024	\$ 2,685,658	\$ 2,294,252
SB 117 Covid 19	SB 117	3/13/2020	N/A	\$ 60,397	\$ 23,915
				\$ 24,594,034	\$ 9,068,284

* ELO funding is inclusive of Allocation for Homeless Students and 10% set-aside for paraprofessionals

** ESSER III funding is inclusive of 20% set-aside for learning loss resources

***Estimated as of June 30, 2022

OTHER FUNDING

ELO-P (New Recurring)*	State	7/1/2021		\$ 729,153	\$ 729,153
Educator Effectiveness (One-Time)	State	7/1/2021	6/30/2026	\$ 969,267	\$ 885,177
ARP Homeless Support	ARPO	7/1/2021	6/30/2022	\$ 55,382	\$ -
FCC Telecommunication Grant	FCC	7/1/2021	6/30/2022	\$ 805,607	\$ 290,596
Universal PreK Planning Grant	State	7/1/2021	6/30/2024	\$ 142,152	\$ 142,152

*ELOP received 729,153 for 21/22 Estimated \$1.5M for 22/23 onward

AGENDA ITEM

Agenda Title: Elementary Furniture Update

Meeting Date: June 2, 2022

Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to receive an update from staff regarding the new elementary furniture.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Eureka City Schools is updating particular furniture and equipment at the elementary sites in order to more closely align with, and provide functional support for, educational programs. The plan for surplus of the old furniture and equipment will be reviewed with the Board.

STRATEGIC PLAN/PRIORITY AREA:

Priority Area 12: NEW AND MODERNIZED FACILITIES

HISTORY *(list previous staff or board action(s) with dates if possible)*

Upgrading elementary classroom furniture and equipment has been under discussion since the District's introduced Fountas and Pinnell curriculum in 2018/19. Delivery of the items is expected the week of July 11, 2022.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Alice Birney: \$ 105,746

Grant: \$ 81,971

Lafayette: \$ 97,157

Washington: \$ 153,285

Total: \$ 438,159

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

AGENDA ITEM

Agenda Title: Update Regarding the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program
Meeting Date: June 2, 2022
Item: Discussion

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board will receive an update regarding the District's application for the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

In April 2022, the District submitted an application for funding under the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant program, in order to construct additional classrooms at Grant Elementary school to accommodate expanded District preschool and transitional kindergarten enrollment. OPSC has received the application and provided an update as to the District's potential funding status.

STRATEGIC PLAN/PRIORITY AREA:

Applied to the "Fiscal Integrity of the District" portion of the Strategic Plan

HISTORY *(list previous staff or board action(s) with dates if possible)*

At the March 10, 2022, meeting, the Governing Board approved Resolution No. 21-22-016 Intent to Offer or Expand Full-Day Preschool and Transitional Kindergarten, and Authorizing Projects and Filing of Applications for Funding under the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Approval of the District's application could provide up to \$5.8 million in State funding to construct four preschool and four transitional kindergarten Title 5 classrooms.

WHO *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

AGENDA ITEM

Agenda Title: Information Only: July 2022 and August 2022 - Review of CDE Calendar of Events
Meeting Date: June 2, 2022
Item: Information Only

WHAT *(the board is asked to discuss, receive, approve, or adopt)*

July 2022

July 4th (07/04/2022)

July 4, 2022 is a public school holiday per California *Education Code* Section 37220. It is also a state holiday per California *Government Code* Section 6700.

August 2022

Children's Eye Health and Safety Month

The CDE encourages you to annually recognize August as Children's Eye Health and Safety Month.

National Immunization Awareness Month

The CDE encourages you to annually recognize August as National Immunization Awareness Month.

Women's Equality Day (8/26/2022)

The CDE encourages you to annually recognize August 26 as Women's Equality Day.

WHY *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Information only.

STRATEGIC PLAN/PRIORITY AREA:

Subject does not apply to a Strategic Plan Priority Area

HISTORY *(list previous staff or board action(s) with dates if possible)*

Not applicable.

HOW MUCH *(list the revenue amount \$ and/or the expense amount \$)*

Not applicable.

WHO *(list the name of the contact person(s), job title, and site location)*

Not applicable.